

TransFair Canada

Discover

Understand

Create!

A Student Guide To Fair Trade Activism



TransFair Canada

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Introduction

Student Fair Trade Action Handbook: Discover, Understand, Create.

This document is intended to act as a *knowledge and action guide* for those exploring and promoting the principles of Fair Trade. Divided into three sections, **discover, understand and create**, we are aiming to inspire action by expressing the impact which Fair Trade creates in the lives of both producers and purchasers.

Section **DISCOVER** is intended to guide readers through the complexities and different facets of Fair Trade from its historical roots all the way to the certification standards.

Section **UNDERSTAND** will explore how Fair Trade relates to individual consumers and the role Fair Trade plays in the university setting. It will emphasize the interconnection of these environments and their contributions to Fair Trade. It will introduce the concepts of education and advocacy and their roles in the growth of Fair Trade awareness.

Section **CREATE** focuses on tangible action at the personal, community, local, national and international levels. While providing information on small-scale Fair Trade promotion and advocacy operations it also suggests a series of forums in which to develop larger scale networks.

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SECTION ONE: DISCOVER

Discover Fair Trade: the basics

Fair Trade certification aims to give disadvantaged small producers and workers more control over their own lives. It addresses the injustice of insufficient income for a decent living and insufficient market access by guaranteeing that producers receive fair terms of trade and fair prices or wages – however unfair the conventional market is. On top of the Fair Trade minimum price, the Fair Trade Certification system guarantees a premium for producer organizations or workers bodies to enable them to invest in social, economical or environmental improvements. [FLO International 2005]

Conventional trade relations often exacerbates inequalities in the world; simultaneously increasing the wealth of the rich while further entrenching poverty in the global South. Fair Trade is a pragmatic solution to this problem and contributes to the alleviation of poverty in general.

INDIRECT TRADE

Conventional trading patterns involve a complex series of intermediaries, particularly in the South, that can undermine producers' ability to negotiate a fair price for their products. The intent of the Fair Trade system is to eliminate these unnecessary intermediaries and creates a direct link between the importers and the producing cooperatives where possible.

Conventional Fair Trade

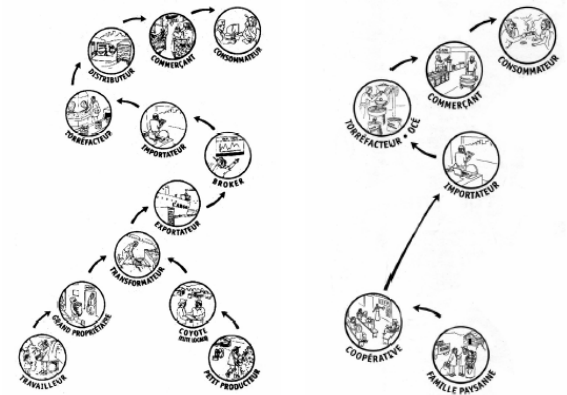


Image adopted from Equiterre's « Guide d'action pour un commerce équitable »

UNJUST PAYMENT

Due to subsidies in developed countries, high competition among commodity producers and corporate control of global supply chains, purchasers are frequently able to offer prices that are far below the cost of production. Farmers, wanting to sell their products for a living, often have no choice but to accept these low prices. Even during periods where international prices are high, poor farmers are forced to accept below cost prices because of the number of intermediaries and the power they have over them.

Alternatively, the Fair Trade market offers a fixed floor price for commodities that is often substantially higher than the world market price plus an additional social premium. What if the world market price for a commodity rises above the Fair Trade floor price? Fair Trade importers then pay continue to pay the social premium, while paying the world market price, so long as it is higher than the Fair Trade floor price.

For example, the chart below indicates the trade price for coffee from 1980, until 2005. Take note that the Fair Trade floor price for non-organic coffee is \$1.26 a pound, which the price of coffee on the world market has never reached.

Graph 3: Prices paid to growers (weighted by exports levels) – 1980/81 to 2004/05

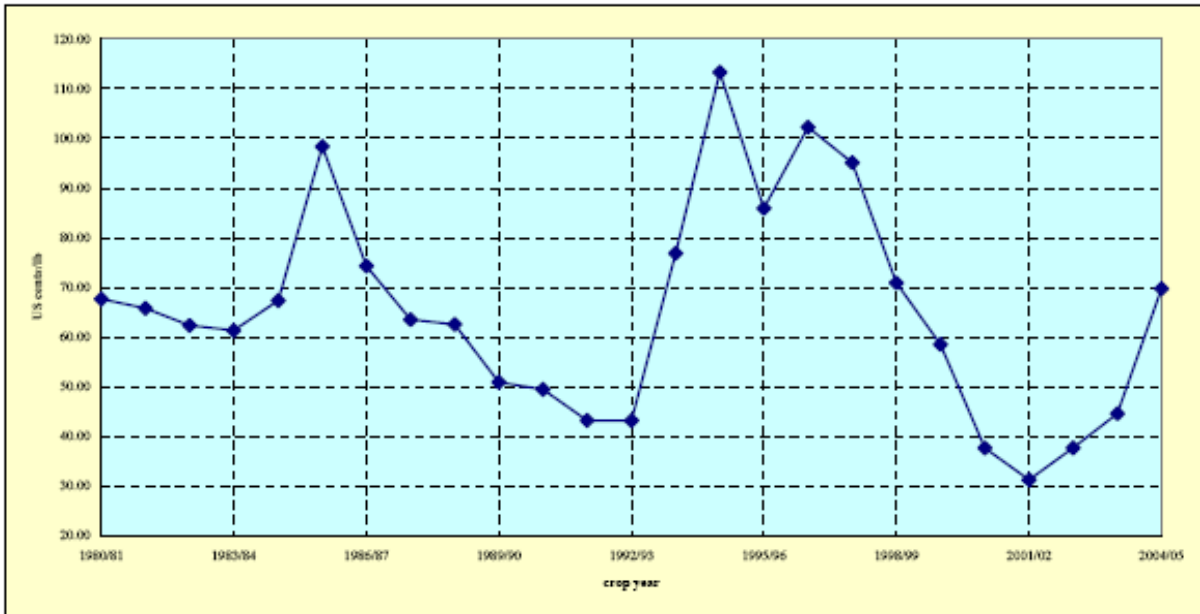


Chart taken from the International Coffee Association

CHILD AND SLAVE LABOUR

In 2002, the United Nation's International Labour Organization (ILO) released a report that states that "child labour often assumes serious proportions in commercial agriculture associated with global markets for cocoa, coffee, cotton, rubber, sisal, tea and other commodities". Under conventional trade regulations, although labour laws exist, they are often unmonitored, resulting in labour exploitation.

ENVIRONMENTAL DEGRADATION

In conventional trade the over-use of chemicals, such as fertilizer and pesticides damages the ecosystem balance, in addition to the health of those working in the areas in which the chemicals are applied. Often mono-culture is used to create large plantations of a single product for export sales, also known as cash crops. The production of these products is based on the premise of sales as opposed to self-sustainability from the production of food products. Because of unstable commodity markets the sale prices for commodities will drop so low producers hardly receive enough money to purchase their basic needs. Fair Trade encourages a move away from mono-culture to more diversified production and furthermore has a supportive relationship with the organic movement as it encourages all producers to progressively remove more and more off their chemical products and replace them with natural versions, altering eventually to organic production.

Discover the Fair Trade Movement: a brief global history

The Beginning

The concept of fair trade dates back to the 1940's when aid groups began paying higher wages to European refugees for their handicraft products in the wake of the Second World War. Simultaneously in Africa, international aid organizations from industrialized countries were fostering fair and stable trading relations, the beginning of an entire system of alternative trade. A handful of contemporary Fair Trade organizations are founded from these missionary roots, for example Ten Thousand Villages (formerly SELFHELP Crafts of the World), a US-based program of the Mennonite Central Committee.

This period was the first of two major waves in the fair trade movement. This first wave was focused on supporting the economic growth of nations in a post-war and newly decolonized world, and the vast majority of Fair Trade sales were centered on handicrafts. The second wave began as the debt crisis of the 1970's increase the urgency for equitable exchange of food and agricultural products.

A New Evolution

From the sporadic work on Fair Trade a new type of non-profit business structure known as alternative trade organizations or ATOs developed. Most were run by volunteers. They set up what were known as World Shops in Europe and North America. Parallel to the ATOs, a new group of entrepreneurs also arose and created for-profit companies that were driven by the principles of Fair Trade. This latter type of company was and is particularly common in Canada.

Fair Trade Labeling

In 1988 an international system of Fair Trade certification and labeling was introduced when the first Fair Trade label was created in the Netherlands under the name of Max Havelaar. Consumers needed a guarantee that their purchases were truly benefiting the producers and workers. In Canada, the Fair Trade Certified logo is managed by TransFair Canada, a non-profit organization, founded in 1997, that provides third-party certification of certain products (*see the full list of certified products on page 9*)



Companies or organizations wanting to trade, import, or manufacture Fair Trade Certified products sign a contract with TransFair Canada and must meet stringent business standards and adhere to specific terms of use regarding the Fair Trade logo.

Labeling organizations bring together a number of concerned groups (NGO's involved in development or environment issues, religious organizations, unions, etc.) all of which participate in promoting the "Fair Trade Certified" concept, brands and logos and in introducing these labeled products in the supermarkets. The certification and labeling system has helped increase the scale and scope of products available, bringing Fair Trade Certified products beyond the World Shops into mainstream grocery stores. There are now 20 national Fair Trade Labeling initiatives that work under the international umbrella of Fair Trade Labeling Organizations International (FLO). A given country will only have one FLO affiliated Fair Trade certifier, and TransFair Canada is the member with jurisdiction over Canadian Fair Trade Certified products.

The Present and Future of Fair Trade

Whether we enter the grocery store, the neighborhood café, the local boutique or the department store, Fair Trade is increasingly visible as an option on the shelves and menu. The more consumers and businesses in the North choose Fair Trade Certified products, the better able are Southern producer organizations (such as cooperatives) to develop and meet the needs of their members and members' families. Currently, over a million small-scale producers and workers are organized in as many as 548 grassroots organizations in over 51 countries in the South. Fair Trade is being promoted by consumer groups not just as a nice alternative, but as THE way to do business for the future of global trade. As both advocates and consumers work to make positive social change, the evolving face of Fair Trade continues to grow and prosper.

Discover the Fair Trade Movement: the Canadian experience

The history of the Canadian Fair Trade movement as a comprehensive whole is largely unrecorded. There are many unlisted actors in the history below, and I encourage each of you to explore the history of Fair Trade within your own community individually.

In the 1950's WUSC (World University Services of Canada) was an active player in the promotion of Fair Trade. At this time WUSC volunteers drove a "Treasure Van" to various universities to sell Fair Trade handicrafts and artisan products to students. Today, WUSC has a well developed youth leadership program by the name of Uniterra, which has a strong focus on Fair Trade initiatives. This move from small scale, to much more systemic change in the Fair Trade markets is characteristic of many NGOs in Canada.

In 1997 TransFair Canada was established, and the process of Fair Trade certification was launched in Canada. At this point, a network of organizations increased communication and cooperation on the promotion of Fair Trade products and awareness. Furthermore, licensees and retailers (such as Bridgehead) took an increasingly active role in Fair Trade promotion.

In August 2004, Ian Hussey and Jodie Creaser took the initiative to create the Canadian Fair Trade Network (CFTN), a pan-Canadian umbrella-organization which facilitates communication and collaboration amongst Fair Traders across the country and beyond and less than a year later, the Canadian Student Fair Trade Network (CSFTN) was formed.



Discover Standard Principles

The **Fair Trade Labeling Organization (FLO) International**, is the body that sets the world standards for Fair Trade certification. Working with national initiatives, such as TransFair Canada, they monitor and certify the trading relationships between producers and businesses that purchase their products to ensure they meet Fair Trade standards. Different standards are applied to different actors depending on their role within the supply chain, and are organized under the following categories: (1) producers and their organizations, (2) traders and (3) Canadian Licensees.

What is mentioned below provides general standards of conduct for different actors regardless of the product being traded. In addition there are also standards that are product specific, a separate set of standards for cocoa, coffee, etc. These standards may be found on the **FLO website** as downloadable documents:

www.fairtrade.net/sites/standards/general.html

Seven Simple Principles of Fair Trade

1. Direct Trade
2. Fair Pricing
3. Long Term Trade Relations
4. Access to Credit for Producers
5. Democratic and Transparent Organization
6. Protection of the Environment
7. Local Community Development

FLO CERTIFICATION REQUIREMENTS FOR: PRODUCERS AND PRODUCER ORGANIZATIONS

Criteria shared by both cooperatives and hired labour:

Transparency The organization must therefore have a democratic structure and transparent administration, which enables an effective control by the members and its Board over the management, including the decisions about how the benefits are shared or spent.

Non-discrimination. FLO follows ILO Convention 111 on ending discrimination of workers. The Convention rejects “any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation” (art. 1). As far as applicable, FLO extends these principles to members of organizations.

Export Capability The producers must have access to the logistical, administrative and technical means to bring a quality product to the market.

Environmental Protection The environmental criterion has a set of base standards and additional progress requirements. To initially receive certification, producers must meet a set of standards which include the abolition of the use of certain pesticides and fertilizers in addition to making environmental protection and sustainability an integral part of farm management (thus emphasizing diversity of production, intercropping and soil rotation). As cooperatives conform to more progress requirements (which involve the replacement of chemicals with natural products), they are moving in the direction of organic production.

Community Development A monitored plan should be developed under which the benefits of Fair Trade are shared based on a democratic decision taken by the beneficiaries.

Criteria specific to plantations:

Management of the Fair Trade social premium An advisory committee must be formed and include workers, advisors and a management team responsible for the Fair Trade premium. The social premium must not be used to cover ongoing operating expenses, but rather to improve working conditions.

Forced labour of persons under the age of 16 is prohibited and all **child labour** is prohibited. Moreover, children over the age of 15 must not be prevented from obtaining an education as a result of their working responsibilities.

Freedom of association & collective agreements Workers have a right to establish or join an independent union, elect their advisors and design their own programs.

Working conditions are equitable for all workers. Salaries must be equal or higher than the regional average or than the minimum wage in effect. Health and safety measures must be established in order to avoid work-related injuries.

Criteria specific to cooperatives:

Democracy Profits should be equally distributed among the groups of cultivators. All workers have a voice in the decision-making process and in the group

TRADERS

Trading standards stipulate that traders must:

Pay the Fair Trade minimum price to producers that covers the costs of sustainable production and living

Pay a Fair Trade Premium that producers can invest in development

Provide pre-harvest lines of credit when producers ask for it (up to 60% of purchase price)

Sign contracts that allow for long-term planning and sustainable production practices

CANADIAN LICENSEES

To become and remain licensed, companies selling products bearing the Fair Trade Certified logo must fulfill the following requirements:

If licensees sell conventional products in addition to Fair Trade Certified products, **maintain business systems that distinguish between the two**

Report transactions with traders/producer organizations on a quarterly basis including payment of a set license fee per product in relation to sales for that quarter

Submit to an on-site inspection on a regular basis

Demonstrate a willingness to actively engage in the promotion of Fair Trade

Adhere to sound business practices

As the Fair Trade movement developed, it became clear that a system to uphold the delineated standards was necessary. A process of certification was established in order to ensure that these standards are constantly and consistently adhered.

Did you know that there are eleven Fair Trade Certified commodities in Canada?

1. Coffee
2. Cocoa
3. Sugar
4. Tea
5. Bananas
6. Sports Balls
7. Roses
8. Cereals (Rice and Quinoa)
9. Spices
10. Wine
11. Cotton

Discover Certification

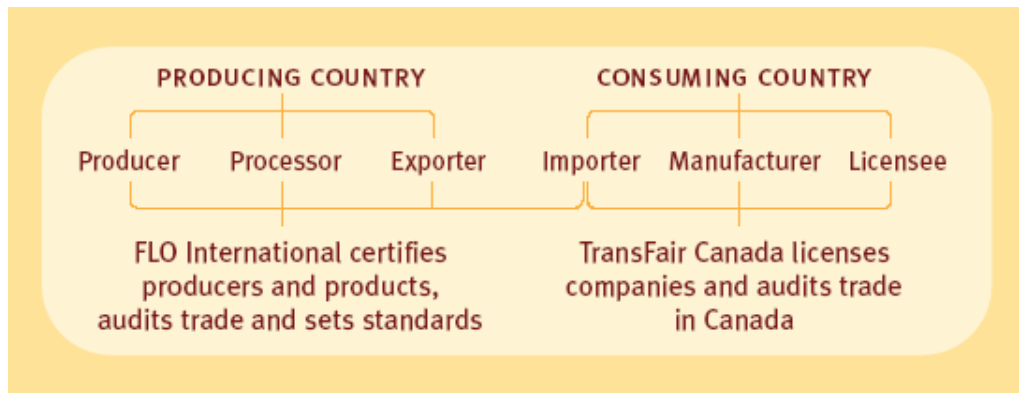
Certification currently exists for several commodities and composite food products as well as a few other non-food products such as sports balls and fresh cut flowers. Despite being the first Fair Trade product, there is a different accreditation for handicrafts. This is due to the dynamic and distinct creation process of each handicraft. Fairly Traded handicraft prices are negotiated between the producer and the trader, without independent third party certification. In many cases, sellers of fairly traded crafts will be members of the International Federation for Alternative Trade (IFAT) or the Fair Trade Federation (FTF), which are well-regarded organizations. An important distinction between IFAT/FTF and FLO/TransFair is that the former deals with members/businesses not products, whereas the latter certifies products not members or businesses.

Overview

The Fair Trade certification system begins at the production level in countries where the source products and ingredients originate. All Fair Trade Certified products come from certified producer organizations. Beyond the source, the entire supply chain is monitored to ensure the integrity of labeled products. This chain of certification, monitoring, and licensing ensures that the integrity of the supply chain cannot be compromised. It ensures that only a product or ingredient certified at the source can be labeled as Fair Trade Certified, and not just by anyone. Only licensees can use the Fair Trade Certified label on their products.

Certification of Producers

FLO Certification is run by an autonomous organization called FLO-Cert which coordinates all producer inspections, trade audits and certifications. FLO e.V. develops the international Fair Trade standards which are regularly reviewed in close cooperation with the producers and licensees, who are represented on the FLO Board and other decision-making bodies within FLO. In contrast to Codes of Conduct and other social labels, FLO's Fair Trade Certified standards are not simply a set of minimum standards for socially responsible production and trade. Fair Trade Certified standards go further: in addition to the minimum requirements that producers must meet, FLO standards guarantee a fair price, and, through process requirements, sees that the producer-run organizations invest the Fair Trade premiums in economic, environmental and social development. FLO has on the ground liaisons officers who support cooperatives and communities in their certification process. The producers and their organizations must therefore operate both transparently and democratically and



are obliged to make quarterly reports to FLO. Certification of producers hinges on meeting all the FLO standards for which they are audited and field inspected every two years if not more often. For more information, check out the FLO website at www.fairtrade.net/sites/standards/general.html

Supply Chain Monitoring

Supply chain monitoring provides checks, balances and full accountability for all goods purchased at Fair Trade Certified prices. In Canada, companies apply to TransFair Canada to deal in Fair Trade Certified products. They must be purchasing products from Fair Trade Certified organizations in the South. Furthermore, they must sign an agreement with TransFair Canada obliging them to report their purchases, processing and sales of Fair Trade Certified products.

This brings them into the monitoring system. In addition, the agreement stipulates the terms of usage of the Fair Trade Certified logo on licensees' products. They are also required to open their books to TransFair for periodic audits, and pay a quarterly license fee on the labeled products sold. Similarly, all licensees pay fees for the use of the Fair Trade Certified logo.

Are you certain about that certification?

Dario Lezzoni, Director of Équita the commercial branch of Oxfam-Québec, sees one of the greatest threats to the Fair Trade movement rising from "quasi fair trade labeling". For him, numerous labels created in Europe and North America that do not publicly release their trading guidelines do not constitute fair trade. In terms of transparency there is no guarantee of what business practices the consumer is supporting. Further concern arises from the trend of large multinational companies to market and repackage their products to make them appear more socially or environmentally responsible than they truly are.

<http://www.alternatives.ca/article1016.html>

**TransFair Canada is the only Canadian
independent third party certification organization**

Discover TransFair Canada

TransFair Canada is the only non-profit independent third party Fair Trade certification and public education organization in Canada.

Mission:

To alleviate poverty and improve the livelihood of developing world farmers and workers by building markets throughout Canada for Fair Trade Certified products and building trust in the Fair Trade Certified logo through a rigorous certification and licensing process.

Services:

TransFair Canada works to achieve its vision and mission through the provision of two interdependent yet distinct services:

Certification – which entails guaranteeing the standards behind, and licensing the use of the Fair Trade Certified logo.

Market Building – which entails building the market for Fair Trade Certified products. Key activities include: public education on Fair Trade as well as branding of the Fair Trade Certified logo to drive demand and increase the variety and quantity of certified products in Canada to in turn drive supply.

Buyer Be Aware!

Whenever you organize, it is important to strive to adhere to your mandate in your internal organizing. Do not be afraid to question and re-evaluate your understanding and actions, and most importantly, constantly scrutinize whether your actions and methods of operation are reflective of the mandate of your organization, and of Fair Trade generally. Be aware of the irony of using non Fair Trade products while promoting and advocating for Fair Trade, when Fair Trade Certified products are available, but do not be paralyzed by perfection. It is important for your organization to decide what is most important to achieve their mandate.



SECTION TWO: UNDERSTAND

Understand the consumer's relationship to Fair Trade

The growth of the Fair Trade market hinges on consumer choice. This consumer choice is influenced by a multitude of shifting processes such as advertisements and media, peers, taste preferred, family and community standards. When consumers make purchases, they consider three types of attributes:

- (1) search attributes (such as the size and shape of the product)
- (2) test/experience attributes (such as the taste or smell of a product)
- (3) credence attributes (such as the labour standards and environmental effects of creating the product)

Unfortunately, for the vast majority of products, there is currently no way to evaluate credence attributes. Fair Trade labeling revolutionizes purchasing by offering consumers the ability to incorporate these values into their daily consumption. As both a citizen and a consumer, you play an integral role in the success of Fair Trade. Your purchases will make an impact all the way back to the individual producers, and furthermore they will inform and inspire those who are involved in the consumption of your purchases with you.

Gift Promise

This Christmas, Easter, Valentines Day or any other holiday, try giving Fair Trade Certified gifts! This exercise will expand your knowledge of the availability of Fair Trade products and spread the word about the quality of Fair Trade goods.

For Christmas get the kids or neighbors a Fair Trade Certified soccer ball
For Valentines Day and Mothers' Day share Fair Trade Certified chocolates and fresh cut flowers
For Easter make a gift basket of Fair Trade Certified coffee, sugar and hot chocolate

Be creative and let others know what Fair Trade Certified gifts they can give!

For a list of Fair Trade Certified products available, check out www.transfair.ca and look at the list of licensees. Also be sure to look up Ten Thousand Villages at www.tenthousandvillages.com for handicrafts and other fairly traded goods as well as SERRV International's online shopping page <http://www.agreatergift.org/>

PURCHASING POWER!

In the year 2003 the average Canadian household spent approximately \$11,259 annually on food and clothing. We challenge you to allocate 5% of that spending to Fair Trade Certified products (562 dollars a year!) These dollars will go a long way to support the growth of Fair Trade, both as a consumer trend and as a market possibility.

Statistics Canada

Understand your university's relationship to Fair Trade

The university is a hotbed for alternative and innovative projects and has a large captured consumer body, ready to be influenced. There are vast quantities of coffee, tea, sugar, chocolate and other products being consumed everyday at university. The ultimate goal of a Fair Trade activist on campus is to direct university spending, both of the institution itself and the population of the school in favour of Fair Trade. The relationship of the individual consumer and the university institution to Fair Trade are in no way mutually exclusive, in fact, they are intricately intertwined; a university is one big spender. To integrate Fair Trade into the functioning of a university, one or many of the following approaches can be undertaken:

(1) Provide Fair Trade education on campus

This will increase the likelihood of the success of the below mentioned points as well as increase the consumer base of individuals choosing to purchase Fair Trade Certified products and to work to support its mandate

(2) Advocate for a university Fair Trade Certified purchasing policy or ethical purchasing policy which includes Fair Trade Certified products

This will ensure that all expenditure on behalf of the corporation of the university is invested in Fair Trade Certified products when possible

(3) Advocate for a university vendor Fair Trade Certified purchasing policy

This will ensure that expenditure on behalf of on-campus corporations (such as restaurants and non-university owned stores) is invested in Fair Trade Certified products when possible

The Fair Trade Foundation (the equivalent of TransFair Canada based in the UK) has developed a system of assessment for universities wishing to promote Fair Trade. Although you cannot receive "Fair Trade University" status in Canada yet, their principles, as outlined below are solid guidelines for assessing your level of development of Fair Trade promotion. They have been modified to the Canadian context.

GOAL (1) The Student Union and the university authorities both create a Fair Trade Certified policy incorporating the following five goals.

A member of the Union executive and a representative of the university would each take primary responsibility for implementing this policy, and agree to sit on the Fair Trade steering group (see goal 6). This could be written into their job description.

GOAL (2) Fair Trade Certified products are made available for sale in all campus shops.

This can be accomplished by providing retailers with information about distributors

and wholesalers. See section three: create availability of Fair Trade products on campus for more details.

GOAL (3) Fair Trade Certified products are used in all cafes/restaurants/bars on campus. Where this is not possible, there is a commitment to begin to use Fair Trade products in these establishments as it becomes possible to do so.

You would encourage that products sold by the shops at present in non-Fair Trade form be changed to Fair Trade form. For instance, if a shop currently sells coffee they would be obliged to add a Fair Trade brand to their stock or replace the current one with Fair Trade. Shops would not be obliged to sell Fair Trade foods that they do not already sell as non-Fair Trade; however the entrance of these products into the market could be supported.

GOAL (4) Fair Trade Certified products (for example coffee and tea) are served at all meetings hosted by the university and the Student Union, and are served in all university and SU management offices.

GOAL (5) There is a commitment to campaign for increased Fair Trade Certified consumption on campus.

At least two of the following methods must be in operation at any one time. The steering Group (see goal 5) could propose other means.

- (a) Articles and other appropriate material to be included in student newspaper, on the university's website and in suitable university publications.
- (b) Materials displayed in every place where Fair Trade foods are sold.
- (c) Participation in National Campaigns for Fair Trade (such as National Fair Trade weeks, a cross-Canada promotion campaign held annually in May)
- (d) Other opportunities – the steering group should seek opportunities to promote Fair Trade at related events – for example those which focus on trade and development.

GOAL (6) Set up a Fair Trade Group

This group will meet at least once a term to reflect on the progress of each of the above outlined goals in addition to their personally developed mandate, and decide how to go about continuing to excel.

The group could include a representative from the following groups:

- the residential/catering organization (often Sodhexco or Aramark)
- the university authority
- the Student Union executive
- any appropriate Student Union society or commission
- any interested club or organization (Oxfam, WUSC, PIRGs)

Understand community and Fair Trade

Our understanding of community is often embedded in our daily experiences and events. As a student, the university is a large part of your community; however, your municipality, your family and your neighborhood are also important communities in which you have the opportunity to advocate for Fair Trade. This guide is rooted in examples and suggestions based around a university, yet these ideas can be expanded to encompass and address the needs of a smaller or larger community.

Understand education and advocacy

As a citizen, you can act as both an educator and an advocate of Fair Trade Certified products. Education and advocacy are means of the Fair Trade movement, not ends. Both of these activities (education and advocacy) are vehicles for supporting the increase in Fair Trade Certified product sales, which ultimately supports the producers.

Education

There exists a plethora of materials on both Fair Trade and general ethical consumption. TransFair has a variety of online resources available at www.transfair.ca and the Appendix of References and Education Materials contains listings of other useful guides and documents. Furthermore there are downloadable product sheets and media articles to be found under the teachers section of TransFair’s website.

Experiential Education Stresses:	Conventional Education Stresses:
getting involved and doing	watching and listening
learning from other participants and on your own	teachers have all the answers
participant and facilitator share responsibility for learning	teachers are responsible for the learning
shared decision - making	teachers make decisions
learning how to learn	learning facts and knowledge
identifying problems and solutions	memorizing and acquiring information
recognizing importance of participants’ experience and knowledge	minimizing learners’ experience and knowledge
guiding and assisting in learning on one’s own	telling, prescribing, ordering
understanding learners’ motivation for what needs to be learned	reinforcing others’ ideas of what needs to be learned
applying practical, immediate approaches	learning information for future use

Table adopted from CISV’s Core Educational Content

With promoting Fair Trade it is often the story behind the process that captivates people and encourages action. Experiential education is one of the most effective means to illustrate the story of Fair Trade. Experiential education involves both the learner and the teacher in the process of dialogue and problem solving. This helps dismantle hierarchy and will

allow both learners and the teachers to gain further insight to the topic of Fair Trade while exploring potential actions to be taken as a result.



The experiential learning cycle can be referred to as a guideline for constructing educational activities. We will use a game of soccer as an example. In this game of soccer, the players will have their abilities decreased by wearing blindfolds. Using the experiential learning cycle (indicated in the diagram on page 18), the experience would look somewhat like the following:

Concrete experience: blindfolded soccer is harder than regular soccer

Observations and reflections: it is unfair that some players have a disadvantage while others do not; this disadvantage comes from a lack of access to resources (ability to see)

Generalizations: many producers in the global South lack access to resources, many producers are kept blind to the entire process of trade of which they are a part.

Would Fair Trade alter this?

You may often remain in the generalization stage for a long period of time, offering further concrete experiences on which to reflect and learn through dialogue and the construction of general statements. For example, you may play soccer again, and remove certain player's blindfolds making them "Fair Traders"; you may also offer other advantages and disadvantages symbolic of other processes within the production line. You can then reflect on these experiences and discuss Fair Trade in further depth.

Application: advocate for Fair Trade Certified products, purchase Fair Trade Certified products, and work with a Fair Trade network.

Though the use of the experiential education cycle is by no means necessary, many groups have found it to be the most profound and action provoking manner of engaging in education. More information on the construction of educational campaigns can be found in section three "CREATE an education campaign".

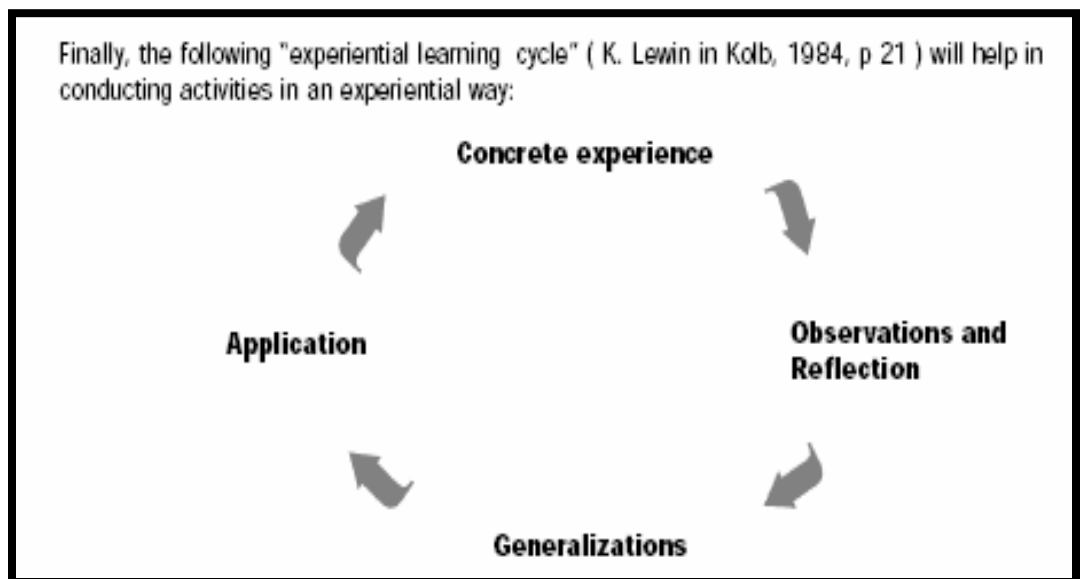


Table adopted from CISV's Core Educational Content

ADVOCACY

To advocate is **the act of influencing decision-makers and power holders** to make change. There is contention as to whether advocacy or direct action protests are more effective means for the promotion of specific causes such as Fair Trade Certification. A 2004 report issued by the University of Washington states that between 1960 and 1994, protests raised the number of state environmental bills passed by 2.2%, whereas advocacy groups were essentially ineffectual. Conversely, more universities have had success working in partnership with their administrations in an engaging rather than confrontational manner.

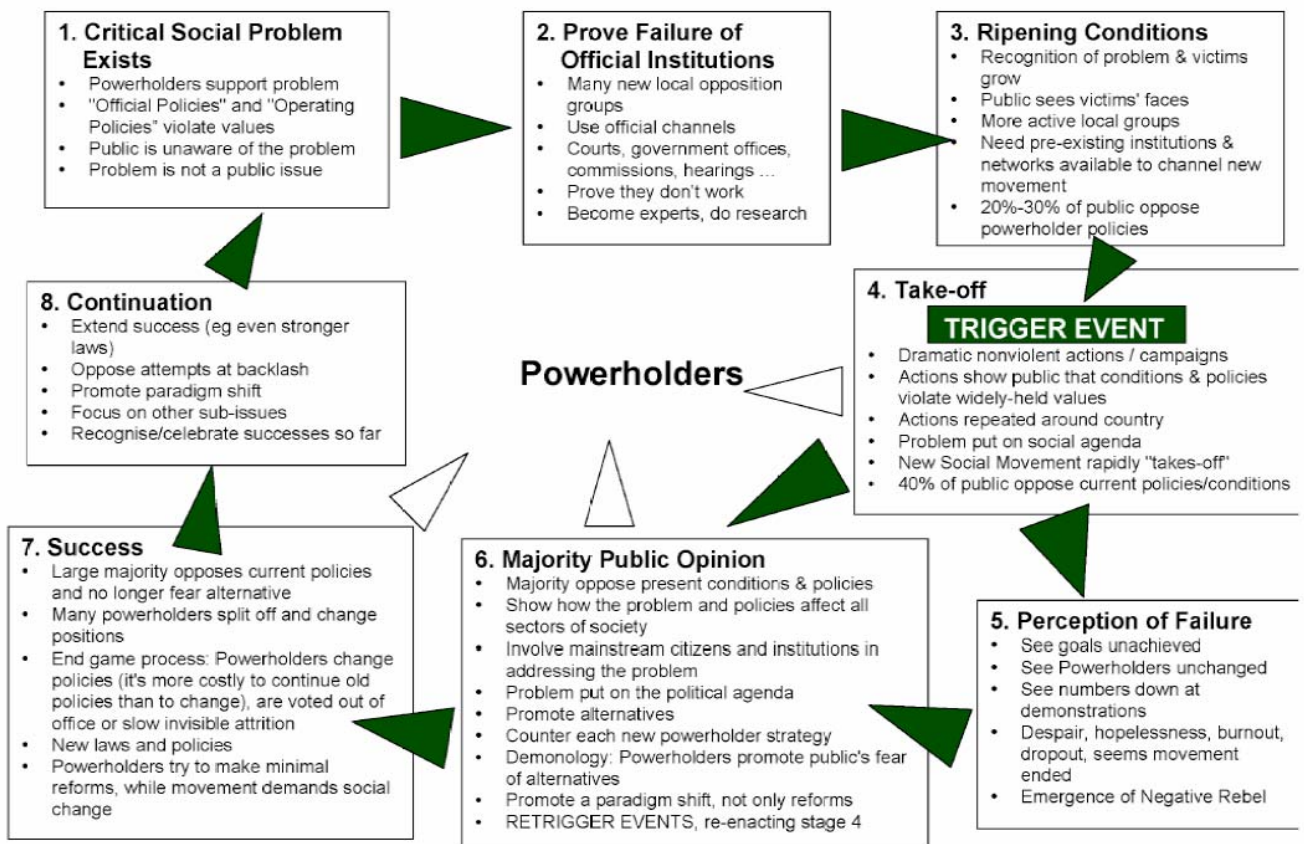
Engagers are those who work within the system and use official channels to advocate change, where as **confronters** challenge the structure of the institution and aim to create change in the structure of the system itself. Whichever direction your group chooses there are a series of common steps which are integral to the preparation of an advocacy group. Turn to the CREATE section to examine the outline for such a process.

SECTION THREE: CREATE!

Create a successful social movement

Social movements have demonstrated an effective history of provoking change from suffragettes to the civil rights movement. Today the Fair Trade movement is another dynamic group of people and organizations, this time working to support the rights of producers around the world.

Eight Stages of Social Movement Success Bill Moyer 1990



The following eight stages have been adapted from Bill Moyer The Movement Action Plan: a strategic framework describing the eight stages of successful social movements, Social Movement Empowerment Project, San Francisco: 1987. They have been defined and expanded to illustrate the evolution of a university based Fair Trade movement. This is by no means a strict delineation of university based Fair Trade work, but in many ways characterizes the general progression of such groups.

1. Critical Social Problem Exists

This stage is where you identify the Fair Trade issue you wish to respond to.

Most likely it is that there is no or limited access to Fair Trade on campus, or potentially if you have a purchasing policy in place, it is for an option and does not provide exclusivity on the provision of Fair Trade products.

This is similarly where you will begin research and self-education. It is important that advocates and representatives of the Fair Trade movement have their facts and ideas in order.

2. Prove Failure of Official Institutions

Before this stage can take root, an **organization or coalition** must form to address the problem identified in the previous stage. It is much more effective to provide a name and a face associated with the movement at a local scale. In-depth research surrounding the institutions in question will be necessary. This time is meant to prove that the institutions (be it the university administration, the university caterer, the student union) are not voluntarily willing to address the issue of Fair Trade. This can be demonstrated by illustrating their past apathy in addressing the issue. One effective way of doing this is through an **education campaign**. Similarly (if applicable) you can demonstrate the actions the institution has taken in the past and hold them accountable to what they were previously doing but have since lost interest in completing.

Also during this campaign, it is important to highlight your movement's list of demands. Create a **list of demands document** to provide to both the public and the institutions which you are attempting to change.

3. Ripening Conditions

This stage is characterized by ongoing education campaigns and the growth of your local movement. It is important to **collect a large support base** before taking a major action. Use the list of resources attached to find more information.

4. Take Off

Here is the apex of all previous stages! After a period of collecting support and informing the public, your movement will take a **major action** for the purposes of

- (1) getting media attention
- (2) drawing attention to the institutions in question
- (3) educating the public
- (4) persuading the institution to adopt your list of demands

5. Perception of Failure

This stage does not necessarily exist, but does more often than not. After the conclusion of your movement's major action, dramatic change is often expected by members and great disappointment occurs when there is little visible change. It is important in this stage to **focus on the accomplishments of the group** and to demonstrate all of the forward movement that has been achieved. Keep members motivated and involved; often during this stage the momentum of a group will stagnate.

6. Majority Public Opinion

At this point Fair Trade will not only be on your group's agenda, but on the **public and institutions' political agendas**. When this issue has reached the consciousness of the general public, those in power will be more persuaded to adopt your demands.

7. Success!

At this point old policies will be abolished and new policies incorporating Fair Trade will be written. The institution will officially endorse the promotion of Fair Trade on campus and perhaps all items on your **list of demands will have been met**. However it may be that only some of your demands are met, in which case the process may begin again with a re-vamped list of demands, emphasizing those that were not previously met.

8. Continuation

Once you have achieved success, it is important to **constantly evaluate** the reality of that success. If a purchasing policy is put in place, is the policy being followed? At this point, the process will begin again.

Create a group to promote Fair Trade issues

University groups have varying life spans from one to multiple years. The university setting is constantly changing and the leaders of the groups will often only last for a maximum of four years, thus it is important to construct a sustainable structure and foundation which will allow for the ongoing shift in both membership and leadership of the group.

Step ONE: Give **shape** to your group. This refers to the foundations and substance of the organization as a whole.

Develop a mission statement to reflect the purpose of the creation of the group.

Create a name that reflects the mission and actions of the group.

Construct and draft an organizational structure to delineate the delegation of tasks and other work.

Write out a constitution to refer to for future succession of the group and as a reference tool where there is confusion over the functioning of the group. A template constitution can be found in the appendices section.

One key to developing a strong organization is professional and organized appearance. It is important for the sake of negotiation to hold a certain level of professionalism while working and to constantly demonstrate your accountability and commitment to your work.

Step TWO: Give *resources* to your group. In order to properly utilize your volunteers and coordinators, you must provide the group as a whole with essential resources.

Create an email account from which all central communications will take place.

Set up a mailing address or mail drop box to receive incoming communications which cannot be directed through email.

Step THREE: Give *support* to your group.

Identify like-minded actors and/or groups at your university and discuss where cooperation could take place.

Identify any staff or faculty members who would be interested in working with your group. These people will often have useful information, insight and connections, not available to most students.

Support is also defined by the positive relationships within your group. This is where the concept of fun comes into play: groups and campaigns that enable participants to have fun while working and building new friendships are more likely to succeed because volunteers are less likely to suffer burnout.

Create Objectives

Within any organization it is necessary to outline objectives. By doing so, you will have a basis from which to plan your actions and events. Objectives are also useful to refer back to, in order to ensure that you stay on track and continue to evolve and make change as an organization. The group should set both ISSUE OBJECTIVES and ORGANIZATIONAL OBJECTIVES. The former are those you wish to address as public issues and the latter are those internal to the organization to support its success and evolution. Use the following template and examples to help your organization construct its own sets of objectives.

an **OVERALL AIM** is generally what the movement wishes to achieve as a whole. When the overall aim is achieved a group would either dismantle or re-evaluate their purpose on campus. For example:

- To have the University offer exclusively Fair Trade Certified products where possible

the **LONG TERM OBJECTIVES** are several goals which when compiled will amount to the achievement of the overall aim. For example:

- To incorporate Fair Trade into the university's mission statement
- To incorporate Fair Trade into the catering contract
- For Fair Trade to be sold by all retail outlets on campus
- To improve existing selection and promotion of Fair Trade in the student union shops
- To ensure the use of Fair Trade foods in the student union offices
- To ensure the use of Fair Trade foods at all university meetings
- To encourage research on Fair Trade

The **SHORT TERM OBJECTIVES** are more immediate action based items which will ensure the accomplishment of the long term objectives. For example:

- To establish a society as a campaign base for Fair Trade and other issues by X date
- To raise awareness of Fair Trade at the university by holding X event
- To raise support from students and staff by having a petition signing
- To create links with other Fair Trade campaign groups in the area by organizing a coalition meeting by X day

When setting your short term objectives it is important that they be SMART. Setting SMART objectives will help ensure preparation for their accomplishment as well as strategic planning.

Specific	answer the five W questions of who, what, where, when and why
Measurable	establish concrete criteria for measuring whether you have accomplished your objectives
Attainable	identify the objectives which are most important to you as it will motivate you to accomplish them
Realistic	objects must be those that you are both willing and able to work towards to accomplish
Tangible	objectives that can be felt by the five senses

ORGANIZATIONAL OBJECTIVES are both short and long term, where the overall aim is to support the successful evolution of the group. Possible LONG TERM OBJECTIVES include increasing membership in the group; where as possible SHORT TERM OBJECTIVES include creating a database of existing member's contact information.

Always remember when setting objectives...

- “soon” is not a date
- “someone” is not a name
- “some” is not an amount

Create a Fair Trade coalition

Similar in many ways to the creation of an organization, a coalition is an “organization of organizations”. Instead of starting from scratch a coalition combines the resources and ideas of pre-existing groups.

The **strengths** of coalitions are in their numbers and committed members. Furthermore, many of these groups may have access to finances or bargaining power when combined, which alone they do not. Similarly, like-minded organizations (LMOs) such as environmental sustainability groups or social justice groups are useful partners to establish on campus for their ideas as well as their resources.

The **difficulty** with coalitions is often that there are a variety of mandates working together. Although all of the groups in a coalition may wish to achieve the same aim (Fair Trade on campus) different groups have different priorities and capabilities, and promoting Fair Trade might be lower on their agenda than yours.

To avoid conflict and confusion it is best to devote some time up front with coalition partners to create a list of common objectives and to assign roles and responsibilities according to each member’s skills and availability.

Create a campaign framework

Now that there is an organizational structure in place, it is time for action! With any form of action, be it educational, advocacy or a combination of both, a framework is required. After the creation of your organization’s objectives there are four main stages to the creation of a campaign

- (1) RESEARCH
- (2) SWOT ANALYSIS
- (3) STRATEGY DEVELOPMENT
- (4) OPERATIONAL PLAN

When you embark on a campaign, be sure to identify which of your organization’s objectives are being met through the implementation of the campaign and its activities. Far too often groups run events and activities without a larger view of which of their objectives they are contributing to achieving.

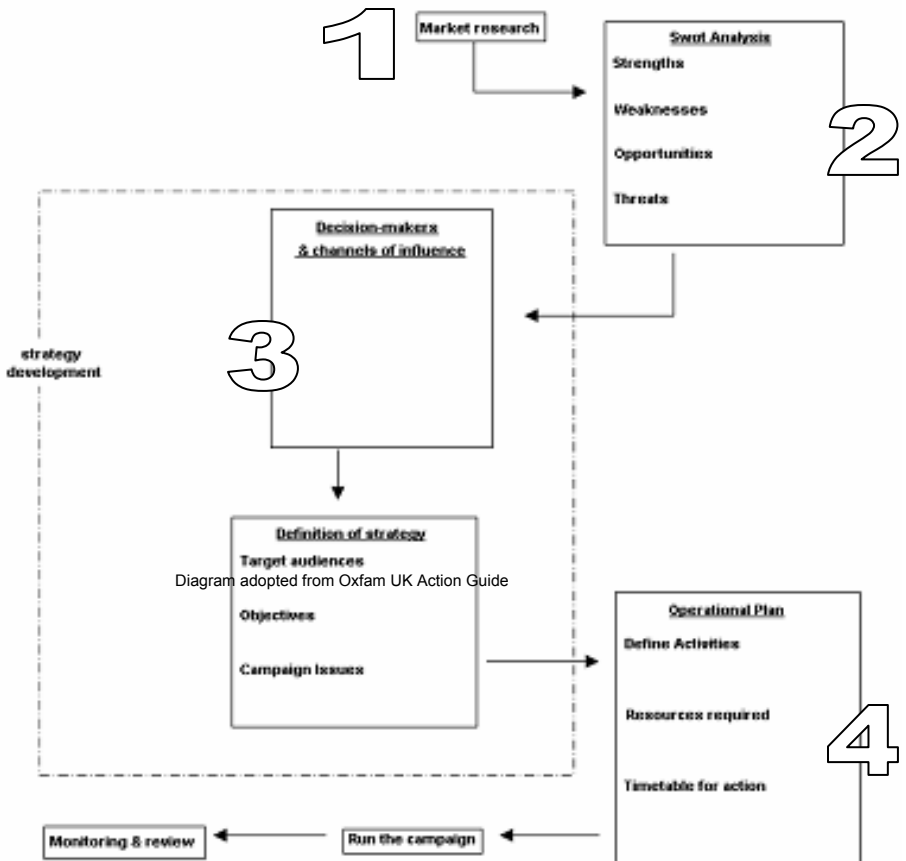
RESEARCH is an essential part of a successful campaign. However, depending on the sort of campaign you are running, the specific research will differ slightly. See the specific campaign development sections for further in depth information on research. In both cases it is imperative to be well versed on what Fair Trade is and the process behind Fair Trade Certification. Check out the resources list at the end of this document for videos, flyers and other useful information pertaining to a general over view of Fair Trade.

A **SWOT ANALYSIS** refers to **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats. Assessing each of these levels allows you to examine the situation of your group from an objective perspective. This will further allow you to decide on your plan of action. Once you identify all four of these categories your group should:

- (1) Build on the strengths
- (2) Strengthen the weaknesses
- (3) Use the opportunities
- (4) Limit the threats

By doing so, your group will maximize all available resources and make the most effective impact strategically possible.

STRATEGY DEVELOPMENT is centered on developing specific campaign objectives. Now that your group or coalition has a well-developed mandate and set of objectives, it is time that your campaign follow suit. When setting campaign objectives, be sure to refer to your SWOT analysis. As objectives should be both achievable and realistic, it is most effective to set them in line with your group's strengths and weaknesses. If you have many well-trained educators in your group, it would not make sense to embark on an advocacy campaign (with an objective to sell only Fair Trade products everywhere!) without first confronting your weakness of a lack of experience. Perhaps a group with these strengths would better maximize their strategic capacity by joining a coalition with more experienced lobbyists while contributing education and event planning skills.



An **OPERATIONAL PLAN** is the road map to your campaign. This map will be divided into three sections

- (1) Activities planned
- (2) Resources required
- (3) Timeline of operation

In the first section you will outline a series of events or activities to take place. When creating activities always look back and see which one of your campaign objectives is being met by each event. It is important to keep the large picture in view as similarly each of the campaigns should be designed to work towards the achievement of the organizations objectives as a whole.

In the second section the resources required for the execution of the events/activities should be compiled and organized. Make a check list.

In the third section a timeline should be drafted for the execution of the planned events. Be sure to examine key dates with which you should align, for example international campaign days such as those of Oxfam's Make Trade Fair, the National Fair Trade weeks which are held every year at the beginning of May and the youth based Fair Trade month in November. Similarly, it is most effective to draft your timeline *BACKWARDS*, taking into account key dates to which you must conform and aligning your goals and events to those.

With this framework now in place, let us turn to specific examples and ideas pertaining to both education and advocacy separately.



Create a Fair Trade education campaign

To compose an effective education campaign it is essential to be **CLEAR, CONCISE, CONNECTED, COMPELLING, CONTRASTING, CREDIBLE** and **CONSISTENT**. The seven C approach is integral to passing on pertinent information to be retained by the audience that you are targeting.

Research necessary for a well-developed education campaign would require asking the following questions:

- Who is your target audience? Age? Location?
- How much do they know about Fair Trade?
- How can you capture their attention? What is popular with them?
- Are there limitations on time and resources to be used?
-



Once you have answered these questions you may begin your SWOT analysis and move into stages three and four of campaign framework planning. Use the series of activities below as ideas to inspire and direct your events preparation.

- (1) integrate Fair Trade into your university or high school course curriculum
- (2) approach your library to order books or videos about Fair Trade
- (3) run free workshops exploring the concept of Fair Trade
- (4) write to the student newspaper or have a press conference about Fair Trade
- (5) organize information and sample kiosks
- (6) have a speaker
- (7) organize a debate or a discussion surrounding a specific topic or video
- (8) organize a Fair Trade soccer tournament
- (9) create installation art such as a large paper maché coffee cup
- (10) collaborate with university based drama troops to hold a performance
- (11) hold a photo exhibit with Fair Trade as the theme
- (12) have a bake-off using Fair Trade products
- (13) have your university radio station do segment on Fair Trade
- (14) host a dance evening with Fair Trade drinks
- (15) organize a Fair Trade fashion show

CLEAR -- simple and easy to understand
CONCISE -- brief and to the point
CONNECTED -- relates directly to the local community and what is happening right there, right now
COMPELLING -- connects on an emotional or gut level (not just an intellectual one) with the targeted public audience, and communicates a sense of urgency
CONTRASTING -- is something only your side can claim, and clearly distinguishes between the two choices (right vs. wrong)
CREDIBLE -- is not only factual, but also "rings true"
CONSISTENT -- is repeated over and over again throughout your group's campaign communication

Table adopted from Sierra Youth Coalitions' Guide to Grassroots Organizing

Education campaigns are useful in recruiting volunteers for your organization and often promote individual incentive to purchase Fair Trade products. Furthermore, education campaigns increase publicity and bring the concept of Fair Trade into the public eye increasing the likelihood of success of a purchasing policy.

Create a Fair Trade Purchasing Policy

One of the latest trends in Fair Trade activism is the adoption of purchasing policies. This was spurred by an earlier phase of consumer education, without which the adoption of these policies would be highly unlikely. When advocating for a purchasing policy, it is best to engage with the administration/institution rather than confronting them.

Step One: Create a List of Demands

A list of demands is helpful for several reasons. Firstly, when you create a list of demands to present to the institution you are attempting to change you will have a well-thought out document that demonstrates what direction you would like the institution to take and how to go about that change. Without a written list of demands it is easier to lose your bearings through the course of your campaign, and the lack of clarity could undermine your efforts at the negotiation table. Furthermore, a list of demands explains to the public what your group is attempting to achieve and whom you are attempting to engage. This will help provide public support for your campaign and puts direct pressure on the institution in question.

A list of demands should be constructed using the SMART guidelines as you did when drafting your objectives. The document should also be well formatted, in clear and concise sentences. A well-composed list of demands would look something like the following:

Supported by the desires of the student body, we, Fair Trade group of University X request that Institution Y:

- 1. adopt a Fair Trade purchasing policy on coffee by the end of 2006, to be composed by a joint commission of Fair Trade group X and institution Y*
- 2. provide annual Fair Trade training for all employees*
- 3. work in partnership with Fair Trade group X to develop a marketing strategy for Fair Trade products on campus*

Be ready to negotiate your list of demands. For example, an institution may say it is not financially feasible to adopt a purchasing policy by the end of 2006 or that they cannot be sure if the market exists to even have a purchasing policy. Perhaps you will be able to convince them to run a year of trial purchasing and from the results of that year move into a purchasing policy the next year. Furthermore, your list of demands will have to be constantly re-evaluated you gain access to new information and resources. This would mean that your list of demands would shift to:

- 1. adopt a one-year policy of Fair Trade coffee purchasing*
- 2. compose an evaluation committee of Fair Trade group X and institution Y members to examine the trial period's sales and compose a report suggesting a future action plan*

Be sure to make your list of demands public. Transparency is integral to gaining the support of the student body. .

Step Two: Make the Fair Trade Issue Public

By making the issue of Fair Trade public, you heighten your chances of garnering support. Similarly, the more people that are aware of an issue, the more likely it is that people will hold institutions accountable for their spending. There are a variety of means to make an issue public, some of the more popular means include articles or exposes in student or community newspapers, facilitation of educational activities and public videos and presentations.

Step Three: Meet with the Institution

Before you contact anyone, your group should map the institution in question. This means to literally draw (or examine an already drawn) map of the institution in question to pin-point the important players in passing this policy. This will allow your group to strategize properly to understand who it is more valuable to apply pressure on if necessary. Furthermore, it will demonstrate to the institution that your group has made the effort to research and understand their functioning.

Next, set up a meeting by email or phone. When you arrive, be prepared to explain and discuss your research, your list of demands and the direction you see the institution taking. It is important to engage in open and honest dialogue with the institution as it is far better to establish a partner than to establish an enemy.

Step Four: Demonstrate Student Support

After you have “gotten the message out there”, the next step is to quantify the existing support for Fair Trade as a means of convincing the institution that the adoption of a policy would be well received and successful. Again, there are a variety of methods which can be used.

Your group could conduct a survey of the student population pertaining to various issues surrounding Fair Trade. This is best if you are looking for a specific piece of information such as the products most desired on campus, or statistics surrounding the current and predicted future usage of Fair Trade products by students. Depending on who you are dealing with, survey statistics conducted by your group may not be well received. If the test results are in your favour there is room for the institution to accuse you of skewing the data or of conducting a slanted survey. If you are working with a suspicious and confrontational institution perhaps one of the following methods (which may be considered more objective) would be better suited.

For a simple demonstration of support, your group could canvass with a petition. See the attached appendix petition for an example. The format and wording can be changed to have students voice support for either Fair Trade in general or for the adoption of a specific purchasing policy.

Along a similar vein, your group could place a plebiscite question on a student referendum ballot. This would demonstrate to the institution, both the popularity of Fair Trade as a cause and the willingness of your group to effectively utilize diplomatic and official avenues to ensure the success of the purchasing policy.



Continue public dialogue with the institution and develop a working partnership to tackle the issue of Fair Trade together. At this point gaining the support of teachers, researchers and professors will give your group substantial clout. Once you have succeeded in passing a policy (or even if you have not) begin to examine other avenues for the promotion of Fair Trade on campus. The larger variety of tactics you are employing the larger cross section of the population you will be able to captivate and engage.

Create availability of Fair Trade products on campus

If a purchasing policy is adopted, then all institutions subject to it should be compliant. Now a purchasing policy may not apply to all retail outlets on campus, or obtaining a decent policy may be impossible. In these cases, in order to ensure sales of Fair Trade goods on campus you can either suggest that an already existing vendor provides such goods, or establish a system to provide them yourselves.

Generally, the most effective option is to integrate Fair Trade into a pre-existing vendor. This is because the infrastructure for products importing, sales and promotion already exists. We will now examine the steps to working in cooperation with an on-campus vendor.

Step One: Inform yourself of strong arguments in favour of Fair Trade

This involves not only understanding the arguments of why Fair Trade is socially and environmentally sustainable, but being able to argue in favour of Fair Trade as a smart business choice. There is an ever-increasing market for Fair Trade products, especially on university campuses.

Step Two: Create an up-to-date list of wholesale providers of goods in your area

By offering a list of providers to the vendor, you make it easier for the managers to integrate the products. This way the vendor cannot claim that there are no providers available, or that the process is too difficult and costly for them to undertake. The more background work that is put in, the fewer reasons vendors will have for saying no. There is a country wide list available at www.transfair.ca

One differentiating factor about a company is that they can be a one hundred percent trader. This means that all of the company's products are Fair Trade Certified, not just one blend of coffee out of a plethora of offered products. There is also workers cooperatives' that are based on a worker-owner system, where each employee purchases shares and owns a portion of the company. Both of these forms of functioning are a reflection of economic democracy in the North, which is precisely what Fair Trade advocates in the South. All of this information will be indicated in the TransFair licensees listing at www.transfair.ca

Step Three: Contact the person in charge of the vendor

Send an email or make a phone call setting up a meeting with the manager or director of the service you are targeting. Go to the meeting armed with ideas, research and conviction! See the "dialogue with vendor" appendix for a template of how the conversation would go. It is important not to be confrontational, as you are trying to convince the vendor that Fair Trade is a choice in their favour and a positive working relationship in the future will be integral to the success of the project.

Step Four: Get the support of the student body and other groups

This will increase the strength of your argument that Fair Trade is a sound business venture. Proving to a vendor that students are interested and desire these products, will make them more inclined to listen to what you have to say. Furthermore, consumer pressure is a driving force for any business, and if students will turn their business elsewhere to find Fair Trade products, vendors will want to make sure that the business is coming to them. See “create an advocacy campaign” for ideas on how to quantify this information for presentation to a vendor.

Step Five: Follow through to ensure success

After the initial meeting, be sure not to let the vendor fall off your radar even if they have agreed to provide Fair Trade products. Until the goods are in the store (and even after!) you should continue to follow through. Check in with emails, phone calls or set up a ‘progress meeting’ with the manger/director.

Step Six: Hold the vendor accountable once products are in—check the signage and availability

Success! The Fair Trade goods have arrived! Once your vendor has developed a relationship with a distributor and has products in their store/cafeteria/restaurant, continue to check in with them and hold them accountable to their agreement to promote Fair Trade. In addition to selling the goods, vendors should ensure that there is sufficient stock in place and that signage clearly indicates which products are Fair Trade Certified and which ones are not.

Step Seven: Evaluate the sales

Once sales have been ongoing for some time, evaluate the success of the project. Support the vendor in evaluating which products sell best and which products need more promotion in order to heighten sales. This information can be used to help persuade vendors to adopt increasing amounts of products and to support the sale of lesser known goods.

Step Eight: Continue to Promote!

Spread the word! Tell your friends or write an article to the school paper about the new goods received on campus. This positive attention for the vendor will both increase the sales of the Fair Trade products, in addition to convincing vendors not currently providing Fair Trade products that selling these items would be good for business.



If you are unsuccessful in working with an existing vendor, there is always the possibility of having your organization or group act as a point of sale. The obstacles with this process are more logistical than those you will encounter while working to develop a non-Fair Trade vendor into a Fair Trade one. Acting as a point-of-sale you will most likely not be able to bring in the same amounts or diversity of product to begin with. Similarly, you will need to acquire funding which is not necessarily a component of working with another vendor.

Access to up-front funds for purchasing products is the most difficult obstacle for many university based groups. Try searching for university based grant application or specific faculty bursaries. There is also the possibility of working in conjunction with a larger NGO on a fundraising basis. If your goal is to provide Fair Trade products to campus, potentially NGOs would be very excited for your group to provide this service with their name. Propose to the NGO that they provide your group with funding up-front to purchase the products for sale. The profits made from the sales of the products will in turn be donated to the group in question, not to mention the free advertising and promotion they receive from being the supplier of these products on your campus.

Despite the obstacles, setting up a point of sale is a realistic and possible project for an on-campus group. The guidelines below offer a template from which to develop a model to fit your specific group.

Step One: Set up organizational working grounds

If you are not already a part of a group, there exists the possibility of working in a coalition or of organizing yourselves. See the section “Create an organization” for more information.

You will require volunteers or staff for the following, general tasks:

- product ordering
- bookkeeping
- volunteer recruitment and training
- publicity/promotion
- sales

Establish an office or location to have products shipped and to store before, during and after the sale.

Set up a bank account to deal with funds.

Step Two: Connect with a distributor

Check out www.transfair.ca for a list of licensees who provide products.

If you are working in conjunction with an NGO they may have a provider with which they are already affiliated.

Organize a meeting with your top choices of distributors. It is possible that certain distributors may not be willing to deal with such small orders, so it is best to have a series of options. Present in full detail the plan you have established for the supply, marketing and sales of Fair Trade products on campus. The more detail and depth you are able to provide, the more you will be able to convince a distributor that it will be easy and worthwhile to work with you.

Step Three: Sale preparation

Now that you have established a provider of products, it is time to sell them! Select a high traffic spot to sell in. Strategically place your sales. Where are people most likely to be willing to make a purchase? What time of day will the most people be out?

Use creative marketing schemes. As popular as the concept of Fair Trade is, you cannot expect products to sell themselves! Use bright colours and out-of-the ordinary demonstrations. Posters and flyers are always useful, but at a university there is often an overabundance of these sorts of promotions and it is best to pinpoint a way to distinguish yourselves from the many other initiatives on campus. Create a press release to publicize your sales.

When selling, be a storyteller. It is the difference of Fair Trade products from other conventionally produced products that encourages sales and consumption. Be willing to share and promote the concepts of Fair Trade because these ideals are often its major selling point. Along the same vein, have printed information about Fair Trade available. Although you are selling products, there is no reason why it cannot be an educational endeavor as well.

Be fiscally accountable with your sales. Make sure to write receipts for all sales and to track incoming and outgoing stock.

Step Four: Evaluate sales

Examine the total sales and individual product sales. Identify your best and worst selling products and adjust your orders and promotion accordingly.

Conclusions

This guide has been inspired and founded in the ideas of many great publications before it including Equiterre's Guide to Action, Oxfam USA's Student Action guide and the Fair Trade Federation's Action Guide. We hope that the creation of a Canadian based publication is the beginning of a new turning point in the history of Fair Trade activism across our country. Since the inception of Fair Trade,

We have come so far...

In 1997 TransFair Canada was founded as a national initiative to certify Fair Trade products within Canada

Between 1997 and 2006 the number of licensees selling Fair Trade products has increased from 5 to 162

Between 1997 and 2005 the percentage of adult coffee drinkers who purchase Fair Trade coffee has quadrupled

In 2006, a number of universities including McMaster, Queen's University, University of Montreal and York University had adopted ethical or Fair Trade purchasing policies

Yet, we have so far to go...

Fifty per cent of children in Haiti are malnourished, with the highest rate in the rice-growing areas

Two-thirds of Colombia's flower-workers suffer from serious health problems associated with pesticide exposure, ranging from nausea to miscarriages

More than one third of the 78 million people in Ethiopia earn their livelihood from some phase of coffee production, which remains an incredibly unstable market

It is with the inspiration of the work of those before us, and the conviction to create a sustainable world for those to come that the Fair Trade movement continues to grow at an astonishing pace.

Group Constitution Template

Canadian Fair Trade Student Network
<http://www.fairtradenetwork.ca/>



[YOUR GROUP'S NAME] Constitution

Preamble

[YOUR GROUP'S NAME] consists of a group of [YOUR SCHOOL'S NAME] students working on campus and within our community to promote awareness and increase consumer demand for commodities produced globally with fair labour practices. The constitution for the [YOUR GROUP'S NAME] was written [DATE].

Article I. Title

Section I. [YOUR GROUP'S NAME]

Article II. Purpose

Section I. We are a group of [YOUR SCHOOL'S NAME] students who are working to raise awareness about Fair Trade products, specifically Fair Trade Certified coffee. For the [ACADEMIC YEAR], we will continue to campaign to have Fair Trade Certified coffee available at every coffee vendor on the [YOUR SCHOOL'S NAME] campus. [LIST THE COFFEE VENDORS ON YOUR CAMPUS]. Our goals are social and ethical. We want to ensure that coffee farmers around the world receive fair wages for each pound of coffee they sell. Currently, many coffee farmers are living in poverty, but with an increase in consumer demand for Fair Trade Certified coffee that can change. Additionally, this campaign will help the environment. Fair Trade Certified coffee is often shade grown and organic; therefore, it replenishes the soil's natural resources. Finally, by promoting Fair Trade Certified coffee, we are balancing the terms of trade between the global North and the global South.

Section II. [YOUR GROUP'S NAME] understands the importance of following the university's policies and working with administration to accomplish our goals.

Article III. Membership

Section I. A person becomes an official member of [YOUR GROUP'S NAME] by attending at least three meetings per semester and helping with at least one event. All people who attend the first meeting of the year (in which elections will be held) will be eligible to vote and to run for office (except for President, which will be elected in April of the previous year). The President will keep the official membership list.

Section II. If a member no longer cares to remain a member, (s)he will be able to leave freely.

Section III. All [YOUR SCHOOL'S NAME] students, as well as faculty members, and other community members are eligible to become members of [YOUR GROUP'S NAME]. However, voting membership and positions on the board are limited to [YOU DECIDE].

Article IV. Board Members

Section I. [YOUR GROUP'S NAME] board has the following positions: President, Treasurer/Secretary, Vice President of Media, Vice President of Awareness, Vice President of [YOUR CAMPUS' FOOD SERVICE PROVIDER(S)], Vice President of Independent Coffee Vendors, Vice President of Events.

Section II. Definitions of Board Positions

President – Group's main organizer. Oversees the board and helps board members out when things get backed up. Leads meetings, including board meetings. Delegates responsibilities.

Treasurer/Secretary – Keeps minutes at meetings, attends [YOUR SCHOOL'S NAME] required treasurer training [IF APPLICABLE LIST DATES AND TIMES], and keeps track of the group's financial records. Plans at least one fundraising event per semester.

Vice President of Media – Works with media to promote Fair Trade Certified products both on and off campus. Develops contacts with all [YOUR SCHOOL'S NAME] newspapers, radio stations [IF APPLICABLE] and television stations [IF APPLICABLE], and with [CITY'S NAME] newspapers, radio stations, television stations, et cetera. Sets up interviews, sends out press releases.

Vice President of Awareness – Works to educate [YOUR SCHOOL'S NAME] students and staff about Fair Trade Certified products. Comes up with fun and creative educational tactics. In charge of tabling, flyers, table tents, chalking campus, et cetera.

Vice President of [YOUR CAMPUS' FOOD SERVICE PROVIDER(S)] – works with [YOUR CAMPUS' FOOD SERVICE PROVIDER(S)] to encourage them to become one hundred percent Fair Trade Certified. Keeps track of the Fair Trade status of [YOUR CAMPUS' FOOD SERVICE PROVIDER(S)].

Vice President of Independent Coffee Vendors – works with [LIST THE INDEPENDENT COFFEE VENDORS ON YOUR CAMPUS] to encourage them to become one hundred percent Fair Trade Certified. Keeps track of the Fair Trade status of all independent coffee vendors on campus.

Vice President of Events – in charge of organizing events, co-ordinates [YOUR GROUP'S NAME] members and other volunteers work schedules in regards to [YOUR GROUP'S NAME] events.

Article V. Operations.

Section I. Elections will consist of nominations followed by a [YOU DECIDE THE TYPE OF VOTE] vote led by the President. Board members are instantly activated in their elected positions and remain so until the next election; however, board members can be removed by a 2/3-majority vote among the board. The ostracized member must have a chance to speak on her/his behalf prior to the vote. To replace a MIA member an election will be held the proceeding meeting to elect a replacement using the same electoral process that was originally used.

Article VI. Finances

Section I. There will be no membership fee [YOUR CHOICE TO CHARGE].

Section II. [YOUR GROUP'S NAME] will seek funding by applying to [YOUR STUDENT GOVERNMENT'S NAME], and by co-ordinating fundraising activities.

Section III. All money will be placed in [YOUR GROUP'S NAME] University account.

Article VII. Amendments

Section I. Any member of [YOUR GROUP'S NAME] can propose an amendment. A 2/3-majority vote among all members is needed to change the constitution. After the amendment is proposed and debated, each present member will say, "so accepted" or "so declined".



Fair Trade Purchasing Policy

Adopted from the McMaster University purchasing policy
<http://www.mcmaster.ca/policy/fairtrade.pdf>

[YOUR UNIVERSITY]

Complete Policy Title: **Fair Trade Purchasing Policy for University Suppliers and Licensees**

Policy Number (if applicable):

Approved by:

Date of Most Recent Approval:

Revision Date(s):

Position Responsible for Developing and Maintaining the Policy:

Contact Department:

DISCLAIMER: *If there is a discrepancy between this electronic policy and the written copy held by the Policy owner, the written copy prevails.*

Fair Trade Purchasing Policy for University Suppliers and Retailers

Prepared by [your coalition] in collaboration with [your university or a specific committee]

I Fair Trade Purchasing Policy for Coffee Suppliers and Retailers

It is declared that all coffee sold by retailers at [your university] meets the Fair Trade standard. All coffee purchased by, or sold under the jurisdiction of, [your university or a specific committee] shall be certified as Fair Trade by TransFair Canada. In addition to retail coffee supplied directly by [your university] hospitality services, this policy shall apply to all new retail coffee contracts at [your university]. Certified Fair Trade coffee is coffee, sold by coffee retailers and roasters, that meets the standards set by TransFair Canada, a non profit monitoring organization that is a member of the Fairtrade Labelling Associations (FLO) headquartered in Europe.

A list of Canadian coffee importers and roaster/retailers that meet the TransFair Canada criteria is available from TransFair Canada, 251 Bank St., 3rd floor, Ottawa, Ontario K1N 7Z2 (email: fairtrade@transfair.ca ; web: www.transfair.ca).

The coffee that meets "fair trade" standards shall be:

1. Clearly marked so that customers are aware of the "certified fair trade" standard that the coffee meets.
2. Available for sale by each retailer and by McMaster Hospitality Services.
3. Priced in a manner reflective of cost, rather than the perceived value of Fair Trade to consumers. Increased retail prices for Fair Trade coffee should be no more than is required to cover additional costs, should they exist

II Administration

[Body to be decided by coalition and/or university] shall advise the University on issues related to the Fair Trade Purchasing Policy for University Suppliers and Retailers, including its administration. It is intended that over time this purchasing policy will be extended to other "fair trade" commodities (e.g. cocoa, tea) where this becomes feasible.



Support Fair Trade Petition

Adopted from Canadian Students Fair Trade Network fair trade letters
<http://www.fairtradenetwork.ca/>

As [YOUR SCHOOL'S NAME] students, many of us are familiar with the urgent craving for a cup of coffee to wake us up in time for an 8:30am class or for the cups at night to help us reach the end of that 10-page paper we knew we should have started earlier. But when we pick up the [NAME OF A NEWSPAPER] and read that the world is going through one of the worst coffee crises ever, forcing millions of farmers into poverty, we do not always stop to think about the role we are playing in it. The fact is, when we purchase a cup of coffee chances are the farmers get a fraction of the world market price of \$0.48 US/lb of coffee. Without meaning to, we are not letting the farmers break out of the cycle of poverty, and we are not recognizing the oppression that we are contributing to.

Fortunately, there is an alternative: Fair Trade Certified coffee. A half million coffee farmers have formed Fair Trade co-operatives, and they are working together to better their lives. Together they have cut out unnecessary intermediaries and are directly transporting the coffee to suppliers globally. Their coffee is almost all shade grown and organic, and it works to replenish the soil, instead of destroying it. Fair Trade co-operatives are democratic, and they empower workers of all genders. Co-op members receive a fair living wage of \$1.26 US/lb of coffee.

Fair Trade coffee campaigns are taking place on campuses across Canada and the United States. Today these campaigns are taking place on over 200 campuses. This movement is so powerful because Fair Trade is not charity – it is insisting on direct trade and a fair price for a high-quality product. We are empowering workers to escape poverty – and the way the farmers have asked us to assist them in their struggle is by increasing awareness and consumer demand for Fair Trade Certified coffee here in Canada.

Currently Fair Trade Certified coffee can be purchased in [NAME THE CAFÉS IN WHICH FAIR TRADE CERTIFIED COFFEE IS AVAILABLE]. These businesses carry a Fair Trade Certified coffee option; they are not one hundred percent Fair Trade Certified. Only by students requesting Fair Trade Certified coffee will the cafés start carrying more of it, thus helping more farmers and their families.

[YOUR GROUP] is working to bring even more fair trade products and opportunities to campus. Our success depends on how many students will demonstrate their support for this movement. This is so simple, yet the affect is more powerful than words can describe. Please play your part and support Fair Trade by signing below

For more information on [YOUR GROUP] contact [CONTACT INFORMATION]

We, the undersigned, support the growing Fair Trade movement and [YOUR GROUP]'s efforts to integrate the promotion and sales of Fair Trade into everyday university life.

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Dialogue with Vendor

Canadian Students Fair Trade Network
<http://www.fairtradenetwork.ca/>

Hi, my name is _____ and I am with [YOUR GROUP'S NAME]. I am here to talk to the manager about having your [café/store/cafeteria] carry Fair Trade Certified coffee. Is the manager available right now?

Hi, my name is _____ and I am with [YOUR GROUP'S NAME]. Right now we are working to make sure Fair Trade Certified coffee is available to our students, and eventually to make our campus 100% Fair Trade Certified. Do you have a few minutes to talk right now?

(NO) Ok, when is a good time for us to meet for ten minutes? (Make an appointment for sometime that week, get her/his business card, and give her/him your contact information) Leave some information about Fair Trade Certified coffee.

(YES, or at an appointment) Great, have you heard of Fair Trade Certified coffee? Well right now there is a lot of demand on campus for Fair Trade Certified coffee. Students want it and are even willing to pay a little more money for it because they understand it really helps the environment and ensures that coffee farmers get fair wages.

Currently the world is having one of the worst coffee crises of all time. Prices for coffee beans dropped seventy percent in the last five years. While Canadians are paying all time high prices for a cup of coffee, the coffee farmers in Latin America, Africa, and Asia are getting all time low prices per pound. Currently coffee farmers receive a fraction of the \$.48 US/lb per pound that the coyotes, or intermediaries, receive.

Fortunately there is an alternative: Fair Trade Certified coffee. Half a million coffee farmers have formed Fair Trade co-operatives, and are working together to improve their lives. They have cut out the unnecessary intermediaries and now sell their coffee directly to Northern suppliers. Fair Trade coffee farmers receive fair wages of \$1.26 US/lb per pound.

Fair Trade Certified coffee is also better for the environment. Major coffee companies clear-cut the trees on huge tracts of land so that their coffee grows faster. Fair Trade Certified coffee is shade grown and replenishes the soil, hence promoting sustainable agriculture. Additionally, eighty percent of Fair Trade Certified coffee is organic.

Another reason demand is increasing even more for Fair Trade Certified coffee is that we are going around to all religious, political, and cultural clubs on campus and getting them to endorse us, meaning that they will only buy Fair Trade Certified coffee.

Do you want to consider offering Fair Trade Certified coffee to support us as well as the millions of coffee farming families suffering globally?

(NO) Show them the signatures of students, educators, and community members demanding Fair Trade Certified coffee, and let them know you want to work with them.

(YES) (Give a list of places where they can purchase Fair Trade Certified coffee).

Thanks so much for your time. (Shake hand, get business card, set up follow up appointment, and leave your contact information and information about Fair Trade Certified coffee)



Frequently Asked Questions

Transfair Canada
www.transfair.ca

1. What is Fair Trade?

Fair Trade is an international system of doing business based on dialogue, transparency and respect. It contributes to sustainable development by offering better trading conditions for producers and workers in developing countries. Behind the principles and goals of Fair Trade is a rigorous international system of monitoring, auditing and certification.

The international Fair Trade system is structured to produce the following outcomes for farmers and workers in developing countries:

- Fair compensation for their products and labour
- Sustainable environmental practices
- Improved social services
- Investment in local economic infrastructure

Fair Trade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world. By requiring companies to pay above market prices, Fair Trade addresses the injustices of conventional trade, which traditionally discriminates against the poorest, weakest producers. It enables them to improve their lot and have more control over their lives.

2. When and why has the Fair Trade movement started?

Fair Trade began 50 years ago in Africa and Europe. It started with small-scale farmers and artisans, working in conjunction with international aid organizations from industrialized countries. The farmers and workers in Africa were struggling with a combination of low market prices for their produce and a high dependency on unscrupulous intermediaries. It entrenched their families and local economies in a cycle of poverty. Together with aid organizations the producers laid the foundation for a trading system that ensured a fair price for their produce and a direct road to European markets.

From the aid organizations evolved a new type of non-profit business structure known as alternative trade organizations or ATOs. Most were run by volunteers. They set up what were known as World Shops in Europe and North America. Parallel to the ATOs, a new group of entrepreneurs also arose and created for-profit companies that were driven by the principles of Fair Trade. This latter type of company was and is particularly common in Canada.

3. What is TransFair Canada?

TransFair Canada is the certification body for Fair Trade products sold in Canada. It is the only national, independent, not-for-profit certification organization in Canada, and the only one affiliated with the Fair Trade Labelling Organizations International (FLO).

4. Which products are Fair Trade Certified in Canada?

As of May 2006, the following products were certified by TransFair Canada: coffee, tea, sugar, cocoa (chocolate and other cocoa products), bananas and mangoes, rice, quinoa, spices, roses, soccer and volley balls, wine, and cotton.

5. How can I be sure that a product is certified?

Only the TransFair Canada logo guarantees that a product is Fair Trade Certified. The logo must be displayed clearly on the front of the packaging of the product, or with a sticker in the case of fresh produce.

6. What is the guarantee behind the logo?

The Fair Trade certification system begins at the production level in countries where the source products and ingredients originate. All Fair Trade Certified products come from certified producer organizations. Beyond the source, the entire supply chain is monitored to ensure the integrity of labelled products. This chain of certification, monitoring and licensing ensures that the integrity of the supply chain cannot be compromised. It ensures that only a product or ingredient certified at the source can be labelled as Fair Trade Certified, and not just by anyone. Only licensees can use the Fair Trade Certified label on their products.

7. What are the general Fair Trade standards? For a product to obtain Fair Trade certification, it must meet the following criteria:

1. Direct trade: The product is purchased by a North American importer as directly as possible from the cooperative (with few or no intermediaries)
2. Fair price: The product is purchased at a constant and stable price, which can be 2 to 3 times over standard market price. An additional bonus is paid for products that are certified organic.
3. Long term commitment: When purchasing a product, the importer is also committing to a long term relationship with the cooperative.
4. Access to credit: Upon request, cooperatives representing producers may have access to credit of up to 60% of the purchase price or to pre-payment.
5. Democratic and transparent organizations: Fair Trade Certified products come from cooperatives that are managed democratically and with the utmost transparency.
6. Environmental protection: Producers abide by sustainable farming methods that also respect the environment. A large percentage of Fair Trade Certified products are also certified organic.
7. Local community development: In addition to the fair trade guaranteed floor price, a social premium is paid to the cooperative and is invested in projects meant to improve the local communities' health, education, environment and economy.

8. Who determines the standards?

Fair Trade Certified standards and procedures are set by Fairtrade Labelling Organizations International (FLO), in consultation with Fair Trade Certified stakeholders, such as producer organizations in developing countries and licensees, and 22 National Initiatives such as TransFair Canada, TransFair USA etc.

9. Where can I find Fair Trade Certified products?

There are mainstream grocery, specialty, and health food stores in addition to institutions such as universities, hospitals, government and office buildings all across Canada that offer Fair Trade Certified products. Check out www.transfair.ca for a listing of retailers across Canada.

How do you determine what price is a fair price?

A fair price for a product is one that covers the farmer/worker's Cost of Production and the Cost of Living. The price is not determined by bargaining, pressure tactics, or traders in commodity markets half way around the world. It is determined in a fair and systematic manner, and is periodically reviewed to ensure producers' basic needs are still being met.

11. Who determines the prices?

FLO International (Fairtrade Labelling Organizations) works with the representatives of farmer and worker cooperatives in each country to determine the minimum price paid to the producer for each product.

12. Why do Fair Trade products cost more?

Not all Fair Trade Certified products cost more than conventional products. Where the Fair Trade Certified products do cost more, there are many factors to be considered. Often they are of a superior quality due to their organic farming practices. There are other factors such as scale of economy. Production of smaller quantities can often cost producers and processors more at every turn (packaging, transport, etc) because they cannot benefit from a large enough scale to use as a bargaining position. Finally, retailers make the choice to set the final price to consumers. Retail pricing is not controlled or influenced by TransFair Canada. TransFair verifies the minimum guaranteed price has been made to the producer but the final price asked of the consumer is solely the decision of the retailer.

13. How big is the Fair Trade market globally?

As of May 2006, there are 550 certified producer organizations in 51 producing countries which are part of Fair Trade Certification, in countries of Africa, Latin America and Asia. That represents more than one million producers and five million people, including dependents, benefiting from Fair Trade. During 2004, Fair Trade Certification generated an estimated US\$100 million in producers additional income; this is a growth of 49% in comparison to 2003, demonstrating that for producers, the industry and consumers, Fair Trade is an attractive way to make the world a better place.

14. How big is the Fair Trade market in Canada?

As of May 2006, there is 160 licensed companies who import and sale Fair Trade Certified products in Canada. A majority of them is focused on coffee. The level of awareness and growth in sales have increased a lot in Canada in the past few years. Since 2001, there has been an average annual increase of 55% in sales of Fair Trade Certified products in Canada.

15. What is the impact of Fair Trade on developing countries?

Fair Trade is a pragmatic and powerful tool for poverty alleviation. Developing countries benefit from Fair Trade because it gives their farmers, workers and their families a living wage, helps the families to avoid debt, and it provides important investment in communities through the social premiums that Fair Trade provides. One practical example can be seen in the coffee market. In 2004 the conventional market price for coffee dipped to 60 cents/lb US. The Fair Trade market price was 1.26lb US. Many farmers selling to the conventional market have been forced into growing other crops. Some farmers in Columbia have even turned to illegal crops such as coca for making cocaine. Meanwhile, the farmers selling to the Fair Trade market have a stable income and are able to invest in community infrastructure such as schools and health facilities. This type of stability contributes to a country's well being.



Organizations Directory

Transfair Canada

www.transfair.ca

Transfair is the only Canadian Fair Trade Certification body. We strive to support the growth of the Fair Trade movement in Canada as well as to support education on Fair Trade issues.

Oxfam International

www.oxfam.org / www.oxfam.ca

Oxfam is an organization whose mission is to find lasting solutions to poverty, suffering and injustice. One of their ongoing campaigns is **Make Trade Fair** www.maketradefair.com which focuses on altering international trade regulations and supporting Fair Trade purchasing

Equiterre

www.equiterre.qc.ca

In keeping with its name, Equiterre, “an equitable earth”, is dedicated to building a citizens' movement by promoting individual and collective choices that are both environmentally and socially responsible. Through its four programs - ecological agriculture, fair trade, sustainable transportation and energy efficiency - the organization has developed projects that encourage individuals to take concrete actions that bring about positive change. All of Équiterre's projects are backed by solid expertise, built on the latest developments in the related fields.

Vancouver Fair Trade Coffee Network

www.fairtradevancouver.ca

The VFTCN is a locally based Fair Trade advocacy coalition focusing mainly on the integration of Fair Trade Coffee into the mainstream market.

Fair Trade Toronto

www.fairtradetoronto.com

Based in Toronto, FTT is an offshoot of an old Oxfam working group which has now taken on their own mandate to focus specifically on Fair Trade.

Fair Trade Federation

www.fairtradefederation.com

The FTF is a community of Fair Trade wholesales, producers and retailers sharing ideas and resources. Their website is a clearing house of information for Fair Trade advocates.

Fair Trade Labeling Organization International

www.fairtrade.net

FLO is the umbrella certification organization of which TransFair Canada is a member. FLO certifies producers in the South and coordinates between 20 existing national initiatives. Their website is host to an enormous amount of information in regards to the Fair Trade certification process as well as the Fair Trade standard principles.

Canadian Fair Trade Network

www.fairtradenetwork.ca

CFTN's mission is to increase the market share of Fair Trade products in Canada. CFTN works to fulfill their mission through consumer outreach and education.



Products and Suppliers

TRANSFAIR CANADA

Under the “Where to buy” section of www.transfair.ca there is a data base where you can search Fair Trade products by location or product category. There is also an alphabetized list of licensees under “List of Licensees”

THE BUBBLE

The online directory www.thebubble.ca has several categories which include Fair Trade. Although you cannot be certain whether these products are Fair Trade Certified, the majority of them are supported by several like-minded NGOs.

ETHIQUETTE

Similar to the Bubble, the online directory www.ethiquette.ca offers a variety of search options to locate companies as well as locations near you from which to purchase specified products.



LOOK FOR THIS LOGO
www.TradeFairs.ca

University Networks

Canadian Students Fair Trade Network

CSFTN is a national amalgamate of high school and post-secondary students and student organizations advocating for Fair Trade principles and purchasing policies. Currently, thousands of individuals, organizations, and businesses are connected through the CSFTN.

www.fairtradenetwork.ca

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CSFTN Founder and National Coordinator

Victoria, BC

Philippe Lapointe

lapointephil@gmail.com; 514-251-2752

National Outreach Coordinator

Montréal, QC

United Students for Fair Trade

USTF is a collaboration of students working towards economic justice through the promotion of Fair Trade products, principles and policies.

www.usft.org

Specific Regional and National Coordinators contact information is available at

<http://www.usft.org/index.php?p=/AboutUSFT/Leadership/>

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