

Bitter taste of chocolate

Cocoa and child labour



Global Education programme manual from
The World in the Shopping Cart series





The World in the Shopping Cart

- The purpose of the global development education programmes titled The World in the Shopping Cart is to draw attention to the relationship between our consumer behaviour and seemingly unapproachable problems in the countries of the so-called “Global South”; that is to point out the interconnected nature of the developing and advanced countries through trade and consumption. The workshops explain selected issues (extreme poverty, poor working conditions, destruction of rainforests, etc.) to the students to give example of the products of our everyday consumption (cocoa, chocolate, coffee, cotton T-shirt or jeans, Coke, and others).
- The workshops also try to present more responsible, greener, and people-friendlier consumer alternatives such as Fair Trade, FSC (wood certification) and organic products.
- One of the principal objectives of the programme is to stimulate students to ponder over problems and their context, to critically evaluate the presented information and formulate their own opinions and attitudes.
- The educational series World in the Shopping Cart forms part of a homonymous campaign for responsible consumption.

Other workshops from the programme “The World in the Shopping Cart”:

- **Coffee Way Too Strong.** Coffee and (un)fair trade
- **Bitter taste of chocolate.** Cocoa and child labour
- **Clothes Makes the Man... and Who Makes the Clothes?** Cotton and working conditions in the garment industry
- **The Taste of Rainforest.** Causes and impacts of rainforest felling
- **Coca-colonization.** On multinationals (not only) in developing countries
- **Banana Spots.** How the tropical farmers lives with pesticides
- **Over Troubled Water.** Water as a precondition of a development

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Instructions For Use

Dear teachers,

The task of this manual is to introduce to you one of the workshops of our cycle 'The World in your Shopping Cart.' The workshops advocate active teaching methods. They are made up of several connected activities, arranged to accommodate the three-phase E-R-R teaching model (evocation – realisation of what the information means – reflection). Basically, the workshops are built around group work (social and personal skills). Through hands-on activities, they ensure that learning is anchored in experience. There is also some work with texts (teaching and problem-solving skills). Discussion and attitude-related activities will develop citizenship and communication skills. Above all, the programme corresponds to cross sectional topics Education and Thought in a European and Global Context, and Environmental Education.

The workshops serve as a good introduction to these areas. The topics treated are very complex, and can therefore be expanded with their own activities.

The purpose of this manual is to provide a detailed methodology for holding one workshop from the cycle 'The World in the Shopping Cart,' and to support the methodology with information that will allow the teacher to spend as little of his or her own time as possible preparing the workshop.

Methodology

In the presentation of the methodology we have mentioned the objectives fulfilled by the workshop and its activities. Partial objectives then show up in concrete activities, as do lists of teaching aids.

Minimum two hours

The workshops are conceived for a minimum of two teaching hours, but it would be even better to extend the program and dedicate further time, especially to discussion. This is particularly attractive and useful to older students, because in addition to working on important communication skills, they have the opportunity – in the context of confrontation with others – to refine their own opinions and attitudes. The suggested schedule comes from the experience of teachers who have held the workshops numerous times. Nevertheless, the teachers who have tried the workshops for us led them in widely differing allotments of time (e.g. 1 × 2, 2 × 1, 2 × 2, 1 × 3 teaching hours). So in addition to being possible within normal teaching hours, the workshops are well suited to special activity days at school.

Appendices

In the methodological part of the manual we have presented a complete list of teaching aids. The majority of them will also be found in the part entitled 'Appendices.'



*The resources marked with an asterisk (photos, pictures, recordings) can be found in electronic form on our website: www.svetvnakupnimkosiku.cz/skoly/materialy. To make sure that the individual building blocks of the workshop mesh together, we have visually differentiated the information in the text.



Important contributions from the teacher, which sum up what should stand out in the course of an activity.



The windows for 'Transition to the next activity' facilitate the fluent progress of the workshop.

Documentation has been structured in three kinds of text field: the main text on a coloured background is supplemented by the text frames, which give illustrative examples or relevant details. The bullet points in the margin are designed to orient you in the main text by summarising the basic message of the corresponding section of text. The bullet points allow a quick reading of the text when you are repeating the workshop, and you can add to them yourself.

We hope that these materials will be a dependable guide to some aspects of our globalised world, and that they will inspire you to further develop these topics with your students. We invite you to send suggestions for improvement, as well as additions and information for the activities, to this address: vzdelavani@nazemi.cz.

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Cocoa and child labour

world in the shopping cart



Objectives of the workshop:

Knowledge:

- Students define the term 'child labour' and set some examples of its form.
- Students explain some of the causes of child labour.
- Based on specific stories students explain what restrictions and what problems child labour brings to working children themselves as well as to the whole society.
- Students interlink child labour and some other factors such as poverty, low level of education or insufficient control over legal measures and suggest potential solutions.
- Students name options for fighting child labour such as campaigns, Fair Trade, boycott, child sponsorship and others and discuss them.

Skills:

- Students work in groups and present the results of their collective work intelligibly.
- Students try to feel like a working child.
- Based on information in the text students present specific stories about children in their own words.
- Students take their own stand based on available information and express it adequately
- Students argue and discuss options for addressing the problem of child labour.

Attitudes:

- Students critically assess the existence of unequal opportunities in different parts of the world.
- Students interlink their own consumer behaviour (cocoa and chocolate buying and consumption) and the problems of people/children in developing countries (child labour exploitation in cocoa cultivation).
- Students assess their possibilities for contributing to child labour elimination.
- Students consider their own 'power' and responsibility they have as consumers and people living in a globalized world.

 **Group size:** 20–30

 **Duration:** 100–135 minutes

(2 teaching hours in a row or
3 teaching hours with a break)

 **Resources:**

- a flipchart or a blackboard
- markers or chalks
- sheets of paper (for group work)
- a CD player
- a CD with music suitable for single activities (brisk and calm)
- tables with bingo (one per person) (*Appendix Act. 1*)
- pencils for all students
- cards with roles/stories of working children (one per each student) (*Appendix Act. 3*)
- a list of situations for an activity leader
- cards describing phases of cocoa and chocolate production (*Appendix Act. 4*)
- photographs with cocoa tree and the processing procedure* or cocoa beans to taste (a CD)
- a wall map (political)
- small post-its (distinctive colours)
- bigger post-its (neutral colours)
- various chocolate packages (incl. FT)*, table template (*Appendix Act. 5*)
- sheets containing information about alternatives or campaigns, boycotts, FT, etc. (*Appendix Act. 6*)
- enough free space

* available at: www.svetvnakupnimkosiku.cz/skoly/materialy



Name of Activity	Type of Activity	Objective/Information	Duration
1. Human bingo	Introductory, warm-up	Recalling one's own work experience	10 min
2. When you say labour	Group work, discussion	Relativity of the term labour, labour in developing countries vs. labour in our country, paid vs. unpaid work, attempt to one's own definition of labour	10-15 min
3. A step forward	Rolling, one's own experience, discussion	Forms of child labour and its consequences, empathy support	35-40 min
4. From a tree to a table	Group work with text, collective map work	Cocoa tree as a crop, segments in the chocolate production process, contrast between where cocoa is grown/ where it is exported from and where chocolate is consumed	10-20 min
5. What a package tells us	Group work with chocolate packages	What can we learn about chocolate from its package (Fair Trade chocolate)	15-20 min
6. What can I do about it?	Group work, working with information, discussion	Information on alternatives – campaigns, boycotts, FT and other options, what can I myself do against child labour, summary and conclusion	20-30 min

Abbreviated version:

If you don't have enough time, you can divide the programme into several smaller parts or simply leave out some activities. For example, in one lesson you can deal with the issue of labour in general and then with the child labour issue (Activity 2 When you say labour and Activity 3 A step forward) and in the next lesson you can ask students a question whether and what can we do about child labour ourselves (Activity 5 What a package tells us and Activity 6 What can I do about it?). In between the two lessons you can assign homework to students, e.g. to write an essay on child labour, search on the web for other stories of children forced to work or to bring at least one chocolate package which you can then use in other activities. There are quite a few options and it depends on you which one you will take.

Extension:

In this workshop child labour is linked only to cocoa cultivation leaving other types of child labour out (e.g. child soldiers), other sectors (e.g. industry), child labour in different parts of the world. Students can search for other stories on the web, they can work with the statistical data (conversions to percentages) or with a map.

Alternatively, you can discuss an interesting topic of Movements of working children and youth aiming to ensure respectable working conditions. Furthermore, you can elaborate on labour legislative (ILO, conventions) and working conditions, child labour in general (Convention on the Rights of the Child), Millennium goals or Fair Trade in more detail.



Activity 1: Human Bingo

Objectives:

- Students recall their own experience with work and remuneration for it.
- Students name various forms of work and describe their own experience.
- Students make a list of jobs they wouldn't like to do.

Procedure:

- Give each student a table with a statement 'Look for a person who...' and options such as 'has had a part time job'; 'has bought something for money he/she made'; 'regularly gets pocket money from his/her parents'; etc.
- Explain to students that they all have a task to get a signature in each column of their table from other students in as short time as possible. Only those students to whom a given statement applies can sign in a respective column. It is possible to ask one person several times but not consecutively – it is necessary to ask another person in between the questions.
- You can play a brisk music during the activity to create the right atmosphere.
- Stop the 'signing' part of the activity either when someone has completed the table (all signatures or after a time limit expiration (approx. 5 minutes)).
- Do the evaluation and reflection through a short summary of the facts students have found out, e.g. in the form of questions which students answer based on the information they have in their tables (e.g.: Who has ever taken a part time job?). Follow-up questions (examples):):
 - What kind of part time job was it? (You can make a list on the flipchart or on the blackboard)
 - What did you buy for the money you earned?
 - Could you yourself decide what you buy for the money you made?
 - How did it feel to get (for the first time) paid for your work?
 - Have you ever done any work for which you didn't get any money? Did you get anything else for it?
 - What work do you do regularly?
 - Is there any kind of work you have tried to do and which you wouldn't want to repeat?
 - What kind of work you would never like to do? (Again make notes on the flipchart or the blackboard – you can use them in one of the following activities.)



Duration: 10 minutes



Resources:

- bingo tables (*Appendix Act. 1*) (one per each person, each table ear-marked to enable dividing students into groups for the next activity)
- pencils
- a flipchart and markers or a blackboard and chalks
- or a CD player and a CD with brisk music

Important outputs:



- Students' own experience with work.
- A discussion about various types of work.

Tips for leading the activity

To avoid eventual unclearness in instructions and to see how the activity progresses, walk around the classroom during the first part, listen to students, show your interest, encourage them to ask others. You can also get involved in the activity, i.e. students can ask you for a signature or ask you questions as well.



The signature part may evolve into a lively discussion that might be difficult to calm down once you decide to end the activity. If you use music during this part, it will be easier for you to put an end to it – you simply lower the music and students will see the activity is over.

In the course of a discussion don't pay too much attention to individual types of part time work so as not to protract the activity needlessly. What is important is to write a list of jobs students never want to do again. Leave this list on the flipchart or the blackboard and go back to it later on. The aim of the introductory activity is inter alia to make students talk and establish a contact with them.



Transition to the next activity:

- Now when students have recalled their own experiences as well as work experience, tell them to try to think about the term labour in general.



Duration: 10–15 minutes



Resources:

- pencils
- a flipchart and markers or a blackboard and chalks
- sheets of paper for groups of 4-5 pupils
- or a CD player and a CD with brisk music

Activity 2: When you say labour

Objectives:

- Students discuss the topic and work in groups, present their collective work results.
- Students describe labour characteristics and make a list of them.
- Students discuss the relativity of the term 'labour' – explain the difference between paid and unpaid work or work in developed and developing countries.

Procedure:

- Divide students into groups of 4-5 students (you can use pictures or signs students have on their bingo cards; students with the same pictures will form a group). Give each group a marker and a sheet of paper.
- Ask all the groups to make a list in one half of their sheets of anything that comes to their mind when they hear the word labour (associations) (you can skip this part if there is not enough time). When most of the groups have their lists ready, tell them to try to make their own definition of labour and to write it in the second half of the paper (the answer to the question: 'What is labour?' How would you explain this term, for example to an alien who would appear on our planet and have no idea whatsoever?) When forming a definition, students - for inspiration - may (but don't have to) use the associations they had written on the blackboard before.
- When everybody is ready, ask gradually all the groups to present their definitions to others. Put the important and/or identical points on the flipchart or the blackboard.
- After the presentations ask students to look at the joint list of labour characteristics based on their definitions. It may include such terms as 'activity', 'remuneration', 'profit' etc. You can ask whether unpaid work is also a kind of labour. Can we delete the financial remuneration from the list? What is the difference between work and employment?



Important outputs:



- Even unpaid work is a kind of work.
- Our notion of work as an employment (salary, optionality, remuneration, satisfaction) can differ from the reality in other countries or conditions.

Tips for leading the activity

In the course of the group work, walk around the classroom, monitor, what they do and whether they need your help. Some groups may be quicker than others. You can briefly discuss the definition with those who are ready first; you can also ask them follow-up questions to make them think etc.

When you put the main points on the flipchart or the blackboard, talk with students about the terms you use. Ask them whether they agree with them; whether they put what they meant well.

When discussing the labour characteristics you can - along with students - try to gradually erase (cross out) those points that don't have to be necessarily met even though they are contained in the 'work' category. (Does work always have to be voluntary? Paid? Does it proceed under set conditions? Is it enriching? etc.). It will be interesting to see what is left in your list after this exercise.

Transition to the next activity:



- Students themselves don't have much experience with work, at least not with paid work.
- Ask them if they think children in other parts of the world work. The answer is of course yes, they are often forced to work either under threat of violence or by circumstances and living conditions. They often cannot attend school and have to help to maintain their family. Tell students that they are going to try out now what is it like to be a child in another part of the world that has to work.

Activity 3: A step forward

Objectives:

- Students try to feel like children working in different parts of the world.
- Based on the text, students reproduce stories of specific children and describe various forms of child labour.
- Students explain some of the causes of child labour and describe its consequences for children, their families and the whole society.
- Students critically evaluate unequal opportunities in the world.

Procedure:

- Create a calm atmosphere. Tell the students they are going to try to imagine what it is like to be a child that has to work.
- Give everyone a card with a role/story. Ask the students to keep them for themselves and not to show them to anyone. Invite them to sit comfortably and read quietly the text on their cards.
- Then ask them to try to put themselves into their new role. Leave a silent music on or simply ask students to keep calm. Suggest they close their eyes (unless it is unpleasant for them). To get a better notion of what the life of children from the stories is like, ask students follow-up questions. Pause after each question for a



Duration: 35–40 minutes



Resources:

- cards with roles/stories of working children (one per each student) (Appendix Act. 2)
- a list containing situations for an activity leader
- free space
- a tape recorder with a cassette or a CD player with a CD with pleasant, calm music



- while to let the students create their own image of themselves and their lives. (Emphasize that they should picture a situation of a child from their card, they should put themselves into their shoes. They should not picture the conditions they live in but feel what the life of a child from their card is like.)
- Question examples: In what house do you live in? What is your family like? What kind of job your parents do? How much money do you earn? Is it a lot or a little? What do you do in your free time? Do you have any free time? What do you do during holidays? What are you interested in? What are you afraid of? What makes you happy?
- After you finish reading all the questions ask students to open their eyes slowly and stand in line next to each other (as on the starting line). Everybody is quiet.
- Tell students that now you are going to read out the statements describing various situations or events. Each time they will agree with the statement they should step forward. If it is not the case, they should remain in place.
- Read out gradually individual statements. Pause in between the statements for a while and give everybody enough time to decide, step forward, look around and compare their position with others.
- A list of statements/situations (depending on your situation and space you can select only some of these):
 - Your family has never got into serious financial problems.
 - You live in a house together with your family.
 - You have your own room or at least your own bed.
 - You think all your rights are respected.
 - You are not afraid of somebody robbing or hurting you in any way.
 - If necessary you have another person to confer with for advice or help.
 - If you are not feeling well, you can stay at home or go to see a doctor.
 - You can spend your free time with friends.
 - Every day you have enough to eat so you don't have to be afraid of hunger.
 - You have a nice future ahead of you.
 - You (regularly) attend school.
 - You celebrate your birthday together with your family or friends.
 - At least once a month you can buy new clothes.
 - You feel physically well and healthy.
 - In the course of a day you find at least a little time to do activities you are interested in.
 - Overall you are satisfied with your condition and with what you current life is like.
 - You have no fear of the future.
- At the end ask the students to look around and compare their final position with others. After that sit down in a circle in order to see each other. Before the following discussion give students some time to step out of their role.
- After that an analysis and evaluation follow; here are some question examples. First of all ask students how they felt in the course of the activity. Go on in discussing questions the activity has evoked and what students have learnt from it.
 - How did students feel when they stepped forward? Or, on the contrary, when they remained still?
 - When did the students who often stepped forward, realise the others didn't move as fast as them? How did they feel?
 - Ask the students who ended up forward which steps they didn't do and, on the contrary, ask students who remained at the back what steps did they take.
 - Would they manage to guess the roles of the others?
 - Now they can reveal their roles. However, be careful and ensure they retell the story they have on their own cards. Encourage them all not to read the story but to tell it in their own words – this will make the others listen to them more carefully.



- Try to ask guiding questions to make students express the causes of a particular child's situation or his/her family and its consequences. It is important to know the roles on cards well. Write down these factors randomly on the blackboard, you can use them in the final activity (e.g. low price of beans, debt, non-respecting rights, impossibility of attending a school).
 - Was it easy or difficult to put yourselves in the shoes of another person? How did students imagine the child they represented? Based on what information did they picture their role?
 - What forms of child labour turned up in the course of the activity (in agriculture, in a factory, drudgery work, household work, in advertising)? What limit these forms of labour posed to children and their families (education, contact with a family, parents' work)?
 - In what sense did the activity reflect reality?
- Finally, invite the students to guess which five countries in the world are the biggest producers/exporters of cocoa (i.e. five countries with the largest share of the world market). Let them guess, gradually come to the right answers (see background materials) and mark the respective countries with coloured post-its on the big wall map.

Biggest cocoa producers

(Data provided are from a fiscal year 2009/10 in thousands of tonnes of cocoa beans)

Ivory Coast	1242
Ghana	632
Indonesia	535
Nigeria	240
Cameron	190
Brazil	161
Ecuador	150
World total	3 632

Source: ICCO Quarterly Bulletin of Cocoa Statistics, Vol. XXXVI, No. 4, Cocoa year 2009/2010

An alternative for an entire class (more than 15 students):

- As for this alternative, you will need each card/story twice (or even more times depending on the total number of students). Mark half of the cards with a dot or another sign.
- Following the stage of 'trying to feel like a child' in a given role ask students to look at their cards again. Those who have a sign on them position themselves in a line (as on a starting line). Students with no sign observe. Everybody remains silent.
- Tell the students standing in a line that you are going to read out statements describing different situations or events. If they agree with the statement, they should step forward. If not they should remain in place (see the previous description).
- Disclose that those who will make steps and those who observe, make pairs with the same stories. Observers see who proceeds forward or who on the contrary remains at the back and they try to guess who has the same card/role as they have. At the same time they think if they themselves would make a step forward or not. They can take notes.
- When analysing make some room for observers as well – ask them what they think. How did they agree or disagree with their 'doubles' proceeding? Was there a situation when they wouldn't have stepped forward but their 'twin' did? Or was it to the contrary? Did anything surprise them? What did they notice?
- When telling the stories/roles ask those observers who have played a more passive role so far to retell the stories. You can ask their 'doubles' to add any information they think is important.

Important outputs:

- There are various forms of child labour (examples in stories). It is good to mention that the activity presented only some examples of child labour in cocoa cultivation but there are, of course, more examples of kinds as well as forms of child labour.
- Child labour poses various 'limits' to children, e.g. they cannot attend school, they cannot be with their families, they don't have enough time to sleep or sufficient health care, etc. (It is enough when this is made clear at the end and it is not necessary to name all these factors explicitly).
- In some parts of the world there are many people who work very intensively and despite that they don't earn enough to make a living for themselves or their families because they are insufficiently paid for their yield or their work. They send their children to work to ease the situation.





Tips for leading the activity

If you organise this activity outside or in large free space, make sure students can hear you well, especially if you work with a big group.

Obviously, you don't have to use all the stories. You can select some of them and use them several times depending on the number of students. If you use a smaller amount of stories you shorten the time the activity requires. As for the joint analysis in particular, an alternative in the form of one role per pair seems useful as pairs can compare their often different views of a particular's child situation and of the steps taken or not taken. If some roles repeat, make sure everybody who represented the given role has a chance to talk.

Students often forget the steps they made; it is therefore useful to have a list of statements at least in brief points in front of you - on the blackboard/flipchart.

In the introductory phase when students are to make their own notion of a child they represent, some of them may say they don't have enough information. Tell them it doesn't matter; they should use their imagination and try to imagine 'their' life as best they can.

The activity's efficiency is based on students seeing how the gaps between them grow bigger. At the end, in particular, there should be a big distance between those who often stepped forward and those who remained in place.

After you end the activity, you can ask students how many children are, in their opinion, in a similar situation (i.e. in a situation where they have to perform hard work inappropriate to their age, preventing them from attending a school). Let the students guess and then give them the real facts according to the ILO.

The stories are based on real facts. It is good to let the students know this so that they become aware of the issue's reality.

According to ILO (International Labour Organization) in 2004 almost 218 million children aged 5-17 worked world-wide, i.e. every seventh child of this age.

Source:

Modified according to a publication 'Compass – A manual on human rights education with young people', National Institute of Children and Youth, Ministry of Education, Youth and Physical Education, Czech National Agency YOUTH, 2006. (Council of Europe, 2002, based on the English version 'Compass – A manual on human rights education with young people'.)

Transition to the next activity:



- Following the final discussion you can go back to the list of different kinds of work students never wanted to do (see the list from the Human Bingo activity).
 - Indicate that after the experience resulting from this activity they may look more acceptable.
 - Then go back to stories from the activity asking what all the children described on the cards have in common. The answer is that they participated in one or another way in cocoa cultivation (or consumption).
 - After that ask students what will happen with cocoa grown by some of these children. Come to a conclusion jointly that chocolate can be made from this cocoa inter alia. And it can be the chocolate we regularly consume in the Czech Republic (see, for example, the role of Honza from Brno).
 - You can try to ask students whether they think that children from the stories ever get to taste the kind of chocolate sold here. The answer is (mostly) no.
- Tell the students that you are now going to take a look together at how chocolate is actually made.



Activity 4: From a tree to a table

Objectives:

- Students put the cocoa processing and chocolate production phases in order.
- Students suggest a potential explanation of the global inequality, or the difference between the so-called global North and South (the discrepancy between the areas cocoa is grown / where it is exported from and where chocolate is consumed).

Procedure:

- Ask students to divide into groups of about 4-5 (depending on their total number) or divide them yourself.
- Give each group a set of cards containing a description of chocolate production phases (from cocoa tree cultivation to a final product). Their task is to try to put them in the right order.
- When everybody is finished, tell them they are going to see now what the right order of cards is and learn some more information about cocoa cultivation and chocolate production.
- Gradually show the photographs to students depicting individual phases of cocoa cultivation and processing and chocolate production. Comment on the photos and describe the whole process so as to let groups control their order of cards (you can also use a data projector and project the photographs as a presentation with a commentary and you can use quiet music as well.)
- During the presentation the groups control their order of cards with descriptions. After that you can ask students if any information in the text surprised them or attracted their attention in any particular way.
- Finally, ask the students again to try to guess the five countries – however, this time you want to ask them which are the biggest chocolate consumers (in kg/per person /per year). Mark the right answers on the map but use cards of a different colour. Then ask students to look at the cards' layout. Ask them what has attracted their attention at the first glance. If nobody mentions it, point out that the developing states, of the so-called 'global South' rank among the 'cultivation' states while the European states belong to the 'consumer' states.



Duration: 10–20 minutes



Resources:

- cards with description of individual production stages (Appendix Act. 3)
- photographs* (or a CD with photographs, a computer and a data-projector)
- background material with information on a cocoa tree or cocoa beans to taste

"Top 6" chocolate consumers (2008 data in kg/person/year):

Germany	11.39 kg
Switzerland	10.77 kg
United Kingdom	10.31 kg
Norway	9.8 kg
Denmark	8.57 kg
Belgium	6.8 kg

The annual chocolate consumption per person in the Czech Republic amounting to 5 kg is similar to this in the USA, which is 5.09 kg. In Brazil, one of the world biggest cocoa exporter, the annual chocolate consumption per person is only 2.48 kg.

Source: CAOBISCO and ICA, 2012. Statistical Bulletin; Czech Statistical Office 2012.

Important outputs:

- While cocoa is grown mainly in developing countries (West Africa, South America, Southeast Asia), chocolate is consumed mainly in developed countries (mostly in Europe). There is a connection between our consumer behaviour and the lives of people living in regions where cocoa beans are cultivated.
- Moreover, children take part in cocoa cultivation under the conditions that are sometimes close to slavery (child slaves cannot leave cocoa farms, do not go to school, are not paid and often do hard labour).
- The countries of origin (Africa, Asia and Oceania, Latin America) usually export unprocessed cocoa beans (due to lower customs and expensive processing technology). Beans are then processed in the countries of import (Europe, North America).
- There are many subjects involved in the production process, not only a grower or a chocolate producer (as will follow).





Tips for leading the activity:

For this activity you need to read the information about cocoa tree and cocoa bean processing. This will link photographic information with what students learn from their cards. After you finish card control and description of the individual phases of cocoa processing, you can offer students a taste of raw non-roasted cocoa beans. Be careful, they are bitter!

If there is not enough time, you can leave out putting the cards in order. However, the presentation concerning cocoa tree and processing procedure is interesting for students on its own.



Transition to the next activity:

- Now we know how chocolate is made out of cocoa and how it reaches our shops, we can take a closer look at chocolate.



Duration: 15–20 minutes



Resources:

- various chocolate packages (including Fair Trade*)
- a flipchart and markers or a blackboard and chalks
- bigger post-its (neutral colours)
- a table template (*Appendix Act. 5*)

Activity 5: What a package tells us

Objective:

- Students compare and identify the difference between conventional and Fair Trade chocolate.
- Students suggest reasons for a lack of information on product origin on its package.
- Students consider the responsibility we have as consumers.
- Students relate consumer behaviour to the problems of people/children from developing countries.

Procedure:

- Ask students to close their eyes and open their hands and wait till you have given something to everybody. Assure the students nothing is going to happen to them and at the same time ask them to be calm and keep their eyes really closed until you tell them not to.
- Give each student a chocolate package (incl. Fair Trade chocolate packages). Sort out the packages in such a way so as to make groups of two to five people (depending on the total number of students) and distribute at least three chocolate brands.
- After you hand out the packages, tell students they can open their eyes and look at what they have in their hands. Ask them to make groups according to the chocolate brand they have (e.g. those with 'Orion' chocolate make one group etc.)
- On the flipchart or the blackboard prepare a table for filling in the data students will have to find on packages: a chocolate name (e.g. Sladká vášeň), a brand (e.g. Figaro), a producer (e.g. Kraft Foods), a country of origin and a cocoa producer and information on the cocoa share (%) in chocolate (bitter) (you can find an example of the table filled in Appendix 5)
- Each group now has to look at their packages and look for the information needed to fill in the table on the flipchart or the blackboard. Hand out markers or chalks and ask the groups to fill in the information on packages in their tables.
- After they fill in the table, ask the students to check the information on different types of chocolate.
- Together think about information shown in the table.



- For example, ask:

What intrigued you most? Which kinds of chocolate differ and why? Can we tell from the package that child labour was abused in cultivating cocoa for this particular chocolate? What would need to be done to have this information on chocolate packages? Can we find information on chocolate packages about who cultivated cocoa used in it?

- You can point out differences in composition and content. (However, it is necessary to compare bitter chocolate with the bitter one and milk chocolate with the milk one. The best way to do it is to fill in the table only the percentage of bitter chocolate from each group.)
- Tell students that the types of chocolate which differ according to information on them in the table come from a Fair Trade system. With Fair Trade chocolate we always know the place as well as the cooperative where the cocoa was grown.
- Ask them why regular chocolate packages don't bear any information on the cocoa origin. (A producer often doesn't know it and consumers don't ask for it.)
- Point out the fact that a brand name doesn't have to mean the same as a producer and that more brands are often owned by one large company.
- Imagine Fair Trade as a trade system where fair chocolate producers know growers who supply them with cocoa beans, they know under what conditions cocoa was cultivated. One of the preconditions of awarding a Fair Trade mark is a ban on child labour. Fair Trade growers can avoid child labour as they get a fair remuneration for their yield sufficient to ensure them a decent living. This is what Fair Trade is based on.
- What do students consider to be a fair remuneration? It should definitely cover the costs and ensure a decent living.

Important outputs:



- We hardly find out any information on the raw material origin on the packages. On the Fair Trade chocolate packages however, there is information on where and who grew the cocoa needed to produce it. Moreover, in Fair Trade it is guaranteed that no child labour was abused in cocoa cultivation.
- One of the reasons why large companies such as Nestlé or Kraft Foods don't mention the cocoa origin on their packages is the fact that most consumers are not interested in this kind of information and they simply don't ask for it.
- We as consumers should be concerned about the origin of the goods we buy and under what conditions they are produced.

Tips for leading the activity:

It is a good idea to draw a table for the data contained on packages already in the course of the previous activity or to prepare in advance, even before launching the programme (see the template in *Appendix Act. 5*)

It is possible to speed up the activity when students write the data on big post-its instead of the blackboard (where they have to wait in a line), and then they post them into the proper fields. When comparing the data concerning cocoa share (cocoa dry matter) in various kinds of chocolate it is necessary to take into an account what kind of chocolate (milk, bitter, white etc) is being identified. You can find more information on the content of various kinds of chocolate as well as on the data on the packages in the background material to the programme.

One of the purpose of this activity is to bring awareness of a link between our consumer behaviour and some problems of developing countries. Also try to encourage students to think and to discuss whether and why we as consumers should be interested in the origin of the goods we buy. Apart from that to think jointly about the eventual causes and consequences of the lack of necessary information on the product packages.



Transition to the next activity:



- When comparing data from the table it is possible to ask why (or why not) it is good to be informed about a product origin. Is this kind of information important to us?
- A while ago when involved in the 'A step forward' activity students learnt that children often take part in cocoa production, sometimes under very harsh conditions. In this context you can ask whether we as consumers should know about that. Whether we should have a right to decide what chocolate we want to buy – whether the chocolate on whose production children participated or the other kind made without child labour exploitation or environmental damage.
- Do we as chocolate consumers have any option to influence child labour issue? Collectively, let's contemplate the options of how to do that.



Duration: 20–30 minutes



Resources:

- sheets of paper (one per each group)
- markers
- a flipchart or a blackboard with chalks
- sheets with information on various options we have (Fair Trade, boycott, Stop child labour campaign and other ones, writing a letter to a company, distance adoption, spreading information personally) (*Appendix Act. 6*)

Activity 6: What can I do about it?

Objectives:

- Students consider options they have as far as their own contribution towards child labour elimination.
- Students discuss in a group, suggest possible solution to the child labour issue and present them to others comprehensibly.
- Students identify the options of the fight against child labour such as campaigns, Fair Trade, boycott of the particular company's products, child sponsorship etc. and thus link child labour and some other factors such as poverty, low education level or insufficient control over legal measures.
- Students argue and collectively discuss the option of dealing with the child labour issue and based on information available they take their own stand and express it adequately.
- Students link their own behaviour and some problems of people living in developing countries; they consider their own 'power' and responsibility which they have as consumers and people living in a globalized world.

Procedure:

- Divide students into groups of five (5 groups max).
- Give each group - apart from one - a sheet of paper and markers and ask them to find solutions or ways of contributing to child labour reduction. Tell them to write their ideas down on paper and choose one person as a speaker who will present the result based on the collective list.
- Go back to the list of problem causes on the blackboard. Tell students to recall 'A step forward' activity: What factors are interlinked with the child labour issue? What does it prevent children from experiencing? What could help children in this situation? etc.
- Give a different task to one of the groups: to read in advance the sheets containing information on various alternatives – campaigns, boycotts, child sponsorship, Fair Trade etc. Ask them to jointly read all the sheets and distribute them so that each member of that group can possibly add some other alternatives to what students from other groups say.
- When most of the groups are finished (after 10 minutes max.) ask them to gradually introduce their ideas to others. Put them down on the flipchart or the blackboard. Ask the group that was given the information material in advance to add any information or explanation it has.



- Here are some examples of options (students may come up with different ones):
 - To buy 'fair' chocolate and cocoa or other products (Fair Trade standards inter alia guarantee that in producing Fair Trade products no child labour was abused).
 - To ask in shops about the origin of goods, ask for information.
 - To talk to friends, schoolmates, parents about the child labour issue, inform them about Fair Trade and other alternatives.
 - To write a letter to e.g. Nestlé or any other company, to a minister of trade etc.
 - To sponsor a child from a distance, i.e. to support the education of a particular child from a developing country (Caritas CR, Humanistic Centre Narovinu, ARPOK, Inka Foundation and others).
 - To donate a financial contribution to a non-profit organization dealing with the child labour issue.
 - To support a campaign against child labour (e.g. Stop child labour - People in need, a Czech NGO) – get involved as a volunteer, give a contribution, sign a petition etc.
 - To organize a debate with experts at school.

Important outputs:

- Even as individuals we have the opportunity to influence things; we as consumers can e.g. give an incentive to businesses that we are not indifferent to the child labour issue and non-respecting of the rights of the child.
- A part of the solution to the problem is to raise public awareness. Therefore, it makes sense to talk about the child labour issue (as well as about other issues concerning developing countries) to people around you.
- For the countries whose economy is to a large extent dependent on cocoa export (e.g. the Ivory Coast, Ghana) it wouldn't be advisable to make the developed countries stop consuming chocolate. The question is not whether to eat more, less or no chocolate but what chocolate and what cocoa was used in it.
- Don't tell students that all conventional chocolate is 'bad' and made of cocoa in the cultivation of which child labour was exploited. On the other hand however, there is no guarantee that it was not so. We can be sure of origin with the Fair Trade products, as we know who produced them. The FAIRTRADE trademark guarantees no child or forced labour was used in the production.
- Child labour issues are quite complicated and related to education, poverty, world trade system, laws and regulations as well as other issues.



Tips for leading the activity

It is good to tell students in advance how much time they are going to have to put their ideas down (approximately 10 minutes - depending on the time left).

Students will often surprise you with what they can think of. However, if you think this is a difficult task for them, hand out the material to all the groups. Their task will be to suggest the three most efficient ways and state the strengths and weaknesses of all the ways of fighting child labour.

There should be enough time left for a discussion following the presentation of the individual groups so that students can express and compare their opinions with others. Set aside some time for questions.

When discussing the issue or reacting to questions, don't be afraid to admit that there are things you don't know about or that you yourself have some doubts.

At the same time be positive in that you as consumers (or as citizens and voters living in a developed country) have the right to express your disapproval or an opinion and thus can have an impact on certain issues.

Be ready to introduce the efforts that have been already implemented as regards dealing with the child labour issue at the decision-making level, e.g. based on the workshop's background material.

Conclusion:

- Encourage students to take an interest in what lies behind the goods they buy. You can ask them to find out what kinds of chocolate are being sold in a local shop or to investigate the origin of another product, e.g. coffee, vegetable, clothes.
- Give them information leaflets for the programme 'Bitter taste of chocolate' (Appendix 7) or on fair trade or responsible consumption.





Find someone who...

...has had a part-time job.	...from time to time helps his/her parents or friends and gets money for it.	...has some kind of regular paid work.
...helps with housework.	...gets money for marking at school.	...regularly gets some pocket money from his/her parents.
...has to work in the garden or in a cottage.	...has distributed leaflets.	...would rather work than go to school.

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Sunmankar, 6 years, Ghana

A few months ago your family who own a cocoa farm faced a decision. They could either send you to school and hope to ensure a better life for you in the future or keep you working in the farm and reach a higher yield from cultivation. You are a very poor family; sometimes you and your two siblings go hungry. You prefer to stay at home as you don't know what a school is good for. A lot of your friends stay at home and work. In the evenings you play together. You also know other children; their parents also cultivate cocoa but they belong to an organization which they call a cooperative and they all attend a school. They often play various games there and this is something you would like. However, you have seen your parents working really hard and you want to help them. If you attended a school there wouldn't be much time left for other things. Moreover, education is not for free and you don't have enough money. So you work in a farm – eight or even twelve hours a day as necessary. Sometimes your mother tells you that you may go to school one day, you don't feel too dissatisfied.

Alcina, 9 years, Brazil

Your family owns a small family farm where they grow cocoa beans. But you haven't seen any of your family for three years already – you work and stay with a family to whom your family owes money as there was a market crisis and your parents couldn't sell any cocoa. They needed some money for their living expenses so they had to borrow it and now you work to repay the debt. You do all the regular housework, cook and take care of three small children. Nobody respects you. For instance, if you leave something on the floor or you don't prepare the tea exactly according to the recipe, they beat you. You don't have any contact with your parents and you have no idea how long your service is going to last.

Yao Kwame, 13 years, Ivory Coast

You were 11 when a slave trader enticed you to work on a farm in the Ivory Coast. He told you would get a bike and could help your parents by sending them USD 150 every month. But the reality is somewhat different. You work on a daily basis from 6 am to 6.30 pm with a 15-minute lunch break. You are 120 cm tall and the bags full of cocoa beans you have to carry are even bigger than you. For you to carry them, another person has to put them on your head. You often fall down as they are too heavy. The farmer then beats you and tells you to work properly. You are often hungry; the food you get is by far not enough to provide you with the sufficient energy you need for the farm work. You spend your nights with eighteen other slaves in one room of 7x6 metres which you are all locked up in. Even though your living conditions are horrible, you are afraid of escaping. All those who have tried it were beaten brutally; some of them were even beaten to death.

Shama Ismael, 9 years, Indonesia

Your parents own a small family farm where they grow cocoa beans. You help them when they have the biggest work load, but out of season when your family has no other income you have to go to work as your parents cannot find any job. You work in an illegal shoe factory and you earn about CZK 100 a month. You give it all to your family. Normally, you work 14 hours a day with an hour break that is not paid for. You have to bike for about 11 km to get to this factory every day. If you tried to escape from the factory to attend a school, your father would beat you up and send you back.



Christian, 8 years, Germany

Both your parents work as commercial representatives for Kraft Foods incorporation. Their job is very demanding; they work all day long from the morning till the evening and sometimes even at weekends. They earn a lot of money; you and your sister who is two years older can have whatever you want. Your parents can buy you everything. You both attend elementary language school and a few hobby groups. There is a lady your parents employ to take care of your household. You both spend most of your time with an au-pair girl Lenka. When your parents come back from work, they are often very tired and they don't feel like playing or chatting with you. Sometimes they still talk about their work at home. You miss them – Lenka is rather a friend but not a mother. You like playing computer games but if your parents were at home they probably wouldn't let you play. You don't obey Lenka.

José Pedro, 8 years, Mexico

Every morning you go to school and in the afternoons you work at your uncle's cocoa bean farm. You are usually very tired in the evenings and you go straight to bed. You feel like leaving the school, but your parents say it is necessary to go there, and that eventually you will be much better off than them. But you see some of your schoolmates who are free in the afternoons and you would like to play and not to work all the time.

Quttubud, 10 years, Dominican Republic

You were attending a school when aged 6 to 9, you were learning how to read, write and count and you quite liked it, sometimes you were playing games. However, this last year you cannot attend the school as after your dad died you became the head of the family - you have to take care of a family farm where cocoa is cultivated. You have to employ people from the surroundings at the harvest time, deal with traders etc. You miss the time when you attended your school, had some free time to play games and didn't have so many duties. But at the same time you are happy that you are able to lead the family and earn a living and that you also manage to earn some money to send your younger brother to school.

Paul, 12 years, Kenya

When a slave trader came to visit your family two years ago, he offered you a job in a textile factory where you could earn up to USD 200 a month and said you could send this money to your parents, as the food and bed would be free. At that time your family were very poor. Your father was selling vegetables, harvested from a tiny field in the market, your mother was unemployed and spent all time taking care of four children. They thought this offer sounded great and so they sent you with him even though you didn't want to. Right before your departure they remembered to ask him where you were going to work, but he didn't answer. And you yourself have no idea where he has taken you. You haven't been in touch with your parents since then. Instead of a factory employee you became a slave on a cocoa plantation, you work all day long, have no weekends, when tired you are beaten up, when you tell them you would like to go home, they laugh at you. You would try to escape but you have seen that they killed somebody after trying to escape.

Miguel, 12 years, Columbia

You work on a family farm where cocoa beans are cultivated. Earlier, when you were seven to ten years old, you attended a school but now you are older and stronger, they need you on the farm. Your mother told you to go to school (at least from time to time) as it would help you in the future. So one year you tried to do both: work on the farm and go to school but then you stopped. You were not interested in attending school and you didn't understand why you had to sit at a desk while your parents worked hard on a plantation. Depending on the season you work approximately 10 hours a day. You spend your free time with friends, mostly in a pub. Your family doesn't suffer from poverty; you have got everything you need. As you work on the farm, your family doesn't need any other helpers or employees.

Honza, 11 years, Czech Republic

Honza, 11 years, Czech Republic You attend sixth grade in elementary school. You live in a flat together with your parents and a younger seven year-old brother. You usually come back from school around 3pm at the latest, doing homework takes you about an hour and half every day. You have some duties at home, e.g. you wash-up after dinner, once a week you have to dust your room and vacuum it. You don't like vacuuming at all. You think it is unfair as your brother has no duties at home. You think he is not so small. You got pocket money of CZK 50 every week, you spend most of it buying chocolate or you sometimes go to the cinema with your friends.

Veronika Lukášová, 7 years, Czech Republic

Three years ago you won a competition for child actors to star in commercial for some chocolate brand. Since then you have played in commercials on a regular basis and from time to time you are even invited to appear in some TV shows. Your parents asked for an individual school plan for you so you don't go to school much. You spend most of your time in front of cameras and you don't get to see your schoolmates and friends very often. Most of the time you spend with your mother who is very proud of you, then with people like a director, a lighting engineers, a director of photography or other actors. You earn a lot of money but for now you cannot decide what to do with it.

Aly Diabate, 12 years, Ecuador

Your family owns a small family farm where you grow cocoa beans. You have to help out on the farm but only at the weekends as you attend a school on the weekdays. Your farm is part of a farm cooperative due to which you have a market for your beans secured. When you grow up you would like to leave and live in the United States but you are afraid you will never have the money to travel there. Even though you live modestly in Ecuador, you live comfortably. But you know that you could have everything you can dream of in the US.



ACTIVITY 4

The cocoa tree is an evergreen tropical tree that flourishes in Central and South America, on the coast of the Gulf of Guinea in Africa and in Southeast Asia. Cocoa trees yields their best fruit after they have reached about ten years of age.

White cocoa tree flowers are mostly produced directly on the trunk or the main branches. Despite a huge amount of flowers only about 50-60 fruits ripen every year (i.e. out of an annual harvest of one cocoa tree we can produce about three bigger bars of chocolate).

Ripe cocoa pods are harvested manually by cutting the pods using a sharp machete or in higher places by cutting them off with a hooked knife fixed to a stick. It is not possible to use a machine for harvesting as the tree constantly produces other pods and flowers and the bark cannot be damaged.

Harvested pods are then opened using short knives or sticks. Every pod is cut in two halves. Inside in the whitish pulp there are seeds, the so-called cocoa beans.

Hulled cocoa beans have a bitter taste which is eliminated during the fermentation process. The pods are most commonly spread on the ground in piles and covered with leaves (in Africa banana leaves are most common) for 2-6 days. It is during the course of fermentation when the cocoa beans get the typical brown cocoa colour.

Cocoa bean drying takes place either naturally using sun and wind or artificially using various types of drying rooms and drying machines. Before the beans can be traded and stored, the water content must decrease through drying from the original 60 % to only 7 %. When dried naturally, beans are spread in thin layers on the mats or concrete ground outside for about one week and protected against the rain.

It is necessary to clean the beans i.e., remove all the dirt such as soil or dust or pieces of bagging. After that they go through a selection process during which damaged or wormy beans are taken out.

Cocoa bean roasting is necessary to get the unique cocoa taste and smell - during roasting, beans lose humidity and an unpleasant taste. Their taste gets smoother and colour improves. This takes place in temperatures of 80-130°C for about 10-20 minutes depending on quality.

During the next stage ground, cocoa beans are crushed and the hulls are separated from the bean fragments called nibs. The cocoa nibs are grinded and the cocoa mass melted. The liquid cocoa mass is the raw material for making cocoa butter, cocoa powder and for chocolate production.

The liquid mass is pressed and mixed with other raw materials. It is necessary to add inter alia powder milk or sugar. To prevent the 'gritty' quality in the final product, this stage is followed by another process of crushing, grinding, and spreading to make the cocoa mass smoother. The process of further kneading and mixing at temperatures of about 50-65°C is called conching. It is this process which holds the secret to a smooth chocolate base.

ACTIVITY 5

What does a package tell us?

Name	Brand	Producer	Country of origin/producer	% of cocoa (milk × bitter)
Milka	Milka	Kraft Foods (Germany)	-	30 % (milk) × 45 % (milk extra cacao)
Figaro	Figaro	Kraft Foods (SK)	-	48 % (bitter)
Sladká vášeň	Sladká vášeň	Kraft Foods (SK)	-	28 % (milk)
Orion	Orion	Nestlé (CS)	-	25 % (milk)
Studentská pečeť	Studentská pečeť	Nestlé (CS)	-	40 % (bitter)
Zora	Zora	Nestlé (CS)	-	(not available)
Ritter Sport	Ritter Sport	Alfred Ritter (Germany)	-	30 % (milk) × 50 % (bitter)
Mascao	Mascao	Chocolat Bernrain AG (Switzerland)	Bolivia/cooperative of growers El Ceibo	32 % (milk) × 59 % (bitter)

ACTIVITY 6

1. BUYING FAIR TRADE PRODUCTS

Fair Trade

is an international movement trying to align international trade ethics with principles not respected by the majority of regular trading companies striving to maximize profits and minimize costs.

The Fairtrade trademark is awarded only to products in the production of which an elaborated set of social and environmental criteria was met. Fair Trade production is not only more nature and environment-friendly but it is also producer-friendly, as it ensures a respectable living conditions and makes the development of communities possible.

Moreover, Fair Trade rules regulate the cocoa producers' working conditions setting a ban on forced labour. Children under 15 may not be employed without exception, and any work undertaken cannot prevent them from attending school.

Cocoa producers e.g. from Latin America, West Africa and Southeast Asia are all involved in Fair Trade. This way we can buy cocoa and be sure that no child labour was abused when it was grown and that a producer got a fair remuneration for his/her work. The same applies to chocolate made from it. Even though the 'fair' chocolate is a bit more expensive than regular chocolate, it tastes better, due to its quality and it is definitely sweeter as no sweat from child slaves makes it salty.

You can buy Fair Trade products either in specialized Fair Trade shops, healthy food shops or even in some retail chains, e.g. Brněnka in Brno.



2. PAYING ATTENTION TO THE ORIGIN OF PRODUCTS WE BUY

As consumers we relate to producers often from the other side of the world through the products we buy on a daily basis. Therefore, we shouldn't be indifferent to the conditions these products are made in.

If there is any reason to believe, that in the production of cocoa or chocolate we consume, child labour was abused, we can refer to a producer and ask for a remedy. How can we find out which producers want to know about the origin of raw materials used in their products' production and which of them don't? A morally righteous approach is definitely something producers can be proud of and can be used for publicity purposes. If there is no information with which to eliminate the possibility of child labour on the chocolate packages, we must assume that the origin of its products is morally questionable.

One of the options we have is to write a letter in which asking a chocolate producer to be compliant with the International Labour Organization standards, modifying the length of working hours, working conditions and use of child labour.

Examples of letter texts:

A.

Dear Sirs,

I have found out that in cocoa production in West Africa (from where two thirds of the world coffee production comes) child labour is abused and in some cases even child slaves were used. I like your chocolate but I cannot bear to think that I consume chocolate which went through the hands of child slaves. Therefore I want to ask your company what you will do to eliminate child labour and how you plan to make sure that in producing cocoa, you use no child labour.

Thank you,

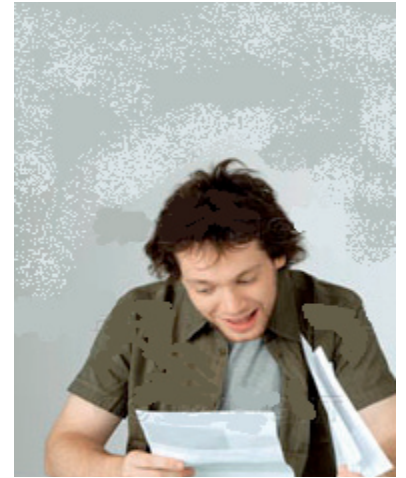
B.

Dear Sirs,

Being a consumer I am very upset that your company doesn't respect the rights of workers producing your chocolate. I have found out that in the production of cocoa your company uses child labour despite previous promises that this issue would be dealt with.

I demand your company assumes responsibility for all its cocoa supplying farms in the world. And that it - to a significant extent - uses certified fair trade cocoa in its products. Furthermore, it should monitor all the farms producing cocoa to make your chocolate and ensure they don't abuse child labour. In addition it should finance educational programmes for children living on farms.

I hope that you as one of the biggest food companies in the world will become an example in the fight for the rights of workers and the rights of children in the world, in particular.



3. BOYCOTT

Trading companies couldn't exist without the last part of the chain - a consumer. It is a consumer (i.e. every one of us) who earns them profit and to whose demands they respond. This gives us as consumers some (although limited) power over trading companies. One of the tools for applying this power and expressing disapproval with an approach of these corporations is to boycott specific company's products, i.e. refusing to buy these products.

The point is not to bankrupt businesses or to totally stop production but rather to attract media attention and raise awareness. Publicity is the boycott's goal. This clarifies why we don't want to buy certain products. Moreover, we have to present our claims to justify the necessary changes leading to a remedy.

The easiest way is to support one of the ongoing boycotts which get stronger and more significant with every person who takes part in it and thus has a bigger chance to change the large corporation's behaviour.

A list of ongoing boycotts is available on the Ethical Consumer magazine's website:

<http://www.ethicalconsumer.org/boycotts>

4. TAKING PART AS A VOLUNTEER, SUPPORTING AN ONGOING CAMPAIGN

Apart from boycotts and writing letters to companies there are other ways to take part in the fight against child labour and poverty. There are many organizations that would welcome your support whether it was in the form of financial contribution to ongoing campaigns or in the form of a direct engagement in their activities.

Currently, several campaigns are underway in the Czech Republic, e.g.: 'Stop child labour. School is the best place to work.' This is an international campaign trying

to raise awareness about child labour abuse and its relation to insufficient education. Through raising public awareness it intends to put pressure on politicians and people who can make a difference with regards to the current state of affairs. The Czech NGO 'People in need' is the campaign's coordinator in the Czech Republic. For more information on the whole project please see the campaign's website (www.stopdetskepraci.cz). You can find a petition and sign it there.



'Czechia against Poverty' is a national campaign taking place in the framework of the so-called 'Global Call to Action Against Poverty' (GCAP, www.whiteband.org). It is organized by a coalition of the Czech non-profit organization with the aim to inform the Czech public about global poverty issues as well as to address public administration and Czech politicians. One of the campaign claims is also to take a proactive approach to meet the so-called Millennium Development Goals including the fight against poverty and raising the education level in the world.



NaZemi for instansed, organizes a public awareness campaign called 'The World in your Shopping Cart' aiming to inform the public on issues concerning developing countries and their relation to our consumer habits. In the context of this campaign there is a need for volunteers willing to help with event organization in various Czech towns. Besides helping with the campaign volunteers willing to sell fair trade products in one of the specialized shops are welcomed. (For more information see www.nazemi.cz).

5. SPREADING INFORMATION ON THE GROUND

If we are to make a difference or work towards a solution, we need information. And it is often information we lack in most cases and what's more, we are usually not able to get it from producers or sellers. Therefore, it is important to actively search for information and spread it. It is not necessary to pay for campaign billboards, it may be enough just to spread information through personal contact, enabling a discussion. You can start in your immediate vicinity: talk to your parents, schoolmates and friends about the issue of child labour and options we have to eliminate it. You can also inform them of campaigns and of the possibility to buy fair trade products and about their benefits. You can suggest this topic to your teacher at school or organize a debate with an expert.



If you feel like it, you can mention this issue in your favourite cafes and shops. Ask for certified fair trade goods. If there will be more people like you, the cafe owners will start to think about it.

6. CHILD SPONSORSHIP

One of the consequences as well as causes of poverty and child labour is bad access to education for children in developing countries.

Child sponsorship projects are trying to enable education for children whose parents either died or simply couldn't afford the school fees and other costs related to school attendance.

A child goes on living with his/her family but a sponsor from Europe pays his/her school fees, learning aids and a school uniform. Who can become a sponsor? It can be an individual or a family as well as a group, e.g. a school class. By sending a certain amount of money annually you can enable at least one child to go to school instead of work and thus give him/her a chance to have a better future.

Money is not being sent directly to a child's family but to an organization which implements a project in a respective area. A part of the contribution is usually used to support a community in which a child lives and a school which she/he attends.

There is quite a wide range of organizations involved in such projects in the Czech Republic. For example, Czech Catholic Caritas, Humanistic Centre Narovinu, South Bohemian University or ARPOK are some organizations to name but a few.

What can I do about it?

It might seem that individually we cannot do much. I myself surely cannot prevent child labour nor solve many other world problems.

However, are we that powerless? Isn't it just an excuse? Laziness? What if there are ten, a hundred, a thousand or even a few million of these individuals out there...?

'Fair' chocolate

Fair Trade represents an alternative to a conventional way of trading based on more just profit distribution between producers and traders and it pays attention to both environment and working conditions of workers. When buying products marked with a trademark FAIRTRADE we can be sure e.g. that no forced or child labour was abused. We pay a somewhat higher price for these products not only to have 'a good feeling' but also for their quality on which a big emphasis is put. Fair Trade products (including cocoa and chocolate) can be bought in specialized shops, selected healthy food shops and occasionally in regular shops. A list of Fair Trade outlets and more information on the Fair Trade concept is available at www.nazemi.cz



Let's not be indifferent!

We as consumers have power in our hands to make a difference with regards to the living conditions of people with whom we are connected through products we buy and consume every day. Let's pay attention to the origin of goods we buy and let's not be indifferent to (not only) children's rights abuse. One of the options we have is to write a letter to a company we know doesn't meet standards set by the International Labour Organization including a ban on child labour abuse. To write such a letter you can get some inspiration e.g. at www.laborrights.org.

Boycott

Apart from writing letter you can express your disapproval with not complying with the International Labour Organization's standards and human rights through a boycott of products of a particular company. You can either refuse to buy certain products and by publicizing such a decision you can e.g. make a company producing chocolate deal with the child labour issue seriously and use only that kind of cocoa in the production of which no child labour was abused. A list of ongoing consumer boycotts can be found at www.ethicalconsumer.org/boycotts.

Spreading information

If we are to make a difference, we need information. If we want to contribute to child labour elimination, it is necessary to actively start by searching for information and spreading it. It is possible to begin on a small scale – through a personal contact enabling a discussion. Talk about the child labour issue with your friends, schoolmates, teachers, parents, organize a debate, or show a film. Try to ask for Fair Trade products in your favourite shops and cafés.

Child sponsorship

By enabling access to education we give children in developing countries a chance to have a better future. We take some financial burden relating to school fees off their parents thus reducing the probability of children in employment.

A sponsor can be an individual or a group such as a school class. There is a wide range of organization involved child sponsorship in the Czech Republic, for instance, the Czech Catholic Caritas, (www.charita-adopce.cz), Humanistic movement (www.adopceafrika.cz), ARPOK in cooperation with Olomouc Caritas (www.acho.caritas.cz/haiti), South Bohemian University in cooperation with Czech Aid (www.czechoslovakaid.cz), the Inka Foundation (www.peru.cz/inka).

Join!

Another possibility to actively take part in the fight against child labour and poverty is to support one of the ongoing campaigns. You can either sign a petition or participate in some actions or help in campaigns. Below are some examples of campaigns realized in the Czech republic.

ČESKO CHUDOBE

Czechia against poverty is a national campaign aiming to inform the Czech public and politicians about global poverty issues. One of the campaign's requirements is also a proactive approach in meeting the so-called Millennium Development Goals. For more information see www.ceskoprotichudobe.cz.

You can also take part in and support a campaign run by NaZemi (www.nazemi.cz). Moreover, you can get involved as a volunteer, selling Fair Trade products.

Coordinated by the Czech NGO People in need the campaign Stop child labour – School is the best place to work, is aimed at raising awareness about child labour abuse and its relation to education. For more information on the campaign and to sign a petition please see the web page www.stopdetskepraci.cz.



This material is an outcome of the campaign "The World in the Shopping Cart" which was organized by NaZemi.



How many times have you held a bar of chocolate in your hands ...and how many times have you enjoyed your chocolate bar, a box of chocolate or a cup of hot chocolate? Have you ever thought about the way chocolate is made and how are cocoa (raw material needed for cocoa production) producers doing? Is there any reason for the excellent taste of chocolate turning bitter?

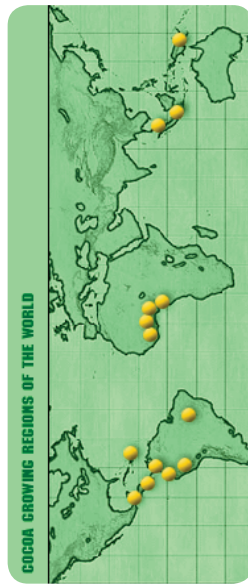
Did you know that ...

- globally, there are over 200 million of children aged 5-17 working?
- 115 million children aged 5-17 carry out work in different parts of the world that threatens their safety, physical or mental health, or a moral development?
- about 95% of all working children come from developing countries?
- up to one third of all children work in the Sub-Saharan Africa?
- almost 7 out of 10 working children carry out some work in agriculture?
- in cocoa production in many parts of the world child labour is being abused, often under conditions resembling slavery?
- the majority of children working in cocoa cultivation have never tasted chocolate?



From a tree to a table...

The cocoa tree is an evergreen, not very big tree growing in the tropical areas of Central and South America, West Africa and Southeast Asia. Despite the fact that a cocoa tree abundantly produces flowers throughout most of the year, only a small amount of fruits fully ripen. This means that one tree yields only about 50-60 fruits annually. This amount is enough to produce approximately three bars of chocolate.

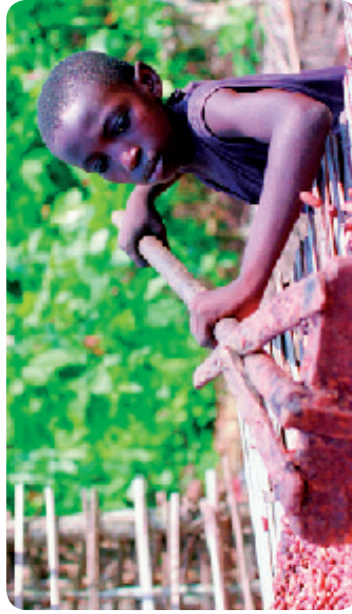


Ivory Coast, Ghana, Indonesia, Nigeria and Brazil rank among the largest cocoa producers and exporters in the world and the first three of them account for over 70% of the world cocoa market. The vast majority of cocoa beans produced come from small farmers; 40-50 million people in total are dependent on this crop for their living.



Shocking disclosure!

In September 2000 a British TV broadcast a film documenting modern slavery in cocoa production in Ivory Coast - a country producing roughly 40% of cocoa intended mostly for the developed countries. A shocking disclosure revealed the existence of a large scale child and young people trafficking. These children were attracted and imported from the neighbouring countries to work on cocoa plantations under inhuman conditions without a chance to go back home. After releasing the film and other information a stormy public reaction followed. Threatening to boycott products consumers called on large companies producing chocolate to prevent child labour in cocoa production.



Is work good for you?

Not all work is necessarily bad for children. However, if we talk about child labour, we think of work carried out under conditions harmful to health, safety and the moral development of children preventing them from going to school.

According to the International Labour Organization (ILO) child labour is: Any paid or unpaid work carried out by children under 12 years of age; work exceeding 14 hours a week carried out by children aged 12-14 years depriving them of their schooling, and any work carried out by children up to 18 years old threatening their safety, physical, or mental health and/or their moral development.

Why do some children work?

- Their family needs extra income to make a living for all its members.
- They cannot attend school because of and their family circumstances, i.e., location or finances.
- Armed conflicts, natural disasters and epidemics HIV/AIDS increase the number of working children because the money that would otherwise be spent on education is used to solve these problems.

- Child labour is cheaper for employers; moreover, children can be more easily abused as they probably won't ask for a higher wage or better working conditions.
- Poverty is one of the causes and consequences of child labour.

The worst forms of child labour

The worst forms of child labour are those forms carried out by children up to 18 that seriously threaten their development and endanger their health, safety, or even their lives. Eliminating these forms of work is a priority for international organizations as stated in Convention 182 on the ban and immediate measures to eliminate the worst forms of child labour (ILO, 1999). According to this Convention the worst forms of child labour are:

- a) all forms of slavery or practices similar to slavery, including recruitment of children for use in armed conflict;
- b) the use of a child for prostitution or for pornographic performances;
- c) the use of a child for illicit activities, in particular for the trafficking of drugs;
- d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. (e.g. work with dangerous technology, harmful substances or too heavy loads, work carried out at nights or during extremely long working hours, work which exposes a child to a physical, psychic, or sexual abuse).

For more information on child work see:

- www.ilo.org/childlabour
- www.antislavery.org/homepage/antislavery/childlabour
- www.laborrights.org/projects/childlab

In 2002 June 12 was designated World Day Against Child Labour by the International Labour Organization.



A bitter taste of chocolate
An educational programme on chocolate and child labour

Created by NaZemi in 2012 in the framework of 'Bitter taste of chocolate' workshop from a cycle 'The World in the Shopping Cart'. For more information see www.nazemi.cz



The secret of cocoa flavour

A bit of history for the start¹



When Christopher Columbus, in search of new trade routes to India, landed by chance in America, he “discovered” not only a new continent for the Europeans, but also wealth which nobody had ever dreamed of. Besides precious metals and stones, new crops were waiting for the Spanish conquerors – cocoa was among them.

People of present-day Mexico and Central America use ground cocoa beans to prepare a special stimulating beverage – chocolate. The original chocolate was bitter, spiced with vanilla, chilli peppers and other ingredients. Cocoa beans were also used

as a medium of exchange and chocolate was regarded as the drink of the gods. Drinking chocolate was thus a privilege of the rich ruling class. Hence also the name of cocoa – the Maya believed that the cocoa tree is of divine origin, so they called it “the food of the gods”. The Aztec ruler Montezuma, who controlled Mexico at the beginning of the 16th century, was famous for drinking a beverage made of cocoa beans, which was called “xocolatl”. The people subject to Montezuma had to pay taxes in form of cocoa beans.

It wasn’t until the 16th century, specifically 1528, that cocoa and chocolate were brought to Europe by the Spanish conquistador Hernán Cortés. The import of cocoa beans from America increased in the 17th century. There was a direct connection with the extension of Brazilian and Caribbean sugar cane plantations in 1640-1680, which led to a decrease of sugar prices and hence wider affordability of sugar. For the Europeans, sweetened cocoa was much tastier than the original bitter one. A major breakthrough in the production of chocolate was marked by the invention of Conrad J. van Houten, a Dutch chemist, who introduced the method of separating cocoa butter from cocoa powder. In 1846, the Englishman Joseph Fry produced the first chocolate bar and in 1876, Swiss, Daniel Pieters, invented milk chocolate. Technological progress during the 19th

The cocoa tree originated in Central and South America – the Maya were the first to grow cocoa more than 2600 years ago, followed later by the Aztecs and the Toltecs...

Chocolate would originally be a bitter spicy beverage. Cocoa used to be luxurious food and cocoa beans served as currency.

The cocoa tree and chocolate were thought to be of divine origin, the word “cocoa” comes from the Maya expression

According to an Aztec legend the cocoa tree was brought to people by the god Quetzalcoatl (Feathered Serpent), who came to the humans from the paradise on the ray of the morning star. He taught people to roast and grind cocoa beans and to make nutritious cream of them. People added spices and called the dish “chocolatl”. The Aztecs believed they would gain divine wisdom by drinking this beverage. The cocoa bean would pass the power and wisdom of the cocoa tree to the person who ate it up.

The peaceful god Quetzalcoatl, who – according to the legend – had a white face and a black beard, was supposed to return to the Aztecs right in 1519. The Spanish conquerors led by Hernán Cortés got the timing of their arrival perfectly right. The superstitious Montezuma II. thought the whites were the embodiment of the god Quetzalcoatl and sent them many precious gifts including chocolate. Thanks to the Aztec legend, these Spaniards were among the first Europeans to taste chocolate.

“the food of the gods”.

Cocoa was brought to Europe, more specifically to Spain, in the 16th century in the period of overseas voyages and discoveries.

The first chocolate bar was produced in 1847 by the Englishman Joseph Fry. Slaves from West Africa were used to work on colonial cocoa plantations in South America.



century made chocolate affordable for the masses and its popularity, as well as demand for cocoa, increased.

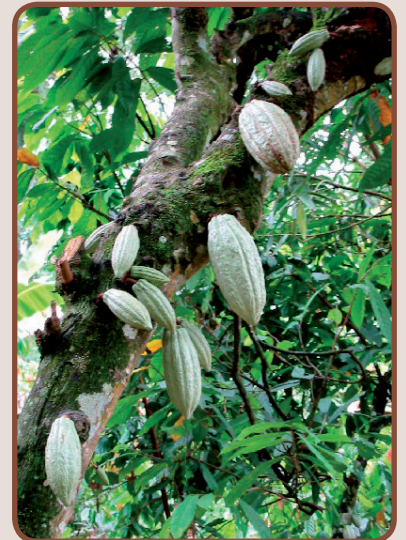
For business reasons, the Spanish struggled to keep their monopoly on trade with the New World. Cocoa became so widespread in Europe by the end of the 17th century that the French, the English, the Portuguese

Cocoa money

Cocoa beans were used in many parts of pre-Columbian Central America as currency, which had several advantages. Cocoa beans were highly-valued, so they were exchangeable for any goods on the market. They were also considered as a very tasty delicacy. They were non-perishable, so they would not be damaged or spoil during trading. Given their small size, they were easy to transport. From an ethical or moral point of view, using cocoa beans as currency had another advantage (which was rather a disadvantage from the economic point of view) – they were non-perishable, they could not be stored forever and hence prevented long-term wealth accumulation. Mexican people of that time were aware of it: "Oh fortunate gold, it provides mankind with sweet nutritious beverage and protects his innocent owners from the hellish curse of greed, for it can be neither buried nor kept long."

Source Arcimovičová, Valíček, 1999:21

and the Dutch all started to establish cocoa plantations in their colonies in South America and West Indies. Similarly to other colonial plantations, slaves from West Africa were used to work on cocoa plantations. The reason for their import was a significant decrease in the number of native populations. Colonists forced members of the native Indian tribes to carry out jobs exceeding their physical capabilities, on top of that under conditions they were unaccustomed to. This, in addition to frequent epidemics, resulted in a dramatic population drop – from roughly 25 million to as few as 3 million within 50 years from the beginning of the colonial period. Soon it became obvious that there was a severe lack of labour force in agriculture, in particular on cocoa plantations. The problem was tackled by importing black slaves from Spain and later from Africa.



In the 19th century, cultivation of cocoa was brought to the Gulf of Guinea in Africa, where slavery-like practices went on.

Cocoa plantations in Africa were established as late as in the 19th century after the coast of the Gulf of Guinea and the small adjacent islands proved to suit very well for cocoa cultivation. Portuguese colonies São Tomé and Príncipe and Spanish colony Fernando Po presented a kind of cocoa gate to Africa. Plantations on these islands depended on a labour force from Angola and Nigeria and they were notorious for using slaves from their establishment onward, in spite of the abolishment of slavery in 1875. Cocoa cultivation was gradually extended to West Africa, where



it soon took root. While at the beginning of the 20th century the Americas accounted for 80 percent of the world cocoa production and West Africa for mere 15 percent, West Africa already accounted for 60 percent by the 1950s compared with America's 30 percent. West Africa soon became the world's top producer and exporter of cocoa beans. West African cocoa currently accounts for two thirds of the global production, the largest producers being Ivory Coast, Ghana and Nigeria.

In the hope for future profits, colonial powers extended cocoa cultivation to Asia as well. Malaysia and Indonesia are currently the most significant cocoa producers in Asia.

Cultivation of cocoa²

The cocoa tree, *Theobroma cacao*, is believed to originate in tropical rainforests of the Amazon and Orinoco River basins. It prospers best when shaded in the understory of the rainforest, sheltered from the wind. The plant also prefers low fluctuations of air humidity. Under these conditions, cocoa trees reproduce mainly with the assistance of animals that eat the flesh of the cocoa fruit and throw the bitter cocoa beans away. Native inhabitants of the rainforest collected fruits of cocoa trees for their sweet flesh. Even today, some cocoa varieties are grown and used as fruit for their delicious taste.

The cocoa tree is a tropical evergreen tree that grows from 4 to 8 meters tall. The trunk is not particularly massive with a spreading crown. The colour of the thin leathery leaves gradually turns from bronze-red to dark green. Cocoa trees thrive only in the warmest regions of the world, within about 15 degrees of the equator, i.e. in the tropical regions of South and Central America, on the coast of the Gulf of Guinea in Africa and in South-East Asia. Although it is frequently grown at the altitude of 500 metres, the ideal altitude for its cultivation is 200–300 metres. The plant requires constant temperature (21–32 °C) and high air humidity. It can be grown in areas with short drought periods (up to two or three months at maximum). It takes about 10 years for cocoa trees to bear the best fruit.

The tiny white, yellowy or pinkish flowers of cocoa trees grow directly along the trunk and main branches. In spite of the heavy blossom during most of the year (up to 50,000 flowers per year), cocoa trees produce only a few fruits. The reason is that cocoa flowers are tasteless and scentless, thus attracting few insect pollinators. The majority of flowers are not pollinated and fade (according to some sources, only 5–40 per cent of flowers are pollinated). Given the fact that only a small number of the fruits ripen, cocoa trees do not produce high yields – each tree produces only 30–50 fruits per year and that the cocoa tree is very sensitive to pests and disease

The fruits of the cocoa tree, called the cocoa pods, are oval-shaped, furrowed lengthwise, non-bursting, ranging in colour from yellow or green

West Africa (Ivory Coast, Ghana etc.) currently accounts for 70 percent of the world cocoa production.

The cocoa tree is native to tropical rainforests of the Amazon and Orinoco River basins.

Cocoa tree is a tropical tree growing four to eight metres tall. It grows in Central and South America, on the coast of the



Gulf of Guinea and in South-East Asia. The flowers of cocoa trees, mostly white colour, grow directly along the trunk and main branches. Only a tiny part of them are pollinated and bears fruits.

Pests and disease routinely destroy one-third of the world's yearly crop.



to orange or brown. They ripen for four months after pollination and considering the tiny size of the flowers, the pods are rather big. Oval shape is the most common, though certain variations may occur. Cocoa pods are 15–30 centimetres long and 8–10 centimetres wide. They weigh up to 500 grams and do not spontaneously fall off the tree even when very ripe. Each pod contains 15–40 seeds called cocoa beans that are densely embedded in five lengthwise rows. Cocoa beans are smooth, white, about two centimetres long. They contain theobromine, a compound similar to caffeine. Raw pods taste sour and bitter, which – for reproduction of a plant with fruits not falling off – is an asset.

Animals like to eat the sweetish flesh of the pods and leave the beans scattered around the tree.

Theobroma is a genus of about 20 species. For the agricultural use, three main edible varieties exist. Two basic varieties that separated when cocoa tree got from the area of its origin to other regions are still called with their original Venezuelan trading names – criollo and forastero. The third variety, called trinitario, is a hybrid of the previous two types.

Most of the world's cocoa is currently grown on small farms, because of the low disease resistance of cocoa plants when grown on large plantations. For young cocoa plants, shade is vital as they cannot grow in full sun. Cocoa is thus grown in the shade of native vegetation or on plantations where shade trees called “cocoa mother trees” are grown on purpose to provide the cocoa with the needed shade. The older the cocoa tree, the less shade is needed and can be partly reduced. In large non-shaded cocoa monocultures, cocoa plants are grown in full sun. On one hand, this means easier and more profitable production, but on the other hand, it results in lower quality. Moreover, non-shaded plants are more susceptible to pests and disease, thus requiring more chemical inputs.

Cocoa trees begin to produce their first fruit at about four years of age. The most productive period comes at the age of about ten, continuing for the following 10–12 years. Cocoa can be harvested all year round with the

main harvesting seasons from November to January and from May to July. Seeds of ripe cocoa pods can be easily separated from the inner layer of the fruit as they rattle when shaking the pod. The ripe pods are harvested manually by cutting the fruits from the trunks and branches with a sharp machete or a curved knife on a long pole. Machinery cannot be used for harvesting as the cocoa tree continuously bears new fruits and flowers. Moreover, the bark of the tree must not be damaged.

Cocoa cultivation is an important cause of the ongoing deforestation, especially in West Africa. Cocoa farmers clear pristine tropical forest and plant cocoa trees instead.

Three cocoa varieties

Criollo means “native” in Spanish. At the beginning of the 19th century, this variety was grown in Venezuela, which was the world's most significant producer and exporter of cocoa of that time. It was exactly this variety that was discovered by Christopher Columbus on the Guanaja island in 1502. Criollo is grown in areas with mild climate and rich soils, typically in South America, on the coast of Venezuela, in Madagascar, Sri Lanka and Indonesia. For its very high quality, it is sometimes called “the prince of cocoa beans”. It is the rarest and most expensive of all cocoa varieties. It rarely reaches the world market.

Compared to criollo, **forastero** is more robust, less demanding and high yielding. Forastero tends to be weaker and somewhat bitterish in taste, which has made forastero a synonym of lower quality. It originated in South America, in the Amazon River basin. Currently, forastero is by far the most frequent cocoa variety. It is grown mainly in Brazil and Africa. Forastero means “foreign” in Spanish.

Trinitario is a hybrid between criollo and forastero. It began to spread after a natural catastrophe which destroyed criollo plantations on the Caribbean island of Trinidad in the 18th century. Thirty years after the catastrophe, forastero cocoa trees were imported and planted. The remaining criollo trees crossed with the new variety and a new hybrid appeared. Trinitario combines the flavour of criollo and the robustness and productivity of forastero. At present, it is grown predominantly in Indonesia, Sri Lanka, South America and in the Caribbean.

Fruits of cocoa trees, called cocoa pods, are oval-shaped, usually yellow-green or orange, about 15–30 centimetres long..

In the white flesh of each cocoa pod, there are embedded 15–40 white bitter cocoa beans.



Depending partly on the means of cultivation, about 20 years after planting the cocoa trees, yields start to decrease – the soil is exhausted and susceptible to erosion and old trees lose resistance to pests and disease. After about 20–30 years, cocoa farmers have to decide whether to invest in renewing the plantation or whether to move to another place and plant new cocoa trees. For small farmers, the first option is often unaffordable and cocoa cultivation thus further expands at the expense of primary forests.

For these reasons, the annual deforestation rate in Ivory Coast between years 1990–2007 has reached 3,1 % during the past ten years. The area covered by forest has shrunk by more than a half during the past decade. To change this phenomenon, support of small farmers by local



authorities is needed. Taking into account their dependence on yields from cocoa export, most developing countries cannot afford a decrease in cocoa production. At the same time, governments in West Africa cannot afford to provide subsidies to encourage renewing of the cocoa plantations and farms. Until importers are ready to pay higher prices for cocoa, clearing tropical forests is likely to continue.

Another serious problem connected to cocoa cultivation is using forced labour, especially child labour on cocoa plantations

and farms. Read more about it in chapter “(Un)Fair Trade and Child Labour”.

Problems related to cocoa cultivation in developing countries:

- Use of forced labour and child labour.
- Clearing primary tropical forest in order to gain new land for cocoa cultivation.
- Excessive use of pesticides. Moreover, workers who use pesticides often do not use any protective gear.
- Ongoing poverty of small-scale cocoa farmers. They lack money to increase the quality of production and switch over to more environmentally friendly production methods, or process cocoa beans.

From bean to bar

Chocolate production

If you tasted a fresh cocoa bean, you would hardly associate its sour and bitter taste with the delicious flavour of premium cocoa and chocolate. It is a long and demanding process to change cocoa beans into the luxurious delicacy we know.



The harvested pods are opened with a short knife or a wooden stick and the cocoa beans are taken out. In order to get rid of the intense bitter taste, the beans undergo a process of fermentation. Cocoa fermentation triggers several biochemical changes which result in separating the fermented pulp from the beans, changing the colour of the beans and helping to develop

Cocoa pods are harvested manually by cutting the fruits off the tree with a sharp machete. The pod is then cut in half. White cocoa beans emerge from its flesh.

During the process of fermentation, beans lose any remaining flesh and get the typical flavour and brown “cocoa” colour.



Cocoa beans are usually **dried** out in the sun spread in thin layers. Artificial cocoa driers may also be used.

During **cleaning** and **sorting**, impurities are removed. Damaged or wormy beans must be sorted out, so that beans can be stored in sacks and prepared for **export**.

Roasting is usually carried out in cocoa importing countries. During roasting, colour and taste are improved and moisture is reduced.

the typical cocoa flavour. The fruits are piled in heaps covered with leaves or put in special “sweating” bins. Cocoa farmers may also use perforated boxes or baskets, from which the fermented pulp trickles away. During fermentation, the beans lose any remaining sweet flesh, which might spoil easily.



The process of fermentation takes from two to six days, depending on the quantity of beans and the method of fermentation and the variety of cocoa tree. During the fermentation process cocoa beans get their familiar brown “cocoa” colour. The fermentation process is crucial to the quality of the cocoa and chocolate.

After fermentation, the beans have to be dried. The moisture content must be reduced from about 60 percent to 7 percent before the beans are ready for trading and storing. **Drying** is carried out naturally in the sun, or artificially. Using the method of sun-drying, thin layers of beans are spread out on large trays, mats or concrete slabs and protected from the rain. Depending on the weather, drying usually takes one week. The uncovered beans may get contaminated by various impurities, which can be seen as a disadvantage of this method. Artificial drying methods using e.g. various hot air driers are faster (drying takes about 36 hours), but more expensive. Moreover, cocoa beans may absorb extraneous flavours. During drying, cocoa beans lose about 55 per cent of their original weight, which means that to produce 45 kg of dry cocoa beans, 100 kg of freshly fermented beans are needed.

The dried beans need to be **cleaned** from all impurities such as dirt, dust or small pieces of bags. Then, damaged or wormy cocoa beans are sorted out and beans are **graded**. After that, they are packed into sacks and stored in well ventilated dry warehouses.

Finally, cocoa beans are ready for **export**. The vast majority of beans are not processed in their countries of origin – be it for the lack of technology or due to high custom duties imposed on processed cocoa. Therefore, farmers sell dried beans to intermediaries, who re-sell them to exporters. The beans are then transported to countries where processing takes place.

The next step in the process of chocolate production is **roasting**. It is carried out at temperatures from 80 to 130 °C and it takes 10–20 minutes, depending on the quality of the beans. Beans of inferior quality must be roasted longer and at





higher temperatures (which can partly damage the beans). Roasting is crucial for the unique cocoa flavour – during roasting, moisture is reduced, the typical bitter taste is removed and the colour of the beans is changed.

The next steps involve **crushing** and **grinding**. Remnants of husks and germs are removed from the pulp, which is further processed. It is ground in special cocoa grinders to disrupt the cellular tissue. Thick creamy paste, which is the basic ingredient for the production of cocoa butter, cocoa powder and chocolate, is produced. The paste is then pressed. The pressed fat, called the cocoa butter, is used not only in chocolate production, but also in cosmetics and the pharmaceutical industry. Cocoa powder is produced by grinding the remaining press cake, which still contains some fat.

The thick paste coming out of the cocoa mills, which is used to produce chocolate, is then mixed and blended with other ingredients. Cocoa butter, sugar, milk powder and other ingredients must be added. To prevent the “gritty” texture of the final product, more crushing, grinding and spreading is carried out to refine the paste. The flavour is improved during the process of **conching**, when the chocolate paste is further mixed and kneaded at temperatures between 50-65 °C. Friction of small particles causes splitting of clusters and increases the smoothness of chocolate. It is the process of conching which is the secret of fine chocolate.³

What (good quality) chocolate means⁴

By pressing, a part of the cocoa fat (gained from cocoa beans) can be separated from the cocoa pulp. Cocoa powder can be produced from the remaining press cake. Chocolate is produced by blending cocoa mass, sugar, cocoa butter and other ingredients. The proportion of cocoa mass and sugar determines the quality of chocolate

According to the EC regulations, dark chocolate consists of cocoa solids, natural sweeteners, artificial sweeteners or their combination, food additives, flavour enhancers and possibly other ingredients (e.g. nuts, almonds, coconuts, dried fruit). The term “**cocoa solids**” stands for cocoa pulp, cocoa mass, cocoa powder, cocoa butter, cocoa press cake and cocoa fat. In addition, milk chocolate contains milk powder. Unlike dark chocolate, white chocolate does not contain cocoa solids. It is produced from cocoa butter, milk powder or dairy products, sweeteners and possibly other ingredients.

Filled chocolate must consist of a dark, milk or white chocolate outer part, which accounts for at least 25 percent of the total product weight. Chocolate figures, seasonal selection boxes and chocolate sweets, which appear on the market especially at Christmas and Easter periods, are usually not made of high-quality



The result of **crushing** and **grinding** in cocoa grinders is a thick paste, which is further pressed to produce cocoa butter and cocoa powder.

Mixing is carried out after sugar, milk powder and other ingredients are added. Cocoa paste is further ground and spread.

Final kneading at high temperatures, which improves the taste of chocolate, is called “**conching**”.

The proportion of cocoa mass and sugar is crucial to the quality of chocolate.

“Cocoa-based confectionery” must contain a minimum of 25 percent cocoa solids at minimum.



With some minor exceptions, animal fats must not be used in chocolate. Besides cocoa butter, other vegetable fats may be used. Their content must not exceed 5 per cent and there are strict rules about how to declare their use on the packaging.

chocolate. If they do not contain enough cocoa solids, they must not be called chocolate, but “cocoa-based confectionery”. Chocolate may contain other ingredients, such as nuts, almonds and raisins, however, their weight must not exceed 40 per cent of the total product weight. Similar rules apply to chocolate toppings, powdered chocolate and drinking chocolate.

Besides cocoa butter, chocolate may also contain some other vegetable fats, e.g. palm oil, mango kernel oil or shea butter. Their content in the product, however, must not exceed 5 percent. Moreover, the minimum required content of cocoa butter or cocoa solids should not be reduced. The added vegetable fat must, of course, be declared on the packaging, usually in these words: “contains vegetable fats in addition to cocoa butter”. The vegetable fats declaration must appear in the same field of vision as the list of ingredients, the font must be at least the same size as the ingredients declaration. With the exception of fats derived solely from milk, no animal fats must be added in any chocolate products. Except for some special chocolate products, no flour and starch have to be added.

What you can read from chocolate packaging

On the packaging of every chocolate product, the following information has to be included:

- the name of the producer, importer or trader
- the best before date
- product weight
- ingredient declaration – all ingredients must be stated
- minimum cocoa solids content in percent
- allergen declaration (e.g. “may contain traces of nuts”)
- information about the type of chocolate (e.g. white, milk, dark, filled etc.) or chocolate sweets
- information about possible flavourings (almonds, nuts, dried fruits etc.)
- content of the ingredient emphasized on the label in percent (e.g. almond content in almond chocolate etc.)

Information about cocoa solids content must be stated on the packaging.

Following the sign “Ingredients”, respective ingredients have to be stated in descending order of content in the product.

Quality chocolate bars have a high content of cocoa butter, the melting point of which is at the human body temperature. That is why chocolate melts in the mouth.

According to the Czech Decree No. 113/2005 Coll. on labelling of foodstuffs and tobacco products, all **ingredients contained in chocolate**, as in any other food product, must be stated on the packaging in descending order of weight at the time of production. The ingredients declaration begins with the word “Ingredients” and contains all used ingredients. Those with the highest content must be stated first. Ingredients making up less than two percent may be stated in any order at the end of the declaration.

It is the packaging or label of the product that tells us whether the product is a **good-quality chocolate bar** or whether we are buying a product that only resembles chocolate by its shape and colour, but that cannot be called genuine chocolate. Products such as soy, nougat or peanut “chocolate” or “chocolate” figures are not chocolate as such. The flavour of chocolate should be pleasant and aromatic. Quality chocolate bars are featured by a high content of cocoa butter, the melting point of which is near the human body temperature.



That is why chocolate melts in the mouth. Many **organic and Fair Trade** chocolate bars are high-quality products that guarantee environmentally friendly and socially responsible production.

High-quality chocolate bars are often called “extra” or “premium”. In those cases, additional information on quality must be included on

the packaging. The following table shows the minimum ingredient requirements for some chocolate types. This information is there to help the purchasers choose the chocolate they like:

Type of chocolate	Cocoa butter content	Total cocoa solids content	Total fat content (or milk fat content)	Milk solids content
Dark	18 %	35 % (14 %)	—	—
Extra dark	26 %	Min. 43%	—	—
Milk	—	25 % (2.5%)	25 % (3.5 %)	14 %
Extra milk	—	Min. 30 %	(4.5 %)	18 %
White	20 %	—	(3.5 %)	14 %

Consumption of cocoa beans per region (2010/2011):

EU	37%
North America	24%
Asia&Oceania	15%
Other Europe	11%
Latin America	9%
Africa	3%

Source: Pipitone, L., 2012.

(Un)Fair cocoa trade

Cocoa cultivation and chocolate consumption: there is a link between producers and consumers!⁵

Not all countries may enjoy the sweet taste of chocolate to the same degree. There is a **huge gap** between those who enjoy the final product, i.e. the chocolate bar, and those who produce cocoa, the key ingredient for the production of chocolate. With hardly any exception, cocoa is grown in so called developing countries in Africa, Asia and Oceania and Latin America. The economy of these countries usually depends on the export of cocoa beans to a significant extent. By contrast, more than 70% of cocoa beans are consumed in so called developed European and North American countries, while in the regions where cocoa is produced, only 27% of cocoa beans are consumed⁶.

The persisting gap between cocoa producing countries and those who can afford the luxury of chocolate taste is among others the result of the present customs system, which is further broadening the gap between the so called developing and developed countries, instead of bridging it. Due to high customs on processed cocoa, most cocoa beans are exported unprocessed from the countries of origin, which makes higher employment in the cocoa industry in developing countries impossible and decreases the overall profits cocoa growers. Although the share of beans processed e.g. in West Africa has been increasing in the past years, it still accounts for merely 15 percent of the



Cocoa is usually processed in so called developed countries, which therefore reap most of the benefits of the cocoa trade. High customs duties imposed on processed cocoa are one of the reasons.



"Top 6" chocolate consumers (2008 data in kg/person/year):

Germany	11.39 kg
Switzerland	10.77 kg
United Kingdom	10.31 kg
Norway	9.8 kg
Denmark	8.57 kg
Belgium	6.8 kg

The annual chocolate consumption per person in the Czech Republic amounting to 5 kg is similar to this in the USA, which is 5.09 kg. In Brazil, one of the world biggest cocoa exporter, the annual chocolate consumption per person is only 2.48 kg.

Source: CAOBISCO and ICA, 2012. Statistical Bulletin; Czech Statistical Office 2012.

Just three large corporations take up 41 percent of the cocoa market.

total production. Moreover, most processing technologies located in developing countries are owned by large multinational corporations. The majority of cocoa beans are processed in consuming countries, especially in the Netherlands and the United States, measured by the volume of processed beans.⁷ The profits generated during the subsequent production and trade with processed cocoa and chocolate hence end up in developed countries.

According to ICCO data for 2003/2004, 41 percent of the cocoa market is dominated by three corporations (Archer Daniel Midland – ADM, Cargill and Barry Callebaut). All of them supply well-known producers such as Nestlé, Kraft Food etc. Considering their position on the market, these multinationals are able to purchase cocoa from farmers at very low prices that threaten the very livelihood of cocoa farmers.

Working conditions on cocoa plantations are often very poor, far from international labour standards of ILO (International Labour Organization). For example, workers employed on cocoa plantations that supply cocoa to large corporations handle dangerous chemicals without any protective equipment. No health and social protection is in place, the daily wage for all-day hard work is ridiculous. In case of an injury or disease, the affected worker remains without any support. Moreover, besides negative consequences for growers and workers, this kind of trade affects the environment, local communities as well as national economies.

Although cocoa originates in Central and South America, more than two thirds of the world cocoa production currently comes from the Gulf of Guinea in West Africa. With a market share of almost 40 percent

in 2005/2006, **Ivory Coast** has been by far the largest producer and exporter of cocoa in the past several years.

Ghana and **Indonesia** come next. Combined, these three countries account for about 70 percent of the world cocoa production.⁸

Cocoa cultivation expanded to Africa as late as the 19th century. In spite of the abolition of slavery in 1875, these territories remained famous for the use of slave labour with the establishment of the local

cocoa plantations. During the 20th century, African countries became leaders in cocoa production, replacing traditional Central and South American cocoa producers. These, led by Brazil, currently account for about 15 % of world cocoa production. Brazilian cocoa production has nevertheless been somewhat decreasing since the mid-1980s due to plant diseases. A significant change to the development of the world cocoa production has come with the rising cocoa production in Indonesia and Malaysia. Indonesian farmers take advantage of government subsidies that make it possible to buy land, high-yielding plant varieties and the necessary technological equipment. Recently, Vietnam has also been aspiring to develop cocoa production.

Biggest cocoa producers

(Data provided are from a fiscal year 2009/10 in thousands of tonnes of cocoa beans)

Ivory Coast	1242	Africa in total	2423 (70,1 %)
Ghana	632	Asia and Oceania in total	596 (17,2 %)
Indonesia	535	Americas in total	437 (12,7 %)
Nigeria	240		
Cameroon	190		
Brazil	161	World in total	3 632

Source: ICCO Quarterly Bulletin Cocoa Statistics. Volume XXXV. 2009/2010



Annually, about 3-3.5 million tonnes of cocoa beans are produced worldwide on approximately 70 thousand square kilometres of land. It is estimated that most cocoa is produced by 5–6 million **small-scale farmers**. In West Africa, for example, 22 percent of the total cocoa production comes from small farms that average 2 hectares or less; 65 percent of cocoa is grown on farms of 2–10 hectares. Only 12 percent of cocoa is produced on plantations larger than 10 hectares.⁹ Most small farms are family-run businesses, frequently using the labour of the entire family including children to grow cocoa.

Besides cocoa, most small-scale farmers grow other crops as well. These are partly sold in the local market and partly used to provide for the farmer's family. In spite of that, the livelihood of small-scale growers and their families depends on selling cocoa beans. Given the frequent **price fluctuations in the market**, profits are very hard to predict. As most growers lack any reliable information about the situation in the market and have very weak bargaining power compared to traders and large corporations, they usually have to accept any price offered by traders. The situation is further aggravated by the fact that growers usually sell their cocoa beans only once or twice per year. In the meantime, they often have to accept unfavourably high-interest loans.

The instability of the world cocoa market is tackled by a series of agreements called the **International Cocoa Agreement**, the first of which was signed in 1972. It is aimed at price protection, setting export quota for cocoa producing countries and at supervising adherence to them. However, this agreement, as well as the following one of 1993, did not succeed. So far, the last agreement of 2001 includes some not very detailed articles about cooperation of cocoa producing countries, based on predictions of cocoa production and consumption.

Not only in periods of low cocoa prices, especially West African growers try to cut their costs by using cheap **slave and child labour**. According to an IITA investigation (IITA – International Institute of Tropical Agriculture) carried out in 2001 and 2002¹⁰, more than 200,000 children are forced to work on West African cocoa plantations and farms, where more than two thirds of the world cocoa production comes from. Some information about exploiting children and slaves on cocoa plantations and farms appeared already in the 1990s. In mid-2000, humanitarian workers and international organizations were well informed about the problem of children and young people trafficking and slave labour on cocoa farms and elsewhere. The only thing missing was public awareness, but that changed by the end of that year.

After British documentary makers Brian Woods and Kate Blewitt produced, and in September 2000 broadcast, a documentary called

Most of the world cocoa production is located in poor developing countries. More than two thirds of cocoa beans come from West Africa. With a share of almost 40 per cent, Ivory Coast is by far the largest producer.

Most cocoa is produced on small-scale, usually family-run farms. The profit of selling cocoa beans usually presents their only source of income.



Due to the instability of cocoa prices on the world market, difficult access to information and low bargaining power, small-scale farmers have to accept any price offered to them.

At this point, one linguistic misunderstanding is worth-mentioning. In French, which is the main language of communication e.g. in Ivory Coast, the word "plantation" is widely used to refer to small farms. In English, this word evokes the idea of huge plantations of the American South with their gangs of slaves. In fact, most cocoa in Ivory Coast is produced on small-scale farms.

Source: Anti-Slavery International, 2004

More than 200,000 children are forced to work on West African cocoa plantations.



“Slavery: A Global Investigation”, exposing modern-day slavery on cocoa farms and plantations in the Ivory Coast, the public was shocked and demanded immediate action. Not only was the public outraged – the documentary provoked a series of reactions from national governments, non-governmental organizations as well as the



chocolate industry. These responses however, were uncoordinated. After various negotiations, an agreement called the **Cocoa Protocol** was reached in October 2001. It committed governments, international organizations and the chocolate industry to coordinated action towards eradicating slavery in cocoa production. Voluntary standards to certify cocoa were to be developed and implemented in order to guarantee to consumers that the worst forms of child labour and/or slave labour were not used during the cocoa production. By adopting this protocol, the chocolate industry accepted for the first time a certain degree of ethical, social and financial responsibility for the ingredients used in chocolate production. In July 2002, the so called International Cocoa Initiative (ICI) was set up. Its objective is elimination of child labour in cocoa production. It associates a large number of organizations, including non-governmental organizations and representatives of the chocolate industry and cocoa business.

Nevertheless, enslaving of people, particularly children, on cocoa farms still remains a serious issue. Its roots include the local context as well as the international trade and corruption practices, which makes reaching a feasible solution very difficult.

Child labour

What is child labour¹¹

In 2000, almost 246 million children between the ages of 5–17 years were trapped in child labour worldwide. Four years later, in 2008, the number dropped by 32 million, i.e. to approximately 215 million children, i.e. to less than 218 million children. Currently, approximately one out of every seven children is involved in child labour. The term “child labour” refers to “work carried out by children aged 14 years or less (or 18 years or less) that is mentally, physically, socially or morally dangerous and harmful to children’s well-being and development and that interferes with their schooling, regardless of whether children receive wages or not.

In general, the term “child labour” refers to “all forms of work carried out by children under 14 years of age and work carried out by children under 18 years of age that is mentally, physically, socially or morally dangerous and harmful to children’s well-being and personal development and that interferes with their schooling, regardless of whether children receive wage or not” (ILO¹², 2006). According to the estimates of ILO (International Labour Organization) and the ILO report “*Children in hazardous work. What we know. What we need to do*”, which was released in 2011, in 2008 there were 215 269 000 children at the age of 5 - 17 years trapped in child labour worldwide. It means that approximately one out of every seven children of this age was involved in child labour. Despite the global decrease in the number of working children reported in previous years, more than 115 million children were carrying out hazardous work threatening to their health or safety in that year.

In spite of these alarming figures, it must be emphasized that not all work done by children should be classified as harmful child labour that must be eliminated. When working, children naturally acquire



social and other skills needed for their future life. Whether or not particular forms of “work” can be called “child labour” depends among other things on the conditions under which work is performed and on the type and hours of work performed etc. Another important aspect to be considered is also how much time is left for education and play.

Most child labourers are involved in the agricultural sector (70 percent). Children also work in the manufacturing industry, trade, transportation, in hotels and restaurants or in the streets. Many are involved in illicit activities.

The vast majority of child labourers – about 70 percent – work in the agricultural sector, usually on farms or plantations. However, children are also involved with the manufacturing industry, trade and transportation; they work in hotels and restaurants. Others are street children, peddling, polishing shoes or begging. Another form of child labour is domestic work in rich households in the children’s neighbourhood.

Only 5 percent of child labourers have a formal contract. Others usually work informally; their employment is based on oral agreement, thus not subject to any wage restrictions or obligations for decent treatment.

The ILO defines three categories of child labour. The broadest category is called “economically active children”. More narrowly defined categories are “child labour” and “children in hazardous work”.

- Economically active children: it is a statistical rather than a legal notion. To be counted as economically active, a child must have worked for at least one hour on any day during a seven-day reference period, thus creating some kind of profit (may it be for him/herself, or for another person). It excludes chores undertaken in the child’s own household and schooling.
- Child labour: is a narrower context than the one above. It excludes all children aged 12 years and above who are only working several hours a week in permitted light work and children aged 15 years and above whose work is not classified as “hazardous”.
- Children in hazardous work: children whose work has or leads to adverse effects on the child’s safety, health (physical or mental) and moral development. Hazards could also derive from excessive workload, physical conditions of work, and/or work intensity in terms of the duration or hours of work.

The estimated number of children according to the categories defined above is presented in the following table¹³:

Age group 5–17 years	Total child population at this age		Of which: economically active children		Of which: child labourers		Of which: children in hazardous work	
	2008	2004	2008	2004	2008	2004	2008	2004
Number (million)	1586,3	1 566,3	305,7	322,7	215,3	222,3	115,3	128,4
Incidence (% of age group)	100	100	19,3	20,6	13,6	14,2	7,3	8,2
% change from 2004 to 2008	1,3	–	- 5,3	–	- 3,1	–	- 10,2	–



Harms likely to occur when working on a cocoa plantation:

- physical injuries (transport of very heavy sacks, using of machetes etc.)
- heat exhaustion
- skin cancer due to excessive sun exposure
- skin injuries
- pesticides poisoning
- cardiovascular diseases as a result of stressful working conditions

According to the ILO, the so called “worst forms of child labour” involve slavery, forced or compulsory work, including the use of children in armed conflicts, the use, procuring or offering children for prostitution, pornography or other illicit activities, in particular the production and trafficking of drugs, and any other work which is likely to harm the health, safety or moral of children.

A category which has recently been especially under the spotlight is called “the worst forms of child labour threatening child’s safety, health and moral development”. According to the ILO definition, the worst forms of child labour include:

*“all forms of **slavery** or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including **forced or compulsory recruitment of children** for use in **armed conflicts**;*

*the use, procuring or offering of a child for **prostitution**, for the production of **pornography** or for pornographic performances;*

*the use, procuring or offering of a child for **illicit activities**, in particular for the production and trafficking of **drugs** as defined in the relevant international treaties;*

*work which, by its nature or the circumstances in which it is carried out, is **likely to harm the health, safety or morals of children**.”¹⁴*

Among others, the following types of activities are referred to when speaking about “children in hazardous work”: work which exposes children to physical, psychological or sexual abuse; work underground, under water, at dangerous heights or in confined spaces; work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; work under particularly difficult conditions such as work for long hours or during the night.¹⁵

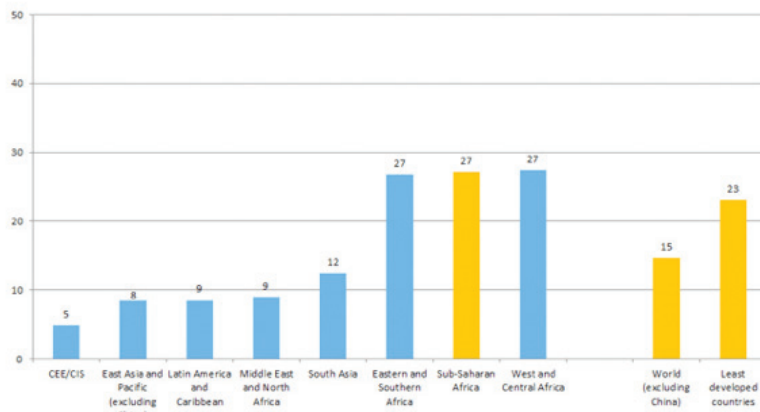
As established by the adoption of the Worst Forms of Child Labour Convention (No. 182) in 1999, it is especially the elimination of these hazardous forms of child labour, which is one of the goals of the International Labour Organization for the next years. Although the adoption of this convention means a significant step towards the elimination of child labour, it focuses only on a minority of all child labourers worldwide. Other steps, including ensuring access to education for all children, must follow.

One of the most serious forms of child labour is modern-day slavery. It is believed that there are nearly nine million enslaved children worldwide. Modern-day slavery is defined as a situation where a human being and his or her labour are owned by others, and where that person does not have the freedom to leave and is forced into a life which is exploitative, humiliating and abusive.¹⁶ Tricked by slave traders who abuse the critical financial situation of children’s families, many children become slaves after their parents have been offered a certain amount of money. Sometimes, a “profitable” job is offered directly to the child and slave traders recruit him or her right away. Another frequent scenario leading to enslavement is indebtedness of the child’s parents, who owe money for example to rich neighbours. Consequently, a child – usually a daughter – is forced to serve in the creditor’s household, being locked in all day without anybody knowing how she is treated.



The region most hit by the problem of child labour is Africa, especially the central part, lead by the Subsaharian region. At the same time we have to take account of the fact that data for Asia, especially China, are very imprecise and often intentionally hidden. The following chart shows the percentage of working children aged 5–14 by world regions in 2012:

Figure. Child Labour in the World Regions at the end of 2012



Source: UNICEF global databases

Children's economic activity by region¹⁸

However, other regions should not be overlooked as the issue of child labour is closely interlinked with poverty, which is present even in the world's richest regions. The difference between the rich and the poor is obvious not only when comparing the global South with the global North, but also between respective countries, including European and North American countries.

Generally, the percentage of boys involved in child labour and hazardous work is higher than that of girls. However, the difference is essentially only at higher ages. While at the age of 5–11 years, boys account for 58 percent of child labourers, their share amounts to 66 percent in the category of 15–17 year olds. But this is just the official data. **Girls** have a more difficult position regarding education – girls account for two thirds of all children out of school. One of the barriers to getting girls into schools is the frequently prevailing opinion that girls actually do not need education, considering the fact that they will carry out domestic chores. Moreover, girls at school age often devote a lot of their time to domestic work in the house of their parents or neighbours, which thereby means lost education time. Other reasons for the poor school attendance of girls are e.g. child marriages or the remoteness of schools from the girls' homes, which may make their parents concerned about the girls' safety.

Child labour, poverty and (lack of) education

Poverty is frequently considered as one of the key factors contributing to child labour. Understanding poverty as the major, or even the only cause, is, however, excessive simplification of the issue. Poverty and child labour are closely related issues and they can hardly be understood

Most working children are living in Asia (55%), followed by Africa (33%), Latin America and Caribbean (6%). Child labour is present also in so called developed countries as poverty – which is closely related to the issue of child labour – can be found there as well.

About 50 million children under 11 years of age work in conditions that directly harm their health. However, this data is likely to be very inaccurate and underestimated – many children work informally or serve in households, thus not being represented by the official statistics. (e. g. There are data largely missing in China and generally for Asia the statistics are very imprecise.)

Girls account for two thirds of children out of school. Nevertheless, it is the boys who account for a larger percentage of child labourers.

Twelve-year-old boy Mawulehawe from Ghana was sold by his parents to a fishing "master" for the equivalent of £25. For his family, this amount means enough water to meet their needs (a family of six) for over three months.

Source: BBC



In 2003, free primary education was introduced in Malawi, where school attendance is compulsory. In the following school year, the number of children attending school increased by 50 percent. This example shows how important it is not to make heavily indebted developing countries charge school fees for primary education as a consequence of the empty state purse.

Source: BBC 2007, <http://www.sdn.org.mw/edu/new/education-in-malawi.html>

To a large extent, the lack of education is the culprit behind child labour.

Poverty is a **cause** as well as a **consequence** of child labour. Together these two issues form a complicated, vicious circle difficult to escape.

Rapid population growth aggravates the problems of poverty and child labour.

Mali may set many other African countries an example by combating poverty. The president of Mali, Amadou Toumani Touré, is an incorrupt politician who seems not to regard his political career just as a cash cow. Foreign donors are much more willing to support such a country, rather than a corrupted country where a large share of foreign aid ends up in the pockets of state officials. Touré's priorities are agriculture and infrastructure, thus a long-term programme, which can solve the problem of child labour and lack of education more efficiently than one-off financial aid.

separately. Child labour is not only a frequent consequence of poverty, but it also aggravates poverty – child labour is not a solution to poverty, as it might seem. Many families of child labourers say that their children have to work because the money they make is the only source of income for their ill parents or younger brothers and sisters. Although it is undeniable that, in the short run, the family gains some extra income, child labour is one of the causes of poverty in the long run – not only its consequence or even its solution. **Cheap child labour** decreases wages on the labour market and as a consequence, the whole society suffers.

In any case, **poverty** and child labour are closely interlinked. Child labour frequently occurs especially in agricultural societies, where hardly anybody is surprised by its occurrence. In some Latin American countries, major parts of the population depend on income from agricultural production. Many families cannot do without the help of their children. The real cause of these problems is a severe **lack of education** in the affected countries. The better the education, the higher the chance for decent working conditions and reasonable wages as well as self-confidence, awareness of human rights and health.

There are four important preconditions that have to be fulfilled if a good educational system contributing to the elimination of child labour is to come into existence: compulsory minimum education, good curriculum; flexible school year and low cost of education; (including school fees, prices of pens, exercise books, school lunches, uniforms etc). In the most affected countries, few of these preconditions are in place. Even in countries where education is compulsory, there is no legal power that checks whether the law is obeyed or not.

Another aspect that must be taken into account is the **rapid population growth** in developing countries (according to the UN, the world population was 3 billion in 1959, 7 billion in 2011 and will be 10 billion in 2083. Nearly all future population growth will be going on in so called developing countries.) It is very difficult, if not impossible, to fulfil the requirement of compulsory education for all children – new teachers would have to be trained in thousands, many new school buildings would be needed etc.

Shantha Sinha, an anti-child labour activist of international reputation and the founder of the Indian MV Foundation, managed to get hundreds of thousands young Indian children from work to school. In an interview on July 12, 2007 published in the Czech newspaper *Hospodářské noviny*, she says that rather than poverty, tradition is the culprit behind child labour in many countries. Therefore, social workers from her organization visit families, ask parents whether they send their children to school and explain that child labour is evil. The results of such activity show that their endeavour is definitely not in vain, confirming the words of Shantha Sinha.

Another factor contributing to the problem of child labour is the immense power of transnational corporations. In developing



countries, these corporations have very strong bargaining positions, which allows them to dictate conditions favourable to their interests, including extremely cheap labour. Unfortunately, developing countries are often so poor that they welcome any economic activity, often in exchange for concessions to their legislation – this can facilitate criminal activity.

Efforts to tackle the problem

When studying the issue of child labour, one discrepancy is obvious. Most sources of information mention neither **Europe** nor **North America**. These regions are not presented as the ones directly affected by the problem of child labour. Pictures of hard-working children disappeared in Europe and America roughly by the mid-20th century. In both cases, it was public debate that largely contributed to the elimination of child labour.

Probably the most significant step towards the elimination of child labour in developed countries was the establishment of **the International Labour Organization** in 1919. Developing countries are, however, currently solving seemingly more serious problems than child labour, which is according to some experts the reason for the rather slow development of the discourse on child labour.

The discussion about who is to blame for the current situation is difficult and both the North and the South seek to place blame the other part of the globe. Nevertheless, more and more countries support the opinion that child labour presents a serious challenge to which we must not turn a blind eye. On the contrary, immediate and comprehensive action on a global scale is required. Although the following list of realized and proposed steps is not complete, it tries to cover the most significant efforts to eliminate child labour which have been or can be made.

The General Conference of the **International Labour Organization**, having been convened at Geneva by the Governing Body of the International Labour Office on the 1st of June 1999, was dealing in particular with the adoption of new instruments for the prohibition and elimination of the worst forms of child labour (for the purposes of this Convention, the term “child” applies to all persons under the age of 18). The conference resulted in adoption of the **Worst Forms of Child Labour Convention** (Convention No. 182). This convention recommends immediate action to the member states, in particular the following:

- a. to prevent the engagement of children in the worst forms of child labour;
- b. to provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
- c. to ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;

Large transnational corporations, in particular their effort to lower production costs as much as possible, also have a not inconsiderable impact on the problem of child labour.



International
Labour
Organization

BRIEF HISTORY OF THE INTERNATIONAL LABOUR ORGANISATION (ILO) CONVENTIONS

regarding child labour and forced labour

- 1919: **The first International Labour Conference** adopts a **Minimum Age Industry Convention** (No. 5)
- 1930: ILO adopts the **Forced Labour Convention** (No. 29)
- 1957: ILO adopts the **Abolition of Forced Labour Convention** (No. 105).
- 1973: ILO adopts the **Minimum Age Convention** (No. 138).
- 1999: ILO adopts the **Worst Forms of Child Labour Convention** (No. 182).
- 2004 and 2006: ILO publishes regular **Global Reports** on child labour. Recent Reports show that though the global number of children at work decreases, the **number of children at work increases** in sub-Saharan Africa.

Source: ILO. 2012. Global Report on Child Labour 2012: Economic vulnerability, social protection and child labour; ILO. 2010. Global Report on child labour.



In 2004, the ILO released the first global Economic Study on the Costs and Benefits of Eliminating Child Labour.

Since 2002, the ILO annually observes the World Day against Child Labour.

In 2002, **the International Cocoa Initiative** was funded. It calls for immediate action against the worst forms of child labour.

In 2006, India adopted a law prohibiting children under 14 to work as domestic servants and as staff in hotels and restaurants.

A feasible solution is a system of **loans** for women, which compensates families for the loss of income when sending children to school.

- d. to identify and reach out to children at special risk; and
- e. to take account of the special situation of girls.¹⁸

The ILO has set a target to eliminate child labour by 2016. In 2004, the first global Economic Study on the Costs and Benefits of Eliminating Child Labour was released. It shows that if child labour was completely eliminated, the benefits would outweigh the costs by a factor of 6:1.

Furthermore, in 2002, the ILO launched the World Day against Child Labour, which has since then been observed every year on June 12th. The aim of the World Day against Child Labour is to highlight the plight of child labourers and to support the ratification of ILO Convention No. 182 on the worst forms of child labour and ILO Convention No.138 on the minimum age for employment. Every year, the World Day focuses on one crucial issue. In 2007, child labour in agriculture was brought into focus.

Besides the International Labour Organization, many other initiatives and organizations focus on the issue of child labour on a global scale. For example, in December 2001, large cocoa and chocolate producers, manufacturers and distributors signed an International Protocol calling for immediate action to eliminate the worst forms of child labour in the sector of cocoa cultivation and processing. This led to the establishment of **the International Cocoa Initiative (ICI)**, funded by the cocoa and chocolate industry. With its geographical focus, in particular the following West African countries came to light: Ivory Coast, Ghana, Cameroon, Guinea and Nigeria.

Steps to eliminate child labour have been taken on a national scale as well. The Indian Ministry of Labour, for example, decided to toughen and extend the Indian **legislation** concerning child labour. On October 10, 2006, a new Indian law came into force that prohibits children under 14 years of age to work as domestic servants or as staff in hotels and restaurants. However, Shantha Sinha says that this step has not proven successful – soon, people found out how to get around the law. Still, she regards as a success the public debate about this issue among the middle class, such as doctors and lawyers who used to employ children at home. She believes that a certain, though very slow, shift in attitudes is happening.

Another effort was made in the United States several years ago. In 1997, US Senator Tom Harkin created and proposed the Child Labour Deterrence Act. The aim of this bill was to **prohibit importing products that were produced by child labour**, thus bringing an ethical approach to the production of everyday consumer goods. Unfortunately, the bill has not been passed.

An interesting idea which has been successfully introduced in some countries affected by child labour is to provide women with small **loans**, the so called microcredit. Thanks to these loans, women can afford to send their children to school instead of to work. As a result, several countries have noticed a significant decrease in the number of children at work. There are economic incentives for parents that compensate for the interim loss of income incurred on account of withdrawing children from work and sending them to school instead.



On the other hand, there is the example of Malawi, which **cancelled school fees for primary education** in 2003. In the following school year, the number of children attending increased by 50 percent. Thus, it is important not to make heavily indebted developing countries charge school fees for primary education, which often happens as a consequence of the empty state purse.

The efforts mentioned above are mostly tackling the issue at the national and international level. At the same time, we can find many different initiatives tackling child labour which have been launched by local civil society.

The **“Stop Child Labour - School is the Best Place to Work”** campaign calls upon the European Commission to tackle the issue of child labour and it seeks to raise public awareness of this issue. The Czech partner involved in the campaign is the People in Need Foundation.¹⁹

The **“Czechia against Poverty”** campaign is a coalition of Czech non-governmental non-profit organizations, which is a part of the **Global Call to Action Against Poverty**²⁰. The campaign aims to inform politicians as well as the Czech public about the issue of global poverty and also to raise awareness of the Millennium Development Goals (MDGs). One of the MDGs is to achieve universal primary education by 2015.

NaZemi's campaigns such as **„The World In the Shopping Cart”** seek to raise awareness of the link between challenges faced by developing countries and consumption patterns in developed countries.²¹

It may seem easy – why should it be impossible all over the world, when in some countries it works. In Europe, for example, child labour was almost completely eliminated during the industrial revolution after it was officially prohibited and simultaneously, compulsory education was introduced. However, the current system, the economic situation as well as traditions obstruct taking these seemingly easy steps in most of the affected countries. In the future, a proposed set of norms regulating business activities of transnational corporations might significantly contribute to tackling the issue of child labour. Such a proposal is a part of the UN Human Rights Council agenda. According to the proposal, corporations using child labour should adopt a plan leading to elimination of this phenomenon. Benefits of withdrawing children from work would be evaluated and measures ensuring access to education and improving social protection for children and their families would be implemented.

What can you do?

Although not always able to comprehend it, consumers living in the interconnected globalized world, have the chance to influence what is going on – including the issue of child labour. The following list presents several ways of expressing one's disapproval of child labour, thus sending a clear signal to traders and producers stating that we are not indifferent to violating human and in particular children's rights.

Possibly the easiest method - and at the same time one of the most

A very efficient step is the introduction of **free education**, at least at the primary level. As proven in Malawi, school fees have an adverse impact on the literacy of the population in developing countries.

Five points included in a letter addressed to the Secretary General of the Council of the European Union by the representatives of the “Stop Child Labour” Campaign:

- to ensure access to education for children that have been withdrawn from work;
- to push for an agreement with India about monitoring the issue;
- to support a fast and efficient implementation of the 86th amendment of the Indian Constitution of 2002, which introduces the right for education for all children;
- to make India ratify ILO Convention No. 138 (Minimum Age Convention) and No. 182 (Worst Forms of Child Labour Convention);
- to bridge the gap between two opposed agreements – Convention No. 138 prohibits work of children under 14, respectively 15 years of age; the Millennium Development Goals call for just five years of compulsory education.

Campaigns against child labour running in the Czech Republic: Stop Child Labour – School is the Best Place to Work; Czechia against Poverty; The World in the Shopping Cart.

What can be hoped for in the future?

A proposal of norms regulating business activities of transnational corporations has been integrated into the UN Human Rights Council agenda.



What you can do if you decide to take action:

- look for the Fairtrade label when buying chocolate and cocoa products
- spread the word to your friends, family, colleagues etc.
- offer voluntary help to an organization tackling the issue
- take part in a boycott
- support a child sponsorship programme
- care about the origin of the goods you buy; send a letter to the producer in cases of doubt

efficient – is **spreading the word**. Before anybody is willing to contribute to tackling a problem, they must first be aware of the problem. That is why it is so crucial to spread the information to one's friends, family, schoolmates as well as to various associations and organizations. Public expert debates may also be of benefit. Asking about the origin of the goods in shops and cafés can also help raise awareness of the impacts of consumption. Pressing for the introduction of "fair" coffee or chocolate in your favourite café can be a great step as well.

Another opportunity to take part in tackling the issue is to join one of the campaigns mentioned above as a volunteer. Some **campaigns**, e.g. the "Stop Child Labour – School is the Best Place to Work" campaign, also offer the chance to express one's opinion by signing petitions. Organizations joined in the "Czechia against Poverty" campaign ask citizens to sign a symbolic white band or to send a campaign postcard to the Prime Minister. Many non-governmental organizations that focus on the issue of child labour also embrace financial donation, which is way of expressing your support.

Boycott, i.e. deliberately refusing the products and services of a particular corporation is another way of taking action. Rather than to make the corporation bankrupt, the goal is to draw the attention of the media and public, thus provoking public debate leading to a positive change in the corporation's activities. Usually, boycott targets are large and famous brands. For example, consumer boycotts and shareholders pressures on Nike and Levi Strauss made the two corporations reduce the number of child labourers involved in the production of their products. A list of ongoing boycotts including supporting facts can be found on www.ethicalconsumer.org/boycotts.

Child sponsorship is also a way of helping eliminate child labour. By sponsoring a child, the donor contributes to education of children whose families cannot afford to send them to school. The children stay with their families, while their donors annually pay – through the involved organization – for school fees, books, school uniform or other costs. A part of the contribution supports the children's communities and their schools. In the Czech Republic, there are several organizations dealing with child sponsorship, e. g. the Charity of the Archdiocese in Prague, the Charity of the Archdiocese in Olomouc in cooperation with ARPOK (Agency for Development Aid and Humanitarian Assistance of the Olomouc Region), various regional diocesan and archdiocesan charities, the Humanist Centre Narovinu and some others.

The basis of responsible consumption is to **care about the origin of the goods**. Once the producers are concerned with the ecological and social impacts of their products, they usually like to display the information proudly on the products packaging, as is the case of organic, FSC and Fair Trade products. Consumers are interlinked via the products they buy with the producers, though these quite often live in other parts of the world. We should therefore care about their living conditions because our consumption choices have direct impact on them.



How can you find out which producers are concerned with the origin of the sources and ingredients they use in their products? If this kind of information is not stated on the packaging of a product, you can usually take for granted that the producer is not informed or concerned. In the worst case scenario, they know the origin; however they do not consider it worth displaying (relying on the consumer's laziness or indifference). In such cases, we can address the producer and simply require extra information about the product, e. g. by sending a letter. In cases the consumer finds out (e. g. from television or newspaper) that a particular corporation is involved in exploiting child or slave labour, using somewhat harsher words is perfectly all right and there is no need to be afraid of them – the consumer is in an advantageous position as even the largest corporation cannot afford to ignore their consumers' requests.

Some examples of formulations that can be used in a letter addressed to the producer

... I have found out that child labour or even slave labour is frequently used in cocoa production in West Africa, where two thirds of the world cocoa production come from...

... I would like to inquire how your company makes sure that these forms of labour have not been used for the production of ingredients used in your products...

... as a consumer, I am very upset about the fact that your company ignores labour rights of people who grow cocoa contained in your chocolate...

... I call upon your company to assume the responsibility for all your cocoa suppliers worldwide, to monitor the working conditions on cocoa farms, to use Fairtrade certified cocoa in your products and to support educational programmes for children living on the cocoa farms.

A fair deal for fair work...

To eradicate poverty and related issues, cocoa growers in developing countries (as well as producers of other crops and goods) must be paid a fair price for their work, i. e. one that guarantees decent livelihoods for the growers and their families, hence not forcing them to hire cheap child or slave labour. **Fair Trade** represents an alternative that seeks to make the international trade fairer and to provide small-scale growers in developing countries with a chance for a better life.

The idea of fair trade first appeared in the 1960s and 1970s when Western charity and development aid workers got involved in selling hand-crafted products from the "Third World". Since the beginning of the 1980s, fair trade organizations started to pay more attention to problems on commodity markets as well, especially to the growing crisis in the international coffee market, which in 1989 resulted in a price slump for coffee beans. This led to the establishment of numerous small-scale farmers' cooperatives and to their involvement in and support by the fair trade movement. Gradually, coffee was followed by other foodstuffs such as tea, rice, bananas, spices and cocoa.²²

As the demand for fair trade products as well as the number of traders (including those running their businesses on solely commercial principles) was increasing, there was a growing need for a single certification system and a labelling scheme that would guarantee that the product has been produced under fair terms. For this purpose, FLO (Fairtrade Labelling Organizations International) was established in April 1997, currently associating 19 labelling initiatives.²³ FLO have their offices in Bonn, Germany and their main aim is to supervise Fairtrade production and trading practices. Among others, FLO sets Fairtrade standards, awards the FAIRTRADE label to products, runs the international Fairtrade register of certified producers and regularly checks whether the certified producers and traders follow the Fairtrade standards.²⁴ Considering the strict social and environmental

Fair Trade criteria include among others the following requirements:

- traders pay to the producers prices that cover the cost of sustainable production and guarantee decent livelihoods;
- workers get at least the legal minimum wage and their labour rights are respected;
- traders pay to the producer cooperatives an additional sum of money called "social premium", which is to be invested in community projects.

Criteria that must be met in order to gain the Fairtrade label also include the prohibition of forced and child labour, the ban of hazardous agrochemicals and the prohibition of using genetically modified organisms.



Other fair trade labelling schemes

Some fair trade products do not carry the registered FAIRTRADE Mark awarded by FLO. In spite of that, the claims about fair trade are usually true. In these cases, adherence to fair trade principles is guaranteed by the trademark of the trading Fair Trade Organization (FTO). In Europe, there are several tens of such organizations, while on the Czech market fair trade products of the following ones are currently present: Gepa, El-Puente, EZA, Eine Welt Handel, Oxfam Wereldwinkels, Cafedirect, Divine Chocolate, Claro, DWP.

Fair Trade Organizations are members of the World Fair Trade Organization (WFTO), which monitors trading activities of their members against the 10 WFTO principles of Fair Trade, thus guaranteeing that the respective organization trades in accordance with the idea of fair trade.

For more information see: World Fair Trade Organization (WFTO): www.wfto.com; Fairtrade International (FLO): www.fairtrade.net or NaZemi: www.nazemi.cz.



Cocoa and Fair Trade in practice:

Thanks to the support of Fair Trade, the Bolivian cooperative El Ceibo is running a small cocoa processing plant producing organic cocoa butter, cocoa powder and chocolate. They are selling their products both to Fair Trade organizations and on the world market.

In their members' villages, the Ghanaian cooperative Kuapa Kokoo is building wells, schools and mobile health clinics and takes care of their equipment. They encourage environmentally sound use of natural resources and the transition to certified organic farming, which helps farmers to sell their cocoa for a better price.

Source: www.fairtrade.cz

Fair Trade teaches us, the consumers, that we do not have to be just discount hunters chasing after the lowest possible prices. It reminds us that trade is also about people, their living conditions, their families and sometimes even about their survival.

requirements, not all farmers and cooperatives in developing countries are able to meet the Fairtrade certification standards. Nevertheless, in 2010, 905 producer organizations from 63 countries in Africa, Asia, Latin America joined Fairtrade. In total, there were 1,2 million Fairtrade producers in 2010.²⁵

As for **cocoa**, there are currently 129 FLO-certified cocoa producers located in 12 countries. With more than 35,000 members, by far the largest of them is the Ghanaian cooperative Kuapa Kokoo. Another two African cooperatives are located in Cameroon and Ivory Coast; the other cocoa cooperatives are based in Central and South America. Quite well-known cooperatives with fairly long tradition are El Ceibo (Bolivia), Conacado (the Dominican Republic), MCCH (Ecuador) and CACAONICA (Nicaragua). Several other Central and South American cooperatives are located in Belize, Costa Rica, Peru, Panama and Haiti.²⁶

Fair Trade supports cocoa producers in several ways. First and foremost, it puts emphasis on safe and healthy working conditions and social protection for growers and workers according to ILO conventions. Small-scale cocoa farmers receive a price that covers the cost of production and enables decent livings and further development. The **guaranteed minimum Fairtrade price** currently amounts to 1,600 US dollars per tonne of cocoa beans. Moreover, an extra sum of money called the social premium amounting to 150 US dollars per tonne is paid to producers on the top of the agreed Fairtrade price. The premium is to be invested in community development projects, such as improving health care, education, housing or access to safe drinking water. If the price of cocoa on the stock exchange exceeds the guaranteed Fairtrade floor, producers of Fairtrade cocoa are paid the world market price plus the social premium. If needed, traders are ready to pre-finance a part of the order, provide guarantees or low-interest loans. Fair Trade encourages the transition to organic farming methods. Thus, a large number of Fair Trade products are certified organic. For organic cocoa, growers get another extra premium amounting to 200 US dollars per tonne.²⁷

As already mentioned, besides the minimum prices, FLO standards also deal with social, economic and environmental development. They regulate working conditions, in accordance with International Labour Organization (ILO), in particular to ILO conventions no.29, 105, 138 and 182 on forced and child labour.²⁸ Fair Trade thus eliminates the exploitation of forced and child labour from the production of cocoa



and other crops and makes sure that possible involvement of children and young people on cocoa farms does not harm their social, moral or physical development and does not prevent them from attending school.²⁹

Although Fair Trade amounts for only a tiny share of the world market, its popularity among consumers keeps growing. According to the FLO, the sales of Fairtrade certified products grew 12% between 2010-2011. In 2011, Fairtrade certified sales amounted approximately to 4,9 billion EUR worldwide. In Fairtrade's biggest market, the UK, shoppers spent 1 498 207 5982 EUR meaning 12% more than in the previous year on the Fairtrade products. In Switzerland, 55% of all bought bananas bear FAIRTRADE mark. In New Zealand after only entering the market in 2010 Fairtrade bananas have taken a 4-5% share with sales reaching 1,9 million EUR in 2011.³⁰ The first Fairtrade chocolate was



brought to the European market in 1993 by the organization Max Havelaar; the total market share of Fairtrade chocolate and other cocoa products nevertheless remains very low. Most Fairtrade chocolate is sold in Switzerland, where the share does not exceed 1 percent of the market.³¹

Besides supporting small-scale farmers from developing countries who are thus able to provide for themselves and their

families, Fair Trade also benefits the involved participants in many other ways. Fair Trade producers and their families have the chance to improve their living conditions through their own effort. At the same time, Fair Trade is raising awareness of the problems of developing countries and their people. It enables people from the developed countries to contribute to development in the easiest way – by means of **responsible consumption**. Last but not least, thanks to Fair Trade, we, the consumers, are free to choose what kind of products we want to buy. Fair Trade guarantees that neither the environment nor the producers and their families from developing countries have to pay for our goods.^{32, 33}

Fair Trade and the Kuapa Kokoo cooperative:

Almost all West African Fair Trade cocoa is supplied by the Kuapa Kokoo cooperative from Ghana. After liberalization of the internal cocoa market in Ghana, some farmers led by Nana Abebrese and supported by the British Twin Ltd established a cocoa farmers' cooperative in 1993. Its name, Kuapa Kokoo, means 'Good Farmers Cocoa' in the Twi dialect. Currently, the cooperative associates more than 35,000 small-scale farmers scattered in five (of total six) cocoa growing regions in Ghana. The main aim of the cooperative is to buy cocoa from their members and sell it to the Government Board. In spite of the cooperative's considerable size, it is run on democratic principles. Among others, gender equality is emphasized.

At present, Kuapa Kokoo annually sells about 30,000 tonnes of cocoa, which is about 7 percent of the total cocoa production of Ghana. A small share of this amount (recently about 350 – 850 tonnes) is sold on the European fair trade market. The extra income generated thanks to higher commodity prices and more favourable trading conditions is invested in community development projects.

"In the past, we used to fetch water from the river, which is several miles away from the village. Sometimes, there was not enough water for drinking, let alone for irrigating. Because of that, many children could not go to school. Now, thanks to Fair Trade, we have a well right in the village."

Lucy Mansa, a cocoa farmer, Kuapa Kokoo cooperative

Source: Anti-Slavery International, 2004.

Who are the beneficiaries of Fair Trade?

Producers of Fair Trade products:

- fair and stable prices for their produce,
- pre-financing, if needed,
- access to low-interest or non-interest bearing investment loans,
- long-term trading partnership and the guarantee of purchase,
- investments from the common fund in local infrastructure, social development projects and environmental protection,
- marketing, management, organic farming etc. counselling.

Employees of Fair Trade producers:

- social protection and decent working conditions in accordance with the ILO conventions (at least minimum legal wage, prohibition of exploitative child labour in the production process, adequate working hours etc.)

Consumers:

- quality products (many of which certified organic) for a fair price,
- guarantee of the products' fair origin,
- the chance to make a choice.



Notes

- ¹ The chapter on the history of the cocoa is based on: Arcimovičová: Arcimovičová, J., Valíček, P. 1999. *Čokoláda – pokrm bohů*. Benešov: Nakladatelství Start a Anti-Slavery International. 2004. *The Cocoa Industry in West Africa. A history of exploitation*. Accessible from <http://www.antislavery.org> (6. 6. 2007).
- ² The chapter on the cocoa tree and its cultivation is based on: Arcimovičová, J., Valíček, P. 1999. *Čokoláda – pokrm bohů*. Benešov: Nakladatelství Start; www.cocoatree.org (6. 6. 2007); www.nvogue.com/nVogueFoods/Chocolate; (8. 12. 2006) and Anti-Slavery International. 2004. *The Cocoa Industry in West Africa. A history of exploitation*. Accessible from: www.antislavery.org (6. 6. 2007).
- ³ The chapter on the cocoa processing and the chocolate production is based on: Arcimovičová, J., Valíček, P. 1999. *Čokoláda – pokrm bohů*. Benešov: Nakladatelství Start and the information on: www.cocoatree.org (6. 6. 2007).
- ⁴ The data from this and following chapters are based on information from the Czech Agriculture and Food Inspection Authority accessible from: <http://www.szpi.gov.cz/en/> from the section Information for consumers - an article on the chocolate (14.3.2007).
- ⁵ The chapter is based on: Anti-Slavery International. 2004. *The Cocoa Industry in West Africa – A History of Exploitation*. Accessible from www.antislavery.org (6. 6. 2007) and NaZemi website on fair trade accessible from: <http://www.nazemi.cz/co-delame/fair-trade.html>.
- ⁶ Source: Pipitone, L., 2012. The Future of the World Cocoa Economy: Boom or Bust? Rome: FAO Committee on Commodity Problems. Accessible from: http://www.fao.org/fileadmin/user_upload/bodies/CCP_69/CCP_69_MeetingPresentations/3a_ICCO_Presentation.pdf (12.9.2012).
- ⁷ Source: Anti-Slavery International. 2004. *The Cocoa Industry in West Africa – A History of Exploitation*. Accessible from www.antislavery.org (6. 6. 2007) and www.sfu.ca/geog351fall03/groups-webpages/gp8/consum/consum.html (7. 6. 2007).
- ⁸ International Cocoa Organization. *Annual Report, 2005/2006*. Accessible from www.icco.org/about/annualreport.aspx (7. 6. 2007).
- ⁹ Based on Anti-Slavery International. 2004. *The Cocoa Industry in West Africa – A History of Exploitation*. Accessible from www.antislavery.org (6. 6. 2007).
- ¹⁰ IITA. 2002. *Child Labor in the Cocoa Sector of West Africa*.
- ¹¹ The chapter on the CHILD LABOUR is based on. 2005. *Facts on Child Labour*. Accessible from http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_067558.pdf (13. 8. 2007) and ILO. 2006. *The end of child labour: Within reach*. Accessible from <http://www.ilo.org/public/english/standards/relm/ilc/ilc95/pdf/rep-i-b.pdf> (8. 12. 2006).
- ¹² ILO = International Labour Organisation
- ¹³ SOURCE: ILO.2011. *Children in hazardous work. What we know. What we need to do*. Geneva: ILO.
- ¹⁴ Source ILO. 2006. *The end of child labour: Within reach (stress added)*.
- ¹⁵ Source ILO. 2006. *The end of child labour: Within reach*.
- ¹⁶ ILO. 1999. R190 Worst Forms of Child Labour Recommendation. Accessible from http://www.publichealthreports.org/userfiles/120_6/120594.pdf (13. 8. 2007).
- ¹⁷ Omaar, R. 2007. *Slavery is a word which immediately conjures up very specific images in our minds*. BBC online. Accessible from http://news.bbc.co.uk/1/hi/programmes/this_world/6458377.stm (5. 5. 2007).
- ¹⁸ ILO Convention no.182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (the Worst Forms of Child Labour Convention). Accessible from: <http://www.ilo.org/public/english/standards/relm/ilc/ilc87/com-chic.htm> (24.9.2012)
- ¹⁹ www.stopchildlabour.eu
- ²⁰ www.whiteband.org
- ²¹ www.nazemi.cz
- ²² Source: FLO-CERT. Accessible from: <http://www.flo-cert.net/flo-cert/index.php?id=29> (12.9.2012)
- ²³ Source: FLO, www.fairtrade.net (3. 6. 2007).
- ²⁴ Hejkrlik, J. 2004. *Kdo hlídá spravedlivý obchod?* Accessible from www.ekumakad.cz/clanky-a-publikace.shtml?x=208384 (3. 6. 2007).
- ²⁵ Source: FLO, www.fairtrade.net (3. 6. 2007).
- ²⁶ Source: FLO, www.fairtrade.net (3. 6. 2007) and Anti-Slavery International. 2004. *The Cocoa Industry in West Africa – A History of Exploitation*. Accessible from www.antislavery.org (6. 6. 2007).
- ²⁷ NaZemi: www.nazemi.cz
- ²⁸ Mentioned Convention on Child Labour: Forced Labour Convention, 1930 (No. 29), Abolition of Forced Labour Convention, 1957 (No. 105), Minimum Age Convention, 1973 (No. 138) and Worst Forms of Child Labour Convention, 1999 (No. 182). Accessible from www.ilo.org (6. 6. 2007).
- ²⁹ FLO standards available at: www.fairtrade.net/product_standards.html (6. 6. 2007).
- ³⁰ Source: www.fairtrade.net.
- ³¹ Anti-Slavery International. 2004. *The Cocoa Industry in West Africa – A History of Exploitation*. Accessible from: www.antislavery.org, údaje FLO, www.fairtrade.net. (6. 6. 2007).
- ³² Tožička, T. 2003. *Fair Trade – Spravedlivý obchod*. Accessible from www.ekumakad.cz/clanky-a-publikace.shtml?x=205411 (3. 6. 2007).
- ³³ NaZemi: www.nazemi.cz



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- Fairtrade International (FLO): www.fairtrade.net
- International Fair Trade Association (IFAT) – an association of Fair Trade producers and traders: <http://www.ifat.org>
- European Fair Trade Association – an association of eleven Fair Trade importers from nine EU countries: <http://european-fair-trade-association.org>
- International Cocoa Organization – an association of cocoa producing and consuming countries: <http://www.icco.org>
- Cocoa Initiative – a partnership of trade unions, non-governmental organizations, cocoa processing companies



and the largest chocolate brands: <http://www.cocoainitiative.org>

Association of the Chocolate, Biscuit & Confectionery Industries of the EU: <http://www.caobisco.com>

<http://www.papapaa.org> (an educational website on Fair Trade)

<http://www.dubble.co.uk> (a website on Fair Trade and chocolate)

<http://www.cocoatree.org> (a website on cocoa tree, history of cocoa and some environmental aspects of cocoa cultivation)

<http://www.publichealthreports.org>

World Fair Trade Organization (WFTO): www.wfto.com

Websites on child labour:

In Czech:

Czech Ministry of Labour and Social Affairs: <http://www.mpsv.cz>

People in Need Foundation: <http://www.clovekvtisni.cz>, <http://www.rozvojevka.cz> (a good source of articles, analyses and expert texts on development cooperation and global issues)

In English:

CNN: Freedom Project: <http://thecnnfreedomproject.blogs.cnn.com/2012/01/19/slavery-in-cocoa-fields-a-horrible-normal/>

International Labor Rights Forum: <http://www.laborrights.org>

Anti-Slavery International: <http://www.antislavery.org>

Save the Children: <http://www.savethechildren.org>

International Labour Organization: <http://www.ilo.org>

Global Call to Action against Poverty/ White band: www.whiteband.org

Stop Child Labour: www.stopchildlabour.eu

Maps related to the issue of child and slave labour:

<http://www.antislavery.org/homepage/resources/maps.htm>

http://commons.wikimedia.org/wiki/Image:Child_labour.svg

Case studies of child labour:

<http://www.colostate.edu>

<http://www.bbc.co.uk>

www.humanistinarovinu.cz

www.skolavafrice.cz

More activities on the topic:

<http://www.oxfam.org.uk/education/resources/>

<http://www.teacherplanet.com/resource/childlabor.php>

Source of pictures:

Trading Visions, Great Britain.

Why talk about sweets

Chocolate is a favourite goody of children and adults. Let us admit, who of us does not sneak away for sweets?

People can be basically divided into two groups: those who prefer milk chocolate and those who are fond of bitter chocolate. Even bitter chocolate, however, still tastes sweet. The higher the content of cocoa – the basic ingredient in chocolate – the more bitter the chocolate becomes. The actual cocoa beans are just bitter. Similarly to the changing taste depending on the quantity of cocoa, the profit people make from cocoa along the processing chain varies as well. Chocolate is a titbit for those who eat it and a source of profit for its producers. And next? We often do not look beyond the glossy cover of chocolate.

In the cocoa workshop, we remove its package and look beyond the product: for many cocoa farmers, chocolate does not lose its bitterness irrespective of the quantity of sugar added. The sweet tooth's satisfaction and the profits of European and American chocolate makers are paid for by the loss of childhood of thousands of child labourers in Africa and Latin America. Is there a remedy to the seeming helplessness in the face of such a situation? Surprisingly yes. Each of us can do something. If the customers start asking whether the cocoa from his or her delightful chocolate has also enabled a dignified livelihood to the cocoa farmers, the situation can start changing.

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