

TRAINING MANUAL

COUNTERING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES



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HOW TO USE THIS MANUAL

The revision of the training manual was deemed necessary with the aim of updating the manual by incorporating information and recommendations from the capacity building programs delivered during the past decade. Therefore, this revised version capitalizes on the successful implementation of the Anticounterfeiting action plans during those years. A session is added in line with the goal of empowering the farming community for their precious role in countering counterfeit and other illegal pesticides.

It is reminded that the manual is intended for use by certified trainers who have followed a Training-of-Trainers (ToTs) program of CropLife Africa Middle East and are going to train Customs officers, technical staff of member companies and/or farmers and other end-users. The manual provides instructions on eight topics that will be covered in a one-day program, seven of the topics targeting the Customs and other law enforcement authorities. The program should be facilitated ideally for a maximum of 25 people; more participants can be expected for the farmers' session under topic 8. For each topic, the following is provided:

1. **Fact sheet:** to provide the key information (type A Information) about the topic. This sheet will be given to participants as a handout at the end of the session.
2. **Additional information:** provides type B Information to enhance the trainer's understanding of the topic. The information will not be given to the participants. Not all topics contain additional information. Sometimes the fact sheet already contains all necessary information.
3. **Instructions** containing very detailed guidelines for the trainers. It only serves to guide the trainer throughout the session. Each session is written according to the SDF model. The instructions also indicate what type of training material is needed, how to prepare for the session and the time required for the session. The information will not be distributed to the participants.
4. **Visuals:** These are drawings, pictures, and other images that are needed during the delivery phase of the session. Sometimes the visuals are put into a PowerPoint presentation. The instructions indicate when to use the visuals. Not all sessions contain visuals, the needs to use visuals depend on the topic.

Most information is based on the materials on Anticounterfeiting or the manual on Responsible and Safe Use (RU-SU) of CropLife International.

The manual contains:

- **The program** which includes the timeframe and reference to each topic.
- **Introduction of participants** which guides on how to handle the introduction of participants.
- **Questions and answers for the written test**, a set of questions developed for the written test. Answers are then provided. Because the program is not fixed, the trainer must prepare the test for each program using the questions per topic.
- **Evaluation form** for participants to evaluate the course.

PREPARATION

Even though this manual provides all key and important information and documents you need, it is necessary to thoroughly prepare a training program, which includes preparing all training aids (color cards, flip-sheets, etc.), seating arrangements, equipment installation, checking of conference rooms, etc.

Remember: 90% of a program is preparation as "Failing to prepare is preparing to fail".

Some general instructions on how to use this manual are given below.

- As a trainer, you should master the contents of the fact sheet and the additional information. Your technical knowledge on the topic should exceed the information you are going to give.
- To prepare, you should study the instructions well in advance to see what training materials you need and what materials you need to be prepared. Try to visualize the exercise so that you will have an idea of what to expect.
- Try to make the topics as country specific as possible. Comprehension of participants will be higher if they can relate their existing knowledge to what you are telling them. Try as much as possible to use local products and examples.
- **Materials needed:** Always have flip-sheets, several colors of permanent markers, some colored cards, and masking tape. If possible, have a flip-sheet board and another board on which you can pin or paste cards.
- Think about the seating arrangement. Ensure that everyone can see the training materials, that it's easy to split into groups, it is possible to interact with all participants, and participants can interact with one another. See if you need tables, etc....

FACILITATING THE SESSION

- The manual gives very detailed instructions on the delivery phase, which includes an exercise. It is important to stick to these instructions to be able to alternate exercises as much as possible. For example, one session will use a brainstorm by rotation, and the next session will use a buzz in groups. Also alternate the use of materials as much as possible. For example, one session uses colored cards, and the next session uses kraft paper.
- Stick to the time schedule. Do not run late. The instructions tell how much time is allocated for a particular session. If you are well prepared and stick to the topic and Information A, you will not need more time.
- As you have learned in the Training of Trainers on facilitation skills, there is no strict order to follow during the “Set-up” except that you should start with drawing attention of the participants from the start. In this manual, all “Set-up” are in the order of “Attention, Title, Credibility, Objectives, Benefits, and Direction”. That does not mean that you always must follow this order. Just make sure to draw their attention from the start and mention the title at the beginning.
- When you facilitate the program with several trainers, you need to establish your credibility for each session. If you are the only trainer, you only establish your credibility during the introduction of the participants.
- It is very important to distribute the “Fact Sheet” to all participants at the end of the session, but not before as the participants will already know the answers and will not actively participate during the exercises. In addition, this will hamper their own judgments, and will not stimulate them for thinking.
- Never tell if you can ask: Involve participants at every stage. Even if you use a lecture or list results after a brainstorm session, ask questions at any time. If a participant asks a question, let another participant give the answer instead of answering the question yourself.

Beware of the following TRAINERS’ TRAP:

- When trainers spend too much time on a topic, is it usually because they start discussing another topic or provide Information B. Do not answer questions that are outside your topic.
- Exercises can be chaotic if they are not well planned. Make sure that all training materials needed are on hand (masking tape well in reach, visuals shuffled, if necessary, colored cards for each group, etc.). When preparing, try to visualize the exercise. If everyone has to paste their colored cards on the board, do you have enough space for everyone to come to the front at once, or is it better to ask group per group? If visuals are pasted on the wall, ensure everyone can see them from their seat, or ask everyone to stand around the visual in a half-circle.
- Closely follow the instructions on how to discuss the results of an exercise. If the exercise is great, but the results are not discussed in a good way, the exercise will have been a waste of time.

Finally: **Have fun and be enthusiastic!** Make sure participants (and yourself) are relaxed and comfortable. If you show that you have fun teaching them, they will like to be taught by you. Smiling helps to create an informal atmosphere and will enhance active learning. A training manual is not a static document. During sessions, trainers will get new ideas for exercises, other visuals and training aids, or how to explain the theory. Looking forward for any suggestions or ideas on how to improve this training manual, as all comments will be highly appreciated and will be taken into consideration for future manuals.

For any additional information:
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1200 Brussels, Belgium
E-mail: info@croplifeafrica.org

OPENING

DOCUMENT 1

The organizers of the training program sometimes insist on having a formal opening. Try, as much as possible, to avoid such an official opening because it could be time-consuming thus delay the whole program. Agree with the organizers to have a formal closing instead, during which the official(s) can hand out the certificates. The closing allows the official(s) to be informed about the results of the program. The handing out of the certificates will become more valued, and no time will be lost during the program.

The opening should be very short. The person who opens the program could be an official from the Customs Services or from the national CropLife association; he should introduce the theme (counterfeit and illegal pesticides), the organizing institution and (you) the trainer. It should not take more than 5 minutes.



INTRODUCTION OF PARTICIPANTS

The introduction of participants is to get to know each other. An informal exercise will help to create a relaxed atmosphere. Besides, the introduction can help to introduce the training. There are several ways to introduce participants. Below is one exercise but you can use your own as well.

Objectives:	To introduce participants to each other and make them aware that counterfeit and other illegal pesticides have entered our society in many ways and that almost everyone is concerned by the situation.
Time needed:	30 minutes
Materials:	None
Preparation:	Check if you can take participants outside to do this exercise.

PROCEDURE:

1. Tell participants that we are together for the day to learn about counterfeit and illegal pesticides. Before we start, you would like to know who is sitting here today. Ask everyone to stand up and follow you **outside**. They must leave their pens and papers in the training room.
2. When everyone is outside, tell the participants that as a group there are many differences among us, but we also have a lot of things in **common**. During this specific exercise we are going to see what we have in common.
3. Tell participants that you are going to ask them a **question** and they must find other people who have the **same answer** to that question. People must group according to their answers. Repeat your explanation and tell participants that we are going to give it a try.
4. Ask for example: **“How many children do you have?”** Tell participants that they must group with those who have the same answer to that question, which means the same number of children. Give the good example by saying out loudly how many children you have and try to find other people with the same number of children.
5. When everyone is standing in groups, ask which group has 0 child. Let them raise their hands. Ask which group has 1 child. Let them raise their hands, etc.
6. Ask if everyone has understood the exercise. If yes, ask the second question: **what is your function?** Let people form groups again. Ask group by group what their function is. You finish with yourself: explain what you do and your experience in training and in illegal pesticides (you establish your **credibility**).
7. Ask the third question: **what type of counterfeit or illegal product did you ever buy?** If you see that people are a bit shocked by this question, joke a bit by saying that our markets in Africa are flooded with counterfeit products and that you are not African if you have never bought one. Give again the example and say loudly the counterfeit or illegal product that you ever bought (watch, shirts, ties, perfumes, sport shoes, bags, CDs/DVDs...). When people are grouped, ask for the product they bought. After the last group, say: “You are all under arrest!”
8. Add that almost everyone in his/her life has bought counterfeit or illegal articles. It seems like a good buy but unfortunately it can have severe consequences. Today we are going to see what the consequences are when people buy **counterfeit and other illegal pesticides**, and we are going to see how we can recognize then avoid counterfeit and other illegal pesticides.
9. Now ask every participant to **introduce** themselves by stating their names and functions. You finish with yourself, and you repeat that you are an official CropLife trainer.
10. Thank the participants and ask them to return to the room.

PROGRAM AND OBJECTIVES

Objectives:	To clearly state the objectives for the day.
Time needed:	5 minutes
Materials:	The program, 1 copy for everyone (document 01)
Preparation:	Every participant must have the program.

PROCEDURE:

1. Make sure everyone has the (draft) agenda.
2. Tell participants that, for the day, we are together to learn about illegal pesticides. As you already mentioned outside, we will discuss consequences and how to recognize illegal pesticides. We will first look at what pesticides are, what exactly counterfeit and illegal pesticides are and how the market is. At the end they are fully provided with knowledge and tools to detect, trace and track, and seize counterfeit and other illegal pesticides that come into the country, as they are expected to play a key role in the fight against the trade of illicit pesticides.
3. Add that we will need a full day to run the program, we will only finish around 17.30.
4. Ask if there are any questions. If not, start with the first session.

The (draft) agenda is attached as word file so you can add the date (document 01).

DRAFT AGENDA

Time	Topic	Reference Doc.
08.45 - 08.50	Opening	
08.50 - 09.20	Introduction of Participants	
09.20 - 09.30	Program and Objectives	Doc 1
09.30 - 10.00	Pre-course Evaluation	Doc 2
10.00 - 10.45	Pests and Pesticides	Topic 1
10.45 - 11.00	Coffee Break	
11.00 - 11.45	The Pesticide Label	Topic 2
11.45 - 12.30	Counterfeit and other Illegal Pesticides	Topic 3
12.30 - 13.00	The Threats of Counterfeit and other Illegal Pesticides	Topic 4
13.00 - 14.00	Lunch Break	
14.00 - 14.30	The Illicit Trade of Pesticides	Topic 5
14.30 - 15.30	Tracking Counterfeit and other Illegal Pesticides	Topic 6
15.30 - 16.15	Detecting Counterfeit and other Illegal Pesticides	Topic 7
16.15 - 16.30	Coffee Break	
16.30 - 17.00	Post-course Evaluation	Doc 3
17.00 - 17.15	Evaluation of the Program	Doc 4
17.15 - 17.30	Closing	

PRE-COURSE EVALUATION

DOCUMENT 2

The pre-course evaluation is to assess what participants already know. It also helps them to better memorize what will be explained during the program. At the end of the program participants will make the same test to see what they have learned during the program. Don't tell them they will take the same test.

You should use the lunch break to correct the test.

The pre-course test is attached as Word file (document 02).



PRE-COURSE EVALUATION

COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Read all statements carefully and tick the right answer(s).

1. A pesticide is a substance or mix of substances which is used to control pests and diseases in crops, livestock, and public health.
 - True
 - False
2. The development and testing of pesticides is very expensive, takes a long time and is regulated by laws.
 - True
 - False
3. The label of a pesticide is not interesting for the Customs officers, because it contains information only useful to farmers.
 - True
 - False
4. Pesticides that are used in Africa are only produced in Africa.
 - True
 - False
5. A pesticide that is approved and legal in -----(a neighboring country, ex. Ghana), can be counterfeit in ----- (your country, ex. Côte d'Ivoire) if the pesticide has not yet been approved by the authorities in----- (your country ex. Côte d'Ivoire).
 - True
 - False
6. Counterfeit pesticides are easy to recognize because the package is always different from the original one.
 - True
 - False
7. Counterfeit and other illegal pesticides never come from developed countries in Europe or the United States.
 - True
 - False
8. Counterfeit and other illegal pesticide can be imported from any country and can even be produced locally.
 - True
 - False
9. Illegal pesticides can seriously damage or even destroy the entire crops.
 - True
 - False
10. If according to the shipping document, the pesticides have been rerouted via several countries before it arrived in your country, it can indicate that the pesticides are counterfeit or illegal.
 - True
 - False
11. If the shipping documents have official stamps, there is no need to check the goods.
 - True
 - False

12. One way to see if a pesticide is counterfeit or illegal is to check thoroughly the label, package and content, and check if the product is registered in your country.
- True
 - False
13. If a pesticide has an official registration number on the label, it cannot be illegal.
- True
 - False
14. As a Customs officer you are an extremely important player in detecting counterfeit or illegal pesticides.
- True
 - False
15. A pesticide in an intact packaging (container) is not counterfeit or illegal even if it has no label.
- True
 - False

ANSWERS PRE-COURSE EVALUATION

COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

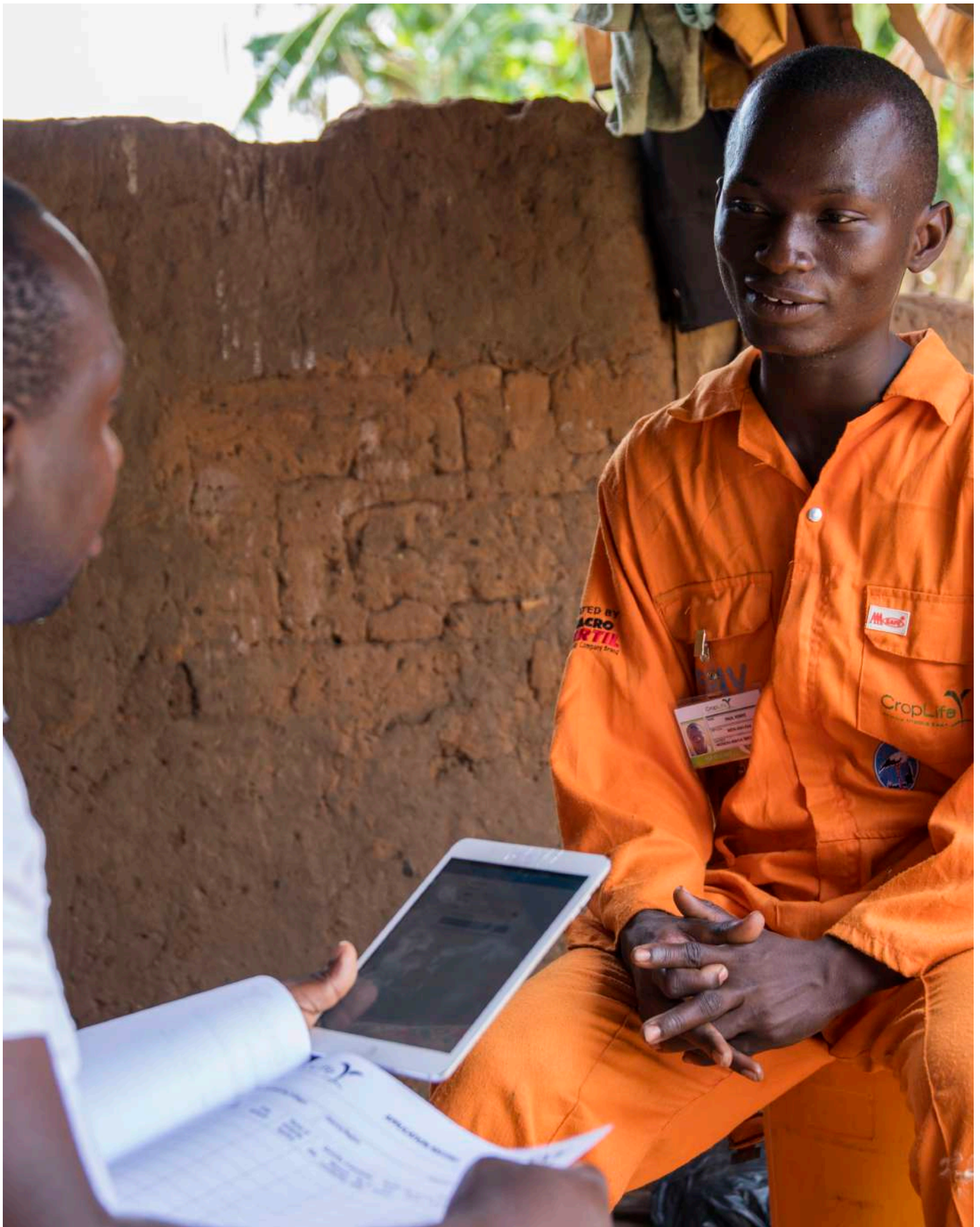
Each question is 1 point.

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- True
 - False

TECHNICAL SESSIONS

On the following pages you will find the instructions on all technical sessions of the program. The fact sheet should be printed for all participants and distributed only at the end of each session.



TOPIC 1:
PESTS AND PESTICIDES



TOPIC 1: PESTS AND PESTICIDES

A **pesticide** is a substance or mix used to control (prevent or limit) any pest or disease in crops, livestock and public health.

Other facts about pesticides:

- Pesticides are **chemicals** developed specifically to **control** insects, fungi and weeds in crops.
- They consist of one or more biological **active substances** mixed with appropriate materials (solvents, fillers, surfactants) to enable them to be effectively applied to crops.
- The **pesticide formulation** describes the form in which a pesticide is manufactured and sold. Usually, pesticides are sold as liquids or solids.
- Other usually used names for pesticides are **crop protection products** (CPPs), plant protection products (PPPs), **agrochemicals**.

Pesticide Uses

Pesticides are used to **protect** agricultural crops and harvests against insects, diseases and weeds. If the crop and the harvest would not be protected, the pests can damage or even destroy the entire crops and the harvest, and we cannot provide enough food to feed everyone. Pesticides are also used in livestock and in public health to **control pests or vectors** such as mosquitoes that can cause malaria, in households against cockroaches.

Types of Pesticides

There is a wide range (types of) pesticide, however specific pesticides control specific pests. Below are the most commonly used pesticides:

Type of pesticides	Pests Controlled
Herbicides	Weeds and unwanted plants in croplands, usually known grasses and broad leaves...
Insecticides	Insects
Fungicides	Fungi/molds causing plant diseases
Miticides	Mites
Nematicides	Nematodes, tiny worm like organisms attacking plant roots
Rodenticides	Rodents: rats, mice
Molluscicides	Snails

TOPIC 1: PESTS AND PESTICIDES

ADDITIONAL INFORMATION

A **pest** is anything that:

- Competes with humans, domestic animals or crops for food and water.
- Damages or harms humans, domestic animals, crops or structures.
- Spreads diseases to humans, livestock or crops.

Types of Pests

Pests can be classified into four basic groups:

1. Insects and insect related organisms
2. Plant diseases
3. Weeds
4. Vertebrates

Pesticides can be **classified** in different ways:

1. By the type of pests they control (see fact sheet).
2. By chemical group.
3. By toxicity.
4. By mode of action, that is the way pesticides work.

Pesticide Formulations

A pesticide formulation is a homogeneous and stable mixture of active substance(s) and inert ingredients which make the final product simpler, safer, and more efficacious to apply to a target pest. Active substances are not suitable for field application, so pesticides are rarely applied in their technical form. They are formulated to help improve storage, handling, safety, application, and effectiveness.

Pesticides can be divided into:

1. Liquid formulations: Emulsifiable concentrate (EC), water solutions, Oil solutions, Oil concentrates,
2. Dry formulations: wettable powders (WP), Dusts (DP), concentrated powders, granules (GR), seed dressing, baits...
3. Fumigants: usually in stored products.
4. Aerosols...

TOPIC 1: PESTS AND PESTICIDES

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none"> ☑ Flip sheet board with flip-sheets ☑ Markers (one black or blue marker for each participant, 1 green or red marker) ☑ A pair of gloves. ☑ Samples of real pesticides. Get empty containers usually used during product promotion by member companies. Any member company can help. Get liquid and solid samples, and those used in household (to kill mosquitoes or cockroaches).
Time needed:	45 minutes
Preparation:	<ul style="list-style-type: none"> ☑ Flip-sheet with the title: Pests and Pesticides. ☑ Two flip-sheets with the heading: Pests and Pesticides. Paste the two flip-sheets on different walls. ☑ Kraft paper (or other large piece of paper) with the following table:

Type of pesticides	Pests Controlled
Herbicides	Weeds and unwanted plants in croplands, usually known grasses and broad leaves...
Insecticides	Insects
Fungicides	Fungi/molds causing plant diseases
Miticides	Mites
Nematicides	Nematodes, tiny worm like organisms attacking plant roots
Rodenticides	Rodents: rats, mice
Molluscicides	Snails

SET-UP

Attention:	Ask participants what they take when they are sick. They will answer that they take medicine. Tell them you will come back to this answer at the end of the session.
Title:	Tell participants the title while showing the flip-sheet with the title: “Pests and Pesticides” .
Credibility:	The information we are using in this session comes from the pesticide industry and the “International Code of Conduct (CoC) on Pesticide Management” by FAO, WHO and UNEP.
Objectives:	To provide an understanding on the importance of pesticides.
Benefits:	If you know what pesticides are, it is easier to understand what counterfeit and illegal pesticides are.
Direction:	We will not go into detail on different types of pests or pesticides. In this session, we will only discuss a general definition of pesticides.

DELIVERY

Explanation, Demonstration, Exercise, and Guidance:

1. Tell participants that before we discuss what pesticides are, you have a question for them. Ask participants: **“What is a pest?”** Allow a few answers. Then tell that a pest is anything that **competes** with humans, their animals or crops for food, water, shelter, or air.
2. Ask the participants: besides competing for food, water, air or shelter, what else can pests do? Allow them to answer. Conclude by telling them that a pest can also **damage** crops and **carry diseases** that harm crops.
3. Tell the participants that there are roughly **four different types of pests**: Insects, Fungi causing plant diseases, Weeds and Vertebrates.
4. Tell participants now we know what pests are, we are going to **brainstorm** on what pesticides are. But we are not going to talk; we will do it in **silence**. Split participants in two groups and give everyone a black or blue marker. Tell one group to go to one flip-sheet with the heading *What are pesticides?* and the other group to the other flip-sheet with the same heading.
5. Tell participants that they have to look at the question **What are pesticides?** and start writing **key words** that come up in their minds when seeing that question. They should only write key words, not sentences. They are not allowed to talk. They can write as many words as they want.
6. Let participants write for a few minutes encouraging everyone to write at least one contribution. When you see that not many new contributions are made, tell the groups they have to **switch places**. Group 1 will go to the flip-sheet of group 2 and group 2 will go to the flip-sheet of group 1. Each group has to read what the other group has written but they are not allowed to add any words. They are still not allowed to talk.
7. Ask the groups to go back to their own flip-sheet. They can **add** more words to their own flip-sheet. They are still not allowed to talk.
8. When no more contributions are made, explain the next step. Each participant has to **select two words** he/she thinks are most important or accurate to answer the question. They can put a cross behind the two words they have selected. Let everyone select two words and mark them. They are still not allowed to talk.
9. Tell the groups that from now on they are allowed to talk. Every group has to **formulate one sentence** out of the words that were written on the flip-sheet. Of course, they do not have to use all words. They should look at the words that are considered most important (the words marked mostly). The sentence should start with *“A pesticide is ...”*. Let every group formulate one sentence and write it on a flip-sheet.
10. Paste the two flip-sheets with the sentences next to each other on the wall and **compare** them. Underline key words with a red or green marker. Try to formulate one sentence that resembles the following: *“A pesticide is a substance or mix of substances which can prevent, destroy or limit any pest.”*
11. Ask if anyone can give another word for pesticides. Guide them to **agrochemicals, Crop Protection Products (CPP), and Plant Protection Products (PPP)**. Add that pesticides are used in the agricultural sector but also in households. Tell them that you will show them some examples later.
12. Ask participants what you have asked them in the beginning of this session. You asked them what they take when they are **sick** and they answered **medicines**. Tell them that plants also can get sick by the pests that we listed in the beginning of the session. Ask them what can be used to avoid that the plant will get sick or damaged by pests? By using pesticides.

13. Show participants the table with the different **types of pesticides**. Tell participants that there are different pesticides to control different types of pests. Read the table together. Give some examples of local products (use the empty pesticide bottles used for product promotion) and show them to the participants (also show the pesticide used in households). Make sure you wear your gloves before you touch them. Tell participants that you always have to protect yourself when handling pesticides.
14. Add that the **pesticide formulation** describes the form in which a pesticide is manufactured. Usually, pesticides are sold as liquids or solids.

FINISH

Summary:	Repeat the definition of pesticides. Stress that plants can be damaged or destroyed by pests and pesticides can prevent, destroy or limit any pest.
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask if anyone can tell what pesticides are. Ask if someone can give some examples of common products used in the country. Ask in what forms pesticides can exist.
Next step:	In the next session we are going to have a closer look at pesticides by reading what is on the label.

Distribute the **fact sheet** to all participants.

The background is a solid dark green color. It features several large, overlapping, semi-transparent curved shapes in a lighter shade of green, creating a layered, organic effect. These shapes are positioned primarily in the upper and right portions of the frame.

TOPIC 2:
THE PESTICIDE LABEL

FACT SHEET



TOPIC 2: THE PESTICIDE LABEL

Every pesticide product has a **label** that contains instructions on how to handle and use the pesticide safely and effectively.

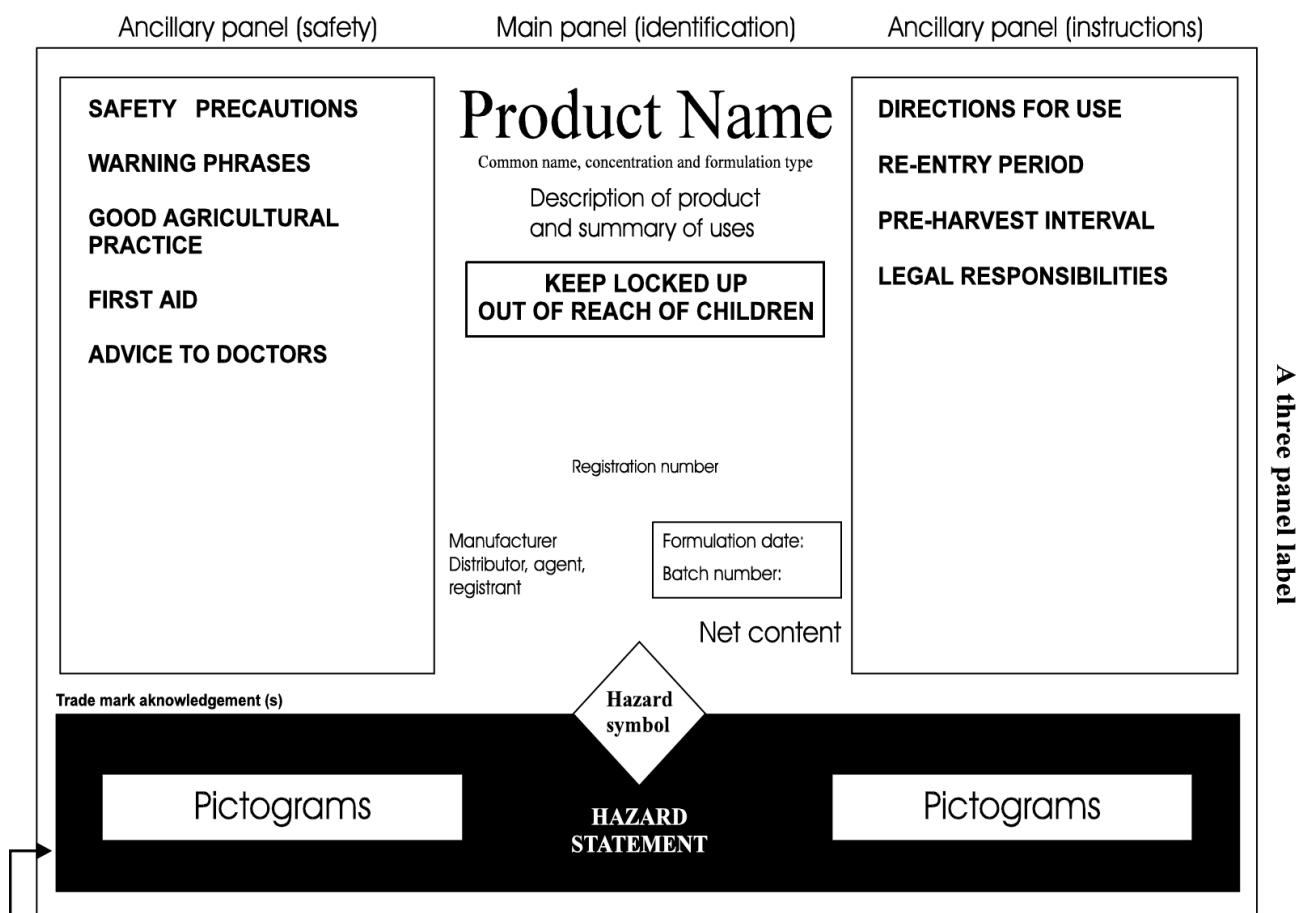
Each pesticide label is made of 2 important parts:

Part 1 comprises:

- The **main panel** usually which contains the product name, formulation, active ingredient(s) and composition, volume or weight, registration number, usage declaration, batch number, distributor's details, date of manufacture, expiration date, and manufacturer's logo.
- **Two ancillary or side panels which** usually contain the directions for use, warnings, precautions, symptoms of poisoning, first aid instructions, notes to physicians, compatibility, , storage instructions, warranty, and other notes.

Part 2 is the **Toxicological band** which indicates the level of toxicity of the pesticide using **color codes**, a **hazard statement** and **pictograms (symbols)** to give instructions on how to safely handle the pesticide.

The label must be written in the official language of the country where the pesticide is sold.



[WHO Hazard Classification colour band;
should be not less than 15% of label area]

*Some formulations may require more than one hazard symbol.

FACT SHEET



TOPIC 2: THE PESTICIDE LABEL

THE MAIN PANEL

The main panel usually contains the following information which can be considered as “minimum requirements”. Some additional information can be provided by the manufacturer.

This is just an example.

READ THE ENTIRE LABEL **LEES ETIKET VOLLEDIG**
Batch No: Date of manufacture:

Product or Trade name → **Score 250 EC** ← **Formulation type**

Usage Instructions → An emulsifiable concentrate systemic fungicide for the control of diseases on crops as indicated.
'n Emulgeerbare konsentraat sistemiese swamdoder vir die beheer van siektes op gewasse soos aangedui.

Active substance And content → **FUNGICIDE GROUP 3 SWAMDODER GROEP**
Active ingredient
difenoconazole (triazole) 250 g/l
Aktiewe bestanddeel
difenokonasool (triasool) 250 g/l

EMERGENCY TEL.: ++27(0)8312 33 911 (Bateleur 911)
Registration holder:
Syngenta South Africa (Pty) Ltd
(Co. Reg. No. 1998/013761/07)
Private Bag X 60
HALFWAY HOUSE 1685
RSA
Tel. (011) 541 4000
© SYNGENTA
UN 3082

Net volume → **1 l** ← **Manufacturer's logo** → **syngenta**

Registration → 65254/07/2002

Toxicological Band → **CAUTION VERSIGTIG**



TOPIC 2: THE PESTICIDE LABEL

SIDE PANEL 1

This is just an example, the information on the side panels can vary according to the manufacturer.

DIRECTIONS FOR USE
Use only as directed.

Crop	Pest	Dosage	Remarks
Tomatoes Potatoes Beans	Semi-looper	100 ml/100 litres water	Apply as a high volume, full cover spray and repeat as required.
Cabbages	Diamond- back moth	100 ml/100 litres water	Apply as a high volume, full cover spray. Commence spraying when infestation is noticed and repeat at weekly intervals.
Lawns	Lawn caterpillar	100 ml/100 litres water	Apply as a high volume, full cover spray. Commence spraying when infestation is noticed and repeat as required.

WARNING
ALLOW 2 DAYS BETWEEN LAST APPLICATION AND
HARVEST ON CABBAGES, TOMATOES AND POTATOES AND
3 DAYS ON BEANS.

**TO CAUSE A HAZARD IN THE USE, STORAGE OR DISPOSAL
OF THIS SUBSTANCE IS AN OFFENCE.**

THIS PRODUCT WHEN STORED IN ITS UNOPENED
ORIGINAL CONTAINER AWAY FROM DIRECT SUNLIGHT AND
IN A COOL, DRY PLACE WILL BE FIT FOR USE FOR AT
LEAST 18 MONTHS.

Date of manufacture:
Batch No.:

Manufactured by Bayer AG, Germany
®Registered trade mark of Bayer AG, Germany

Code 10086400/02/95- Printed by TnS Print (011) 894-4348 RSA



TOPIC 2: THE PESTICIDE LABEL

SIDE PANEL 2

This is just an example, the information on the side panels can vary according to the manufacturer.

PRECAUTIONS

1. **HANDLE WITH CARE;** avoid splashing contact. Poisonous by swallowing, inhalation and contact with the skin.
2. **WEAR FULL PROTECTIVE WATERPROOF CLOTHING** i.e. rubber gloves, rubber boots, overalls and a respirator.
3. **DO NOT** eat, drink or smoke while applying this insecticide.
4. Remove protective clothing on completion of spraying and wash hands and face thoroughly with soap and water. Wash all protective clothing thoroughly before use.
5. Clean applicator before using with other remedies. Dispose of wash water where it will not contaminate crops, grazing, rivers and dams.
6. **DANGEROUS TO WILD ANIMALS, BIRDS, BEES, FISH AND OTHER ANIMALS.**
7. **DO NOT CONTAMINATE DRINKING POOLS, DAMS, RIVERS AND WATERWAYS.**
8. **DANGEROUS TO LIVESTOCK AND DOMESTIC PETS.**
9. **KEEP OUT OF REACH OF CHILDREN.**
10. **KEEP APART FROM FOOD AND FOODSTUFFS.**
11. Store in original container and **KEEP UNDER LOCK AND KEY.**
12. Destroy empty containers. **DO NOT** use for any other purpose.
13. **KEEP AWAY FROM HEAT AND NAKED FLAME.**

SYMPTOMS OF POISONING

These may include excessive sweating, headache, weakness, faintness and giddiness, nausea, stomach pains, vomiting, small pupils, blurred vision, muscle twitching.

FIRST AID

1. Remove patient from source of poisoning and quickly remove any contaminated clothing.
2. **CALL A DOCTOR** but continue with First Aid Treatment.
3. Wash contaminated body area thoroughly with soap and cold water. Do not rub skin.
4. If breathing is weak or has ceased give artificial respiration immediately.
5. If swallowed and patient is conscious induce vomiting by tickling the finger on the back of the patient's throat.
6. Keep patient as quiet as possible. Keep patient warm and comfortable.

SHOW ATTENDING DOCTOR THIS LABEL

NOTE TO PHYSICIAN

ANTIDOTE FOR POISONING

Atropine sulphate 2-4 mg adult, intravenously, repeated at 10 minute intervals until atropinisation (dry flushed skin and tachycardea) appears. In addition to Atropine, PAM.

Packed for Bayer Zimbabwe (Pvt) Ltd
P.O. Box AY78, Amby, Harare
By Bayer (Pty) Ltd
P.O. Box 143, Isando 1600. RSA



TOPIC 2: THE PESTICIDE LABEL

ADDITIONAL INFORMATION

Main Panel: Product identification

1. **Product or trade name:** This is the name the manufacturer gives the product to distinguish it from other manufacturers' products. Several products may contain the same active substance(s). A trade name of a pesticide is owned by a company and cannot be used by any other company (e.g. Score, Bravo). This is enforced by international regulations.
2. **Active substance(s) and composition:** the active substance(s) is (are) the chemical part of the pesticide formulation that controls the target pest(s). The chemical name is internationally recognized. The composition indicates the quantity (how much) of the active substance(s) is in the product. It is expressed per unit volume or weight (%).
3. **Net volume or weight:** This tells how much of the pesticide is in the container.
4. **Product registration number:** This is the official registration number of the pesticide, according to the local regulations/registration.
5. **Formulation type:** The pesticide must be suitably formulated to function properly or to be applied.
6. **Usage declaration:** this describes what the pesticide will control or be used for (crops and pests).
7. **Manufacturer's logo:** the manufacturer's emblem or logo appears on the front or on the side panel of the label.
8. **Expiration date, date of manufacture, and batch number:** these are important information to trace the production and use of the pesticide; expired pesticides must not be used.

Side (Ancillary) Panels: Safety information and use recommendations.

Warnings, precautions, or safety instructions: to inform the user what precautions to take when using the pesticide.

1. **Symptoms of poisoning:** This describes the symptoms when poisoning occurs and the first aid measures to take.
2. **First aid instructions:** these are immediate actions to be taken when a case of poisoning occurs.
3. **Notes to physicians:** These are instructions for physicians on what medical treatments to administer in case of poisoning.
4. **Directions for use:** these are recommendations on how to use the product, including a list of crops that the product can be applied to, application or dilution rates (such as grams/liter and liter/hectare), methods of application, and pre-harvest intervals, re-entry period...
5. **Compatibility:** This describes what the pesticide can and cannot be mixed with.
6. **Container storage:** This explains how to store containers.
7. **Warranty:** The warranty is a declaration from the manufacturer or distributor on the contents or activity of the contents of the pesticide container.
8. **Other notes:** These are any other notes from the manufacturer.

TOPIC 2: THE PESTICIDE LABEL

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none">☑ Flip sheet board with flip-sheets☑ Markers (1 black, 1 blue, 1 green, 1 red)☑ Colored cards for preparations☑ Masking tape
Time needed:	45 minutes
Preparation:	<ul style="list-style-type: none">☑ Flip-sheet with the title: The Pesticide Label.☑ 1 empty bottle of water☑ Real labels or copies of the visuals☑ Colored cards with label information:<ul style="list-style-type: none">• Product Name• Active substance• Concentration of active substance and inert material• Crops and pests for which pesticide is registered.• Dose rates• Toxicity and hazard statement• Expiry date and production date• Registration number• Name of manufacturer☑ Kraft paper poster with a large drawing of a label. Make sure that everything listed as basic information in the fact sheet is present on the label (see example poster at the end of these instructions).

SET-UP

Attention:	Show participants the empty bottle of water and ask them what it is. They will say “An empty bottle of water”. Ask them to tell you the brand name of the water. They will mention the brand. Ask how they know. They will answer that it is written on the bottle. Tell participants that the brand name is written on the label and tells what is inside the bottle. Every pesticide container also has a label that tells what is inside the container.
Title:	Tell participants the title while showing the flip-sheet with the title: The Pesticide Label .
Credibility:	None
Objectives:	To explain the information on the pesticide label.
Benefits:	All information found on the label can help you detect illegal pesticides.
Direction:	During this session, we will focus on the general information on the label.

DELIVERY

Explanation, **D**emonstration, **E**xercise, and **G**uidance:

1. Ask the participants to join you in the front. Paste the label poster on the wall so it is visible for everyone. Tell the participants that this is a **pesticide label** and that we can find a lot of information on the label.
2. Hand the colored cards with label information to the participants. If possible, give each participant one card. Otherwise let two persons look at one card. Ask them to think about the **purpose** of the information on the card each has received. Let participants think for a few minutes.
3. Discuss the answers. Call out one by one the information on the colored cards. The person who has that colored cards must come to the front, identify the piece of information on the label poster, stick the card next to the information on the poster and tell the other participants what the purpose of this information is. You will find all information in the fact sheet.
4. When coming to the **toxicological band** you do not have to discuss the pictograms. Just mention the four colors and its meaning:
 - a. Red: Extremely and highly hazardous
 - b. Yellow: Moderately hazardous
 - c. Blue: Slightly hazardous
 - d. Green: Unlikely to present hazard in normal use
5. When all cards are discussed, ask everyone to go back to their seats.
6. Let participants form pairs. Give each pair a copy of a real **pesticide label** or visual 1. Tell the participant that all information indicated on the label poster, is also printed on the label that were given to them. Call out the information on the poster one by one and let the participants find the information on their label. Walk around to see if all pairs have identified the information. Repeat until all information is identified.
7. If you did not use the visuals in your exercise, show them to participants and tell them that every label is **different**.

FINISH

Summary:	Give a summary using the table on the flip-sheet(s).
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask for some information that can be found on the label.
Next step:	Tell participants that we are going to leave the poster on the wall, because in other sessions, we are going to see how we can use the label to identify illegal pesticides, and what information we can find on the shipping documents.

Distribute the **fact sheet** to all participants.

VISUAL 1

KEEP LOCKED UP AND OUT OF REACH OF CHILDREN

SAFETY PRECAUTIONS

- Keep locked up and out of reach of children
- Keep only in the original container in a cool, well-ventilated place
- Keep away from food, drink and animal feeding stuffs
- When using do not eat, drink or smoke
- Do not breathe vapour
- Use only in well-ventilated areas
- This material and its container must be disposed of as hazardous waste
- If swallowed, do not induce vomiting; seek medical advice immediately and show this container or label.

FIRST AID:

In general: Remove the affected person from the danger zone to a well-ventilated room or to fresh air, and protect from shivering. Do not administer anything by oral route and do not induce vomiting; call a treatment center for poisoning cases or a doctor. Take the label where possible.

After Inhalation: Immediately remove to fresh air. Call a doctor immediately.

After eye contact: Rinse immediately and thoroughly with plenty of water for at least 10-15 minutes. Eyes should be held away from the eyelids to ensure thorough rinsing. Seek medical advice if pain or redness persists.

After skin contact: Remove contaminated clothing and thoroughly wash the affected parts of the body with soap and water.

After ingestion: Call a doctor immediately and show the label. Do not induce vomiting.

ADVICE TO PHYSICIANS
No antidote. Treat symptomatically.

TOXICOLOGICAL CLASSIFICATION (WHO)
Class II: Moderately hazardous

CYPERCAL™ 50 EC

Cypermethrin 50 g/l
EC: Emulsifiable Concentrate

Non systemic insecticide



MANUFACTURED BY:
 **Aryze Life Sciences**
Route d'Acta - BP 99
64110 Nogagnon
FRANCE

DISTRIBUTED BY:
 **Gulf Oil Marketing Company Limited**
P.O. Box 11, 503 Terna
DUBAI
Tel: (33) 210 450

Date of manufacture and batch n° : see on the bottle
Date of expiry : 2 years after date of manufacture
Registration N° : PRE0706801260

Net content : 1 L

READ LABEL CAREFULLY BEFORE USING THIS PRODUCT

DIRECTIONS FOR USE
CYPERCAL™ 50 EC is a non systemic insecticide with contact and stomach action. It belongs to the pyrethroid chemical family. CYPERCAL™ 50 EC is efficient on several vegetables (pepper, tomato, garden eggs, etc).
CYPERCAL™ 50 EC is efficient against the phytophagous caterpillars, aphids, thrips, etc...

METHOD AND RATE OF APPLICATION
CYPERCAL™ 50 EC is applied on foliar application with a knapsack sprayer. The rate of application depends of the level of infestation. The recommended dosage is between 0,6 and 1 l of CYPERCAL™ 50 EC / ha, means 30 to 40 ml for 15 l of water.

STORAGE AND DISPOSAL
CYPERCAL™ 50 EC is guaranteed a shelf life of 2 years on condition that it is stored in its original container in a dry, well ventilated area. Do not store above 30°C.
Eliminate the product and its packaging with care and in responsible way. Do not throw near ponds, rivers, ditches or into sewers. Rinse empty containers with water and use this water for treatment. Thrift or previously pressure rinse containers before disposal. Add the water used to rinse container to the spray tank. Do not dispose of undiluted chemicals on-site. If not recycling break, crush on puncture and bury empty containers in local authority landfill. If no landfill is available, prefer the disposal by high temperature incineration. For more information, please call your distributor or call the World Bank : 1-202-455-2541.

The manufacturer accepts the liability of this product if applied to the use of a fungicide or insecticide. The product is not intended for use as a fungicide or insecticide. The manufacturer declines all liability for damage resulting from the use of this product.



HARMFUL

VISUAL 2



Ridomil Gold[®]
Plus 66 WP

50 g

CAUTION



PEST-AWAY EC

EMULSIFIABLE CONCENTRATE
FOR THE CONTROL OF INSECTS
ON VEGETABLES & FRUIT

Pyrethroid 120g/l liter

Manufactured by:
AKUNA HATATA CHEMICALS
23 Highlands Avenue
NAIROBI

Batch: 2345/2009
Date of manufacture: 10/2007
EXPIRY DATE: 10/2010

5 Lt

Side Panel

Main Panel

TOPIC 3:

**COUNTERFEIT AND OTHER
ILLEGAL PESTICIDES**

FACT SHEET



TOPIC 3: COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Pesticides that are manufactured in a sound, legal way, are called **genuine and legal**. Genuine and legal products are branded products. They are sold with a registered trademark. They can be patent protected, but also off-patent so they are called generics. Patent protected products and generic products must be approved by the local authorities for import or manufacture, then for sale and uses. They are thus **legal**.

Illegal: a pesticide is **illegal** if it is **not approved** in the country where it is sold. It is possible that the product is approved in a neighboring country, but not in the country where it is sold. The product could be in the process of registration, or the **expiration date** has passed. It is illegal.

Counterfeit and other Illegal pesticides: a counterfeit pesticide is a **reproduction (sophisticated copy)** of the original (genuine, legal) pesticide thus is not approved by the local authorities. Very often.

- The content (active substance) is different from what the product claims to contain.
- The ingredients are of poor quality.
- The label looks like that of or is different from the original label.
- The packaging is altered. It is possible that the original product was repackaged.
- They are often much **cheaper**.

Genuine and legal products versus counterfeit and illegal pesticides

	Genuine/Legal	Counterfeit/Illegal
Research & Development work	Performed	Not performed
Label	Credible	Not credible
Toxicity	Known	Unknown
Active substance(s) & Composition	Known	Unknown
Approved by local authorities	Yes	No
Stewardship (Customer Services)	Effective	None

Why are illegal pesticides produced and imported?

- Manufacturers of genuine pesticides spend millions of dollars for the development, testing/trials, quality control, and registration of a pesticide before it enters the market. Manufacturers of counterfeit and illegal products do not have these expenses and can make **larger profits**.
- **No or weak Law enforcement:** Although there are laws and regulations in the country prohibiting counterfeit and illegal products, they are often not properly enforced, and no prosecution and administration of deterrent penal measures and sanctions are considered against offenders.
- Customers, including farmers, keep buying counterfeit and illegal products for several reasons. If there is a **market (demand)**, there will be **offer (production/supply)** for counterfeit pesticides.



TOPIC 3:

COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Why do wholesalers and dealers sell counterfeit and illegal products?

- **Ignorance of the wholesaler or dealer:** Some wholesalers or dealers are not aware that some pesticides are counterfeit or illegal, and they do not know the consequences of selling such pesticides.
- **Ignorance of the farmers and other users:** Most farmers do not have enough product knowledge to see the difference between a genuine and a counterfeit pesticide. Dealers will take advantage of this ignorance by selling counterfeit and illegal products to the farmers.
- **Short-term higher profit:** In general, counterfeit and illegal pesticides are of low costs, generating higher profit. Dealers will only see the higher profit that they can make in the short term; they ignore that they will lose customers and incomes in the long term.
- **Stock management:** Wholesalers and dealers sell their expired stock so that they do not have to destroy it or accumulate obsolete stocks.
- **Low Price:** Some farmers knowingly purchase counterfeit or illegal pesticides because of the lower price.
- **Copying behavior:** Some dealers will sell counterfeit and illegal products using the excuse, "But my neighbor is also selling fake pesticides."

Why do farmers and other end-users buy counterfeit and illegal products?

- **Ignorance:** Most farmers and other users do not know the difference between genuine and counterfeit pesticides.
- **Low price:** Most counterfeit and illegal products are cheaper, and most customers are prepared to receive a bargain even though they know the product cannot be genuine.

TOPIC 3: COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

ADDITIONAL INFORMATION

The nature and extent of counterfeit and trade of illegal pesticides vary per market and can originate from many different sources and many different forms. The three main are illegal activities are:

- **Fakes:** containing anything, from water or talc, to diluted and outdated or obsolete stocks, including banned products. These products are often sold in simple packs (white bottles) with minimal information on their use and no health and environmental precautions.
- **Counterfeits:** sophisticated copies of legitimate branded products usually with high quality labelling and packaging. Most counterfeits will contain a copy of the original active substance(s); however, its biological efficacy is often diminished owing to high levels of impurities and processing by-products. Such products, often difficult even for experts to distinguish between legitimate and counterfeit ones, are sold to farmers and only show adverse side effects such as crop damage after application.
- **Other Illegal pesticides** are parallel traded products substituted with illegal generic copies, banned, expired, not registered... repackaged and sold as legitimate pesticides. The repackaging of plant protection products is still not recommended by the plant protection industry as repackaging compromises the integrity of the products, allows for contamination and the use of unacceptable packaging leading to security and safety concerns.

The fight against counterfeit pesticides is difficult for the following reasons.

Authorities (and politicians) don't recognize the problem.

Many administrative authorities fear to recognize the existence and extent of the problem. Consequently, not attention and resources are devoted to counter the issue. Many politicians do not want to admit that there is a problem as this badly reflects on their country or region's image and ability to fight such illegal activity.

Weak enforcement policies

National and regional governments are responsible for fighting counterfeits. There are four problems here.

1. **Focus on high-profile sectors.** National anti-counterfeit activities tend to focus on high profile sectors where VAT losses are largest (luxury goods, CDs, clothing, software, pharmaceuticals). Less high-profile sectors do not get the needed attention thus resources required, pesticides not being a political priority despite the health and environmental threats they represent.
2. **Many departments, little responsibility.** It is unusual to see that different ministerial departments and agencies are involved in the fight. This leads to a fracturing of responsibilities and lack of coordination.
3. **National versus Regional policies.** In some countries, responsibility for enforcement is divided between regional and national authorities. Political divisions and sensitivities have led to weak enforcement coordination and action.
4. **Complex problem – solutions multi-faceted.** The nature of the pesticide counterfeiting problem is complex and wide-ranging. At national levels, this requires multi-disciplinary teams with skills in policing and prosecution, chemicals, agriculture, customs, environment, etc. These skills may be available, but more often are not working together.

Inadequate judicial frameworks and penalties

Some countries do not have adequate legislation to properly prosecute counterfeiting. For example, in some countries, it is illegal to buy or sell counterfeits, but not to possess them. Other countries have inadequate penalties. In one known case, a convicted counterfeiter found in possession of hundreds of tons of illegal pesticides was only given a very small fine.

Challenges of quantifying the problem

It is difficult to present detailed data of the extent and growth of the problem because of its illegal nature. This is the same problem encountered by all sectors who face counterfeiting.

Increasingly easy to operate across borders.

The single markets have decreased internal border controls making it easier to move illegal pesticides around. This is of particular concern when considering parallel trade abuse, with counterfeiters and fakes substituting legitimate pesticides. The growing sophistication of cross border criminal activity makes cross border enforcement activity even more critical.

TOPIC 3: COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

ADDITIONAL INFORMATION

Challenges in the food and supply chain

There are several challenges to fighting counterfeit pesticides in the food and supply chain. Food manufacturers and producers are consumer-oriented companies and they do not want to speak publicly about this problem. Many food companies do recognize the challenges but prefer to resolve these quietly and directly with their suppliers. The disadvantage of this is that it does not bring the problem into the “open” and consequently thousands of food producers are not benefiting from shared knowledge of the problem and how to deal with it. Farmers are under increasing pressure to provide quality produce for better prices. For some farmers, this has led to the use of illegal pesticides because of the low prices. In some countries, because of dysfunctional approval processes, few appropriate pesticides are available. This has led some farmers to use illegal products.

TOPIC 3: COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none"> ☑ Flip sheet board with flip-sheets ☑ Markers (1 black, 1 blue, 1 green, 1 red) ☑ Colored cards ☑ Kraft paper
Time needed:	45 minutes
Preparation:	<ul style="list-style-type: none"> ☑ Flip-sheet with the heading: Counterfeit and Illegal Pesticides. ☑ 3 sets of colored cards with the words: <ul style="list-style-type: none"> • Performed • Not performed • Credible • Not credible • Known • Unknown • Yes • No • Known • Unknown • Effective • None

Genuine and legal products versus counterfeit and illegal pesticides

	Genuine/Legal	Counterfeit/Illegal
Research & Development work	Performed	Not performed
Label	Credible	Not credible
Toxicity	Known	Unknown
Active substance(s) & Composition	Known	Unknown
Approved by local authorities	Yes	No
Stewardship (Customer Services)	Effective	None

SET-UP

Attention:	Tell participants that you bought a bargain of a lifetime. Last week you bought a Rolex watch for 10 USD from a vendor. Ask the participants what they think about your bargain. They will tell you that you bought a fake. Disagree and tell them that it is the real thing. They will disagree. Ask them why. Let them convince you that you did not buy a real Rolex. Tell the participants that counterfeit and illegal products appear in every sector, including the agricultural sector. In almost every market we will find counterfeit and illegal products.
Title:	Tell participants the title while showing the flip-sheet with the title: Counterfeit and other Illegal Pesticides.
Credibility:	Already established.
Objectives:	To explain what counterfeit and illegal pesticides are, and the differences between genuine pesticides and counterfeit and illegal pesticides.
Benefits:	If you know what counterfeit and illegal pesticides are, we can make later today the step on how to recognize them.
Direction:	During this session, we will focus on the definition of counterfeit and illegal pesticides. We will not discuss the consequences.

DELIVERY

Explanation, Demonstration, Exercise, and Guidance:

1. Tell participants that pesticides that are manufactured in a sound, legal way are called genuine and legal. Genuine and legal products are normally branded products. They are sold with a registered trademark. They can be patent or copy right protected but also off-patent. Off-patent are called generics. Those patent-protected and generic pesticides must be approved for import, sales and uses by the local authorities. Add that it is the same for medicines.
2. Tell participants that in the title we talk about **Counterfeit and other illegal Pesticides**. Ask if anyone can mention another word to describe counterfeit and illegal pesticides. They will probably mention fake and adulterated. Tell them that in this training, we will use the words “counterfeit” and “illegal.”
3. Tell participants that it is prohibited by laws to sell or buy counterfeit and illegal pesticides. Add that there is a **difference** between counterfeit and illegal pesticides.
4. Ask if someone can explain what **counterfeit** pesticides are. A product is counterfeit if it is **not genuine or generic** (original). Ask if someone can give an example of how this can be shown. Take several answers and make sure that the following is mentioned:
 - It is an identical reproduction of the original product but is not approved for production by the local authorities. In this case the product is of lesser quality.
 - The content (active ingredient) is different from what the product claims to contain.
 - The ingredients are poor quality.
 - The label is different from or may be like that of the original pesticide.
 - The packaging is different. It is possible that the original product was repackaged.
 - The price is often **cheaper**.
5. Ask if someone can explain what an **illegal** pesticide is. A product is illegal when it is **not registered** in the country where it is sold. It is possible that the pesticide is of good quality and is sold in neighboring countries, but that it is not approved in the country where it is sold or that it is in the process of registration. The expiration date has passed. Even though the product is genuine or generic, it cannot be sold anymore. Add that counterfeit products are always illegal.
6. Divide participants into three groups. Give each group an empty table, and a stack of prepared colored cards with all specifics of genuine, and counterfeit and illegal products. Tell participants that they have to place the cards in the **table** on the correct spot. There is only one card per cell. Give enough time to paste all cards in the table.

7. Let every group paste the completed table on the wall and discuss cell per cell. See if the groups agree and if there is disagreement discuss where the card should be. The final result is:

	Genuine/Legal	Counterfeit/Illegal
Research & Development work	Performed	Not performed
Label	Credible	Not credible
Toxicity	Known	Unknown
Active substance(s) & Composition	Known	Unknown
Approved by local authorities	Yes	No
Stewardship (Customer Services)	Effective	None

8. Tell participants that the manufacturing or dealing in counterfeit or illegal products is prohibited and is an offence. Ask **why** they think companies are producing counterfeit pesticides and importing them illegally. Guide their answer:
- Manufacturers of genuine products spend millions of dollars on the development, testing/trials, quality control, and registration of a product before it enters the marketplace. Manufacturers of counterfeit and illegal products do not have these expenses and can make **larger profits**.
 - Although in most African countries regulations exist, they are not always well **enforced** because of lack of human resources, technical knowledge or financial resources.
 - Customers, including farmers, keep buying counterfeit and illegal products for several reasons. If there is a **market**, counterfeit pesticides will be produced.
9. Ask them what could be reasons that wholesalers and dealers are selling counterfeit and illegal pesticides. Guide the answer to:
- Ignorance of the wholesaler or dealer: Some wholesalers or dealers are not aware that some products are counterfeit or illegal, and they do not know the consequences of selling these products.
 - Ignorance of the farmer: Most farmers do not have enough product knowledge to see the difference between a genuine and a counterfeit product. Dealers will take advantage of this ignorance by selling counterfeit and illegal products to these farmers.
 - Short-term higher profit: In general, counterfeit and illegal pesticides are cheaper, making the profit higher. Dealers will only see the higher profit that they can make in the short term; they forget that they will lose customers and incomes in the long term.
 - Expired stock: wholesalers and dealers sell their expired stock so that they do not have to destroy it.
 - Demand: Sometimes farmers want a certain product that is counterfeit or illegal. To satisfy customers, dealers will sell them that pesticide even though they know it is counterfeit or illegal.
 - Copying behavior: Some dealers will sell counterfeit and illegal products using the excuse, "But my neighbor is also selling fake products."
 - Lack of repercussions: although there may be laws or regulations in the country prohibiting counterfeit and illegal products, they are often not implemented, and many times there will be no consequences for someone who sells or buys counterfeit or illegal products.
10. Finally ask why customers are buying counterfeit and illegal pesticides. Guide the answers to:
- Ignorance: Most customers do not know the difference between genuine and counterfeit products.
 - Lower price: Most counterfeit and illegal products are cheaper, and most customers are prepared to receive a bargain even though they know the product cannot be genuine.

Note: Do not take too much time to discuss point 8 to 10 (5-10 minutes max). Just give participants an idea why the production and importation of counterfeit and illegal pesticides.

FINISH

Summary:	Give the definition of a counterfeit and an illegal pesticide. Mention the difference between a genuine pesticide and a counterfeit and illegal pesticide.
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask what a counterfeit pesticide is. Ask what an illegal pesticide is. Ask for some differences between genuine pesticides and counterfeit and illegal pesticides.
Next step:	In this session, we learned about counterfeit and illegal pesticides. In the next sessions, we will discuss the threats of illegal pesticides.

Distribute the **fact sheet** to all participants.

TOPIC 4:

**THE THREATS OF COUNTERFEIT
AND OTHER ILLEGAL
PESTICIDES**



TOPIC 4: THE THREATS OF COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Counterfeit and the other illegal pesticides on the market pose several risks which compromise agricultural production and productivity. Counterfeit and other illegal pesticides affect:

1. Human Health (users and the farming communities, consumers of agricultural produces...) and the Environment.
2. The national economy
3. The credibility of the country
4. The pesticide industry
5. Custom officers

1. Consequences for the country

- **Health risks:** counterfeit and illegal pesticides generally have the wrong instructions or no instructions at all on how to handle the product. This can result in poisoning. Counterfeit pesticides would leave high levels of residues in/on crops, thus posing risks for consumers.
- **Environment concerns:** counterfeit pesticides can damage the flora, the fauna, and water bodies, which would not be harmed by genuine pesticides.
- **Tax loss:** illegal imports escape proper taxation and the governments miss revenues.
- Because of the negative image, sales will drop and that will cause that larger genuine companies will **withdraw** from the market.
- When R-D companies withdraw from the market, **no investment and innovation** will be brought into in the continent and no investments will be made.
- If counterfeit and illegal pesticides are confiscated, they need to be **safeguarded** in a secured place **and disposed of** when necessary. This will cost money.

2. Consequences for customers

- Customers (farmers) are not always aware that they are buying counterfeit or illegal pesticides. Even then, the consequences can be very severe:
- **Arrest and prosecution:** dealing (selling and buying) counterfeit and illegal pesticides is prohibited by laws. Even if customers claim they were not aware of what they were buying, they may still be prosecuted and be fined.
- **Loss of money:** counterfeit or illegal pesticides will not control the pests leading to repeated applications and overuses thus loss of money.

3. Consequences for the pesticide industry

There are companies that manufacture counterfeit and illegal pesticides. Unfortunately, these unscrupulous practices have negative consequences for genuine and honest manufacturers:

- Counterfeit and illegal pesticides are source for unfair competition.
- Counterfeit and illegal pesticides cause damage to the image of the industry. Farmers and other clients do not see that only criminals are involved in illegal practices and will blame the whole industry when counterfeit or illegal pesticides find their way to the market.
- **Counterfeit** products usually give bad or inferior results and can even destroy crops. Customers who buy the counterfeit product will not be satisfied and will **lose their confidence** in pesticides.

4. Consequences for Customs officers

- **Customs officers** who let illegal or counterfeit products through can be severely sanctioned.
- If a lot of counterfeit and illegal pesticides enter the country, the public will **lose confidence** in the Customs system.

TOPIC 4: THE THREATS OF COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

ADDITIONAL INFORMATION

Risks to Human Health. Unlike legal, registered products, which undergo rigorous government testing, illegal products are not tested and could contain unknown compounds highly harmful for human health. Residues of unknown and untested substances could be carried into harvested food and compromise consumer health, whilst posing health threats to farmers through exposure during handling and application.

Risks to the Environment. Active substances and other ingredients used in illegal pesticides are untested for environmental safety and can contain highly toxic impurities. Their use affects ground and surface water, non-target organisms, the flora and fauna, and leave toxic compounds in the soil that could be detrimental to subsequent crops.

Impacts on farmers' incomes and livelihoods. Illegal pesticides can destroy the entire crops or at least decrease the yield. A farmer who uses illegal pesticides will have produces rejected by food companies. The farmer may pay for disposal and have insurance claims rejected. All of these threaten farmers' incomes and livelihoods.

Economic damage to governments. Counterfeits defraud governments and their taxpayers through lost taxes and over incomes, impede investment, lead to job losses, and company relocation. Besides, the country loses international market shares therefore foreign incomes, as well as loss of confidence in the government's ability to effectively regulate the sector.

Economic and reputation damage to the food value chain. threats to the health and wellbeing of consumers who buy contaminated fruits and vegetables and other produces will negatively impact the supply chain.

Economic and reputation damage to the plant protection industry. The negative effect of counterfeiting includes loss of sales, impendance to innovation, loss of confidence to the industry.

TOPIC 4: THE THREATS OF COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none">☑ Flip sheet board with flip-sheets☑ Markers (1 black or blue marker for each participant, 1 green or red marker)
Time needed:	30 minutes
Preparation:	<ul style="list-style-type: none">☑ Flip-sheet with the heading: The Threats of Counterfeit and other Illegal Pesticides Flip-sheets with the headings:<ul style="list-style-type: none">• Consequences for the country• Consequences for consumers• Consequences for customers• Consequences for the pesticide industry• Consequences for custom officers☑ Paste the flip-sheets on different walls with enough space between them (possibly use all four walls).

SET-UP

Attention:	Tell participants that we have just learned about counterfeit and illegal pesticides. Ask if someone can repeat the definition of a counterfeit pesticide. A pesticide is counterfeit if it is not genuine (original). Ask if someone can explain what an illegal pesticide is. A pesticide is illegal if it is not registered in the country where it is sold.
Title:	Tell participants the title while showing the flip-sheet with the title: The Threats of Counterfeit and other Illegal Pesticides.
Credibility:	Already established.
Objectives:	To explain the consequences of counterfeit and illegal pesticides for the country, consumers, customers, the pesticide industry, and Custom officers.
Benefits:	Understanding the risks and impacts and motivate everyone to participate in the fight against the illicit trade of pesticides.
Direction:	During this session, we will not discuss how to recognize pesticides. That will come later today.

DELIVERY

Explanation, **D**emonstration, **E**xercise, and **G**uidance:

1. Tell participants that counterfeit and illegal pesticides have serious **consequences** on health, the environment, the national economy, customers, crops, and the pesticide industry. Tell participants that we are going to **brainstorm** on the consequences for each of the category you have mentioned.
2. Give every participant a black or blue marker. Tell them that you have pasted five flip-sheets on the walls with on each flip-sheet a different category. Point out all flip-sheets and read the category written on each flip-sheet. Tell participants that they can **write ideas** on every flip-sheet. There is no fixed order and do not have to write ideas on all flip-sheets. They can write as many ideas as possible.
3. Let participants write ideas. **Guide** them so participants will be divided over all flip-sheet and that ideas are written for every category. Let them write for 5-10 minutes. Do not worry if not many ideas will be written for a certain category. When you discuss the results, you can add ideas with green or red.
4. Discuss the results. You do not have to go too much into detail. Just make sure that everyone understands that counterfeit and illegal pesticides can have serious consequences.
5. Start with the **risks on health**. Ask all participants to stand in a half circle around the flip-sheet. Read what has been written and ask if everyone agrees. Discuss the ideas and add ideas if necessary. Make sure to mention the following points:
 - Counterfeit and illegal pesticides generally have the wrong instructions or no instructions at all on how to handle the product. This can result in poisoning.
 - If farmers apply counterfeit products on their crops, residues of very dangerous or unknown materials can stay on/in the crops.

Continue with the impacts on the **environment**. Counterfeit products can damage flora, fauna, and water, which would not be the case with genuine products.

Continue with the consequences on the national economy. Make sure to mention the following points:

- **No taxes** are paid on illegal imports because of false declarations and the government will miss out on taxes.
- Because of the negative image, sales will drop and that will cause that larger genuine companies will **withdraw** from the African market.
- When larger, genuine companies withdraw from the African market, no **innovation** will be brought into in the continent and no investments will be
- If counterfeit and illegal pesticides are confiscated, they need to be **safeguarded and stored** in a secured place. This will cost money to do this.

6. Continue with the **impacts on the national economic and social development of the country for consumers** and discuss in the same way.
7. Continue with the **consequences for customers** and discuss in the same way. Make sure to mention the following points:
 - **Arrest and prosecution:** Buying counterfeit and illegal products is prohibited by law, just as selling. Even if customers claim they were not aware of what they were buying, they may still have to pay a high fine or even spend time in jail.
 - **Loss of money:** Applying counterfeit or illegal products does not always affect crops, because the active ingredients are not in the product. The customer must buy another product and apply it again, which means spending money again. It is also possible that the product harms the crop, causing the customer to lose all his/her crops.
8. **Consequences for the industry**
 - Counterfeit and illegal products cause unfair competition to genuine products.
 - Counterfeit and illegal pesticides can damage the image of the industry. Farmers and other clients do not see it is only a few companies that are involved in illegal practices and will blame the whole industry when counterfeit or illegal pesticides find their way to the market.
 - Counterfeit products usually give bad or inferior results and can even destroy crops. Customers who buy the counterfeit product will not be satisfied and will lose their confidence in pesticides.
9. **Consequences for Customs officers/gents:**
 - **Sanctions** for a Customs agent who lets illegal or counterfeit products through.
 - If counterfeit and illegal pesticides enter the country, the public will **lose confidence** in the custom system.

FINISH

Summary:	Give a summary by repeating the consequences for all categories.
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask them for the consequences of all categories.
Next step:	In this session, we discuss the risks associated with counterfeit and other illegal pesticides. Everyone and every sector of our lives is impacted by this “criminal activity”, and the Customs Services are at the forefront to combat this criminal activity. In the next session we are going to discuss how we can detect counterfeit and illegal products using the shipping document.

Distribute the **fact sheet** to all participants.



TOPIC 5:
**THE ILLICIT TRADE OF
PESTICIDES**



TOPIC 5: THE ILLICIT TRADE OF PESTICIDES

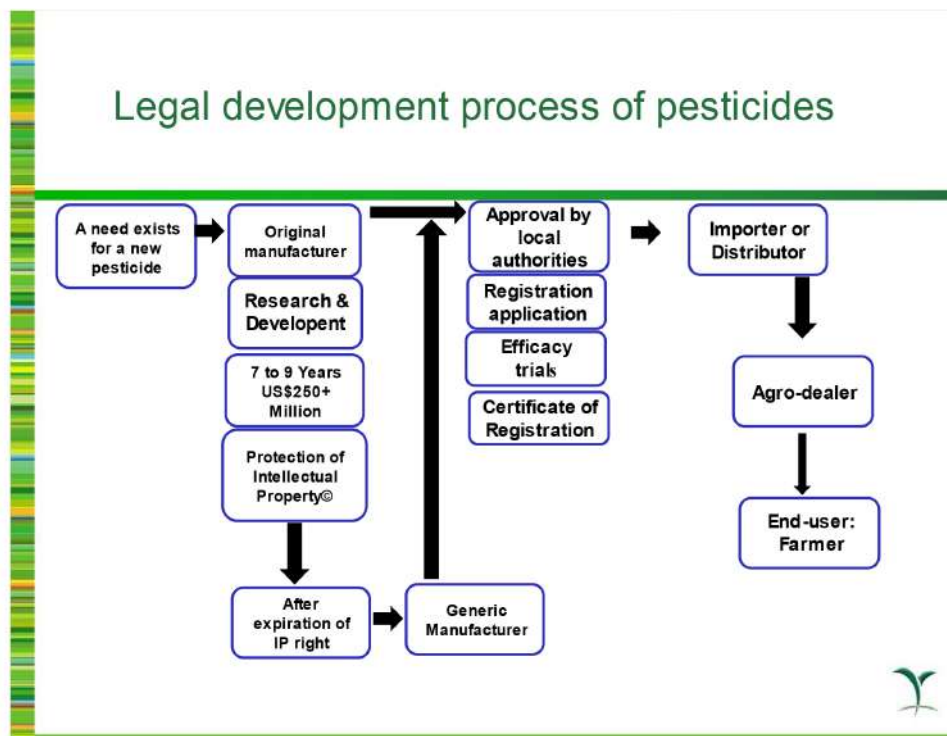
THE PESTICIDE MARKET

Bringing a **new product** (a new active substance) to the market costs approximately 300 million US dollars and takes approximately 12 years from the time of discovery. Only few companies in the world have the resources to do the needed research to develop new pesticides.

Pesticides, like pharmaceuticals, are highly regulated in most African countries as at global level. Before anyone can sell a pesticide, they must seek approval from the national competent authority, and conduct a detailed risk assessment to protect human health and the environment. The risk assessment and approval must be done in every country where the product will be sold and can take 2 to 3 years. The reason is to ensure the proper health and environment protection and the efficacy of the product. This includes the health of users and of the overall farming community and of the consumers of the agricultural produces, the preservation of non-target organisms and protection of the biodiversity, protection of water bodies and the soil.

Trade in Pesticides

Most pesticides that enter the market in Africa are manufactured in Europe and Asia. Few pesticides are formulated locally following importation of the raw materials from Europe, Asia or America. Pesticides can only be imported if they are tested then approved in the country where they will be sold. The pesticides arrive in containers in a harbor and are transported by distributors to other destinations inland or to land-locked countries. Retailers or input dealers buy the pesticides from the distributors and sell them to farmers or other end-users.





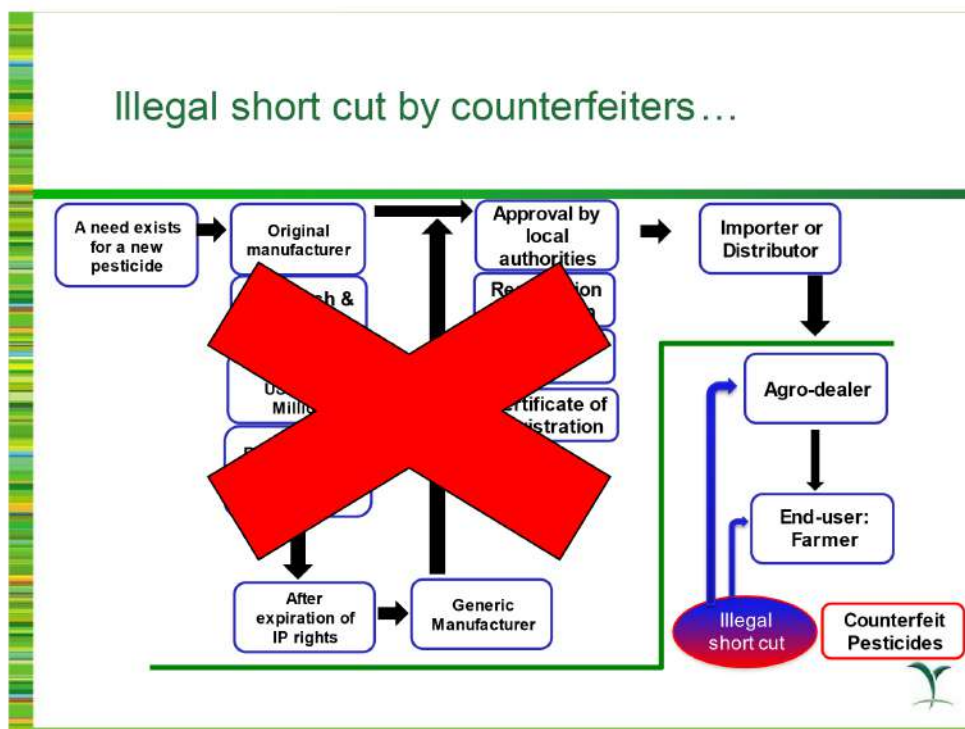
TOPIC 5: THE ILLICIT TRADE OF PESTICIDES

Counterfeit and other Illegal Pesticides

Developing pesticides and getting approval from national authorities to sell the products in a country is expensive and takes a long time. To make high profits some criminal organizations skip the research and development and registration process and produce counterfeit or fake pesticides, then export them illegally.

The illegal production and trade can be done in several ways:

1. A company abroad produces counterfeit pesticides and sells to the importer.
2. A company in the country produces counterfeit pesticides and sells directly to the wholesaler or retailer.
3. An importer does not follow the registration process and imports illegally.



TOPIC 5: THE ILLICIT TRADE IN PESTICIDES

ADDITIONAL INFORMATION

Not only Africa is dealing with counterfeit and other illegal pesticides. Also, in Europe many fake pesticides are crossing the borders. According to the latest international reports on counterfeiting by the Organization for European Economic Co-operation (OECD) and the European Commission, international trade of counterfeit products amounted to around US\$200 billion in 2005. This huge amount is larger than the GDPs of 150 economies. Recent estimates indicate 11-14% of the market is made of counterfeiting and illegal pesticides, leading to the frequent Silver Axe Operations.

Counterfeiting happens in all economies and with an increasing number and type of products. Customs authorities report about 70% of seizures of imported counterfeit and pirated products come from Asia.

In terms of pesticide manufacturing, China is the big growth area with over 2000 companies formulating pesticides and over 400 involved in producing active substances. Active substances are readily supplied and exported with no control to countries around the world where they are formulated and labelled for onward distribution. Likewise sophisticated copies of patented products are manufactured and shipped with false documentation to countries around the world.

TOPIC 5: THE ILLICIT TRADE OF PESTICIDES

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none">☑ Flip-sheet board with flip-sheets☑ Markers (1 black, 1 blue, 1 green, 1 red)☑ Colored cards☑ Masking tape☑ Kraft paper or another large sheet of paper☑ Video from Dubai (attached as VOB file 03)
Time needed:	30 minutes
Preparation:	<ul style="list-style-type: none">☑ Flip-sheet with the title: The illegal trade in pesticides☑ Colored cards with the following text:<ul style="list-style-type: none">• Manufacturers• Importers• Wholesalers• Retailers / dealers• 3 cards with a flash☑ Paste the Kraft paper on the wall so everyone can see it☑ If possible, get an insight in the local laws and regulations that exist in the country concerning import and export of pesticides. The local CropLife association might be able to assist you with this.

SET-UP

Attention:	Show participants the video from Dubai (4 minutes). If you do not have any means to play the video, just start the session.
Title:	Tell participants the title while showing the flip-sheet with the title: The Illicit Trade in Pesticides.
Credibility:	Already established. 56
Objectives:	To explain how pesticides are going from manufacturer to the customer.
Benefits:	If you know how pesticides are transported, you can see where customs can play a role in identifying counterfeit and illegal pesticides.
Direction:	We are going to use a simplified version of how pesticides are exported to our countries.

DELIVERY

Explanation, Demonstration, Exercise, and Guidance:

1. Tell participants that in the video we saw an example of illegal trade in medicines. However, it could have been an example of illegal pesticides.
2. Tell participants that the cost to bring a new pesticide (including a new active substance) to the market is approximately 300 million US dollars and takes 11-12 years from the discovery to the approval by the authorities. Only few companies in the world have the resources to do research and to develop new pesticides. There are no reliable figures on counterfeits, but the estimations are approximately 20%. Adding other illegal pesticides some markets reach 50-70%.
3. Add that pesticides, like pharmaceuticals, are regulated in most countries in Africa. Before anyone can sell a pesticide, they must seek approval from the national competent authority, and conduct a detailed risk assessment to protect human health and the environment. The approval and risk assessment must be done in every country where the product will be sold and can take from 1-3 years. The reason why the regulations are so strict is to set and maintain the highest levels of human health and environmental protection.
4. Tell participants that we are going to look together how pesticides enter our countries. Ask where pesticides are coming from. Guide the answer and make sure to mention that pesticides are produced by manufacturers in Europe, America and Asia. Paste the colored card with manufacturer on the Kraft paper.
5. Paste a flash next to the card on the right-hand side and ask how these products arrive in our countries. Guide the answer towards “importers” and paste the card with importer on the wall next to the flash.
6. Paste a flash next to the card with importer on the right-hand side and ask how these products are distributed further into the country. Make sure “wholesalers” and “retailers/dealers” are mentioned and add their colored cards. Now you have a value chain on the wall as depicted in the fact sheet. Try to link the example with the situation in the country.
7. Now ask participants where they think illegal trade comes in. Guide their answers and make sure to mention that the illegal production and trade can be done in several ways:
 - A company abroad produces counterfeit pesticides and sells to the importer.
 - A company in the country produces counterfeit pesticides and sells directly to the wholesaler or retailer.
 - An importer does not follow the registration process and imports illegally.You can add comments (as in the fact sheet) on the Kraft paper.
8. Ask where Customs officers can play a role to detect counterfeit and illegal pesticides. That will be when it comes into the country or exits the country.
9. Ask the participants what laws or regulations exist in their country that regulates the entering and exit of pesticides. When discussing this, focus on:
 - Official list of approved products and formulations.
 - Official list of products and formulations that are not allowed to enter or exit the country.
 - Responsible agency.

FINISH

Summary:	Give a summary using the value chain depicted by the colored cards.
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask at what point custom officers can play a role in detecting counterfeit and illegal pesticides.
Next step:	Now we know how pesticides enter our countries, we will look at the consequences of counterfeit and illegal pesticides.

Distribute the **fact sheet** to all participants.

TOPIC 6:

**TRACKING COUNTERFEIT AND
OTHER ILLEGAL PESTICIDES**



TOPIC 6: TRACKING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Shipping documents are required for customs clearing and take delivery of goods at the ports of entry. These documents comprise mainly:

- Customs declaration
- Invoices
- Airway-bills or ocean bills of lading
 - Master bill of lading (held by liner)
 - House bill of lading (issued by the forwarding agent)
- Licenses
- Shipper's letter of instruction
- Dock receipt
- Insurance certificate

When **checking documents**, you need to beware of the following:

1. **Description of the goods:** a clear description indicates if high-risk goods are involved. Goods described as **blank** or in **vague terms** such as *unfinished, emulsifier, samples, parts, household goods or consolidation* are likely counterfeit and pirated goods.
2. **Country of origin:** is the country of origin known as source of counterfeit or pirated goods? The World Customs Organization statistics currently indicates the countries of manufacture or production posing the greatest risk for counterfeiting and piracy are in Asia (specifically China, Hong Kong, Singapore, Thailand, Taipei, Malaysia and Pakistan) and Eastern Europe (specifically the Czech Republic, Turkey and Poland).
3. **Country of destination:** Does the country of destination have a reputation for demand for counterfeit of pirated goods?
4. **Nature and quality of the documentation:** see below for details.
5. Who is the **shipper**, who is the **importer** and who is the **consignee** (receiver)? See below for details.
6. Where were the goods **produced**?
7. Declared **value** of the goods. See below for details.
8. **Routing** of the goods and means of transport. See below for details.
9. **Size** of the shipment.
10. **Terms of sale and delivery.** Terms of sale Cash, Ex Works (EXW) or Cash on Delivery (COD) indicate an elevated risk. Prepaid shipments indicate an elevated risk.
11. **Insurance:** in general, the value will be much lower than the real value of the products would be.

Nature and quality of the documentation:

- Unusual layout of invoices or bills of lading; substandard print quality or blurred print on invoices or bills of lading; handwritten or manually typed invoices indicate an elevated risk. Normally invoices are electronically generated and are often printed on special paper that has been pre-printed with the company logo, address, etc.
- Documentation has interlineations, changes, or other amendments.
- Invoice or bill of lading is incomplete. Most legitimate documents include:
 - Telephone/fax number, e-mail address, and business registration numbers of the manufacturer, shipper, or importer of the goods.
 - Unusual terms of sale and delivery, e.g.
 - Free Alongside Ship (**FAS**): Term of sale signifying that the price invoiced or quoted by a seller includes all charges only up to the ship at the port of departure. The buyer is responsible for loading and all subsequent charges.
 - Free On Board (**FOB**): A shipping term which indicates that the supplier pays the shipping costs (and usually also the insurance costs) from the point of manufacture to a specified destination, at which point the buyer takes responsibility.
 - **Net 30** (payment within 30 days).
 - Order number or invoice number and date (most legitimate businesses use sequentially numbered invoices).
 - Stock numbers or item numbers and unit price.
 - Legitimate invoices also often state a payment discount (e.g. 2% discounting the case of payment within 30 days).



TOPIC 6: TRACKING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Manufacturer, shipping company, importer and consignee

The risk is high when:

- Importer has little or no import history.
- Importer has a history of previous customs violations or uses the same address as a previous violator.
- Manufacturer, shipper's or importer's name appears to be fictitious.
- Manufacturer, shipping company, or importer name is inconsistent with one involved in the business of dealing in the declared articles. Generally, there is less risk if there appears to be a logical relationship between the importer, owner or consignee of the goods and the shipper or exporter of the goods.
- Manufacturer, shipper's or importer's address is incomplete or cannot be verified by use of electronic or other databases such as Worldbase, Dun & Bradstreet, telephone directories or the Internet.
- Manufacturer, shipping company or importer uses a post office box or mail drop address, or the consignee is only known by a telephone (mobile phone) number.
- Manufacturer, shipping company or importer address is in an area with a reputation for dealing in counterfeit or pirated goods. Examples of places such as Kowloon Bay in Hong Kong, China, Canal Street in New York (USA), Santi Alley in Los Angeles (USA), and Changzhou in China are notorious for dealing in counterfeit and pirated goods.

Declared value of goods

Risk is high when:

- Abnormally high or low import cost or value is declared. (The value of genuine goods can be verified with the right holder to help make this determination.)
- Goods are insured for abnormally low value.
- If the declared customs value (based on the World Trade Organization Agreement on valuation for customs purposes) includes a component for royalty, licensing, or other payment for proprietary rights, a lower risk for counterfeiting or piracy is indicated.
- Goods are invoiced as "bulk" or goods are invoiced by cost per weight rather than per unit. Example: CDs are priced per kilo instead of per unit

Routing of goods and means of transport

A high risk exists when:

- Goods are arriving at a port outside of the right holder's ordinary distribution channels.
- Routing or distribution differs from that stated by rights holder in his application (this is probative that the merchandise is counterfeit or pirated but may be an indicator that the goods are parallel goods).
- There is illogical routing (transshipment) of goods or disproportionately high transportation costs, e.g. goods are not shipped by the most direct or least expensive route or transportation costs are higher than the declared value of the goods.

TOPIC 6: TRACKING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

ADDITIONAL INFORMATION

Types of customs control

- **Imports:** goods brought into a country
- **Exports:** goods brought out of a country
- **Transiting shipments:** between its port of origin (or a transit port) and the port of destination
- **Transshipment:** to transfer or be transferred from one vessel or vehicle to another

Product Security Details

Often the right holder incorporates “hidden” or other details in his product to facilitate identification of counterfeit or pirated products.

- Use of product authentication manuals or direct communication with the right holder will be necessary to verify these details.
- Examples: many right holders use holograms, the details of which are difficult to reproduce, to certify the authenticity of their products.
- Warranty certificates accompanying most high-quality watches include special identification features such as a die-stamp or watermark.
- In some cases, goods may merit a more in-depth examination, analysis by the trademark owner, or laboratory analysis.
- Trademark owners may provide information to customs to help them identify counterfeit goods.

TOPIC 6: TRACKING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none">☑ Flip-sheet board with flip-sheets☑ Markers (1 black, 1 blue, 1 green, 1 red)☑ Colored cards☑ Masking tape☑ Copy of a shipping document used in the country
Time needed:	1 hour
Preparation:	<ul style="list-style-type: none">☑ Flip-sheet with the title: “Tracking Counterfeit and other Illegal Pesticides”.☑ The situation is different per country. Therefore, you need to get information about the way shipping documents are used. The Customs service might be able to assist you.

SET-UP

Attention:	Show an example of a shipping document and ask participants what they think this is. Lead the answer to <i>shipping document</i> .
Title:	Tell participants the title while showing the flip-sheet with the title: “ Tracking Counterfeit and other Illegal Pesticides ”.
Credibility:	Already established.
Objectives:	To know what to look for on shipping documents to trace counterfeit and other illegal pesticides.
Benefits:	Even if you do not have any technical knowledge of pesticides, you can track and trace counterfeit and illegal pesticides if you know how to read the shipping documents. Besides, it will also help you to trace other counterfeit products.
Direction:	We will discuss the shipping documents in general terms; we will not go into specifics for a country.

DELIVERY

Explanation, Demonstration, Exercise, and Guidance:

1. Ask participants if they have ever handled goods that were imported or exported. Hopefully all of them will say they “yes”.
2. Ask what **type of shipping documents** they handle when goods are coming in or going out of the country. Answers can include:
 - Customs declaration
 - Invoices
 - Air-bills or ocean bills of lading
 - Master bill of lading (held by liner)
 - House bill of lading (issued by the forwarding agent)
 - Licenses
 - Shipping company’s letter of instruction
 - Dock receipt
 - Insurance certificate
3. Tell participants that even without seeing the goods, you can see from the shipping documents if the goods are high risk or not. Split participants in three groups. Give each group a flip-sheet and a marker. Each group should list what is **important** on a **shipping document** to check if you are dealing with counterfeits or illegal products. Let the groups work for 5-10 minutes.
4. Ask all groups to paste the flip-sheets with the findings on the wall (the flip-sheets should be pasted next to each other). Make sure you have an empty flip-sheet. **Compare the results** of the groups. First check what the groups have in common (the same result). Ask one of the groups to explain. If all agree, you can write it on your empty flip-sheet. Then check what only one or two groups wrote and follow the same procedure.
5. Make sure to **discuss all ideas** that were written on the flip-sheets by the groups, even if it is not a good idea. In that case, ask the other groups if they agree and guide them to the correct answer.
6. At the end you should have a flip-sheet that should contain, but is not limited to, the following:
 - **Description of goods:** are high-risk goods involved?
 - Are goods described in **vague terms**? Goods described in vague terms or as blank, unfinished, emulsifier, samples, parts, household goods or consolidation are often high risk for counterfeiting and piracy.
 - **Country of origin:** is the country of origin known as source of counterfeit or pirated goods? According to World Customs Organization statistics,
 - currently the countries of manufacture or production posing the greatest risk for counterfeiting and piracy are in Asia (specifically China, Hong Kong, South Korea, Singapore, Thailand, Taipei, Malaysia and Pakistan) and Eastern Europe (specifically the Czech Republic, Turkey and Poland).
 - **Country of destination:** does the country of destination have a reputation for demand for counterfeit of pirated goods.
 - **Nature and quality of the documentation:** see fact sheet for details.
 - Who is the **shipping company**, who is the **importer** and who is the **consignee** (receiver)? See fact sheet for details.
 - Where were the goods **produced**?

- Declared **value** of the goods. See fact sheet for details.
 - **Routing** of the goods and means of transport. See fact sheet for details. Remind participants of the video they saw on the fake medicines.
 - **Size** of the shipment.
 - Terms of **sale and delivery**. Terms of sale Cash, EXW or COD indicate an elevated risk. Prepaid shipments indicate an elevated risk.
 - **Insurance**: In general, the value will be much lower than the real value of the products would be.
7. Make sure to clearly explain everything listed above. On the fact sheet you will find detailed information on some of the items.
 8. Give every participant a copy of a **real shipping document**. Let them study it on all aspects listed above. Discuss if the document can be **trusted or not**, and for what reasons.

FINISH

Summary:	List all points that are important to check on shipping documents (see under point 6).
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask what they should look for on shipping documents.
Next step:	Now we know how to inspect shipping documents. In the next session we are going to look at the real products.

Distribute the **fact sheet** to all participants.

TOPIC 7:
**DETECTING COUNTERFEIT
AND OTHER ILLEGAL
PESTICIDES**



TOPIC 7: DETECTING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Even if the shipping documents and other paperwork are in order, pesticides can still be counterfeit or illegal. It is very difficult to recognize counterfeit and illegal pesticides because some of the illegal traders even copy the brand names of trusted manufacturers and put their fake pesticides inside the bottle. The following **guidelines** are provided to help you identify counterfeit and other illegal pesticides:

- A national commission or department from the Ministry of Agriculture (or Environment) must have a **published list** of all registered pesticides in your country. If the product is not on the list, it is thus illegal.
- The product must have a **label** on container, the box or the bag.
- The product must have a **registration number**, which must appear on the label.
- The **expiration date** should not have been exceeded.
- The package/container must be **intact and sealed**.

TOPIC 7: DETECTING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none"> ☑ Flip-sheet board with flip-sheets ☑ Markers (1 black, 1 blue, 1 green, 1 red) ☑ A real bottle of pesticides ☑ Some sheets of paper (for the role-play exercise)
Time needed:	1 hour
Preparation:	<ul style="list-style-type: none"> ☑ Flip-sheet with the heading “Detecting Counterfeit and Other Illegal Pesticides”. ☑ A bottle of fake pesticide. Use a plastic bottle (empty water or Coke bottle) and put a self-made label on it with the words of a pesticide that is well known in your country. ☑ A bottle of illegal pesticides. Use a plastic bottle and put a selfmade label on it with the name of a pesticide that you know is used in other countries, but not approved in your country. If you do not know any product, just make up a name. ☑ Table with the sign (piece of paper pasted at the side of the table) “Custom office”. ☑ Two samples of genuine pesticides. ☑ Real pesticides and counterfeit pesticides. You should get common products that are often used in the country. The local CropLife association or a local distributor/retailer might be able to assist you.

Before the session starts, ask for one volunteer to do a role-play with you. Give him/her the instructions on what to do before the session starts (see Points 2–7 of Delivery).

The volunteer is an importer who tries to import a shipload of pesticides. Some products are genuine, some counterfeit and some illegal. You are a custom officer.

SET-UP

Attention:	Ask participants if they know the difference between a fake “Nike” shirt and a real “Nike” shirt. They will mention the difference in color, logo, quality, etc. Tell them that sometimes you cannot see the difference. But if you know what to look for, you can identify at least some of the fake products. The same goes for pesticides.
Title:	Tell participants the title while showing the flip-sheet with the title: “ Detecting Counterfeit and other Illegal Pesticides ”.
Credibility:	Already established.
Objectives:	To show how you can recognize a counterfeit and illegal pesticide.
Benefits:	Knowing how to identify a counterfeit pesticide will help you in your work as a customs officer.
Direction:	During this session, we will focus on some general advice on how to detect counterfeit and other illegal pesticides, and we will look at some real products.

DELIVERY

Explanation, **D**emonstration, **E**xercise, and **G**uidance:

1. Divide participants into **small groups** (no more than four participants per group). Tell them that they are going to see a role-play exercise. They will see an importer who would like to import some pesticides with a shipload. The shipload consists of genuine products, counterfeit products, and illegal products. Participants will have to pay close attention to what is happening and how the custom officer knows which product is genuine or generic.
2. Start the **role-play exercise**. You (the customer officer) will be in your office. The importer (the volunteer) will enter the office and tell you that he/she would like to import some pesticides. You respond that a colleague has called you to inform you. You have heard that the paperwork is okay. You will say that you have received some samples of the shipment by your colleague. Point to the three bottles that are in front of you.
3. Look at the three bottles. Take the counterfeit bottle and say: “But there is no **expiration date** on it and no **instructions**. And I see that this bottle has been opened; it is not **sealed**.” Look at the other two bottles and conclude that these bottles are sealed, are not expired, and have labels, registration numbers, and instructions.
4. Look at the illegal pesticide and read the name from the label. Take the sheets of paper and say: “ et’s see if the product is on the list of registered pesticides”. Pretend to read the sheets and then say: “No, it is not on!”. Tell the importer that this pesticide is not **approved** yet. Tell the importer: “You are under arrest for importing counterfeit and illegal products!”
5. Thank the volunteer and give him/her a big applause. Ask the group what they **saw**. How did the custom officer know the products were counterfeit and illegal? Collect answers and write them on a flip-sheet. Make sure you get the following list:
 - A national commission or department from the Ministry of Agriculture (or Environment) should have a **published list** of all registered pesticides in your country. If the product is not on the list, it means the product is illegal.
 - The product should have a **label** or indication of what is in the container.
 - The product should have a **registration number**, which must appear on the label.
 - The **expiration date** should not have been exceeded.
 - The package should be **intact and sealed**.
6. Ask which pesticide was the genuine, which was the counterfeit, and which was the illegal product. Ask how they know. They will repeat a few things that were mentioned under point 6.
7. Split the participants in three groups. Give each group some pesticides, including counterfeit and illegal products. Let the groups study the products. They should identify which products are counterfeit.
8. When discussing the results, first ask each group to show the identified counterfeit product. Then let every group explain why they think the product is counterfeit. Write the answers on a flip-sheet so it is clear why a product is counterfeit.

FINISH

Summary:	Give a summary using the flip-sheets.
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask them how they can recognize counterfeit or illegal pesticides.
Next step:	In this session, we learned how to recognize counterfeit pesticides.

Distribute the **fact sheet** to all participants.

A SESSION FOR FARMERS AND OTHER END-USERS

TOPIC 8:
**RECOGNIZING COUNTERFEIT
AND OTHER ILLEGAL
PESTICIDES**

TOPIC 8: RECOGNIZING COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

INSTRUCTIONS

Materials needed:	<ul style="list-style-type: none"> ☑ Flip-sheet board with flip-sheets ☑ Markers (1 black, 1 blue, 1 green, 1 red) ☑ A real bottle of pesticides ☑ Some sheets of paper (for the role-play exercise)
Time needed:	1 hour
Preparation:	<ul style="list-style-type: none"> ☑ Flip-sheet with the heading “How to recognize counterfeit and other illegal pesticides”. ☑ A bottle of counterfeit pesticide. Use a plastic bottle (empty water or Coke) bottle and put a self-made label on it with the words of a pesticide that is well known in your country. ☑ A bottle of illegal pesticide. Use a plastic bottle and put a self-made label on it with the name of a pesticide that you know is used in other countries, but not approved in your country. If you do not know any product, just make up a name. ☑ Table with the signboard (piece of paper pasted at the side of the table) “Best Pesticides Seller”. ☑ Two samples of genuine pesticides. You should get common products that are often used in the country. The local CropLife association or a local distributor/retailer might be able to assist you.

Before the session starts, ask for one volunteer to do a role-play with you. Give him/her the instructions on what to do before the session starts (see Points 2–7 of the Delivery). The volunteer is a mobile salesman who tries to sell some counterfeit or some illegal pesticides. You are a farmer.

SET-UP

Attention:	Ask participants if they know the difference between a fake “Nike” shirt and a real “Nike” shirt. They will mention the difference in color, logo, quality, etc. Tell them that sometimes you cannot see the difference. But if you know what to look for, you can identify at least some of the fake products. The same goes for pesticides.
Title:	Tell participants the title while showing the flip-sheet with the title: “ Recognizing Counterfeit and other Illegal Pesticides ”.
Credibility:	Already established.
Objectives:	To show how you can recognize counterfeit and other illegal pesticides.
Benefits:	Knowing how to identify a counterfeit pesticide will help you avoid buying illegal pesticides.
Direction:	During this session, we will focus on some general tips on how a farmer can recognize counterfeit and other illegal pesticides, thus, how to avoid them.

DELIVERY

Explanation, Demonstration, Exercise, and Guidance:

1. Split the participants into **small groups** (5-6 participants per group, not more). Tell them that they are going to see a role-play exercise. They will see a farmer who wants to buy some pesticides. Participants will have to pay close attention to what is happening and how the farmer can identify what pesticide is genuine or not.
2. Start the **role-play exercise**. The salesman (the volunteer) will be by his table. The farmer (You) will enter the shop and tell that you would like to buy some pesticides. The salesman would say that he just received a new stock of the best pesticides at better prices to help you save a lot of money. He shows you some samples of the referred pesticides. He points to the two bottles that are on the table in front of him.
3. Ask the salesman (the volunteer) if you can **get a receipt** if you buy the pesticides you want. He must hesitate, then say “There is no need for a receipt, I come here often. Many farmers have already bought these pesticides and I am running out of stock.”
4. Look at the two bottles. Take the counterfeit bottle and say: “But there is no **registration number**, no **expiration date** on it, no **contact of the manufacturer and of the distributor**, and no **instructions**. Add, I see that this bottle has been opened before; it is not **sealed**”. Look at the other bottle and conclude that this one is sealed but have the label in French (or English in francophone countries) there is no registration number, expiry date, and toxicological band to tell how to handle it.
5. Tell the salesman that his pesticides are not **approved**, and that you are going to refer to the authorities (local pesticide inspectors, the extension agents, the police...) for needed measures because he is selling counterfeit and illegal pesticides!”
6. Thank the volunteer and give him/her a big applause.
7. Ask the group what they **saw**. How can a farmer know the product he is buying is legal? Collect answers and write them on a flip-sheet. Make sure you get the following list:
 - The farmer must always claim/receive **a receipt**. Insist on the fact all products and articles you buy (pharmacy/drugstore, shops) are always accompanied by receipts. If a seller cannot provide a receipt he is dealing with illegal pesticides.
 - The package must be **intact and sealed**.
 - Container must have a **label** with information and instructions. The toxicological must be clearly apparent.
 - The product must have a **registration number**, which must appear on the label, and the **contact of the manufacturer and/or the distributor** to be contacted if necessary.
 - The **manufacture date/expiration date** must not have been exceeded.
8. Ask which pesticide was the genuine, which was the counterfeit, and which was the illegal product. Ask how they know. They will repeat a few things that were mentioned under point 7.
9. Split the groups in three groups. Give each group some pesticides, including counterfeit and illegal products. Let the groups study the products. They should identify which products are counterfeit.
10. When discussing the results, first ask each group to show the identified counterfeit product. Then let every group explain why they think the product is counterfeit. Write the answers on a flip-sheet so it is clear why a product is counterfeit.

FINISH

Summary:	Give a summary using the flip-sheets.
Questions:	Ask if anyone has a question or comment.
Evaluation:	Ask them how they can recognize counterfeit or other illegal pesticides.
Next step:	In this session, we learned how to recognize counterfeit pesticides.

Distribute the **fact sheet** to all participants.

VISUAL 1

“3 Basic Questions when Purchasing a pesticide.”

When you sow the seeds of safety, You harvest peace & health

SAFETY POINTS IN FARMING DURING COVID PANDEMIC

ASK THESE 3 QUESTIONS WHEN BUYING PESTICIDES

- 1. What proof do you have that the pesticide you are buying is authentic**
Check for Proper Receipt
- 2. Who manufactured this pesticide and how can a farmer contact the manufacturer**
Customer Care Number
- 3. Is this pesticide legally registered /approved for use by EPA/CRIG and what proof do you have?**
EPA Registration

A Health Awareness Initiative by CropLife Ghana

CropLife GHANA

www.croplifeghana.org

VISUAL 2

“The Integrity of the pesticide package” through

8 TIPS FOR RECOGNIZING COUNTERFEIT AND ILLEGAL PESTICIDES

- The typeface of any direct stamping or printing on the container may be different.
- Label may be very simple and badly stuck onto the container.
- The grammar and spelling of the label language may be poor.
- Information on directions for use, safety, and first aid may be poor or missing.
- The closure cap may be different or not properly sealed.
- Container may be of thinner or poorer quality materials, or a slightly different colour to the genuine container.
- Although labels may be using the same name of the product, company name or logo, the design and information provided can be different.
- There may be numerous pictures of pests and/or pictograms badly laid out on the label.

POST COURSE EVALUATION

The post course evaluation is the same as the pre-course evaluation and is meant to test the knowledge of the participants. Explain to participants that this evaluation is to test their knowledge. They will get the results before the close of the day. Give every participant a test.

They have 30 minutes. Collect all tests.

The post course test is attached as Word file (document 04).



POST-COURSE EVALUATION

COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

Read all statements carefully and tick the right answer(s).

1. A pesticide is a substance or mix of substances which can prevent, destroy or limit any pest.
 True
 False
2. The development and testing of pesticides is very expensive, takes a long time and is regulated by many laws
 True
 False
3. The label on a pesticide bottle is not interesting for custom officers, because it contains only information that is useful for farmers.
 True
 False
4. Pesticides that are used in Africa are only produced in Africa.
 True
 False
5. A pesticides that is approved and legal in -----(a neighboring country, ex. Kenya), can be counterfeit in -----(your country, ex. Ethiopia) if the pesticides has not yet been approved by the authorities in----- (your country ex. Ethiopia).
 True
 False
6. Counterfeit and other illegal pesticides are easy to recognize because the package is always different from the original.
 True
 False
7. Counterfeit and other illegal pesticides never come from developed countries in Europe or the United States.
 True
 False
8. Counterfeit and other illegal pesticide can be imported from any country and can even be produced locally.
 True
 False
9. Illegal pesticides can seriously damage or even destroy the entire crops.
 True
 False
10. If according to the shipping document, the pesticides have been rerouted via several countries before it arrived in your country, it can indicate that the products are counterfeit or illegal.
 True
 False
11. If the shipping documents have official stamps, there is no need to check the goods.
 True
 False

12. One of the ways to see if a pesticide is counterfeit or illegal is to check thoroughly the label, package and content, and check if the product is registered in your country.
- True
 - False
13. If a pesticide has an official registration number on the label, it cannot be counterfeit.
- True
 - False
14. As a custom officer you are the extremely important in detecting counterfeit or illegal pesticides.
- True
 - False
15. A pesticide in an intact packaging (container) is not counterfeit or illegal even if it has no label.
- True
 - False

EVALUATION OF THE PROGRAM

DOCUMENT 4

We use evaluation sheets to test the reaction of the participants (what they feel about the program). Explain to participants that this evaluation is important for us to be able to improve the program. Give every participant an evaluation form and let them complete it. Collect all forms.

When participants are completing their evaluation sheet, you can correct the post test.

The evaluation sheet is attached as Word file (doc.04).



EVALUATION OF THE PROGRAM

ON COUNTERFEIT AND OTHER ILLEGAL PESTICIDES

1. Please mark the level of benefits of this program:

	Not at all	A little	Neutral	Much	Very Much
Relevant and useful for you work					
Learning new things					
Applicable in your daily work					

2. Please list the subjects/sessions that were most useful for you.

- a. _____
- b. _____
- c. _____

3. Please list the subjects/sessions that were NOT useful for you.

- a. _____
- b. _____
- c. _____

4. Please mark if you think that the training methods were:

	Not at all	A little	Neutral	Much	Very Much
Interactive					
Easy to understand					
Effective (enhance learning)					

5. Please mark if you think that the trainer was:

	Not at all	A little	Neutral	Much	Very Much
Knowledgeable on the topics					
Interactive					
Motivating me					
Making good use of training materials					

Strong points of the trainer:

Weak points of the trainer:

6. How would you overall rate the training program?

Not good at all	Not good	Neutral	Good	Very good

7. Do you have any comments on the logistics (training venue, meals)?

8. How can we improve our program?

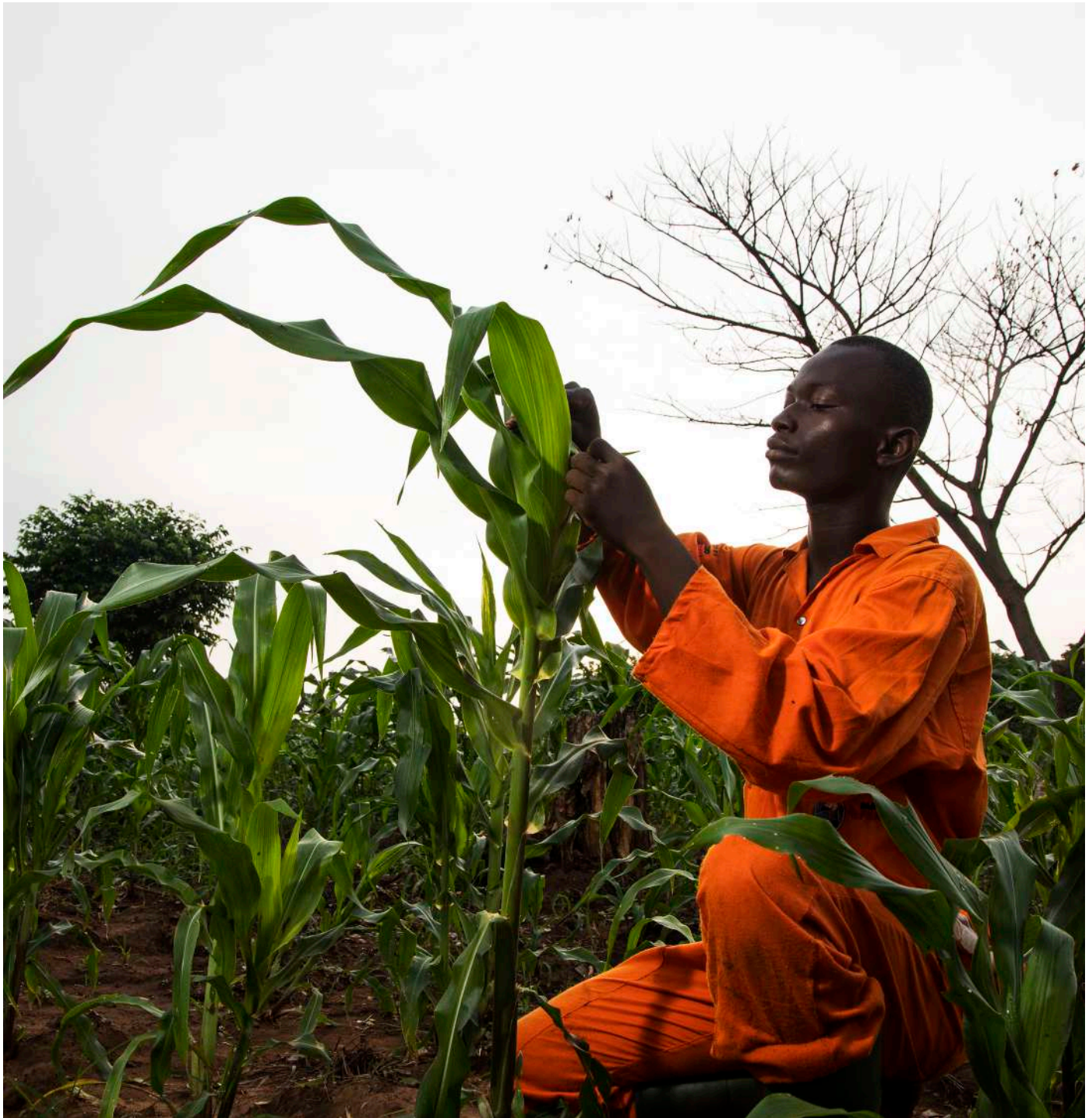
TRAINING REPORT

DOCUMENT 5

As a trainer it is part of your duty to write a training report about the training program. The training report should be sent to the local CropLife association and the Regional Directors:

- North Africa and Middle East, **Bakr Abdelmoneim** - b.abdelmoneim@croplifeafrica.org
- West and Central Africa,
- East and Southern Africa, r.nofemela@croplifeafrica.org

The template of the training report is attached as Word file (Doc 05).



TRAINING REPORT

To: Names of those you are sending the report

From: Your name

Date: Indicate the date of the report

Itinerary:

- Description of your travel schedule. For example:
- 26 May 2023: Travel from Accra to Kumasi
- 27 May 2023: Training in Kumasi
- 28 May 2023: Travel from Kumasi to Accra

Date training program: Write the dates of the training program

Venue: Write the name of the hotel/venue, name of the town and country.

Description of activities:

- Background of this training program: who is organizing it?
- Background of participants: from which organization, functions/profiles
- Reaction of participants: were they enthusiastic/motivated, did they understand the topics, did they participate in exercises, etc.?
- Observers: were there any observers? Was the program officially opened or closed?
- Results of evaluation: how did people perform in the written test and individual sessions? What did they write on their evaluation forms of the program? What did they like, what can be improved?

	Name of participant	Organisation	Function	Results of the Evaluation	
				Pre-Evaluation	Post-Evaluation
1					
2					
3					
4					
5					
6					

Pictures: Add a selection of pictures, including a group picture

OFFICIAL CLOSING

The closing can be done in an official way with an invited guest. You, the trainer, can thank the organizer for organizing this training program and all participants for their participation. You can give the floor to one of the participants to say something on behalf of all participants. The invitee or official can do the official closing. He/she can hand out the certificates (with the corrected pre- and post-evaluation). You can mention which person had the highest score for the post course evaluation.

Participants will receive a certificate of participation.

The certificate is a Publisher file (Doc. 06 Certificate of Participation)



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