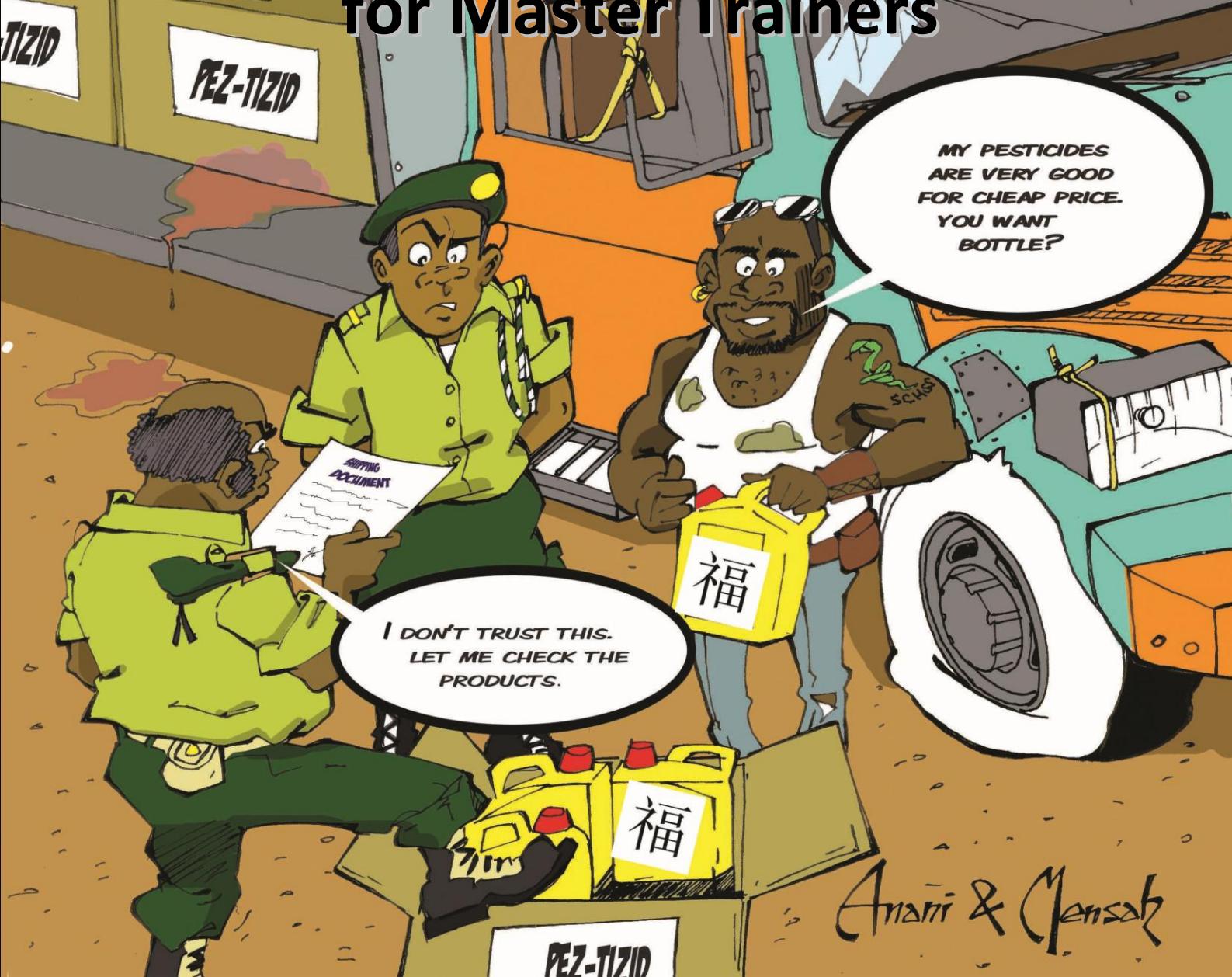


# Counterfeit and Illegal Pesticides

A Training Manual  
for Master Trainers





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December 2010

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## How to use This manual

This training manual is written for trainers who have followed a Training-of-Trainers program of CropLife Africa Middle East and are going to train custom officers on counterfeit and illegal pesticides. The manual gives instructions on eight topics that will be covered in a one-day program. The program can be facilitated for a maximum of 25 people.

For each topic, the following is produced:

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

Most topics were based on the materials of D'Arcy Quinn of CropLife International. For other topics, materials from the manual on *Safe and responsible use of pesticides* were used.

Besides the topics, the manual contains the following:

- **The program:** including time-frame and link to each topic.
- **Introduction of participants:** ideas on how to facilitate the introduction of participants.
- **Questions and answers for the written test:** for each topic, a set of questions is developed for the written test, and the answers are 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.

*Failing to prepare is preparing to fail.* Even though this training manual provides all of the information and documents you need, it is necessary to thoroughly prepare a

training program, which includes preparing all training aids (colored cards, flip-sheets, etc.), seating arrangements, equipment installation, checking of conference rooms, etc. Remember: 90% of a program is preparation.

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

### Preparations

- 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 teach.
- To prepare, you should study the **instructions** well in advance to see what training materials you need and what materials 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**. Can everyone see the training materials? Is it easy to split into groups? Is it possible to interact with all participants, and can participants interact with one another? Do 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**, because we have tried to alternate exercises as much as possible. For example, one session will use a brainstorm session by rotation, and the next session will use a brainstorm session in buzz groups. We also alternated 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 participants' attention from the start. In the manual, all set-ups are in the order of attention, title, credibility, objectives, benefits, and direction. That does not mean that you always have to follow this order. It is perfectly fine to state the direction before the objectives or the benefits before the credibility. Just make sure to draw their attention from the start and mention the title in the beginning.
- When you facilitate the program with several trainers, you need to **establish your credibility** with every 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 **after** the session. If the fact sheet is given before the session, participants will already know the answers and will not actively participate during the exercises. In addition, it will hamper their own judgments, and it will not stimulate them to think for themselves.
- **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, a certain number of 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, can everyone see them from their chair? Or is it better to 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.

And last but not least: **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. Laughing 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 or training aids, or how to explain the theory. If you have any suggestions or ideas on how to improve this training manual, let us know. We highly appreciate all comments and will try to take them into consideration for future manuals.

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## Program

Time	Topic	Topic number
09:00 – 09:05	Opening	
09:05 – 09:25	Introduction of participants	
09:25 – 09:30	Program and objectives	
09:30 – 10:00	Pre-course evaluation	
10:00 – 10:45	What are pesticides	1
<i>10:45 – 11:00</i>	<i>Break</i>	
11:00 – 11:45	How to read a pesticide label	2
11:45 – 12:30	What are counterfeit and illegal pesticides	3
12:30 – 13:00	The illegal trade in pesticides	4
<i>13:00 – 14:00</i>	<i>Lunch break</i>	
14:00 – 14:30	The consequences of counterfeit and illegal pesticides	5
14:30 – 15:30	What to look for on a shipping document?	6
15:30 – 16:30	How to recognize counterfeit and illegal pesticides	7
<i>16:30 – 16:45</i>	<i>Break</i>	
16:45 – 17:15	Post course evaluation	
17:15 – 17:30	Evaluation of the program	
17:30	Closing	



## 1. Opening

The organization facilitating the training program sometimes insists on having a **formal opening**. Try to **avoid** such an opening as much as possible, because it will be very time-consuming and the official is often late and delays the whole program. Advise the organizers to have a formal closing instead. The official can hand out the certificates. This allows the official to be informed about the results of the program (x% achieved a certificate of competence). The handing out of 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 customs or from the national CropLife association), should introduce the theme (counterfeit and illegal pesticides) and the organizing organization and you, the trainer. It should not take more than 5 minutes.

## 2. Introduction of Participants

The introduction of participants is not only 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 one exercise is described, but you can use your own as well.

**Objectives:** To introduce participants to each other and make them aware that counterfeit and illegal products have entered in our society in many ways and that almost everyone is guilty of buying them.

**Time needed:** 20 minutes

**Materials:** None

**Preparations:** 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 can leave their pen and papers in the conference room.
2. When everyone is outside tell participants that as a group there are many differences among us, but we also have a lot of things in **common**. During the following 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 have to find other people who have the **same answer** to that question. People have to group according to their answers. Repeat your explanation and tell participants that we are going to give it a try.
4. Ask: **How many children do you have?** Tell participants that they have to 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 loud how many children you have and try to find other people with the same number of children.
5. If everyone is standing in groups, ask which group has 0 children. 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 counterfeit and 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 out loud the counterfeit or illegal product that you ever bought (watch, sport shoes,



designer bag or shoes, dvd, cd, etc.). 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 are buying **counterfeit and illegal pesticides**, and we are going to see how we can recognize counterfeit and illegal pesticides.
9. Now ask every participant to **introduce** him/herself by stating his/her name and function. You finish with yourself and you repeat that you are an official CropLife trainer.
10. Thank the participants and ask them to go back inside.

### **3. 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)

**Preparations:** Every participant need to have a program.

**Procedure:**

1. Make sure everyone has a program.
2. Tell participants that we are together for the day to learn about counterfeit and illegal pesticides. As you already mentioned outside, we will discuss consequences and how to recognize these products. Beside we will first look at what are pesticides, what are exactly counterfeit and illegal pesticides and how is the market? After today they are fully equipped to detect counterfeit and illegal pesticides that come into the country.
3. Add that we will need a full day to do this and we will only finish around 17:00.
4. Ask if there are any questions. If not, start with the first session.

The program is attached as Word file so you can add the date (document 01).



## **4. Pre-Course Evaluation**

The pre-course evaluation is to test what participants already know. It also helps them to better memorize what will be explained during the program ("Tell them what you are going to tell them"). At the end of the program participants will make the same test to see what they have learned during the program.

You have to use the lunch break to correct the test.

The program is attached as Word file (document 02).

**PRE-COURSE EVALUATION**  
**Counterfeit and Illegal Pesticides**

Read all statements carefully and then tick if they are true or false.

1. A pesticide is a substance or mix which can prevent, destroy or limit any pest.  
 True  
 False
2. Pesticides are used to protect agricultural crops against insects, diseases and weeds.  
 True  
 False
3. The development and testing of pesticides is very expensive, takes a long time and is regulated by many laws.  
 True  
 False
4. The label on a pesticide bottle is not interesting for custom officers, because it contains only information that is useful for farmers.  
 True  
 False
5. Pesticides that are used in Africa are mainly produced in Africa.  
 True  
 False
6. A pesticides that is approved and legal in Tanzania, can be counterfeit in Ethiopia if the pesticides has not yet been approved by the authorities in Ethiopia.  
 True  
 False
7. Counterfeit pesticides are easy to recognize because the package is always different from the original.  
 True  
 False
8. Counterfeit and illegal pesticides never come from high developed countries in Europe or the United States.  
 True  
 False

9. A counterfeit pesticide can be imported from any country and can even be produced locally.
- True  
 False
10. Counterfeit or illegal pesticides can seriously damage or even destroy agricultural crops.
- True  
 False
11. If according to the shipping document, the products have been rerouted via several countries before it arrived at your country, it can indicate that the products are counterfeit.
- True  
 False
12. If the shipping documents have official stamps, there is no need to check the goods.
- True  
 False
13. 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
14. If a pesticide has an official registration number on the label, it cannot be counterfeit.
- True  
 False
15. As custom officer you are extremely important in detecting counterfeit or illegal pesticides. The moment counterfeit or illegal pesticides are in the country, it is very difficult to detect them.
- True  
 False

**ANSWERS PRE-COURSE EVALUATION**  
**Counterfeit and Illegal Pesticides**

Each question is 1 point.

1. A pesticide is a substance or mix which can prevent, destroy or limit any pest.  
 True  
 False
2. Pesticides are used to protect agricultural crops against insects, diseases and weeds.  
 True  
 False
3. The development and testing of pesticides is very expensive, takes a long time and is regulated by many laws.  
 True  
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4. The label on a pesticide bottle is not interesting for custom officers, because it contains only information that is useful for farmers.  
 True  
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 True  
 False

9. A counterfeit pesticide can be imported from any country and can even be produced locally.

- True  
 False

10. Counterfeit or illegal pesticides can seriously damage or even destroy agricultural crops.

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 False

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- True  
 False

14. If a pesticide has an official registration number on the label, it cannot be counterfeit.

- True  
 False

15. As custom officer you are extremely important in detecting counterfeit or illegal pesticides. The moment counterfeit or illegal pesticides are in the country, it is very difficult to detect them.

- True  
 False



## 5. Technical Sessions

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



## Topic 1

**What are  
Pesticides?**

# FACT SHEET

## Topic 1: What are Pesticides?

The definition of **pesticide** applies to any substance or mix which can prevent, control or limit any pest.

Other facts about pesticides:

- Pesticides are **chemicals** developed specifically to **control** insects, fungi and weeds in agricultural 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. Usually pesticides are sold as liquids or solids.
- Other names for pesticides are **Crop Protection Products (CPP)** or **agrochemicals**.

### Why are pesticides used?

Pesticides are used to **protect** agricultural crops against insects, diseases and weeds. If the crop would not be protected, the pests can damage or even destroy the crops, and we cannot grow enough food to feed everyone. Pesticides can also be used to **control** for example mosquitoes that can cause malaria.

### Types of pesticides

There are a wide range of pesticides. Different types of pesticides control different types of pests. Below are the most commonly used pesticides:

Type of pesticide	Controlling
<b>Insecticides</b>	All insects.
<b>Fungicides</b>	Fungi (main cause of plant diseases). Cannot be seen with the naked eye.
<b>Herbicides</b>	Unwanted plants, such as grasses and broadleaf weeds in crops.
<b>Miticides</b>	Mites: tiny organisms that causes much harm to crops.
<b>Nematicides</b>	Nematodes: tiny organisms in the soil that attack the plant roots.
<b>Molluscicides</b>	Snails and slugs.
<b>Rodenticides</b>	Mice and rats.

# ADDITIONAL INFORMATION

## Topic 1: What are Pesticides?

A **pest** is considered to be anything that:

- Competes with humans, domestic animals or crops for food and water.
- Injures or damages humans, domestic animals, crops or structures.
- Spreads disease to humans, domestic animals or crops.

### Types of pests

Pest can be classified into four basic groups:

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

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

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

### Pesticide formulations

Pesticides can be divided into two main formulations:

1. Liquids: Emulsifiable Concentrates, Ultra Low Volume Concentrates, Solutions, aerosols and gas.
2. Solids: Dusts, granules and powders

# INSTRUCTIONS

## **Topic 1:** What are Pesticides?

### **Materials needed:**

- Flip-sheet board with flip-sheets
- Markers (one black or blue marker for each participant, 1 green or red marker)
- One pair of gloves.
- Examples of real pesticides. Try to get examples of solid and liquid pesticides, and some pesticides used in the household (for example, to kill insects).

**Time needed:** 45 minutes

### **Preparations:**

- Flip-sheet with the title: *What are pesticides?*
- Two flip-sheets with the heading: *What are pesticides?*  
Paste the two flip-sheets on different walls.
- Kraft paper (or other large piece of paper) with the following table:

Type of pesticide	Controlling
Insecticides	All insects.
Fungicides	Fungi (main cause of plant diseases).
Herbicides	Unwanted plants, such as grasses and broadleaf weeds in crops.
Miticides	Mites: tiny organisms that causes much harm to crops.
Nematicides	Nematodes: tiny organisms in the soil that attack the plant roots.
Molluscicides	Snails and slugs.
Rodenticides	Mice and rats.

## Set up

- Attention:** Ask participants what they take when they are sick. They will answer that they will take medicine. Tell them at the end of the session you will come back to this answer.
- Title:** Tell participants the title while showing the flip-sheet with the title: *What are pesticides?*
- Credibility:** The information we are using in this session comes from the pesticide industry and the FAO (Food and Agricultural Organization).
- Objectives:** To explain what are 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 will discuss what pesticides are, you have another question for them. Ask participants: "**What is a pest?**" Allow a few answers. Then tell that a pest is anything that **competes** with human beings, 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**:
  - a. Insects
  - b. Plant diseases
  - c. Weeds
  - d. Vertebrates
4. Tell participants now we know what pests are, we are going to **brainstorm** on what pesticides. 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 and try to stimulate everyone to write at least one contribution. When you see that not many new contributions are made, tell the groups they have to **swap places**. Group number 1 will go to the flip-sheet of group number 2 and group number 2 will go to the flip-sheet of group number 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 which can prevent, destroy or limit any pest.*"
11. Ask if anyone can give another word for pesticides. Guide them to **agrochemicals** and **CPP (Crop Protection Products)**. 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 for example 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 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.



## Topic 2

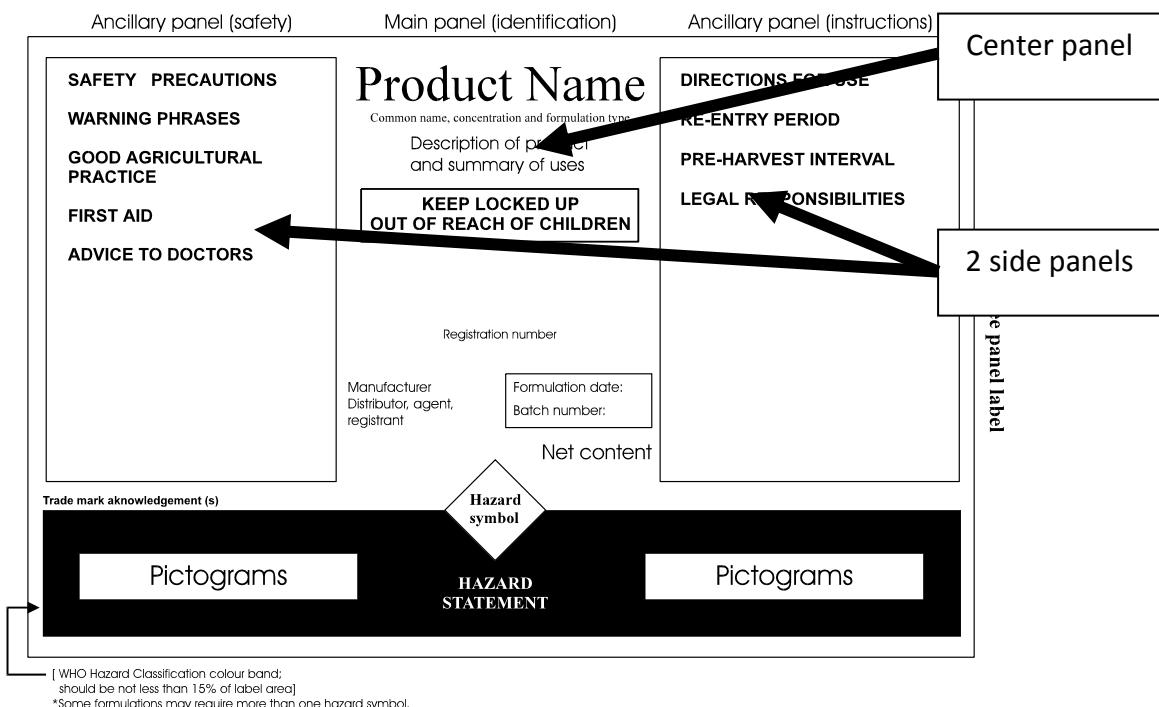
# How to Read a Pesticide Label

# FACT SHEET

## Topic 2: How to Read a Pesticide Label

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

Each pesticide label contains several important sections. The label is usually made up of two or three panels. In the example below, the label has three panels: one center panel and two side panels.



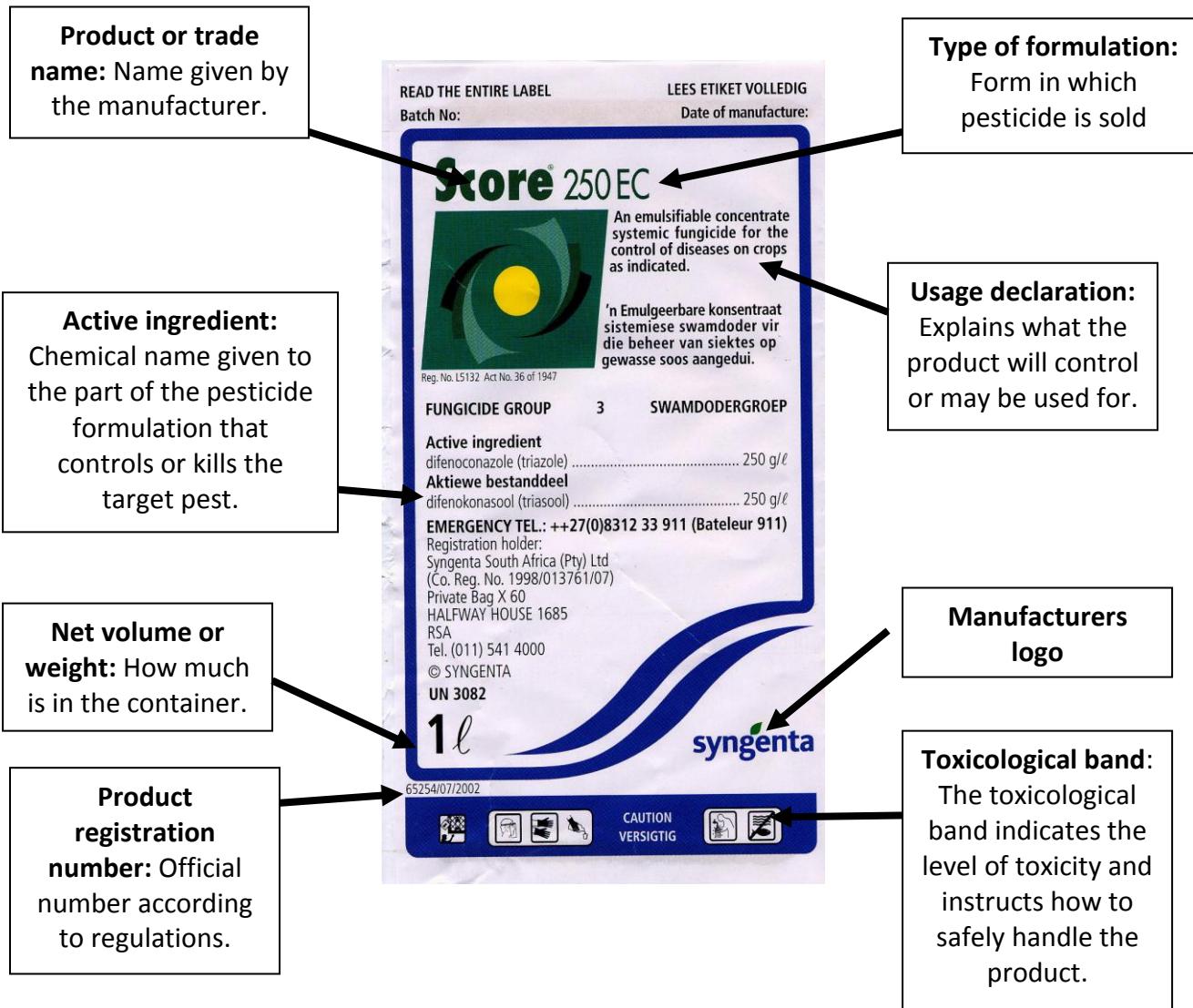
The **center panel** usually contains: product name, formulation, composition and active ingredient, toxicological band, volume or weight of contents, registration number, usage declaration, and manufacturer's logo.

The one or two **side panels** usually contain: directions for use, warnings, precautions, symptoms of poisoning, first aid instructions, notes for physicians, compatibility, batch number, date of manufacture, expiration date, storage instructions, warranty, distributor's details, and other notes.

Important: the label should be written in the official language of the country where the pesticide is sold.

### The center panel

(Beware: The information to be found on the centre panel can vary per manufacturer.  
 This is just an example.)



### Side panel 1

(Beware: The information to be found on the side panels can vary per manufacturer.  
This is just an example.)

**Directions for use:**  
recommendations  
per crop.

**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

**Warning:** Advice  
on using the  
product.

## Side panel 2

(Beware: The information to be found on the side panels can vary per manufacturer.  
 This is just an example.)

<b>Precautions:</b> <b>Precautions to take when using the product.</b>	<b>PRECAUTIONS</b> <ol style="list-style-type: none"> <li>1. HANDLE WITH CARE; avoid splashing contact. Poisonous by swallowing, inhalation and contact with the skin.</li> <li>2. WEAR FULL PROTECTIVE WATERPROOF CLOTHING i.e. rubber gloves, rubber boots, overalls and a respirator.</li> <li>3. DO NOT eat, drink or smoke while applying this insecticide.</li> <li>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.</li> <li>5. Clean applicator before using with other remedies. Dispose of wash water where it will not contaminate crops, grazing, rivers and dams.</li> <li>6. DANGEROUS TO WILD ANIMALS, BIRDS, BEES, FISH AND OTHER ANIMALS.</li> <li>7. DO NOT CONTAMINATE DRINKING POOLS, DAMS, RIVERS AND WATERWAYS.</li> <li>8. DANGEROUS TO LIVESTOCK AND DOMESTIC PETS.</li> <li>9. KEEP OUT OF REACH OF CHILDREN.</li> <li>10. KEEP APART FROM FOOD AND FOODSTUFFS.</li> <li>11. Store in original container and KEEP UNDER LOCK AND KEY.</li> <li>12. Destroy empty containers. DO NOT use for any other purpose.</li> <li>13. KEEP AWAY FROM HEAT AND NAKED FLAME.</li> </ol> <b>SYMPTOMS OF POISONING</b> <p>These may include excessive sweating, headache, weakness, faintness and dizziness, nausea, stomach pains, vomiting, small pupils, blurred vision, muscle twitching.</p> <b>FIRST AID</b> <ol style="list-style-type: none"> <li>1. Remove patient from source of poisoning and quickly remove any contaminated clothing.</li> <li>2. CALL A DOCTOR but continue with First Aid Treatment.</li> <li>3. Wash contaminated body area thoroughly with soap and cold water. Do not rub skin.</li> <li>4. If breathing is weak or has ceased give artificial respiration immediately.</li> <li>5. If swallowed and patient is conscious induce vomiting by tickling the finger on the back of the patient's throat.</li> <li>6. Keep patient as quiet as possible. Keep patient warm and comfortable.</li> </ol> <b>SHOW ATTENDING DOCTOR THIS LABEL</b> <p><b>NOTE TO PHYSICIAN</b>  <b>ANTIDOTE FOR POISONING</b>          Atropine sulphate 2-4 mg adult, intravenously, repeated at 10 minute intervals until atropinisation (dry flushed skin and tachycardia) appears. In addition to Atropine, PAM.</p> <p>Packed for Bayer Zimbabwe (Pvt) Ltd          P.O. Box AY78, Amby, Harare          By Bayer (Pty) Ltd          P.O. Box 143, Isando 1600, RSA</p> <p>MEMBER OF            AGRICULTURAL CHEMICALS INDUSTRY ASSOCIATION</p>	<b>Symptoms of poisoning:</b> <b>Description of symptoms that will occur in case of contamination.</b>
		<b>Note to physicians:</b> <b>Instructions for physicians on medicine to administer in case of contamination.</b>

# ADDITIONAL INFORMATION

## **Topic 2:** How to Read a Pesticide Label

### **Center panel**

1. **Product or trade name:** This is the name the manufacturer gives the product to distinguish it from other manufacturers' products. Note that several products contain the same active ingredient. A trade name is owned by a company and cannot be used by any other company for a pesticide (e.g., Gramoxone, Bravo). This is enforced by international legislation.
2. **Active ingredient and composition:** The active ingredient is the chemical name given to the part of the pesticide formulation that controls or kills the target pest. It is recognized internationally. The composition indicates how concentrated the product is.
3. **Nett 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 regulations.
5. **Formulation:** The pesticide must be suitably formulated to function properly or to be applied.
6. **Usage declaration:** This describes what the product will control or be used for (crops and pests).
7. **Manufacturer's logo:** The manufacturer's emblem or logo sometimes appears on the front or on the side panel of the label.
8. **Toxicological band:** The toxicological band indicates the level of toxicity using colors and instructs how to safely handle the product using pictograms.

### **Side panels**

1. **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 harvest intervals.
2. **Warnings, precautions, or safety instructions:** This tells the user what precautions to take when using the pesticide.
3. **Expiration date, date of manufacture, and batch number:** This is important information; expired pesticides must not be used.
4. **First aid instructions:** These are immediate actions to be taken when a suspected case of poisoning occurs.



5. **Symptoms of poisoning:** This describes the symptoms to look for if poisoning occurs and the first aid measures to carry out.
6. **Notes to physicians:** These are instructions for physicians on what to administer in case of poisoning.
7. **Container storage:** This explains how to store containers.
8. **Compatibility:** This describes what the pesticide can and cannot be mixed with.
9. **Warranty:** The warranty is a declaration from the manufacturer or distributor on the contents or activity of the contents of the pesticide container.
10. **Other notes:** These are any other notes from the manufacturer.

# INSTRUCTIONS

## **Topic 2:** How to Read a Pesticide Label

### **Materials needed:**

- 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

### **Preparations:**

- Flip-sheet with the title: *How to read a pesticide label.*
- 1 empty bottle of water
- Real labels or copies of the visuals
- Colored cards with label information:
  - *Product Name*
  - *Active ingredient*
  - *Concentration of active ingredient and inert material*
  - *Crops and pests for which pesticide is registered*
  - *Dose rates*
  - *Toxicity and hazard warnings*
  - *Expiry 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: *How to read a pesticide label*.
- Credibility:** None.
- Objectives:** To explain the information on the pesticide label.
- Benefits:** All information found on the label can help you to better detect counterfeit and illegal pesticides.
- Direction:** During this session, we will focus on the general information on the label.

## Delivery

### Explanation, Demonstration, Exercise, and Guidance:

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 participants 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.** One by one call out 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 hazardous 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

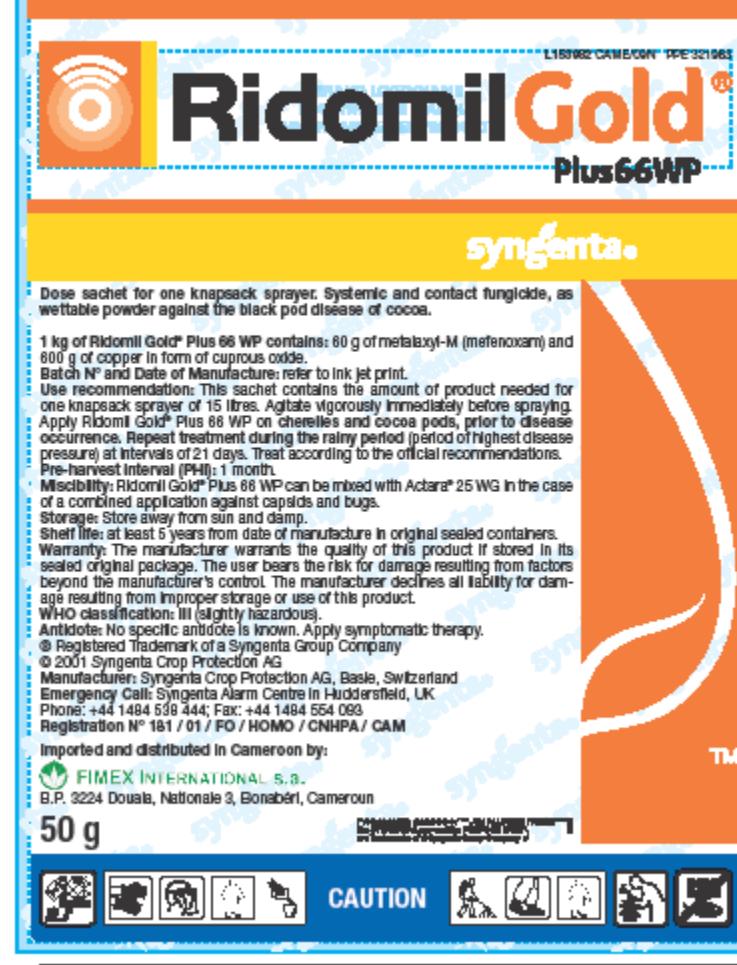
- Summary:** Give a summary using the table on the flip-sheet(s).
- Questions:** Ask if anyone has a question or comment.
- Evaluation:** Ask for some information that can be found on the label.
- Next step:** Tell participants that we are going to leave the poster on the wall, because in other sessions,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

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

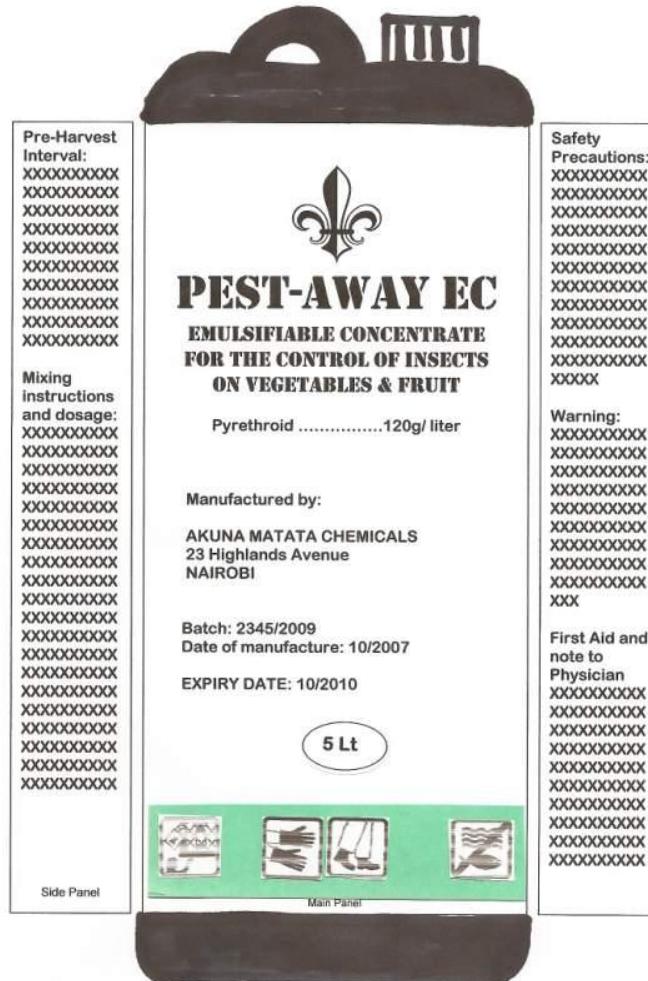
# Visual 1

<p><b>KEEP LOCKED UP AND OUT OF REACH OF CHILDREN</b></p> <p><b>SAFETY PRECAUTIONS</b></p> <ul style="list-style-type: none"> <li>- Keep locked up and out of reach of children</li> <li>- Keep only in the original container in a cool, well-ventilated place</li> <li>- Keep away from food, drink and animal feeding stuffs</li> <li>- When using do not eat, drink or smoke</li> <li>- Do not breathe vapour</li> <li>- Use only in well-ventilated areas</li> <li>- This material and its container must be disposed of as hazardous waste</li> <li>- If swallowed, do not induce vomiting : seek medical advice immediately and show this container or label.</li> </ul> <p><b>FIRST AIDS</b></p> <p>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.</p> <p>After inhalation: Immediately remove to fresh air. Call a doctor immediately.</p> <p>After eye contact: Rinse immediately and thoroughly with plenty of water for at least 10-15 minutes. Eyelids should be held away from the eyeball to ensure thorough rinsing. Seek medical advice if pain or redness persists.</p> <p>After skin contact: Remove contaminated clothing and thoroughly wash the affected parts of the body with soap and water.</p> <p>After ingestion: Call a doctor immediately and show the label. Do not induce vomiting.</p> <p><b>ADVICE TO PHYSICIANS</b> No antidote. Treat symptomatically.</p> <p><b>TOXICOLOGICAL CLASSIFICATION (WHO)</b> Class II: Moderately hazardous</p> <p></p>	<p><b>CYPERCAL™ 60 EC</b></p> <p>Cypermethrin.....50 g/l EC : Emulsifiable Concentrate</p> <p><b>Non systemic insecticide</b></p> <p></p> <p><b>MANUFACTURED BY:</b> Arytech LifeScience Route d'Arts - BP 80 64150 Nogaro FRANCE</p> <p><b>DISTRIBUTED BY:</b>  GLOBE P.O. BOX TT 503 Tema GHANA. Tel : (233) 210 650</p> <p>Date of manufacture and batch n° : see on the bottle</p> <p>Date of expiry : 2 years after date of manufacture</p> <p>Registration N° : PRE/0706/001250</p> <p><b>Net content : 1 L</b></p> <p><b>HARMFUL</b></p> <p></p>	<p><b>READ LABEL CAREFULLY BEFORE USING THIS PRODUCT</b></p> <p><b>DIRECTIONS FOR USE</b></p> <p>CYPERCAL™ 60 EC is a non systemic insecticide with contact and stomach action. It belongs to the pyrethroid chemical family.</p> <p>CYPERCAL™ 60 EC is efficient on several vegetables (pepper, tomato, garden eggs, etc).</p> <p>CYPERCAL™ 60 EC is efficient against the phytophagous caterpillars, aphids, thrips, etc...</p> <p><b>METHOD AND RATE OF APPLICATION</b></p> <p>CYPERCAL™ 60 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™ 60 EC / ha, means 30 to 40 ml for 15 l of water.</p> <p><b>STORAGE AND DISPOSAL</b></p> <p>CYPERCAL™ 60 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 38°C.</p> <p>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.</p> <p>Triple or preferably 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 : 1-202-467-2841.</p> <p><small>The manufacturer warrants the quality of the product if acquired by the user in sealed original packages. Any reduction in the product usage and/or performance may be due to the following causes of exposure of the product to factors such as heat, cold, rain, sun, and/or for reasons arising from storage, handling, mixing, application and other applications may influence the effect of the product. The user shall bear the risk in respect. The manufacturer declines liability for damage resulting from improper storage or use of the product.</small></p> <p></p>
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## Visual 2



## **Example of a pesticide bottle**



# **Topic 3**

## **What are Counterfeit and Illegal Pesticides?**

# FACT SHEET

## Topic 3: What are Counterfeit and Illegal Pesticides?

Pesticides that are manufactured in a sound, legal way, we call **genuine and legal**. Genuine and legal products are normally branded products. They are sold with a registered trademark. They can be patent protected but also off-patent. Off-patent are called generics. Those patent protected products and generic product must be approved for import and sales by the local authorities.

### **Counterfeit and Illegal**

A pesticide is **counterfeit** if it is **not genuine or generic**. Counterfeit products are sometimes called fake or adulterated.

A counterfeit pesticide can be on the market in different forms:

- It is an identical **reproduction** of the original product but is not approved for production by the local authorities. In this case the product can be of good quality but very often it 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 the original label.
- The **packaging** is different. It is possible that the original product was repackaged.
- They are often **cheaper**.

### **Illegal**

A pesticide is **illegal** if it is **not registered** in the country where it is sold. It is possible that the product is of good quality and sold in neighboring countries, but not approved in the country where it is sold. Or, the product could be in the process of registration or the **expiration date** has passed. Even though the product is genuine, it is illegal to sell.

### Genuine and legal products versus counterfeit and illegal pesticides

	Genuine and legal	Counterfeit and illegal
Research and development work	Was performed	Was not performed
Label	Contains reliable instructions	Instructions and

	and recommendations	recommendations on the label cannot be trusted
<b>Approved by local authorities</b>	Yes	No
<b>Customer services</b>	If something is wrong with the product, you can complain to the manufacturer	Manufacturers are untraceable, so you cannot complain if something is wrong
<b>Active ingredients</b>	The content, formulation, and active ingredient match the details on the label	The content, formulation, and active ingredient are not guaranteed

#### **Why are counterfeit pesticides produced and illegally imported?**

- 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 **implemented or reinforced** because of lack of human resources, technical knowledge or financial resources.
- Customers, including farmers, keep buying counterfeit and illegal products for several reasons. As long as there is a **market**, counterfeit pesticides will be produced.

#### **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 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 products are cheaper, making the profit margin higher. Dealers will only see the higher profit that they can make in the short term; they forget that they will lose customers and income 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 the demanded product 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.

#### **Why do customers buy counterfeit and illegal products?**

- **Ignorance:** Most customers do not know the difference between genuine and counterfeit products.
- **Cheaper 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.

# ADDITIONAL INFORMATION

## **Topic 3:** What are Counterfeit and Illegal Pesticides?

The nature and extent of counterfeit products and illegal trade varies per market and can originate from many different sources in many different forms. The three main areas of illegal activity are:

- **Fakes:** containing anything, from water or talc, to diluted and outdated or obsolete stocks, including banned or restricted materials. Some fakes may provide a degree of biological control, as they sometimes contain an illegal and untested copy of the proprietary active substance. These products are often sold in simple packs (white bottles) with minimal labelling on their use and no health and environmental precautions.
- **Counterfeits:** sophisticated copies of legitimate branded products usually with high quality labelling and packaging. Most will contain a copy of the original active substance; however its biological efficacy is often diminished owing to high levels impurities of manufacturing and process 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.
- **Illegal parallel imports:** legitimate parallel traded products substituted with illegal generic copies, repackaged and sold as legitimate products. The repackaging of plant protection products is still contested by the plant protection industry as repackaging compromises the products integrity, allows for contamination and the use of unacceptable packaging leading to an inferior product that may cause harm to crops and pose risks to consumers.

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

### **Politicians don't recognize the problem**

Many politicians still do not recognise the seriousness and extent of the problem. Consequently, civil service administrations are not devoting the attention and resources required. Many politicians do not want to admit that there is a problem as this reflects badly on their country or region's ability to fight illegal activity. Some politicians are hesitant to take bold steps to fight the problem because they see this as

a public admission that fake untested pesticides are used in their country – something which local producers and exporters often want to keep quiet.

There may also be a misperception among some politicians that because pesticides are heavily regulated, the type of problem is being addressed.

### National enforcement is weak

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

1. **Focus on high-profile sectors.** National anti-counterfeit activities tend of focus on high profile sectors where VAT losses are largest (luxury goods, CDs, clothing, software, pharmaceuticals). Less high profile sectors do not get the resources required – despite the acute environmental and health threats of counterfeit pesticides.
2. **Too many departments – no responsibility.** The complexity of the problem means that many different government ministries and agencies are involved. This has lead to a fracturing of responsibility between different parts of government many ministries are involved but non leads and coordinates. In most countries, at least six different ministries play a role: agriculture and environment departments for inspections and use, justice and police regarding criminal prosecution and pursuit, finance/treasury regarding VAT and duties, trade/customs regarding imports and controls and public health regarding contaminations, harbour authorities.
3. **Regional versus national divisions.** In some countries, responsibility for enforcement is divided between regional and national authorities. Political divisions and sensitivities have lead 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-disciplined specialists teams with skills in policing and prosecution, chemicals, agriculture, customs, environment, etc. These skills are available, but more often than not are not working together.
5. **No European leadership.** Despite concern and some actions in some European Commission departments, to date no single entity at European level has been charged with taking a leadership, coordination and information-sharing role.

### 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 tones 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. Even in areas where judicial authorities devote significant resources, like illegal cigarette smuggling or narcotics, the estimates of the size of the problem vary wildly.

### **Increasingly easy to operate across borders in Europe**

The single market has decreased internal EU border controls making it easier to move illegal pesticides around. This is of particular concern when considering parallel trade abuse. Parallel trade of pesticides is legal, but there has been a steep increase in abuse, with counterfeiters substituting legitimate products with fakes. The growing sophistication of cross border criminal activity makes cross border enforcement activity even more critical.

### **Challenges in the food and supply chain**

There are a number of challenges to fighting counterfeit pesticides in the food and supply chain. Food manufacturers and producers are consumer-oriented companies and they do not like speaking publicly about this problem. Many food companies do recognize the challenges but prefer to resolve these quietly directly with their suppliers. The disadvantage of this is that it does not bring the problem into the open and consequently the 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, as a result of dysfunctional approval processes, few appropriate pesticides are available. This has led some farmers to use illegal products.

# INSTRUCTIONS

## **Topic 3:** What are Counterfeit and Illegal Pesticides?

### **Materials needed:**

- Flip-sheet board with flip-sheets
- Markers (1 black, 1 blue, 1 green, 1 red)
- Colored cards
- Kraft paper

**Time needed:** 45 minutes

**Preparations:**  Flip-sheet with the heading: *What are counterfeit and illegal pesticides?*

- 3 sets of colored cards with the words:
  - Performed
  - Not performed
  - Reliable
  - Cannot be trusted
  - Yes
  - No
  - Possibility to complain
  - Manufacturer untraceable
  - Match with label
  - Not guaranteed

Three tables on Kraft paper containing the following:

	Genuine and legal	Counterfeit and illegal
<b>Research and development work</b>		
<b>Label</b>		
<b>Approved by local authorities</b>		
<b>Customer services</b>		
<b>Active ingredients</b>		

## 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: *What are counterfeit and illegal pesticides?*
- Credibility:** Already established.
- Objectives:** To explain what counterfeit and illegal pesticides are, and the difference 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 copyright protected but also off-patent. Off-patent are called generics. Those patent protected products and generic product must be approved for import and sales by the local authorities. Add that it is the same for medicines.
2. Tell participants that in the title we talk about **counterfeit and 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 law 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 can be of good quality but very often it 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 the original label.
    - The **expiration date** has passed. Even though the product is genuine or generic, it cannot be sold anymore.
    - 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. 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:
- |                                      | <b>Genuine and legal</b>             | <b>Counterfeit and illegal</b> |
|--------------------------------------|--------------------------------------|--------------------------------|
| <b>Research and development work</b> | Performed                            | Not performed                  |
| <b>Label</b>                         | Reliable                             | Cannot be trusted              |
| <b>Approved by local authorities</b> | Yes                                  | No                             |
| <b>Customer services</b>             | Possible to complain to manufacturer | Manufacturer untraceable       |
| <b>Active ingredients</b>            | Match with label                     | Not guaranteed                 |
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 **implemented or reinforced** because of lack of human resources, technical knowledge or financial resources.
  - Customers, including farmers, keep buying counterfeit and illegal products for several reasons. As long as 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 products are cheaper, making the profit margin higher. Dealers will only see the higher profit that they can make in the short term; they forget that they will lose customers and income 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 the demanded product 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.
  - **Cheaper 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. It is just to give participants an idea why the production and importation of counterfeit and illegal pesticides exists. It should not take you more than 5-10 minutes.

## Finish

- Summary:** Give the definition of a counterfeit and an illegal pesticide. Mention the difference between a genuine product and a counterfeit and illegal product.
- 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 illegal trade in pesticides.

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

## Topic 4

# The Illegal Trade in Pesticides

# FACT SHEET

## Topic 4: The Illegal Trade in Pesticides

### The Pesticide Market

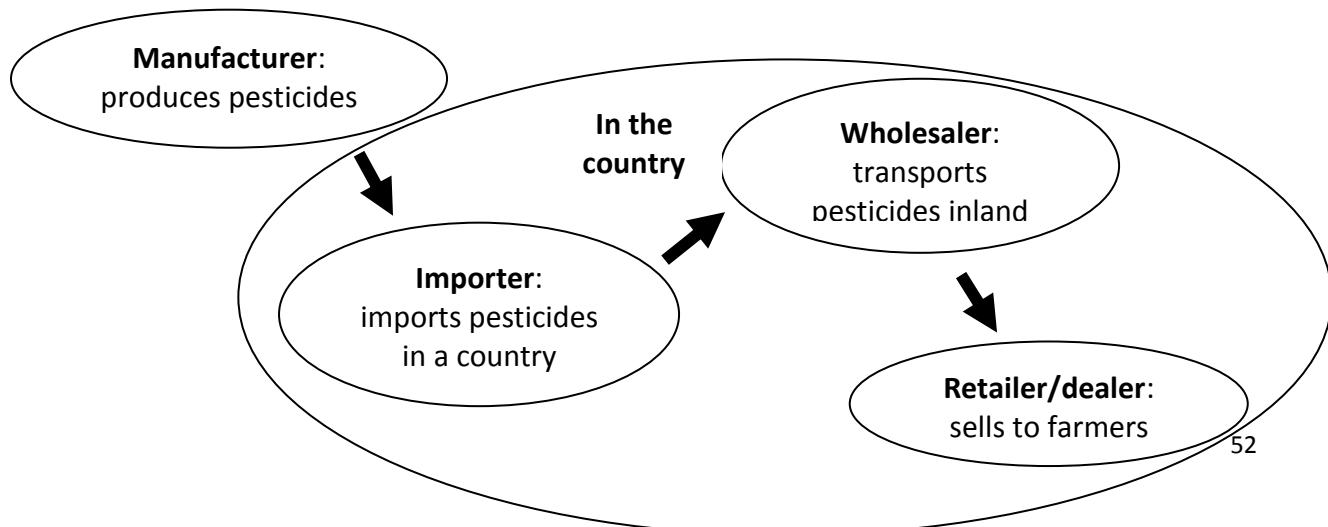
The global pesticide **business value** is approximately 38 billion US dollars. In Africa the value is approximately 1-1.5 billion US dollars.

The cost to bring a **new product** to the market (including a new active substance) is approximately 250 million US dollars and takes between 7-9 years from test tube to first sales. There are only a few companies in the world that have the resources to do research and develop new pesticides.

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 months to a few years. The reason why the regulations are so strict is to set and maintain the highest levels of human health and environmental **protection**. This includes worker protection, maintaining bio-diversity, water and soil protection and ultimately consumer health.

### Trade in Pesticides

Most pesticides that enter the market in Africa are **manufactured** in Europe, Asia or America. **Importing companies** will import the products in different countries. Products can only be imported if they are **approved and tested** in the country where they are imported. In most cases the products will arrive in containers in a **harbour** and are transported by **wholesalers** from the harbour to other destinations inland or to other land-locked countries. **Retailers or input dealers** buy the pesticides from the wholesalers and sell them to farmers or other clients.

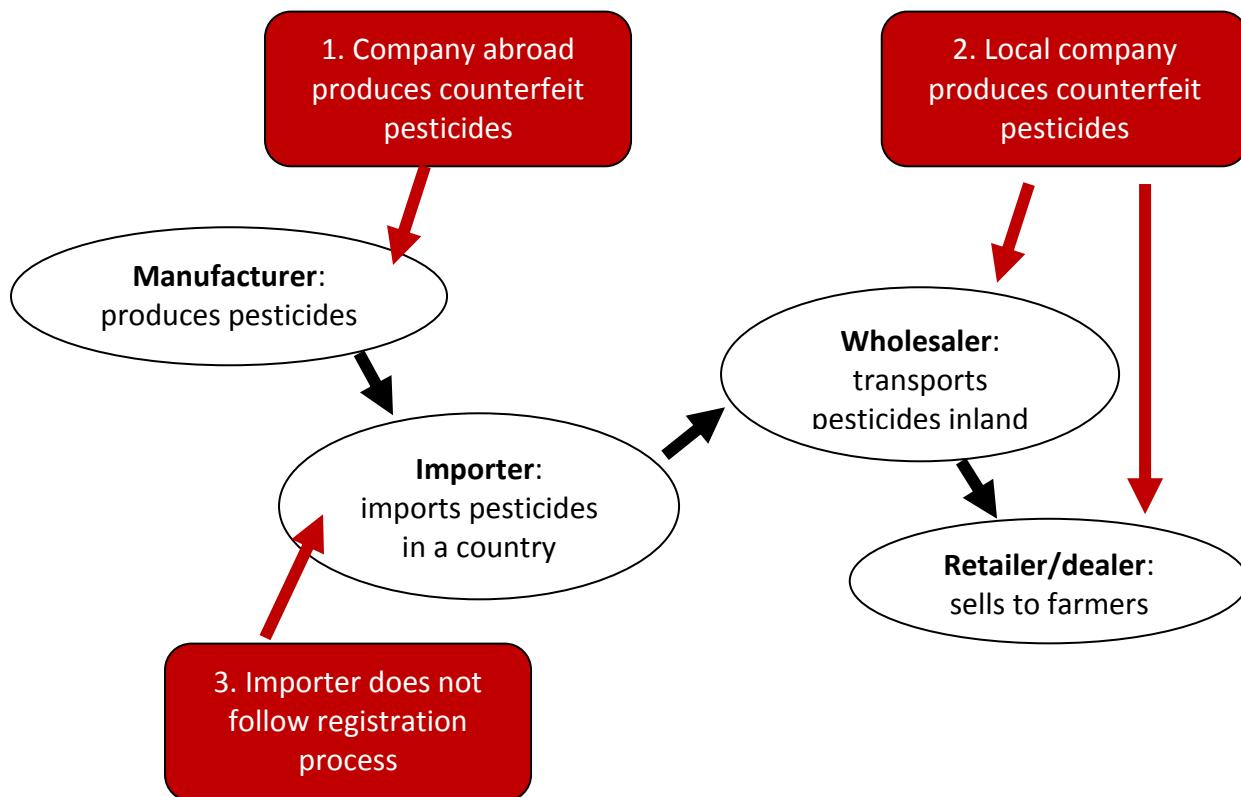


### Counterfeit and Illegal Pesticides

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 organizations skip the research and development, and registration process, and produce counterfeit or fake pesticides and import 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.



# ADDITIONAL INFORMATION

## Topic 4: The Illegal Trade in Pesticides

Not only Africa is dealing with counterfeit products; also in **Europe** many fake products are crossing the borders. According to the latest international reports on counterfeiting by the Organization for Economic Co-operation and Development (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.

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

In Europe, the growth of counterfeit plant protection products is worrying. The European Crop Protection Association (ECPA) estimates that 5% - 7% of annual turnover is affected by counterfeiting and illegal trade. This is about €360 - €510 million of the European pesticide business across Europe. In some regional hot spots, 25% or more of the market is estimated to be counterfeit. These are estimates based on statistics, market dynamics, percentage of customs seizures and case-by-case country studies. And **the problem is growing**.

In China and India, illegal pesticides are deemed to make up about 30% and 20% of these markets, respectively. The rapid growth of chemical manufacturing capabilities in these countries has made this possible.

In terms of pesticide manufacturing, **China** is the big growth area in terms of capacity, with an average growth of 12.5% year on year from 2000 to 2007 in tonnage. There are over 2000 companies formulating pesticides and over 400 involved in manufacturing. Active substances are readily supplied and exported with no controls to countries around the world where they are formulated and labelled for onward distribution. Likewise sophisticated copies of proprietary products are manufactured and shipped with fraudulent documentation to countries around the world with growing emphasis on Europe.

# INSTRUCTIONS

## **Topic 4:** The Illegal Trade in Pesticides

### **Materials needed:**

- 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

### **Preparations:**

- Flip-sheet with the title: *The illegal trade in pesticides*
- Colored cards with the following text:
  - 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 illegal trade in pesticides*.
- Credibility:** Already established.

**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 global pesticide **business value** is approximately 38 billion US dollars. In Africa the value is approximately 1-1.5 billion US dollars. The cost to bring a **new product** to the market (including a new active substance) is approximately 250 million US dollars and takes between 7-9 years from test tube to first sales. There are only a few companies in the world that have the resources to do research and develop new pesticides. There are no reliable figures on **counterfeits** but the **estimations** are between 5-7%.
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 months to a few years. The reason why the regulations are so strict is to set and maintain the highest levels of human health and environmental **protection**. This includes worker protection, maintaining bio-diversity, water and soil protection and ultimately consumer health.
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 custom 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:
  - a. Official list of approved products and formulations.
  - b. Official list products and formulations that are not allowed to enter or exit the country.
  - c. 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 5

## The Consequences of Counterfeit and Illegal Pesticides

# FACT SHEET

## **Topic 5:** The Consequences of Counterfeit and Illegal Pesticides

Having counterfeit and illegal pesticides on the market can have several negative consequences for:

1. The country
2. Consumers
3. Customers
4. The pesticide industry
5. Custom officers

### **1. Consequences for the country**

- 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 the continent and no investments will be made.
- **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 contamination.
- **Damage to flora, fauna, and water:** Counterfeit products can damage flora, fauna, and water, which would not be harmed by genuine products.
- If counterfeit and illegal pesticides are confiscated, they need to be **safeguarded, stored** in a secured place, and finally be **destroyed**. This will cost money to do this.
- **No taxes** are paid on illegal imports and the government will miss out on taxes.

### **2. Consequences for consumers**

- **Health risks:** If farmers apply counterfeit products on their crops, residues of very dangerous materials can stay on the crops. If someone eats the contaminated crop and too high residue level in eatable crops, the person could get sick or even die.

### **3. 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 detention:** 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.
- **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 contamination.

#### 4. 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, including:

- Counterfeit and illegal products cause **unfair competition** to genuine products.
- Counterfeit and illegal pesticides can **damage the image** of the industry. Even if only a few companies are involved in illegal practices, farmers and other clients 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.
- **Arrest and detention:** Selling counterfeit and illegal pesticides is prohibited by law, and the police can arrest those who commit this crime. In many countries, the fines for selling these products are very high, and the court might even decide to put offenders in jail for a long time.

#### 5. Consequences for custom officers

- If a custom officer lets illegal or counterfeit products through, he/she can be **jailed**.
- If a lot of counterfeit and illegal pesticides enter and exit the country, the public will **lose confidence** in the custom system.

# ADDITIONAL INFORMATION

## **Topic 5:** The Consequences of Counterfeit and Illegal Pesticides

**Consumers' and farmers' health are in danger.** Unlike legal, registered products, which undergo rigorous government testing, illegal products have not been tested for human health impact and could contain unknown toxic impurities. Residues of unknown and untested substances could be carried into harvested food and compromise consumer health, whilst also posing health threats to farmers through exposure during application.

**Harm to the environment.** Many active substances and other constituents used in illegal products are untested for environmental safety and can contain highly toxic impurities. Their increasing use can compromise ground and surface water purity, negatively affect natural habitats for indigenous species, flora and the fauna, and leave residues in soil that could be detrimental to subsequent crops.

**Farmers' economic and reputation damage.** Illegal products can severely damage crops decreasing yield or destroying a field. Farmers who use illegal products can, and have had, produce rejected by food companies. The farmer must pay for disposal and destruction and will have insurance claims rejected. All of these threaten farmers' incomes and reputation.

**Economic damage to governments.** Counterfeits defraud governments and their taxpayers through lost taxes and levies from the sale of genuine products. It stifles innovation and competitiveness, leads to jobs losses, and acts as a investment deterrent.

**Economic and reputation damage to the food value chain.** Threats to the health and well-being of consumers who buy fresh fruits and vegetables will negatively impact supermarkets' reputations, and erode public confidence in governments' ability to regulate the agricultural sector effectively.

**Economic and reputation damage to the plant protection industry.** The negative effect of counterfeiting includes loss of sales, patent and trademark infringement, erosion of data protection, damage to reputation and the undermining of industry



stewardship activities. It negatively effects companies' value and reduces farmers' confidence in legitimate products. All these undermine economic growth and job creation, and stifle innovation and competitiveness.

# INSTRUCTIONS

## **Topic 5:** The Consequences of Counterfeit and Illegal Pesticides

### **Materials needed:**

- Flip-sheet board with flip-sheets
- Markers (1 black or blue marker for each participant, 1 green or red marker)

**Time needed:** 30 minutes

**Preparations:**

- Flip-sheet with the heading: *The consequences of counterfeit and illegal pesticides*
- Flip-sheets with the headings:
  - *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 plenty space between them (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 product is counterfeit if it is not genuine or generic (original). Ask if someone can explain what an illegal pesticide is. A product 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 consequences of counterfeit and 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 consequences for all of these categories can motivate you to help us trace counterfeit and illegal products.

**Direction:** During this session, we will not discuss how to recognize pesticides. That will come later today.

## Delivery

### Explanation, Demonstration, Exercise, and Guidance:

1. Tell participants that counterfeit and illegal pesticides have serious **consequences** for agro-dealers, customers, crops, the pesticide market, and the environment. 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 **consequences for the country**. 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:
  - 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 the continent and no investments will be made.
  - **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 contamination.

- **Damage to flora, fauna, and water:** Counterfeit products can damage flora, fauna, and water, which would not be harmed by genuine products.
  - If counterfeit and illegal pesticides are confiscated, they need to be **safeguarded, stored** in a secured place, and finally **destroyed**. This will cost money to do this.
  - **No taxes** are paid on illegal imports and the government will miss out on taxes.
6. Continue with the **consequences for consumers** and discuss in the same way. Make sure to mention the following points:
- **Health risks:** If farmers apply counterfeit products on their crops, residues of very dangerous materials can stay on the crops. If someone eats the contaminated crop and too high residue level in eatable crops, the person could get sick or even die.
7. Continue with the **consequences for customers** and discuss in the same way. Make sure to mention the following points:
- **Arrest and detention:** 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.
  - **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 contamination.
8. Continue with the other flip-sheets. Make sure to mention the following points:
- **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. Even if only a few companies are involved in illegal practices, farmers and other clients 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.
    - **Arrest and detention:** Selling counterfeit and illegal pesticides is prohibited by law, and the police can arrest those who commit this crime. In many countries, the fines for selling these products are very high, and the court might even decide to put offenders in jail for a long time.
  - **Consequences for custom officers:**

- If a custom officer lets illegal or counterfeit products through, he/she can be **jailed**.
- If a lot of counterfeit and illegal pesticides enter and exit 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 saw that counterfeit and illegal pesticides also can have negative consequences for custom officers. 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 6

## **What to Look for on a Shipping Document?**

# FACT SHEET

## **Topic 6:** What to Look for on a Shipping Document?

**Shipping documents** are documents that are required to clear customs and take delivery of the goods, such as:

- Customs declaration or entry
- 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
- Shippers letter of instruction
- Dock receipt
- Insurance certificate

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

1. **Description of goods:** are high-risk goods involved?
2. 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.
3. **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 located in Asia (specifically China, Hong Kong, South Korea, Singapore, Thailand, Taipei, Malaysia and Pakistan) and Eastern Europe (specifically the Czech Republic, Turkey and Poland).
4. **Country of destination:** does the country of destination have a reputation for demand for counterfeit or pirated goods
5. **Nature and quality of the documentation:** see below for details.
6. Who is the **shipper**, who is the **importer** and who is the **consignee** (receiver)? See below for details.
7. Where were the goods **produced**?
8. Declared **value** of the goods. See below for details.
9. **Routing** of the goods and means of transport. See below for details.
10. **Size** of the shipment.
11. Terms of **sale and delivery**. Terms of sale *Cash, EXW (Ex Works) or COD (Cash on Delivery)* indicate an elevated risk. Prepaid shipments indicate an elevated risk.

**12. 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 including
    - **FAS (Free Alongside Ship):** 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.
    - **FOB (Free On Board):** A shipping term which indicates that the buyer pays the shipping costs (and usually also the insurance costs) from the moment the goods go on board, at which point the buyer takes responsibility. This means that seller does not have any idea or influence where the products will be shipped to after the sales.
    - **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).

**Manufacturer, shipper, importer and consignee**

There is an elevated risk 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 or importer name appears to be fictitious.
- Manufacturer, shipper 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 or importer 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, shipper or importer uses a post office box or mail drop address or the consignee is only known by a telephone (mobile phone) number.
- Manufacturer, shipper or importer address is located in an area with a reputation for dealing in counterfeit or pirated goods. Example: Places such as Kowloon Bay in Hong Kong, China, Canal Street in New York (USA), Santi Alley in Los Angeles (USA), and Ciangzhou in China are notorious for dealing in counterfeit and pirated goods.

### **Declared value of goods**

Risk is elevated when:

- Abnormally high or low import cost or value is declared. (The value of genuine goods can be verified with the right holder in order to help make this determination.)
- Goods are insured for abnormally low value.
- If the declared customs value (on the basis of 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**

An elevated 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.

# ADDITIONAL INFORMATION

## **Topic 6:** What to Look for on a Shipping Document?

### **Types of custom 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
- **Transshipped:** 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 in order to facilitate identification of counterfeit or pirated products.

- Use of product identification 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.

# INSTRUCTIONS

**Topic 6:** What to Look for on a Shipping Document?

**Materials needed:**

- 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

**Preparations:**

- Flip-sheet with the title: *What to look for on a shipping document?*
- The situation is different per country. Therefore you need to get information about the way shipping documents are used. The custom 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 *shipping document*.
- Title:** Tell participants the title while showing the flip-sheet with the title: *What to look for on a shipping document?*
- Credibility:** Already established.
- Objectives:** To know what to look for on shipping documents to trace counterfeit and illegal pesticides.
- Benefits:** Even if you do not have any technical knowledge of pesticides, you can 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 in or exported out of the country. Hopefully all of them will say they have.
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 or entry
  - 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
  - Shippers 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 located 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 **shipper**, 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* (Ex Works) or *COD* (Cash on Delivery) 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

## How to Recognize Counterfeit and Illegal Pesticides?

# FACT SHEET

## Topic 7: How to Recognize Counterfeit and 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** will help you to identify counterfeit and illegal pesticides:

- A national commission or department from the Ministry of Agriculture should have a **published list** of all registered fertilizers and pesticides in your country. If the product is not on the list, it means the product is illegal.
- Each pesticide formulation has **unique colors and textures**. It would be good to have samples from genuine products so you can compare the color and texture of products that are imported.
- The product should have a **label** or indication of what is in the bag or 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**.

# INSTRUCTIONS

## **Topic 7:** How to Recognize Counterfeit and Illegal Pesticides?

### **Materials needed:**

- 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

### **Preparations:**

- Flip-sheet with the heading *How to recognize counterfeit or 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 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) *Custom office*.
- Two samples of something that looks like real pesticides.
- Real pesticides and counterfeit pesticides. You should try to get common products that are often used in the country. The local CropLife association 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 under

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: *How to recognize counterfeit or 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 custom officer.
- Direction:** During this session, we will focus on some general advice on how to recognize counterfeit and illegal pesticides, and we will look at some real products.

## Delivery

### Explanation, Demonstration, Exercise, and Guidance:

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 bag has been opened before; it is not **sealed**." Look at the other two bottles and conclude that these bottles are sealed, have not expired, and have labels, registration numbers, and instructions.
4. Open the three bottles and look at the **content**. Say that the content of one bottle has a completely different color than normally.
5. Look at the illegal pesticide and read the name from the label. Take the sheets of paper and say: "Let'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 still being tested in your country and that it is not **approved** yet. Tell the importer: "You are under arrest for importing counterfeit and illegal products!"
6. Thank the volunteer and give him/her a big applause.
7. 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 should have a **published list** of all registered fertilizers and pesticides in your country. If the product is not on the list, it means the product is illegal.
  - Each pesticide formulation has **unique colors and textures**. It would be good to have samples from genuine products so you can compare the color and texture of products that are imported.
  - The product should have a **label** or indication of what is in the bag or 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**.
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 illegal pesticides.
- Next step:** In this session, we learned how to recognize counterfeit pesticides.



## **6. Post Course Evaluation**

The post course evaluation is exactly 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 Illegal Pesticides**

Read all statements carefully and then tick if they are true or false.

1. A pesticide is a substance or mix which can prevent, destroy or limit any pest.  
 True  
 False
2. Pesticides are used to protect agricultural crops against insects, diseases and weeds.  
 True  
 False
3. The development and testing of pesticides is very expensive, takes a long time and is regulated by many laws.  
 True  
 False
4. The label on a pesticide bottle is not interesting for custom officers, because it contains only information that is useful for farmers.  
 True  
 False
5. Pesticides that are used in Africa are mainly produced in Africa.  
 True  
 False
6. A pesticides that is approved and legal in Tanzania, can be counterfeit in Ethiopia if the pesticides has not yet been approved by the authorities in Ethiopia.  
 True  
 False
7. Counterfeit pesticides are easy to recognize because the package is always different from the original.  
 True  
 False
8. Counterfeit and illegal pesticides never come from high developed countries in Europe or the United States.  
 True  
 False

9. A counterfeit pesticide can be imported from any country and can even be produced locally.
- True  
 False
10. Counterfeit or illegal pesticides can seriously damage or even destroy agricultural crops.
- True  
 False
11. If according to the shipping document, the products have been rerouted via several countries before it arrived at your country, it can indicate that the products are counterfeit.
- True  
 False
12. If the shipping documents have official stamps, there is no need to check the goods.
- True  
 False
13. 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
14. If a pesticide has an official registration number on the label, it cannot be counterfeit.
- True  
 False
15. As custom officer you are extremely important in detecting counterfeit or illegal pesticides. The moment counterfeit or illegal pesticides are in the country, it is very difficult to detect them.
- True  
 False

## **7. Evaluation of the Program**

In order to test the reaction of the participants (what do they feel about the program) we use evaluation sheets. 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 complete their evaluation sheet, you can correct the post test.

The evaluation sheet is attached as Word file (document 05).

**Evaluation**  
**Training Program on Counterfeit and 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					
Made good use of training materials					

Strong points of the trainer:

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Weak points of the trainer:

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**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, lunch)?**

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**8. How can we improve our program?**

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## **8. 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 that scored 12 or higher for the post evaluation will receive a certificate of competence. Participants that scored 11 or lower for the post evaluation will receive a certificate of attendance.

The certificate is attached as Publisher file (document 06 certificate of competence and document 07 certificate of attendance).



## 9. Training Report

As a trainer it is part of your job to write training report about the training program. The training report should be send to the local CropLife association and the area coordinator:

- North Africa and Middle East, Ali Mohamme Ali: [ali@croplifeafrica.org](mailto:ali@croplifeafrica.org)
- West and Central Africa, Bama Yao: [bama@croplifeafrica.org](mailto:bama@croplifeafrica.org)
- East and Southern Africa, Les Hillowitz: [les@croplifeafrica.org](mailto:les@croplifeafrica.org)

The training report is attached as Word file (document 08).

## Format Training Report

**To:** Names of persons you are sending the report

**From:** Your name

**Date:** Write the date of the report

**Itinerary:**

Description of your travel schedule. For example:

26 May 2011: Travel from Lagos to Owerri

27 May 2011: Training in Owerri

26 May 2011: Travel from Owerri to Lagos

**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
- 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?

**Results of the evaluation**

	Name of participant	Organization	Function	Results of evaluation
1				
2				
3				
4				

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