

# Sahakarini

## *Where Credit Is Due*







## Where Credit Is Due

Against a history of oppression and civil war in Guatemala, three women's groups of the Kaqchikel Presbytery are using microcredit as a tool for transformation. Small loans are managed by the women to enable activities such as weaving, planting crops, and making shampoo. The story of Miriam, a community leader and mother of nine, represents the profound commitment of the women to the future of their children.

24 minutes  
Spanish with English subtitles  
2008



Recommended Grades 10-12

Directed by Hans Olson  
Produced by Sahakarini Inter-World Education and Development Association  
[www.sahakarini.org](http://www.sahakarini.org)

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Canadian International Development Agency



**Guatemala:**

Guatemala is a small country in Central America, located to the south of Mexico. It is a major exporter of coffee, bananas, and sugar. Guatemala has a population of 13 million people, roughly half of which are Mayan. This indigenous culture is made up of 22 groups, each with their own language. Spanish, however, is the most commonly spoken language. With great inequalities in land ownership, more than half of Guatemala's population lives in poverty. 1996 marked the official end of a 36 year civil war. Under various military dictatorships, massacres targeting Mayan communities left approximately 200 000 people dead. Thousands of refugees fled to Mexico and another million were displaced within the country.

**Microcredit:**

Microcredit is a development tool in which small loans are given to people in poverty who would not otherwise have access to credit. The loans, often managed by a community organization, are repaid over a fixed term. They are usually used to enable various income-generating activities and small businesses. Interest is charged on the loans and when the loans are repaid, the pool of money grows. In this way it becomes self-sustaining. With millions of users worldwide, microcredit places a strong emphasis on the participation of women. The practice originated with the Grameen Bank in Bangladesh. The bank was awarded the Nobel Peace Prize in 2006, along with its founder, Muhammed Yunus.

In one model, women form small groups with a strong sense of loyalty and community. Each woman contributes a small amount on a regular basis until there is enough money in a pool to begin to make loans. Members set the interest rate and decide the rules. Over time, the pool grows. In this way, not only do they have new opportunities, they also become free of the influence of unscrupulous moneylenders. There are other models involving banks. Sometimes the above-mentioned model serves as a proving ground for people before they can access microcredit from a bank.

**Filmmaker Statement:**

"In 2005, I had the opportunity to live in Guatemala and work with an organization called the Kaqchikel Presbytery. After growing up in Alberta, this was quite the eye-opening experience - to wake up to the sound of roosters, to eat homemade tortillas, and to be immersed in the colourful Mayan culture that defines the country. It was also a sobering experience - to live in a community where most kids don't have the chance to go to high school, and where the memory of civil war is still painfully present. One of the most inspiring things that I witnessed was a microcredit program managed by a network of women. "Where Credit Is Due" tells the story of these women."



### **Discussion Questions**

1. Where is Guatemala? What is the culture, population, and landscape?
2. What impacts might civil war have on a community?
3. What is microcredit? What are some ways in which loans are used?
4. Micro-credit is not limited to women, but it is often used by them. Why might it be particularly useful to women?
5. What is meant by “sustainable development”?
6. Why is the role of women significant in community development?

### **Suggested activity: Role playing**

This is an activity which requires that students try to put themselves in the sandals of very poor people living in what is commonly termed a developing country. The purpose of the exercise is to help them understand how microcredit works and why it is so important.

Have the students form small groups. You may assume that the groups have already accumulated a small pool of money and are ready to make some loans.

Ask each member to think of a reason he or she might want to borrow money. E.g. children need to go to school.

Ask each student to think of a way to generate some income using the loan as a tool. E.g. buy some chickens and sell eggs.

Have one or two students make a request to the group and ask the group to discuss and decide if a loan should be given. They will need to develop criteria for their decision and be able to articulate the reasons for their decisions.

Have the group discuss the advantages and possible problems with such a system. What are the values underlying microcredit? What does it take to make a successful microcredit project?

(Optional: You may want to have the students who asked for the loans describe how they felt about the process.)

**Additional resources:**

## Films:

“When the Mountains Tremble” by Newton Sigel and Pamela Yates, 83 min, 1983.

“Haunted Land” by Mary Ellen Davis, 74 min, 2001.

“Small Change, Big Business” by Mark Aardenburg, 55 min, 2005.

## Books:

Lovell, George. A Beauty That Hurts: Life and Death in Guatemala. 2001.

Anderson, Kathryn. Weaving Relationships: Canada-Guatemala Solidarity. 2003.

Bornstein, David. The Price of a Dream: The Story of the Grameen Bank. 2005

Yunus, Muhammad. Banker to the Poor. 2006.

Yunus, Muhammad. Creating a World Without Poverty. 2007.

CUSO/VSO  
*Where Credit Is Due*



CHF

*Microfinance – Giving Credit  
Where Credit Is Due*





## Lesson 3: Microfinance — Giving Credit Where Credit is Due

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### Description

*1x60 minute lesson*

Microfinance, sometimes called micro-credit, is an alternative approach to lending that provides loans to people who would not normally qualify for traditional bank loans. In this activity, students investigate this alternative economic approach, analyze the costs and benefits, and compare it with traditional lending systems. The social and environmental impacts of microfinance programs are also investigated by students.

### Subjects

Economics (Grades 11 & 12), Geography (12), History (Grades 11 & 12), Politics (Grade 12), Social Sciences and Humanities (Grade 12)

*See the Curriculum Connections section for detailed links to courses and expectations.*

### Materials Needed

Student Handout ([BLM 3.1](#)) Microfinance Question & Answer sheet

Student Handout ([BLM 3.2](#)) Muhammad Yunus and Grameen Bank - Nobel Peace Prize Winners

Student Worksheet ([BLM 3.3](#)) Microfinance: Giving Credit Where Credit is Due

Note: French BLMs/Student Sheets can be found [here](#).

### Lesson Preparation

1. Photocopy [BLM 3.1](#) and cut out each strip along the dotted lines so that each student receives one strip of paper (there are 26 in total). If you have more students in your class, photocopy extra pairs of strips so that each student receives either the question or the answer. Photocopy [BLM 3.2](#) and [BLM 3.3](#) (both pages) so that each student receives a copy.
2. Review the Teacher Background Notes for this lesson. Also see the [Country Information](#) section and [Resources](#) section under [Extra Resources](#). The resources found under the Country Information section can be used to give students further information about Bangladesh (such as maps, statistics, flags, histories, etc.).

### Teaching/Learning

1. The teacher can inform the class that today they are going to learn about microfinance projects in developing countries that help the rural poor break their

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cycle of poverty. The teacher shuffles the pieces of paper ([BLM 3.1](#)) and distributes one strip of paper to each student.

2. Students must walk around the room, stop when they meet another student, and read their question or answer to each other. The goal is to find the matching question/answer. When students find the matching question and answer, those two students sit off to the side together and wait for the rest of the group to find their matches.
3. When all matches have been made, have each pair read their question and answer aloud to the class. Discuss as a class any questions the students have about microfinance programs.
4. Distribute [BLM 3.2](#) to each student to show a news article on Muhammad Yunus and Grameen Bank winning the Nobel Peace Prize in 2006.
5. In small groups or individually, have students respond to the questions on the handout Microfinance – Giving Credit Where Credit is Due ([BLM 3.3](#)) through discussion and written response.

### Sample Answers to [BLM 3.3](#) Microfinance — Giving Credit Where Credit is Due

1. A sample answer chart is provided here. Encourage your students to think of even more advantages and disadvantages.

	Microfinance Loan	Traditional Bank Loan
Advantage	<ul style="list-style-type: none"><li>- no collateral/assets needed to get a loan</li><li>- loans are available to rural poor who would otherwise not be able to access loans (such as rural, poor women in developing countries)</li><li>- repayment periods are short to help the rural poor save and repay loans</li><li>- ability to get larger loans if initial small loans are repaid</li><li>- NGO or bank may facilitate the income generating project and possibly set loan conditions that will help the business succeed. Training may also be provided by the NGO as part of the loan program, such as animal management practices or bookkeeping skills.</li></ul>	<ul style="list-style-type: none"><li>- those who qualify can gain access to large loans</li><li>- possibly longer time between loan repayment periods</li><li>- fewer conditions for the loan associated with the specific project or purpose of the loan</li></ul>

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	- peer lending group meetings can become a forum for transferring knowledge and skills between communities or families. For example, new cropping practices or family health issues may be discussed and personal solutions or recommendations shared.	
Disadvantage	- only a small amount of money loaned initially	- people without assets do not qualify for these loans, therefore they are inaccessible for the rural poor - inability to repay can result in significant debt depending on the size of the loan

2. If a family has a successful microfinance project, for example raising and selling chickens, they will be able to earn an income for the family. The family could use this money in numerous ways to improve the family's quality of life. The family would derive social benefits:
- If the money were used to send one or more of the children to school
  - If the money were saved and used to buy medicine or transportation to take a family member to the hospital when an emergency occurred
  - If it were used to buy additional food to create a more nutritious diet for the family
  - If it were used to buy the seeds and equipment needed to produce more diverse crops (such as vegetables rich in vitamins and minerals to supplement a rice-based or starch-based diet)

Environmental benefits could result from a microfinance project if the money were used to improve the environmental conditions of the family farm. For example, trees could be planted in part of the family's land for environmental benefits, shade, and fruit or nut production. If families are able to generate an income from the microfinance project, they may not need to grow as many crops each year to support and feed their family, thereby allowing longer rest periods between crops on the land. This can make crops more plentiful during the times they are planted from the build up of soil nutrients and can reduce soil degradation.

If many members of a community are combined in a microfinance project that is very successful, they may be able to combine individual incomes for purchasing larger items that could benefit many families or the community. For example, several people could jointly purchase a water buffalo, a large animal that can be used for pulling heavy loads such as ploughs or carts. The buffalo could be used by the owners to plough fields and transport heavy loads. It would also be a



resource available to other community members, possibly through money or bartering agreements.

3. A woman's status could increase significantly if she became a successful business woman through a microfinance project. Status is often associated with money and power. Prior to microfinance programs a rural, poor woman would often be dependent on her husband with no access to income and with limited power over family resources. Women rarely obtain ownership of land.

An income can provide a woman with the power to use the money where she sees the need and it gives her control over some of the family's resources. This could allow the woman to purchase goods and services and negotiate on the family's behalf within the community, thereby changing her status at the community level.

As with any change in family or community dynamics, this may initially result in some tension between husband and wife or between the women and community members. Changes in gender roles and power structures are ongoing, but require entire family and community acceptance of the changes in order to be most beneficial for everyone.

4. (Answers will vary) Microfinance projects can be very successful in breaking the cycle of poverty for the rural poor in developing countries. Microfinance projects provide a unique opportunity for people to access loans who would otherwise be unable to for the purposes of income generation using individual skills and talents. Money earned can be used to improve social and environmental conditions for the family and the community, contributing to breaking the cycle of poverty.

## **Extension Activities**

- Have students generate a list of their unanswered questions about microfinance. Visit the Grameen Bank website to try and find answers to those questions (<http://www.grameen-info.org>).

## **Teacher Background Notes**

### ***What is microfinance?***

Microfinance is the extension of small loans to entrepreneurs too poor to qualify for traditional bank loans. It has proven to be an effective and popular measure in the ongoing struggle against poverty.

### ***History of microfinance***

The first microfinance program — the Grameen Bank — started in Bangladesh in 1976. (Grameen means "rural" or "village" in Bangla language). The Grameen Bank has been

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extremely successful and continues to operate throughout the world today. For more information visit [www.grameen-info.org](http://www.grameen-info.org).

### ***Where are microfinance programs found?***

Microfinance programs were originally adopted in developing countries to assist poor rural people in establishing income-generating activities whereby they could break their cycle of poverty. Microfinance programs continue to operate in developing countries throughout the world with the support of a variety of banking institutions and non-governmental organizations.

Today, microfinance programs can be found all over the world in both developed and developing countries. VanCity Credit Union in Vancouver, Canada operates a microcredit program for small business owners who would not qualify for standard bank loans.

### ***How do microfinance programs work?***

Each microfinance program is uniquely adapted to the situation and needs of the community and country where it is operating. Some general operating principles of microfinance projects are described in this section however, they do not all apply to all projects.

Money is loaned to poor people with no or very little collateral who would not qualify for regular bank loans. Loans are provided for income generating purposes, for example:

- purchasing chickens to sell their eggs
- handicraft businesses started by making baskets, etc., and selling the items at markets
- initial investment for a vegetable garden (tools, seeds), with vegetables sold for profit

Loans are provided in small amounts to start. If a person repays his/her first loan his/her chances increase to receive a larger loan next time. Loans are paid back in small instalments (little amounts each week, as opposed to large amounts at the end of each month). This makes the loans easier to pay back for people living in poverty, who may have difficulty saving large amounts due to other expenses that may arise over the course of the month.

Loans may come with conditions specific to the business the loan is intended for. For example, a loan for a water buffalo to start a small water buffalo breeding business may come with conditions that the animal is vaccinated and visits a veterinary professional on a regular schedule. These conditions result in a better chance for business success and loan repayment. These types of conditions may be monitored by the banking institution or non-governmental organization that is helping to coordinate the loan.

Interest rates vary by microfinance program. Generally, interest is charged at market rate or just below market rate. People applying for these loans are not treated as charity cases, but are given the respect and dignity of any other person. It is simply recognized that their initial assets are different than other people.

Peer lending groups (4-5 people) are established in the loans process. These peer groups monitor and support the lending activities of the group through regular meetings. They also provide a form of peer pressure to help keep people accountable to their loan. In addition to peer review of business plans and having a forum to discuss business ideas, the peer groups can also form new social networks and allow the exchange of more information not related to the businesses and loans.

Many microfinance projects are targeted to women's groups. In general, women have been found to be better 'savers' of money and have had a better success in loan repayment. This makes them a better candidate for microfinance projects. In developing countries, women are also often lacking assets that could serve as collateral, since it is traditionally the men who control financial resources and assets, such as land. This also makes them preferred candidates for microfinance programs.

### ***Beyond Financial Benefits***

There are more than just financial benefits gained from microfinance programs.

A woman who receives a loan can be empowered by the experience of successfully operating a small business and the ability to have her own income and assets. Her status in the family and within the community can also rise because of her participation in the microfinance program. She is no longer just seen as a mother and wife, but as a major income provider for the family.

The regular meetings of the peer lending group members provide an opportunity to discuss other family or community issues as well as to share advice and knowledge. For women who traditionally remained at home to perform the many household duties, the microfinance meetings provided a new opportunity to meet with women of similar backgrounds, discuss issues and share experiences. Health and social issues may be discussed as well as knowledge shared among group members resulting in many indirect social benefits of microfinance programs.

### ***Earn Money and Break the Cycle of Poverty***

Once a woman is generating income from the new business, both she and her entire family will benefit greatly in all areas of their lives. The money can be used to purchase medicines if a family member becomes ill. It can also be used to purchase livestock which can help with hard labour in the fields or provide a source of protein for a balanced diet or to be sold in the event that an emergency arises. The money can also be used to pay school fees to send children to school. A self-generating income allows the family to manage the resources based on their own needs and strengths.

A successful business, initiated through a microfinance program, can be one large piece of the puzzle to breaking the cycle of poverty. To break the cycle of poverty, the big picture must be analyzed including all social, environmental and economic factors.

### ***CHF, Sustainable Livelihoods and Microcredit***

When CHF begins working in a community, they perform a village assessment and determine the village's strengths and get a better understanding of the community structure. Communities identify their own priorities that they want to work on to improve their lives, based on their skills and interests. If communities identify that they want to start a business but don't have the start-up funds, CHF can work to partner the community with a microfinance institution, such as the Grameen Bank. Many other large banks throughout the world have also dedicated a percentage of their lending to microcredit programs. These institutions may also be partnered up with the help of CHF.

CHF is not a bank or a lending institution, so it does not give loans directly. Sometimes communities will be provided with non-financial resources or training by CHF to further a business idea and generate income for their families. For example, in Vietnam CHF worked with women's groups to provide basic training in bookkeeping and financial management. Women were provided with a small amount of money (not a loan) to invest in production activities that could provide them with income. Once these women built confidence in the financial process, they would be able to access loans from microfinance programs from rural banks. The main income generating project for this community was buying pigs. In the three pilot villages, more than 130 piglets were bought to be raised and sold at maturity.

### ***Resources***

[www.grameen-info.org/](http://www.grameen-info.org/) - Grameen Bank

<https://www.vancity.com/MyCommunity/> - Canadian example

<http://nobelpeaceprize.org/> - Nobel Peace Prize Official Site

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What is a microfinance program?

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A microfinance program provides small loans to entrepreneurs too poor or without collateral to qualify for traditional bank loans.

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What was the first microfinance program?

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The first microfinance program was the Grameen Bank. The Grameen Bank started in Bangladesh in 1976. (Grameen means "rural" or "village" in Bangla language).

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Was the first microfinance program successful?

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The first microfinance program was extremely successful in improving family's incomes and reducing poverty. The program continues to operate throughout the world today.

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How big is the Grameen Bank today?

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As of April, 2009, the Grameen Bank had 7.75 million borrowers, 97 percent of whom are women. The Grameen Bank provides microfinance services in 83,967 villages in Bangladesh.

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Where are microfinance programs found?

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Microfinance programs were originally adopted in developing countries to help the rural poor establish income-generating activities. Today, microfinance programs are found throughout the world in both developing and developed countries, including Canada.

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What can loans through microfinance programs be used for?

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Loans are usually provided for income generating purposes. For example, money could be loaned to start a handicraft business making baskets and selling the items at markets. A loan could also be used for the initial investment for a vegetable garden (such as tools and seeds) and the vegetables would then be sold for profit and to pay back the loan. Some loans may be provided for other purposes such as housing or education.

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How are microfinance loans paid back?

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Loans are paid back in small instalments (little amounts each week, as opposed to large amounts at the end of each month). This makes the loans easier to pay back for people living in poverty who may have difficulty saving large amounts due to other expenses that may arise over the course of the month.

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Do microfinance loans have special conditions?

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Microfinance loans may come with conditions specific to the business the loan is intended. For example, a loan for a water buffalo to start a small water buffalo breeding business may come with conditions that the animal is vaccinated and visits a veterinary professional on a regular schedule. These conditions would result in a better chance for business success and loan repayment. These types of conditions may be monitored by the banking institution or a non-governmental organization that is helping to coordinate the loan.

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What is the interest rate on microfinance loans?

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Interest rates vary by microfinance program. Generally, interest is charged at market rate or just below market rate.

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What are peer lending groups?

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Peer lending groups are groups of 4 - 5 borrowers established by the loan institution (bank or NGO organization). These peer groups monitor and support the lending activities of the group through regular meetings. They also provide a form of peer pressure to help people keep accountable to their loan. Peer lending groups review business plans and discuss business ideas.

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What are some benefits of peer lending groups unrelated to the loans process?

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Peer lending groups allow new social networks to form and allow the exchange of information among group members. For women's lending groups, this provides a unique opportunity to meet with women from other communities and share information about farming practices, health care and families.

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Why are women more likely candidates for microfinance loans?

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Many microfinance projects are targeted to women's groups. In general, women have been found to be better savers of money and have had a better success in loan repayment. This makes them a better candidate for microfinance projects. In developing countries, women are also often lacking assets that could serve as collateral, since it is traditionally the men who control financial resources and assets, such as land. This also makes them preferred candidates for microfinance programs.

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How can getting a loan to raise chickens help break the cycle of poverty?

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Eggs can be sold to provide an income or chicks can be raised and sold for income. Eggs and chickens can be eaten to provide an important source of protein in the diet of the rural poor. Improving nutrition can help people stay healthy and prevent future expenses for medicines, funerals, etc.

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## BLM 3.2 Muhammad Yunus and Grameen Bank - Nobel Peace Prize Winners

<p>Oslo - The Norwegian Nobel Committee has decided to award the Nobel Peace Prize for 2006, divided into two equal parts, to <b>Muhammad Yunus</b> and <b>Grameen Bank</b> for their efforts to create economic and social development from below. Lasting peace can not be achieved unless large population groups find ways in which to break out of poverty. Micro-credit is one such means. It also serves to advance democracy and human rights.</p>	<h1>Muhammad Yunus and Grameen Bank Awarded Nobel Peace Prize</h1> <p>13 October 2006</p>	
<p>Muhammad Yunus has shown himself to be a leader who has managed to translate visions into practical action for the benefit of millions of people, not only in Bangladesh, but also in many other countries. Loans to poor people without any financial security had appeared to be an impossible idea. From modest beginnings three decades ago, Yunus has, first and Foremost through</p>	<p>Grameen Bank, developed micro-credit into an ever more important instrument in the struggle against poverty. Grameen Bank has been a source of ideas and models for the many institutions in the field of micro-credit that have sprung up around the world.</p>	
	<p>Every single individual on earth has both the potential and the right to live a decent life. Across cultures and civilizations, Yunus and Grameen Bank have shown that even the poorest of the poor can work to bring about their own development.</p>	<p><b>Prof. Muhammad Yunus</b></p>
	<p>Micro-credit has proved to be an important liberating force in societies where women in particular have to struggle against repressive social and economic conditions. Economic growth and</p>	<p>political democracy cannot achieve their full potential unless the female half of humanity participates on an equal footing with the male.</p> <p>Yunus's long-term vision is to eliminate poverty in the world. That vision can not be realised by means of micro-credit alone. But Muhammad Yunus and Grameen Bank have shown that, in the continuing efforts to achieve it, micro-credit must play a major part.</p>

## **BLM 3.3 - Microfinance – Giving Credit Where Credit is Due**

### **What is Microfinance?**

Microfinance, or sometimes called micro-credit, is the extension of small loans to entrepreneurs too poor to qualify for traditional bank loans. It has proven to be an effective and popular measure in the ongoing struggle against poverty.

### **History of Microfinance**

The first microfinance program — the Grameen Bank — started in Bangladesh in 1976. (Grameen means "rural" or "village" in Bangla language.) The Grameen Bank has been extremely successful and continues to operate throughout the world today. For more information, visit [www.grameen-info.org](http://www.grameen-info.org)

### **Where are Microfinance Programs Found?**

Microfinance programs were originally adopted in developing countries to assist poor rural people in establishing income-generating activities whereby they could break their cycle of poverty. Microfinance programs continue to operate in developing countries throughout the world with the support of a variety of banking institutions and non-governmental organizations.

Today, microfinance programs can be found all over the world in both developed and developing countries. VanCity Credit Union in Vancouver, Canada operates a micro-credit program for small business owners who would not qualify for standard bank loans.

### **How do Microfinance Programs Work?**

Each microfinance program is uniquely adapted to the situation and needs of the community and country where it is operating. Some general operating principles of microfinance projects are described in this section however, they do not all apply to all projects.

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### **BLM 3.3 Continued - Microfinance – Giving Credit Where Credit is Due**

monitored by the banking institution or non-governmental organization that is helping to coordinate the loan.

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#### **Microfinance in Action!**

Microfinance loans can be obtained to start any number of businesses. A woman may want to buy equipment to start a sewing business. Another woman may want to buy chickens or ducks, and sell the eggs or mature birds for profit. A group of women may want to start a handicraft business, selling hand-woven baskets. The possibilities are endless! However, each business idea uses an individual's talent and satisfies a market need.

#### **Questions - Microfinance and Poverty**

1. With a partner, create a chart and list all of the advantages and disadvantages of microfinance loans and traditional loans for a borrower.
2. What social or environmental benefits could result from a successful microfinance project for a family? For a community?
3. Do you think a woman's status in the community could change if she were a successful business woman through a microfinance program? Explain.
4. In your opinion, do you think microfinance projects can be successful in breaking the cycle of poverty for poor people in developing countries? Explain your reasoning.

### BLM 3.1 - Microfinance – questions et réponses

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Qu'est-ce qu'un programme de microfinance ?

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Les programmes de microfinance attribuent des petits prêts aux entrepreneurs qui sont trop pauvres ou qui n'ont pas les garanties nécessaires pour obtenir un prêt bancaire classique.

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Quel fût le premier programme de microfinance ?

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La Banque Grameen fût le premier programme de microfinance. Elle a été fondée au Bangladesh en 1976. (grameen signifie « rural » ou « village » en bengali).

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Est-ce que le premier programme de microfinance a connu du succès ?

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Le premier programme de microfinance a connu énormément de succès. Il a amélioré la condition de pauvreté en permettant aux familles d'accroître leur revenu. Le programme existe aujourd'hui dans plusieurs régions du monde.

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### BLM 3.1 Suite : microfinance – questions et réponses

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Quel est le volume de la Banque Grameen aujourd'hui ?

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Au 1<sup>er</sup> avril 2009, la Banque Grameen avait 7,75 millions d'emprunteurs, dont 97 pourcent étaient des femmes. La Banque Grameen attribue des microcrédits dans 83 967 villages au Bangladesh.

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Dans quelles régions peut-on avoir accès à un microcrédit ?

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Les programmes de microfinance ont initialement été mis en place dans les pays en voie de développement pour aider les pauvres dans les régions rurales à établir des activités génératrices de revenu. Aujourd'hui il existe des programmes de microfinance dans plusieurs régions du monde, à la fois dans des pays développés et les pays en voie de développement, comme le Canada.

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À quoi servent les prêts accordés par les programmes de microfinance ?

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### BLM 3.1 Suite : microfinance – questions et réponses

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Les prêts servent généralement aux activités génératrices de revenu. Par exemple, on obtient un prêt pour créer une entreprise artisanale de fabrication de paniers, qui sont vendus au marché. Le prêt peut également servir à couvrir les frais d'établissement d'un potager (pour acheter des graines et des outils). Les légumes récoltés sont ensuite vendus et l'argent gagné sert à rembourser le prêt. Certains prêts sont accordés pour le logement ou l'éducation.

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Comment rembourse-t-on un microcrédit ?

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Les prêts sont remboursés par petits versements (des petits montants à la fin de chaque semaine, plutôt qu'un gros montant à la fin du mois). Les prêts sont donc plus faciles à rembourser pour ceux qui vivent dans la pauvreté, qui ont parfois du mal à économiser des gros montants à cause des autres dépenses qui peuvent survenir pendant le mois.

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Quelles sont les conditions pour obtenir un microcrédit ?

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### BLM 3.1 Suite : microcrédit – questions et réponses

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Certaines conditions s'appliquent aux entreprises qui obtiennent un microcrédit. Par exemple, si on emprunte pour acheter un buffle d'Asie pour commencer un élevage, la condition pourrait être de faire vacciner l'animal et consulter un vétérinaire régulièrement. Ces conditions permettent d'assurer le succès de l'entreprise et de rembourser le prêt. Elles sont supervisées par l'établissement bancaire ou l'organisation non-gouvernementale qui a participé à l'obtention du prêt.

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Quel est le taux d'intérêt du microcrédit ?

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Les taux d'intérêt varient selon les programmes. Habituellement, ils suivent le taux du marché ou sont légèrement sous le taux du marché.

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Qu'est-ce qu'un cercle de crédit d'entraide ?

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### BLM 3.1 Suite : microcrédit – questions et réponses

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Le cercle de crédit d'entraide est un groupe de 4 ou 5 emprunteurs mis en place par un établissement de crédit (banque ou ONG). Les membres du groupe supervisent et soutiennent les opérations de crédit lors de réunions périodiques. C'est aussi une forme de pression entre les paires pour s'encourager à être responsable de son prêt. On examine ensemble des projets d'entreprise et on discute de nouvelles idées.

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En dehors du prêt, quels sont les avantages d'un cercle de crédit d'entraide ?

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Les cercles de crédit d'entraide créent des nouveaux réseaux sociaux et facilitent l'échange d'information entre les membres du groupe. Dans les cercles d'entraide réservés aux femmes, c'est une occasion unique de rencontrer des femmes issues d'autres communautés et de discuter de pratiques agricoles, la santé et la famille.

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Pourquoi les femmes sont-elles plus souvent privilégiées comme candidates au microcrédit ?

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Plusieurs programmes de microfinance sont ciblés vers les groupes de femmes. On a constaté que les femmes sont en général plus économes et réussissent mieux à rembourser leur crédit. Elles sont donc des meilleures candidates pour les programmes de microcrédit. Dans les pays en voie de développement, les femmes n'ont souvent pas les actifs nécessaires pour assurer une garantie, étant donné que traditionnellement ce sont les hommes qui contrôlent les finances et les actifs, comme le terrain. Elles sont ainsi privilégiées comme candidates au microcrédit.

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Comment peut-on briser le cercle de la pauvreté avec un prêt accordé pour commencer un élevage de poules ?

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On peut faire un profit avec les œufs vendus ou en élevant des poussins qui sont ensuite vendus. Les œufs et les poulets mangés sont une source importante de protéines, qui manquent souvent dans l'alimentation des plus démunis en région rurale. Une alimentation plus complète permet d'être en meilleure santé, ce qui diminue les dépenses en médicaments, funérailles, etc.

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## BLM 3.2 Muhammad Yunus et la Banque Grameen – gagnants du Prix Nobel de la paix

Oslo – le Comité Nobel norvégien a accordé le Prix Nobel de la paix de 2006 à **Muhammad Yunus** et à la **Banque Grameen** pour avoir créé un modèle de développement économique et social, pour les pauvres et détenu par les pauvres. Une paix durable ne peut être obtenue sans qu'une partie importante de la population trouve les moyens de sortir de la pauvreté. L'accès au microcrédit en offre la possibilité. Il permet aussi de faire avancer la démocratie et les droits humains.

Muhammad Yunus est un chef de file qui a réussi à transformer son rêve en action pratique pour des millions de personnes, non seulement au Bangladesh, mais dans plusieurs autres pays. Il semblait auparavant impossible d'accorder un prêt aux pauvres qui n'avaient aucune sécurité financière. Depuis ses origines modestes il y a trente ans, Yunus et la Banque Grameen ont développé le microcrédit comme un instrument dans la lutte contre la pauvreté. La Banque

# Muhammad Yunus et la Banque Grameen remportent le Prix Nobel de la paix

13 octobre 2006

Grameen est une source d'idées et de modèles pour les multiples institutions qui offrent aujourd'hui du microcrédit à travers le monde.

Tous les habitants de la Terre ont le potentiel et le droit de mener une existence décente. Au-delà des cultures et des civilisations, Yunus et la Banque Grameen ont démontré que même les plus démunis peuvent travailler pour assurer leur propre développement. Le microcrédit est une force libératrice importante dans des sociétés où les femmes, plus particulièrement, doivent lutter contre des conditions économiques et sociales répressives. La croissance économique et la démocratie politique ne peuvent atteindre leur plein potentiel à moins



**Prof. Muhammad Yunus**

que la femme, qui représente la moitié de la population mondiale, soit considérée à l'égal de l'homme.

La vision à long terme de Yunus est d'éliminer la pauvreté dans le monde. Le microcrédit ne peut à lui seul permettre d'atteindre cette vision. En revanche, Muhammad Yunus et la Banque Grameen ont prouvé que le microcrédit participe en grande partie à l'atteinte de cette vision.

### **BLM 3.3 - Microfinance – attribuer un crédit là où le crédit est nécessaire**

#### **Qu'est-ce que la microfinance ?**

La microfinance, parfois nommée microcrédit, attribue des petits prêts aux entrepreneurs qui sont trop pauvres pour être éligibles aux prêts bancaires classiques. C'est une mesure populaire et efficace dans la lutte contre la pauvreté.

#### **Histoire de la microfinance**

Le premier programme de microfinance a été créé par la Banque Grameen au Bangladesh en 1976 (grameen signifie « rural » ou « village » en bengali) La Banque Grameen a connu beaucoup de succès et ses opérations se sont étendues à l'échelle mondiale. Pour plus d'information, allez à [www.grameen-info.org](http://www.grameen-info.org)

#### **Où peut-on trouver des programmes de microfinance ?**

À l'origine, les programmes de microfinance ont été mis en place dans les pays en voie de développement pour aider les habitants pauvres des régions rurales à créer des entreprises génératrices de revenu, pour ainsi se sortir de la pauvreté. Ces programmes existent dans plusieurs pays en voie de développement grâce au soutien de plusieurs établissements bancaires et organisations non gouvernementales.

Aujourd'hui, il existe dans plusieurs régions du monde, à la fois dans les pays développés et les pays en voie de développement, des programmes de microfinance. À Vancouver, Canada, la VanCity Credit Union gère un programme de microcrédit pour les propriétaires qui ne sont pas éligibles aux prêts bancaires classiques.

#### **Comment les programmes de microfinance fonctionnent-ils ?**

Chaque programme de microfinance est adapté à la situation et aux besoins de la communauté et du pays dans lequel il est mis en œuvre. Les principes opérationnels des projets de microfinance qui sont présentés dans la section suivante ne s'appliquent en revanche pas à tous les projets.

On attribue des prêts aux démunis qui n'ont aucune garantie et ne sont pas éligibles aux prêts bancaires classiques. Les prêts sont accordés pour la création d'entreprises génératrices de revenu :

- Achat de poules pour vendre des œufs
- Entreprise artisanale (p.ex. fabrication de paniers) et vente d'items au marché
- Frais d'établissement pour un potager (outils, graines) et légumes vendus pour rembourser le prêt.

On accorde un petit montant pour commencer. Lorsque la personne rembourse son premier prêt, elle devient éligible pour un montant plus élevé la fois suivante. Les prêts sont remboursés par petits versements (des petits montants à chaque semaine, par rapport à un montant plus élevé à la fin du mois). Les prêts sont donc plus faciles à rembourser pour ceux qui vivent dans la pauvreté, qui ont parfois du mal à économiser des gros montants à cause des autres dépenses qui peuvent survenir pendant le mois. Certaines conditions s'appliquent aux entreprises qui obtiennent un microcrédit. Par exemple, si on emprunte pour acheter un buffle d'Asie pour commencer un élevage, la condition pourrait être de faire vacciner l'animal et consulter un vétérinaire régulièrement. Ces conditions permettent d'assurer le succès de l'entreprise et de

### **BLM 3.3 Suite - Microfinance – accorder un crédit là où le crédit est nécessaire**

rembourser le prêt. Elles sont supervisées par l'établissement bancaire ou l'organisation non-gouvernementale qui a participé à l'obtention du prêt.

Les taux d'intérêt varient selon le programme de microfinance. En général, ils suivent les taux du marché ou sont légèrement en dessous. On ne considère pas que les candidats demandent la charité mais ils sont traités avec le même respect et dignité que toute autre personne. On reconnaît tout simplement qu'ils possèdent moins d'actifs au départ.

Le cercle de crédit d'entraide est un groupe de 4 ou 5 emprunteurs mis en place par un établissement de crédit (banque ou ONG). Les membres du groupe supervisent et soutiennent les opérations de crédit lors de réunions périodiques. C'est aussi une forme de pression entre les paires pour s'encourager à être responsable de son prêt. On examine ensemble des projets d'entreprise et on discute de nouvelles idées.

Plusieurs programmes de microfinance sont ciblés vers les groupes de femmes. On a constaté que les femmes sont en général plus économes et réussissent mieux à rembourser leur crédit. Elles sont donc des meilleures candidates pour les programmes de microcrédit. Dans les pays en voie de développement, les femmes n'ont souvent pas les actifs nécessaires pour assurer une garantie, étant donné que traditionnellement ce sont les hommes qui contrôlent les finances et les actifs, comme le terrain. Elles sont ainsi privilégiées comme candidates au microcrédit.

#### **La microfinance en action !**

On accorde des microcrédits pour plusieurs types d'entreprise. Une femme achète par exemple de l'équipement pour créer une entreprise de couture. Une autre achète des poules ou des cannes pour vendre des œufs ou de la volaille. Ou encore, un groupe de femme crée une entreprise artisanale pour vendre des paniers tressés à la main. Les possibilités sont illimitées ! Toute entreprise nécessite par contre l'imagination d'un entrepreneur et doit répondre aux besoins du marché.

#### **Questions – La microfinance et la pauvreté**

1. En équipe de deux, faites un tableau et une liste des avantages et désavantages du microcrédit ainsi que des prêts bancaires traditionnels pour un demandeur.
2. Quels sont les avantages sociaux ou environnementaux d'une entreprise fructueuse pour une famille ? Pour une communauté ?
3. Pensez-vous que le statut d'une femme changerait si elle créait une entreprise fructueuse avec l'aide d'un microcrédit ? Expliquez pourquoi.
4. Selon vous, la microfinance peut-elle briser le cercle de la pauvreté dans les pays en voie de développement ? Expliquez pourquoi.

## Assessment

Student's contribution to the class and small group discussions can be observed and recorded anecdotally by the teacher. A rubric is provided below that can be used for assessment or evaluation purposes.

### Microfinance: Giving Credit Where Credit is Due

Student's Name: \_\_\_\_\_

Criteria	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
<b>Knowledge/Understanding</b>	Demonstrates limited knowledge and understanding of terms and concepts.	Demonstrates some knowledge and understanding of terms and concepts.	Demonstrates considerable knowledge and understanding of terms and concepts.	Demonstrates thorough knowledge and understanding of terms and concepts.
<b>Thinking/Inquiry</b>	Analysis, decision-making and critical thinking skills are applied with limited effectiveness.	Analysis, decision-making and critical thinking skills are applied with some effectiveness.	Analysis, decision-making and critical thinking skills are applied with considerable effectiveness.	Analysis, decision-making and critical thinking skills are applied with a high degree of effectiveness.
<b>Communication</b>	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.

## Glossary

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**Canadian International Development Agency (CIDA):** The federal agency charged with planning and implementing most of Canada's international development program in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

**Deforestation:** The loss of forests due to over-cutting of trees.

**Developed Country:** A basic classification of countries with a high level of per capita income, industrialization, and modernization. Such countries usually have lower levels of population growth.

**Developing Country:** A basic classification of low- and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in developed countries.

**Ecological Footprint:** A measure of how much land and water is needed to produce the resources we consume and to dispose of the waste we produce.

**Environmental Degradation:** The change in environmental conditions to a lower condition, quality or level.

**Fair Trade:** A trading method committed to social justice in which employees and farmers are treated and paid fairly, sustainable environmental practices are followed and long-term trade relationships are fostered.

**Food Security:** A state where all people, at all times, have enough food to eat and the food meets their overall nutritional requirements.

**Gender:** Culturally defined roles and responsibilities for females and males that are learned, may change over time, and vary among societies.

**Global Citizenship:** Awareness of the world as a global community and recognizing the rights and responsibilities of citizens to take action with a global consciousness.

**Globalization:** The idea, popularized in the 1960s, that the entire world and its inhabitants are becoming one large community with interconnected needs and services.

**Gross Domestic Product (GDP):** The value of all goods and services produced within a nation in a given year.

**Human Development Index:** An annual ranking of countries in which the health, education, and wealth of each nation's citizens is examined. Life expectancy, educational achievement, and standard of living are measured.



**International Development:** Efforts to assist nations, and their citizens and institutions, to develop a higher quality of living. This is often done through social or economic programs.

**Microfinance** - Small loans that help poor people who wish to start or expand their small businesses but, lack the assets for banks to lend to them; sometimes also called micro-credit.

**Millennium Development Goals:** The eight goals all 191 United Nations member states have agreed to try to achieve by the year 2015.

**Non-Governmental Organization (NGO):** An organization that is not part of the local, state or federal government.

**North American Free Trade Agreement (NAFTA):** An agreement implemented in 1994 committing Canada, the US and Mexico to the elimination of all tariffs, quotas and other trade barriers between them before 2009.

**Poverty:** The state of being without, often associated with need, hardship and lack of resources across a wide range of circumstances.

**Subsistence Agriculture:** A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

**Sustainable Development:** Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

**Sustainable Livelihood:** The capabilities, assets (including both material and social resources) and activities required for a means of living that can be maintained into the future, recover from shocks and does not compromise natural resources.

**United Nations:** An international organization formed in 1945 to promote peace and economic development.

## Country Information

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For further information on Ghana, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Ghana
- CIA Ghana Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Ghana from the dropdown menu
- CIDA Ghana Profile [www.acdi-cida.gc.ca/ghana-e](http://www.acdi-cida.gc.ca/ghana-e)
- Ghana Government Website [www.ghana.gov.gh/](http://www.ghana.gov.gh/)
- CHF Ghana Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Ghana

For further information on Zimbabwe, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Zimbabwe
- CIA Zimbabwe Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Zimbabwe from the dropdown menu
- CIDA Zimbabwe Profile [www.acdi-cida.gc.ca/zimbabwe-e](http://www.acdi-cida.gc.ca/zimbabwe-e)
- Zimbabwe Government Website [www.gta.gov.zw/](http://www.gta.gov.zw/)
- CHF Zimbabwe Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Zimbabwe

For further information on countries in the Caribbean, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Caribbean
- CIA Profiles of various countries within the Caribbean [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose a country from the dropdown menu
- CIDA Profiles of various countries within the Caribbean (select country name from map) [www.acdi-cida.gc.ca/Americas](http://www.acdi-cida.gc.ca/Americas)
- CHF Guyana Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Americas, Guyana

For further information on Bangladesh, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Asia and then Bangladesh
- CIA Bangladesh Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Bangladesh from the dropdown menu
- CIDA Bangladesh Profile [www.acdi-cida.gc.ca/bangladesh-e](http://www.acdi-cida.gc.ca/bangladesh-e)
- Bangladesh Government Website [www.bangladesh.gov.bd/](http://www.bangladesh.gov.bd/)
- CHF Bangladesh Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Asia, Bangladesh

## Resources

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### Reference Books

Hammond World Atlas 3e, by Hammond, 1999

Worldmark Chronologies, Vol. 1: Chronology of Africa, by Karen Christensen, 1997

### Web Sites

CHF [www.chf-partners.ca](http://www.chf-partners.ca)

Gifts That Matter campaign [www.giftsthatmatter.ca](http://www.giftsthatmatter.ca)

Canadian International Development Agency (See Teacher Zone) [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca)

Grameen Bank [www.grameen-info.org/](http://www.grameen-info.org/)

Vancity (Canadian example of microfinance) [www.vancity.com/MyCommunity/](http://www.vancity.com/MyCommunity/)

Nobel Peace Prize Official Site <http://nobelpeaceprize.org/>

Earth Day Network (Quiz) [www.earthday.net/footprint/index.html](http://www.earthday.net/footprint/index.html)

Footprint of Nations [www.ecologicalfootprint.org](http://www.ecologicalfootprint.org)

Global Footprint Network [www.ecofoot.net](http://www.ecofoot.net)

Transfair Canada Website [www.transfair.ca](http://www.transfair.ca)

Make Poverty History Website [www.makepovertyhistory.ca/](http://www.makepovertyhistory.ca/)

World Bank PovertyNet [www.worldbank.org](http://www.worldbank.org) click on "Topics" and then "Poverty"

National Anti-Poverty Organization [www.napo-onap.ca/](http://www.napo-onap.ca/)

The Assembly of First Nations Website: Making Poverty History Article

[www.afn.ca/article.asp?id=2903](http://www.afn.ca/article.asp?id=2903)

United Nations Development Programme: Poverty Reduction [www.undp.org/poverty/](http://www.undp.org/poverty/)

United Nations Development Report Website <http://hdr.undp.org>

Campaign 2000 Website [www.campaign2000.ca/rc/](http://www.campaign2000.ca/rc/)

UN Millennium Development Goals [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)

UN Millennium Project [www.unmillenniumproject.org/](http://www.unmillenniumproject.org/)

Millennium Campaign Website [www.millenniumcampaign.org](http://www.millenniumcampaign.org)

World Bank Student/Teacher Website <http://youthink.worldbank.org/>

Global Education Network [www.global-ed.org](http://www.global-ed.org)

Updated Currency Conversion [www.oanda.com/convert/classic](http://www.oanda.com/convert/classic)

## Summary and Next Steps

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The first step in reducing poverty and injustice in developing countries is to **look deeper** and understand the realities faced and the connections between people around the world. This is an important step in creating empathy for the rural poor in the next generation of leaders — today's students!

This guide was developed to help children understand rural communities in developing countries and some of the forces that perpetuate their cycles of poverty. More importantly, this guide is to give students hope that change is possible. Everyone can contribute to empowering communities to have the resources to be self-sufficient and break their cycle of poverty. (Please see the Head, Heart and Hand Approach on page 4 which highlights the importance of action.)

The second step is to move informed students to action. Students will see how their actions will lead to healthier children, families and communities. Their support will enable families to earn better incomes so they can afford school fees for their children as well as meet other needs. Families will feel empowered and will have more hope for their future.

Your students can help CHF improve the lives of people in rural communities in developing countries by engaging in one of CHF's activities or fundraising events. CHF has many successful stories of schools that are supporting our projects in various developing countries. Visit our web site at [www.chf-partners.ca](http://www.chf-partners.ca) and click on **Teachers** for the latest school success story.

### **CHF encourages your school to get involved!**

Sign up for our Gifts That Matter campaign today! (See page 5 for further information on this campaign).

### **For more information please contact:**

Global Education Coordinator  
CHF  
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Ottawa, Ontario K1N 7Z2  
[gloaled@chf-partners.ca](mailto:gloaled@chf-partners.ca)  
Phone: (613) 237-0180 ext. 229 or 1-866-242-4243



# Change for Children

## *Alphabet Soup in the Americas*





## Teacher Resource: “Alphabet Soup in The Americas”

Ricardo Acuña for Change for Children Association

The article “Alphabet Soup in the Americas,” provides an introduction to the complex issues surrounding the negotiations of the **World Trade Organization** and the **Free Trade Area of the Americas**. While the author addresses only the most salient points of the agreements, the reading level is fairly difficult. This reading guide has been provided to help students work through the article and develop a more comprehensive understanding of these multilateral trade agreements.

We recommend that students read through the vocabulary list and questions prior to reading the article itself, so that they are able to highlight the vocabulary terms and other pertinent information as they read. Students should begin to define the terms and answer the questions only after having read the article through in its entirety first.

The questions and suggested use of this resource have been structured to address the **knowledge, comprehension, application, synthesis** and **evaluation** categories of Bloom’s Taxonomy. It incorporates an approach to developing critical thinking skills that requires the students to engage actively with the text in front of them and apply a variety of skills in order to draw conclusions about that text.

Because of the difficulty of the text and the complexity of the agreements it addresses, the suggested use of the resource indicates a plan that involves four class periods. As this is not always possible, teachers are encouraged to use only those parts of the resource that most specifically address the needs of their classroom.

This article and accompanying reading guide are intended to act as a resource for high school social studies teachers addressing the WTO and FTAA talks in their discussions of current events, but applies most specifically to the following curricular components:

**Social 20 Topic B: Interdependence in the Global Environment**

Theme II - Economic Development and Interdependence

*Learner Objective*

*Students understand that economic growth and interactions have increased global interdependence*

**Social 30 Topic B: Global Interaction in the 20<sup>th</sup> Century**

Theme IV – Contemporary Global Interactions

*Learner Objective*

*Students understand that global interactions are increasingly influenced by economic developments*

### CONTACT US!

Our education program is interested in developing more classroom resources that address the current events that are contributing to the root causes of poverty and social injustice in the new global economy. We are concerned with providing teachers with the resources that they need to incorporate a timely, global perspective into their classroom and would appreciate any feedback that you can give us. Please let us know... if you used this resource, if you would like to receive more resources like this one, and how we should structure resources like these - or send us your wish list for resource materials on topics pertaining to global interdependence and development issues.

**Tel (780) 448-1505**

**Fax (780) 448-1507**

**email [cfca@changforchildren.org](mailto:cfca@changforchildren.org)**



## **Suggested use of this resource:**

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- Step 1**                      **Required Time: One class period (approximately 60 minutes)**
- Students review the vocabulary terms and short answer questions before reading the article.
- Students read the article actively, using a pen or highlighter to demarcate the information they will need to answer the questions provided.
- Step 2**                      **Recommended Homework Assignment**
- After reading the article, students use the text to prepare a definition for each of the vocabulary terms based on the context of that term in the article.
- Note: students will have to make assumptions about what they think the correct definition is, and must be prepared to be wrong – the definition is not overtly evident in the body of the text.
- Step 4**                      **Required Time: One class period (approximately 60 minutes)**
- In a large group discussion, the teacher asks students to share their definitions of the vocabulary terms. Options include building a “definition” from student contributions on the board, or having the class vote on which of the potential definitions they believe is closest to the actual definition. The teacher then provides the correct definition for student note-taking.
- Step 5**                      **Required Time: One class period (approximately 60 minutes)**
- Students work in groups of 3-4 to respond to all of the **Short-Answer Questions**.
- The teacher facilitates a discussion of the article, using student response to each of the short-answer questions as a basis for extrapolating on the issues surrounding the WTO and FTAA.
- Step 6**                      **Recommended Homework Assignment**
- Students complete the **Questions for Consideration**.
- These questions are all based on the opinion of the student and their understanding of the text. There is no right or wrong answer.
- Step 7**                      **Recommended Time: One class period (approximately 60 minutes)**
- Without giving students prior notice, the teacher selects one of the **Questions for Consideration**, develops an issue statement based on that question and class discussion to date and has the class hold a debate on the issue.
- The class is divided in to two groups – the “for” and “against” of the debate - and is given 10 minutes to prepare opening arguments and detail key points for discussion. One student from each group must be selected to present opening arguments, and another to provide a closing statement at the end of the debate.

## Reading Guide

### Vocabulary

The following words or phrases appear in the article “Alphabet Soup in the Americas,” by Ricardo Acuña. Write a definition of each word or phrase, using its context in the article.

**(You may have to make an educated guess!)**

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#### 1. Commodification

When a traditionally non-commercial (and often intangible) good, service, concept or resource is treated like a commercial product (commodity) and made subject to the traditional terms of ownership, purchase, trade and profit.

e.g. *Air quality* – re: greenhouse gas emissions and the Kyoto Protocol

#### 2. Neo-liberal globalization

*Neo-liberalism* is an economic ideology and set of economic policies that have become widespread during the last 25 years or so – *neo* meaning *new*, implying that liberal economic policy that underlines the global economy is new. The main points of neo-liberalism include (Source: [www.globalexchange.org](http://www.globalexchange.org)):

##### **THE RULE OF THE MARKET**

Liberating private enterprise from any bonds imposed by the government with little consideration of social structures.

Promote the belief that an unregulated market is the best way to increase economic growth, which will ultimately benefit everyone.

**CUTTING PUBLIC EXPENDITURE FOR SOCIAL SERVICES** like education and health care.

**REDUCING SOCIAL SAFETY-NETS AND INFRASTRUCTURE FOR THE POOR**

##### **DEREGULATION**

Reduce government regulation of everything that could diminish profits, including protecting the environment and safety on the job.

##### **PRIVATIZATION**

Sell state-owned enterprises, goods and services to private investors. This includes banks, key industries, railroads, toll highways, electricity, schools, hospitals and even fresh water.

#### 3. Ratify

When participating members of a body (corporate, governmental, organisational, etc.) agree in writing to a decision or agreement proposed by that body.

#### 4. Food Security

The ability of a country to produce - via trade or agriculture - and store enough basic food staples to adequately supply their population, even in times of emergency. Accompanied by the ability of all levels of the population to access those food staples, regardless of income level.

Food security exists when all people, at all times, have physical and economic access to enough safe and nutritious food to meet their dietary needs. (source: [www.fao.org](http://www.fao.org))

**5. Land Reform**

A process by which land is redistributed more equitably. Usually occurs as a result of government policy, where the redistribution involves claiming large land-holdings from wealthy owners and redistributing it to small farmers and groups of poverty-stricken families.

**6. Barrier to Trade**

Term common to the documentation of the WTO and affiliated trade agreements - refers to the “rule of the market” philosophy that underlies neo-liberalism. A barrier to trade is anything that business might interpret as impeding their ability to maximize the profitability of their enterprise. Includes environmental protection and labour laws.

**7. Security Crop**

Those crops produced by a country that are used to satisfy the basic staple needs of its population.

e.g. grain in Canada; corn in Mexico

**8. Phytosanitary**

Referring to food safety and plant and animal health - in other words, ensuring that plants and animals are kept safe for human consumption.

**9. Genetically Modified Organism**

An organism that has been changed from its original, naturally occurring state as a result of human manipulation of its genetic code and structure.

**10. Bio-diversity**

The diversity of plant and animal species in a given environment.

**11. Intellectual Property**

Ideas, inventions, creations and living organisms as introduced to and controlled in the marketplace - usually having to do with copyright and trademark.

**Teacher’s note:** this includes the “discovery” of plants traditionally used as food sources or traditional medicines for indigenous groups – which would require these communities to begin paying for products that they have traditionally relied on as readily accessible in their immediate environment.

**12. Investor State**

An investor state is an *investor* (corporate entity/company) that is treated as a *state* (country) with respect to international trade agreements. *Investor State rights* means giving rights to investors that are usually reserved for legally recognized states.

eg. NAFTA Chapter 11 gives corporations the right to sue foreign governments

**13. Government Procurement**

The process by which governments issue tenders and enter into contracts with private business for the provision of goods and services.

**14. Quantitative Restrictions**

Limits placed by a country on imports of a particular product or products from a particular country.

## Reading Guide

### Short-Answer

Use the article provided to answer the following questions.  
You will need to use a separate sheet of paper.

**HINT:** the answers to the questions appear in order and can be taken directly from the article.

---

The answers provided below are quoted directly from the article.

1. What is the World Trade Organization (WTO)?  
**The WTO was formed in 1995 as a permanent body to enforce the General Agreement on Tariffs and Trade (GATT) and other international agreements.**
2. Why was it considered crucial that the talks in Cancun go well?  
**In 2001 at Doha, they did reach an agreement on a very ambitious work plan which opens up a series of existing agreements and so-called “new issues” for negotiations. These negotiations are to be approved or rejected as a “single undertaking” by a deadline of January 1, 2005... A fruitful Cancun ministerial is critical if the deadline (set at Doha) is to be met.**
3. What is the Free Trade Area of the Americas (FTAA)?  
**It will be a hemisphere-wide free trade zone covering all countries of North, Central and South America and the Caribbean, minus Cuba.**
4. Why is the FTAA considered to be more than just a geographic expansion of the North America Free Trade Agreement (NAFTA)?  
**The draft texts of the FTAA released to the public after the Quebec Summit show it to be not only a geographic expansion of NAFTA, but also an expansion in terms of scope – extending trade rules to a whole series of previously untouched goods and services, and further limiting governments’ abilities to play any significant role in the setting of domestic, economic or development policy.**
5. Why is the FTAA called “the WTO on steroids”?  
**Although the WTO and the FTAA are similar in the issues they are dealing with, and in their ultimate objectives, in almost every instance the FTAA is more comprehensive and goes further than the WTO.**
6. How are services governed in the WTO?  
**In the WTO, trade in services is governed by the GATS (General Agreement on Trade in Services).**
7. What does the FTAA’s declaration that “the stated objective of negotiations is *universal coverage of all service sectors*” mean?  
**No public services can be exempted if provided commercially or in competition with private providers...Included in this are things like health care, education, telecommunications, transportation, postal services, water, energy and social assistance.**
8. What is the effect of agricultural subsidies in Europe and the US on developing countries in the Global South?  
**(They) result in imported staples coming into their countries cheaper than what local producers can sell for.**

9. What poses the biggest problem for the WTO and FTAA in the area of **intellectual property**?  
**The biggest area of contention on this issue is the need of poor countries of the South to deal with HIV/AIDS and other public health emergencies by distributing free drugs. (Which would not be possible under TRIPS)**
10. What does a **Multilateral Agreement on Investment** try to accomplish?  
**Essentially, what an MAI seeks is the elimination of a government's ability to set any limits or conditions whatsoever on foreign direct investment.**
11. If the WTO and FTAA are passed, areas that are traditionally kept under government control in Canada would be opened up to competition on the open market. Acuña lists four (4) different areas that would be affected by these competition rules – name them.  
**Utilities, Energy, Water...Canada Post**
12. There are differences between what the more developed countries of the Global North want to achieve with the WTO and FTAA, and what the developing countries of the Global South would like to achieve. What are some of the tools that the North has to help pressure the South into accepting the agreements as they are?  
**The International Monetary Fund (IMF)  
The World Bank  
Trade sanctions  
Penalties, tariffs and (trade) barriers**

# Alphabet Soup in the Americas

by Ricardo Acuña

This fall represents a critical moment for proponents of free trade and neo-liberal globalization around the world. September 10 through 14 will see a ministerial meeting of the World Trade Organization (WTO) in Cancun, Mexico, and November 20 and 21st will see the trade ministers of the Americas come together for meetings on the Free Trade Area of the Americas (FTAA) in Miami, Florida.

So what does this alphabet soup of acronyms mean? The short answer is that, in the drive to liberalize trade and eliminate all barriers to the movement of goods and services, these agreements may actually result in the commodification and extension of trade rules to virtually all aspects of life – from water, to health care, to the very genetic structure of the living organisms around us. Although that last statement may sound inflammatory and alarmist, it isn't. A brief history and explanation of what is at stake in each of these agreements may help to reinforce that.

**The WTO** was formed in 1995 as a permanent body to enforce the General Agreement on Tariffs and Trade (GATT) and other international agreements. Since 1995 there have been four WTO Ministerial meetings. At the third ministerial in 1999 in Seattle, the members of the WTO were unable to come to an agreement on a work plan for negotiations. In 2001 at Doha, however, they did reach agreement on a very ambitious work plan which opens up a series of existing agreements and so-called "new issues" for negotiations. These negotiations are to be approved or rejected as a "single undertaking" by a deadline of January 1, 2005. By treating them as a "single undertaking," countries do not have the option of approving some of the agreements



and rejecting others. It is an all or nothing scenario. As such, a fruitful Cancun ministerial is critical if the deadline is to be met, and pressure on dissenting countries of the South to sign on will be immense.

**The FTAA**, on the other hand, is already in the process of being created. It will be a hemispheric-wide free trade zone covering all countries of North, Central and South America and the Caribbean, minus Cuba. The countries of the Americas agreed to this undertaking at the first Summit of the Americas convened by President Bill Clinton in Miami in 1994. It was the fulfillment of a longstanding US dream of linking the economies of the

hemisphere from "Anchorage to Tierra del Fuego." In addition to the Miami Summit in 1994, there have been Summits of the Americas in Santiago, Chile in 1998 and in Quebec City in 2001. The draft texts of the FTAA released to the public after the Quebec Summit show it to be not only a geographic expansion of NAFTA, but also an expansion in terms of scope – extending trade rules to a whole series of previously untouched goods and services, and further limiting governments' abilities to play any significant role in the setting of domestic economic or development policy. Like the WTO, the current FTAA timeline requires an agreement for the leaders of the Americas to sign by the end of 2004, with each country ratifying in 2005.

Although the WTO and the FTAA are similar in the issues they are dealing with, and in their ultimate objectives, in almost every instance the FTAA is more comprehensive and goes further than the WTO. This has led many to describe the FTAA as "the WTO on steroids." Following is a summary of some of the more contentious issues at each of the ministerials, and a brief explanation of their implications.

*...continued on page 4*

## A QUICK GUIDE TO TRADE RELATED ACRONYMS

<b>FTAA</b>	Free Trade Area of the Americas
<b>GATT</b>	General Agreement on Tariffs and Trade
<b>GATS</b>	General Agreement on Trade in Services
<b>GMOs</b>	Genetically Modified Organisms
<b>IMF</b>	International Monetary Fund
<b>MAI</b>	Multilateral Agreement on Investment
<b>NAFTA</b>	North American Free Trade Agreement
<b>TRIP</b>	Trade Related Intellectual Property
<b>WTO</b>	World Trade Organization

## SERVICES

In the WTO, trade in services is governed by the GATS (General Agreement on Trade in Services). Negotiations on the GATS are going on behind closed doors, with every WTO member submitting lists of which services they are prepared to offer up for inclusion in the GATS, and each in turn submitting lists to other countries outlining which services they would like to see offered up. The FTAA's rules on services are based on the GATS, but go further. The stated objective of negotiations is "universal coverage of all service sectors." No public services can be exempted if provided commercially or in competition with private providers. The combination of these agreements will have severe implications on a government's ability to limit private for-profit involvement in what are currently public services. Included in this are things like health care, education, telecommunications, transportation, postal services, water, energy and social assistance.

## AGRICULTURE

In both agreements, agriculture is seen exclusively in terms of trade and economics. Questions of food security, fighting hunger, land reform, and self-sufficiency are not considered in either agreement. In both the WTO and FTAA negotiations, Third World countries are fighting to be able to retain control over what are termed "security crops" – this control would enable them to protect their producers and population from wildly fluctuating international commodity prices, and from shortages caused by natural disasters. These types of national food security programs may be considered "barriers to trade" and would not be allowed under the proposed agreements. Countries of the South are also seeking an end to high export subsidies in Europe and the US, which result in imported staples coming into their countries cheaper than what local producers can sell for. Because the North is unlikely to give in to either of these demands from the South, the issue of agriculture is one

# WHAT'S AT STAKE?

**CANADA** Government could be compelled to open domestic postal service up to competition

**MEXICO** WTO's elimination of 'Quantitative Restrictions' would enable foreign producers to flood the country with underpriced staple foods

**MEXICO** Five new major dams to be built in Chiapas for the sole purpose of exporting energy to the southern United States

**CENTRAL AMERICA** Highways and dry canals built under Plan Puebla Panama 'development' plan will permanently damage sensitive ecosystems and force small producers off of productive land

**CENTRAL & SOUTH AMERICA** Eco-labels and Fair Trade Marks could be deemed a 'barrier to trade' by the WTO and controlled, limited or banned

**MEXICO, CHILE** North American logging corporations would have unfettered access to the lush forests of southern Mexico and southern Chile and governments could not demand environmentally sound logging practices

of the issues that has the potential of dooming negotiations at both the WTO and the FTAA to failure.

## PUBLIC HEALTH AND ENVIRONMENT - GMOs

Biotechnology is another contentious issue in both agreements. The Sanitary and Phytosanitary Measures Agreement (SPS) of the WTO and the FTAA's agriculture rules both seek to limit the ability of governments to ban genetically engineered crops and foods in their countries. Rules prohibiting the import of Genetically Modified Organisms (GMOs) or requiring that they be labeled as genetically modified would be considered a barrier to trade, and thus not allowed under either agreement.

Although the UN has guaranteed countries the right of taking measures to protect the natural environment, bio-diversity, and public health, to date the WTO seems to have taken precedence over those UN agreements. Likewise, precedents under NAFTA have shown that companies who sue governments as a result of these types of restrictions have won.

## INTELLECTUAL PROPERTY

The WTO agreement dealing with intellectual property is the Agreement on Trade Related Intellectual Property (TRIPs). The FTAA is also dedicating significant attention to rules for intellectual property which closely mirror TRIPs. The biggest area of contention on this issue is the



**ENTIRE HEMISPHERE** Countries could be forced to privatize crown corporations in oil and energy sectors, and eliminate any limits on exploration and extraction of natural resources by foreign corporations

**ENTIRE HEMISPHERE** Farmers forced to buy new seeds every year – harvesting of seeds prohibited under intellectual property rules

**COSTA RICA** Foreign companies will be able to patent "new species" of medicinal plants and wildlife

**BRAZIL, MEXICO, COSTA RICA** local governments would lose the right to regulate the tourism industry and set limits on development

**BRAZIL** non-recognition of land reform, modernization requirements of agriculture rules, will force small producers out of farming

**ENTIRE HEMISPHERE** Governments forced to allow private sector access to for-profit provision of health care, education, water and other services

need of poor countries of the South to deal with HIV/AIDS and other public health emergencies by distributing cheap or free drugs. Although TRIPs currently allow for member countries to make and use generic drugs for public health purposes, countries with little or no manufacturing capacity are seeking the ability to import generic drugs from other countries. This issue was to be settled by the end of 2002, but the power and influence of US pharmaceutical companies vis a vis the US government have made progress on this issue a near impossibility. The FTAA would make it illegal for countries to distribute drugs for free, or to access generic drugs from other countries. A further issue in this category is that these same cor-

porations are seeking to extend (by way of the US government) their patent protection from 20 to 25 years. This will result in ever-increasing prescription drug prices world-wide.

### INVESTMENT

In 1998 a massive mobilization by global civil society succeeded in exposing and bringing an end to negotiations for a Multilateral Agreement on Investment (MAI). On the agenda for Cancun is a revival of this agreement. Essentially what an MAI seeks is the elimination of a government's ability to set any limits or conditions whatsoever on foreign direct investment. It is feared by many countries in the South that the ultimate goal here is to adopt

"investor-state" rights (similar to NAFTA) at the WTO. This would allow corporations to sue governments who attempt to set limits or controls on investment. The proposed FTAA investment rules go beyond what currently exists in NAFTA, and what a new MAI proposes. Corporations would be given the right to challenge any and all forms of government regulation, performance requirements, or environmental and public health safe-guards.

### GOVERNMENT PROCUREMENT

Many governments around the world currently promote and support domestic businesses by favouring local suppliers in government contracts and by setting domestic content requirements. The proposed WTO rules on government procurement would ban those practices, enabling foreign corporations to bid for government contracts at par with local suppliers, and making domestic content laws null and void. The FTAA would go one step further by prohibiting governments from discriminating against any country in the FTAA, meaning that a government would no longer be able to embargo products from a participating country with an oppressive regime that violates human rights for example.

### COMPETITION

Both the WTO and the FTAA are seeking to adopt new "competition rules" which would mean the end of governments protecting domestic monopolies for things like utilities, energy, water and a host of others. These new rules would eliminate government's ability to exercise any control over natural resources. The FTAA speaks directly to government owned monopolies (such as Canada Post) which would be allowed to exist, provided that they promote competition at national and regional levels. Here too, corporations and investors would be allowed to sue governments for administering monopolies or state enterprises.

*...continued on page 6*



...continued from page 5

## A CRITICAL TIME

Because of the looming deadlines on both of these agreements, and because of the substantial disagreements which are still present, the meetings this fall will be a critical determinant of what happens with these agreements. The distance in bargaining positions between the North and South on questions of agricultural subsidies, intellectual property, and investment could spell the collapse of negotiations in Cancun and Miami. By the same token, however, the countries of the North are exerting tremendous pressure on dissenting voices to fall into line on these agreements, or face significant repercussions in terms of World Bank and International Monetary Fund (IMF) loans. In the case of Central America, they are faced with the prospect of losing a large sum of money promised by the Inter-American Development Bank for the capital development scheme known as the Plan Puebla Panama. In the case of Brazil, perhaps the most vocal opponent to the FTAA currently, Lula's government is facing the prospect of huge trade sanctions, penalties, tariffs and barriers if they refuse to fall into line.



Canadian union delegates meet with their counterparts in Mexico to discuss labour issues

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## What do you want the world to look like on January 1, 2005?

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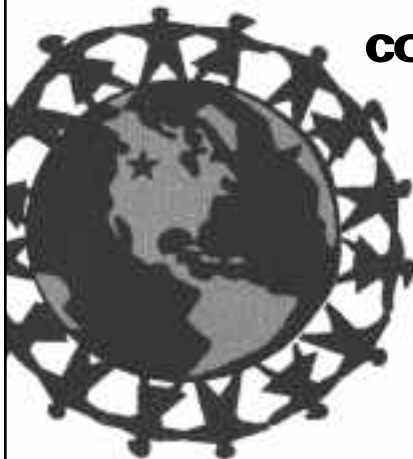
The vulnerability of the WTO and FTAA negotiations also presents a significant opportunity for popular opposition to the agreements. In Seattle, the WTO negotiations were shaky to start with. The mass popular mobilization that brought the trade talks into the global spotlight played an important role in ensuring that the talks would end in failure. That opportunity exists again, only this time the failure of the talks would cer-

tainly result in neither the WTO nor the FTAA being able to meet their deadline of December 31, 2004, and would deal a serious blow to the cause of the corporate driven global economic agenda.

People often ask what the point of protest is, given that it so rarely makes a difference. This is a case where the potential exists for popular mobilization to make a significant difference. What our world looks like on January 1, 2005 depends in large measure on what happens in Cancun and Miami this fall, and many across the world are not prepared to leave that determination in the hands of a few of the world's elite. Keep this in mind as you watch the news and read the coverage of the summits and accompanying protests. Determine what you want the world to look like on January 1, 2005, and determine what part you are prepared to play to make it happen. The time is now.

*Ricardo is Executive Director of the Parkland Institute, a public policy research and education network based out of the University of Alberta. For more information on the Parkland call (780) 492-8558 or visit [www.ualberta.ca/parkland](http://www.ualberta.ca/parkland).*

**another world is possible  
another alberta is possible  
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# **Alphabet Soup in The Americas**

Ricardo Acuña for Change for Children Association

## **Reading Guide**

### **Vocabulary**

The following words or phrases appear in the article “Alphabet Soup in the Americas,” by Ricardo Acuña. Write a definition of each word or phrase, using their context in the article.

**(You may have to take a risk and make an educated guess!)**

---

- 1. Commodification**
- 2. Neo-liberal globalization**
- 3. Ratify**
- 4. Food Security**
- 5. Land Reform**
- 6. Barrier to Trade**
- 7. Security Crop**
- 8. Phytosanitary**
- 9. Genetically Modified Organism**
- 10. Bio-diversity**
- 11. Intellectual Property**
- 12. Investor State**
- 13. Government Procurement**
- 14. Quantitative Restrictions**

## Reading Guide

### Short-Answer

Use the article provided to answer the following questions.  
You will need to use a separate sheet of paper.

**HINT: the answers to the questions appear in order and can be taken directly from the article.**

---

1. What is the World Trade Organization (WTO)?
2. Why was it considered crucial that the talks in Cancun go well?
3. What is the Free Trade Area of the Americas (FTAA)?
4. Why is the FTAA considered to be more than just a geographic expansion of the North America Free Trade Agreement (NAFTA)?
5. Why is the FTAA called “**the WTO on steroids**”?
6. How are services governed in the WTO?
7. What does it mean that “the stated objective of negotiations is *universal coverage of all service sectors*”?
8. What is the effect of agricultural subsidies in Europe and the US on developing countries in the Global South?
9. What poses the biggest problem for the WTO and FTAA in the area of **intellectual property**?
10. What does a **Multilateral Agreement on Investment** try to accomplish?
11. If the WTO and FTAA are passed, areas that are traditionally kept under government control in Canada would be opened up to competition on the open market. Acuña lists four (4) different areas that would be affected by these competition rules – name them.
12. There are differences between what the more developed countries of the Global North want to achieve with the WTO and FTAA, and what the developing countries of the Global South would like to achieve. What are some of the tools that the North has to help pressure the South into accepting the agreements as they are?

## Questions for Consideration

Based on your understanding of the issues involved in the administration of the WTO and FTAA, answer the following questions. The questions require that you **state your opinion**, but you must support it with examples and evidence wherever possible.

You will need to use a separate sheet of paper to answer these questions.

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1. In the section marked “**AGRICULTURE**,” Acuña notes that the WTO and FTAA are only concerned with agriculture in terms of trade and economics, and that questions around food security and hunger are not considered in either agreement. He clearly believes that they should be. Do you agree with him? Why or why not? Would your answer be different if you lived in another country?
2. Why do you think that the WTO and FTAA would consider restrictions on GMOs a barrier to trade?
3. Do you think that companies should have to label food as genetically modified? Why or why not?
4. The FTAA would make it illegal for countries to distribute drugs for free. Acuña claims that this is a result of the influence that US pharmaceutical companies have on their government. Do you believe him? Why or why not?
5. The proposed FTAA investment rules would make it possible for companies to sue the government of a country if they felt that government regulations were prohibiting their ability to be profitable in that country. If the company won the lawsuit, the government would be forced to pay that company for damages incurred as a result of the legislation, and remove the regulation. Do you think that companies should have a right to sue governments?
6. Apply your understanding of the Canadian economy to the idea of **government procurement**. Is it more important for the Canadian government to invest in local business, or to ensure that Canadians have access to products at the lowest possible price? Explain.
7. Why do you think **Fair Trade** labels would be considered a barrier to trade?
8. Acuña demonstrates a clear bias in his article on the WTO and the FTAA. What is it? Quote two (2) separate sentences (or sections) that reveal Acuña’s bias. Do you share his bias or not? Explain.



The Centre for Global Citizenship  
Education and Research

*Living in a Globalizing World:  
A Deliberative Dialogue  
on Globalization*



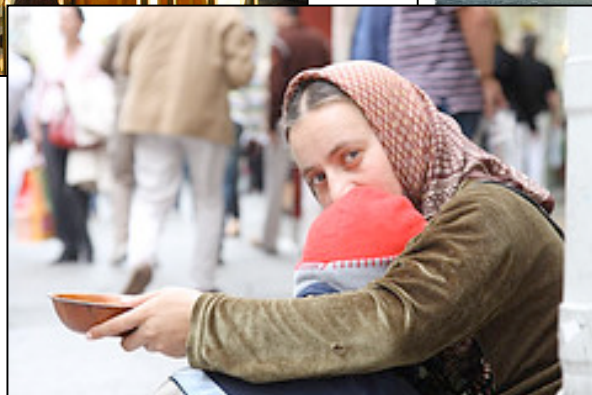


# Living in a Globalizing World

A DELIBERATIVE DIALOGUE ON GLOBALIZATION

Teacher's Resource Book

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This guide was prepared by the Global Education Network (GEN) in the Department of Educational Policy Studies at the University of Alberta, with the financial support of Field Experiences in Undergraduate Student Services at the University of Alberta.

GEN is an initiative that seeks to link research, teaching and social action through creating partnerships that serve the public and the education community in the widest sense. GEN is a response to an increasing awareness of the social responsibilities of the education community and the need to address social justice as a central focus in education research and teaching, and therefore seeks to develop a critical research culture of collaboration, creativity, and compassion by bringing together local and global researchers, higher education practitioners, in-service and pre-service teachers, and community educators to work collaboratively for social change. The work of GEN links global and local issues and education responses through such areas as citizenship, human rights education, peace and environmental justice education.

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January, 2009

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## Preface

As our world becomes increasingly interconnected, educators must work to foster in students a global consciousness with respect to humanity and world issues. One key element of this is developing an understanding of how political and economic distribution of power affects individuals, communities, nations and the globe, particularly in relation to the process of globalization.

Globalization is discussed by scientists, political theorists, economists, students and more. It is hotly debated and widely contested. There are many grey areas that need to be discussed – this is not simply black-and-white.

With this guide, your students will engage in a deliberate dialogue process that will get at the complexities of globalization while enhancing their ability to determine the strengths and weaknesses of arguments and identify the main ideas underlying various positions on globalization.

## What is Deliberative Dialogue?

Deliberative dialogue is a process that allows participants to engage in issues from multiple perspectives. Through this process, participants present their opinions, while remaining open to the opinions of others. Participants work through different options, explore the pros and cons, and seek areas of common ground.

There are some distinct differences between a dialogue and a debate. Debates often focus on backing up one's own argument while looking for flaws in the argument of one's opponent. Participants look for weaknesses in the opponent's position in order to provide a critique. The emphasis is on ensuring the outcome is in one's own favour. In contrast, the goal of dialogue is to find common understanding and common ground. Rather than asking participants to defend their assumptions, they are asked to explore and question them by looking at the issue through multiple perspectives.

Participants bring their own perspective and experience of the issue to the dialogue. However, by looking at a variety of approaches to a particular topic, students examine the cause-and-effect relationship between these various approaches and their impacts on our world. Through the deliberative dialogue process, they are able to work through some of the tensions and complexities between various approaches. This process allows them to deal with controversial issues in a clear, logical, open-minded and respectful way.

Deliberative dialogue should be a non-confrontational process that provides a forum in which students can engage openly and honestly with controversial issues.

## Structure of a Deliberative Dialogue

Note: This material draws heavily from the training materials of the Canadian Council for International Cooperation ([www.ccic.ca](http://www.ccic.ca)) and is used with permission.

### Section A: 30 minutes

Overview of the issue (no more than 5 minutes)

Personal experiences (no more than 10 minutes)

### Section B: 1.5 hours

Explanation of the lesson

Review the approaches

Choice work (20-25 minutes per approach)

### Section C: 45 minutes

Common Ground (25 minutes)

Next steps (15 minutes)

## The Role of the Facilitator

This guide is a tool for bringing all students into a conversation on globalization. It provides an overview of globalization and explores several approaches or courses of action that could be taken to respond to this process.

The starting point of any deliberative dialogue is people's own experiences and values. The facilitator of the deliberation will help students share their opinions, concerns and values. However, they should also make students aware of the frames through which they view globalization, and help them to shift their perspective by analyzing and problematizing existing frames while also bringing in alternative lenses. The perspectives presented in this guide are a starting point, but there are many others that can also be brought into the discussion by the facilitator.

The facilitator should not attempt to manipulate the dialogue or steer participants towards an ultimate decision, but rather guide participants if they feel the conversation has hit a barrier. By doing this, participants can clarify what is important to them and develop new meaning and understanding of globalization.

## The Role of the Recorder

The recorder listens to the discussion and pulls out key themes and ideas that emerge. It is helpful to use a recording sheet that provides space for taking notes on one side, and a space for jotting down possible areas of common ground and areas of tension, disagreement and ambiguity. Pay particular attention to themes that come up repeatedly or that people seem to be agreeing with. These notes will be used in the "Common Ground" section.

## Choice Work

The facilitator will walk the students through each of the three approaches presented in the guide. It is important to mention to students that these approaches are not mutually exclusive, nor are they the only approaches to globalization. Rather, they are starting points where students can begin to discuss the values, consequences and conflicts of globalization. The facilitator should lead into each approach with a positive question in order to get students into the underlying values of the perspective. Then the discussion can lead into critiques and questioning.

The facilitator's role is to help people question and understand their own perspective and also to lead them into a questioning and deeper understanding of not only the three approaches presented, but the process of globalization in general.

You may most likely, depending on the experiences and backgrounds of students in your class, find that some views will not be presented. Therefore, it will be important to ask

- What do you think that someone who is affected by this approach but not here at this forum might say?
- How would their experience of globalization differ from your experience?

Another way of doing this is to bring in alternative perspectives directly

- People from different "locations" (nation, class, gender, rural-urban, indigenous, ethnicity, etc.) might say....

During the choice work, the recorder should be listening for key themes and common ground.

## Possible Discussion Questions (from [www.ccic.ca](http://www.ccic.ca))

1. What is of value in this approach?
  - What do you like about this approach?
  - What would a person who supports this approach say about it?
  - What do you find most persuasive about this approach?
  - Who would support this approach? What would they value?
2. What are the costs/consequences associated with this approach?
  - What do you think a person who opposes this approach would say?
  - What do you not like about this approach?
  - Who is harmed by this approach?
  - What is an example of a consequence associated with this approach?
3. Who or what is being globalized in this approach?
  - Who controls the process? How?
  - What are the implications of this approach to globalization for people in different "locations" (nation, class, gender, rural-urban, indigenous, ethnicity etc.)
4. What are the tensions or conflicts in this issue that we have to work through?

As the dialogue continues through the approaches, the moderator may want to start a discussion around tensions that exist between the approaches.

  - What do you see as the tensions between the approaches?
  - What are the gray areas?

## Common Ground

After working through each of the approaches, students should reflect on any common ground they have found. They do not need to reach consensus (complete agreement) but rather need to find a starting point from which they could possibly take action on this issue.

The recorder's notes form the starting point of this discussion. The recorder should highlight any common ground that they heard from the group, along with any points of tension (checking in with the group to ensure that they heard correctly).

The recorder need not report back on everything that was discussed, but rather pull out and present key themes.

Once a list of common ground is accepted by the group, the recorder or facilitator can lead the group in a dialogue that will continue to deepen their understanding of globalization.

- Are there values or principles that as a group we agree on?
- Are there additional tensions or contradictions that we need to work through?
- Are there areas of shared interest from which we can move forward?

## Closure and Next Steps

After working through each of the approaches, provide an opportunity for students to reflect on how their understanding of globalization has shifted through the deliberative dialogue process and to outline possible next steps. The facilitator could ask:

- How has your thinking about globalization changed?
- What did we discuss that is different from the usual debate?
- Is there anything you might do differently as a result of the deliberation?
- What could we do to address the unresolved tensions that came up during the dialogue?

## Curriculum Links

This resource guide was developed specifically with the Alberta Education Social Studies Curriculum in mind. Below is an outline of the ways in which this lesson links to the overall goals of the Social Studies curriculum, along with curriculum links for Social Studies 10-1/10-2, 11-1/11-2, and 12-1/12-2.

### Social Studies Curriculum Links

<b>Values and Attitudes</b>	-Demonstrate a global consciousness with respect to humanity and world issues
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"><li>-Understand historic and contemporary issues, including controversial issues, from multiple perspectives</li><li>-Understand how political and economic distribution of power affects individuals, communities and nations</li></ul>
<b>Skills and Processes</b>	<ul style="list-style-type: none"><li>-Engage in active inquiry and critical and creative thinking</li><li>-Recognize and responsibly address injustices as they occur in their world</li><li>-Communicate ideas and information in an informed, organized and persuasive manner</li></ul>
<b>Pluralism: Diversity and Cohesion</b>	<ul style="list-style-type: none"><li>-A commitment to respecting differences and fostering inclusiveness</li><li>-An understanding and appreciation for shared values</li><li>-A respect for democratic principles and processes for decision making such as dialogue and deliberation</li></ul>
<b>Current Affairs</b>	-Investigating current affairs from multiple perspectives
<b>Power, Authority and Decision Making</b>	-Critical examination of the distribution, exercise and implications of power and authority
<b>Economics and Resources</b>	-Explore multiple perspectives on the use, distribution and management of resources and wealth
<b>Critical Thinking</b>	<ul style="list-style-type: none"><li>-Distinguishing fact from opinion</li><li>-Determining diverse points of view, perspective and bias</li></ul>

## Social Studies 10-1

### Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"><li>-Evaluate ideas and information from multiple sources</li><li>-Determine relationships among multiple and varied sources of information</li><li>-Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability</li><li>-Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue</li><li>-Synthesize information from contemporary and historical issues to develop an informed position</li><li>-Analyze current affairs from a variety of perspectives</li></ul>
S.2 Develop skills of historical thinking	<ul style="list-style-type: none"><li>-Develop a reasoned position that is informed by historical and contemporary evidence</li><li>-Demonstrate an understanding of how changes in technology can benefit or harm society- in the context of the present, the future and various historical time periods</li></ul>
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"><li>-Develop inquiry strategies to make decisions and solve problems</li><li>-Generate and apply new ideas and strategies to contribute to decision making and problem solving</li></ul>
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"><li>-Participate in persuading, compromising and negotiating to resolve conflicts and differences</li><li>-Respect the points of view and perspectives of others</li><li>-Collaborate in groups to solve problems</li></ul>
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"><li>-Acknowledge the importance of multiple perspectives in a variety of situations</li></ul>
S.7 Apply the research process	<ul style="list-style-type: none"><li>-Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</li></ul>
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"><li>-Communicate effectively to express a point of view in a variety of situations</li><li>-Ask respectful and relevant question of others to clarify viewpoints</li><li>-Listen respectfully to others</li></ul>

To what extent should we embrace globalization?

### Related Issue 1: To what extent should globalization shape identity?

- 1.1 Acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.5 Explore multiple understandings and dimensions of globalization (political, economic, social, other contemporary examples)
- 1.7 Analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)



**Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?**

- 2.2 Exhibit a global consciousness with respect to the human condition
- 2.7 Explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism)
- 2.9 Examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism

**Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?**

- 3.3 Explore understandings of contemporary economic globalization
- 3.4 Examine the foundations of contemporary globalization (F.A. Hayek, Bretton Woods Conference, Milton Friedman)
- 3.7 Explore multiple perspectives regarding the relationship among people, the land and globalization
- 3.9 Analyze multiple perspectives on sustainability and prosperity in a globalizing world

**Related Issue 4: To what extent should I, as a citizen, respond to globalization?**

- 4.1 Recognize and appreciate the impact of globalization on the quality of life of individuals and communities
- 4.10 Evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility)

## Social Studies 10-2

### Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	-Analyze ideas and information from multiple sources -Determine the strengths and weaknesses of arguments -Analyze current affairs from a variety of perspectives -Identify main ideas underlying a position or issue
S.4 Demonstrate skills of decision making and problem solving	-Demonstrate skills needed to reach consensus, solve problems and formulate positions -Apply ideas and strategies to contribute to decision making and problem solving
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	-Consider the needs and perspectives of others -Make meaningful contributions to discussion and group work -Demonstrate cooperativeness in groups to solve problems

To what extent should we embrace globalization?

#### **Related Issue 1 – Should globalization shape identity?**

- 1.1 Acknowledge and appreciate the existence of multiple perspectives in a globalizing world
- 1.5 Explore understandings and dimensions of globalization (political, economic, social, and other contemporary examples)

#### **Related Issue 2 – Should people in Canada respond to the legacies of historical globalization?**

- 2.2 Exhibit a global consciousness with respect to the human condition
- 2.9 Explore the multiple perspectives on the political, economic and social impacts of imperialism in Canada

#### **Related Issue 3 – Does globalization contribute to sustainable prosperity for all?**

- 3.1 Recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization
- 3.3 Explore various understandings of contemporary economic globalization
- 3.4 Identify foundations of contemporary globalization (Bretton Woods Conference)
- 3.5 Identify factors contributing to the expansion of globalization since Second World War
- 3.6 Examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy)

#### **Related Issue 4 – Should I, as a citizen, respond to globalization?**

- 4.3 Accept political, social and environmental responsibilities associated with global citizenship
- 4.7 Analyze relationships between globalization and democratization and human rights
- 4.8 Examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues)

## Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"> <li>- Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> <li>-Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic</li> <li>-Evaluate the logic of assumptions underlying a position</li> <li>-Analyze current affairs from a variety of perspectives</li> </ul>
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"> <li>-Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues</li> <li>-Develop inquiry strategies to make decisions and solve problems</li> <li>-Generate and apply new ideas and strategies to contribute to decision making and problem solving</li> </ul>
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"> <li>-Demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably</li> <li>-Demonstrate leadership during discussions and group work</li> <li>-Respect the points of view and perspectives of others</li> <li>-Collaborate with others in groups to solve problems</li> </ul>
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"> <li>-Acknowledge the importance of multiple perspectives in a variety of situations</li> </ul>
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"> <li>-Communicate effectively to express a point of view in a variety of situations</li> <li>-Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue</li> <li>-Ask respectful and relevant questions of others to clarify viewpoints</li> <li>-Listen respectfully to others</li> </ul>

To what extent should we embrace nationalism?

Related Issue 3: To what extent should internationalism be pursued?	
3.1	Appreciate that nations and states engage in regional and global affairs for a variety of reasons
3.3	Demonstrate a global consciousness with respect to the human condition and global affairs

## Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"> <li>-Determine the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> <li>-Evaluate personal assumptions and opinions</li> <li>-Determine the strengths and weaknesses of arguments</li> <li>-Analyze current affairs from a variety of perspectives</li> <li>-Identify main ideas underlying a position or issue</li> </ul>
S.2 Develop skills of historical thinking	-Develop reasoned arguments supported by historical and contemporary evidence
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"> <li>-Demonstrate skills needed to reach consensus, solve problems and formulate positions</li> <li>-Use inquiry processes to make decisions and solve problems</li> <li>-Apply ideas and strategies to contribute to decision making and problem solving</li> </ul>
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"> <li>-Make meaningful contributions to discussion and group work</li> <li>-Consider the points of view and perspectives of others</li> <li>-Identify and use a variety of strategies to resolve conflicts</li> </ul>
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"> <li>-Demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community</li> <li>-Promote and respect the contributions of team members when working as a team</li> <li>-Cooperate with others for the well-being of the community</li> </ul>
S.7 Apply the research process	-Develop and express an informed position on an issue
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"> <li>-Communicate effectively in a variety of situations</li> <li>-Engage in respectful discussion</li> <li>-Ask respectful and relevant questions of others to clarify viewpoints on an issue</li> <li>-Make respectful and reasoned comments on the topic of discussion</li> </ul>

### To what extent should we embrace nationalism?

3.1	Appreciate that nations and states engage in regional and global affairs for a variety of reasons
3.3	Demonstrate a global consciousness with respect to the human condition and global affairs

## Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"> <li>-Evaluate ideas and information from multiple sources</li> <li>-Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability</li> <li>-Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue</li> <li>-Synthesize information from contemporary and historical issues to develop an informed position</li> <li>-Evaluate the logic of assumptions underlying a position</li> <li>-Analyze current affairs from a variety of perspectives</li> </ul>
S.2 Develop skills of historical thinking	<ul style="list-style-type: none"> <li>-Evaluate the impact of significant historical periods and patterns of change on the contemporary world</li> <li>-Develop a reasoned position that is informed by historical and contemporary evidence</li> </ul>
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"> <li>-Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues</li> <li>-Develop inquiry strategies to make decisions and solve problems</li> <li>-Generate and apply new ideas and strategies to contribute to decision making and problem solving</li> </ul>
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"> <li>-Demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably</li> <li>-Demonstrate leadership during discussions and group work</li> <li>-Respect the needs and perspectives of others</li> <li>-Collaborate in groups to solve problems</li> </ul>
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"> <li>-Demonstrate leadership by engaging in actions that enhance personal and community well-being</li> <li>-Acknowledge the importance of multiple perspectives in a variety of situations</li> </ul>
S.7 Apply the research process	<ul style="list-style-type: none"> <li>-Develop, express and defend an informed position on an issue</li> <li>-Reflect on changes of perspective or opinion based on information gathered and research conducted</li> </ul>
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"> <li>-Communicate effectively to express a point of view in a variety of situations</li> <li>-Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue</li> <li>-Ask respectful and relevant questions of others to clarify viewpoints</li> <li>-Listen respectfully to others</li> </ul>

To what extent should ideology be the foundation of identity?

<b>Related Issue 1: To what extent is resistance to liberalism justified?</b>	
2.2	Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
<b>Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?</b>	
4.2	Exhibit a global consciousness with respect to the human condition and world issues

4.8	Evaluate the extent to which ideology should shape responses to contemporary issues
4.9	Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
4.10	Explore opportunities to demonstrate active and responsible citizenship through individual and collective action

## Skills and Processes

S.1 Develop skills of critical thinking and creative thinking	<ul style="list-style-type: none"> <li>-Suggest likely outcomes based on factual information</li> <li>-Evaluate personal assumptions and opinions</li> <li>-Determine the strengths and weaknesses of arguments</li> <li>-Analyze current affairs from a variety of perspectives</li> <li>-Identify main ideas underlying a position or issue</li> </ul>
S.2 Develop skills of historical thinking	<ul style="list-style-type: none"> <li>-Identify and describe the impact of significant historical periods and patterns of change on society today</li> </ul>
S.4 Demonstrate skills of decision making and problem solving	<ul style="list-style-type: none"> <li>-Demonstrate skills needed to reach consensus, solve problems and formulate positions</li> <li>-Use inquiry processes to make decisions and solve problems</li> <li>-Apply ideas and strategies to contribute to decision making and problem solving</li> </ul>
S.5 Demonstrate skills of cooperation, conflict resolution and consensus building	<ul style="list-style-type: none"> <li>-Make meaningful contributions to discussion and group work</li> <li>-Consider the points of view and perspectives of others</li> <li>-Identify and use a variety of strategies to resolve conflicts peacefully and equitably</li> <li>-Demonstrate cooperativeness in groups to solve problems</li> </ul>
S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community	<ul style="list-style-type: none"> <li>-Promote and respect the contributions of team members when working as a team</li> <li>-Cooperate with others for the well-being of the community</li> </ul>
S.7 Apply the research process	<ul style="list-style-type: none"> <li>-Develop and express an informed position on an issue</li> </ul>
S.8 Demonstrate skills of oral, written and visual literacy	<ul style="list-style-type: none"> <li>-Communicate effectively in a variety of situations</li> <li>-Engage in respectful discussion</li> <li>-Ask respectful and relevant questions of others to clarify viewpoints on an issue</li> <li>-Make respectful and reasoned comments on the topic of discussion</li> </ul>

To what extent should we embrace an ideology?

<b>Related Issue 2: Is resistance to liberalism justified?</b>	
2.2	Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
2.3	Appreciate that individuals and groups may adhere to various ideologies
2.13	Evaluate the extent to which resistance to liberalism is justified
<b>Related Issue 4: Should my actions as a citizen be shaped by an ideology?</b>	
4.2	Exhibit a global consciousness with respect to the human condition and world issues (C, GC)
4.8	Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
4.9	Explore opportunities to demonstrate active and responsible citizenship through individual and collective action



## Globalization

Globalization is not a new phenomenon: interactions between nation states, immigration, transcontinental communication and international trade are all examples of global relations that are not new to this century. However, since the 1980s, discussions around globalization have risen, with some stating this is due to an increase in the speed, scope and magnitude of globalization. For example, removal of barriers to world trade, increases in mass communication and the expanding power of transnational corporations (TNCs) all signal an acceleration of the process of globalization. Therefore, a clear understanding of this process, along with its implications on populations and environments worldwide, is essential.

Economic globalization includes free trade agreements, which involves removing trade barriers so that transnational corporations can operate across borders. Canada is currently involved in three free trade agreements: the FTA (Canada-US), the North American Free Trade Agreement (Canada-US-Mexico) and the Free Trade Agreement of the Americas (proposed throughout the Americas). These agreements are monitored by supra-national organizations such as the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO). Because of free trade agreements, people and nations all over the world are becoming connected through an integrated global consumer market.

Trade agreements allow corporations to invest (or de-invest) anywhere, so they are likely to move to countries with low taxes, wages, labour laws and environmental standards. In order to compete in international trade and attract capital, governments lower wages, labour and environmental standards, and taxes (especially corporate) to attract business. While some see this 'Race to the Bottom,' in which countries compete to have the most favourable conditions to attract corporations and investors, as beneficial through the way in which it encourages competitions, others argue that the effects of such actions are harmful to society and the environment.

Free trade agreements give corporations the right to sue governments for passing laws to protect their citizens if those laws might limit corporate profits. Thus, environmental and human rights concerns are often overlooked or ignored in the face of corporate interests. However, others argue that these are temporary consequences of establishing a globally integrated economy, which holds the potential to eventually raise living standards across the globe. These proponents of economic globalization argue that if big business is making money, this will trickle down to the rest of the population.

### **Rich and Poor**

The gap between rich and poor countries (and the rich and poor within those countries) is widening.

The UN Human Development Report for 2005 shows that the richest fifth of the world's population receives more than 75% of world income, while the poorest 20% receives just 1.5%.

This points to the inequitable effects of globalization on world populations. While some get richer through the process of economic globalization, the majority is left behind.

As the strength of global institutions (IMF, World Bank, WTO) and transnational corporations enhances, economic control and power is concentrated in fewer hands.

## Approaches

In the following pages, you will find three distinct approaches to globalization. Each of these choices reflects widely held values, beliefs and ideologies. Through deliberation, you will come to a deeper understanding of these approaches, while also reflecting on your own understanding of globalization.

The three approaches are not mutually exclusive, nor are they the only approaches to globalization. Rather, they provide a point of departure from which a discussion of globalization can begin.

1

Some people say that globalization is good for all and that, by definition, globalization is a positive process. Through continued economic globalization and strengthening of the free market, global inequality and poverty will be alleviated.

2

Some people say that economic globalization (as defined in approach 1) is problematic and will not lead to eventual equality. People who advocate for this perspective want to address the problems associated with globalization in order to make globalization work for all. They argue that while economic growth brings increasing wealth, there are social and environmental consequences that must also be addressed.

3

Some people say that the fundamentals of globalization do not work for local communities. Globalization, with its primary focus on economic liberalism, is a project that serves only a minority of the world's citizens. Therefore, if local communities are to maintain their bio-cultural and social diversity, globalization must be resisted or transformed to serve local needs first.

# 1

## Pro-globalist approach to globalization

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**ISSUE:** By leaving the market to monitor itself, market forces will bring prosperity, liberty, democracy, and peace.

**BROAD REMEDY:** There should be a removal of any barriers that come in the way of free trade. Government should not intervene with competition within the market and forces such as supply and demand.

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### Overview of Approach

Advocates of this approach argue that economic globalization, or the advance of a single global market economy, will eventually lead to equality for all. In this approach, the market takes on an increasingly important role as competition and supply and demand determine who succeeds. Within this approach, governments relax their trade, environmental and labour laws in order to encourage investment and be able to compete in the global economy. Those who work hard and are able to compete are rewarded.

### Examples of Actions

- Reduce barriers to trade and investment
  - For example:
    - Free trade agreements such as NAFTA, FTAA
- Reduce corporate taxes, environmental standards, and labour laws to entice business
- Unrestricted cross-border movement by transnational corporations
  - For example:
    - WalMart is able to operate in countries around the world
    - Clothing made in China with fabric from India for retailers in Canada
- Expand free trade agreements to encourage the inclusion of further markets
  - For example:
    - Expansion of NAFTA or the FTAA into markets beyond North America
- Privatization of public services (i.e. schooling, health care, water, electricity)
  - For example:
    - Water should be controlled by private businesses who, because of competition with other businesses, will ensure that they manage it in the best way possible to keep their clients happy with the service being provided

## Making globalization work for all

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**ISSUE:** Economic globalization creates social and economic inequalities that must be addressed. The role of citizens and nongovernmental organizations (NGOs) is to pressure governments at both national and international levels to reform policies and resource distribution so that they work in the interests of humankind and the environment.

**BROAD REMEDY:** While continuing to promote economic globalization, the unevenness of this process must be mitigated through either public or private organizations providing services to those unable to compete in the global economy. Governments must implement policies that support democracy and human rights. Civil society (citizens, NGOs, schools, etc.) should develop projects that will ease the suffering of people around the world.

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### Overview of Approach

Advocates of this approach argue that economic globalization is causing increasing inequality around the world, and that these global disparities must be addressed. They argue for the need to reform or reorganize capitalism and economic liberalism so that it promotes economic equality, limits environmental destruction and enhances democracy. Furthermore, they argue for the reintroduction of trade barriers when necessary to reduce social inequalities and environmental harm.

### Examples of Actions

- Pressure governments to demand equitable resource distribution globally
  - For example:
    - Fair taxation for citizens
    - Improvements to social programs for those who do not benefit from the globalized market economy
- Create public awareness of global inequality
  - For example:
    - Campaigns such as Make Poverty History educate people about the income gap between countries in the Global North and the Global South
- Build non-government organizations (NGOs) that address the consequences of poverty
  - For example:
    - Education without Borders provides educational facilities in disadvantaged regions of the world
- Work to establish relationships where individuals from around the world can work together towards a better future for all
- Control cross-border movement of goods
  - For example:
    - Reintroduce tariffs and trade barriers
- Implement environmental and labour standards
  - For example:
    - Set a minimum wage, maximum workday length, and cap on CO<sub>2</sub> emissions

# 3

## Localist perspectives on globalization

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**ISSUE:** Those from a localist perspective argue that economic globalization and global capital is a new form of colonialism that inhibits their ability to defend their own way of life. The consolidation of power in the hands of fewer and fewer means that local communities, particularly those in the developing world, have little control over their own livelihood.

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**BROAD REMEDY:** Allow localist movements to defend cultural and ecological diversity and address poverty through establishing local control over resources. Strengthen local communities so that they are less vulnerable to the forces of the global economic system.

### Overview

Those who argue for localist perspectives and who form localist movements are often hoping to establish a place for themselves in the world. Rather than looking to completely overthrow the existing capitalist system and replace it with a new one, they hope to create “radical plurality” wherein all groups have the opportunity to establish their own alternative lifestyle. Examples of struggles include indigenous communities working towards establishing autonomy and self-determination, along with small business owners who are fighting to keep large multinational corporations out of their community.

### Examples of Actions

- Develop local networks of citizens who work toward the possibility of living according to their own conceptions and ways of life
- Defend existing alternative lifestyles
  - For example:
    - Support the wishes of many First Nations communities in Canada to continue to hunt and fish on their traditional territory
- Create a diverse local economy so people are locally self-sufficient
  - For example:
    - Maintain control over agricultural land to ensure local communities can grow their own food
- Link to broader global citizen movements to get message out and pressure governments and corporations
  -
- Establish grassroots networks, food cooperatives, farmer’s markets, or more radical groups such as the Via Campesina coalition, to ensure that local needs are addressed by governments and corporations
- Defend cultural and ecological diversity
- Ensure that business serves people and the community, not the other way around
- Maintain, strengthen and defend environmental standards and social programs
- Refuse to sign international agreements (such as NAFTA, FTAA) that could potentially weaken local control

## Seeking Common Ground

Each of the previous three approaches to globalization has certain advantages and disadvantages, dependent upon the perspective from which it is looked at. In addition, some individuals will be willing to live with certain trade-offs that others would never consider.

Before the deliberative process, you may have generally disagreed with your classmates on some of the pros and cons of economic globalization. However, by engaging with other perspectives and beginning to unpack your own understanding of the globalization process, your own lens may have shifted and your understandings of economic globalization may be different. Through this process of deliberation, common themes begin to emerge.

Following the deliberation, the facilitator will walk you through the common themes that came out of your deliberative dialogue, and then lead a discussion regarding how to move forward from these common themes.

These common themes can be seen as anchor points around which people can come together and take action on issues that matter to them. As you begin to understand and piece together your role as a global citizen, ask yourself the following questions:

- How can I begin to respond to economic globalization?
- What action can I take to respond to an element of economic globalization that I disagree with?
- What would be an effective strategy for taking action around issues of economic globalization that you disagree with?

## Glossary

**Civil Society** Individuals and organizations within society that operate independently from the government. i.e. schools, churches, non-government organizations (NGOs). However, in practice, the line between the state, the market and civil society is often blurred.

**Free Trade Agreement** Agreements between countries that they will provide freer access to each other's markets by removing trade barriers such as tariffs and import duties on goods that are being imported from countries that are part of the agreement.

**Free Trade Agreement of the Americas (FTAA)** A proposed free trade agreement that would expand NAFTA to include all countries in the Americas except for Cuba.

**International Monetary Fund (IMF)** An international organization that oversees the global financial system.

**Non-government Organizations (NGOs)** Organizations created by private organizations or people that have no representation or participation of any government. Examples of NGOs include Check Your Head, a Vancouver-based, youth-driven NGO that educates young people on global issues. Other Canadian NGOs include No One is Illegal, and the Council of Canadians.

**North American Free Trade Agreement (NAFTA)** A free trade agreement signed between Canada, Mexico and the United States on December 8, 1993. It was met by resistance, particularly by the Zapatistas in Mexico, but continues to be in place today.

**Tariff** A tax imposed on goods when they are moved across a political border.

**Transnational Corporation (TNC)** A corporation that operates in more than one country. Some TNCs have their headquarters in developed countries and their manufacturing operations in less-developed countries where environmental and labour standards are lower.

**World Trade Organization (WTO)** An international organization that oversees trade between nations. It is in charge of ensuring that member countries adhere to all WTO agreements.

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# World Vision

## *A Hungry World: Understanding the Global Food Crisis*

World Vision



ACGC   
Alberta Council for Global Cooperation





# A Hungry World

Understanding the  
Global Food Crisis

An educational resource about  
the causes and impacts of  
global food insecurity

Supports curricula in grades 9 to 12  
geography, world issues, civics, family  
studies, economics, or humanities classes







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# A Hungry World

## Understanding the Global Food Crisis

Global food insecurity has been making news headlines. However, worldwide hunger and malnutrition are nothing new. Long before this “crisis”, more than 850 million people worldwide were already undernourished, meaning their food intake does not include sufficient calories to meet the minimum needs of an active life. In addition, hunger and malnutrition cause 3.5 million child deaths every year.<sup>1</sup>

What is new is the rapid and sustained deterioration in people’s access to food. Record high fuel and food prices could push another 100 million people further into poverty and hunger, raising their numbers to almost one billion.<sup>2</sup> The causes of rising food costs and diminishing food supplies are complex, but the reality for families affected by shortages of staple foods is simple and harsh. As food prices increase, standards of living decrease. Malnourishment and starvation become real possibilities, and families are forced to make difficult choices. With less access to food, already vulnerable children are in even more danger, as they may be pulled out of school and sent to scavenge or work for food, subjecting them to lost education, early forced marriage, damaged health, sexual and labour abuse, and loss of basic rights.

### Using this Study Guide

*A Hungry World* provides background information, statistics, case studies, classroom activities, and action ideas for teaching about global food insecurity. The resource fits best with secondary-level geography, civics, and family studies curricula, but can be used creatively in other social sciences and humanities courses, including economics, history, art, sociology, and English.

In this resource students explore the global scale of the food crisis. They analyze some of the many causes and impacts of the problem, such as supply and demand issues, and consider the complex ways in which causes and impacts are interrelated. Students examine their own food consumption, read case studies about affected children and families, and consider the difficult choices families are sometimes forced to make when their food supply diminishes. The final section of the resource engages students in brainstorming ways they can take action—both locally and globally—to address issues related to global hunger.

Suggested classroom activities accompany each section of the guide. Teachers can adapt these activities to the specific needs of their classrooms by applying their own instructional and evaluation strategies.

If you have any comments or suggestions about this resource, please contact [global\\_ed@worldvision.ca](mailto:global_ed@worldvision.ca)

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<sup>1</sup> Food and Agriculture Organization of the United Nations (FAO), *The State of Food Insecurity in the World*, 2006.

<sup>2</sup> World Bank, *Rising Food and Fuel Prices*, <http://siteresources.worldbank.org/DEVCOMMEXT/Resources/Food-Fuel.pdf?resourceurlname=Food-Fuel.pdf> (2008).





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### List of Acronyms Used in this Guide

IDPs	Internally Displaced Persons
IDRC	International Development Research Centre
IMF	International Monetary Fund
FAO	Food and Agriculture Organization of the United Nations
FFPI	FAO Food Price Index
NAFTA	North American Free Trade Agreement
NGO	Non-Governmental Organization
SAPs	Structural Adjustment Programmes
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
WFP	World Food Programme

# Introduction

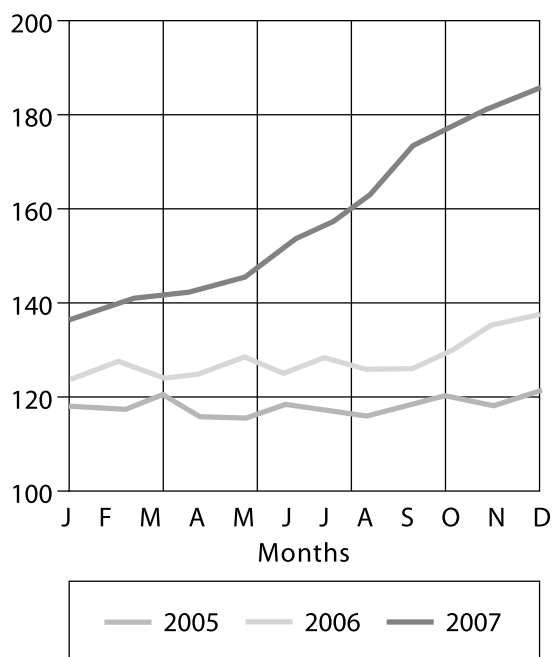
## The Global Food Crisis: An Overview

While the media uses the term “crisis” it is important to understand that global food insecurity has existed for a long time. It is only now that a perfect storm of factors has increased the scope and intensity of the issue as well as public awareness of it. The rise in food and fuel prices on the global market threatens devastation for millions of people around the world. An estimated 100 million people, 35 million of them children, have been pushed into poverty and hunger over the past two years.<sup>3</sup>

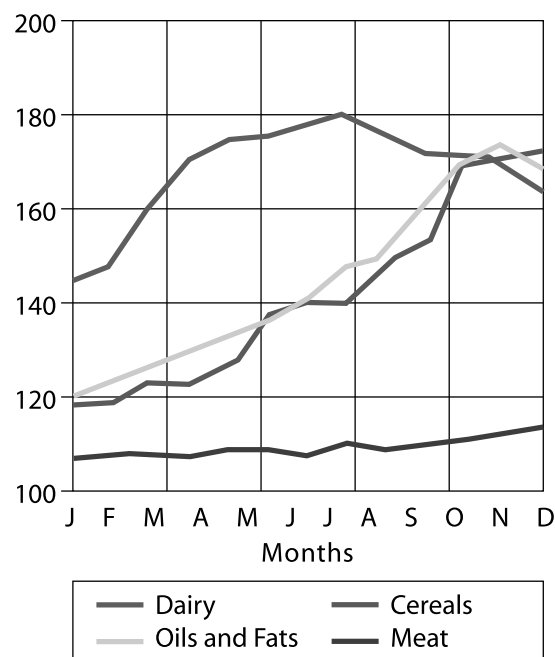
According to the Food and Agriculture Organization of the United Nations (FAO), world food prices have been rising steadily since 2002, with a dramatic upturn in 2007. Food prices have risen 83 per cent since 2005, and jumped 47 per cent between January 2007 and January 2008 alone.<sup>4</sup> Sharp increases in prices of cereals, dairy, rice, soybeans, and vegetable oils, and to a lesser extent, meat and sugar, have had a direct impact on the prices of food products on grocery shelves and in small marketplaces around the world. The graphs below illustrate the rise in food prices during each of the past three years, and the rise in particular commodities in 2007.

### Food Price Graphs

**RIISING FOOD PRICES, 2005–2007**  
1998–2000=100\*



**PRICE RISES BY FOOD TYPE, 2007**  
1998–2000=100\*



\*CHANGES IN PRICE ARE INDEXED AGAINST COSTS DATED FROM 1998–2000

SOURCE: FAO, 2007. Cited in [http://www.ciat.cgiar.org/training/pdf/2008\\_06\\_18\\_G\\_Hawtin\\_eng.pdf](http://www.ciat.cgiar.org/training/pdf/2008_06_18_G_Hawtin_eng.pdf)

<sup>3</sup> Ibid.

<sup>4</sup> World Bank, *Rising food prices, policy options and World Bank response*, [http://siteresources.worldbank.org/NEWS/Resources/risingfoodprices\\_backgroundnote\\_apr08.pdf](http://siteresources.worldbank.org/NEWS/Resources/risingfoodprices_backgroundnote_apr08.pdf) (2008) and FAO, *Soaring food prices*, [www.fao.org/fileadmin/user\\_upload/foodclimate/HLCdocs/HLC08-inf-1-E.pdf](http://www.fao.org/fileadmin/user_upload/foodclimate/HLCdocs/HLC08-inf-1-E.pdf) (2008).



# 1 Introduction

## The Global Food Crisis: An Overview

Adverse weather conditions have played a role, but drought is only one of many factors causing food prices to soar. The rising price of oil, diversion of land to biofuel production, declining agricultural productivity, and income growth, along with various other social, economic, and political factors, have all contributed to changes in food production, availability, and prices (see “Causes of Global Food Insecurity”, page 12).

The current food crisis is different from food emergencies in the past in a number of ways. In the past, food crises have largely been weather or environment related. Drought, storms, floods, or insects destroyed crops and resulted in regional famines. The impact of these emergencies was felt by rural food producers first, and while devastating for affected populations, tended to subside when environmental conditions improved enough for harvests to return to normal yields.

However, experts predict that the effects of the current crisis will be felt for many years to come. Rising fuel prices and long-term climate change, two main factors now causing food insecurity, are not likely to see significant improvements in the near future.

Another unique feature of the current food crisis is its scope. Because of the global nature of markets and trade in food commodities, as many as 37 countries are in desperate need around the world: 21 in Africa, 10 in Asia, five in Latin America, and one (Moldova) in Europe<sup>5</sup> (see “Appendix A: Food Insecurity—37 Countries in Crisis”). In addition, it is the urban poor, who are generally non-food producers, who often suffer most from the first wave of impact in this crisis.

Food insecurity is having dire effects on nations, families, and children. Food riots and other forms of social unrest have erupted in Haiti, Mexico, Bangladesh, and even in developed countries, such as Italy. Families have limited their consumption of staple foods, such as rice, and eliminated more expensive foods, such as meat, from their diets. In some cases they have reduced the number of meals eaten in a day. Children suffer most from diminished access to food: immediate effects on their health due to under-nutrition and malnutrition; loss of education if they are pulled out of school to work; and the many protection issues that arise when they are not in school (see “Global Food Insecurity: Impacts”, page 30).

In Canada, the effects of rising food prices, while far less critical, are also being felt. Some companies have announced an increase in the price of bread to compensate for rising wheat prices. Higher fuel prices are expected to push up the prices of fruits and vegetables that are transported long distances to markets. Food banks across the country are receiving fewer donations of certain surplus food items from grocery chains, such as cheese, yogurt, eggs, and meat. At the same time, they anticipate an increase in demand as low-income Canadians struggle to pay higher grocery bills (see “Appendix F: Impact in Canada—Food News”).

The global food crisis has no easy solutions. In the short term, food aid is needed for the millions of people who have been thrust into poverty and hunger. In the long term, investment in agriculture and measures to improve food security are needed to ensure that every family and every child has access to the food they need to survive and thrive.

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<sup>5</sup> FAO, *Crop Prospects and Food Situation*, [www.fao.org/docrep/010/ai465e/ai465e02.htm](http://www.fao.org/docrep/010/ai465e/ai465e02.htm) (April, 2008).

# 1 Introduction

## The Global Food Crisis: Lesson Openers

<b>Use to:</b>	introduce a unit or lesson on the global food crisis; facilitate critical thinking on the topic and bridge to further studies
<b>Students will:</b>	engage in critical thinking, group decision-making, analysis, and synthesis
<b>Subjects:</b>	economics, family studies, food and nutrition, civics, geography, art, drama, or writing

### A. Quotation Mix-and-Match

Use “Appendix B: Food Quotations” for this exercise. Copy and cut the quotations so there is a matching pair for each pair of students in the class. Distribute the halved quotations and ask students to move around the room to find their missing halves. When they have verified a match, have them write their quotation on the board. Pairs can then consult and write a comment or reaction under their own quotation or under one or two others. Use these comments as a springboard for whole class discussion.

### B. Graffiti Wall

Write a provocative question or statement about the food crisis on the blackboard before students enter the classroom. As students enter the room, ask them to write a word, phrase, or response under the statement. Use the responses to discuss perceptions about hunger and food and to introduce facts and statistics about global food insecurity.

#### *Suggestions:*

1. “If my family could no longer afford food, I would ...”
2. Select a quotation from “Appendix B: Food Quotations”. Or choose two quotations that present contradictory viewpoints.
3. Select a statistic from “Appendix C: Fast Facts About the Global Food Crisis”.

### C. The Price of Rice

Bring a sample bag of rice (or some other grain) into the classroom. Tell students what you paid for it. Ask the class to brainstorm factors that determine food costs. Responses might include: costs of farming such as labour, machinery, fertilizer, irrigation, and seeds; costs of transporting food to market; supermarket profit margins; retail overhead costs such as employees and storage; and supply and demand. Create a mind map of the responses on the board, starting with the food commodity (i.e. rice) and its corresponding price in the centre of the map. Ask students to speculate on what percentage or portion of the retail price is affected by the factors they have isolated. Use this activity to bridge to the “Causes” and “Impacts” sections of this guide.



# 1 Introduction

## The Global Food Crisis: Lesson Openers

### **D. Riddle Activity: Factors in Food Insecurity**

Distribute copies of “Appendix D: Riddle Activity: Factors in Food Insecurity” for students to solve alone, in pairs, or in small groups. Each riddle represents a major cause or factor contributing to the current state of global food insecurity. Alternatively, form six groups in the class and give each one a single riddle. Once they have guessed the riddles and verified the correct answers, each group presents its riddle in a creative format for the rest of the class to guess (e.g. skit, mime, choral reading, song lyric, or charade). Use this activity to bridge to the “Causes” and “Impacts” sections of this guide.

### **E. *A Hungry Planet* Slide Show**

Access photos from *A Hungry Planet* (see bibliography) and create a slide show for the class. These photos provide a wealth of information about the food ethics and circumstances of different cultures and countries around the world, as well as the central importance of food and eating rituals in family life. Ask students to form small groups and provide a list of questions and activities to help them analyze each photo. Share responses as a large group. Use this activity to bridge to the “Impacts” section of this guide.

### ***Suggested questions and activities:***

1. Record observations on family size and economic status; modernity of cooking methods; amount and nutritional quality of food eaten; food you do or do not recognize; and food that appears store bought, homemade, or locally produced.
2. Create a chart comparing nutritional quality, diversity of food consumption, and costs of food in wealthy countries/families versus poor ones.
3. Compare various diets to that of your own family. Which foods are similar? Which ones are missing?
4. Using clues from the photos, speculate on reasons why diets differ between various countries.
5. What does each family’s food supply and costs reveal about their standard of living, social and economic circumstances, and cultural traditions?

### ***The photos can also be used to synthesize more creative responses:***

1. Design a dinner menu for one of the families.
2. Dramatize the dinnertime conversations of a family from one of the photos. Contrast with a scene from a different family. Interesting comparisons can be made between families in developed and developing countries.
3. Develop a set of interview questions a journalist might ask one of the families.
4. Imagine you are a professional nutritionist. Using *Canada’s Food Guide* (see bibliography) analyze the diet of one family, looking at nutritional content and overall healthiness. Write a report of your findings, making recommendations if necessary.
5. Choose one or more of the countries depicted and research its population, life expectancy, poverty levels, daily caloric intakes per capita, obesity rates, and health care expenditures. Represent findings in line, bar, or pie graphs to compare and analyze statistics.

# Causes of Global Food Insecurity

## It's Not So Simple

At the most basic level, the recent food crisis has been caused by rising food prices around the globe. Here are a number of the underlying factors that have led to the soaring food prices of corn, soybeans, wheat, rice, and other crops throughout the past year.

**Rising price of oil:** A large amount of oil is needed to produce fertilizers, to run industrial farm machinery, and to transport food. Oil prices have risen six-fold since 2002, directly affecting the cost of food production and transportation.

**Demand for biofuels:** High demand for alternative energy sources has meant that growing crops for fuel is often more profitable than growing crops for food. It is estimated that 30 per cent of US corn production in 2008 will be used to produce ethanol.<sup>6</sup>

**Drought and climate change:** Adverse weather conditions have reduced harvests in major grain producing countries. For example Australian wheat production in 2007-2008 was down 52 per cent from production in 2006 - 2007.<sup>7</sup>

**Declining agricultural productivity:** In many rural areas, where 70 per cent of the world's poorest 1.2 billion people live and work, agricultural productivity is sharply declining. Much of this is a result of land degradation, which affects up to two-thirds of the world's agricultural land.<sup>8</sup> Constraints on water supplies, higher oil prices, and reduced government investment in agriculture have also had an impact.

**Low grain reserves:** Government and private wheat reserves are at an all-time low. The world has consumed more grain than it has produced for the past eight years and is only one to two months short of the next harvest from running out of food.<sup>9</sup>

**Market speculation:** In 2007, market speculators began investing more heavily in food and industrial commodities markets to take advantage of rising prices. The full impact of these investments is not clear, but they may contribute to short-run price fluctuations and immediate price inflations.

**Changes in incomes:** Rapid economic growth in China, India, and other developing countries means that greater numbers of the world's population can now afford to eat more of what they traditionally eat, as well as more meat. Increased demand for meat in particular puts pressure on resources such as water supplies and grain needed to feed livestock.

<sup>6</sup> International Food Policy Research Institute, *Rising Food Prices: What Should Be Done?* [www.globalpolicy.org/socecon/hunger/general/2008/04should.pdf](http://www.globalpolicy.org/socecon/hunger/general/2008/04should.pdf) (April, 2008).

<sup>7</sup> United States Department of Agriculture Foreign Agricultural Service (USDA FAS), [www.fas.usda.gov/psdonline/psdreport.aspx?hidReportRetrievalName=BVS&hidReportRetrievalID=750&hidReportRetrievalTemplateID=7](http://www.fas.usda.gov/psdonline/psdreport.aspx?hidReportRetrievalName=BVS&hidReportRetrievalID=750&hidReportRetrievalTemplateID=7) (October, 2008).

<sup>8</sup> United Nations World Summit on Sustainable Development, 2002.

<sup>9</sup> Eric Reguly, "What crisis? Worst is yet to come", *Globe and Mail*, June 2, 2008.



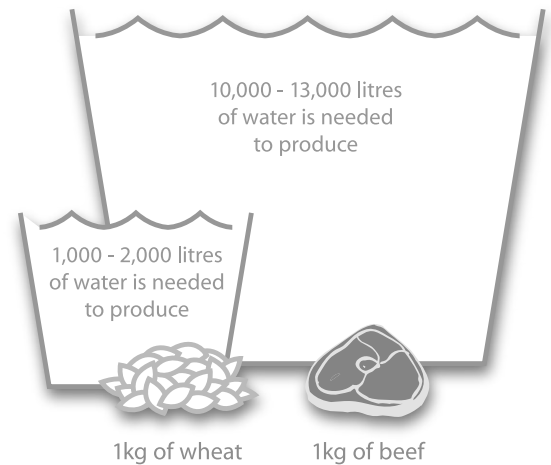
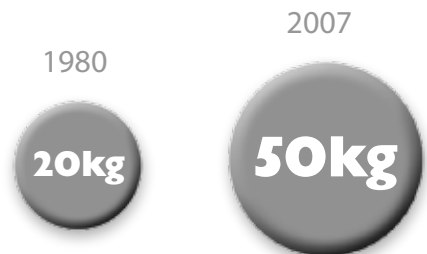
## 2 Causes of Global Food Insecurity

It's Not So Simple

### Pressure on Resources Changing

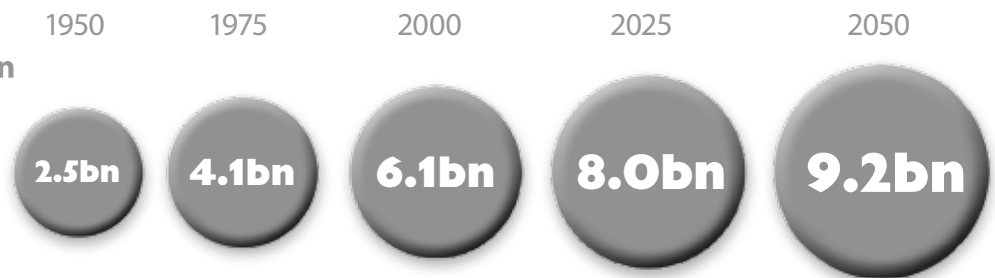
#### Eating Habits

Meat consumption in China per capita



**Population growth:** The global population has been growing steadily for the past 50 years to a current estimated size of 6.7 billion people. At the current rate of growth, there will be billions more mouths to feed in the year 2050, putting additional pressures on long-term food supplies.

#### World Population Growth



**Source:** UN, [http://www.un.org/esa/population/publications/wpp2006/WPP2006\\_Highlights\\_rev.pdf](http://www.un.org/esa/population/publications/wpp2006/WPP2006_Highlights_rev.pdf)

**Urbanization:** It is estimated that for the first time in history more than half of the world's population, about 3.4 billion, now live in urban areas. This long-term trend has placed more demand on farmers to produce enough food to feed city dwellers.

**Export restrictions:** In an attempt to mitigate the effects of the food crisis on their own populations, some countries have partially or completely restricted the exports of various foodstuffs.<sup>10</sup> These bans have resulted in an even more precarious situation for countries that are net food importers.

**Liberalization of markets:** In the second half of the twentieth century, developing countries were strongly encouraged to open their markets to free trade. Loans from the International Monetary Fund (IMF) and the World Bank tended to be conditional on Structural Adjustment Programmes, or SAPs. The SAPs introduced policies requiring a reduction in price security for farmers, little or no government subsidies for farmers, and a reduction of tariffs on imported goods. The legacy of this market liberalization in the food system is that the urban and rural poor became more vulnerable to the shocks of global market forces.

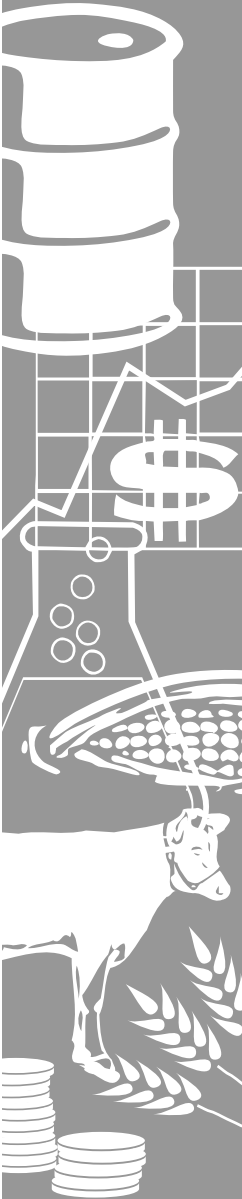
<sup>10</sup> Countries that have banned exports include Argentina, Bolivia, China, Egypt, Ethiopia, India, Kazakhstan, Malaysia, Pakistan, Russia, Tanzania, Vietnam, Indonesia, Malawi, and Zambia. Ukraine and Cambodia imposed bans but have since lifted them.



# Close-up on Six Food Insecurity Factors:

Oil, Ethanol, Climate Change, Meat Production, Grain Stocks, and Money Markets

The following fact sheets are for use as handouts for class discussions or small group work, or as a starting point for more detailed research.



# Fact Sheet #1: Oil

## Facts About Oil

- Oil is a non-renewable resource and the basis of modern industrial economies
- Scientists estimate that within the next few decades the demand for oil will exceed production and reserves will run out
- Countries with the largest oil reserves are: Saudi Arabia, Canada, Iran, Iraq, Kuwait, United Arab Emirates, Venezuela, Russia, Libya, and Nigeria
- Wars over oil have been fought in Kuwait, Iraq, Nigeria, and Sudan; as oil reserves are depleted, wars over this resource could increase
- Increased worldwide consumption of oil and gas results in emissions of greenhouse gases, which cause climate change

## Links Between Oil and Food Insecurity

- Oil prices have risen six-fold since 2002; they are predicted to double again by 2012, sending gas prices to \$2.25 CAD a litre<sup>11</sup>
- Improving economies in China and India have increased their demand for oil to support manufacturing and production; improved living standards in these countries have created more demand for personal vehicles and fuel
- Production of crop fertilizers requires large amounts of oil and natural gas; the rise in the price of oil has resulted in the cost of fertilizer doubling between fall 2007 and spring 2008<sup>12</sup>
- Oil provides most of the energy to run farm machinery, so the rising cost of oil is increasing production costs for farmers
- In our current global food system, food is mass produced in a few countries and exported to other countries around the world, requiring large amounts of oil for transportation; many people have adopted the 100-Mile Diet, which encourages buying and consuming food grown and produced within 100 miles of their homes as a way to reduce the use of oil in food transportation
- Diminishing oil supplies, combined with growing awareness of the environmental impact of burning oil, has led to interest in the use of biofuels, such as ethanol, as alternatives; however, biofuels are produced using food sources such as corn and sugar cane, so diverting food crops for fuel contributes to smaller food reserves worldwide

<sup>11</sup> Paul Waldie, "Why grocery bills will soar", *Globe and Mail*, April 25, 2008.

<sup>12</sup> Ibid.

# Fact Sheet #1: Oil

(cont'd)

## For Discussion

1. List the ways rising oil prices contribute to global food insecurity.
2. What are the benefits and drawbacks of oil use?
3. Countries in the West developed their economies with an almost unlimited use of global oil reserves. Should countries with emerging economies, such as China and India, restrict their consumption of oil in the face of diminishing supplies and environmental concerns? Why or why not?
4. What are the implications of a future oil crisis (i.e. diminishing supplies and rising prices) for the global economy? For Canada? What impact would an oil crisis have on you and your family?
5. What could be done to avert a future oil crisis?



# Fact Sheet #2: Ethanol

## Facts About Ethanol

- Ethanol, or ethyl alcohol, is a volatile, flammable, and colourless liquid that burns with a blue flame
- It is found in alcoholic beverages and thermometers, but its single largest use is as fuel or a fuel additive
- Ethanol is commonly blended with gasoline and used as a source of automobile fuel nicknamed “gasohol” (90 per cent gasoline and 10 per cent ethanol)
- The ethanol industry in Brazil is based on sugar cane; the US and Canada’s ethanol industries are based on corn
- Ethanol is a cleaner burning fuel source than oil, so it reduces greenhouse gas emissions that contribute to climate change
- Ethanol is expensive to produce and requires intensive energy inputs; some scientists argue that the production of ethanol requires more energy than it ultimately yields

## Links Between Ethanol and Food Insecurity

- Ethanol is the source of much controversy: some people want to increase its production as a more efficient fuel additive (to cut greenhouse gases) and others argue that using crops for fuel rather than food has decreased the global food supply and contributed to rising food prices
- In Canada, refiners are required to ensure five per cent ethanol content in their gasoline by 2010; the five per cent ethanol content regulation would reduce greenhouse gas emissions by 4.2 million tonnes annually, the equivalent of taking one million cars off the road<sup>13</sup>
- Ontario is reconsidering its plan to require 10 per cent ethanol content in gasoline by 2010<sup>14</sup> due to concerns the corn-based fuel is boosting food prices<sup>15</sup>
- Some analysts have blamed biofuels for pushing up food prices as much as 30 to 60 per cent, while others argue biofuels have only increased food prices two to three per cent<sup>16</sup>
- Brazil’s ethanol industry is based on using alcohol from sugar cane, which is not a food staple and is a more efficient source of ethanol than corn
- Eco-agricultural specialists argue that other plant-based and non-food sources of ethanol production (such as switchgrass) are better alternatives
- One person could be fed for a year on the corn needed to fill an ethanol-fueled SUV<sup>17</sup>
- Farmers in some developed countries receive government subsidies to grow corn for ethanol; \$11 to \$12 billion US a year in subsidies and tariffs has diverted 100 million tonnes of cereals from human consumption<sup>18</sup>

<sup>13</sup> Estimate by Natural Resources Canada, cited in Shawn McCarthy, “A lobby machine that runs on ethanol”, *Globe and Mail*, May 30, 2008.

<sup>14</sup> “Canada’s hypocrisy on hunger”, *Globe and Mail*, June 2, 2008.

<sup>15</sup> Robert Benzie, “McGuinty has second thoughts on ethanol plan”, *Toronto Star*, July 10, 2008.

<sup>16</sup> Eric Reguly, “Biofuels come under fire at UN food summit”, *Globe and Mail*, June 4, 2008.

<sup>17</sup> Oxfam report, cited in Eric Reguly, “Biofuels come under fire at UN food summit”, *Globe and Mail*, June 4, 2008.

<sup>18</sup> Jacques Diouf, cited in Eric Reguly, “Biofuels come under fire at UN food summit”, *Globe and Mail*, June 4, 2008.

# Fact Sheet #2: Ethanol

(cont'd)

## For Discussion

1. List the ways increased use of ethanol contributes to global food insecurity.
2. What are the benefits and drawbacks of ethanol use?
3. Debate whether the benefits of producing and using ethanol outweigh the costs to the global food supply.
4. Suggest ways for moving forward in ethanol production. Is it possible to balance the needs for transportation fuel with environmental sustainability and global food security?





# Fact Sheet #3: Climate Change

## Facts About Climate Change

- Average temperatures have climbed 1.4 degrees Fahrenheit (0.8 degree Celsius) around the world since 1880, much of this in recent decades, according to NASA's Goddard Institute for Space Studies<sup>19</sup>
- The twentieth century's last two decades were the hottest in 400 years and possibly the warmest for several millennia, according to a number of climate studies; the United Nations' Intergovernmental Panel on Climate Change reports that 11 of the past 12 years are among the dozen warmest since 1850<sup>20</sup>
- Average temperatures in Alaska, western Canada, and eastern Russia have risen at twice the global average, according to the Arctic Climate Impact Assessment report compiled between 2000 and 2004; Arctic ice is rapidly disappearing, and the region may have its first completely ice-free summer by 2040 or earlier<sup>21</sup>
- Nine planet Earths would be required to absorb all the world's carbon if every poor person had the same energy-rich lifestyle as an American or a Canadian<sup>22</sup>
- On average, one person out of 19 in a developing country will be hit by a climate disaster, compared to one out of 1,500 in a developed country<sup>23</sup>
- In Niger, a child born during a drought is 72 per cent more likely to be stunted than a child born during a normal season<sup>24</sup>

## Links Between Climate Change and Food Insecurity

- Several distinct weather incidents in recent years have resulted in reduced wheat and rice harvests; scientists have linked these weather patterns to the effects of climate change; examples:
  - An extended drought in Australia's Murray-Darling Basin in 2006–2007 reduced Australian wheat production by 58 per cent from the previous year<sup>25</sup>
  - A 2006 heat wave in California's San Joaquin Valley killed large numbers of livestock
  - In 2008, rains in Kerala, India, destroyed large swaths of grain
  - In May 2008, cyclone Nargis in Myanmar (Burma) destroyed much of the country's rice crop

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<sup>19</sup> National Geographic News, *Global warming fast facts*, [http://news.nationalgeographic.com/news/2004/12/1206\\_041206\\_global\\_warming.html](http://news.nationalgeographic.com/news/2004/12/1206_041206_global_warming.html) (June 14, 2007).

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> United Nations Development Programme Fast Facts, *UNDP and Climate Change*, [www.undp.or.id/factsheets/2007/UNDP%20and%20Climate%20Change%20-%20Bali.pdf](http://www.undp.or.id/factsheets/2007/UNDP%20and%20Climate%20Change%20-%20Bali.pdf) (December, 2007).

<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

<sup>25</sup> USDA FAS, 2007.



# Fact Sheet #3: Climate Change

(cont'd)

- It is estimated that by 2080, agricultural output in developing countries could decline by 20 per cent and yields could decrease by 15 per cent on average due to climate change leading to water scarcity<sup>26</sup>
- Agricultural practices are a major contributor to greenhouse gas emissions (17 to 32 per cent of greenhouse gas emissions are a result of agriculture or land use changes)<sup>27</sup>
- The production and use of synthetic fertilizers emit nitrous oxides, methane gas, and carbon dioxide into the atmosphere
- Intensification of farming practices has resulted in a huge increase in fertilizer use
- Other farm operations (e.g. tillage, seeding, application of agrochemicals, and harvesting) also emit carbon dioxide
- Livestock production generates nearly one-fifth of the world's greenhouse gases, more than transportation<sup>28</sup>; 1 kilogram of beef produces the same amount of carbon dioxide emitted by the average European car every 250 kilometres<sup>29</sup>

## For Discussion

1. Explain how changing weather patterns contribute to global food insecurity.
2. How do agricultural practices contribute to climate change? What can be done to lessen their impact?
3. Why do we continue to use fertilizers on a large scale to increase crop yields, when using more sustainable farming practices will be better for the environment in the long-run?
4. Suggest ways that the needs for an increased global food supply and environmental sustainability might both be met. Will trade offs be necessary? If so, which side do you favour and why?

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<sup>26</sup> Martin Khor, *Food Crisis, Climate Change and Sustainable Agriculture* (presented at the Food Security Summit in Rome, June 2008).

<sup>27</sup> Greenpeace, *Agriculture's climate change role demands urgent action*, [www.greenpeace.org/canada/en/recent/agriculture-and-climate-change](http://www.greenpeace.org/canada/en/recent/agriculture-and-climate-change) (January, 2008).

<sup>28</sup> Mark Bittman, "The staggering cost of rising world meat production", *International Herald Tribune*, January 28, 2008.

<sup>29</sup> Ibid.

# Fact Sheet #4: Meat Production

## Facts About Meat Production

- Livestock can be raised in different ways, but the majority of meat production in North America is done through factory farming rather than smaller-scale animal husbandry practices
- The aim of factory farming is to produce as much meat as possible for the lowest financial cost; unfortunately, this often includes a high cost to the environment
- On a global scale, the wealthy eat the most meat, often at the expense of poorer people who depend on staple food grains that are diverted to feed livestock
- Developed countries have consumed more than their share of the global meat supply for many decades; the average daily meat consumption of Americans is eight ounces—roughly twice the global average<sup>30</sup>

## Links Between Meat Production and Food Insecurity

- As economies in developing countries are growing, demand for meat is also growing; demand for meat in China has doubled in the last two decades<sup>31</sup>
- The majority of the corn and soybeans grown in the world is used to feed livestock rather than people—an increased demand for meat means an increased demand for grain
- Producing one kilogram of chicken meat requires 3.4 kilograms of feed; one kilogram of pork requires 8.4 kilograms of feed<sup>32</sup>
- Livestock production generates nearly one-fifth of the world's greenhouse gases, more than transportation<sup>33</sup>; one kilogram of beef produces the same amount of carbon dioxide emitted by the average European car every 250 kilometres<sup>34</sup>
- An estimated 30 per cent of the earth's ice-free land is used for livestock production<sup>35</sup>
- Although a person can live on food grown on 0.2 hectares (0.5 acres) of land or less, it takes four football fields, or 1.6 hectares of land to feed one Canadian<sup>36</sup>
- Animal waste contributes to nitrate, phosphorus, and nitrogen pollution in rivers and groundwater
- Overgrazing of land contributes to soil erosion, deforestation, and greenhouse gases
- Most of the world's rangelands are currently grazed at or beyond capacity; since the 1960s, one-third of the forests in Central America have been cut down for cattle grazing<sup>37</sup>

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> USDA, 1997, cited in Stephen Leckie, *How Meat-Centred Eating Patterns Affect Food Security and the Environment*, International Development Research Centre (IDRC), 1999.

<sup>33</sup> Mark Bittman, "The staggering cost of rising world meat production", *International Herald Tribune*, January 28, 2008.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Agriculture Canada, 1992, cited in Stephen Leckie, *How Meat-Centred Eating Patterns Affect Food Security and the Environment*, IDRC, 1999.



# Fact Sheet #4: Meat Production

(cont'd)

## For Discussion

1. How does increased meat production and consumption contribute to global food insecurity?
2. What are the benefits and drawbacks of livestock production?
3. Consumption of meat in rich countries has reached an unsustainable level while at the same time people in the developing world are increasing both their income and their meat consumption. What can be done about this pressure on food supplies?
4. Overproduction of meat has resulted in two major global problems: reduction in food security for the world's poor and environmental degradation. What solutions would you propose for these problems?



<sup>37</sup> FAO, 1990, cited in Stephen Leckie, *How Meat-Centred Eating Patterns Affect Food Security and the Environment*, IDRC, 1999.



# Fact Sheet #5: Grain Stocks

## Facts About Grain Stocks

- Grains, also called cereal crops, include maize or corn, rice, wheat, oats, barley, sorghum, and rye
- Grains are grown in greater quantities than any other crop worldwide and provide more energy for the world's population than any other crop group
- In developing countries, grain—in the form of corn or rice—comprises the majority of the population's diet
- The United States, Australia, Canada, China, India, Russia, France, and Argentina are leading wheat exporters
- Thailand, India, Vietnam, the United States, and Pakistan are leading rice exporters
- The amount of grain exported each year depends on a number of factors, including weather conditions, harvests, and export controls placed by governments concerned about domestic supplies

## Links Between Grain Stocks and Food Insecurity

- Increasing demand for grain as livestock feed, extreme weather conditions, water scarcity, and low stockpiles have all resulted in rising grain prices
- In January 2008, the FAO Food Price Index (FFPI) jumped by 47 per cent from the year before, led by increases in cereals (62 per cent), dairy (69 per cent), and vegetable oils (85 per cent)<sup>38</sup>
- Prices of nearly all food commodities have risen since the beginning of 2008 supported by a persistent supply and demand situation; rice prices gained the most, corn prices also made gains, and because of low stocks, wheat prices are well above 2007 levels<sup>39</sup>
- An extended drought in Australia's Murray-Darling Basin in 2006–2007 reduced Australia's wheat production by 58 per cent from the previous year<sup>40</sup>
- In May 2008, cyclone Nargis in Burma destroyed much of Burma's rice crop; the effects of the storm may mean that Burma will be forced to import rice for the first time
- Grain stockpiles have been declining as a “just-in-time” inventory method—producing without storing large surpluses—has become the norm; in times of crisis this means fewer grain reserves to draw upon

<sup>38</sup> FAO, *Twenty-ninth FAO Regional Conference for the Near East*, <ftp://ftp.fao.org/docrep/fao/meeting/014/k2369e2.pdf> (March, 2008).

<sup>39</sup> FAO, *Crop Prospects and Food Situation*, 2008.

<sup>40</sup> USDA FAS, 2007.



# Fact Sheet #5: Grain Stocks

(cont'd)

- Government and private wheat reserves are at an all-time low; the world consumed more grain than it produced for the past eight years and grain stockpiles are only 40 days short of the next harvest from running out of food<sup>41</sup> (in 1998 and 1999, it was 116 days)<sup>42</sup>
- In order to feed their own populations, some governments have partially or completely restricted the exports of various foodstuffs (e.g. Argentina, Bolivia, Cambodia, China, and Vietnam)
- Prices for grain products have risen more than eight per cent in Canadian stores; Maple Leaf Foods Inc. raised the price of a loaf of bread by 40 cents<sup>43</sup>

## For Discussion

1. Why is the demand for grain increasing?
2. Why is the global supply of grain decreasing?
3. In order to prevent a worse situation of world hunger, global grain reserves need to be built up. However, stockpiling grain when prices are volatile leads to higher food prices and hoarding. What role should governments play in this situation?
4. Is it right for governments of grain-exporting countries to partially or completely ban exports in order to feed their own populations first? Or should they make the food needs of the global population their main priority?
5. Propose possible solutions to ensure global grain supplies are adequate both now and in the future.

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<sup>41</sup> Eric Reguly, "What crisis? Worst is yet to come", *Globe and Mail*, June 2, 2008.

<sup>42</sup> James Randerson, "Food crisis will take hold before climate change, warns chief scientist", *The Guardian*, March 7, 2008.

<sup>43</sup> Paul Waldie, "Why grocery bills will soar", *Globe and Mail*, April 25, 2008.



# Fact Sheet #6: Money Markets

## Facts About Money Markets

- Capitalist economies are driven by money and making profits
- One way people make money in capitalist systems is by playing the stock market and speculating that the price of a good or service will increase in the future—in other words, buying stocks while the price is low and selling when the price is high
- The process of buying and selling stocks, bonds, currencies, real estate, commodities, or any other valuable financial instrument is called “financial speculation”
- Recent financial speculation in food commodities such as corn, wheat, soybeans, and rice has caused prices of these commodities to rise

## Links Between Money Markets and Food Insecurity

- Due to the downturn in the US economy and the weakening US dollar, investors have recently removed money from equities and mortgage bonds and invested in food and raw materials, contributing to a sharp increase in prices of food commodities
- The amount of money invested in food commodities has grown from \$13 billion US in 2003 to \$260 billion US in March 2008<sup>44</sup>
- Speculators are betting on food scarcity in the future due to increasing corn production for ethanol, the effects of severe weather patterns, and the rising price of oil
- Importing countries are being hit by higher food prices, which benefit large farming conglomerates in exporting countries; smaller scale farming operations producing for domestic markets benefit very little from food price increases
- Mexico used to produce enough maize to supply its domestic market plus export a surplus, however with pressure from the North American Free Trade Agreement (NAFTA) to open its market to imports, Mexico now imports 30 per cent of its maize; meanwhile, speculation has driven up the cost of maize in the US, which has led to higher costs for Mexicans, causing a “tortilla crisis” for the Mexican poor<sup>45</sup>

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<sup>44</sup> Sinclair Stewart and Paul Waldie, “Feeding Frenzy”, *Globe and Mail*, May 31, 2008.

<sup>45</sup> La Via Campesina, *An Answer to the Global Food Crisis: Peasants and Small Farmers can Feed the World!*, [www.viacampesina.org](http://www.viacampesina.org) (July, 2008).

A vertical decorative bar on the left side of the page. It features a grey background with white line art illustrations. At the top, there's a stylized '20' representing a bill. Below that, a dollar sign (\$) is visible. Further down, there are stacks of coins. At the bottom, a line graph with an upward trend is shown, with a large dollar sign (\$) integrated into the grid.

# Fact Sheet #6: Money Markets

(cont'd)

## For Discussion

1. How does financial speculation contribute to global food insecurity?
2. Who profits from rising food commodity prices? Who suffers?
3. The buying and selling of food commodities turns food into a profit-making instrument for investors; however, food is also a basic human right that should be universally available to all. Debate the ethical and social implications of this situation.
4. Propose possible approaches to reduce the impact of financial speculation and global markets on global food shortages now and in the future.



## 2 Causes of Global Food Insecurity

### Suggested Classroom Activities

#### A. A Web of Causes

<b>Use to:</b>	visually demonstrate the interconnected nature of factors contributing to the global food crisis; review terms and facts learned about causes of food insecurity
<b>Students will:</b>	engage in critical thinking; verbal communication; small group discussion; and synthesis
<b>Subjects:</b>	geography, food and nutrition, world issues, or economics

Use the six fact sheets on food insecurity factors (pages 15–26) and “Appendix E: A Web of Causes” for this assignment. Divide the class into six “expert” groups, numbered one through six, one for each factor. (Note: adapt the number of groups to suit class size.) In groups, read and discuss the fact sheets, and answer the discussion questions. Each “expert” in the group takes point-form notes during the discussion. Students number themselves off within their groups and form new breakout groups that include one member from each of the six expert groups (all the number ones gather, all the twos, etc.). In the new groups, the “experts” share information about each food insecurity factor. The members of the breakout group then complete the blank mind map to illustrate all the possible connections between the six food insecurity factors as they contribute to global food insecurity.

#### B. The Way Forward: Research Assignment

<b>Use to:</b>	explore innovative approaches that address problems related to world hunger and future trends in food production and consumption
<b>Students will:</b>	research a topic of personal interest; communicate their findings in written and/or oral formats
<b>Subjects:</b>	family studies, food and nutrition, economics, or science

A number of innovative and creative approaches exist to address global hunger. Get students to research—independently, in pairs, or in small groups—one innovation that addresses food insecurity or world hunger. Findings can be presented in essay format as well as oral presentations, panel discussions, or group seminars. Consider using the researched information to formulate debate topics for the “Oxford Style Debates” activity on page 28.

## 2 Causes of Global Food Insecurity

### Suggested Classroom Activities

#### *The Way Forward: Suggested research topics:*

1. Eco-agricultural farming techniques
2. African Moringa trees (used to combat extreme hunger)
3. 100-Mile Diet
4. Slow Food movement
5. Converting animal waste to energy (Israel and Korea)
6. Meat Without Feet (in vitro meat production)
7. Alternative sources of ethanol (e.g. switchgrass)
8. Organic gardening and farming practices
9. Consumer and producer food co-operatives (e.g. Amul, a milk producing co-operative in India)
10. Urban rooftop gardens
11. Bees for Development (beekeeping to create sustainable livelihoods in developing countries)
12. Vegetarian and vegan food choices

#### C. Oxford Style Debates

<b>Use to:</b>	deepen students' understanding of some central issues in global food insecurity
<b>Students will:</b>	engage in critical thinking; develop research and oral debating skills
<b>Subjects:</b>	English, economics, world issues, civics, politics, or business

Based on student research, develop a set of debatable statements about the causes of global food insecurity. Create debate teams composed of three members on each side who will argue either for or against the statements. Present the debates in an adapted Oxford style.

The Oxford style of debate allows audience members to pose questions from the floor to the debating teams once the opening statements have been made. At the end of the debate the presiding judge (the teacher or another student) asks the audience, by means of a simple hand count, which side won. Audience members base their decisions on which team offered the most convincing arguments and support materials. The judge makes the final decision as to the winner of the debate, and shares the rationale for the decision. A variation to audience participation is allowing observers to physically move from one side of the debate to the other when a persuasive and convincing argument is presented. Debates also offer evaluation opportunities at the research and presentation stages.

For more detailed information on the Oxford style of debating go to:  
[www.uscourts.gov/outreach/topics/habeascorpus\\_oxford.htm](http://www.uscourts.gov/outreach/topics/habeascorpus_oxford.htm)



## 2 Causes of Global Food Insecurity

### Suggested Classroom Activities

#### *Oxford Style Debates: Sample debate statements*

1. The benefits of producing and using ethanol outweigh its costs to the global food supply.
2. Purchasing and consuming locally produced foods will not have a significant impact on global food security.
3. Countries with emerging economies, such as China and India, should restrict their consumption of meat products in the face of diminishing supplies and environmental concerns.
4. We should return to small-scale farming approaches using eco-agricultural techniques, instead of relying on high-yield, large-scale farming operations.
5. It is unethical for governments to partially or completely ban grain exports in order to protect their own supplies, when there is a global shortage of food grains.
6. The buying and selling of food commodities as a profit-making vehicle for investors compromises basic human rights.



# Impacts of Global Food Insecurity

## What is Food Security?

*Food security, at the individual, household, national, regional and global levels, is achieved when all people, at all times, have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.*

—World Food Summit, Overseas Development Institute, 1997

Food security is comprised of four components:

1. **Food availability:** efficient food production and processing, and functioning systems of trade
2. **Food accessibility:** sufficient purchasing power to acquire food
3. **Food utilization:** nutritional food choices are made, food safety and quality is ensured, and clean water and sanitation exists for safe food preparation
4. **Food stability:** availability, accessibility, and utilization of food is maintained in the face of natural, economic, social, or policy shocks and stresses

## The Big Picture: Broad Impacts

*With 100 million people on the brink of abject poverty, the cost of food will not be measured in the price of wheat and rice, but in the rising number of infant and child deaths across Africa.*

—Kofi Annan, Former UN Secretary-General

The effects of the global food crisis are still unfolding. However, some social, political, economic, and humanitarian effects are already acutely felt:

- 850 million people in the world experience hunger on a daily basis; this crisis could push another 100 million people into poverty<sup>46</sup>
- The physical and intellectual development of children and adults will be stunted by lack of nutritious food; 35 million children are at increased risk of malnutrition<sup>47</sup>

<sup>46</sup> FAO, *Soaring Food Prices*, 2008.

<sup>47</sup> World Bank, *How Serious is Malnutrition and Why Does it Happen?*

<http://siteresources.worldbank.org/NUTRITION/Resources/281846-1131636806329/NutritionStrategyCh2.pdf> (2005).

### 3 Impacts of Global Food Insecurity

- Food riots have erupted in Haiti, Indonesia, Mexico, Bangladesh, Burkina Faso, Egypt, Senegal, Cameroon, Morocco, Yemen, Somalia, Ethiopia, Italy, and the Philippines
- Other forms of social unrest have occurred, such as theft of livestock, tools, aid rations, and aid vehicles
- Many economies have taken a downturn as rising food prices feed inflation and slow down economic growth, reducing job opportunities for the poor
- It has become more expensive for humanitarian agencies to distribute food aid; for example, the World Food Programme (WFP) needs an additional \$750 million US from donor governments to distribute the same amount of food aid in 2008 as it did in 2007<sup>48</sup>
- Children become more vulnerable as parents migrate and spend more time in search of work or food

#### Impacts on Families

*I'm so scared ... I don't know what we'll do now. We can't live without rice. For poor people, a grain of rice is like a pearl.*

—Nguyen Thi Bich Hoang, small-scale fruit seller in Vietnam

In times of crisis, the poor suffer most. Families that must spend a large portion of their income on food are more vulnerable to food price increases. In Canada, roughly 10 per cent of household income is spent on food.<sup>49</sup> In contrast, the bottom billion of the world's poor spends approximately 60 per cent of its income on food.<sup>50</sup>

#### Percentage of household income spent on food

Canada - 10%



Developing countries - 60%



<sup>48</sup> World Food Programme (WFP), [www.undispatch.com/archives/2008/04/world\\_food\\_prog\\_1.php](http://www.undispatch.com/archives/2008/04/world_food_prog_1.php) (April, 2008).

<sup>49</sup> Statistics Canada, <http://www40.statcan.gc.ca/l01/cst01/famil16a-eng.htm> (2006).

<sup>50</sup> FAO, *Soaring Food Prices*, 2008.



### 3 Impacts of Global Food Insecurity

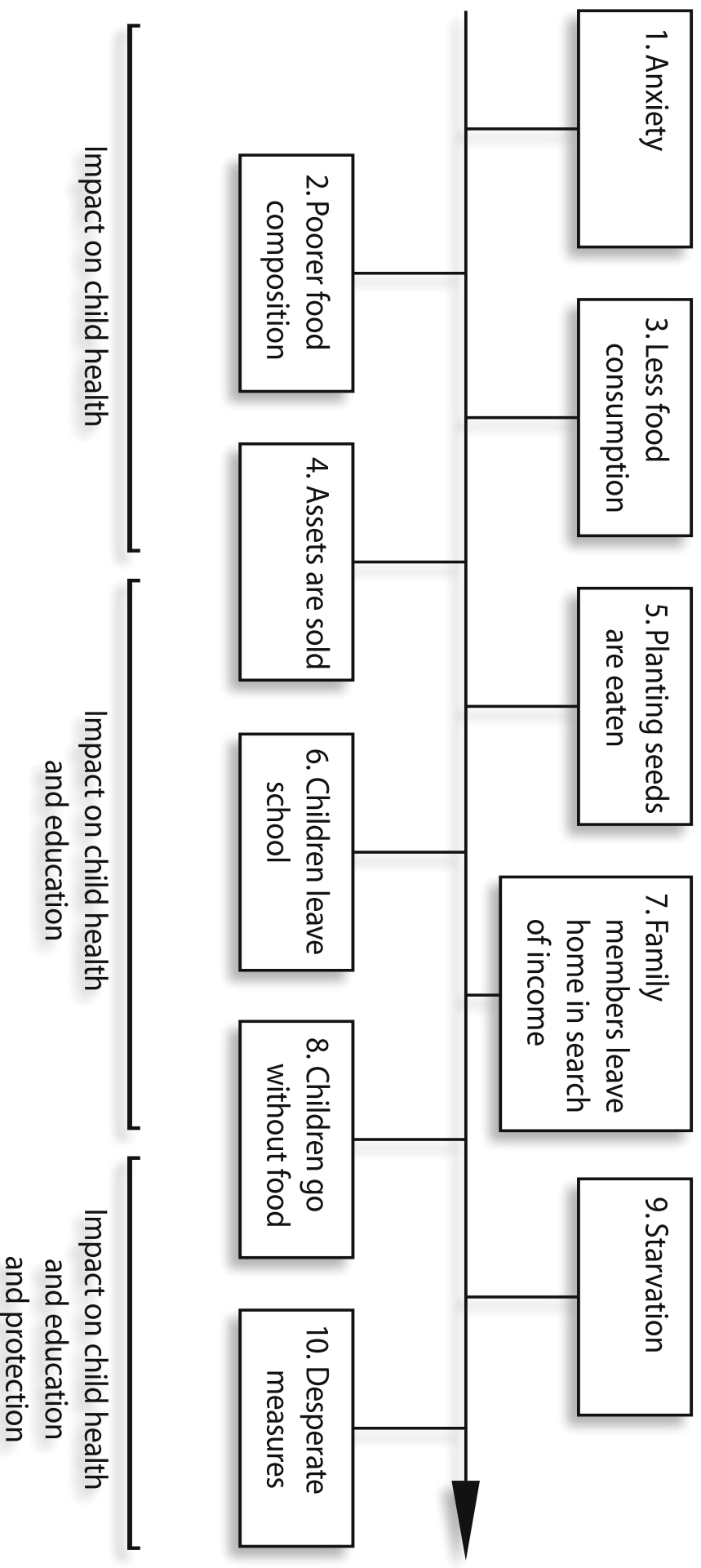
Families respond to food insecurity differently depending on their levels of income. For example:

- middle-class families might give up routine health care and reduce their meat consumption;
- the middling poor—the 2.5 billion people who live on \$2 a day—might pull their children out of school and send them to work, or cut out meat and vegetables so they can afford rice;
- the poor—the one billion people who live on \$1 a day—might eliminate meat, vegetables, and one or two meals a day so they can afford one bowl of food; and
- the desperate—over 150 million people who live on 50 cents a day—face disaster.

The continuum below shows how families might move through a series of worsening stages when food security is threatened. Food shocks, such as the recent food and fuel price increases, can push families further along the continuum with devastating consequences. The long-term solution—moving back to greater food security—rests in families having improved access to food supplies and reliable family incomes.

# Impacts of Global Food Insecurity

## Food Insecurity Continuum





### 3 Impacts of Global Food Insecurity

#### Stages Along the Continuum

1. **Anxiety:** stress arises from not knowing where food will come from in the days, weeks, and months ahead
2. **Poorer food composition:** changes occur in types of foods consumed (less meat, fewer vegetables, more carbohydrates), diminishing the nutritional quality of the diet although food quantity may not yet be affected
3. **Less food consumption:** the amount of food eaten lessens and parents (usually mothers) sacrifice their food for the children; sometimes boys get more than girls; three meals a day are often reduced to one or two
4. **Assets are sold:** families sell livestock or farm equipment for money to purchase food, making them more vulnerable in the long term
5. **Planting seeds are eaten:** families sacrifice seeds for next year's harvest to meet their immediate hunger needs
6. **Children leave school:** children drop out of school to work, sometimes in dangerous or abusive conditions
7. **Family members leave home in search of income:** when one or both parents are gone, children are more vulnerable
8. **Children go without food:** in most cases, this is a sign of extreme food insecurity, since parents will often give up their own food first to ensure their children eat
9. **Starvation:** children under age of five are most vulnerable to death by starvation
10. **Desperate measures:** this includes parents forcing young daughters into early marriage, selling children into prostitution, or putting them in orphanages to ensure they are fed, measures which compromise the protection and well-being of children

#### Impacts on Children

*Even temporarily depriving children of the nutrients they need to grow and thrive can leave permanent scars in terms of stunting their physical growth and intellectual potential.*

—Andrew Thorne-Lyman, WFP nutritionist

Children are particularly vulnerable to the effects of the food crisis. Every human being has the right to adequate food and the fundamental right to be free from hunger. Every child has a right to health, education, and protection. The impact of the global food crisis on millions of children is a loss of the realization of all these rights.

### 3 Impacts of Global Food Insecurity

#### Food Insecurity and Child Rights

1. The Right to Health  
—access to nutritious food,  
health services, and other needs  
for healthy development

2. The Right to Education  
—access to free education that  
develops a child as a whole person

3. The Right to Protection  
—from abuse, neglect, child labour,  
and all forms of exploitation

Food  
Insecurity



Most immediately, food insecurity affects the **health** of children without access to sufficient amounts of nutritious foods. Malnutrition leads to stunted growth and development, vulnerability to disease, and in its most severe form, starvation. A child's health also suffers when her family cannot afford access to medical care or life-saving medicines.

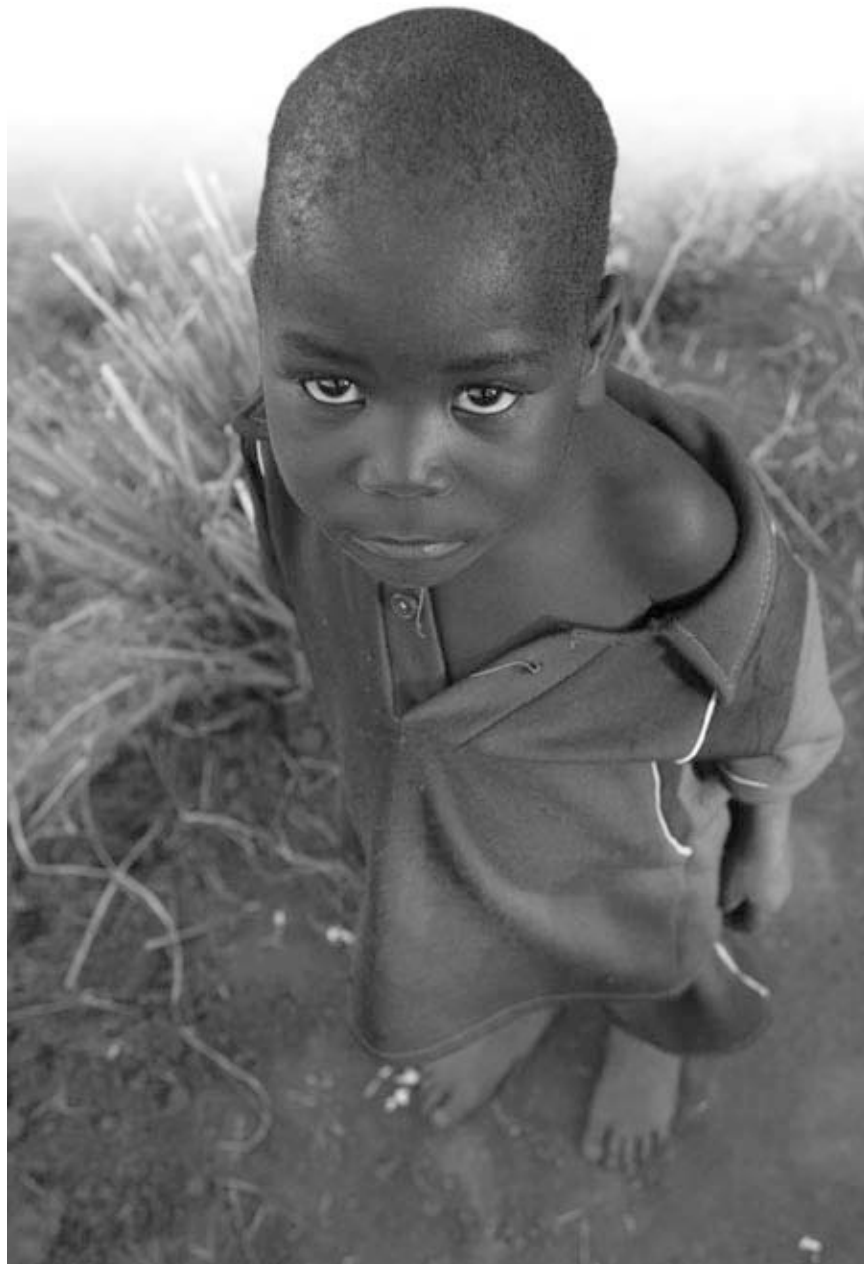
As food insecurity persists, children's **education** can be increasingly compromised. Hungry children have trouble concentrating in school because of lethargy and poor attention spans. If a family is struggling to feed itself, a child may be forced to drop out of school in order to work for food money. Girls in particular may be expected to sacrifice their education to earn an income, or to take over family responsibilities while parents work.

Food insecurity affects the **protection** of children. To earn extra income for their families, children may be forced to work in factories, in mines, or on farms. They might perform heavy labour, use unsafe equipment, or be exposed to chemicals. Girls who work as domestic help may be subject to poor treatment by their employers and even sexual abuse. In countries in conflict, poor children are more vulnerable to recruitment into armed groups as child soldiers. Some children may be forced to beg for food or money on the streets, leaving them vulnerable to abuse and exploitation. In some cases, desperate parents have even left their children at orphanages, where they may be better fed than at home. Young girls may be forced to become child brides in exchange for money, food, or animals, so they are less of a burden to feed (see "Case Studies for Class Discussion").

# Children at Risk:

## Case Studies for Class Discussion

The following four stories are of real children and families supported by World Vision, who struggle with the impacts of rising food prices, drought, or diminished family income, and the tough choices they are forced to make in order to survive. Students can work individually or in small groups on the discussion questions. The second question in each set poses a dilemma, the responses to which can be shared in large group discussions.



# Afghanistan:

## Child Brides

The main staple for most Afghans is wheat flour, used in making bread. In 2007, the price of an eight kilogram bag of wheat flour was 80 Afghani (\$1.60 US). Today it's 400 Afghani, or about eight dollars. This represents a 500 per cent increase. As wheat prices skyrocket, precious livestock is sold to subsidize family incomes.

Food insecurity, combined with serious drought, is driving some families in Afghanistan to desperate measures. When selling livestock does not provide enough income to survive, they will marry off daughters as young as seven years of age to ease their debt and pay for food and household expenses. Afghan law states that a girl must be 16 years of age and give consent to marry, but in the face of increasing hunger and debt, these laws are not being enforced.

### Fatima's Story

*Fatima\* is 11 years old. She is in grade three. Her favourite class is Dari language, her mother tongue. She loves her teacher, Miss Saleya. In the presence of guests, she is a shy and quiet child. Grasping her headscarf to her mouth, she lowers her eyes whenever she is addressed.*

"I like school," she says softly, almost in a whisper. "I am a good student. One day, I would like to be a doctor."

But it's not certain Fatima will realize her dream. Recently, her father engaged her to a local man in exchange for 300,000 Afghanis, the equivalent of \$6,300 US.

Her mother, a frail 35-year-old named Sausan\*, is seated in a far corner of the room. "We had to do this," she says with little emotion, her placid expression a sign of weariness. Earlier in the week, she gave birth to her seventh child and she suffers from anemia, a result of both nutritional deficiency and blood loss during labour.

"We have no money," she explains. "How can nine of us eat on two, maybe three dollars a day, with all the other expenses? We had to sell Fatima in order to pay all the people we owed."

"These days the high price of food is affecting us in a bad way," Sausan continues. "In the past, my husband's work as a daily labourer covered our expenses. But now, we are borrowing money just to buy food. We are in a very bad situation."

They survive on very little—tea and bread, dried yogurt soup, some potatoes, lentils, and chickpeas. It has been a long time since they tasted meat.

Fatima and two other siblings receive monthly food rations through World Vision's Food for Education program. This feeding program draws some 75,000 students to schools throughout Badghis and Ghor Provinces. But for many families, it is not enough.







# Afghanistan:

## Child Brides (cont'd)

Fatima's family does not have land or livestock to sell. Each month, half of the family's income covers rent for their small two-room mud house. What remains is not enough for wheat flour. Fatima is among the last of their "assets".

While her mother lists reasons for "selling" her daughter, Fatima sits quietly by the one window that sheds light into the dark room, and listens to children playing in a mud compound nearby. Every few minutes she looks out the window, an open space without glass, framed by two wooden shutters. She is as expressionless as her mother.

Sausan says that Fatima won't be forced to marry immediately. She can live at home and continue school for four more years. "In the agreement, we said she must."

But this family has seen hard times before, and two older sisters have not fared so well. The eldest daughter, Riala, 16, was forced into marriage at 11. Today she is the mother of two. The second daughter, Halima, 14, is also married with an 18-month-old daughter. Fatima will be fortunate if she is permitted to continue her schooling.

Sausan describes her situation in factual terms. This is not what she wanted for her family. "All I ever dreamed of having was a good house, enough food and a healthy family—a peaceful country, too, where my children could get an education." Fatima shares her mother's dream. "I wish we had a developed country. One that was peaceful and green." Then she adds, "And democratic."

Outside, the dry wind whips dust-like silt into the air. It settles into drifts that collect against the side of the house.

"We didn't want to sell her," her mother says. "We wanted to wait until she was 20. But we were forced to ..." Sausan's voice grows softer and trails off. "There was no other way."

\*names have been changed to protect identities

*Adapted from a story by Mary Kate MacIsaac, World Vision staff, June 2, 2008.*

## Child Brides: For Discussion

1. What is your reaction to this story?
2. What would you do in Sausan's position, faced with the choice between feeding your family and marrying off your daughter?
3. What are the best-case and worst-case scenarios for Fatima's future?
4. List the short-term and long-term impacts of food insecurity on Fatima's family.
5. What could be done to help improve life for Fatima and her family? Consider actions taken by the family, the community, the Afghanistan government, or non-governmental organizations (NGOs).

# Senegal:

## Children and Education

Senegal is one of the poorest countries in the world, ranking 156 out of 177 countries on the United Nations Development Programme's (UNDP) Human Development Index. More than half the population of Senegal lives on less than \$2 a day.<sup>51</sup>

The recent food crisis has made it increasingly difficult for Senegalese families to access the cereal crops on which their families depend: corn, millet, rice, and sorghum. Prices on these products have risen sharply in the past three years. Between February 2007 and February 2008 alone, prices on these cereal crops rose 16 to 22 per cent.<sup>52</sup>

The combination of stagnating family income and rising food prices is having a disastrous impact on households. Food is essential for people's physical and mental health and energy, especially for children in school. In many cases, limited access to food has resulted in children dropping out of school to help support their families.

### Ndiouck's Story

*Ndiouck Faye is a 12-year-old girl who lives with her family in Senegal, a country in West Africa. This is her story.*

"I live with my mother, Dibe Tine, who is 42 years old, and my siblings, Lamine Faye, who is 15, and Moulaye Faye, who is 10. Until recently I was in school, in grade four. My father died four years ago and since then we have gone through many difficulties mainly related to food security. As we have no donkey or horse to work with on the farm, my mother partners with neighbours to till our land. Since my father's death, we have not had a good harvest, which makes life more difficult for us.



Things got worse this year as our food stock was used up by early January. It is very difficult to cover our food needs. On top of that my mother fell sick and could no longer find food for the family. Finally I was obliged to leave school to help in the house as I am the only girl that my mother has.

My half-brother, Doudou Thiaw, is 26 years old. He has gone to Dakar to find work. He tries to support us, but it's on an irregular basis. My mother struggles everyday to maintain her family. Thinking about her daily efforts meant I lost the motivation to go to school. We used to have three meals a day; but now we have come to two or one a day. Prices of rice, oil, millet, and maize have become so expensive that there is no way for us to afford a bag of 50 kilos of rice or millet.

<sup>51</sup> World Bank, *World Development Report*, 2007.

<sup>52</sup> WFP, *Rising Food Prices*, 2008.



# Senegal:

## Children and Education (cont'd)

Moreover, my mother had seven goats, but unfortunately a thief stole five of them. This is common in these hard times, mainly in families whose head is a woman like ours. So now my mother has no livestock to sell in order to address our needs, and often borrows by kilograms from neighbors or shopkeepers to provide at least for lunch or dinner, even if it is not always enough for us to eat our fill.

When my father was alive, we did not face these problems, but now that my mother is alone with her children, it is very difficult for her. I could no longer stand going to school, leaving her in such difficulties ...”

*Adapted from a story written by a World Vision staff person in Senegal, May 21, 2008.*

## Children and Education: For Discussion

1. What is your reaction to this story?
2. What would you have done if you were Ndiouck and had to make a decision between your education and helping your family survive?
3. What are the best-case and worst-case scenarios for Ndiouck's future?
4. List the short-term and long-term impacts of food insecurity on Ndiouck's family.
5. What could be done to help improve the lives of Ndiouck and her family? Consider actions taken by the family, the community, the Senegalese government, or non-governmental organizations (NGOs).

# Georgia:

## Divided Families

Georgia is a country in central Asia bordering Russia, Turkey, Armenia, and Azerbaijan. It is a low-income country, with 39 per cent of its 4.4 million people living below the official poverty line. Approximately one-third of the population does not receive adequate dietary caloric intake.<sup>53</sup>

Inflation and rising global food and energy prices are hitting already vulnerable Georgian families the hardest. The prices of bread and wheat flour have risen 33 and 32 per cent and the price of maize flour has risen 50 per cent.

Milk and cheese prices are rising and even aligning, whereas in the past cheese was always more expensive. Sunflower oil, used widely by Georgians, has also increased by 65 per cent.

Today a Georgian family with six children needs about 350 GEL (about \$250 US) a month to survive. In 2004, the figure was 226 GEL.

Georgia is presently using only a small percentage of its agricultural potential due to lack of modern production and storage technologies, and lack of information available to farmers about markets and market prices, making production and trade decisions difficult and risky.

In the face of a rising cost of living and lowered agricultural output, children in Georgia are paying the price. Out of desperation to feed their children, some parents are making the difficult decision to send their children to institutions where they will receive regular meals. But for many children in this situation, the social and emotional costs of being removed from their homes are high.

## Marina's story

*Marina is a 41-year-old woman who lives with her husband and six children in Georgia, a country in central Asia. This is her story.*

"I dream of the day when I don't have to worry how I will feed my six children," says Marina, who laments that no one in her eight-member family has a job. The rising cost of living and increased food prices are threatening to drive her family apart.

Marina, her husband Badri, and their children live in a suburb of Tbilisi, the capital of Georgia, in a two-room flat with five beds. Inside, a stark lack of furniture and signs of poverty are the first things you notice as you enter the room.

There isn't enough space to hold the children's clothes and not enough beds and chairs to go around, yet the family is together and they are grateful for this small haven, which they rent with the support of World Vision and a small government allowance of 280 GEL (about \$200 US).



<sup>53</sup> WFP, [www.wfp.org/country\\_brief/indexcountry.asp?country=268](http://www.wfp.org/country_brief/indexcountry.asp?country=268)



# Georgia:

## Divided Families

The future looks bleak, but times have been even tougher in the past. Now the rising cost of living and increased food prices are threatening to drive the family apart again.

Two years ago, before receiving help from World Vision, the family struggled to find rent money every month, and to feed their growing children.

Marina's husband worked as a security guard, earning a monthly income of 150 GEL (about \$100 US). They would spend 90 GEL (\$60 US) of that income on bread alone and the rest had to cover rent. Their meager diet consisted of bread and tea.

"Sometimes we could not buy bread and the children went hungry all day," recalls Marina.

When the money ran out, Marina and Badri felt the only way they could provide for their children's basic needs was to place them in a children's institution. In Georgia, 90 per cent of children in institutions have parents.

"I made the hardest decision of my life—taking my children to the orphanage was the only solution for us, otherwise they would die of hunger," says Marina.

"I lived there a year. I hate thinking of that time. I thought my parents left us there and we would never see them again. I cried all the time," says 13-year-old Giorgi.

Living in their own place has eased the situation, but the income is still not enough for the family.

"We manage to feed our children twice a day, but sometimes they go to bed on an empty stomach," says Badri.

Marina's family is presently coping with the help of neighbours, the government allowance, and World Vision. However, the threat of having to abandon their children to an institution still looms fiercely, for this family and for thousands like it across Georgia and Eastern Europe.

*Adapted from a story by Ana Chkaidze, World Vision staff, May 8, 2008.*

## Divided Families: For Discussion

1. What is your reaction to this story?
2. What would you do if you were Marina or her husband, and were forced to decide between keeping all of your children at home for the sake of their social and emotional health, and sending them to live at an institution where they would receive food?
3. What are the best-case and worst-case scenarios for the future of Marina's family?
4. List the short-term and long-term impacts of food insecurity on Marina's family.
5. What could help improve the lives of Marina and her family? Consider actions taken by the family, the community, the Georgian government, or non-governmental organizations (NGOs).

# Angola:

## Children and Land Mines

Cuito Cuanavale is a forgotten place. The area held one of the most important battles of the southern Africa region. The battle played a major role in terminating the apartheid regime in South Africa and helped Namibia to achieve independence.

While history keeps unfolding, Cuito Cuanavale seems to have stagnated. The town has barely any essential infrastructure. Covered with land mines and explosive ordinance, the population is constrained to just a few areas. In addition, the Angolan media estimates that the southeast part of the country, including the Cuito Cuanavale region, has over 30,000 families hit by droughts and unexpected heavy rains resulting in floods.

Driven by hunger, people scour the bush for anything to eat, even though it is riddled with land mines. According to government officials, mine accidents are commonplace since the village is surrounded with a barrier of them.

The roads linking the province are not accessible. The only way for humanitarian agencies to bring in food aid is to fly across the province in an attempt to reach the most isolated communities of the region.

### Joana's Story

***Joana, her husband, and their six children live in extreme poverty in the Baixo Longa village in Angola, a country in southern Africa. She is one of the survivors of the historic "Cuito Cuanavale Battle". This is her story.***

"As a young girl, my family got divided. I only stayed together with my older sister. We used to dig up holes and hide," Joana says, as she recounts her day-to-day life during the war.

Hiding in holes did not save her sister. She was hit by a bomb and died immediately. Joana had more luck and managed to survive one of the heaviest battles in Angola.

Nowadays, life is not any easier. Instead of fleeing from bullets, Joana fights for her family against hunger and poverty.

"Since October we do not have food. First was the drought, and now the floods. Our maize, beans, and vegetables have all been destroyed. All our crops were devastated by lack of rain and then too much rain. How are we meant to grow any food to eat?" Joana asks herself.

Joana's six children go days without food and must drink contaminated river water. She says they complain constantly of "belly pain".





# Angola:

## Children and Land Mines

Her youngest daughter, two years old, cries all day long. Her oldest son walks around looking for fruit and tries to hunt small animals. Children in her community have never received any vaccinations. They have been living like this for months.

“My only option is to walk all around the bush and look for fruit and mushrooms. I am afraid because I know there are many land mines in this area, leftover from the war, but I have to take the risk to find some food for my children,” she says.

“I feel weak and I am afraid for my children. If we continue like this, I think we will all die,” says Joana, swallowing her tears.

There are thousands of Joanas in Cuito Cuanavale. These families who live in extreme poverty are most vulnerable to the devastating effects of droughts and floods on their crops. Searching for food in an area littered with land mines is just one of the many risks they must take in a desperate attempt to survive.

*Adapted from a story by Tatiana Resk Gomes, April 2, 2008.*

### Children and Land Mines: For Discussion

1. What is your reaction to this story?
2. What would you do if you were Joana and had to decide between risking your life to scavenge a small amount of food in a bush filled with land mines, and watching your children starve?
3. What are the best-case and worst-case scenarios for Joana and her family's future?
4. List the short-term and long-term impacts of food insecurity on Joana's family.
5. What could be done to help improve life for Joana and her family? Consider actions taken by the family, the community, the Angolan government or non-governmental organizations (NGOs).

### 3 Impacts of Global Food Insecurity

#### Suggested Classroom Activities

##### A. Impacts and Interventions Chart

<b>Use to:</b>	visually represent the ripple effect of food insecurity on families; consider interventions that might mitigate these impacts or effects at family, community, government, and international levels
<b>Students will:</b>	analyze; formulate hypotheses; engage in group decision making; organize information graphically
<b>Subjects:</b>	civics, politics, or family studies

Using the case studies of children and families on pages 37 to 44, ask students working in small groups to choose one case study, brainstorm the impacts of food insecurity, and formulate possible intervention activities at each level of family, community, government, and NGO/international bodies. Distribute different coloured Post-it notes to the groups to record their ideas, one colour for each of the four levels. Instruct them to brainstorm freely and record all ideas, describing both the problem (impact) and the solution (intervention) without judgment or editing. Distribute copies of the chart from “Appendix G: Impacts and Interventions”. Ask groups to choose their best ideas, placing the Post-its on the appropriate level of the chart. Groups then share their best ideas with the class. Reflect on the feasibility of the ideas and what persons or groups would need to advocate for action at each level.

##### B. No More Bread: A Food Journal Comparison

<b>Use to:</b>	encourage conscious reflection on personal eating habits and the differences between food consumption in developed and developing countries
<b>Students will:</b>	reflect; record observations; compare and contrast information; draw conclusions
<b>Subjects:</b>	food and nutrition, civics, or geography

Ask students to create and complete personal food journals using the first section of “Appendix H: No More Bread: A Food Journal Comparison” to record their food consumption over a few days or a week. They should record: when they eat; what they eat; where they are and whom they are with; and, if possible, the cost of the food consumed.

When students have completed the journal, give them copies of “A Swazi Food Journal” from the second half of Appendix H. Explain that this is a hypothetical situation, but based on a real family and child, Simphiwe Dlanini, in Swaziland. Ask students to complete the discussion and reflection questions, comparing their personal food journals with Simphiwe’s journal.





### 3 Impacts of Global Food Insecurity

#### Suggested Classroom Activities

##### C. What About Canada?

<b><i>Use to:</i></b>	investigate the impact of rising food prices on Canadians
<b><i>Students will:</i></b>	research various media sources; gather information; communicate findings; prepare a research bibliography
<b><i>Subjects:</i></b>	civics, economics, or family studies

Get students to research news stories on the impacts of rising food and fuel prices on Canadians. Encourage them to use a variety of sources such as Internet, print and online newspapers, magazines, books, radio, television, and documentaries. Have them compose an annotated bibliography of their findings. To extend the activity, students can work in small groups to develop discussion questions on a selection of news items. The news items and questions can be exchanged with other groups.

# Taking Action Against Food Insecurity

*This pricing crisis is likely to take at least two years to stabilize. That is far too long for the millions of children under five who need sufficient levels of nutrition now to develop properly.*

—Dave Toycen, President, World Vision Canada

## World Vision's Response

World Vision is working to address global food insecurity through **emergency measures** and **longer-term development solutions**. As one of the WFP's largest distributors of food aid, World Vision uses food commodities towards immediate relief but also for transition to sustainable development programming.

World Vision's **emergency measures** include:

- continuing to provide food aid to millions of people worldwide while avoiding uses of food resources that would discourage local agricultural production;
- using conflict-sensitive programming in light of food riots and socio-political tensions;
- calling on governments to expand their safety nets and social protection programs; and
- in Canada, calling on the government to increase its aid commitments to the WFP.

As part of **longer-term development solutions**, World Vision is:

- increasing nutrition programming in our ongoing development work;
- using Therapeutic Feeding Centres to work with mothers and replenish nutrients in malnourished children;
- addressing food insecurity for orphaned and vulnerable children through local community support groups that establish communal food gardens, contribute food, and raise cash for food insecure households;
- supporting local agricultural programs and food production through agricultural inputs such as livestock, appropriate seeds, farming equipment, and training; and
- supporting economic development programs such as micro-enterprise initiatives that help families earn a decent living wage, diversify their sources of income, and reduce their vulnerability to external food supply shocks.



## 4 Taking Action Against Food Insecurity

### International Response

The international community has recently awakened to the magnitude of the global effects of rising food and fuel prices. Existing policies related to food (e.g. biofuel production, agricultural support, trade subsidies) are under new scrutiny and there is recognition amongst international bodies that this is not “business as usual” and a collaborative, holistic approach is needed.

Some international responses to date include:

- the United Nations (UN) calling for an emergency \$75 million US of food aid in the spring of 2008;
- the WFP increasing support to assistance programs in 62 countries by \$1.2 billion US;
- the United Nations Children’s Fund (UNICEF) allocating an additional \$50 million US to enhanced nutrition assessments and interventions in 41 developing countries facing nutrition insecurity amongst children and other vulnerable groups;
- the FAO instituting a Soaring Food Prices initiative in 54 countries for procurement and distribution of seeds, fertilizers, and other agricultural inputs;
- major pledges of support for agriculture being made by the African Development Bank, Asian Development Bank, European Bank for Reconstruction and Development, the Islamic Development Bank, and many NGOs and other donors;
- NGOs such as World Vision, Oxfam, CARE, Save the Children UK, ActionAid, and La Via Campesina centering their actions on both emergency response and advocacy measures; and
- Canada donating an additional \$50 million on top of the \$180 million allocated for food aid, and “untying” this aid; this means recipient countries are no longer required to spend 50 per cent of their aid money purchasing food from Canada and can, in theory, purchase it locally, get it more quickly, and spend less on transporting it.



## 4 Taking Action Against Food Insecurity

### Taking Local Action: What Students Can Do

While the magnitude of the global food crisis may seem daunting, students can take a stance on the issue and engage in actions that have local impact in the areas of nutrition, agriculture, and economy. Teachers can try the following suggested activities with entire classes, small groups, or individual students. Consider these activities for: independent study projects, research assignments, field trips, school awareness events, or extracurricular groups.

#### A. Become Food Conscious

1. **100-Mile Diet, Part I:** Many working farms offer tours for student groups (see bibliography for websites). Visit a local vegetable, meat, dairy, and/or organic farm and interview the farmers for a research paper on local food production and food markets. Students can also use the research to write an article for the school newspaper. Coincide the field trip and assignment with World Food Day (October 16).
2. **Food Bank Field Trip:** Organize a field trip and volunteer experience at a local food bank. Collect data on types and amounts of foodstuffs that are collected and distributed, and where they come from. Visually represent the data in graphs or posters that can be displayed in school. The Daily Bread Food Bank's "Hungry City" website offers a number of classroom tools for discussing hunger in urban Canada ([www.hungrycity.ca/educators/tools.cfm](http://www.hungrycity.ca/educators/tools.cfm)). Canada's first vegetarian food bank receives fresh food from a local Sikh-run farm, grown for the sole purpose of donating to charities and food banks (read [www.thestar.com/article/510738](http://www.thestar.com/article/510738)). Contact the Canadian Association of Food Banks for a member list of food banks across Canada ([www.cafb-acba.ca/main.cfm](http://www.cafb-acba.ca/main.cfm)) or see the bibliography for food bank websites.
3. **Play With Food:** Use web-based educational games, such as Food Force and FreeRice (see bibliography) as classroom tools to increase student knowledge about the challenges of delivering food aid to people in need, and issues of hunger and malnutrition in the developing world. The games address learning outcomes in language, math, science, geography, and art.
4. **Food Fight:** Start a school group to raise awareness about issues of food and global hunger. *Food Fight*, World Vision's youth action guide on hunger, is a tool to help students facilitate peer-to-peer learning about the issues and how to take action. Download a copy from [worldvision.ca/youth](http://worldvision.ca/youth)

#### B. Build a Food Conscience

*The Everyday Activist* by Michael Norton (see bibliography) outlines a number of creative ways students can easily engage in food issues. Assign students to complete a specific "food action" as a class assignment or independent study unit.



## 4 Taking Action Against Food Insecurity

### Taking Local Action: What Students Can Do

Ideas from the book include:

- starting a Grow-A-Row project to donate homegrown produce to local shelters or food banks ([www.growarow.org](http://www.growarow.org));
- supporting beekeeping in the developing world ([www.planbee.org.uk](http://www.planbee.org.uk));
- joining the Slow Food movement and hosting a slow food dinner ([www.slowfood.com](http://www.slowfood.com));
- buying and selling fair-trade tea from Just Change, a barter trading project between poor communities in India ([www.justchangeindia.com](http://www.justchangeindia.com));
- staging a Hunger Banquet; see the Global Citizen Corps website for instructions and a script ([www.globalcitizencorps.org/takeaction.htm?page=takeaction\\_hunger](http://www.globalcitizencorps.org/takeaction.htm?page=takeaction_hunger)); or
- starting a Food Not Bombs group (downloadable handbook at [www.foodnotbombs.net](http://www.foodnotbombs.net)).

### C. Be Food “Proactive”

1. *100-Mile Diet, Part II*: Not Far From the Tree, a Toronto-based group, and the LifeCycles Fruit Tree Project in Victoria, harvest urban residential fruit trees that would otherwise go unpicked. The organizations match volunteer pickers with fruit tree owners who don't have time to harvest their bounty. The fruit is distributed among the owners, the volunteers, and local community organizations, such as food banks and shelters. Volunteer with them, or start a group in the school or local community. For ideas, visit [www.notfarfromthetree.org](http://www.notfarfromthetree.org) or [www.lifecyclesproject.ca](http://www.lifecyclesproject.ca)
2. *Global Ideas Bank*: Develop ideas for social innovation and change, and devise solutions to real-world problems of hunger, malnutrition, child health, and food insecurity. Contribute these ideas to the Global Ideas Bank, an on-line community that promotes and disseminates creative ideas for improving society. Go to [www.globalideasbank.org](http://www.globalideasbank.org)
3. *Seeds Without Frontiers*: Promote awareness of heritage seed varieties by building a school garden in biology or food studies classes. Grow tomatoes, carrots, and peppers, harvest the seeds, and join an organic farming seed share program, such as the Seeds of Diversity Canadian Tomato Project ([www.seeds.ca/proj/tomato/](http://www.seeds.ca/proj/tomato/)). Seeds of Change ([www.seedsofchange.com](http://www.seedsofchange.com)) runs a school fundraising program that donates 25 packages of free seed for starting a school garden. The website offers information on: organic gardening; harvesting and cleaning seeds; and the controversy of genetically modified (GMO) foods and F1 hybrids, industrialized crop varieties that produce high yields but no viable seeds. Renee's Garden ([www.reneesgarden.com/articles/donations-08.html](http://www.reneesgarden.com/articles/donations-08.html)) donates seeds to non-profit organizations and educational programmes worldwide that address local community health through organic gardening projects.
4. *Write for Rights*: Letter writing is an effective way to raise awareness about an issue, influence decision makers, and practice effective communication techniques. Get students to brainstorm and research key issues around global food insecurity and identify key decision makers, such as local members of Parliament, to receive letters advocating for action. For specific lesson activities, download Working for Change, World Vision's study guide on global citizenship at [worldvision.ca/resources](http://worldvision.ca/resources)



# Glossary of Terms

**100-Mile Diet:** a social movement that advocates eating locally grown food within a 100 mile radius of one's community; based on the book *The 100-Mile Diet: A Year of Local Eating*.

**Crisis:** an event or series of events that represents a critical threat to the health, safety, security, or well-being of a community or other large group of people, usually over a wide area

**Food accessibility:** physical and economic access, including purchasing power

**Food availability:** efficient food production and processing, trade (import/export) systems

**Food bank:** a place where food is contributed and made freely available to those in need

**Food price index:** a measure of the average prices of a group of goods (in this case, food commodities) relative to a base year

**Food stability:** maintaining the availability, accessibility, and utilization of food in the face of natural, economic, social, and policy shocks and stresses

**Food utilization:** making nutritional food choices, ensuring food safety and quality, and accessing clean water and sanitation

**Genetically modified foods:** food items that have had their DNA changed through genetic engineering

**International Monetary Fund:** an international organization established to promote monetary cooperation, exchange stability, and economic growth; the IMF also works to lower unemployment and help countries in debt manage their finances

**Malnutrition:** a state of bad or poor nutrition that may be due to inadequate food intake, imbalance of nutrients, malabsorption of nutrients, or improper distribution of nutrients

**Net food importers:** countries that import more food than they produce or export

**Staple food:** the main food eaten and the main source of energy in the diet; forms the basis of a traditional diet and is typically starchy, and high in energy and carbohydrates

**Supply and demand:** the economic theory of market value where price is determined by the interaction of sellers and buyers to reach a price equilibrium that both are willing to accept

**United Nations:** an international organization formed after World War II to preserve peace; has 192 member countries

**World Bank:** an international institution set up to promote general economic development in the world's poorer nations

**World Food Programme:** the food aid branch of the United Nations, and the world's largest humanitarian agency; provides food, on average, to 90 million people per year, 58 million of whom are children

# Appendix A: Food Insecurity

37 Countries in Crisis

AFRICA (21 countries)	
<b>Exceptional shortfall in aggregate food production/supplies</b>	
Lesotho	Multiple year droughts until last season
Somalia	Conflict, adverse weather
Swaziland	Multiple year droughts until last season
Zimbabwe	Deepening economic crisis, drought last season, recent floods
<b>Widespread lack of access</b>	
Eritrea	Internally displaced persons (IDPs), economic constraints
Liberia	Post-conflict recovery period
Mauritania	Several years of drought
Sierra Leone	Post-conflict recovery period
<b>Severe localized food insecurity</b>	
Burundi	Civil strife, IDPs, and returnees
Central African Republic	Refugees, insecurity in parts
Chad	Refugees, conflict
Congo, Democratic Republic of	Civil strife, returnees
Congo, Republic of	IDPs
Côte d'Ivoire	Civil strife
Ethiopia	Insecurity in parts, localized crop failure
Ghana	Drought and floods
Guinea	Refugees
Guinea-Bissau	Localized insecurity
Kenya	Civil strife, adverse weather
Sudan	Civil strife
Uganda	Civil strife in the north, localized crop failure

# Appendix A: Food Insecurity

37 Countries in Crisis

ASIA (10 countries)	
<b>Exceptional shortfall in aggregate food production/supplies</b>	
Iraq	Conflict and insecurity
<b>Widespread lack of access</b>	
Afghanistan	Conflict and insecurity
Korea, Democratic People's Republic of	Economic constraints, effects of past floods
<b>Severe localized food insecurity</b>	
Bangladesh	Past floods, cyclone, avian influenza
China	Disastrous cold, ice, and snow in the south
Nepal	Poor market access, conflict, past floods
Sri Lanka	Conflict and floods
Tajikistan	Severe cold, floods/landslides, poor market access
Timor-Leste	IDPs, past drought, floods
Vietnam	Cold spell in the north
LATIN AMERICA (5 countries)	
<b>Severe localized food insecurity</b>	
Bolivia	Floods
Dominican Republic	Past floods
Ecuador	Floods
Haiti	Past floods
Nicaragua	Past floods
EUROPE (1 country)	
<b>Exceptional shortfall in aggregate food production/supplies</b>	
Moldova	Drought, limited access to inputs for winter cropping



# Appendix B: Food Quotations

<b>The biggest threat we face is a global food crisis ...</b>	<b>... milk is the new oil.</b> —Don Coxe, Global Portfolio Specialist
<b>With soaring food and fuel prices ...</b>	<b>... hunger is on the march and we must act now.</b> —Josette Sheeran, World Food Programme
<b>With one child dying every five seconds from hunger-related causes ...</b>	<b>... the time to act is now.</b> —Gordon Brown, British Prime Minister
<b>When people were hungry, Jesus didn't say, "now is that political, or social?"...</b>	<b>... He said, "I feed you."</b> —Archbishop Desmond Tutu
<b>We know that a peaceful world cannot long exist ...</b>	<b>... one-third rich and two-thirds hungry.</b> —Jimmy Carter, former US President
<b>If you want to eliminate hunger ...</b>	<b>... everybody has to be involved.</b> —Bono, singer
<b>If we can conquer space ...</b>	<b>... we can conquer childhood hunger.</b> —Buzz Aldrin, former US astronaut
<b>Those who wish for a more peaceful, just and sustainable world ...</b>	<b>... are helping to make ending world hunger a major priority.</b> —Don Coxe, Global Portfolio Specialist
<b>There are people in the world so hungry ...</b>	<b>... that God cannot appear to them except in the form of bread.</b> —Indira Gandhi, former Indian Prime Minister
<b>If you can't feed a hundred people ...</b>	<b>... then just feed one.</b> —Mother Teresa, humanitarian
<b>Hunger knows no friend ...</b>	<b>... but its feeder.</b> —Aristophanes, ancient Greek playwright
<b>The threats are obvious to us all. Yet this crisis also ...</b>	<b>... presents us with an opportunity.</b> —Ban Ki-moon, UN Secretary-General
<b>Genuine food security should be global ...</b>	<b>... and achieved through cooperation.</b> —Luiz Inacio Lula, Brazilian President
<b>We estimate that the effect of this food crisis on poverty reduction worldwide ...</b>	<b>... is on the order of seven lost years.</b> —Robert Zoellick, President of the World Bank
<b>The war of the stomach will ...</b>	<b>... rage on. People want something on their plates.</b> —Betty Malconi, Zimbabwean rights activist
<b>An empty belly ...</b>	<b>... has no ears</b> —Senegalese saying
<b>Our harvest is the same size, but our costs have almost doubled ...</b>	<b>... Our difficulties have doubled too.</b> —Nguyen Thi Van, Vietnamese rice farmer
<b>When I'm hungry I eat. When I'm thirsty ...</b>	<b>... I drink. When I feel like saying something, I say it.</b> —Madonna, singer



# Appendix C: Fast Facts About the Global Food Crisis

## Hunger and Poverty

- Before the current crisis, 850 million people in developing countries experienced hunger daily—more than the populations of Canada, the US, and the European Union combined. As of September 2008, rising food prices have pushed this number to over 900 million and growing.<sup>54</sup>
- In 2007, 923 million people worldwide were undernourished, of which 907 million lived in developing countries<sup>55</sup>
- The global food crisis could push another 100 million people into poverty, of which 35 million will be children; preliminary estimates show that in 2007 the number of undernourished people increased by 75 million<sup>56</sup>
- Almost one billion people (one in six of the global population) live on less than \$1 a day; 2.5 billion people live on less than \$2 a day<sup>57</sup>
- One in every four children under the age of five in the developing world is underweight, one of every three is stunted, and one child under the age of five dies every seven seconds from a hunger-related cause<sup>58</sup>
- Under-nutrition was a cause of more than one-third of the estimated 9.2 million children under the age of five who died in 2007; as many as 148 million children in poor countries remain undernourished<sup>59</sup>

## Global Food Insecurity

- In April 2008, the FFPI was 54 per cent higher than the year before, led by increases in cereals (92 per cent) and vegetable oils (98 per cent).<sup>60</sup> While the FFPI has declined since then, in October 2008 it was still up 51 per cent over September 2006.<sup>61</sup>
- Of the 37 countries in the grip of a food security crisis, 21 are in Africa, 10 in Asia, five in Latin America, and one (Moldova) in Europe<sup>62</sup>
- The bottom billion of the world's poor spend about 60 per cent of their income on food<sup>63</sup>
- Canadians spend about 10 per cent of income on food<sup>64</sup>
- The World Bank adjusted the recognized yardstick for measuring global poverty from \$1 US a day to \$1.25 US a day<sup>65</sup>
- The WFP needs an additional \$750 million from donor governments, including Canada, to distribute the same amount of food aid in 2008 as it did in 2007
- World Vision is one of the WFP's largest food distribution partners, and estimates that because of staple food shortages, it is unable to feed 1.5 million of its food aid beneficiaries in 2008

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<sup>54</sup> FAO, *Hunger on the rise*, [www.fao.org/newsroom/en/news/2008/1000923/](http://www.fao.org/newsroom/en/news/2008/1000923/) (September 18, 2008).

<sup>55</sup> Ibid.

<sup>56</sup> World Bank, *Rising Food and Fuel Prices*, 2008.

<sup>57</sup> Ibid.

<sup>58</sup> UNICEF, *Progress for Children: A Report Card on Nutrition*, May, 2006.

<sup>59</sup> UNICEF Press Release, [www.unicef.org/media/media\\_45607.html](http://www.unicef.org/media/media_45607.html) (September, 2008).

<sup>60</sup> FAO, [www.fao.org/docrep/010/ai466e/ai466e16.htm](http://www.fao.org/docrep/010/ai466e/ai466e16.htm) (June, 2008).

<sup>61</sup> FAO, [www.fao.org/worldfoodsituation/FoodPricesIndex/](http://www.fao.org/worldfoodsituation/FoodPricesIndex/) (October, 2008).

<sup>62</sup> FAO, [www.fao.org/docrep/010/ai465e/ai465e02.htm](http://www.fao.org/docrep/010/ai465e/ai465e02.htm) (April, 2008).

<sup>63</sup> FAO, *Soaring Food Prices*, 2008.

<sup>64</sup> Statistics Canada, 2006.

<sup>65</sup> Reuters, [www.stuff.co.nz/4670702a27162.html](http://www.stuff.co.nz/4670702a27162.html) (August 27, 2008).

# Appendix D: Riddle Activity

## Factors in Food Insecurity

### Instructions

Students work alone, in pairs, or small groups to solve the following “What am I?” riddles. If needed, provide a possible list of answers to choose from (see below).

Choose answers from this list: Meat, Population, Grain, Money, Water, Ethanol, Air, Temperature, Climate, Drought, Oil.

### Correct Answers:

- 1) Oil
- 2) Ethanol
- 3) Climate
- 4) Meat
- 5) Grain
- 6) Money





# Appendix D: Riddle Activity

## Riddle #1

I exist, but I can't be made.  
China is using more of me than ever before.  
Canada is wondering how to replace me.  
Pineapples and bananas need me to get to you.  
Apples and tomatoes? Not so much.  
The food on your table is there thanks to me,  
but I'm a hidden ingredient in the farm-to-table link.

**What am I?**

## Riddle #2

I'm found in vodka and Volvos,  
and I help show the heat rise.  
Brazil is one of my largest producers,  
using sweetness to make their cars go.  
Canada wants to produce more of me,  
turning solid yellow into liquid blue.  
Some say I am the answer to a global problem,  
others say I am a cause.

**What am I?**

## Riddle #3

I can be hot, cold, wet, or dry,  
and lately I've gone to extremes.  
Humans didn't create me,  
yet they have a way of making me change.  
Usually I'm harmless,  
but depending on my mood, I can be deadly.  
Some people don't give me much thought,  
others worry I will wreak havoc in their lives.

**What am I?**



# Appendix D: Riddle Activity

## Riddle #4

Some people avoid me altogether,  
Others consume a lot of me everyday.  
Some people can't bear to think  
of what I used to be.  
I can be the first thing off the list  
when money is tight.  
A lot of resources are needed,  
to produce just a little bit of me.

**What am I?**

## Riddle #5

In the summer you might see great piles of me,  
but now my reserves are shrinking.  
Most people take me for granted,  
because I've been around longer than sliced bread.  
You can consume me,  
or consume something that consumed me first.  
I come in many forms,  
and I travel with thousands like me.

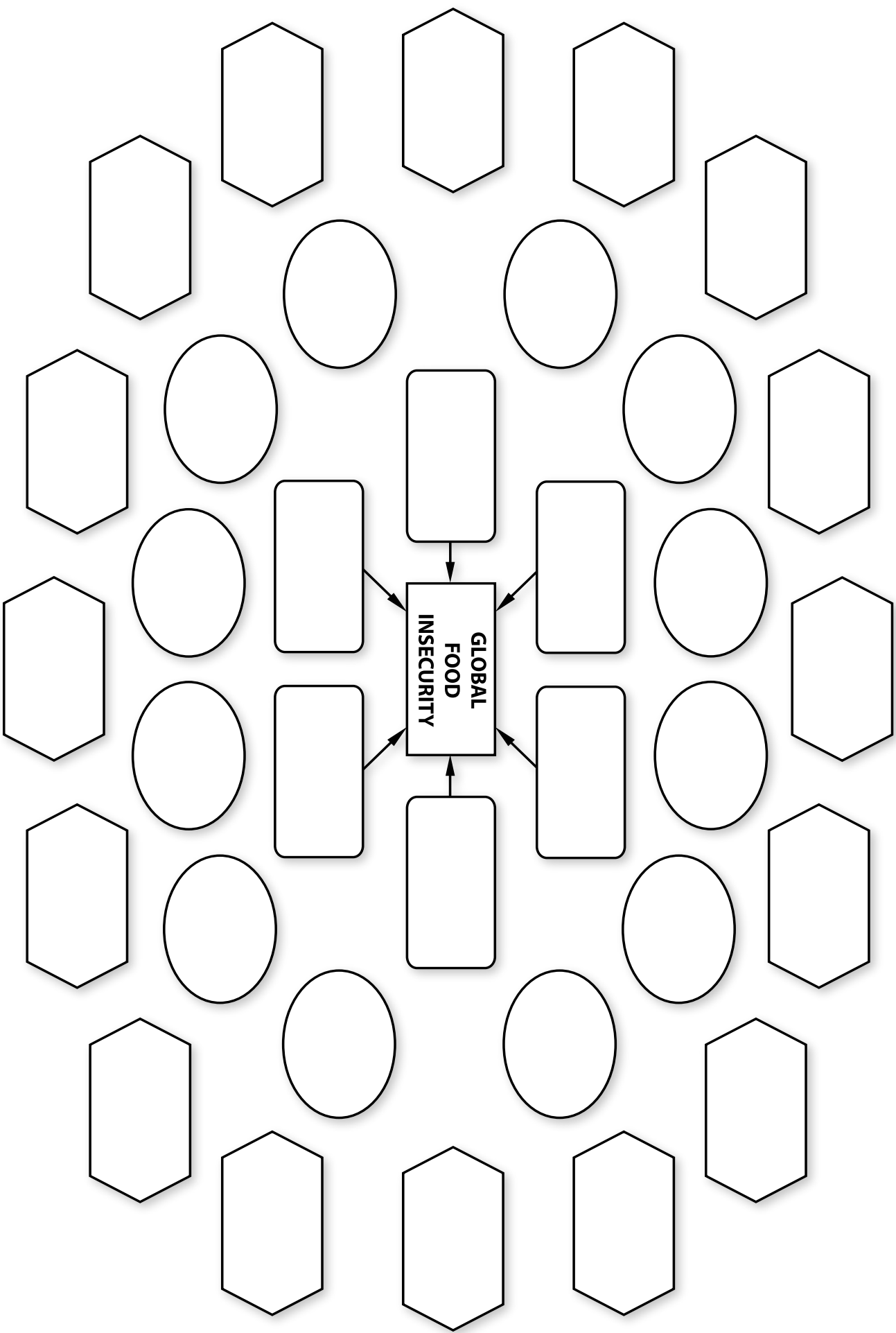
**What am I?**

## Riddle #6

You can't eat me, but it's hard to eat without me.  
I talk without saying a word.  
I can grow but I'm not alive.  
I make people smile, but I have no personality.  
Most people are happy to hold me,  
but I don't feel a thing.  
Some make lots of me with only a little to start,  
but be warned: I go as easy as I come.

**What am I?**

The diagram illustrates a central concept, 'GLOBAL FOOD INSECURITY', which is the focus of four surrounding factors. These factors are represented by empty rectangular boxes, each with an arrow pointing towards the central box. The central box is labeled 'GLOBAL FOOD INSECURITY' in bold, uppercase letters. The four surrounding boxes are arranged in a square pattern around the center. The entire diagram is enclosed within a decorative border consisting of 12 empty hexagons and 12 empty ovals arranged in a ring.





# Appendix F: Impact in Canada

## Food News

### **Overtaxed food banks feel crunch as higher grocery costs squeeze needy (excerpted)**

Max Harrold, *The Gazette*

March 7, 2008

[www.canada.com/montrealgazette/news/story.html?id=560e7900-3368-478b-929f-2368d9ebc583&k=90756](http://www.canada.com/montrealgazette/news/story.html?id=560e7900-3368-478b-929f-2368d9ebc583&k=90756)

“It’s such a help to me. I have a mental handicap,” [the 50-year-old woman] said, tapping her head. “I don’t work.” For \$3 each, she and the food bank’s 600 members can get twice-weekly baskets bulging with goodies like apple sauce, lettuce, strawberries, mini-yogurts, broccoli and chocolate snacks.

That is part of the 50 to 60 tonnes of surplus food donated daily by grocery chains and food manufacturers to feed 130,000 needy Montrealers every month.

The bounty now faces intense pressure as soaring grain and oil prices push up the cost of food. Will companies continue donating as much? Will higher prices in stores force low-income earners into stressed food banks? Wheat alone has doubled in price since a year ago.

Jacqueline Drouin, a volunteer at Info Alimentaire since 1992, said higher costs mean the food bank can’t always offer a balanced range of foods. “This is the first time we’ve had yogurt and cheese in two weeks,” she said, as an example.

“The stores have fewer surpluses, so they’re giving us less. We rarely have fresh eggs. We get a special donation at Christmas and then we buy chicken. Meat is hard to come by.”

Marc Brûlé, liaison director for the 204 community groups served by Moisson Montréal/Montreal Harvest, the regional food bank, said local grocery stores already reflect the rising price of wheat.

“Couscous, for example, has doubled in price,” he said. “Some loaves of bread have gone up from about \$3 a loaf to \$4.

“In the short term (within three months), we expect these price hikes will cause low-income people to turn to food banks because they can’t afford going to grocery stores.

“This can’t go on. We are already feeding 130,000 people every month in Montreal,” Brûlé added, noting that local food banks are at or near capacity. He called on the provincial and federal governments to devise strategies, like tax credits, to encourage more corporate donations of food stocks.



# Appendix F: Impact in Canada

## Food News

### **Food banks warn of ‘growing storm’ (excerpted)**

Laurie Monsebraaten, *The Toronto Star*

June 26, 2008

[www.thestar.com/article/449491](http://www.thestar.com/article/449491)

Ontario’s weakening economy coupled with the rising cost of food, fuel and energy should be a “wake-up call” to action on poverty reduction in both Ottawa and at Queen’s Park, say the province’s food banks.

The federal government must increase employment insurance benefits and expand eligibility for Ontarians, where currently just 27 per cent of unemployed workers qualify, says a report to be released today by the Ontario Association of Food Banks.

“We are at the leading edge of a gathering storm which may either pass us or bear the full brunt of its force upon hundreds of thousands of Ontarians,” it says. “Without support, we will not be able to weather the coming storm and any social and economic progress for low-income Ontarians that has been built over the past decade may be washed away.”

The report, based largely on Statistics Canada data and a survey of more than 100 food banks across the province, found that prices for half of the food items on the retail price index are increasing faster than the rate of inflation.

Healthy food such as bread, milk and eggs are rising at a much faster rate than less healthy food such as processed cheese and fruit-flavoured crystals. And the cost of food in remote, fly-in communities in Northern Ontario are an average 86 per cent higher than the Canadian average, the report says.

Meanwhile, gasoline has increased by 62 per cent since 2003, adding an extra \$800 per year to the average cost of driving a car. “The cumulative effect of rising food, gasoline and energy bills is reducing or eliminating income gains, or placing some households deeper into poverty,” says the report.

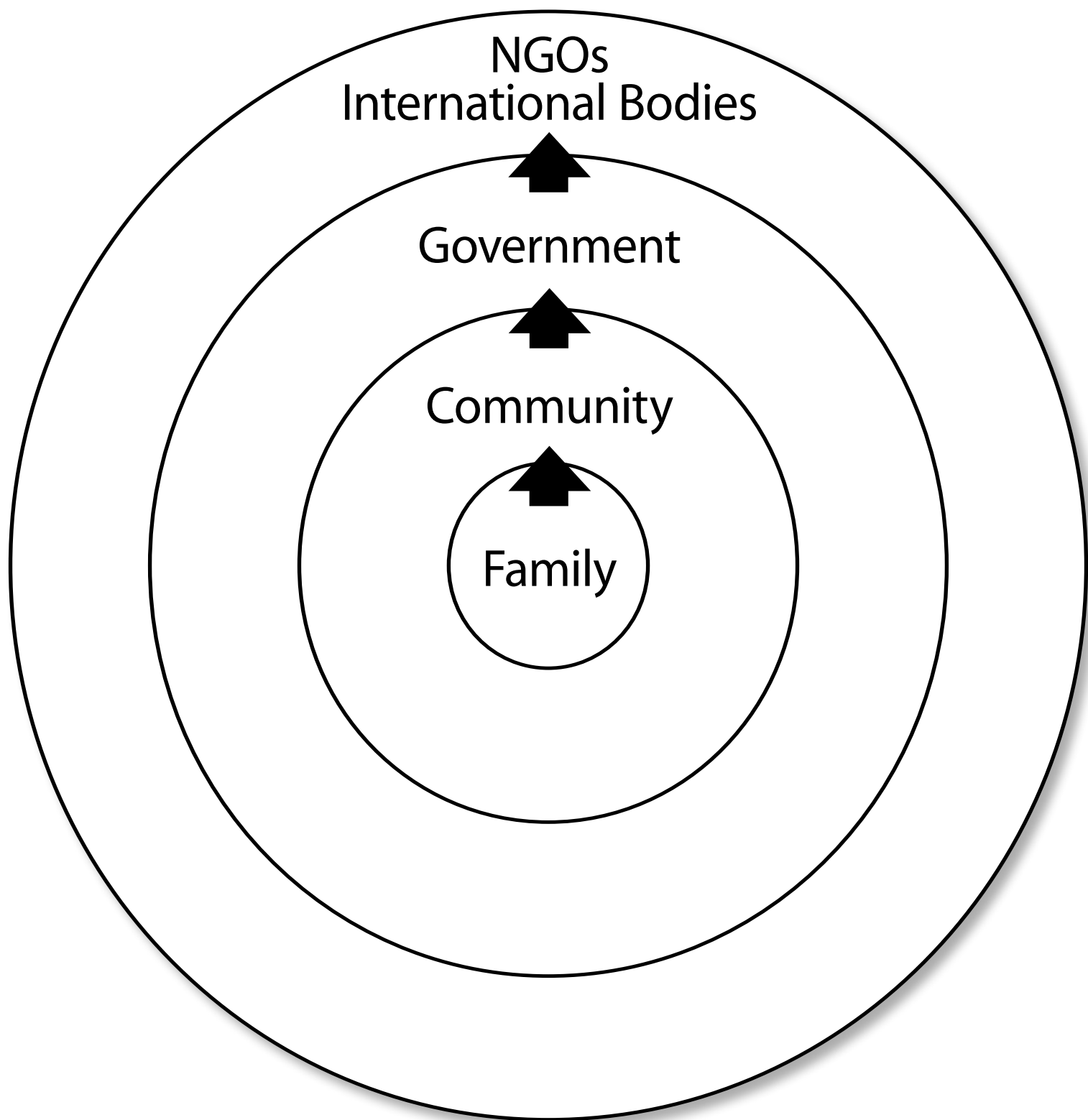
This “growing storm” puts even more pressure on the province, which has promised to come up with a poverty reduction strategy by year’s end, to address these issues, he added.

### **Food News: For Discussion**

1. List ways that food banks in Canada are affected by the global food crisis.
2. Describe the impact of rising food prices on lower income families in Canada.
3. What could be done at local, provincial, and federal levels to alleviate the effects of the food crisis on Canadians living in poverty?
4. Research the Ontario government’s new poverty reduction strategy. What interventions does it propose?



# Appendix G: Impacts and Interventions





# Appendix H: No More Bread

## A Food Journal Comparison

### Food Journal

In the chart below, record all the food you consume in one week. Include food eaten at home or brought from home, food bought in the cafeteria, snacks bought from vending machines or stores, and meals eaten in restaurants. Record when and where, and even with whom, you ate. Also record any special events you attend where food is served (e.g. a special family dinner or party).

At the end of each day, provide an estimate of the cost of the food you ate that day. Be as accurate and realistic as possible.

# Appendix H: No More Bread

A Food Journal Comparison

NAME: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Noon and afternoon							
Evening							
Cost of food eaten per day							

Cost of food eaten by me in a week      Number of people in my family      Estimated family food costs for the week

\$

X

=

\$

# Appendix H: No More Bread

## A Food Journal Comparison

### A Swazi Food Journal

The accompanying fictional food journal is based on the eating habits of a real child, Simphiwe Dlanini, a 13-year-old girl from Swaziland. Simphiwe is the eldest of four children. Her father, Mefika, is currently unemployed, and her mom, Busi, gets up at 4 a.m. to bake cakes for Simphiwe to sell at school. The family is used to eating bread for breakfast, but can no longer afford it. This food journal shows the possible early effects of food insecurity on a family in a developing country. At this point, enough food is still available for the Dlaninis, but they can no longer afford certain types of food, and anxiety about having enough for the weeks ahead has set in.

### Food Journal Comparison Questions

1. Make a list of the types of food Simphiwe eats in a week. What does she eat a lot of? What's missing from her diet?
2. How do the types of food you eat compare to the types of food eaten by Simphiwe? What are the similarities and differences?
3. How does your family's weekly food costs compare with the amount Simphiwe's family spends on food?
4. Compare your family's weekly food spending with the average amount spent by other families around the world (see chart below). What factors, in addition to family income, explain the discrepancies in the amounts spent by different families around the world?

### Families Around the World: Sample costs of food per week (US dollars)

Under \$100 a week		Over \$100 a week	
Chad:	\$25.60	Mexico:	\$189.09
Mali:	\$26.39	Kuwait:	\$221.45
Bhutan:	\$34.09	Japan:	\$317.25
Ecuador:	\$34.75	USA:	\$341.98
India:	\$39.27	Germany:	\$500.07
China:	\$59.23		
Guatemala:	\$79.82		

Source: *A Hungry Planet: What the World Eats*

[www.maaa.org/exhi\\_usa/exhibitions/hungry\\_planet/pg\\_hungryplanet.pdf](http://www.maaa.org/exhi_usa/exhibitions/hungry_planet/pg_hungryplanet.pdf)

5. Write a one-page journal entry from Simphiwe's point of view (or someone else in her family) reflecting on their food situation and how it is affecting their lives.

# Appendix H: No More Bread

A Food Journal Comparison

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Ate a slice of bread	Ate a slice of bread	No bread because a loaf now costs \$1.14 US —ate nothing	No bread —ate leftover porridge	Ate leftover porridge	Checked with neighbours to see if they have work for me to earn a bit of money—they do not	Woke up tired; we are running out of maize
Noon and afternoon	Sold Mama's cakes at school for 7 cents each	Sold cakes again; ate a banana	Sold cakes again; ate one	No cakes today because the cost of flour went up at market	Again, no cakes to sell	Shared some roasted corn with my sister in the market	Mama and Papa talked about the rising prices of flour, sugar, and cooking oil—all ingredients she uses for her cake business
Evening	Helped Mama grind maize & start a fire; cooked maize porridge & vegetable stew from pumpkin leaves, sweet potatoes, & peanuts	Helped Mama cook the same meal as Monday night	Helped Mama cook the same evening meal again	Papa sold one of our family goats for extra income; ate porridge for dinner	Helped Mama cook the same evening meal again	Helped Mama cook the same evening meal again; she is worried we'll run out of maize	Helped Mama cook the same evening meal again, but this time there was not as much porridge and stew; Mama ate less, but gave us the same portions as usual
Cost of food eaten per day	\$0.86	\$0.86	\$0.64	\$0.70	\$0.70	\$0.70	\$0.70

Cost of food eaten by me in a week      Number of people in my family      Estimated family food costs for the week

\$ 5.16

X

6

=

\$ 30.96



# Bibliography:

## Further Resources on Food

Andrews, Geoff. *Politics and Pleasure*. McGill-Queen's University Press, 2008.

Andrews argues that Slow Food is “one of the most significant global political movements of modern times” and that “gastronomes”, followers of the movement, have a more profound and holistic understanding of food in a global context.

Ettlinger, Steve. *Twinkie, Deconstructed*. New York: Hudson Street Press, 2007.

This fascinating exploration into the curious world of packaged foods goes from phosphate mines in Idaho to cornfields in Iowa, from gypsum mines in Oklahoma to oil fields in China, demystifying some of North America's most common processed food ingredients: where they come from, how they are made, how they are used, and why.

Health Canada. *Eating Well With Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa: Publications Health Canada, 2007.

Also available at: [www.hc-sc.gc.ca/fn-an/alt\\_formats/hpfb-dgpsa/pdf/pubs/res-educat-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/pubs/res-educat-eng.pdf)

Heron, Katrina, ed. *The Slow Food Way of Living*. New York: Rodale, 2008.

While the United States has given us McDonald's, it is also home to the largest Slow Food movement outside Italy. This book celebrates the small farmers who “keep the faith”, capturing the optimism of eco-gastronomy with a series of photographs and essays. Offers concrete suggestions for living according to the Slow Food philosophy. Includes recipes.

Menzel, Peter and Faith D'Aluisio. *A Hungry Planet*. California: Material World Books, 2005.

A photographic study of families around the world, revealing what people eat during the course of one week. Each family profile includes details of weekly food purchases, photos of the family at home and at market, and a portrait of the entire family surrounded by a week's worth of groceries. Remarkable comparisons of 24 countries and 30 families. Also available as a photo essay at the following Time.com websites:

*What the World Eats, Part I*

[www.time.com/time/photogallery/0,29307,1626519,00.html](http://www.time.com/time/photogallery/0,29307,1626519,00.html) and

*What the World Eats, Part II*

[www.time.com/time/photogallery/0,29307,1645016,00.html](http://www.time.com/time/photogallery/0,29307,1645016,00.html)

Norton, Michael. *The Everyday Activist: 365 Ways to Change the World*. Toronto: House of Anansi Press, 2006.

You want to change the world, but where do you begin? This book shows how even small actions can affect your local community and the wider world. Includes specific actions around local and global food consumption and production.



# Bibliography:

## Further Resources on Food

Roberts, Paul. *The End of Food*. Houghton Mifflin, 2008.

In this carefully researched, vividly recounted narrative, Roberts lays out the stark economic realities beneath modern food—and shows how our system for making, marketing, and moving what we eat is growing less and less compatible with the billions of consumers that system was built to serve.

Roberts, Wayne. *The No-Nonsense Guide to World Food*. Toronto: New Internationalist Publications, 2008.

With spiralling food prices and spreading social unrest, this is a timely guide to the instability of industrialized food systems. Roberts traces the history of food production and consumption and shows how real food choices are becoming harder to make.

Robin, Marie-Monique. *The World According to Monsanto*. The National Film Board of Canada and Mongrel Media, 2008.

Based on a painstaking investigation, this documentary pieces together the story of Monsanto, a century-old corporation with a controversial past. Today's leader in genetically modified crops, Monsanto claims it wants to solve world hunger and protect the environment. Can we believe it?

Smith, Alisa and J.B. Mackinnon. *The 100-Mile Diet: A Year of Local Eating*. Random House Canada, 2007.

The remarkable, amusing, and inspiring adventures of a Canadian couple who make a year-long attempt to eat foods grown and produced within a 100-mile radius of their apartment.

*The Toronto Star*. "Hungry for Answers: Parts I – VI." *The Toronto Star*.  
[www.thestar.com/News/World/article/451023](http://www.thestar.com/News/World/article/451023), June 28 to July 7, 2008.

This comprehensive and well-researched series covers a range of topics on the causes and impacts of the global food crisis.

World Vision Canada. *Food Fight: A Youth Action Guide on Hunger*.

This peer-to-peer manual facilitates discussion and action for young people around issues in the current global food "crisis". Available as a downloadable pdf or in a limited edition print copy at [worldvision.ca/youth](http://worldvision.ca/youth)



# Bibliography:

## Recommended Websites

### **TransFair Canada**

[www.transfair.ca/en/node](http://www.transfair.ca/en/node)

TransFair Canada is Canada's only non-profit certification and public education organization promoting Fair Trade Certified to improve the livelihood of developing world farmers and workers.

### **SPIN Farming**

[www.spinfarming.com](http://www.spinfarming.com)

Small-plot intensive – or SPIN – farming is an urban agriculture movement that started in Saskatchewan. It makes productive use of overlooked land in cities, ensures food sustainability for end-users, is environmentally progressive, and provides a source of income for prospective farmers who lack land and capital.

## Farms and Farm Tours in Canada

### **Canada:** Harvest Canada

[www.harvestcanada.com/](http://www.harvestcanada.com/)

### **Alberta:** The Lacombe Corn Maze

[www.lacombecornmaze.com/groups/](http://www.lacombecornmaze.com/groups/)

### Farms and Farm Tours

[www.discoveralberta.com/ToursActivitiesAdventures/FarmsFarmTours/](http://www.discoveralberta.com/ToursActivitiesAdventures/FarmsFarmTours/)

### **British Columbia:** The Centre for Sustainable Farm Systems at UBC Farms

[www.landfood.ubc.ca/ubcfarm/](http://www.landfood.ubc.ca/ubcfarm/)

### **Manitoba:** Farms and Farm Tours

[www.manitoba.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/](http://www.manitoba.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/)

### **New Brunswick:** Farms and Farm Tours

[www.newbrunswick.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/](http://www.newbrunswick.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/)

### **Ontario:** Harvest Ontario

[www.harvestcanada.com/index.php](http://www.harvestcanada.com/index.php)

### Farms and Farm Tours

[www.ontario.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/](http://www.ontario.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/)

### **Quebec:** Agritourism Quebec.com

[www.agritourismquebec.com/activities.html](http://www.agritourismquebec.com/activities.html)

### **Saskatchewan:** Farms and Farm Tours

[www.saskatchewan.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/](http://www.saskatchewan.worldweb.com/ToursActivitiesAdventures/FarmsFarmTours/)





# Bibliography:

## Recommended Websites

### Food Banks in Canada

**Calgary:** Calgary Inter-Faith Food Bank

[www.calgaryfoodbank.com](http://www.calgaryfoodbank.com)

**Edmonton:** Edmonton's Food Bank

[www.edmontonsfoodbank.com](http://www.edmontonsfoodbank.com)

**Montreal:** NDG Food Depot

[www.depotndg.org](http://www.depotndg.org)

**Nova Scotia:** Feed Nova Scotia

[www.feednovascotia.ca](http://www.feednovascotia.ca)

**Toronto:** Daily Bread Food Bank

[www.dailybread.ca](http://www.dailybread.ca)

Second Harvest

[www.secondharvest.ca](http://www.secondharvest.ca)

**Vancouver:** Greater Vancouver Food Bank Society

[www.foodbank.bc.ca](http://www.foodbank.bc.ca)

**Winnipeg:** Winnipeg Harvest

[www.winnipegharvest.org](http://www.winnipegharvest.org)

### World Food Programme Educational Resources

#### Food Force

[www.food-force.com](http://www.food-force.com)

This free educational video game teaches about the problems of hunger and the challenges of delivering food aid. There are six missions to complete in the story of a hunger crisis on the fictitious island of Sheylan. Includes a teacher site with suggestions for use in the classroom.

#### FreeRice

[www.freerice.com](http://www.freerice.com)

A web-based vocabulary game for use in arts, math, science, or chemistry classes. Every correct answer triggers a donation of 20 grains of rice to the World Food Programme. Students can test their knowledge of multiplication, world capitals, chemical symbols, foreign languages, and famous painters. So far, donations generated by the FreeRice site have fed hungry people in Bangladesh, Uganda, Nepal, and Myanmar.

## Feedback Form

Your feedback on this study guide is important to us as we constantly strive to measure impact and improve our resources. Please take the time to fill out this feedback form and fax or mail it to us. We would also appreciate any comments or lesson suggestions.

**School:** \_\_\_\_\_ **City and Province:** \_\_\_\_\_

1. How did you learn about this resource?

\_\_\_\_\_

2. With what grade(s) and subject(s) did you use the resource?

\_\_\_\_\_

3. What was your objective in using the resource?

\_\_\_\_\_

4. Was this resource effective in helping you to meet your objectives?

\_\_\_\_\_

5. Please evaluate the resource according to the following criteria.

	(Poor)	1	2	3	4	(Excellent)
Overall quality of the resource		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity of instructions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Breadth and depth of subject matter covered		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

\_\_\_\_\_  
\_\_\_\_\_

6. What component or activity did you find most useful?

\_\_\_\_\_

7. What did you find least useful?

\_\_\_\_\_

8. Please comment on the impact(s) that you perceive resulting from the use of this resource  
(e.g. changed attitudes, actions taken by your group or yourself).

\_\_\_\_\_  
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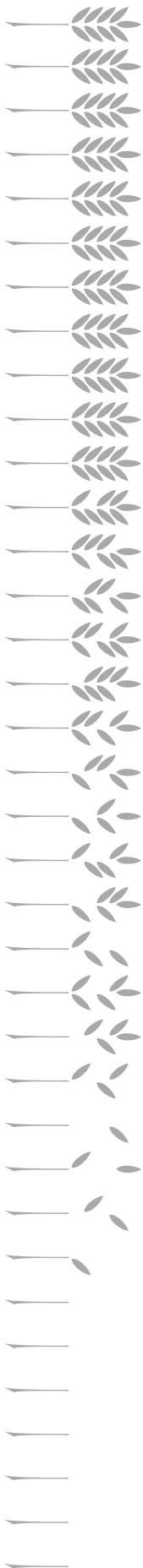
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Thank you!



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# World Vision

## *Food Crisis Simulation*

World Vision



ACGC   
Alberta Council for Global Cooperation



# Food Crisis Simulation

## Household Budgeting (Ghana, Afghanistan and Tanzania)

### Instructions:

1. Divide the class into groups of 4 to 6 students.
2. Assign one budgeting scenario to each group. If you have more than 4 groups, you can double up on the scenarios. Inform students that these fictional situations have been simplified for the sake of the exercise.
3. Hand out only the Part A section (Family Budgeting) to the groups.
4. Set the stage for the class: *Each group is a poor family in Ghana, Afghanistan or Tanzania. The household income is always tight and you must budget carefully. Read the description of your family. Within the group assign roles (mother, father, children, etc.) and hold a family meeting to determine how to budget the household income to meet your necessary expenditures.*
5. Record the agreed upon budget and present to the class along with the group's rationale for the decisions made.
6. Hand out the Part B section of each scenario (Rising Food Prices).
7. Hold another family meeting to reset the family budget in the face of new constraints. The options offered for consideration are only suggestions. Encourage groups to develop their own creative, but realistic, solutions.
8. Record the new budget and present to the class. Ask: What were the most challenging decisions that needed to be made and were you able to resolve them?
9. Follow up this simulation exercise with case studies, fact sheets and lessons from *A Hungry World: Understanding the Global Food Crisis* (see Teacher Resources). In particular, use the Impacts and Interventions activity and chart (see p. 45) to explore possible responses to food insecurity.

## Scenario 1 – Part A

### Family Budgeting: Ghana, West Africa

You are a 16 year old female in northern Ghana, completing your final year of high school. You have two sisters, aged nine and ten, who are also in school. You all live with your mother in a one-room home. Your father left the family a year ago to look for work in the city after severe drought and flooding made farming too difficult. The family has not heard from him since he left and he has sent no money home. Recently your mother fell ill with stomach ulcers and requires medication to ease her pain.

Your mother now supports the family by selling odds and ends at the local market. She has already discussed with you the necessity of leaving school and finding work to bring in some extra monthly income. Your dream is to attend college in the city to study accounting. In a good month your mother brings in, on average, \$100.

#### To Budget:

a) Basic food stuffs (millet, corn, rice, cooking oil, salt, sugar, occasional meat and eggs)	\$40/ month
b) School fees	\$10/ per child per month
c) Firewood for cooking	\$15/month
d) Renting a stall in the market	\$15/month
e) Transportation to and from the market	\$10/month
f) Cost of mother's medication	\$10/ month

## Scenario 1 – Part B

### Rising Food Prices: Ghana, West Africa

Food costs have risen by 40% and transportation costs by 30%. People are buying less at market, and your mother's monthly earnings have decreased to \$80/month.

#### To Budget:

a) Basic food stuffs (millet, corn, rice, cooking oil, salt, sugar, occasional meat and eggs)	\$56/ month
b) School fees	\$10/ per child per month
c) Firewood for cooking	\$20/month
d) Renting a stall in the market	\$20/month
e) Transportation to and from the market	\$13/month
f) Cost of mother's medication	\$10/ month

#### Some options to consider:

1. You drop out of school and find work in a textile factory. This will bring in an additional \$80 per month for your family. However, you've heard the working hours can go from 6 am to 10 pm when large foreign orders come in. As well, the factory is on the outskirts of the city and requires a one hour bus ride to get there.
2. Decrease family food intake to two meals a day to free up money for other costs.
3. Your sisters can go to work after school hours. They can sell some of your mother's goods on the streets, or beg for money or food.
4. Take your sisters out of school to look after the household needs, such as cooking, cleaning, and fetching water from the community well six kilometers away. This will allow your mother to focus on selling goods at market, hopefully increasing her income, and allowing you to stay in school.



## Scenario 2 – Part A

### Family Budgeting: Afghanistan

In Ghor Province in Afghanistan, the Salim family struggles to make ends meet. The long-standing war has strained the economy. As the male head of the Salim family, you have a son, two daughters, and a wife to support, and have been growing potatoes in your modest-sized field, where you also grow vegetables for the family to eat. This brings in enough money to supplement food costs and send your son to school. It is your desire to also educate your daughters, but they are needed at home to help their mother with household duties. With the girls there is always the option to marry them off, get a large dowry payment, and have them fed and taken care of by their husbands' families.

You have received pressure lately from neighbours and friends who have turned their agricultural fields over to more lucrative poppy growing for the opium trade, but you are reluctant to get involved in this unlawful practice. Many neighbours have sold their land and moved to the city, but you feel the need to stay on the land of your ancestors. You just sold your potato harvest at market and made \$900, but this was a good year with decent rains.

#### To Budget:

a) Supplementary food costs (wheat flour, tea, lentils)	\$50/month
b) School fees for your son	\$20/month
c) Annual agricultural costs (fuel/seeds/tools/animal feed/fertilizer)	\$200
d) Annual family check-ups at the doctor	\$50
e) Hosting the family for New Year's celebration	\$70
f) Schooling for one daughter	\$15/month

## Scenario 2 – Part B

### Rising Food Prices: Afghanistan

Food costs have risen dramatically (wheat flour alone by 500%) and fuel costs as well. In addition to there being fewer buyers at the local market, the rains were not good and your potato crop was smaller. Your annual earnings at market this year were reduced to \$700.

#### To Budget:

a) Supplementary food costs (wheat flour, tea, lentils)	\$100/month
b) School fees for your son	\$20/month
c) Annual agricultural costs (fuel/seeds/tools/animal feed/fertilizer)	\$300
d) Annual family check-ups at the doctor	\$60
e) Hosting the family for New Year's celebration	\$105
f) Schooling for one daughter	\$15/month

#### Some options to consider:

1. Decrease your family's food consumption to two meals per day.
2. Sell your land and your house and move to the city. Although you do not have any marketable skills, this will bring in \$2500 and in the city you could rely on a network of family and friends for support.
3. Engage one of your daughters to an older local man. Although she is only 12 years old and he is 40, this would bring \$5000 into your family through dowry payment. Besides buffering against rising costs, this would allow you to continue sending your son to school and to send your younger daughter as well.
4. Switch your potato crop to poppies. This is a highly successful crop which is easier to farm, and will double your earnings. However you are concerned about the ethics of this, and becoming involved with warlords who control the opium trade. Also, at any time the foreign military could destroy your crops.

## Scenario 3 – Part A

### Family Budgeting: Mwanza, Tanzania

Your name is Tamika and you are a single mother of three children. You live in a slum in Mwanza, Tanzania on the shores of Lake Victoria. Your husband died two years ago from HIV and AIDS and not long afterwards you also started to get sick. You are worried about what would happen to your son and two daughters if you get too sick to work.

Thankfully, at the local clinic you are able to access free anti-retroviral (ARV) drugs and with the encouragement and support of the health care workers you are eating better. Since you are better nourished, the ARV drugs are able to work and your health has improved. Even though you are still only scraping by, you are somehow finding a way to manage. You make your living as a fishmonger selling leftover fish from the processing plant at the local market. Your monthly income is \$90 and you must decide how to use this income.

#### To Budget:

a) Basic foods (millet, corn, rice, cooking oil, salt, sugar, occasional meat and eggs)	\$40/month
b) School fees	\$10/ per child per month
c) Firewood for cooking	\$10/month
d) Purchasing leftover fish from the processing plant	\$20/month
e) Transportation to and from the market	\$5/month
f) Transportation to health clinic to get ARV drugs	\$5/month

## Scenario 3 – Part B

### Part B: Rising Food Prices: Mwanza, Tanzania

Food costs have risen by 40% and transportation costs by 30%. It costs more to buy the leftover fish at the processing plant. Your monthly earnings have decreased to \$80/month.

#### To Budget:

a) Basic foods (millet, corn, rice, cooking oil, salt, sugar, occasional meat and eggs)	\$56/month
b) School fees	\$10/ per child per month
c) Firewood for cooking	\$12/month
d) Purchasing leftover fish from the processing plant	\$25/month
e) Transportation to and from the market	\$8/month
f) Transportation to health clinic to get ARV drugs	\$8/month

#### Some options to consider:

1. You can try to get a job at the local fish processing plant. This will bring in an additional \$80 per month for your family. However, you've heard the working hours can go from 7am to 9pm. As well, the factory is on the outskirts of the city and requires a one hour bus ride to get there. You are unsure how your health and family would cope with this.
2. Decrease family food intake to two meals a day to free up money for other costs and stop taking the ARV drugs, hope you can maintain your health through rest and nourishment.
3. Your children can go to work after school hours. They can try to sell some of the leftover fish at the local market or can beg for money or food.
4. You can take your oldest daughter out of school and have her look after the household needs, such as cooking, cleaning, and fetching water. This will allow you to focus on your work at the market, hopefully increasing your income.

## Scenario 4 – Part A

### Family Budgeting: Kinampanda, Tanzania

Your name is Watende and you live in Kinampanda, Tanzania. You are the father of five children, two sons and three daughters. You support your wife and family but have been struggling to make ends meet. You have been working hard to grow maize and sorghum to help feed your family. As well, you have a small plot of sunflowers and are able to sell the seeds for a little extra money to support your family.

Your oldest daughter has just finished elementary school and you had hoped to save enough money so she could start her first year of high-school. With money so tight, however, you are not sure if you can afford it. Along with purchasing new seeds and tools for farming, you are also hoping to put a new tin sheet roof on your home. Water leaks into your home in the rainy season because the mud, clay and timber roof you have now is not waterproof. You have just sold your annual harvest of sunflower seeds at the market and made \$900.

#### To Budget:

a) Food	\$42/ month
b) Sending four children to elementary school	\$10/ per child per month
c) Upgrading your tools and farming irrigation system	\$200
d) Annual family check-up at the doctor	\$50
e) New tin roof for your home	\$250
f) One year of high-school for your oldest daughter	\$150

## Scenario 4 – Part B

### Rising Food Prices: Kinampanda, Tanzania

You had a bad harvest due to drought followed by flooding. Food prices have increased by 50% and goods and services are more expensive. Your annual harvest of sunflowers brought you only \$700.

#### To Budget:

a) Food	\$63/ month
b) Sending four children to elementary school	\$10/ per child per month
c) Upgrading your tools and farming irrigation system	\$250
d) Annual family check-up at the doctor	\$60
e) New tin roof for your home	\$300
f) One year of high-school for your oldest daughter	\$150

#### Some options to consider:

1. Send your oldest daughter to work for a rich farmer as a farm hand. This will provide additional income of \$200 per year.
2. Sell your land and your home and move your family to the city. You don't know how you would make a living in the city but hopefully you can get a job. The sale of your land and home will provide you with \$2000.
3. Switch to growing only sunflowers in your fields. This could possibly double your earning, however, there is the risk that if the crop is poor you would have neither income from the sunflowers nor maize and sorghum to eat.
4. Decrease your family's food consumption to two meals per day to reduce monthly food costs.

Maharashtra Seva Samiti  
Organization (MSSO)

*Dawn of Hope*









“We shall find a way, don’t despair.”

## ***Dawn of Hope***

This is the story of the 2011 winner of the prestigious all-India Ramon Magsaysay award for development, Nileema Mishra.

“Helping everyone to become a happy and content human being in her village” was a dream Nileema saw at one time; now it is a reality in Bahadarpur Village. She created a self-sufficient economy free from corruption in her birth place. Bahadarpur of today is an ideal role model for nation building, according to principles of Mahatma Gandhi for a country of self-sufficient villages.

40 minutes

Recorded originally in Marathi and later dubbed in English

Produced in 2010

Recommended for grades 10-12

Executive Producer: Dr. Jagannath Wani

Directed by: Devendra Kotwal

Script: Pravin Davane

Produced by: Maharashtra Seva Samiti Organization (MSSO), Canada

[www.mssoonline.org](http://www.mssoonline.org)



## **About MSSO:**

MSSO (Maharashtra Seva Samiti Organization) was founded 28 years ago in Calgary by Dr. Jagannath Wani, an Actuarial Statistics professor at University of Calgary, who had received his education in India. With some colleagues, he decided to approach many of those who were the 'brain drain' from India, to do something to help the lives of those less fortunate in the developing country he had left.

Dr. Wani worked tirelessly, co-ordinating Canadian donations with provincial and federal funding sources. This was met with the monumental task of effectively getting these monies to India given the high need to screen for reliable Indian partners with proven track records. Accountability, monitoring, and administration were, and still are, impeccable under Dr. Wani's leadership.

He has won much recognition and many awards in India for this work, both for its effectiveness and its development modelling. Although he is handing over the helm this year, MSSO work continues unabated. Dr. Wani's story, personal and professional, is told in his book 'Triumphs & Tragedies'. Both 'Dawn of Hope' DVD and Dr. Wani's book are available from [www.mssoonline.org](http://www.mssoonline.org).

## **Bahadarpur Village, India**

Bahadarpur Village is in India, about an hour from the town of Dhule, in the state of Maharashtra, whose capital is Mumbai — new name for Bombay — in India. MSSO (Maharashtra Seva Samiti Organization), based in Calgary supports many projects in that area.

## **Background Information**

Causes of poverty are many in India, as in many developing countries:

- high population growth
- high dependence on an agrarian economy
- primitive agricultural practices
- illiteracy
- unemployment and under-employment
- caste-based policies
- urban/rural divide
- superstition

These causes are often compounded by modern phenomena like globalization and privatization, as well as people flocking from the country to the cities, which in turn are unable to contain this populace in terms of providing livelihood, housing and infrastructure.

## **Microcredit**

Microcredit is the extension of very small loans (microloans) to those in poverty designed to spur entrepreneurship. These individuals lack collateral, steady employment and a verifiable credit history and therefore cannot meet even the most minimal qualifications to gain access to traditional credit. Microcredit is a part of microfinance, which is the provision of a wider range of financial services to the very poor.

Microcredit is a financial innovation that is generally considered to have originated with the Grameen Bank in Bangladesh. In that country, it has successfully enabled extremely impoverished people to engage in self-employment projects that allow them to generate an income and, in many cases, begin to build wealth and exit poverty.

Due to the success of microcredit, many in the traditional banking industry have begun to realize that these microcredit borrowers should more correctly be categorized as *pre-bankable*; thus, microcredit is increasingly gaining credibility in the mainstream finance industry, and many traditional large finance organizations are contemplating microcredit projects as a source of future growth, even though almost everyone in larger development organizations discounted the likelihood of success of microcredit when it was begun.

Around 2005 or earlier, microcredit success in close to 100% payback rate was gaining attention by traditional banks, as well as by scam artists in small villages, posing as legitimate micro-credit organizations. They stole money in many cases leaving families destitute. This is the kind of situation Nileema walked into in her village.

## **Filmmaker Statement**

Encourage village industries, provide job to every villager, let villagers support themselves, this was the dream of Mahatma Gandhi. It is taking shape in Bahadarpur, a village in Maharashtra State of India. Young woman Nileema Mishra, possessed with this vision, has decided to spend all her life for this cause. She brought hope to the hopeless existence of farmers. She has created a new awakening in their life.

Without imposing grand ideas of development, Nileema decided to get to know local problems; then find solutions. She invoked the inborn strength of women that lay dormant for years. A confident woman means a confident family and confident families create a confident village. These women may be illiterate, but they were intelligent. Their potential had never been tapped till now. Nileema's passion was to open the doors for them to become economically independent. Every woman has an artist hidden inside. Nileema invoked this hidden talent of making beautiful embroidery and enriched the tapestry of life for many women of Bahadarpur. She offered them work on the expressed condition that they will have to maintain the quality in their output. While working on the project, she inspired amongst these women the importance of deadlines, and management principles on targets, team work, quality and consistency. These women made the best of the opportunity. They made wonderful quilts from baby size up to king size. With help from a Westerner friend, she marketed these quilts in the Western countries.

Demand for their products keep on increasing.

- Dr. Jagannath Wani

*The following activity includes questions and a quiz to be used in connection to the film.*

### **Questions for discussion**

1. Where is India? What are the cultures that represent India? What is the population?
2. Where is Bahadarpur Village? What are some interesting facts about this community?
3. What are the impacts of colonization on India? In particular, in rural communities in India?
4. What is meant by sustainable solutions? Sustainable development?
5. What are some characteristics of a self-sufficient economy?
6. What does rural development through education look like?
7. How has micro-financing been useful to women in India?
8. What is economic independence? What does it mean for a country? A community? An individual?
9. What does it mean to be economically successful? For a country? A community? An individual?
10. What does economic exploitation look like?
11. Why is the role of women significant in development?
12. What connection does the film make between a "micro-finance group" and a "self-help" group?
13. Who is Gandhi and how has he played an important role within India's culture?

Students should complete quiz in pencil BEFORE watching the film, paying careful attention to revise them during the film. SOME of the information below is based upon [www.factsaboutindia.org](http://www.factsaboutindia.org), a site with allowable use for educational purposes, alerted of this use by e-mail from [mssoononline.org](http://mssoononline.org) July 27/2011.

## QUIZ

1. How many people presently inhabit our planet Earth?  
(billion is one thousand million:1,000,000,000)
  - a. Around 5 billion
  - b. Around 7 billion
  - c. Around 9 billion
2. The population of India is:
  - a. 1.17 billion
  - b. 3 billion
  - c. 500 million
3. India is:
  - a. a sub-continent of Asia
  - b.  $\frac{3}{4}$  the size of Canada
  - c. Approximately 1 in 7 people in the world is Indian
  - d. all of the above
4. India is:
  - a. the world's most populous democratic country
  - b. has the largest population of English speakers on earth
  - c. does 4.2 billion worth of trade with China
  - d. all of the above
5. The percentage of India's population living in rural areas dependent on agriculture is:
  - a. 25%
  - b. 50%
  - c. 75%
6. Which are causes of poverty in India (and developing countries)?:
  - a. high population growth
  - b. high dependence on an agrarian economy
  - c. primitive agricultural practices
  - d. illiteracy
  - e. ignorance
  - f. unemployment and under-employment
  - g. caste-based policies
  - h. urban/rural divide
  - i. all of the above
7. Sustainable development is:
  - a. Avoiding/prohibiting increase in resource use of a country
  - a. Providing for a population's present needs without compromising its future needs
  - b. Indiscriminate use of country's resources
8. Canada's Aboriginal First Nations people were called 'Indians' because:
  - a. they resemble people who live in India
  - b. Columbus was searching for India and thought he'd reached it
  - c. all of the above
9. Which one of these is NOT a religion practised in India:
  - a. Sihhism
  - b. Islam
  - c. Hinduism
  - d. Punjabi

10. Pacifist Mahatma Gandhi helped India achieve independence from British rule in:
- 1916
  - 1949
  - 1964
11. In developing countries, economic independence means:
- being mega-rich
  - being able to do without outside money
  - making enough income to cover basic needs
12. Micro-finance means:
- having very little money in the bank
  - being able to borrow small sums of money in a local bank setting
  - a bank with very few borrowers
13. The payback rate on loans in micro-finance (mainly lending to women) has proven to be:
- Almost 25%
  - Almost 100%
  - Almost 75%
14. Which of the following are food staples in India?
- dahl, a 'stew' made from lentils
  - naan –bread made from wheat
  - yogurt
  - rice
  - all of the above

**Answers:**

- b (expected to reach 7 billion this fall)
- a
- d
- d
- c
- i
- b
- b
- d
- b
- c
- b
- b
- e

**Activities to follow**

Please find two Microcredit activities attached.

## **Tackling Farmer Suicide in rural India- Background Information to Dawn of Hope film**

“There was no rain and no employment opportunity. We had no idea if, and when, we would find our next meal.”

“In such dire straits, suicide seemed to be the only option for a farmer.”

“One day things reached to such a point that I thought it was better to end this life; throw my both children into the river, and then jump myself into it.”

- Words from village farmers, translated from Marathi.

### ***Nileema Mishra***

At the tender age of thirteen, this young girl had been able to see in India, this land of her birth, much suffering caused by poverty, exploitation, illiteracy, and superstition. Inspired by Mahatma Gandhi's dream of self-sufficient, prosperous villages, Nileema took a bold vow for a woman. She vowed never to marry, instead devoting her life to betterment of the lot of poor villagers. Nileema went on to complete post-graduate studies in clinical psychology, working for eight years with reformist Dr. Kalbag, on his concept of rural development through education.

There Nileema realized that the problems of villages are varied. Neither unionization nor a confrontational movement would help matters. The need was a solution based constructive work. She decided on a simple, but profound, method: get to know village problems, and then find solutions. For this purpose she founded BNGVN (Bhagini Nivedita Gramin Vigyan Niketan) Rural Science Centre, attracting a team of energetic dedicated associates, who shared faith in her vision.

Some village women approached Nileema. These women might be illiterate, but they were intelligent, Nileema knew, and also that a confident woman means a confident family and confident families create a confident village.

Nileema suggested the women form a small-savings group for collective action, but they seemed reluctant. It was shocking to discover that such groups, run by private companies, were a partial cause of their dire situation, having defrauded them for thousands of rupees under the guise of micro-finance. With the help of the State Bank of India, Nileema dispelled their doubts, and worked with them to win their trust. The women gradually agreed to form the first self-help group. From raw ingredients they bought, 14 women began preparing 33 different foods for sale. They then branched into making and selling their needlework: including embroidery & quilts; more women flocked to join them, evolving into a Businesswomen's Association, acquiring business, marketing and computer skills.

Nileema helped these resourceful women revolutionize not only the economy of their villages, but also transform village quality of life. Bahadarpur village of today is an ideal role model for nation building, creating a self-sufficient economy free from corruption. Continuing to flourish, this project is aptly named 'The Dawn of Hope.'

*This project is supported by Calgary-based NGO MSSO (Maharashtra Seva Samiti Organization) working mainly, but not exclusively, in India.*

## Microcredit Activity

### Objective:

Participants experience the empowerment of microcredit and understand the need for credit for the very poor.

### Overview:

Participants divided according to role within “village”. Each are given an envelope with the parameters of role play.

### Role Categories:

- Materials Owners – bamboo, dairy, textiles weaver, meat/fish
- Money Lender
- Villager with skills – sewing, dairy candy making, weaving, cooking
- Microcredit Lender

# Dairy Cattle Farmer

You own dairy cattle. You milk them daily, providing milk and other dairy products such as yogurt and cheese for your family. The excess milk that you have, you are able to sell at a profit for \$0.36/ltr for the milk and cheese for \$4.22/kg.



# Trader Weaver

You own a small textile factory. Your looms produce enough fabric to make 80 saris a day (480 yards). You sell the fabric at a profit for \$0.70/yd.

# Fish Wholesaler

You own a fish wholesale business. You keep enough fish to feed your family and sell the remainder for a good profit at \$1.00/lb.

# Bamboo Trader

You own a small bamboo plantation. Bamboo is in high demand as it is used in building homes and furniture as well as smaller, daily use items. You are able to sell 1 bamboo pole for \$2.50.

# Money Lender

You have available capital. You give your borrowers two options.

- You can purchase the materials they need provided that they sell the finished product back to you at the price you determine at the end of the day. You then sell the finished product at the market.
- You lend them the money at a daily rate of 20% interest.

# Skilled at Sewing

You have an enormous sewing skill. You have a young family of 3 children. Your spouse is a day labourer who brings home \$1.30/day when he can find work. You do some piecework sewing when you can to bring in extra money, sometimes earning \$0.65.

# Skilled Candy Maker

You have a family recipe for candy that is milk based. You make it only on very special occasions. A similar candy is sold in stores and a local store has expressed interest in your candy. It requires 10 ltrs of milk to make a batch the size the store owner requested. Your household income is \$1.20/day.

# Skilled at Weaving

You are a highly skilled weaver having learned from your mother and grandmother. You have particular niche weaving furniture such as stools and tables. A stool requires 1 bamboo pole to make and a table requires 2 bamboo poles. You live with your parents, husband and children. Your parents watch the children as they are too ill to work giving you time to earn some extra income cleaning homes for \$0.90/day. Your husband gets work seasonally in construction making \$1.15/day when work is available.

# Skilled at Cooking

You are an incredible cook who can make even the most bland food taste amazing. You are a single parent with 4 children and struggle to bring in between \$0.80-\$2.00/day cleaning homes. You have heard that selling fish as a street vendor can bring in much more if your food is good.



# Microlender

You have capital available with weekly repayment plans and interest rates of 12% per year. You are willing to lend small amounts to people who are committed to improving their lives.

Rice	\$0.66/kg	Milk	\$0.36/ltr
Fish	\$2.94/kg	Eggs	\$0.88/dozen
Chicken	\$1.38/kg	Potato	\$0.37/kg
Beef	\$3.69/kg	Cucumber	\$0.52/kg
Onions	\$0.31/kg	Papaya	\$0.26/kg
Flour	\$0.79/kg	Diesel	\$0.80/ltr
Sugar	\$0.74/kg	Rent	\$9.00/mth
Cooking Oil	\$2.12/kg		

## Facilitator Notes

After giving instructions, give out role play

Materials Needed:

- Play money (including coins)
- Role play signs
- Role play instructions in envelopes, with materials for each role (ie. Small sewing kit, fabric, milk carton, etc)
- Food Price Signs

Instruction Script:

You all live in a village together. You have each been given a role to play that will explain how you make a living and/or the skills that you have. You have also been given money that is reflective of how much you have available every day.

Before opening your envelopes and learning about your role, I will give you some parameters for the activity.

Your goal is to make the best living possible for you and your family. You have to take into consideration the cost of feeding yourself and your family, the cost of housing, the cost of fuel for cooking and lighting.

You can speak with others and get ideas. If you have a product to sell, you can try to sell it. If you have a service to offer, you can offer it.

You have 20 minutes to participate in the role play.

[note for facilitator – after 15 minutes, enter as the Microcredit Lender, offering microloans to the poorest villagers].

## Microcredit Activity

### **Objective:**

Participants experience the empowerment of microcredit and understand the need for credit for the very poor. To have participants to understand the freedom microcredit gives borrowers and the potential that it unleashes.

### **Overview:**

2 Volunteers requested - given roles of Materials Owner and Money Lender. [Instructions will be given to these volunteers while the small groups begin their work together.]

Remaining participants divided small groups, each with a skill that they have. They are then given a series of questions to answer related to their skills and what employment/income can be generated using their skills.

Options to access to resources necessary to generate income are brought to small groups/sought out by small groups through the materials owner and the moneylender.

Microcredit option introduced by facilitator after time of small groups working out the costs incurred vs gains made through usual sources of capital/materials.

Debrief of the activity includes questions that have participants reflect on impact of activity, greatest learning, what are ways that you can apply what you have learned today and how can volunteering with RESULTS help them apply what they have learned?

Prompt for some conclusions – “I’m looking for thoughts/comments your experience, both individual and group.”

“What impacted you the most?”

“How did microcredit change your situation?”

“How might microcredit help others in the community? In particular I am looking for input from the material owner.”

On flip chart

Skill

What employment/income generating opportunities can you gain with your skills?

What income do we need daily/monthly?

What income do you need to create the income generating opportunities?

Choices:

Facilities/materials owner approaches each group and lets them know what opportunities he has for them to earn income

Moneylender

What choices are you going to make?

How can you generate income using your skill?

## Facilitator Notes

Flip charts set out in corners of room to give each small group space.

Materials Needed:

- Play money (including coins)
- Average family statistics sheets
- Laminated Flip Charts with Skills noted
- Laminated Flip Charts to write out income possibilities
- Food Price Signs

Instruction Script:

Today you are going to experience a bit of life in a developing country, to experience some of the day to day challenges that those living in poverty face as they try to survive and ultimately improve their lives for themselves and most importantly for their children.

The first things that I need are two volunteers to play specific roles that I will explain shortly. Thank you.

For the rest of the group, you are living in a typical village in an impoverished part of the world. Shortly you are going to break into small group of \_\_\_\_\_ people. When you form your small groups, you will be given an information sheet that has statistics relating to your life situation. The statistics are the same in for each small group and are reflective of the average conditions for families living on less than \$1/day.

Before opening your envelopes and learning about your role, I will give you some parameters for the activity.

Your goal is to make the best living possible for you and your family. You have to take into consideration the cost of feeding yourself and your family, the cost of housing, the cost of fuel for cooking and lighting.

You can speak with others and get ideas. If you have a product to sell, you can try to sell it. If you have a service to offer, you can offer it.

You have 20 minutes to participate in the role play.

[note for facilitator – after 15 minutes, enter as the Microcredit Lender, offering microloans to the poorest villagers].