

Land and Hunger: Making the Rights Connection



Grassroots International
179 Boylston Street, 4th floor
Boston MA 02130, USA
tel: 617.524.1400
www.grassrootsonline.org



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Contact Information

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Introduction: Workshop Context

The work of Grassroots International is centered on **resource rights**, including the human right to food and the right to access fertile land, clean water and other resources. These issues are at the core of the struggle of many social movements around the world. Our work is rooted in the belief that resource inequities create poverty and cause hunger and instability. Clean water and access to land for food production are essential for human life. Unfortunately, they are no longer treated as **public goods** to which all people have rights, but as commodities that can be sold to the highest bidder.

At the World Food Summit in 1996, 185 countries signed a declaration pledging to decrease the number of hungry people by 50% by the year 2015. Since 1996, the number of hungry people in the world has not decreased but increased from 800 million to over 850 million. The burden of hunger falls disproportionately on the rural poor (small farmers, farm laborers and landless rural people) thanks largely to governments around the world promoting trade, economic and environmental policies to the detriment of the livelihoods of small farmers and community-based agriculture. These policies include “free” trade, subsidies to agribusiness that lead to corporate control of the food industry, excessive promotion of **cash crops** for export, patents and corporate ownership of seeds and a bias in agriculture towards technological fixes and land degradation. Trade agreements and international development banks are taking control of what have traditionally been community decisions: how best to use local resources to meet the needs of local people.

The global movement for resource rights grew out of **globalization’s** impact on rural communities around the world. It is a reflection of the concentrated ownership of agriculture—food, land, seeds and water—in the hands of multinational corporations. Many communities around the world recognize that governments often do not guarantee their citizens’ economic, social, cultural and political rights, especially within the context of globalization; and see them, like multinational corporations as threatening rather than securing their resource rights. At the same time, these communities also recognize the potential and the responsibility of national governments to protect them from the negative impacts that economic globalization has on resource rights.

As globalization facilitates a process where local communities have less control over how land is used, where their food comes from and how it is produced, communities are finding local and global tools and strategies to resist the complex financial and political arrangements that threaten their local way of life. They are finding alternative ways of organizing and managing resources. This quote from Food First points us in the direction of a solution:

“If history has proven one thing, it is that there is no substitute for locally produced food when it comes to preventing hunger. When the poor gain access to productive resources like land, water and forests, ending hunger no longer depends on the vagaries of the world market, access to foreign exchange and superpower goodwill. When there are policies in place that favor—rather than undercut—family farming, then small farmers actually prosper. That is what the fight for **Food Sovereignty** is all about.”

Food First, “The World Food Summit: What Went Wrong?” *News and Views* Summer 2002

At Grassroots International, we follow the lead of social movements around the world as we frame our resource rights work. The examples and concepts discussed in this workshop are shaped by the partner organizations that we work with as they find ways to resist and act both in their local communities and globally. For instance, one of our Brazilian partners, the **Landless Workers Movement (MST)** is engaged in a struggle for land rights for rural landless workers and, simultaneously, is creating alternative economic, social and political communities for those landless workers who have been settled on the land.

This workshop, following the examples of our partner organizations, illustrates the connections between access to resources like food, water, land, seeds and issues of empowerment, the environment, liberation and human rights. In addition, in the process of making these linkages, solutions are being found that illustrate that there is an alternative way of doing things and that “another world is possible.” The global movement for land



Workshop Context, continued

and water rights is an alternative globalization, a Globalization-from-Below, where communities around the world are forming alliances, finding alternative ways of organizing and developing new concepts of agriculture, industry, ecology and showing how they should be managed to promote social and economic justice for all.

Workshop Goals

- To explore the concept of access to resources such as fertile land and clean water as human rights.
- To engage people in a discussion about global systems, institutions and policies that shape hunger, access to food and access to land to grow food in our world today.
- To look at some of the impacts policies related to globalization are having on rural communities around the world.
- To look at ways people are organizing to develop sustainable communities in order to reduce hunger and fight against the policies and issues contributing to food insecurity.

Workshop Design

This workshop consists of a series of exercises. Although some of the exercises can stand alone, the intent is for each one to build off the other. The workshop progresses from entry level exercises that serve as ice breakers to more difficult exercises designed to get into more substantive matter. The assumption here is that no audience will be completely homogeneous. Some of the exercises provide an entry point for people who have absolutely no background on the issues discussed throughout the workshop. Other exercises are substantive enough to engage people with some familiarity with the issues.

Workshop facilitators should use the curriculum as a guide that can be adapted to the needs of the target audience. It is very important to keep your audience in mind. While participants who are not familiar with issues of trade and international development banks will gain from this workshop, it is ideal for people who are somewhat familiar with at least a few of the issues. Facilitators of this workshop do NOT need to be experts on human rights or land issues. Read through the entire curriculum before facilitating a workshop and set aside ample preparation time (at least two hours). This will give you a better sense of the content, expectations and background information you will need to do a workshop. This curriculum also includes a Glossary of terms that may be helpful to you and to workshop participants as you prepare and present the workshop. Glossary terms appear throughout the curriculum in bold.

This workshop is based on several principles of popular education. One principle is that education is not neutral or unbiased, particularly in societies with huge inequities in power, resources and opportunities. Also central to the workshop is the interactive and participatory nature of the exercises. Using personal testimonies, stories and scenarios, exercises are designed to stimulate participant dialogue. People are encouraged to draw on their own experiences and knowledge. This workshop is based on the assumption that education is transformative and rooted in people's experiences. It should enable people to ask their own questions, seek their own answers and define their own directions.



Workshop Design, continued

Time and Participants

The entire workshop lasts approximately 3 hours, but could be shorter depending on the size of the group. It is ideal for an adult audience of twenty to thirty people. If there are time constraints that do not allow for a three-hour workshop, the facilitator can pick and choose exercises based on the audience. For example, if the audience is already familiar with some of the issues, the facilitator can move quickly through exercises one, two and three. If the audience has very little previous knowledge, the facilitator might want to spend more time on exercises one, two and three and skip exercise six. Exercises four, five and six can each be used separately as stand alone exercises.

Grassroots International is open to working with groups or organizations to discuss ways the workshop can be made accessible to their needs and helping facilitators choose what exercises would work best with their target audience.

Cover Photos: Clockwise from left: Skinning peanuts at a women's peanut butter processing cooperative: local jobs, local food, local empowerment. (Jake Miller, Grassroots International); Landless Rural Workers Movement (MST) members march for land rights in Brazil (Andy Lin); These castor bean seeds will be used to generate a local source of alternative energy in the interior of Haiti. (Jake Miller, Grassroots International)



Exercise One: What is Globalization?

 **Time: 15 minutes**

Objective

This exercise is designed to introduce participants to each other and to the concept of **Globalization**, one of the major themes of the workshop. It is a framing exercise to lay the foundation for the exercises that come later in this workshop.

Procedure

1. Thank group for inviting you and briefly introduce yourself and any other facilitators. Explain that the first exercise is a warm-up to get to know each other and to introduce Globalization, one of the topics central to today's workshop. Say that after that we will go over the agenda and objectives.
- 5 min* 2. In pairs, participants will introduce themselves and describe their understanding of globalization, then come back to the big group.
- 5 min* 3. Ask each participant to introduce their partner and briefly state their partner's notion of globalization. (If there are time constraints, skip step 2 and have everyone introduce themselves and then ask for a few people to share their understanding of globalization).
- 5 min* 4. Facilitator should take 5 minutes to summarize the activity. Thank people for sharing. State that Globalization is a word that has many different meanings. Globalization has implications for culture, economics, trade, etc. State: "Your responses are all testimony to this." There is a great deal of tension about the meaning of globalization and whether it is "good" or "bad." This workshop will provide some concrete examples of the impacts of globalization on rural communities around the world. Keep these definitions in mind because they will be useful throughout the workshop.

Some definitions of Globalization

There are many definitions of globalization. The following definitions summarize how we will be referring to globalization as it impacts the rural communities we work with and as we see it operating with international trade agreements and the **World Trade Organization**. The workshop focuses primarily on the effects of economic globalization.

- The integration of markets, nation-states, and technologies in a way that is enabling individuals, corporations and nation-states to reach around the world farther, faster, deeper and cheaper than ever before.
- The spread of free-market capitalism to virtually every country in the world.
- The changes in societies and the world economy that result from increased international trade and cultural exchange.
- The increase of trade and investing due to the falling of barriers and the interdependence of countries. In specifically economic contexts, the term refers almost exclusively to the effects of trade, particularly "Free Trade."

*Definitions from (T.L. Friedman, *The Lexus and the Olive Tree*, 1999, p. 7-8)
and <http://en.wikipedia.org/wiki/Globalization>*



Exercise Two: Charades: Essential Uses of Land

 **Time: 10 - 15 minutes**

Objective

This exercise is designed to be an active brainstorming session to facilitate discussion on the essential uses and the importance of land. It is a framing exercise to lay the foundation for the exercises that come later in this workshop.

Background

Charades is a word guessing and acting game in which one person “acts out” a phrase without speaking, while others try to guess what the phrase is. The idea is to use physical rather than verbal language to convey meaning to another party. The objective is to guess the phrase as quickly as possible. This game of Charades is centered on phrases that have to do with the uses of land. Many people rarely stop to think about their relationship to the land and, thus, feel alienated from it. The goal here is to portray the different uses of land and the importance of land in actions without speaking.

Materials needed

- A sheet of large butcher paper
- Tape
- Markers
- Stopwatch or other timing device
- Notepad
- Pencil

Preparation

- Post a sheet of butcher paper in a central part of the room.
- Write down three essential uses of land on three separate slips of paper. Fold the slips of paper in half. Examples: Roads, public parks, food, farming, cultural practices, water, medicinal.



Exercise Two, continued

Procedure

1. Explain the game of charades as described above to workshop participants.
2. Ask for three volunteers. The three volunteers should come to the front of the room.
3. Give each volunteer one of the slips of paper on which you've written an essential use of the land.
4. One by one, ask the volunteers to act out the phrase on their slip of paper. Give each volunteer thirty seconds of prep time. And up to sixty seconds to act out the phrase.
5. The other workshop participants will try to guess what the volunteers are acting out while the facilitator writes down relevant guesses. If no one guesses in the allotted time, the volunteer should reveal what s/he was trying to act out.
6. Time permitting, after the first three volunteers have gone, ask for more volunteers to act out phrases of their own.
7. The facilitator should point out the guessed phrases and then ask participants to brainstorm other ways land is important. Write these down as well.

Closing

Reiterate that land plays many essential functions in our lives. Depending on one's social position, some of these functions may be easily taken for granted or impossible to take for granted. Remind participants that throughout this workshop we are going to be exploring some essential functions of land. We are going to emphasize the importance of access to land for food production and for rural livelihoods around the world.



Exercise Three: Land, Water and Food as Human Rights

 **Time: 10 - 15 minutes**

Objectives

- To provide a background and framework for using a rights-based approach to talk about access to food, water and land.
- To generate discussion on the false hierarchy between “civil and political” rights and “economic, social and cultural” rights in the context of the United States.
- To explore the concept of access to resources as a human right.

Materials needed

- A sheet of large butcher paper
- Tape
- Markers

Preparation

- Post a sheet of butcher or poster paper in a central part of the room.
- Draw a line down the middle of the butcher paper. On one side write “Civil and Political Rights” and on the other side write “Economic, Social and Cultural rights.”

Preparation

1. Facilitator should state: “The previous exercise got us thinking about the different functions of land. That exercise revealed how important land is in our every day lives. Some of the most acute issues facing rural populations are land and water. We are now going to think about land as it relates to food production and water from a rights-based perspective.”
2. Ask for two volunteers to be recorders.
- 2 min* 3. Have workshop participants brainstorm a list of civil and political rights. Ask the volunteers to record responses on the butcher paper.
- 2 min* 4. Have participants brainstorm a list of economic, social and cultural rights. Ask the volunteer to record responses on the butcher paper.
- 5 min* 5. Read each list then ask participants to imagine a country that prides itself on its democratic practices where citizens are guaranteed civil and political rights, but not economic, social and cultural rights. Discuss what life would be like for those citizens.



Exercise Three, continued

A possible list will look like the following:

Civil and Political Rights

- Right to vote
- Right to fair trial
- Right to peaceful assembly
- Right to life
- Freedom of religion
- Freedom of expression
- Freedom from torture

Economic, Social and Cultural Rights

- Right to education
- Right to health
- Right to work
- Right to fair wages
- Right to water
- Freedom from slavery
- Right to adequate standard of living (food, clothing, housing)

? Possible Questions for Discussion

- Is it possible to guarantee civil and political rights without guaranteeing economic, social and cultural rights?
- What are the implications when something is a guaranteed right?
- Why does there tend to be much more focus on civil and political rights?
- Do some human rights take precedence over others?
- Is there a human “right to land”? If not, should there be one?
- Who is the best guarantor of these rights?

⊙ Closing

2 minutes

The facilitator should highlight the right to water and the right to food, and talk about access to land in the context of food production.

State that the concept of water and food as human rights are the foundation of this workshop. The right to land is commonly seen as the right to property (which is a recognized right under international law), but Grassroots International and others around the world are calling for a right to land for food production.

While the “right to land for food production” has not been designated as a “legal” right by the United Nations, there is currently a lot of debate about it because one can’t guarantee the right to food without land or the right to water. The right to land for food production is different from the right to food and water in that in most countries it does not yet have legal backing. However, people are calling for a right to access land for food production all over the world and many argue that the right to land is implied in the right to food.

Water and food are often referred to as the most fundamental of human rights because it is impossible to fulfill other human rights without them. Because of this, they should be treated as **Public Goods** and NOT as commodities for profit. Right now these resources are on the global market. This workshop is designed to get us thinking about whether or not they should stay there.



Exercise Three, continued

Facilitator Context

The facilitator should clarify that:

- The United Nations is the authority on human rights. The right to food and the right to water are identified as human rights by the UN in UN treaties. Member countries then sign onto these treaties. Some countries then create constitutions that complement UN treaties. These rights are legal under international human rights law.
- All human rights have the same weight—equal, indivisible and interdependent. One set does not have precedence over another and every country must be held accountable to respect, protect and fulfill these rights.

The UN documents that provide legitimacy to the concept of water and food as human rights are:

- The UN's Universal Declaration of Human Rights (Article 25) that establishes that, "Everyone has the right to a standard of living adequate for... health and well-being... including food."
- The International Covenant on Economic, Social and Cultural Rights, which codifies "the human right to food" (Article 11).
- The UN Committee on Economic, Social, and Cultural Rights also states that, "The human right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses."

The United States has signed both the treaty on Civil and Political Rights and the Treaty on Economic, Social and Cultural Rights. The U.S. has ratified the treaty on Civil and Political Rights, but not Economic, Social and Cultural Rights. Signing the treaty is a formal pledge of support which implies intention to guarantee the rights spelled out in the treaty at a later date. Ratifying the treaty makes a government obligated to guarantee that its citizens have all of those rights.



Exercise Four: Portraits of Hunger Around the World

 Time: 25 minutes

Objectives

- To illustrate inequalities in access to food and land to grow food.
- To illustrate the connections between access to food and land to grow food to hunger and poverty.

Materials needed

- A bag of dried kidney beans (or any other large bean) with at least 100 beans
- 10 clear plastic bowls
- Paper for participant instructions

Preparation

- Place ten beans each in ten clear plastic bowls and set aside.
- Print or write each of the ten instructions from Appendix 1 on a separate piece of paper. Fold them closed and label them with their corresponding letter, a – j on the outside of the paper.

Procedure

Steps 1–5 should take about 6 minutes total.

1. Explain to workshop participants that this is an exercise to illustrate inequalities in access to food.
2. Ask for 10 volunteers to come to the front of the room. Give each volunteer a small bowl with ten dried beans in each bowl and one of the instruction sheets. Tell the volunteers to hold onto the pieces of paper and to follow the written instructions when you point to them later in the exercise. As you pass out the instructions, verify that each volunteer understands them.
3. Tell participants that these volunteers represent the world's population. Read the following statement out loud: "The world produces 20% more food than the entire world population can consume, yet more than 850 million people around the world experience hunger. According to the United Nations, about 24,000 people die every day from hunger or hunger-related causes."
4. State: "Each of these people has ten beans, representing about 4.3 pounds of food or 3500 calories a day. If everyone had equal access to food, this is what the distribution of food would look like. Imagine each of these people with daily access to grains, beans and nuts, fruits, vegetables, meat, milk and eggs."
5. State: "In reality people have unequal access to food and to land to grow food." Ask the last 9 people to give you five of their beans. Then redistribute them by giving the first person an extra 45 beans. In the end person 1 should be holding 55 beans and persons 2–10, 5 beans each. State: "On average, the meat-heavy and calorie rich diet of North Americans consumes more than ten times the grain of the diet of people in the developing world."



Exercise Four, continued

⇄ Procedure, continued

- 7 min 6. Explain that hunger, lack of access to food and low caloric intake are dramatically different depending on where we live and what our gender and social position are. **State:** Let's take a look at what this unequal access to food means for different people. Collect all the beans from the volunteers and pass out the instruction sheets that you prepared ahead of time. Hand them out in order, so "a" is on the right and "j" is on the left. Tell them to open the note and follow the instructions when you point to them. Read the statements below and point to the volunteer with the corresponding instructions as you read.
- You are one of 150 million children under the age of five suffering from malnutrition. This prevents your immune system from functioning at full capacity, making you susceptible to easily preventable diseases. You will die before your fifth birthday. (Point to the volunteer so they know to follow the instructions: **this person should lie on the floor in a fetal position.**)
 - You are a child suffering from malnutrition in Haiti. You made it past your fifth birthday, but are suffering from stunted growth and delayed development due to malnutrition. (Point to the volunteer so they know to follow the instructions: **this person should lie on the floor on their back with their weight on their elbows. Their shoulders should be slightly raised off the floor.**)
 - You are a Palestinian refugee dependent on food aid for survival. (Point to the volunteer so they know to follow the instructions: **this person should do child's pose yoga position, i.e. kneel on the floor with your face down and your arms stretched forward.**)
 - You are a young girl in Mali, West Africa. Your family's lack of access to land to produce food that can be sold for income means they can't afford school fees to send you to school. You will never finish primary school and will marry by the age of fifteen. (Point to the volunteer so they know to follow the instructions: **this person should sit on the floor "Indian style."**)
 - You are a woman in India or Burma in South Asia where 50% of all children are malnourished and 60% of women are underweight. You suffered from malnutrition as a child. As a result, your pelvis did not fully develop. This increases the likelihood that you will suffer complications during child birth such as obstructed labor. (Point to the volunteer so they know to follow the instructions: **this person should kneel with their hands over their face.**)
 - You are an agricultural worker in Brazil or South Korea. You have no land of your own, but work for a large farmer who produces a cash crop such as bananas, soy or cotton. You were beaten and then imprisoned for staging a peaceful demonstration at an international conference on trade and agriculture. (Point to the volunteer so they know to follow the instructions: **this person should kneel with their hands over their head clenched in fists.**)
 - You live in Mexico and your income is below the poverty line. Like 80% of those suffering from hunger around the world, you are a small farmer or agricultural worker. Despite producing food for others, you cannot afford to feed your own family. (Point to the volunteer so they know to follow the instructions: **this person should bend over from the waist.**)



Exercise Four, continued

Procedure, continued

- h. You are one of the 36 million people experiencing hunger in the United States. You are homeless and rely on shelters and soup kitchens for food and shelter. (Point to the volunteer so they know to follow the instructions: **this person should stoop.**)
 - i. You are a person in the United States or Europe suffering from diabetes. You are obese from eating unhealthy, over-processed foods. (Point to the volunteer so they know to follow the instructions: **This person should bend to one side and lean into a side stretch.**)
 - j. You are a person in the United States. You have access to an overabundance of calories. You are healthy and have never experienced hunger. (Point to the volunteer so they know to follow the instructions: **this person should stand tall.**)
7. State that this exercise provides a visual for people of what unequal access to food looks like and the consequences of hunger. There is obviously a range or spectrum of access to healthy food. Ask the volunteers to return to their seats.
- 8 min* 8. Ask participants what might shape this unequal distribution and access to food. What affects people's access or lack of access to food? Categories may include unequal access to land, poverty, environmental factors, **Free Trade** policies, aid dependency etc... feel free to add your own. Facilitate a discussion and note the responses on a large piece of butcher paper. Note that a number of policies at the national and international level contribute to inequality in access to food and land.

Questions for Reflection

Leave the participants with the following questions to ponder. (It is not necessary to facilitate another discussion, just let them think about the questions on their own.)

- Think about how policies are made and who has the power to shape policies. Think about the country we imagined in the previous exercise. What would distribution look like in a country that did not guarantee food as a human right?
- Now think about the concept of land as a human right. Is land a right? In one of the previous exercises we saw a number of different examples of the uses of land: roads and public open space are examples of how we all have access to land for common use. These two exercises are designed to get us thinking about a different framework when we think about land.

Facilitator Context

The context below can be read aloud by the facilitator and/or printed in large type and placed around the room for participants to read.

- Of those that experience hunger 80% are small farmers and agricultural workers, living on less than \$2 a day.



Exercise Four, continued

Facilitator Context, continued

- Hunger is directly linked to unequal land distribution worldwide. Many large land owners control most of the best land but leave much of it idle or grow cash crops for export. For example: 4% of the landowners in the U.S. own 47% of U.S. farmland. In Brazil 3% of the population owns 2/3 of the land. Also, small farmers in developing countries typically produce four to five times more per acre and use more sustainable farming methods.
- Current international trade policies support an agricultural system that is hurting the poor around the world. Many countries that could feed themselves are now producing mono-crops or cash crops for export, while becoming dependent on imported food. Many family farmers used to plant a number of different crops including things they could eat and some they could sell. Current trade policies place pressure on countries to grow just a few crops for export. In a country like Brazil for instance, while soybean exports boomed to feed Japanese and European livestock - hunger spread from one-third to two-thirds of the population.
- Rich countries have a disproportionate amount of influence and input in trade policies, agreements and the World Trade Organization. Due to this, current trade policies and agreements focusing on agriculture do not pay significant attention to the problems of poor countries. For example, rich countries have not fully opened their markets to products from poor countries, but force poor countries to open their markets.
- Many international trade policies at the national and international level contribute to inequality in access to food and land. Ex: Mexico had to change its constitution to allow the introduction of NAFTA. (Communal land was broken up into plots of private land). Trade policies can compel sovereign nations to change their constitutions, laws and regulations by declaring that they are in violation of Free Trade.
- Poverty and income inequality are directly linked to hunger. One fifth of the world's population earns less than a dollar a day. That is more than 1 billion people. According to Forbes magazine 358 billionaires have a combined net worth equal to the bottom 45% of the world's population. In other words, the 358 richest people own more than the 3 billion poorest.
- People around the world are not hungry and poor by accident. There is a complex system of policies, trade agreements and economic history that have created the conditions for poverty and hunger. Vandana Shiva (an activist and environmentalist) says that we like to tell a "false history of poverty" as if poverty is an accident of geography. Shiva states:

"The poor are not those who have been "left behind"; they are the ones who have been robbed. The wealth accumulated by Europe and North America are largely based on riches taken from Asia, Africa and Latin America. Without the destruction of India's rich textile industry, without the takeover of the spice trade, without the genocide of the Native American tribes, without African slavery, the Industrial Revolution would not have resulted in new riches for Europe or North America. It was this violent takeover of Third World resources and markets that created wealth in the North and poverty in the South."

From "Two Myths that Keep the World Poor" *The Ecologist* (July/August 2005).

- Rural communities around the world are finding ways to organize in order to access land to grow food, to feed themselves and to have some control over where that food comes from and how it is produced.

Sources: Twelve Hunger Myths, Food First, United Nations, Forbes Magazine, UNICEF-State of the World's Children Report, 1998, WHO-Nutrition, Sustainability: Carrying Capacity and Consumption December 31, 2005, <http://www.overpopulation.org/consumption.html>



Appendix I for Exercise Four: Portraits of Hunger Around the World

INSTRUCTIONS FOR TEN VOLUNTEERS

- a. Lie on the floor curled in a fetal position.
- b. Lie on the floor on your back with your weight on your elbows and your shoulders lifted slightly of the ground.
- c. Do “child’s pose” yoga position (on knees with torso and arms stretched forward and face down on the floor).
- d. Sit on the floor “Indian style.”
- e. Kneel on the floor with your hands over your face.
- f. Kneel with their hands over your head clenched in fists.
- g. Bend over from the waist.
- h. Stoop.
- i. Bend to one side and lean into a side stretch.
- j. Stand tall.



Exercise Five: Families Confronting Globalization

 **Time: 40-55 minutes (dependant on the number of groups)**

Objectives

- To look at the impact of globalization on rural families around the world.
- To demonstrate some of the obstacles to overcoming poverty and hunger.
- To learn about the ways communities are struggling for their right to land to grow food.

Materials needed

- Colored Paper (5 sheets, each a different color)
- Scissors
- Note Cards
- Glue
- Five thick note cards (size optional thick and large enough to stay on the table and for everyone to see).

Preparation

- Based on the number of participants in the workshop, decide how many groups you will have. There are five family profiles. We recommend using at least three different profiles. We also recommend always including the U.S. family.
- Print out each family profile in large font size and paste it on a large note card.
- Print out five copies of the instructions below and paste them on five large note cards.

Procedure

1. State: “In the previous exercise we looked at hunger and poverty and how it affects individual people. Previous to that we looked at the important role that land plays in food production. This next exercise provides an opportunity for us to think about these same issues from a family perspective and a country perspective. We are moving from the micro level to the macro level and connecting the two.”
- 15 min* 2. Divide workshop participants into three to five groups of four or five depending on number of participants. Inform participants that you will be distributing a large card to each table. Each card has the profile of a family written on one side and instructions written on the other. They should read the family profile and then follow the instructions on the other side of the card. In addition, inform participants that you will be checking in with each table to address any questions or concerns. (See Family Profiles and Instructions in Appendix I and II.)



Exercise Five, continued

Procedure, continued

25 min 3. Come back together as a large group and have each group give their presentations. After each group presents, ask other workshop participants if they have comments or want to share additional information. The Facilitator should incorporate the facilitator context for each family profile (see Appendix). (Allow 5 minutes per group)

15 min 4. After each group has presented, ask participants the following:

- ★ Identify any common themes or issues from all of the presentations/stories.
- ★ Can you imagine any of these families working together around some of the common themes or issues identified?

Share as much of the information from the facilitator context below as needed.

Facilitator Context

Below is additional information about the families, organizations and situations presented in this exercise. This may be helpful background to share with participants who want more information while they are planning their presentations, or it may be shared after the groups present to fill in any crucial details that groups may have missed. Not all of the information needs to be read or incorporated. The facilitator should decide which information would complement the presentations.

The Hernandez Family:

- In the country that introduced corn to the world, Mexican corn farmers earn 7 cents per pound of corn. NAFTA paved the way for cheap imported, subsidized corn from the U.S. to take over the Mexican market, dropping prices paid to Mexican Farmers by 70%. Similarly, this same bottoming out of prices is true for other crops such as sugar and coffee.
- Since Mexico became part of the North American Free Trade Agreement (NAFTA) in 1994, the average Mexican has watched his income fall and his cost of living rise nearly 250%.
- Mexicans working abroad in such roles as gardeners and dishwashers last year injected more dollars into their homeland's economy than did multinational corporations. Emigrants sent \$13.4 billion to Mexico in comparison to the \$11 billion in direct investment that Mexico gained from foreign companies. Remittances are second only to petroleum as Mexico's largest source of foreign exchange.
- Grassroots organizations in Mexico are encouraging members to diversify their agriculture to limit dependence on export-oriented crops and protect themselves from steep price drops.

Statistics from NAFTA's Promise and Reality, Carnegie Endowment for International Peace, Audley et al. 2004



Exercise Five, continued

Facilitator Context, continued

The Juste Family:

- Haiti is the poorest country in the Western hemisphere. 81% of the population lives in extreme poverty and 10% of children die before their fifth birthday.
- **Structural Adjustment** plans forced on Haiti by the international financial institutions in 1994 resulted in economic collapse in the agricultural sector. The adjustments also reduced government services (down to a level of 4500 government employees for a population of 8,000,000) and privatized many public services.
- The international community withheld large amounts of aid in an effort to pressure the Haitian government over the contested elections of May 2001. Even while new loans and aid were being withheld, the government had to pay US \$24,000,000 on Haiti's foreign debt last year.
- In the face of these challenges, Haitians have demonstrated creativity and a will to survive. Grassroots organizations in Haiti demonstrate these characteristics as they find ways to join together to continue to struggle for basic human rights and life with dignity using the resources they have.
- The **MPP (Peasant Movement of Papay)** is the oldest peasant association in the country, with a broad range of development activities aimed at improving peasants' quality of life, including reforestation and sustainable agriculture in the Central Plateau. The **MPP** has planted more than 20 million fruit, nut and timber trees to combat deforestation and to provide local food and materials to Haitians.

The DaSouza Family:

- Brazil is noted for wide inequality in wealth and resource distribution. Three percent of the population owns 2/3 of the land. Much of the land lies idle or is used for export production that does little to support the local economy.
- Since 1988, a new constitution in Brazil has allowed peasant families to occupy under-utilized land.
- Several rural movements in Brazil, like the **Landless Workers Movement**, work to speed up land reform and make land ownership a reality for the nation's hungry. They are part of a larger movement to create a more inclusive and equitable economy in Brazil.
- The success of the landless movement has led to increased violence against landless workers and their organizations.
- The Brazilian government is bowing under pressure from powerful landowners in Brazil and international finance institutions by spending less money on land reform institutions. International finance institutions are imposing spending cuts on land reform, arguing that it is too costly. This makes the work of the **Landless Workers Movement** even more pertinent.



Exercise Five, continued

Facilitator Context, continued

The Abdullah Family:

- Qalqilya consists of 32 villages where approximately 72,000 Palestinians live. The wall is not built on Israel's border (the Green Line), but will eventually surround the city on three sides, all on land within the Occupied West Bank. The 8 meter (24 foot) high wall is surrounded by a trench, barbed wire and is controlled by the Israeli Army.
- Palestinian homes, farms, fields and greenhouses within 35 meters (100 feet) of the wall have been or will be destroyed by Israel.
- The wall confiscates Palestinian land and impoverishes the Qalqilya residents by denying them means to a livelihood (farming) and access to natural resources (land and water).
- Approximately 3,000 dunums (740 acres) of agricultural land have been or will be confiscated. This represents almost 50% of the city's agricultural land.
- In 2004 the International Court of Justice (ICJ) in the Hague, ruled that the construction of the Wall is illegal and obliges Israel to stop construction of the wall, dismantle what has already been built and provide reparations for all damages caused by the construction of the Wall. Despite this ruling, the Wall continues to be built.

Statistics from <http://www.miftah.org/display.cfm?DocId=1455&CategoryId=4>

The Fortin Family:

- Six out of ten farm households lose money on their farm operations each year, and an average of 330 farms go out of business each week in the U.S. According to the U.S. Department of Agriculture, the number of U.S. farms has declined from about 7 million in the 1930's to just over 2 million in 2003, with only 565,000 still owned and managed as family farms. Family farms and the rural lifestyle they represent are disintegrating.
- The U.S. government spends billions of tax dollars annually subsidizing one in three farms, but over 70% of USDA payments go to the top 10% of the nation's largest producers, increasing the pressure on family farms to "get big or get out."
- When the only economic alternative for a family farmer is to contract with a giant agribusiness, the farmer must sign away his or her right to make independent decisions about their farming practices. These contracts often oblige farmers to use practices that are bad for the environment, including promotion of monocultures, the use of antibiotics and hormones and polluting water sources.
- The drug rBGH is widely used in the U.S. since being approved by the Food and Drug Administration in 1993, but remains unapproved in Canada and much of Europe. Evidence has accumulated indicating links between cancer in humans who drink milk from rBGH-treated cows.

Statistics from the National Family Farm Coalition, <http://www.benjerry.com/familyfarms> and <http://www.foodfirst.org/pubs/backgrdrs/1999/s99-v5-n2.html>



Appendix I for Exercise Five: Families Confronting Globalization

Print a copy for each group's family profile/instruction card.

INSTRUCTIONS

Read the family profile on the other side of this card.

Imagine that you are members of the family and spin out a storyline that shows how globalization affects your family and your community's access to land and water.

Begin by identifying possible events that might occur that could affect your family both positively and negatively. Then decide what actions you might take (as individuals, as a family or as members of a larger community) in response to those events. Then think about what might happen next. Be sure to think of an ending for your story.

The events/actions that you identify might have to do with policy issues (the passage of a trade agreement or law at the national or international level), with things that happen at the micro/household level or with a natural or political disaster. Feel free to draw upon your own knowledge and experience or be inventive and create new situations.

Once you have your story sketched out, decide if you want to present it as a skit, tell it as a story, or find some other way to share it with the whole group.

(You will have fifteen minutes to prepare your story and four minutes to present to the larger group.)



Appendix II for Exercise Five: Families Confronting Globalization

Family Profiles

Print one profile for each group's profile/instruction card.

The DaSouza Family

Country: Brazil

Town: Maranhão

Family Members: João (41), father and farmer
Betânia (36), mother and farmer
Paulo (10), student and farmer
Maria (13), student and farmer
Camila (15), student and farmer
Gilberto (17), student and farmer
Gabriela (19), cleaning woman

Issues: Your eldest daughter Gabriela got married and left for Boston in the U.S. three years ago where she and her husband clean people's homes. Because they are undocumented they cannot visit but they send money home, although quite irregularly. You are all active members of the Landless Rural Workers of Brazil (the **MST**), Latin America's largest social movement. The **MST** works with poor, landless people to identify underutilized land, gain legal title to the land and bring it into productive use (as sanctioned by the Brazilian constitution). Through the **MST's** efforts 300,000 families have been settled on 17 million acres of land. Another 70,000 families that are living in encampments are currently awaiting title to their land. After 3 years of living in an encampment with no access to running water, schools or health clinics, your family finally gains title to land. You and 600 other families are given the opportunity to begin building a settlement community on 16,000 acres of land.



Appendix II, Exercise Five, continued

The Hernandez Family

Country: Mexico

Town: Oaxaca

Family Members: Benito (45), coffee farmer and father
Lucia (40), coffee farmer, mother, homemaker and weaver
Carolina (20), factory worker in Tijuana
Memo (18), migrant farm worker in Southern New Mexico
Rodrigo (15), coffee farmer
Ana (13), student and coffee farmer
Juanito (10), student and coffee farmer
Imelda (2)

Issues

You are a family of coffee farmers living in the village of Miramar in the lush green highlands of Oaxaca, Mexico. You have been struggling to make ends meet over the past couple of years as world coffee prices continue to fall and government support to small farmers disappears. Two of the children have had to leave home to seek income elsewhere. You currently receive 7 to 10 cents per pound of coffee (or \$3 a day during the harvesting season). If it weren't for Memo and Carolina sending money home regularly you probably wouldn't be able to hold on to your land and Juanito and Ana could not go to school.



Appendix II, Exercise Five, continued

The Fortin Family

Country: United States

City and State: Shoreham, Vermont

Family Members: Bob (51), dairy farmer, father and carpenter

Wendy (52), dairy farmer and mother

Lucy (18), high-school senior preparing for college

John (22), soldier

Issues

You are a family of dairy farmers living in rural Vermont. You own a small family farm with 80 dairy cows that was established in 1911. You are struggling to maintain it because government farm subsidies are increasingly going to larger more industrialized farms that inject rGBH (genetically altered bovine growth hormone produced and sold by the agro-tech giant Monsanto) into their cows making them produce 10-15% more milk. {Small farmers tend not to use rGBH because it makes their cows sick; over 50% of rGBH injected cows suffer from udder infections, reproductive and digestive problems}. The subsequent increase in dairy on the market has driven dairy prices down, forcing many small farmers out of business. Over the past five years, 43 percent of farms with 50 cows or less have gone out of business in Vermont, while the number of farms with 200 cows or more has increased by 40 percent. You are hoping you won't lose yours.



Appendix II, Exercise Five, continued

The Juste Family

Country: Haiti

Town: Papay—Central Plateau Region

Family Members: Pierre (45), father and subsistence farmer
Marie-Josie (40), mother and subsistence farmer
Josiane (20), factory worker in Ouanaminthe, a **Free Trade** zone on the border with the Dominican Republic
Casseus (17), subsistence farmer
Jean (15), student in Port au Prince
Céline (13), subsistence farmer
François (7), student
Jacqueline (7), student

Issues

You have been communally farming manioc, sugarcane, corn and vegetables for generations with a traditional work group composed of four neighboring families. Your workgroup belongs to a cooperative of 48 people, which is part of the Movman Peyizan de Papay (**MPP**), or the Peasant Movement of Papay. The **MPP** has more than 60,000 members advocating for pro-poor rural policies and offering technical assistance to cooperatives on sustainable agriculture, potable water, reforestation, leadership training and animal husbandry. Over the years, severe deforestation has led to reduced outputs. With the **MPP**'s help, you and your fellow members struggle to maintain your previous levels of production.



Appendix II, Exercise Five, continued

The Abdullah Family

Country: Palestine

Town: Qalquilya

Family Members: Mohammed (60), father and farmer

Khadija (50), mother and weaver

Hassan (24), trainer for a NGO

Moustafa (20), unemployed,

Samah (18), university student

Rania (15), student

Fatima (12), student

Issues: Your family owns 23 dunums of land (about 5 1/2 acres) where you grow olives and various types of vegetables. Several years ago, Israel began constructing the Separation Wall around your town. The 25 foot high concrete Wall now completely surrounds Qalqilya, separating many of the town's residents from their lands and wells. Before the wall was built, Mohammed and his sons were able to freely work their land. Now, Mohammed must apply for a permit from Israel to cross the wall in order to access the family's land. He is granted the permit but his sons are not and the land is too much to work for him alone. What Mohammed is able to harvest, you sell in the local market but many of the fruits and vegetables rot in the fields.

You rely on a well for your water supply, and if the electricity is out (which it often is), the well pumps do not work. The influx of cheap Israeli products to Palestine makes it difficult to compete in the Palestinian market. You are looking for ways to generate more income and maintain your livelihood. You recently sought help from the Palestinian Agricultural Relief Committee (**PARC**) a NGO that focuses on creating jobs, rural development and strengthening women's position in Palestine.



Appendix III for Exercise Five: Families Confronting Globalization

Facilitator Tip

If groups are having problems with this exercise, the following questions can be used to stimulate thought. They will provide an additional framework to guide participants.

Questions for Hernandez Family

What kind of events or actions would help your family meet your goals? What kind of events would make life harder? What kind of people or groups would you be able to work with around your goals? Who can you depend on to support you with advice and resources? What is the government's responsibility? Does the government have current policies that will help or hurt you? How can you organize to secure a better price for your coffee? How will you organize to provide for your family if you are unable to get a decent price for your coffee? Can you envision a way to reunite your family?

Questions for DaSouza Family

What kind of events or actions would help your family meet your goals? What kind of events would make life harder? What kind of people or groups would you be able to work with around your goals? What obstacles will you face now that you have gained title to a piece of land? Who can you depend on to support you with advice and resources? What is the government's responsibility? Does the government have some current policies that will help or hurt you? What are the benefits or drawbacks to being a part of a movement? What are the steps to building a community?

Questions for Fortin Family

What kind of events or actions would help your family meet your goals? What kind of events would make life harder? What kind of people or groups would you be able to work with around your goals? Who can you depend on to support you with advice and resources? What is the government's responsibility? Does the government have current policies that will help or hurt you? How can you organize to ensure better security so you do not lose your family farm?

Questions for Juste Family

What kind of events or actions would help your family meet your goals? What kind of events would make life harder? What kind of people or groups would you be able to work with around your goals? Who can you depend on to support you with advice and resources? What is the government's responsibility? Does the government have current policies that will help or hurt you? How can you organize to ensure that your family is able to grow the food it needs and have access to clean water?

Questions for Abdullah Family

What kind of events or actions would help your family meet your goals? What kind of events would make life harder? What kind of people or groups would you be able to work with around your goals? Who can you depend on to support you with advice and resources? What is the government's responsibility? Does the government have current policies that will help or hurt you? How can you organize to ensure better security and access to markets?



Exercise Six: Building the Global Movement for Social Justice

 **Time: 70 minutes**

Objectives

- To look at ways in which communities around the world can organize and build strategic relations to combat the negative aspects of globalization and work towards securing autonomous and sustainable livelihoods.
- To look at movement building as a viable option for advancing land and water rights.
- To demonstrate some of the key steps and processes in building a movement.
- To explore the importance and difficulties of movement building.

Background for Facilitator: An Alternative to Corporate-led Globalization

There is a global movement for land and water rights and Food Sovereignty that represents an alternative to the economic globalization we have been highlighting throughout this workshop. We call this alternative “Globalization-from-Below”. You can see it at work in the increasing transnational linkages that are being formed around struggles against privatization and corporate control of agriculture. Different groups around the world are forming alliances to build the movement for social justice. These groups recognize that while finding a common ground and working together is extremely difficult, it is also one of the few viable solutions to protecting poor rural communities from the negative impacts of economic globalization and trade policies.

Materials needed

- Poster paper (6 sheets)
- Scissors
- Note Cards (18)
- Envelopes (12)
- Tape
- Markers

Preparation

- Print out copies of the instructions below for participants (see Appendix I).
- Print the list of clues for each group. Paste each clue on a note card and place a set of clues in an envelope for each group (see Appendix II).
- Print out the list of stakeholders (see Appendix III).
- Prepare six envelopes with the names of all stakeholders inside.



Exercise Six, continued

Preparation

1. Break workshop participants up into six groups of three to four people (depending on number of participants).
- 7 min* 2. Give each group instructions and an envelope with clues. The clues should be labeled a, b, c, etc. so they may be read in order. Tell each person to pick out a clue from the envelope. Each person in every group should have one clue. The clues together will divulge the identity of a person. **For example: One set of clues might indicate a factory worker in the Dominican Republic.** The small groups will work together to figure out: Who is this person? What challenges does s/he face? **Note: It does NOT matter whether groups are correct or incorrect in guessing the identity of their person. The point here is for the groups to work together and come to a consensus. The groups will be given envelopes which reveal the identity of their person later in the exercise.**
- 7 min* 3. Once the groups have made inferences about who their person is, members should take on the role of that person and then “mingle,” singly or in pairs, with members of all of the other groups. This part of the activity should be a sort of “meeting of the minds.” Participants will mingle and attempt to figure out: what common interests they have with the other characters, what might they do about their common interests, who are they most likely to make alliances with, which characters might serve as an obstacle to them achieving their goals or their livelihoods. The first part of this exercise allowed groups to figure out who they are. This is an exploratory time to allow the groups to get some idea of who else is out there and gather some insight on the other people. Give the participants seven minutes for this part of the activity.
- 15 min* 4. After mingling, bring the small groups back together. Give each group an envelope filled with a list of all of the characters, a piece of poster paper and markers. Their next task is to create a “relationship map.” This will consist of each group mapping out what types of relationships their character might have with all of the other characters. They should write the name of their character in the middle of the piece of paper and then use different colored markers and different types of lines to identify whether their relationship with the other characters will be one of conflict, peaceful, undefined, weak or strong, an alliance, a broken alliance etc. The map should also illustrate how your character views the relationship between the other characters. For example, you might have an alliance with two different groups, but those two groups might have a tense or competitive relationship with each other. You may also want to think about what organizations or people are missing from the list.
- 10 min* 5. After the groups complete the relationship map, they should choose one group to form an alliance with. Their task is to come up with an argument or “pitch” to persuade the group to form an alliance with them. Each group will present their “pitch” to the larger group.



Exercise Six, continued

Preparation, continued

- 20 min* 6. Each group will have three minutes to present their pitch to the larger group. After each group presents, take feedback from the other groups, asking them what they think of some of the alliances chosen.
- 10 min* 7. Facilitate a discussion about the results of this exercise. Ask the group to consider the following:
- What is a movement?
 - What are some of the benefits or drawbacks to being a part of a movement?
 - What are some of the steps and processes in building a movement?
 - How might the stories that you developed in the previous exercise have been different if some of these alliances existed?



Appendix I for Exercise Six: Building the Global Movement for Social Justice

PARTICIPANT INSTRUCTIONS

1. Have group members pick a clue from the envelope. Each person in every group should have only one clue. Read the clues one by one and try to guess the identity of the person they describe. **For example: One set of clues might indicate a factory worker in the Dominican Republic.** Your small groups will work together to figure out: Who is this person? What challenges does s/he face? You have seven minutes for this part of the activity.
2. Once you have identified who you are, you should take on the role of that person and then “mingle,” singly or in pairs, with members of all of the other groups. This part of the activity is a sort of “meeting of the minds.” You should talk with other participants and attempt to figure out: what common interests you have with the other characters, what might you do about your common interests, who are you most likely to make alliances with, which characters might serve as an obstacle to achieving your goals or livelihoods. You have about seven minutes for this part of the activity.
3. After mingling, go back to your small group. The ator will give you an envelope filled with a list of all the characters, organizations and movements that play a role in the world of **Resource Rights**. You will also receive a piece of poster paper and some markers. Your next task is to create a “relationship map.” This will consist of you mapping out what types of relationships your character might have with all of the other “players”. Write the name of your character in the middle of the piece of paper and then use different colored markers and different types of lines to identify whether your relationship with the other characters will be conflictual, peaceful, undefined, weak or strong, an alliance, a broken alliance etc. The map should also illustrate how your character views the relationship between the others. For example, you might have an alliance with two different groups, but those two groups might have a tense or competitive relationship with each other. You may also want to think about what organizations or people are missing from the list. You have about fifteen minutes for this.
4. After completing the relationship map, choose one group to form an alliance with. Your task is to come up with an argument or “pitch” to persuade the group to form an alliance with you. Each group will present their “pitch” to the larger group. You have ten minutes for this.
5. You will have three minutes to present your pitch to the larger group, and then you will receive some feedback on your analysis.



Appendix II for Exercise Six: Building the Global Movement for Social Justice

People for Discovery Exercise

(You are not obligated to use all of these people. Pick and choose from the list depending on your focus and how many participants you have.)

- Mexican Coffee Farmer
- Landless Agricultural Worker in Brazil
- Human Rights Worker in Haiti
- Palestinian Refugee
- U.S. Farmer
- Representative of International Finance
- Big Business CEO
- Environmentalist
- NGO Worker

Clues for Discovery Exercise

(Each clue should be cut out on a separate piece of paper, pasted on a note card, placed in an envelope and distributed to group members.)

Mexican Coffee Farmer

1. I am a citizen of one of the countries that is a part of the North American Free Trade Agreement.
2. I make my living by producing a luxury item that many people cannot function without in the early morning, but sometimes the price is so low I have trouble feeding my family.
3. Many people in my community have left the countryside to seek work in factories or in the north.

Landless Agricultural Worker in Brazil

1. I am a citizen of the country with the largest economy in the Americas after the United States.
2. My country's rainforest is being destroyed for the production of soy to feed cattle.
3. For generations my family has worked the land to grow crops for other people, but we have never had a piece of land to call our own.

Business Chief Executive Officer (CEO)

1. I believe that global trade will help strengthen economies in the developing world and make people everywhere more prosperous.
2. I believe that countries should focus on their strengths, exporting the products and crops that they can produce better, or more cheaply, than any other country. This competition helps countries allocate their resources efficiently.
3. I manage a company that does business all over the world. The factories that produce our products provide jobs to workers where they are needed the most, and we produce things that people everywhere want to buy.



Appendix II, Exercise Six, continued

Clues for Discovery Exercise

International Finance Person

1. I am an employee of a powerful entity that determines the fate of millions of lives globally.
2. I entered this field after a brief stint on Wall Street and completing my MBA at a prestigious school where I had the opportunity to travel to Southeast Asia to learn about the “Asian Miracle.”
3. I believe that the key to alleviating poverty is opening up markets to foreign investment that will stimulate national economies.

Haitian Human Rights Worker

1. I am a citizen of the poorest country in the Caribbean.
2. My ancestors defeated the French in the only documented successful slave revolt in North America, which resulted in my country’s independence.
3. My job is to fight for things that we should not have to fight for because they are guaranteed to all people.
4. I document certain abuses, but due to the political situation in my country am at a loss as to who should be held accountable.

Palestinian Refugee

1. I live in a land that is under occupation by the country that receives the greatest amount of U.S. foreign aid.
2. A key component of the occupation is the unequal distribution of and access to resources. This is particularly true in light of the construction of a wall with electric fences, trenches and security patrols which separates my people from land and water resources.
3. A major portion of my country was taken away to create another country in 1948 resulting in the forced displacement of my family and thousands of others. There are millions of us still living in camps with no access to our farms.

U.S. Farmer

1. I live in the wealthiest nation in the world.
2. My work and way of life is dying off. An estimated 330 people in my profession go out of business each week in the U.S. alone.
3. People of my profession provide wholesome food and used to be the cornerstone of the U.S. economy.
4. My government spends billions of tax dollars each year subsidizing the nation’s largest producers of my profession. This forces the small producers out of business.

Environmentalist

1. I work to preserve the diversity and abundance of life on earth.
2. I appreciate the beauty of nature.
3. While I believe that human needs should be in harmony with nature, I do not believe that the nature is property at the disposition of human beings.

International NGO Worker

1. I am based in the U.S., but we have offices in more than 30 countries around the world.
2. I believe that people should come before profits and that we have a moral and social responsibility to work towards poverty alleviation.
3. In emergencies we provide food, water and medical supplies where they are needed most.



Appendix III for Exercise Six: Building the Global Movement for Social Justice

People, Organizations etc. for Mapping Exercise

Print a copy of this list for each group and place it in an envelope and give a copy to each group.

Note: You are not obligated to use all of these people, but may pick and choose from the list or add other groups to suit your group's particular focus.

Mexican Coffee Farmer

Landless Agricultural Worker in Brazil

Human Rights Worker in Haiti

Palestinian Refugee

U.S. Family Farmer

Big Business CEO

Construction Company

Environmentalist

Relief and Development NGO Worker

World Bank Dam Project

International Monetary Fund (IMF)

World Trade Organization (WTO) Agreement on Agriculture

National Government of Palestine

National Government of Brazil

National Government of Mexico

National Government of Haiti

National Government of U.S.A.



Exercise 7: What You Can Do

 **Time: 15 minutes**

Objective

To brainstorm what participants can do as a response to some of the problems and issues discussed throughout the workshop.

Materials needed

Butcher Paper

Markers

Procedure

1. Open a discussion with the participants by stating the following:
When faced with the magnitude of problems related to hunger and access to food and land, the tendency is to look for new solutions that focus on technology. Our experience illustrates that the solution does not start with a technological focus, but rather a political focus. Who currently controls land, seeds, water and markets?
Certainly technology is helpful but not if the technology simply entrenches power inequities. Now the question is what you can do as individuals, as students, teachers, parents, consumers, and citizens. This is always the hardest part of the workshop.
We exposed and discussed a number of problems so at the end we are all waiting for “the solution,” the one thing that will make everything better or will, at least, make us feel better as individuals. This is the challenge to you as participants. We wove the stories of families from our partner organizations throughout the workshop. Look to them for guidance as you decide what your role can and should be. Note that our partners have very limited resources, limited access to technology and information. Despite this, they have found ways to organize. You need to decide if you can and want to do anything.
2. Lead participants on a brainstorming exercise. Ask them to suggest concrete things that we can do as a response to some of the issues discussed throughout the workshop.



Exercise Seven, continued

⇄ Procedure, continued

3. Ask for a volunteer to record responses on butcher paper. Ask participants to think of concrete things that they can do as individuals, as members of organizations and as citizens of a country with policies that adversely affect people around the world (see below).

Possible Responses

Individual Level

- Consumer Choice – join a Conscious Consumer Association
- Educate yourself and others about the U.S. Farm Bill.
- Consciousness raising—share with others what you learned.
- Individual Challenges:
 - Challenge yourself to eat on \$2/day for a week (the amount that many in the developing world earn as daily wages).
 - Challenge yourself to eat only locally produced food for a week.

Possible Responses, Individual Level, continued

- Donate to organizations working on these issues.
- Get the organizations that you work with to link to the websites of organizations working on these issues and then begin to build stronger relationships throughout the movement.

Policy Level

- Support policies that provide incentives to farmers to use fewer chemicals and to protect the environment.
- Support legislation to end subsidies to large agribusiness companies by shifting subsidies from large businesses to family farmers. For example: The Food from Family Farms Act.
- Inform yourself and find out if there are efforts in your state to ban patents on life and genetically engineered crops. Link this to lobbying efforts in your state.
- Advocate that International Trade Laws be more aligned with United Nations Human Rights treaties—right now there are competing interests between these two bodies of law.



Exercise Seven, continued

Facilitator Context

At Grassroots International we work to help build the global movement for social justice. Woven throughout this workshop are examples of the work and issues that our partners in Haiti, Mexico, Palestine and Brazil struggle with on a daily basis.

Our Brazilian partner, the **Landless Workers Movement (MST)**, is fighting to enable landless agricultural workers to become farmers.

Our Haitian partner, the Peasant Movement of Papay, the **MPP**, is organizing for water rights and reforestation, so that its members don't have to rely on food aid or suffer drought, floods, etc.

Our Mexican partner, **CEPCO**, an organization of family coffee farmers, organized to demand a decent price and to diversify their farming techniques—so that their families didn't have to suffer the collapse of the global coffee market.

Our Palestine partner, **PARC**, the Palestine Agricultural Relief Committees, and the “Stop the Wall” campaign are fighting to gain access to water and land and to keep from being separated from those resources by the Israeli government's Wall.

More and more, our partners, in addition to building movements within their own countries, are working on these problems on the global level, as part of an international network. Together, they are saying “no” to an economic globalization that threatens communities' rights to food, land and water. Our partners have been successful because they are sharing knowledge and working across national borders on these issues.

One good example of this is the **Via Campesina**, a global movement of family farmers, indigenous communities, community fisher people, agricultural workers and rural women. They are from Asia, Africa, the Americas and Europe. They are changing the face of globalization. The Via Campesina is the largest force challenging the World Trade Organization and the world's richest countries' and corporations' domination of agricultural markets.



Wrap - Up

 **Time: 5-10 minutes**

 **Goal**

To get participants to think about what they have gotten out of the workshop and what next steps they plan to take to make the world a more just place.

 **Preparation**

Write the phrases below on the back of one of your sheets of butcher paper ahead of time.

 **Procedure**

1. Thank people again for coming and for inviting you. Tell participants that you would like everyone to share something about their experience in this workshop.
2. Ask people to complete one of following sentences:
After this workshop
I want to find out more about...
I am inspired to ...
I was struck by...
I hope to...
3. Get general feedback:
Ask participants what was effective and what needed improvement in the workshop.
Note: Grassroots International encourages you to share your feedback with us as we are always looking to improve and create new educational materials.
4. Write your contact information on the board/butcher paper and encourage people to stay in touch.



Glossary of Terms

Some of the terms used throughout the workshop may be new or unfamiliar to some participants. Below are some definitions to help explain the terms to participants.

Agribusiness—Any or all of the various businesses involved in industrial food production, including farming, seed supply, agrichemicals, farm machinery, wholesale and distribution, processing, marketing, and retail sales.

Cash crop—Crop grown for money, as opposed to a subsistence crop which is grown to feed a farmer's family. **Cash crops** differ depending on region. Common **cash crops** include coffee, cocoa, sugar cane, bananas and cotton. **Agribusiness** tends to encourage production towards **cash crops** for national and international markets and away from those which can be consumed locally and sold on local markets. Dependency and reliance on **cash crops** has harmful environmental consequences.

Commodity—Item or good that can be bought and sold for profit.

Food Sovereignty—Right of peoples and communities to define their own food and agricultural systems. This includes the right to know where one's food comes from and how it is produced, and is best understood in contrast to the current system, wherein food is largely subject to the international market or the global economy and people are alienated from their food supply.

Free Trade or Trade Liberalization—Flow of goods and services between nations without taxes, quotas or other barriers to imports or exports. This includes the free movement of goods and services without trade-distorting policies such as subsidies (payments), tariffs (taxes on imports and exports), regulations or laws. Examples include the policies of the North American **Free Trade Agreement** (treaty between the United States, Mexico and Canada) or the Central American **Free Trade Agreement** (between the United States, Guatemala, Costa Rica, Honduras, El Salvador, Nicaragua and Dominican Republic).

Globalization—Changes in societies and the world economy that result from dramatically increased international trade and cultural exchange. Globalization describes the increase of trade and investing due to the falling of barriers as well as the interdependence of countries. In specifically economic contexts, the term refers almost exclusively to the effects of trade, particularly trade liberalization or **Free Trade**. Note: This definition of Globalization is also referred to by many social movements as Globalization from Above or Corporate Globalization, as opposed to **Globalization from Below** (see next).

Globalization from Below—Collection of individuals and groups who advocate fair international trading rules and are critical of current institutions of global economic governance. This is an alternative globalization where communities around the world are forming alliances, finding alternative ways of organizing and developing new concepts of agriculture, industry ecology and how they should be managed.



Glossary of Terms, continued

International Monetary Fund—International organization responsible for overseeing the international financial system. Established in 1944, its main roles are: to supervise the policies of its member countries on monetary and international trade issues; to act as a lender of last resort for governments; and to oversee exchange rates and payments flowing into and out of one country to another to ensure international economic stability. The **IMF** also offers technical assistance and promotes international trade. It is often under criticism for placing conditionalities on its loans and services.

Landless Workers Movement (MST)—Brazilian Movimento dos Trabalhadores Rurais Sem Terra (**MST**). Latin America's largest popular movement. The **MST** has been at the forefront of social action for just land distribution, working with peasants to identify and settle on underutilized land, to gain legal title to the land and to bring it into productive use. Through the **MST**'s efforts, close to 300,000 families have been settled on 17 million acres of land and another 70,000 families are living in encampments, awaiting title to their land.

Movement—Large group of people or organizations united by a common ideology and working together to bring about social change on a specific political or social issue.

Movman Peyizan Papay (MPP)—Peasant Movement of Papaye. The oldest association of rural agricultural workers in Haiti, with a broad range of self-help development activities aimed at improving quality of life. The **MPP**'s program areas include: training in leadership and organization; agricultural production and animal husbandry; cooperatives (ceramics, sewing, as well as agricultural production and marketing); and health care.

Neo-liberal Economics—Political-economic policies that aim to reduce or reject government intervention in domestic economies, but favor the use of political power to open nations to entry by multinational corporations. In a broader sense it is used to describe the movement towards using the market to achieve a wide range of social ends previously filled by government.

Palestinian Agriculture Relief Committee (PARC)—Most important player in the Palestinian agricultural sector. **PARC** was founded to build greater food security at the household, community and territorial levels. **PARC** focuses on rural development, environmental protection, and strengthening women's position in society in the West Bank and Gaza Strip. Specific units within the organization target food security; protection against land confiscation; creating job opportunities; and improving the position of rural women.

Public Good—Good that, once provided to one person, should be accessible to all in the same quantity. Economists define a **Public Good** as by nature non-rivalrous and non-exclusive.

Resource Rights—Fundamental human rights to access to clean water to land for food production and the other resources necessary to guarantee healthy lives. Grassroots International's **Resource Rights for All Initiative** rests on the belief that local control of and access to natural resources such as land, water and genetic material (e.g., seed stocks) is fundamental to sustaining rural livelihoods. Vital for food and health, these resources are part of the "global commons" and ought to be accessible to everyone.



Glossary of Terms, continued

State Coordinator of Coffee Producers of Oaxaca (CEPCO)—CEPCO works with a membership of some 23,000 coffee-growing families to improve their economic security. Founded in the context of a plunge in world coffee prices and subsequent dismantling of government support for small coffee producers, **CEPCO** has been instrumental in strengthening coffee production, improving marketing, and linking growers to the fair trade market. It has also emphasized crop diversification and the exploration of alternative sources of income to lessen the dependence on coffee, especially through projects with women.

Structural Adjustment—Policy that promotes a combination of **neo-liberal** economic policies including privatization of state enterprises and cutting of social services in order to reduce a poor country's debt and facilitate its entry into international investment and trade markets. These policies are put forward by the **World Bank** and other international finance institutions.

Via Campesina—International movement which coordinates peasant organizations of small and middle-scale producers, agricultural workers, rural women, and indigenous communities from Asia, Africa, The Americas, and Europe. They advocate family-farm-based sustainable agriculture and were the group that first coined the term "**Food Sovereignty**".

World Bank—International organization which provides loans and technical assistance to countries for the purposes of economic development and poverty reduction. The bank promotes **Neo-liberal** economics and private investment. It often receives criticism for placing conditionalities on loans to recipient countries which many argue undermines national sovereignty.

World Trade Organization—International organization established to provide ground rules for international trade. It is also charged with overseeing the regulation and implementation for trade agreements. One of the organization's tasks is to create trade policies that help lift poor nations out of poverty. The organization has been accused of implementing trade policies that favor rich countries, thus creating more poverty instead of reducing it.