

# **Secondary Global Education Program – 2002/2003: Final Report**

Includes:  
**Final Research Report**  
**Bibliography**

**By Dan Morrison**

Completed for:

Kawartha World Issues Centre  
Professor Jennifer Clapp, Trent University  
Trent-Centre for Community-Based Education

Department: International Development Studies  
Course code: IDS 370 – Community Based Research Project  
Term: Fall/Winter 2002-2003  
Date of Project Completion: March 2003

Project ID: 442

**Call Number:**

# Secondary Global Education Program - 2002/2003: Final Report

By: Morrison, D.

Keywords: global, education, Kawartha World Issues Centre, workshops, high school, program coordinator, food security, human rights

## Abstract:

The project consisted of creating two global education workshops intended to engage proactively with high school classes. My position at KWIC was the global education workshop program coordinator. I was excited about doing a new meaningful independent academic course with practical ramifications, and I was especially sparked by the creative experience.

The main challenge after completing my graded final drafts of the food security workshop and the human rights workshop between early August and mid-September was arranging presentation times with high school teachers. I had to meet with several teachers and do a lot of e-mailing and phone calling to set up interactive workshops. The next major task was to find Trent students to serve as volunteers to facilitate the workshops in classes ranging from grade 10 to OAC. Thirteen workshops were conducted in the fall term of Trent.

This report primarily discusses feedback on the two workshops. It comes mainly from evaluation forms filled in by high school student participants, but is also drawn from teacher and volunteer evaluations so that I can also add my own comments about the project's successes and shortfalls and my recommendations for future projects.

# Table of Contents

## 1. Final Report

Summary of Project (including Project Schedule)

## 2. Introduction to Global Education Workshops for Secondary Students

- Introduction to Workshop Presentations
- Table: Human Rights and Food Security Topics that relate the Ontario Curriculum to each workshop

## 3. Food Security Workshop

- Background Essay on Food Security
- Workshop Activities
- Handouts
- Bibliography

## 4. Human Rights Workshop

- Background Essay on Human Rights
- Workshop Activities
- Handouts
- Bibliography

## 5. Evaluation

- Student Participants
- Workshop Facilitators
- Teachers

*Final Report*  
*For Kawartha World Issues Centre:*  
*Secondary School Global Education*  
*Program – 2002/2003*

Course: International Development Studies 370  
Trent Centre for Community Based Education Project  
Submitted to Academic Advisor: Jennifer Clapp  
Written by Program Coordinator: Dan Morrison  
March 27, 2003

My name is Dan Morrison. In the 2002/2003 academic school year at Trent University, I took a course titled International Development Studies 370. The course was connected to the Trent Centre for Community Based Education Centre (TCCBE). The project I chose and had the amazing opportunity to do was for the Kawartha World Issues Centre (KWIC). The project's underlying conception was negotiated by Adele Finney (Program Supervisor at KWIC), by Jennifer Bowe (Liaison at TCCBE), by Jennifer Clapp (my Academic Supervisor), and by me. It consisted of creating two global education workshops intended to engage proactively with high school classes. My position at KWIC was the global education workshop program coordinator. I was excited about doing a new meaningful independent academic course with practical ramifications, and I was especially sparked by the creative experience.

The main challenge after completing my graded final drafts of the food security workshop and the human rights workshop between early August and mid-September was arranging presentation times with high school teachers. I had to meet with several teachers and do a lot of e-mailing and phone calling to set up interactive workshops. The next major task was to find Trent students to serve as volunteers to facilitate the workshops in classes ranging from Grade 10 to OAC. Thirteen people (including me) ended up doing 15 workshops in nine high schools. Thirteen workshops were conducted in the fall term of Trent.

The process I have just briefly described has involved a lot of work and a tremendous learning experience in which I have acquired lifelong skills. I think that you will discover the same creative benefits if you pursue a similar venture and build on this year's project. I have already written two reflective essays and many extensive journal

entries examining my role in creating the project. All other related written components of the project are also included in this binder.

This report primarily discusses feedback on the two workshops. It comes mainly from evaluation forms filled in by high school student participants, but is also drawn from teacher and volunteer evaluation forms. The evaluation forms are added as appendixes to this report, along with teacher contact information. I will look closely at the evaluations so that I can also add my own comments about the project's successes and shortfalls and my recommendations for future projects.

Eight food security workshops and seven human rights workshops were run, mostly in OAC World Issue classes. Fourteen out of fifteen trial runs occurred without any significant teacher complaints. The only workshop presentation that had a negative response from a teacher was repeated in a second term class with good results. (I know because I was there as a co-facilitator). I cannot comment personally on the problematic human rights workshop experience since I was not there; however, the evaluations address the difficulties. On balance, in terms of delivering the content of the activities, the food security workshop went less well than the human rights workshop, mostly due to the complexity and unclear instructions of Activity #2.

If you look at the evaluation forms, you will notice how differently each of the fifteen workshops turned out, an interesting outcome of a volunteer-classroom dynamic that I had not anticipated. Overall, students seem to have engaged well with workshop dialogues and some comments were novel, while others did not provide much feedback. The mix of specific themes coming out of the high school student voices is what I am

particularly interested in interpreting. The analysis will also reflect the available facilitator and teacher comments, as well as my own thoughts about the project.

There are five sets of human rights evaluations that were collected and returned by facilitators. The absence of evaluations from the two other human rights workshops indicates that a partial breakdown occurred in that aspect of the delivery. I do not know if every student's comments were recorded since I did not ask facilitators to tell me how many students participated, and no one told me either. The same problem occurred for the food security workshop. This information needs to be collected in the future so that there is a better record of accounting for participant voices.

Most students enjoyed the human rights workshop and spoke about their learning experiences in positive terms. Many remarked that they had redefined their thinking about how human rights apply in daily life. Questioning human rights was important for many participants. Some of them pointed out how violations occur in the Peterborough community, in school, as well as internationally. Many participants remarked how human rights norms are widely interpreted and unequally applied.

A few students recognized that human rights overlap. Most students said that they had become more aware of human rights, and expressed concern about the issues. Some talked about how they gained insight and perspective from the vantage points and beliefs of fellow participants. A few claimed to have expanded their already in-depth understanding of the complexities inherent in human rights discourse and in actual practices that often involved discrimination. Yet others expressed disinterest and did not learn much from the engagement. Other critical comments suggested that the debate and categorization of human rights was either too generalized or too overwhelming.

A common observation was how contradictory human rights are for different people living in various social circumstances. Others expressed concern about how many human rights are not respected. Many students called for social change through collective action. Activity #4: Human Rights Cities; illuminates a real life direct path to achieving social change and egalitarian realities. Activity #4 was designed to be the most eye opening, thought provoking, and exploratory concept of the four activities. It received many thoughtful acknowledgements.

The first three activities were not mentioned specifically. Several evaluations did not provide much feedback. Perhaps, not enough time was allotted in the workshop guidelines. On reflection, I think that at least five minutes needs to be allocated to student evaluations as they are pertinent to the entire educational program. I say with delight that the great majority of evaluations from students in each of these five classes demonstrated critical reflection on the subject matter.

Seven sets of evaluations were returned for the eight food security workshops, a better outcome in this case. The overwhelming majority of comments were great reflections on personal learning. Most students talked about the importance and value of discussing food security. Several commented on what they learned about harmful aspects of genetically modified foods. Many were interested in the principles of community supported agriculture and of fair trade. Several students reported that they had rethought how the farming industry affects various people worldwide through the production, distribution, and consumption of food.

Some participants decided that they were going to eat more organic food to protect the physical environment. Many said that they would now choose to



conscientiously exercise their consumer purchasing power when buying food.

Observations were made about the unequal distribution systems of food, particularly in cases where small-scale farmers living in peripheral countries are exploited by activities that originate in this part of the world, where food is often taken for granted. Several were disturbed about the horrific extent of malnutrition in the world, and about the complexities and power imbalances prevailing in food trade that favour minorities of nation-states and corporations.

Many expressed alarm and outrage about how unjust food distribution is for so many people. Certain sentiments of helplessness arose about the enormous difficulties involved in improving food security for the majority of people who are marginalized in the global food system. Some participants said that their perspectives on food security changed to more of a global outlook in the light of discovering aspects of Canada's privileged position in the international food system.

Many students were already aware of the issues covered in the workshop. A small minority did not become more aware about food security. Many students wrote about enjoying Activity #2: "World Food Distribution Activity". A few thought that the activity did not portray or reveal reality; however, most learned relevant information with the help of the metaphorical food resources used to illustrate global food distribution. Several people want to help the crises of food inequities. All of these comments constitute significant aspects of the food security debate, as did student questioning and moral outrage.

The first term workshops were entirely facilitated by volunteers. I did not participate in each of the early workshops because I got sick during the reading break,

which in turn made me cancel the first two that were scheduled. I did a human rights workshop at a conference in late November, which was an awesome experience and created a great discussion. Everyone cooperated as every workshop was done in a timely fashion, enthusiastically and willingly. Truly, everyone helped to make the project successful.

Unfortunately, I did not receive many facilitator and teacher evaluations. The importance of these must be reinforced and prioritized next time. Although I mentioned to teachers and volunteers about how vital evaluations are and that the forms were made available to help the program's cycle this year, many of my e-mail talks did not succeed. I may have confused some of the instructions to the facilitators by rewriting the workshops a few times, which may have muddled out details about the evaluations. The individualization of teacher scenarios and the dispersed volunteer schedules may have also contributed to a miscommunication. Of course, everyone was busy and no one is at fault! Nonetheless, I received some vital feedback.

Four facilitator evaluations were filled out, while five teacher evaluation forms were sent via mail to KWIC. The facilitator comments were well thought out and are greatly appreciated. I talked with some of the facilitators about their experiences as well, so in part the following helpful comments originate from those conversations.

A suggestion was made to have the coordinator or facilitators contact classes in person before presentations are given in order to learn what level of knowledge the students have and to discover which stage of the curriculum is being covered by the teacher. By preparing in this manner, rapport can be established to help all sides prepare how best to utilize the content of the workshop. Another suggestion was to have

workstations for the activities. In this scenario, one student goes around to each group systematically, so that everyone is evenly included in the learning experience. One person per group would take a turn to write down the main points, and one or more people would present each group's findings to the rest of the class after everyone has had a chance to be in each group.

Another matter mentioned on a few occasions concerned the teacher's role. The general insistence was to have the teacher designated as an observer and as a careful note taker to help evaluate the presentation and incorporate what was learned into a subsequent lesson plan. A suggestion was made to specify information in point form notes for facilitators doing the food security workshop, in regard to introducing activities and indicating their purposes. In addition, a better style of formatting and page division was recommended for that workshop. A request was also made to provide facilitators with the sources used for the workshop.

Different facilitators spoke of both positive and negative issues relevant to pointing out the meaning, focus, and intelligibility of the activities in the human rights workshop. Another idea was to have more multimedia materials and handouts for that workshop. There was a tendency to speed up the workshop due to a combination of: student impatience, genuine interest in an active discussion, and most often due to a fundamental lack of time to get through each activity.

The limited class time availability was a major problem for both workshops. The bibliography for each workshop was available in the KWIC office, but perhaps I did not adequately raise awareness about this. All the resources for both workshops will stay at KWIC and at TCCBE in upcoming years, so that curiosity to further study the issues will

be readily possible. Based on the facilitator assessments, the activities are spoken of as creative and described as greatly impacting class environments. The student participation and the entire workshop interactions went remarkably well.

Most teachers expressed gratitude about having the workshops. Workshop induced participation was well received. The envisioned age level and curriculum requirements were also appreciated. Workshop themes of change, awareness, critical reflection, and understanding were interpreted as beneficial and supportive to student learning. KWIC has become better known on the high school map, and KWIC's Global Education Program was invited to return for future presentations. Communications to teachers are also welcomed for describing or showing KWIC resources and office facilities.

More promotion was suggested such as the distribution of flyers in teacher mailboxes and at schools in advance of presentations. A recommendation was made to comprehensively prepare a list of critical questions about human rights to maintain and promote participatory class discussion. Another comment was to insist on having facilitators prepared to address relevant questions. More KWIC outreach to the teachers was also advised. A reciprocal relationship between facilitator and student was appreciated. Keeping a balance between discussion, time, and activity was a focal point emphasized for workshop transitions and continuity.

I think having actual discussions with teachers and even with classes a week or so after a presentation may help evaluate a workshop. Once knowing volunteers' spare university time, I think regular talks about how workshops are going would be a great way of sharing experiences and reflections. Having a few evenings out together could

redefine the volunteering and pair facilitating experiences. These interactions would complement the evaluations.

I hope that with the help of this report and the workshop writings that a clearer agenda can be set by KWIC and TCCBE for future participants undertaking this project. This course had a requirement of two hundred hours, which I surpassed by approximately one hundred. Jennifer Clapp recommended that prospects for this project are better if the formal and practical set-ups are established before the September school year. I was working from scratch, so by using some of what I have created, more concentration could go into the recruitment of Trent student volunteers. Furthermore, their training could occur earlier on in the university year than in the fifth week. I had two training sessions in early October, which were attended relatively well, but rushed.

Improving volunteerism can be achieved by asking and coordinating interested people's available time from the onset of meeting them. Program awareness can be made by advertising in more outlets, such as through the Trent newspapers and through the Ontario Public Interest Research Group and to any KWIC affiliated association. Word of mouth is helpful in reaching out to include interested community members. Seeking out new and old volunteers along with promoting KWIC are possibilities that need to remain active since those were the channels that got the message through for me. Adele Finney suggested that a three-prong training session for volunteers would be helpful as a tool for illustrating some of the basic principles of facilitation and standardize the approach set out by the coordinator.

In subsequent years, facilitators could benefit by reading all the material relevant to the workshop. Both of my supervisors read my written work; however, they were not

directly involved in facilitating. Combining efforts during the training could significantly improve each planning stage and help critical thinking about the workshop material. I emphasized and welcomed critical feedback from volunteers, who were very helpful in their replies. Their comments were the main reason why I had finally shaped the workshops by late October. Asking every interested party about the info is perhaps the most crucial part of the education process.

Every part of my original plan for the project was completed, and I believe that is a tremendous success. Each workshop could take up several class periods, which is a matter of negotiation to be had with each interested teacher. My hypothetical reordering of activities would place Activity #2 first in the Food Security Workshop, while Activity#1 and Activity #3 could be used interchangeably. To cut down time on Activity #3, arbitrarily selected quotes could be removed. For the Human Rights Workshop, I like the order, however; if proficiency levels exceed the basic knowledge requirements of dialoguing about the Universal Declaration of Human Rights in Activity #2, you could begin with Activity #1 and follow with Activity #4 and end with Activity#3. If desired, the excerpts for any activity in either workshop could be altered by referring to the sources. The Human Rights City exercise has taken up a full class period. My main message is: carefully assess allotted times in your planning!

Allowing openness for students and volunteers to create their respective workshops is my best advice. I think empowering everyone involved with the capacity to decide how they want to learn works wonderfully. Discarding the guidelines and structure of the workshop activities does not work to anyone's advantage. The time factor has to be continually monitored during a workshop and everyone deserves to be included

as participants. I have written elsewhere about these matters and I could go on for pages about so much more, and I want to, but I know that I have done my job well and that it is time to finish up my mini legacy here for the KWIC Global Education Program.

Know your topic before commencing research! I floated around with many amazing sources and had to synthesize and compile workshops, which initially didn't make much sense to me, but I have grown to be proud of my accomplishments as global education program coordinator/creator. Be aware that results do not happen according to plans nor does the predicted allocation of time devoted to tasks work out perfectly. Keeping a journal is useful but becomes a burden as tasks simultaneously coincide. I hope that my work can help you in figuring out the trajectory of doing the project. Do not let this project consume you; it is after all a personal journey of learning and discovery that takes discipline, effort, and commitment, but also brings many memorable moments with great people.

This is a solitary project for the most part, but as I reflect on the impacts, I can smile knowing that hundreds of people absorbed and enjoyed the experience that I partly envisioned. I am forever thankful to everyone who became involved. I believe that the whole project was a diverse learning experience and was fruitfully interactive for everyone. Lastly, if you read about this and would like to transport what you like into some kind of learning environment, please feel free to do so as long as you are always attentive to the people who wrote the information I sourced.

Human rights and food security are serious issues that concern life and death situations. There are infinite case studies and possible issues pivotal for active dialogue, which can always replace parts of the two workshops. This project is a work to be

continued and transformed. I hope the workshops are used again. I have felt a powerful responsibility in carrying out this project and it has meant much more to me than an academic credit and words for my resume.

I think high schools are critical spaces for addressing the issues of food security and human rights. This program has great potential with entry points for reaching out to nine high schools in Peterborough and solid chances remain for expanding the reach to more high schools located in the Kawarthas. Best wishes to whoever is reading this for purposes of future coordinating. I have passionate beliefs about the issues I chose to research, and I know that anyone reading this has similar passionate beliefs. I think that what has been illustrated is that many people care deeply about changing injustices in the world, and many of us know we can and do make a difference. I would like to leave you with a quotation from Mahatma Gandhi:

“Be the change you wish to see”.



## **Introduction to Workshop Presentation**

This is a brief introduction to an effective method of facilitating a global education workshop. What I discuss pertains to the role of a 'global educator' and is designed for the 'global educator' as a means of broadening knowledge among the participants of the workshop. Selby (2001) interprets the global education atmosphere as an interconnected series of relationships involving social, cultural, and natural communities being linked along time-specific boundaries and natural states of human consciousness. Selby believes that the objectives are to evaluate ways of realizing environmental and human justice by developing peace, harmony, and sustainability in interactive, participatory, democratic, change-oriented classrooms.

Good organization and a logical manner of presenting are important for a successful workshop in which students are interested and yearn to learn. Any visual aids and additional props must be set in place before a formal or informal self-introduction at the beginning of the class because obviously no one wants to watch someone setting unknown things around the classroom. You, as facilitator make a good initial impression by introducing your role and explaining any personal connection with the subject matter. It is important to indicate that the workshop is designed to increase awareness among all participants including yourself. It is equally as important to introduce the functions of the organization, Kawartha World Issues Centre (KWIC), and cite a few examples of KWIC projects so that the students have a context for what will follow.

Asking what the students are currently studying will illustrate your interest in them and help to draw links between their curriculum, their teacher and the purpose of the workshop. Explain how the resources and information presented in the workshop can help draw those links. Outlining the time-frame, procedure and principal themes of the workshop and why you think that the exercises are important. This should help to achieve a good rapport with the participants. Break down the entire workshop and emphasize the specified objectives for each activity. Mention that the workshop is negotiable and belongs to the participants – they will do most of the ‘teaching’. Trust and attention must be reciprocal to ensure optimal comfort levels.

Always talk clearly, loudly and slowly. Use the chalkboard for definitions, value and respect every individual input and question, and do not use words that potentially generalize everyone’s experiences, such as ‘we’ or ‘everybody’ etc. The workshop must be inclusive and fair to everyone. Mistakes are acceptable (unless, of course, something extremely inappropriate occurs – hopefully nothing will!). Bring cue cards with any information or comments that you may want to remember specifically to signify during the workshop.

Attempt to keep on task and help direct the agenda; however, surprises can occur and these can even improve the classroom progress. Look for patterns within student interactions, and particular sides of arguments. Also be conscious of your own understanding of how actions and reactions to the subject matter are developing to ensure that sharing and applying information is occurring for each student’s learning style and capacity. Encourage creativity and empowerment by

allowing students to create and provide their own respective knowledge and also to challenge ideas rather than not people. This is essential for classroom dynamics that will ideally spark enthusiasm and actions for expanding understandings and ensure that critical issues receive discussion.

Ask what participants have learned at and after each stage and activity in the workshop. Find common ground among participants and acknowledge that everyone's presence is part of the strategy to build each of our own respective knowledge bases. Have students, with your help, conclude, synthesize and summarize activities and the workshop itself. This will enable the flow of information and perspectives from people to grow in a mutually beneficial learning environment.

This has been a lengthy 'brief' introduction. However, everything I discovered in my research for this introduction (which are listed below), along with my additional suggestions about presenting workshops, is important for anyone who will facilitate the two workshops on human rights and food security that I developed. I hope this introductory guide is helpful. Feedback is very welcome. Now bear with me because the bulk of information is still to come.

## Sources

Arnold, Rick, Burke, Bev, James, Carl, Martin, D'Arcy and Thomas, Barb, Educating for a change: Between the Lines and Doris Marshall Institute for Education and Action, Toronto, Canada, 1991

Global Development Network, Think, Act, Change! A guide for youth involvement in global issues: Global Development Network, Toronto, Canada, 1998

Meinhard, Ariella, Let's Talk About Menstruation: An OPIRG Workshop Manual: OPIRG, CITY, CANADA, April 2002

[www.citizens4change.org](http://www.citizens4change.org), Selby, David, An Introduction to Global Education: Citizens 4 Change, Toronto, 2001.

<b>HUMAN RIGHTS</b> (Topics that relate to the Ontario Curriculum)	<b>FOOD SECURITY</b> (Topics that relate to the Ontario Curriculum)
<u>GEOGRAPHY</u>	<u>GEOGRAPHY</u>
Respect for religious/cultural traditions Roles/statuses for men/women/children in different places	Cultural preferences/differences – food choice
	Global distribution/inequities
Identify individuals/organizations/movements fighting to improve human rights (evolution's)	Food Trade (processes/patterns): Fair Trade cooperatives
Capitalist/UN/NGO influences on human rights Strategic lawsuits against public participation	Types of farming: Corporate/Biotechnology Monoculture/Organic

<b>HISTORY</b>	<b>HISTORY</b>
Democratic ideals – nature of change (involvement of groups and people) for more rights	
	Genetic engineering

<b>HISTORY/POLITICS</b>	<b>HISTORY/POLITICS</b>
In Developing/Developed Countries:	In Developing Countries:
Economic rights/Barriers to advancements of Human Rights	Exploitation of citizens as cheap labour/Foreign ownership
Citizenship/Multiculturalism	
Individual/social costs of violating human rights	Property – entitlements – roles of organizations
Human rights codes (Canadian/Global etc.)	Flow of goods (deregulation across borders)

<b>LAW</b>	<b>LAW</b>
	UN role
Enforcement of laws – relating to Human Rights	Governments role
Kinds of laws/rights for different bodies	

## The Food Security Essay

The purpose of this essay is to provide background for the food security workshop I (Dan Morrison) prepared during the summer of 2002. It is intended for my Academic and Program Supervisors, as well as for any student volunteers who have studied the content of the food security workshop, and plan to facilitate their own workshop. This essay is the companion of that workshop, which may be used in the future by anyone with from Kawartha World Issues Centre (KWIC). The essay is not designed for presenting the workshop itself to an audience. It is rather the result of the interaction between research and my own reflections that occurred as I was creating the workshop. The overall goals of this companion piece are to explain how the food security workshop was developed and why I think it is a worthwhile learning experience for everyone involved in its presentations. I will highlight the various stages of developing the workshop and my conclusions about the process. Throughout this essay, I will reflect on the learning process involved in creating the workshop, and how it expanded my knowledge as both a learner and an educator. I will begin by describing the context of my involvement in this project.

At the end of the 2001/2002 academic school year, I learned about a Community Based Research Project course that was being offered by International Development Studies (IDS) at Trent University. It was the first year that this course (IDS 370) was being offered. I learned that there were several projects that I could choose from and that each Community Based Project is

coordinated by the Trent Centre for Community Based Education (TCCBE). The project that interested me the most was one offered by KWIC in the field of global education. Learning about what KWIC had to offer involved networking, meetings and e-mail messages among the Chair of IDS, the Liaison for TCCBE and the Program Supervisor for KWIC. To make a long story short, I became the Global Education Program Coordinator for high schools at KWIC for the 2002/2003 academic year.

I immediately became interested in KWIC's commitment to connecting international issues to their local counterparts. I was also impressed with the practical learning base that KWIC is promoting by building partnerships in the community. I expressed great interest in the ability of KWIC to deliver various hands-on workshops that engage young people in community learning activities. As noted below, after doing extensive preliminary work, I chose to prepare workshops on the themes of food security and human rights.

This particular workshop aims to develop participants' awareness of food security issues and of perspectives that assess global problems of food production, distribution and security. A specific emphasis of this workshop is to recognize how power imbalances currently perpetuate global food insecurities. My prime objective has been to create participatory, interactive workshops that also generally comply with Ontario curriculum standards. This was a new challenge for my academic and learning experience.

In order to prepare the workshops for presentation in the schools, my task from late May until the end of the high school year was to contact and make

appointments with teachers. This work involved specifically promoting the idea of the workshops to the teachers (my ideas were very general then), and meeting with as many teachers as possible. That initial process was extremely successful thanks to the combined efforts of both Cheri Wright and myself. She was promoting Global Youth Connect to the teachers and schools simultaneously. Cheri and I telephoned many teachers and mostly talked with school secretaries. However, we kept up-to-date on each other's progress in securing confirmations, making appointments and meeting people. Every high school in Peterborough expressed enthusiasm about each of our projects. We received some telephone numbers, e-mail addresses and requests to contact individual teachers in the early fall or winter.

Then the planning stage began. My Program and Academic supervisors provided me with several suggestions for choosing my topics and how I might delve into them. I ended up choosing two topics with my Program Supervisor that followed up on the ones done by Jen Ball for primary schools through KWIC last year. The two topics are food security and human rights. However, I knew from the outset that my projects were going to be completely different from Jen's, largely because of their intended audience at the high school level. Jen helped me along my path by explaining how she did her project and showing me her materials. I did not use Jen's work as a source and therefore did not list it in my bibliography; however, both it and the 2000 Ontario curriculum were great frameworks for organizing my thoughts.



A related conceptual and timing challenge was to finalize the paper work for the Project between the TCCBE, KWIC, my Academic Supervisor and myself in order to have them completed for the beginning of the academic year. My Program Supervisor and I worked out a rough draft for the project plan. I was then helped considerably by the Liaison at TCCBE. Together we established the project's timeframe, objectives, and tasks. The final plan was established and eventually signed by each of the four 'stakeholders' just past the halfway mark of the summer.

I am glad to say that the plan has been successful. I have taken a bit more time researching and writing up my results than foreseen. Planning is vital. Completing assignments of this nature requires constant study and revision. I researched a tremendous amount of information, but my plan did not allow sufficient time to discard unneeded sources or to take into account the timeframe required for editing. My major self-criticism is that I did not create specific foci for each workshop before and during the research. Nonetheless, it remained interesting and self-enriching because I explored many avenues of information, which all helped shape the workshops and my knowledge base. In my opinion, what I have produced are well-developed workshops. They must also be interpreted as academic work and not solely as interactive workshops.

Both workshops are designed primarily for Grade 11/12/OAC students in order to facilitate learning through active participation. They are not limited to a senior high school audience, although that was the group in mind throughout the

process. The final product was carefully assembled for my Supervisors and of course for my own learning benefit.

The research was the most time-consuming aspect of the project. I did extensive reading and web-searches during the last half of the summer. While nearing the approach of the academic year and then after its beginning, I have been engaged in extensive drafting and revisions of the workshops. Both workshops were researched simultaneously. In the early stages of the research, I was stringent about keeping a daily journal of my progress. Due to the amount of time involved, however, I stopped making journal entries and instead continued to keep a record of my hours. I have kept most of my rough work because it is the foundation of the workshops.

I hope that the food security workshop demonstrates that considerable dedication, evaluation of sources and innovations were involved and have been synthesized in a substantive way. The most interesting aspect of the project (at least up until this stage) has been deciding how the workshop will function and what is to be included. Now I turn to the method of education underlying how and why the food security workshop has taken the shape that it has.

The workshop is created in three main sections, which are all activity-based and involve students interacting with each other and the information provided to them. Each activity encourages students to share what they have learned and provide further inputs they may themselves have. Two strong points for this approach relate to group and classroom dynamics. Because every group in each activity learns different ideas, facts etc., these building blocks are

presented and discussed within a class forum. Everyone has an equal opportunity to interpret and reflect upon the main themes relating to food security. In each activity, some participants may talk more than others; however, everyone is recognized as an equal contributor and respected as an independent thinker who certainly has the right and power to openly expand upon the knowledge presented in the workshop, and by the facilitators of the activities. Facilitators can be seen in this context as any two voluntary presenters and also as the participants in the class.

The content of the workshop can be understood as a direct consequence of my interpretation of the research and sources and my own perspectives. While I have attempted to be as non-judgmental as possible, the presentation of information on highly contentious issues without bias or insights stemming from my reflection is difficult. Hopefully, many more perspectives will be generated in the workshops, and the content will serve merely as a backbone for more in depth analysis and critical thinking.

In **Activity 1** of the workshop, the class divides into seven groups. Seven different information sheets are distributed to them. Each sheet has an entirely different theme and focus, yet all the information can be related. This ice-breaking activity examines three different approaches to food cultivation: biotechnology, fairtrade, organic farming. It also explores four different scholarly positions, which support or discredit the three approaches. A prime objective is to introduce participants to these physical and social realities. The discussion will probably provoke arguments for and against exercising personal choice in food

matters on a local or global level. This exercise is a stepping stone to the other two, as it presents contested understandings about food and its place in human life in various parts of the world. The questions of concern are: what is food and how is it treated or defined and placed in a broad social, political, economic, cultural or even natural environment? Participants will already have some knowledge of the subject matters, but the hope is to put it into a bigger picture for them.

**Activity 2** (“Global Food Distribution Game”) involves mapping global food securities and insecurities and then examining how and why these exist. The analysis and actual ramifications of the two activities cannot be predicted due to diversity and complexity of people’s understandings and grasp of global food issues. What is essential to the operation of the “Global Food Distribution Game” is to carefully assess its Procedure. The objective is to overtly signify global inequalities in food and to increase awareness among participants of what kinds of power relations underlie global food trade systems. This will also help them to understand the cross-cultural and cross-consumer realities that typify the global distribution of food. The process of starting with the growth of food (shown by the seeds) and taking it through to its marketing (shown by the shopping bags) helps paint the real image of a global food chain that includes us all, but also devalues the richness of food and instead commodifies its qualities. The point to stress is that what this ‘game’ represents is real life. It is not a game!

**Activity 3** continues to build on perspectives, ideas, understandings, and knowledge of the supranational processes affecting food. The activity is co-

dependant on the exchanges, inputs and insights shared by the participants in the previous stages. However, it adds to these by offering new voices on the issues of global food security that represent official views of international organizations as well as the criticisms of scholars, activists and farmers. As a result, the class will develop a wide range of views on how the system operates, and why, and that the task of challenging and changing it requires tremendous cooperation and coordination. The hope is that students will have their global outlooks broadened and recognize that learning more and living according to what is learned are necessary for understanding and overcoming food inequalities. This is a workshop that is delivered on a premise that the global food system is indeed global and that serious issues in various parts of the world cannot be isolated from one another. I hope that the activities of the workshop demonstrate that we are not secure as long as people are malnourished, starve and die due to food policies and their consequences.

One of the exciting things that I learned during the research, which is not included in the workshop, is the concept of food democracy. It is advocated by Vandiva Shiva in her book Stolen Harvest. She highlights the principles for a grassroots movement that is demanding food security for everyone in terms of rights to food safety and highest food quality. Other priorities of food democracy are: to save the knowledge and compositions of all traditional seeds, to protect and promote bio-diversity, and to live according to Earth's renewable resources and its natural ecosystems. Shiva stresses that corporate domination over the food system must be stopped because it is starving the absolute poor. She

advocates actions to uphold social justice and ecological sustainability, peace, harmony, and public participation as the stepping stones to secure a better future. The long-term vision is for control of food by the populace in order to sustain safe production that is distributed equitably and is accessible to all living organisms.

While Shiva's principles of food democracy would be wonderful to see implemented, she does not provide enough practical guidelines addressing how to transform the global food system in such a revolutionary way. I would also like to work towards realizing an equal system of distribution that values nutrition and well-being. Unfortunately the principles which are inherent in capitalism such as competition and free-market logic will not be transformed into a more equitable system simply by working from below. I agree that achieving food security in local communities and then working upwards with a grassroots initiative is vital. However, demanding change will not achieve change. Cooperation must occur first at all levels of societies, including governments and transnational boardrooms. Otherwise competition will still drive the global economy and treat food and many of our lives as petty commodities.

This brings me to my final point, the distinction between the personal or local food economy versus the multinational food company or global food economy. I used the term global throughout the workshop to direct the focus towards analyzing the food system as an interdependent global picture. However, action at the local level and personal food choices are an important place to begin to bring about change. Without more effective cooperation among

all people struggling to resolve similar aspects of the larger problems, solutions will not be achieved in the long-term. Nonetheless, millions of people are devoted to solving food problems every day. Hope must not be lost. I think that personal choices about nutritional value, food preference, purchasing preference, gardening and food sharing are vital as the initial step.

I have included this mini debate on food democracy because ideas of food democracy are inherent in the workshop, which looks mostly at the global level of analysis. It is important to acknowledge that people everywhere across the world are proactively discovering alternatives to reclaim more autonomy and control over our food, bodies and lives. Food is one of very few tangible 'commodities.' It is universal and transcends differences in human experience.

As the information provided in the workshop and the knowledge of the participants demonstrate, 'we' know that there is a severe problem. Everyone in the world can be fed, yet vast numbers of people still suffer from food insecurity. We must increasingly become a larger group of people in the decision-making process. I know that building awareness and coalitions, and developing links to other social issues must be a process that aims to mirror the indivisibility of the tides in the seven oceans.

The food security workshop is work in progress that attempts to present information that is relevant and challenging for participants. I hope that students and facilitators will have a wonderful encounter with this workshop. I too hope to learn each facilitator's experience and from the students and teachers by looking at their evaluative comments. Certainly my own experience with both workshops

has been the most enriching learning I have ever done. I am privileged and fortunate to have had the opportunity to develop them and I wish all the best to anyone who participates or undertakes a similar project in years to come. I want to express thanks and gratitude to those who helped me, especially Adele Finney, Jennifer Clapp, Jennifer Bowe, Jen Ball, and Cheri Wright.

Written by Dan Morrison



# Food Security Workshop

This workshop on food security is designed to expand the knowledge of participants about what global food security means to different people and to different social actors. Students will acquire new perspectives on where they fit into the global chain of food production and distribution. These perspectives will develop primarily from their own critical assessments of the activities and content of the workshop. Students will ideally gain new ideas and insight on the operations of the global food trade and how various people, groups, organizations, and countries are affected. The intention is for students to develop critical understandings of the ways in which the global food system reproduces inequalities.

The workshop is a tool for learning that can be also used outside the classroom to further study and evaluate food security. Another goal is that through group discussions, ideas concerning how to change global food insecurities will be raised. The importance of personal choice is explored throughout the workshop. The overall goal in the food security workshop is that by providing students with the arguments and knowledge that stem from the research, they will benefit by experiencing a sense of self-empowerment, both as a consumer and as a citizen with greater self-awareness and understanding of everyone's interdependence in the world of food.

Ordering the desks and chairs, and presenting a brief '5' minute introduction to the class will begin the workshop (along the lines of what is described in the introduction of facilitating a global education workshop).

## **Activity 1: 22-24 minutes.**

**Resources:** Seven large sheets of paper with seven markers. The seven (summarized) fact sheets (provided below after the remaining instructions).

**The Procedure:** The facilitator asks the class to divide into seven groups. Once each group has been formed, the facilitator will review the titles of the fact sheets. Then he/she will distribute a fact sheet and a large sheet of paper to each group (going from left to right – Groups 1-7).

Each group is asked to take turns in their respective groups to read the fact sheet aloud, and then write down any significant, surprising, and/or noteworthy arguments or perspectives, during **7-8 minutes**. The facilitator asks each group to present its findings and indicate what is particularly interesting to the rest of the class, in **13-14 minutes**. (The large sheets remain attached to the chalkboard to illustrate the foundation for the student participants input, that will be built-on throughout the workshop).

During the activity the facilitator(s) can 'supervise' the groups to ensure that each group is keeping on task, while listening attentively for any questions. He/she may want to interact with some or all of the groups as well. After each

group has presented, the facilitator asks the class for any comments and/or questions (**2 minutes** – if needed). The subsequent activity is then introduced.

The Purpose: To present an overview of three methods of food cultivation (biotechnology, fairtrade, organic) and to allow participants to critically discuss the arguments for and against each method. This activity highlights different voices on the issue of food, which are found in the three fact sheets used for Groups 5-7. This cross-analysis of three different views on production, distribution and consumption of food illustrates the diversity of arguments one can find discussing food issues.

The scope of this activity recognizes some of the interdependent qualities of human food cultivation. It also touches on the debate concerning food's social, political, economical and cultural implications. Hopefully, students will link common strategies and cooperative perspectives in order to provide suggestions of how to better manage the global food system. The activity also sheds light on why food distribution is a contested matter of power.

These purposes lead to a further deconstruction of the global food system in the next activity, which facilitates students' further analysis into how food is treated and shaped globally, and how it corresponds to local life in different regions of the world.

Because each group is given a completely different fact sheet, the second part to the activity is more important because all of the students learn what is in each fact sheet. Once the students have presented and explained each fact sheet, the brief class discussion may focus on mapping out global perspectives on food.

#### Fact Sheets:

**For Group 1:** Summarized from: "The Potential of Agricultural Biotechnology," a Food and Agricultural Organization (FAO) article, 2001

-The FAO (Food and Agriculture Organization) estimates that, over the next 30 years, more than three quarters of the growth in crop production that is needed to satisfy increasing food needs will have to come from increases in crop yield.

-Modern biotechnology, including genetic engineering offers some opportunities for generating substantial technological innovation.

-The use of genetically modified (GM) crops raises serious concerns about negative impacts of GM crops on the environment and food safety.

-There are many ethical considerations such as the 'unnatural' nature of gene transfers across species, and possible widening wealth between rich and poor farmers, and between north and south countries.

- Lastly, there is concern that agricultural biotechnology will increase the dependency of global food supply on a few multinational corporations controlling the seed industry.

- Biotechnology has facilitated animal and plant disease diagnostics, vaccines against animal diseases and improvement of livestock and crops.
- Cultivation of GM crops has grown from two million hectares in 1996 to 44 million hectares in 2000.
- The bulk of transgenic acreage is found in the USA, Canada and Argentina.
- GM varieties of major commercial commodities profits are soybean, maize, cotton and oil seed rape, potato, squash and papaya.

**For Group 2:** Summarized from: "The Potential of Agricultural Biotechnology," a Food and Agricultural Organization (FAO) article, 2001

- Broadly speaking, biotechnology involves the use of living organisms for human benefit.
- It consists of two components: 1) Tissue and cell culture and 2) DNA technologies including genetic engineering.
- Cultivation of Genetically Modified (GM) crops in some developing countries with high GM production is demonstrating that, with reduced pesticide costs and risks of poisoning, environmental benefits and productivity occur.
- The increase of crop productivity due to biotechnology can reduce the pressure to open new lands.
- This can also reduce the need to occupy fragile environments in the tropical and subtropical regions.
- Potentially increased crop productivity of 1 percent annum would lead to a cumulative 69 percent increase from 1997 to 2050, reducing the amount of new crop land needed to meet future demand to 325 million hectares.
- An additional 1600 million hectares would be lost annually if crop productivity remains at 1997 levels.
- Although biotechnology cannot by itself stimulate economic growth and alleviate poverty, it provides an additional tool in the fight against hunger.
- The problem is that foodstuffs tend to reach equilibrium at a low world price. To bring this equilibrium to higher levels, innovations are required.

**For Group 3:** Summarized from: "Fairtrade Standards," A Fairtrade Labelling Organizations International document, 2002

- The fair trade label guarantees a price covering costs of production.
- A social premium is paid to the farmer for improved livelihood.
- A partial allocation of payment is given in advance to ensure small producer organizations are not stuck in debt.
- Contracts allow long-term production planning and sustainable harvesting.
- Fair production conditions can involve democratic, participatory farmer co-operatives.
- Workers' are paid at least minimum wage in respective locales and should have good housing.

- At least minimum health and safety standards must be ensured. Workers have a right to join trade unions.
- No child or forced labour is permitted.
- Environmental sustainable practices are required.

**For Group 4:** Summarized from: "Cog Reference Series #6 – From Conventional to Ecological Agriculture: A Guide to Crop Transition", A Canadian Organic Growers article, 2001

#### Pros and Cons Changing from Conventional to Organic Agriculture

##### *Pros:*

- Improves natural fertility
- Less contamination of soil and water
- No harmful poisons used
- Less pests, weeds, diseases, crop risks
- Crop rotation enhances diversity
- Less inputs, costs and vulnerability to prices
- Conserves more non-renewable resources
- On-farm resources are used more
- More nutritious and healthier food

##### *Cons:*

- Credit is more difficult to obtain because it is not as widely subsidized or available as it is to conventional farmers
- There is less demand in international trading markets for organic products than for conventional farm products
- Stressful change i.e., more animals and waste to deal with
- Insect problems have not been well studied
- Requires new machinery and buildings
- Needs active crop monitoring, making farmers increasingly bound to their farms at the main harvesting times throughout the year
- Timing is crucial for controlling crop rotations
- Is often more labour-intensive
- Inappropriate if a farmer is financially unstable and cannot afford start-up capital and resources

**For Group 5:** Summarized from the book: Bringing the Food Economy Home, Written by Steven Gorelick, Todd Merrifield and Helena Norberg-Hodge, 2002

- 96% of agricultural workers (2.5 billion) live in the Southern Hemisphere.
- According to the Food and Agricultural Organization (FAO), 61% of children in India who are under five are malnourished.
- In 1979, 92% of Chinese people lived off the land; now less than 40% do.
- Between 1941 and 1996 the number of Canadian farmers has decreased by nearly three-quarters.

-Approximately 2 billion people worldwide lived from indigenous locally grown food shares in the mid-nineties.

-According to the United States Department of Agriculture (USDA), between 1994 and 2000 there was a 63% increase in Farmers Markets, which means that approximately 2800 exist.

-Community Supported Agriculture (CSA) is a relationship between a consumer and a farmer, where a consumer pays for a share of a farmer's produce in the form of a box, that may consist of vegetables, fruits, and/or whatever other crops are available.

-In this way of exchange there is more variety of food and mutual relations become personable.

-Approximately 1000 CSA exist in North America.

**For Group 6:** Summarized from the book: Fast Food Nation, written by Eric Schlosser, 2001-2002

-In 2001, Americans spent more money on fast food than higher education, personal computers, computer software or new cars.

-The annual combined expenditure on movies, books, magazines, newspapers, videos, and music albums in the US is less than the annual money spent on fast food.

-McDonald's Corporation creates 90% of new American jobs and hires up to one million people annually in the US.

-McDonald's Corporation opens nearly 2000 new restaurants worldwide on an annual basis and opens five new locations everyday, four of which are opened overseas.

-McDonald's owns approximately 30,000 restaurants making it the largest owner of retail property in the world.

-ConAgra is the largest food service supplier in North America (NA) of fries, sheep and turkey processing, and is the largest agricultural chemical distributor in NA as well.

-In the US, ConAgra is the 2<sup>nd</sup> largest distributor of frozen food and flour miller, and is the 3<sup>rd</sup> largest distributor of chicken and pork processing.

-ConAgra is also among the leading suppliers in seeds, feed production, and commodity futures trading, and it owns more than 100 smaller companies.

-Revenues for ConAgra exceeded \$25 billion in 2000, but ConAgra has also been shown to cheat farmers and consumers.

**For Group 7:** Summarized from the book: Real Food For A Change, written by Rod MacRae, Wayne Roberts, and Lori Stahlbrand, 1999

-In Canada, fishing and hunting are classified under government tourism and recreation departments instead of being considered as food gathering.

-In Canada, naturopaths who specialize in nutritional health therapy are not covered by medicare.

-In Canada, healthy food is not classified as part of the health sector, while preparing or cooking foods is not recognized as a cultural activity.

-Food is a for-profit commodity, and has no representation on behalf of citizens in any level of the Canadian government.

-Loblaws receives \$1 out of every \$5 Canadian \$ spent on food.

-Approximately 60% of processed food has been made through genetic engineering.

-Close to 40% of food produced in North America is wasted, mainly due to overstocking, over storing, and to toxins and blemishes, which falls out of favour to agribusiness food marketing.

-The average meal in North America travels over 1500 miles before consumption.

-Conventional food production and distribution is responsible for approximately 25% of green house gas emissions.

**Activity 2: 21-24 minutes.** Adapted from the “World Food Distribution Activity”

Resources: A map of the world. The World Food Distribution Table (provided following the instructions). 100 grains of rice. 100 seeds.

The Procedure: The facilitator divides the class into seven groups. The group sizes are ordered by referring to the World Food Distribution Table on Page 10. In each case there may not be 20, 25, or 30 participants, so groups can roughly correspond to the same proportions of the Table.

The facilitator(s) explain(s) that each group represents the proportion of people that live in the continental and sub-continental regions. The facilitator(s) then explain(s) that rice and seeds will be distributed to their groups, which will symbolically illustrate how unequal food is really distributed in the world.

The rice and seeds are handed out according to the heading “*Food allocation*”, which is indicated in the Table. The rice and seeds are initially handed out evenly among group members.

The facilitator(s) can explain that simply using rice and seeds in this activity helps to form a visible picture of how complex inequalities are in our global food systems of, production, distribution, and consumption.

The facilitator(s) then explains that this is not a true measurement of how food is distributed in the world; however, he/she must emphasize that this an approximated overview of the average consumption rates of individuals in each of the seven regions. Students are then assigned specific roles as social actors in the global food system. You need to mention that the assigned roles are not accurate proportional representations either.

Written below are the examples of roles. Group 1 is Sub-Saharan Africa, and Group 7 is Oceania (if the class is big enough). Groups are assigned roles by referring to the Table, going from left to right. The assigning can be arbitrary among groups or students may want to divvy up the roles once they know what they are.

-For Group 1, each class-size scenario has small-scale farmers.  
-For Group 1, in a class size of 20, there are two farmers that cultivate GM crops.

-For Group 1, in a class-size of 25 and 30, there are three farmers that cultivate GM crops.

-For Group 2, the following roles are assigned in a class size of 20, six small-scale farmers, (three cultivate GM crops, two are organic farmers, one is a fair-trade farmer), one large-scale GM farmer, one wealthy consumer, one non-governmental organization (NGO) food donor, and two multinational food companies.

-For Group 2, the following roles are assigned to a class size of 25, nine small-scale farmers, (six cultivate GM crops, two are organic farmers, one is a fairtrade farmer), one large-scale GM farmer, one wealthy consumer, one NGO food donor, and two multinational food companies.

-For Group 2, the following roles are assigned to a class size of 30, eleven small-scale farmers, (eight cultivate GM crops, two are organic farmers, one is a fair-trade farmer), two large-scale GM farmers, one wealthy consumer, one NGO food donor, and two multinational food companies.

-For Group 3, in a class size of 20 and 25, there is one multinational food company, and two wealthy consumers

-For Group 3, in a class size of 30, there is one multinational food company, two wealthy consumers, and one large-scale GM farmer.

-For Group 4, each class-size scenario has one small-scale fairtrade farmer, and one wealthy landowner.

-For Group 5, in a class size of 20 and 25, there is one small-scale farmer who cultivates GM crops.

-For Group 5, in a class size of 30, there is one small-scale farmer who cultivates GM crops, and one NGO food donor.

-For Group 6, each class-size scenario has one multinational food company.

-For Group 7, in a class size of 20 the world map illustrates the landmass of Oceania and its relative proximities between other continents and sub-continental regions.

-For Group 7, in a class size of 25 and 30, there is one wealthy consumer.

After this role-playing atmosphere has been created, the facilitator(s) introduce(s) the guidelines written below of the next phase to "The World Food Distribution Activity".

-Multinational food companies from North America, Europe and Asia can now circulate the 'world' and claim 75% of all the rice and seeds from everyone else. Concentrate on obtaining food from the small-scale farmers first.

-Wealthy landowners, wealthy consumers, and large-scale farmers can now take what is left, but must leave each small-scale farmer with either one rice or one seed.

-NGOs can now share half of their food equally among the small-scale farmers.

Students can then be given the option to elaborate on the roles of farmers, for example a cattle farmer, a cash crop farmer may be chosen etc. Students can also be encouraged to choose a real social actor. For example, a North American multinational food company can be acted as ConAgra.

After the rice and seeds have been completely divided each social actor must be played out. Remind everyone that their interest in food trade reflects solely the role that has been assigned. They should talk among themselves about how to improve their hypothetical situations. For example, the multinational food companies would try to sell the food to everyone for profit. The farmers that remain in their continents or sub-continents may want to pool their resources together to acquire more food or undertake additional labour.

The rules of this simulated world of international trade are hopefully going to be designed by the participants. They will determine if the rice and seeds are distributed more evenly. Intervene if they are unclear about what to do.

The portion of the activity described above occurs for approximately **14-15 minutes**. After it, the facilitator(s) ask(s) students to stop what they are doing. They are asked to reallocate the rice and seeds to the original proportions, indicated by the Table.

Participants are asked to briefly share their experiences from their groups, or assigned role in relation to the image it shows about the real world. That can occur for **5-6 minutes**, they are asked to go back to their seats.

Point out to the class the relevance of showing food and people not just as measured by statistics, but also as human beings with wants and needs. Allow **2-3 minutes** for a discussion, which leads into the final activity.

Purpose: To develop critical understandings of global food distribution. This activity aims to reveal cross-cultural and cross-spatial irrationality of how food trade and food consumption essentially operate. This exercise allows 'our' global perspectives to be magnified in such a way that, participants can see the free movement and vast amounts of capital that multinational food companies possess and how it can benefit their operations.

This activity demonstrates how powerless farmers are. Obviously, not all social actors are included in the 'Global Food Distribution Activity'. There is no



reference made to every poor person who cannot afford the food, every merchant selling food in local markets, supermarket workers, people working in the restaurant industry, people working at the various levels of food production (including marketing), and most of all the distribution of food in the private sphere, both in rural and urban households. The absence is apparent because students may comment on the various other people, and may do so in order to develop their own knowledge and understanding.

Overall the main objective is connecting the start of the activity to the finish. Once the simulation has concluded, one can imagine that a day of trading has just ended. What is abundantly clear is that social actors with the most power (namely multinational food companies) made decisions over food that concern millions of peoples' daily consumption habits, daily lives and in many cases, livelihoods. At the end of the activity everything went back to 'normal': inequalities across territories, and among the majority of people.

As is shown, there is enough food to feed everyone, but it does not happen. This leads into the final section of the workshop, which continues to build on this theme of unequal power relations in the global food trading system, and resulting life consequences that are felt worldwide. Students are intended to make comparisons and connections between the various contended powers over ownership and distribution. This activity aims to demonstrate limits of choice that various social groups of people have over food.

At this point in the food security workshop, new ways of interpreting this system of production, distribution, and consumption and how to overcome its overwhelming problems may be a hot topic of debate. That is certainly one of the other two main purposes of the activity. The other is to critically assess this system with respect to environmental impacts (as discussed among other things in the first activity). That is why the method of farming is included in the guidelines for farmers.

The World Food Distribution Table

Class size		Sub – Sahara Africa	Asia	Europe	Latin America	Middle-East / North Africa	North America	Oceania
20	Size of group	2	11	3	2	1	1	0
	"Food Allocation"	8	54	19	10	5	7	0
25	Size of group	3	14	3	2	1	1	1
	"Food Allocation"	12	69	19	10	5	7	7
30	Size of group	3	17	4	2	2	1	1
	"Food Allocation"	12	83	25	10	11	7	7

**Activity 3: The Time Remaining. Allow 5 minutes for evaluations.**

Resources: The information that is provided following the instructions.

The Procedure: The participants remain in their seats. The facilitator introduces the activity as a forum for discussion and proceeds to circulate the activity's information on the sheet provided. Students take turns reading the info out loud.

-The Special Rapporteur Jean Zeigler who is employed by the United Nations as the senior expert in the field of food security stated in his 2001 annual speech to the United Nations Human Rights Commission, that:

-'Time is human life as people die of hunger'

-'The silent, daily massacre of hunger must be stopped'

-The United Nations Food and Agricultural Organization (FAO) reports that an estimated 815 million people were undernourished between 1997 and 1999.

-Every year 36 million people die from hunger and nutritional deficiencies.

-Every seven seconds a child under ten dies from hunger somewhere in the world.

-The Special Rapporteur stresses that food must be a right and be established as the centerpiece of justice worldwide.

-He views responsibilities and domestic actions of governments crucial to achieve justice for the right to food and water.

-He urges that governments must be held accountable for violations of their obligations under international law.

-The Special Rapporteur recommends that nutritional education should be enforced in schools, focusing directly on calories, micronutrients and the importance of vitamins, minerals and iodine.

-He also recommends that universal school lunch programs are needed to better distribute food to young people and combat child malnutrition in both rural and urban areas.

-He acknowledges that grants must be attainable for promoting family gardens to ensure greater access to food, especially for poor families in rural areas.

-These grants would increase self-sufficiency, improve household nutrition levels and develop local food security more fairly.

-Vandana Shiva reported in her book *Stolen Harvest* that 70% of livelihoods worldwide depend on agriculture. Only 2% of farmers live in 'developed' countries and most farmers are women.

-“Only 4% of the consumer's food dollar goes to farmers while the rest goes to brokers, traders, transport, processors and retail.” Quoted from *Harvesting Justice*, p. 5.

-“Over 61% of farm workers live in poverty; 75% of farm workers earn less than \$10000 US per year.” Quoted from *Harvesting Justice*, p. 9.

-“Before you’ve finished eating breakfast this morning, you’ve depended on half of the world.” Martin Luther King Jr. quoted in *Harvesting Justice*, p. 22.

-“What we eat has changed more in the last forty years than in the previous forty years.” Quoted by Eric Schlosser from *Fast Food Nation*, p. 7.

-“Consumption of fast food would likely drop when hamburgers are priced at \$6, the real cost for the hundred gallons of water, two pounds of feed, one cup of gas, and one and a quarter pounds of soil lost to erosion that go into each burger.” Quoted from *Real Food*, p. 162.

-“There is a difference between ecological boundaries and socially constructed boundaries. The difference between herbivores and carnivores is an ecological boundary. It needs to be respected for the sake of both cows and humans. The difference between the value of human life in the North and South is a politically constructed boundary. It needs to be broken for the sake of human dignity.” Quoted by Vandiva Shiva from *Stolen Harvest*, p. 65.

-“Farmers are always optimists believing that conditions are likely to improve for my farm. The next WTO negotiations will deliver better market access for my products. There is increasing world wealth due to increased trading volumes and there will be therefore more customers to buy my high-value, quality-assured products. World consumption of both beef and lamb is increasing and provided I can get access to markets my returns should improve.”

Mr. Alistair Polson, age 45, New Zealand

-“We have some knowledge of government policies. We are worried because we do not have the technology to compete against the agricultural policies, nor the support from our government. We do not think we will enjoy the benefits that the free trade organization talks about. The only thing we are clear about is the huge advantage that the big agribusinesses and multinationals have over us small and medium scale producers. The government has to review these unfair trade policies.”

Mr. Roberto Acosta Reyes, age 44, Honduras

-“Before, when I was young, there was lots of rain. But now the soils are poor, and that makes farming a little difficult. When I was young, it was also less expensive; a kilogram of millet was five or ten francs. Things changed because there isn't enough millet like before and now there are more people. Now, there are more expenses. Before, it was you and your hoe, your strength. But now, if you don't have cows and carts you can't work.... My message is that all peasants are of the same mother and the same father. We live in the same conditions, and we must be organized everywhere. Once we are organized we can exchange experiences, have more ideas and more force to defend our interests.”

Mr. Konimba Koumaré, age 57, Mali

-“The government is failing people. In the short term, the farmers lose. In the long term, the whole country fails. When the world realizes that our food production ability is finite, they'll ask about Canada who was known for its farming tradition and ask, ‘Where did it go?’ and ‘Why is there nothing but

corporate tracts of land?' Farmers are only 3% of the population. Who knows what it will be next time they count...."

Mr. Foster Warriner, age 43, Canada

-“Not only does the government not provide support for the industry, it also encourages the entry of imported fruits such as apples and oranges, which compete with the local fruits. The consumers would rather buy cheap imported fruits than the local ones because they turn out to be more expensive. So, local middlemen had to haggle with us and force us to sell at a very low price so that the fruit produce can compete with the price of imports.”

Ms. Elvie Almendras, age 39, the Philippines

-“I have been in agriculture for 40 years and I compete with around 60 farmers in the region. I have eight children and sometimes they help me in the field. I have supported my family by agriculture all these years but sometimes there is relief food to support us. The children today are weaker than I was when I was young because they are affected by a lack of food. I will continue in my farming industry. I can't leave farming. I wouldn't. Where would I go? All the people who farm and yet, there is no other means than farming. I can't change.”

Mr. Assefa Gelaw Akalie, age 45, Ethiopia

The Final Step is the classroom's discussion, which is the overall purpose of this activity. Because different voices are presented in this activity, the additions made by the participants' own voices help make sense of all that has been learned throughout the workshop. This discussion is set in place to expand understandings and awareness of global inequalities. The need for self-reflection on personal choice in food consumption is a predominant theme in this activity. Hopefully, students will think more about how interdependent we all are on a global food system and that we cannot take food for granted as the farmers from around the world show in their interpretations of the food system. Students are also meant to think about the Special Rapporteur's solutions to the drastic inequalities in food distribution and food consumption.

In the final five minutes of class time the facilitator(s) distribute(s) the evaluation forms and give the teacher his or her package. I hope that the experience gained by people who are involved in this lesson on food security will learn new things that shall lead to self-reflection and self-growth.

# Food Security Workshop Handout

A recent survey of U.S. produce has determined the 10 most contaminated and least contaminated foods on the market:

Rank	MOST Contaminated Foods	LEAST Contaminated Foods
1	Apples	Corn
2	Spinach	Cauliflower
3	Peaches	Sweet Peas
4	Pears	Asparagus
5	Strawberries	Broccoli
6	Grapes (Chile)	Pineapple
7	Potatoes	Onions
8	Red Raspberries	Bananas
9	Celery	Watermelon
10	Green Beans	Cherries (Chile)

Source: Environmental Working Group.

Compiled from USDA and FDA pesticide residue data 1992-1997.<sup>13</sup>

Keep in mind that this data will be different for produce available in Canada. Also, the ranking of foods is always changing. Consult the Environmental Working Group for updates at <[www.ewg.org](http://www.ewg.org)>.

Pesticides can be found lingering in almost any food product, from fruit to bread to meat. If you would like to find out what pesticides you may have eaten lately, visit the Environmental Working Group Supermarket at <[www.foodnews.org](http://www.foodnews.org)>.

**Post Harvest Treatments:** The shiny red apples in your supermarket disguise another toxic secret. Although we expect fruits and vegetables to be fresh and unaltered, many undergo "post harvest treatments" and contain several additives.

---

**"By the time an ordinary apple reaches the fresh produce shelf, it has been dipped in fungicide, bathed in chlorine, scrubbed with detergent and polished with wax."<sup>14</sup>**

---

Waxed and/or shellacked fruits and vegetables include apples, avocados, bell peppers, cantaloupes, cucumbers, eggplant, grapefruit, lemons, limes, melons, nectarines, oranges, passion fruit, peaches, pineapples and squash.<sup>15</sup> The wax may contain fungicides, bactericides, colouring agents and ripening inhibitors. Grocery stores do not advise customers to peel their produce even though these waxes are fat-soluble, which means they stay in our bodies and accumulate over time.<sup>16</sup> The only safe method of removing all the wax is to peel your fruits and vegetables, thus sacrificing many of the nutrients, although a mild detergent or non-toxic produce wash may remove most of the wax and some of the external pesticide residues.



## The Green List

About the list below: these are products containing soy, corn, canola or potatoes or their derivatives (soy lecithin, corn syrup, corn starch, corn fructose) and guaranteed to be free of genetically modified organisms (GMOs). They are verified by written declaration either by letter, by electronic publication on a company web site, or by virtue of being certified organic (because in Canada and the United States organic certification standards exclude GMO). To be on the green list the product must not contain any genetically engineered ingredients, nor be derived from GM ingredients.

### Baby Foods

- Gerber**
  - All varieties
- Heinz**
  - All varieties
- Earth's Best Dry cereal**
  - Whole Mixed Grain
- Earth's Best (jars)**
  - Pasta Dinner
  - Vegetable & Beef
  - Corn & Butternut Squash
  - Summer Vegetable
  - Spinach & Potatoes
  - Potato & Green Bean
- Earth's Best Juniors**
  - Spring Vegetable w/Pasta
  - Spaghetti & Cheese
  - Vegetable Souffle
  - Tender Chicken & Stars
  - Vegetable Beef Pilaf
  - Country Potato & Vegetable
  - Chunk Orchard Fruit
- Earth's Best for Teething**
  - Original Biscuits
  - Wheat Free Biscuits
- Gerber Dry Cereal**
  - Mixed Cereal for Baby
- Gerber jars**
  - Potato
  - Creamed Corn Macaroni
  - Tomato Beef Vegetable Chicken
  - Vanilla Custard
- Gerber Graduates**
  - Turkey Stew with Rice
  - Vegetable Stew with Beef
  - Pasta Shells with Cheese
  - Cheese Ravioli with Tomato Sauce
  - Chicken & Broccoli with Cheese
- Healthy Times jars**
  - Harvest Time Vegetable
  - Country Vegetable
  - Veggie Stew

- Healthy Times teething cookies**
  - Original Teddy Puffs For Toddlers
  - Apple Cinnamon Teddy Puffs For Toddlers
  - Vanilla Hugga Bear Cookies
  - Cinnamon Hugga Bear Cookies
  - Vanilla Arrowroot
  - Maple Arrowroot Tretzels
  - Original Tretzels
  - Organic Peanut Butter
- Nature's One**
  - Toddler Infant Formula

### Baking Goods

- Bob's Red Mill**
  - 10 Grain Pancake & Waffle
  - No Oil 10 Grain Pancake/Waffle
  - Buckwheat Pancake & Waffle
  - Buttermilk Pancake & Waffle
  - Cornmeal Pancake & Waffle
  - Buttermilk Biscuit
  - Cornbread Muffin
  - Date Nut Bran Muffin
  - Oat Bran & Date Nut Muffin
  - Oat Bran & Nuts Cookie
  - Raisin Bran Muffin
  - Spice Apple Bran Muffin
  - Wheat Free Biscuit
  - Commmeal

### Beverages

- Eden Soy Milk**
  - Original
  - Chocolate
  - Carob
  - Rice & Soy Blend
- Green Cuisine**
  - Super Soy Milk
- Liberte**
  - Organic Soy Milk
- Muir Glen**
  - Tomato Juice
  - 100% Vegetable Juice

- So Good Soy Milk**
- So Nice Soy Milk**
- VitaSoy Soy Milk**

### Breads

- Country Fresh**
  - Whole grain certified organic breads

### Cereals

- Arrowhead Mills**
  - Maple Buckwheat Flakes
  - Nature O's
  - Puffed Corn
  - Multigrain Flakes
  - Shredded Wheat
- EnviroKidz**
  - Amazon Frosted Flakes
  - Gorilla Munch
  - Koala Crisp
  - Orangutan-O's
- Health Valley**
  - Cranberry Crunch
  - Raisin Bran Flakes
  - Fiber 7 Flakes
  - Fiber 7 Multigrain
  - Honey Fiber 7 Multigrain
  - Golden Flax
  - Oat Bran Flakes
  - Banana Gone Nuts
- Lifestream**
  - Smart Bran
  - Wildberry Muesli
  - Multigrain Honey Puffs
  - 8 Grain
- Nature's Path**
  - Corn Flakes
  - Honey'd Corn Flakes
  - Honey'd Raisin Bran
  - Multigrain & Raisin
  - Multigrain Oatbran Flakes

Shredded Oaty Bites  
Millet Rice Oatbran Flakes  
Apple Cinnamon Granola  
Ginger Zing Granola  
Organic Soy Plus Granola  
Raspberry Heritage Granola

**Nature's Path**

Corn Waffles

**Condiments**

**Amano**

Soy Sauce

**Annie's Naturals**

Barbeque Sauce

Smoky Maple Barbecue Sauce

**Braggs**

Mineral Bouillion

**Hain**

Canola Mayonnaise

Eggless Mayonnaise

**Muir Glen**

Tomato Ketchup

Grill Chef Barbecue Sauces -all

**San J**

Soy Sauce (organic varieties only)

**Westbrae**

Natural Ketchup

Unsweetened

**Canned Goods**

**Amy's Kitchen Soups**

Cream of Tomato

Cream of Mushroom

Black Bean

Lentil

Minestrone

Vegetable Barley

**Cascadian Farms**

All Jams/Spreads

Hain Soups

Chicken Noodle

Minestrone

Split Pea

Wild Rice

Creamy Mushroom

Mushroom Barley

Vegetarian Lentil

**Health Valley Soups**

Chicken Noodle

Tomato Vegetable

14 Garden Vegetable

Corn & Vegetable

Minestrone

5 Bean Vegetarian

Lentil & Carrot

Split Pea & Carrot

Tomato

Potato Leek

Vegetable

Black Bean

Minestrone

Soup in a Cup Mixes

**Muir Glen Tomatoes**

Whole, Peeled

Diced

Stewed

Ground Peeled

Tomato Sauce

**Muir Glen Sauces**

Chunky Tomato & Herb

Cabernet Marinara

Green Olive

Mushroom Marinara

Balsamic Roasted Onion

Garlic Vegetable

Pizza Sauce

Roasted Red Pepper

Tomato Basil

Italian Herb

Sun-dried Tomato

**Sharienne's**

Organic Soups

**Frozen Foods**

**Amy's Kitchen Pizzas**

Cheese

Mushroom & Olive

Pesto & Tomato Broccoli

Roasted Vegetable

Spinach

Veggie Combo

Soy Cheese

**Packaged Foods**

**Balance Bars**

Crunchy Peanut Energy Bar

Nut Berry

Chocolate Crisp

Honey Almond

**Barbara's Bakery**

Wheatiness Crackers

Sesame Wheatiness Crackers

**Casbah**

Gyros Mix

Wheat Pilaf

**Down to Earth Cookies**

Cinnamon Graham Twists

Chocolate Graham Twists

**Ener-G Foods**

Hol Grain Snack Thins

Hol Grain Onion & Garlic

**Fantastic Foods**

**Hummus**

Pesto Hummus

Chicken Flavour Rice Pilaf

Coucouc

Whole Wheat Coucouc

**Hain**

Rich Crackers

Sesame Wheat Crackers

**Hain Cookies**

Honey Grahams

Vanilla Grahams

Chocolate Animal Grahams

**Hain Kidz**

Animal Crackers

Chocolate Animal Crackers

**Health Valley Cookies**

Oatmeal Raisin

Graham Amaranth

Graham Oat

Rice Bran

**Health Valley Granola Bars**

Blueberry

Raspberry

Apple

Raisin

Marshmallow

8 Grain Sesame

**Lifestream Breakfast Bars**

Buckwheat Wildberry

Mesa Sunrise

Soy Plus

**Lundberg Family Farm**

Garlic Pesto Brown Rice

Spanish Fiesta Brown Rice

Vegetarian Chicken

Risotto: Tomato Basil

Risotto: Italian Herb

Risotto: Garlic Primavera

Risotto: Creamy Parmesan

**Lundberg Rice Cakes**

Apple Cinnamon

Multigrain

Popcorn

**Plumm Good**

All Rice Cake Varieties

**Westbrae Natural Soup**

Old World Split Pea

Louisiana Bean



Mediterranean Lentil  
 Santa Fe Vegetable  
 Milano Minestrone  
 Garden Vegetable  
 Corn Chowder  
 French Onion  
 Creamy Mushroom

**Salad Dressings  
 & Oils**

**Annie's Natural Dressings**

Balsamic  
 Ceasar  
 French  
 Cilantro & Lime  
 Green Goddess  
 Garlic Parmesan Tofu  
 Low Fat Honey Mustard  
 Sesame Peanut Tofu  
 Shitake & Sesame  
 Thousand Island

**Nasoya**

Garden Herb  
 Creamy Dill  
 Creamy Italian  
 Sesame Garlic  
 Thousand Island

**Spectrum Naturals**

Canola Oil, organic  
 Canola Mayonnaise  
 Lite Canola Mayonnaise

**Snack Foods & Sweets**

**Bearitos**

Blue Tortilla Chips  
 Reduced Fat Tortilla Chips  
 White Tortilla Chips  
 Yellow Tortilla Chips  
 Cheese Crunchies  
 Lite Cheddar Puffs  
 Baked Cheddar Puffs  
 Buttery Popcorn  
 White Cheddar Popcorn  
 Microwave Popcorn  
 No Salt No Oil Popcorn

**Cloud Nine**

Organic Chocolate bars

**Garden of Eatin' Corn Chips**

Sesame Blues  
 Black Bean  
 Little Soy Blues  
 Red Hot Blues

Red Corn  
 Garden Grains

**Hain Mini Rice Cakes**

Ranch  
 Honey Nut  
 Apple Cinnamon

**Hain Popped Mini Cakes**

Original  
 Caramel  
 Butter  
 Mild Cheddar  
**Kettle Potato Chips**  
 Regular  
 Lightly Salted  
 Baked  
 Mesquite Barbeque  
 Honey Barbeque  
 Sea Salt & Vinegar  
 NY Cheddar & Herb  
 Yogurt & Green Onion

**Que Pasa**

Organic Tortilla Chips

**Rapunzel**

Organic Chocolate

**Tofu & Soy Products**

**Amy's Kitchen**

All American Burger  
 California Veggie Burger  
 Chicago Veggie Burger  
 Texas Veggie Burger

**GeniSoy**

Vanilla Protein ShakeMix

**Lightlife**

Lightburger Veggie Burger  
 Tamari Tempeh Burger  
 Lemon Grilles Tempeh Burger  
 Barbecue Grilles Tempeh Burger  
 Tempeh - All varieties  
 Smart Deli Slices  
 Lean Links  
 Gimme Lean Sausage  
 Gimme Lean Beef  
 Seitan - All varieties  
 Tofu Pups  
 Smart Dogs

**Mori-Nu**

Silken Tofu - All varieties  
 Light Tofu - All varieties

**So Soy+**

Soy Vegetarian meals

**Soyganic**

Extra Firm Tofu

**Solgar**

IsoSoy Protein Mix

**Sunrise Soy**

Organic certified Tofu

**Unisoya**

Organic certified Tofu O.C.I.A.

**White Wave**

Tofu - All varieties  
 Five Grain Tempeh  
 Soy Tempeh  
 Soy Rice Tempeh  
 Wild Rice Tempeh

**Yves Veggie Cuisine**

Garden Vegetable Patties  
 Black Bean & Mushroom Burgers  
 Veggie Wieners  
 Veggie Chili Dogs  
 Hot Spicy Jumbo Veggie Dogs  
 Tofu Wieners  
 Veggie Breakfast Links

## Food Security Workshop Bibliography

Huizinga, Linda in conjunction with Kawartha World Issues, Harvesting Justice: A Guide to the Canadian Food System: Trent University, Canada, 2000

Gorelick, Steven, Merrifield, Todd and Norberg-Hodge, Helena, Bringing the Food Economy Home: Local Alternatives to Global Agribusiness: Fernwood Publishing Co., Ltd., Krumarian Press, Inc. and Zed Books, Berkeley, U.S.A and Foxhole, UK, 2002

Lee, Stella, Liffman, Caroline and McCalligh, Cindy, additional editing by Daryl Novak, illustrations by Julian Van Mossel-Forrester, additional graphics by Juby Lee and Julie Wilson, project coordination by Shelley Porteous and Hanna Schayer, The New & Improved Supermarket Tour: Ontario Public Interest Group, Montreal, Canada, 2001/2002

MacRae, Rod, Roberts, Wayne and Stahlbrand, Lori, Real Food For A Change: Random House of Canada, 1999

Ontario Ministry of Education, The Ontario Curriculum Grades 11 and 12: Canadian and World Studies: Toronto, Canada, 2000

Shiva, Vandana, Stolen Harvest: South End Press, Cambridge, Ma, 2000

Schlosser, Eric, Fast Food Nation: The Dark Side of the All-American Meal: Perennial, NY, U.S.A, 2001-2002

www.citizens4change.org, "World Food Distribution," in The Global Classroom 2: Piping Publishing, 2000

[www.cog.ca](http://www.cog.ca), Cog Reference Series #6 – From Conventional to Ecological Agriculture: A Guide to Crop Transition: Canadian Organic Growers, Ottawa, Canada, 2001

[www.fairtrade.net](http://www.fairtrade.net), Fairtrade Standards: Fairtrade Labelling Organizations International, 2002

[www.fao.org](http://www.fao.org), The Potential of Agricultural Biotechnology: (author unknown, Food and Agriculture Organization (UN), 2001

[www.ichrdd.ca](http://www.ichrdd.ca), Unequal Harvest – Farmers Voices on International Trade and the right to food: International Centre for Human Rights and Democratic Development, Montreal, 2001

[www.righttofood.org](http://www.righttofood.org), The right to food: Report by the Special Rapporteur Mr. Jean Ziegler submitted in accordance with UN Commission on Human Rights and UN General Assembly, UN Economic and Social Council, December 20, 2001

## The Human Rights Essay

The purpose of this essay is to provide background for the human rights workshop that I (Dan Morrison) prepared during the summer of 2002. It is intended for my Academic and Program Supervisors, as well as for any student volunteers who have studied the content of the human rights workshop, and plan to facilitate their own workshop. This essay is the companion of that workshop, which may be used in the future by anyone with consent from Kawartha World Issues Centre (KWIC). The essay is not designed for presenting the workshop itself to an audience. It is rather the result of the interaction between research and my own reflections that occurred as I was creating the workshop. The goals of this companion piece are to explain how the human rights workshop was developed and why I think it is a worthwhile learning experience for everyone involved in its presentations. I will highlight the various stages of developing the workshop and my conclusions about the process. Throughout this essay, I will reflect on the learning process involved in creating the workshop, and how it expanded my knowledge as both a learner and an educator. I will begin by describing the context of my involvement in this project.

At the end of the 2001/2002 academic school year, I learned about a Community Based Research Project course that was being offered by International Development Studies (IDS) at Trent University. It was the first year that this course (IDS 370) was being offered. I learned that there were several projects that I could choose from and that each Community Based Project is

coordinated by the Trent Centre for Community Based Education (TCCBE). The project that interested me the most was one offered by KWIC in the field of global education. Learning about what KWIC had to offer involved networking, meetings and e-mail messages among the Chair of IDS, the Liaison for TCCBE and the Program Supervisor for KWIC. To make a long story short, I became the Global Education Program Coordinator for high schools at KWIC for the 2002/2003 academic year.

I immediately became interested in KWIC's commitment to connecting international issues to their local counterparts. I was also impressed with the practical learning base that KWIC is promoting by building partnerships in the community. I was attracted by KWIC's ability to deliver various hands-on workshops that engage young people in community learning activities.

As noted below, after doing extensive preliminary work, I chose to prepare workshops on the themes of human rights and food security.

This particular workshop aims to develop participants' awareness of human rights international agreements that proclaim their universality. A specific emphasis of this workshop is to shed light on how to realize our universal rights through active discussions, analysis, understanding and cooperation aimed at changing the current global system, which blatantly disregards and neglects many peoples' human rights. My prime objective has been to create participatory, interactive workshops that also generally comply with Ontario curriculum standards. This was a new challenge for my academic and learning experience.

In order to prepare the workshops for presentation in the local schools, my task from late May until the end of the high school year was to contact and make appointments with teachers. This work involved specifically promoting the idea of the workshops to the teachers (my ideas were very general then), and meeting with as many teachers as possible. That initial process was extremely successful thanks to the combined efforts of both Cheri Wright and myself. She was promoting Global Youth Connect to the schools and teachers simultaneously. Cheri and I telephoned many teachers and mostly talked with school secretaries. However, we kept up-to-date on each other's progress in securing confirmations and making appointments and meeting people. Every high school in Peterborough expressed enthusiasm about each of our projects. We received some telephone numbers, e-mail addresses and requests to contact individual teachers in the early fall or winter.

Then the planning stage began. My Program and Academic supervisors provided me with several suggestions for choosing my topics and how I might delve into them. I ended up choosing two topics with my Program Supervisor that followed up on the ones done by Jen Ball for primary schools through KWIC last year. The two topics are human rights and food security. However, I knew from the outset that my projects were going to be completely different from Jen's, largely because of their intended audience at the high school level. Jen helped me along my path by explaining how she did her project and showing me her materials. I did not use Jen's work as a source and therefore did not list it in my

bibliography; however, both it and the 2000 Ontario curriculum were great frameworks for organizing my thoughts.

A related conceptual and timing challenge was to finalize the paper work for the Project between the TCCBE, KWIC, my Academic Supervisor and myself in order to have them completed for the beginning of the academic year. My Program Supervisor and I worked out a rough draft for the project plan. I was then helped considerably by the Liaison at TCCBE. Together we established the project's timeframe, objectives, and tasks. The final plan was established and eventually signed by each of the four 'stakeholders' just past the halfway mark of the summer.

I am glad to say that the plan has been successful. I have taken a bit more time researching and writing up my results than foreseen. Planning is vital. Completing assignments of this nature requires constant study and revision. I researched a tremendous amount of information, but my plan did not allow sufficient time to discard unneeded sources or to take into account the timeframe required for editing. My major self-criticism is that I did not create specific foci for each workshop before and during the research. Nonetheless, it remained interesting and self-enriching because I explored many avenues of information, which all helped shape the workshops and my knowledge base. In my opinion, what I have produced are well-developed workshops. They must also be interpreted as academic work and not solely as interactive workshops.

Both workshops are designed primarily for Grade 11/12/OAC students in order to facilitate learning through active participation. They are not limited to a

senior high school audience, although that was the group in mind throughout the process. The final product was carefully assembled for my Supervisors and of course for my own learning benefit.

The research was the most time-consuming aspect of the project. I did extensive reading and web-searches during the last half of the summer. While nearing the approach of the academic year and then after its beginning, I have been engaged in extensive drafting and revisions of the workshops. Both workshops were researched simultaneously. In the early stages of the research, I was stringent about keeping a daily journal of my progress. Due to the amount of time involved, however, I stopped making journal entries and instead continued to keep a record of my hours. I have kept most of my rough work because it is the foundation of the workshops.

I hope that the human rights workshop demonstrates that considerable dedication, evaluation of sources and innovations were involved and have been synthesized in a substantive way. The most interesting aspect of the project (at least up until this stage) has been deciding how the workshop will function and what is to be included. Now I turn to the method of education underlying how and why the human rights workshop has taken the shape that it has.

The workshop is created in five main sections, which are all activity-based and involve students interacting with each other and the information provided to them. Each activity encourages students to share what they have learned and provide further inputs they may themselves have. Two strong points for this approach relate to group and classroom dynamics. Because every group in each



activity learns different ideas, facts etc., these building blocks are presented and discussed within a class forum. Everyone has an equal opportunity to interpret and reflect upon the main themes of human rights issues. In each activity, some participants may talk more than others; however, everyone is recognized as an equal contributor and respected as an independent thinker who certainly has the right and power to openly expand upon the knowledge presented in the workshop, and by the facilitators of the activities. Facilitators can be seen in this context as any two voluntary presenters and also as the participants in the class.

The content of the workshop can be understood as a direct consequence of my interpretation of the research and sources and my own perspectives. While I have attempted to be as non-judgmental as possible, the presentation of information on highly contentious issues without bias or insights stemming from my reflection is difficult. Hopefully, many more perspectives will be generated in the workshops, and the content will serve merely as a backbone for more in-depth analysis and critical thinking.

In Activity 1, the participants including the facilitator are asked to name a human right that is essential to being human and living on Earth. The introduction is designed to show that the workshop will follow students' perspectives, and acknowledges that their knowledge and awareness of human rights are valid. Hopefully students will feel confident and comfortable with each opinion and possible disagreement.

The direction and pace of the workshop is then determined by students, as the facilitator asks participants to draw distinctions between different kinds of

human rights (universal, cultural etc.). This framing of human rights is crucial as it leads to Activity 2 and also identifies characteristics of human rights. Hopefully students will become and remain engaged, especially since they are encouraged to express their own voices.

Activity 2 connects the participants' perspectives and conceptions on human rights to selected excerpts from the United Nations (UN) documents listed in the activity. The purpose of this exercise is to familiarize the students with these 'official' statements of human rights that have been ratified by most countries as international law. The structure of the activity is designed to ensure that students participate and see their own inputs as valued. The goal here is to raise awareness and concern among individuals about the serious gap between the human rights rhetoric and practice by demonstrating that human rights are evidently not universal by any measure. A hope here is that everyone will be attentive, learn something new and be interested in participating in the remainder of the workshop. In a larger sense the process may begin to increase the willingness of participants to raise questions or ideas that could lead to a critical analysis of what human rights are and why they often remain unfulfilled ideals. This builds onto the next step of the workshop and begins a process of promoting action for social change.

Activity 3 examines brief summaries of three perspectives that focus on understanding human rights as a process of development and freedom for human life. The fundamental questions here are: what must be challenged and changed and who can cooperate in defending human rights and acknowledging

their violations. I will briefly outline my own thoughts on these summaries because I do not know how participants will perceive the information, arguments and ideas that are presented to them in the summaries.

Each of the authors summarized has a different approach to examining global networks of power and their influences upon human rights. Each recognizes that nation states are central to the functioning of global relations, and each attributes a pivotal role to states because of their ability to shape the boundaries of other global players (advocacy networks, militaries etc.) and their own citizens. The authors interpret power relations as unequal and ultimately in many cases there is a lack of political will to defend human rights. This in turn serves to diminish freedom and oppresses people.

The fact sheet summarizing Sen is my general overview of his understanding of freedom. He thinks that the concept of freedom is difficult to equate with universal human rights due to the ever-changing diversity of people, cultures and political experiences. He indicates that the meaning attached to human rights is very different from real life practice because of the influences that social and economic systems upon ordering our understandings and limiting what freedom entails. The fact sheet summarizing Machel is my general overview of her critique of the ways in which human rights documents are created. She remarks that human right documents have been historically drafted by people whose interests and knowledge do not reside with the majority of people. She stresses the need for widespread collaboration among states to seriously plan an improvement of human rights through literacy and educational

programs. The goal is to develop humanity by including equal participation of women and foremost protection of the rights of the child. The fact sheet summarizing Keck and Sikkink examines the roles of advocacy networks in helping people overcome vulnerability and inequality and, by doing so, promote more general change in the promotion of human rights in often difficult circumstances.

I will describe **Activity 4** and **Activity 5** together because they both draw from earlier activities in the workshop. Both are intended to initiate ways of challenging the status quo and to proactively seek methods of cooperation to enhance our solidarity in the pursuit of universality in the achievement of human rights. They seek to encourage local ways of finding common visions, goals, and understandings in order to build a more solid society based on mutual respect and beneficial interactions. The language and discussion from the students and the documents of the UN are crucial as a method of framing human rights law into action plans that can apply their meanings to a local political environment. The idea of building advocacy networks is especially important. It is my hope that these final two activities will spark interest and discussion beyond the classroom setting and lead to community action to promote human rights at the local level.

What is especially of interest to me here is the workshop step that introduces Human Rights Cities. I think that the approach taken by the People's Movement for Human Rights Education (PDHRE) is revolutionary. I am now thinking of ways to actualize this transformative vision in Peterborough. I hope

that students will also find the idea of Human Rights Cities exciting and will want to learn more and perhaps contribute to this vision.

In researching and developing this workshop, I have become more self-aware, analytical, and have deepened my understanding of human rights. Most importantly to me is that I have developed as a person since this research began and have decided to study human rights in greater depth. Because the little knowledge I have acquired has evoked in me such tremendous emotion and concern, I also want to help others learn more about human rights and how to apply their knowledge to action.

To summarize Charles Call from his article “A Human Rights Practitioner’s Perspective,” international norms and political regimes must be constantly assessed and reassessed when human rights are on an agenda for implementing change. Efforts to improve human rights will not easily overcome distortions of power and opposition from those who may fear greater rights and freedoms for others. However, progress can be made at the local level and much can be done to make ordinary people feel more empowered and responsible for making a better future for themselves and their communities.

In conclusion, I want to highlight some statements from The Global Activist’s Manual, a source that has not been used directly in either workshop. “Instead of one vision in the form of a manifesto, there will be a kind of vision-jam, a layering of voices and ideas, tangents that veer off in unexpected directions, and an ever-widening web” (Naomi Klein, p. 9).

Consciousness, vision and strategy are three pillars for moving towards social and economic justice. A critical understanding of how the world works, our place in it, the history that has socially shaped it, and also the vision we want to work towards for our families, communities, and Earth must come first. The strategy we collectively create to change the world we live in can involve steps to realize a world of greater justice. As Gandhi said, "Be the change you wish to see" (p. 161).

The food security workshop is work in progress that attempts to present information that is relevant and challenging for participants. I hope that students and facilitators will have a wonderful encounter with this workshop. I too hope to learn each facilitator's experience and from the students and teachers by looking at their evaluative comments. Certainly my own experience with both workshops has been the most enriching learning I have ever done. I am privileged and fortunate to have had the opportunity to develop them and I wish all the best to anyone who participates or undertakes a similar project in years to come. I want to express thanks and gratitude to those who helped me, especially Adele Finney, Jennifer Clapp, Jennifer Bowe, Jen Ball, and Cheri Wright.

Written by Dan Morrison

# Human Rights Workshop

There are several interconnected objectives of this workshop. First, it is designed to question how human rights are part of our lives. In addition, it provides students with the capacity to explore their beliefs and their awareness of the significance of human rights. In this process students will learn from each other's perspectives in interactive critical discussions. An emphasis in these discussions is placed on their abilities to highlight the divisions they visibly see and know of between 'universal' human rights and how these are maldistributed among different human beings. The overarching objective during the workshop is debating about which human rights we truly have, share and need, and what can be done to improve the situation worldwide by acting locally on behalf of justice and equality.

The goals for this workshop are to acknowledge the essential importance of listening to everyone's ideas, and to cooperate together to collectively learn, and respect one another's individual way of thinking, reflecting, and living. This human rights workshop is intended to increase knowledge and understanding of the alleged universality of human rights. After the workshop, the aim is to encourage students' political visions to further apply and promote the universal realization of human rights outside of the class. I hope that the learning experience developed in this workshop will benefit everyone in some way and motivate common ground among participants to build ways to achieve human change.

Order the desks before giving a brief '5' minute introduction to the class that will begin the workshop (along the lines of what is described in the introduction of facilitating a global education workshop).

## **Activity 1: 11-12 minutes.**

**Resources:** Two large sheets of paper with two markers. Tape to hold the sheets.

**The Procedure:** The facilitator asks each student to state a human right that he/she deems necessary to human life and well-being. The facilitator will ask the student if he/she feels that the statement implies a universal, social, cultural, political or civil right. The facilitator will be included in this process. He or she may want to begin or end that section of the activity. The facilitator may want to ask that a new right be given by each participant; however, that is not required. The information provided from each participant will be written on a large sheet of paper attached to the chalkboard. A short discussion will proceed in a class forum. The central focus is: what are the main differences between universal, social, cultural, political or civil rights? (Definitions of the human rights will be given as a handout).

**The Purpose:** To demonstrate that each person has knowledge of what rights are needed for human beings to live in dignity and harmony with each other, one's

self and the planet. The other goal is to recognize that everyone is equal and that people may have different interpretations of how one lives or ought to live. The prime objective is to contemplate the marked distinctions between the types of rights that will be illustrated in the second activity

**Activity 2: 15-16 minutes.**

Resources: Excerpts from six United Nations (UN) Documents and the 2 Canadian Documents. (They are provided below, after the remaining instructions.)

The Procedure: The facilitator introduces the five UN Documents and the two Canadian Documents by their titles. The facilitator asks the class what information can be drawn about the existence of these Documents before the reading of selected excerpts. The excerpts are handed out on the sheet provided for the students to read from.

After the excerpts have been read, the facilitator asks the class if any conclusions can be drawn from a comparison between their respective statements and the language of UN documents.

The Purpose: To introduce or re-aquaint students with Human Rights Documents that are supposed to constitute global and Canadian laws on human rights. Because everyone is involved in the reading, absorption of, and reflection upon the information, the learning environment remains group-oriented. It is designed to broaden our understandings of how human rights are interpreted when nation-states or national policy-makers sign these Documents into law. What is perhaps clearly highlighted is that these human rights are in fact not universal, and in the case of Canada are far from being standardized or fully implemented. Students will learn that we all have the right to evaluate human rights critically, and to provide alternative perspectives on courses of action. This activity is primarily an exercise to build and link knowledge with the various inputs that have been provided in the first activity, and to determine to what extent presenting our voices is empowering.



## The Documents:

### **Universal Declaration of Human Rights (October 10, 1948)**

#### Article 3

Everyone has the right to life, liberty and security of person.

#### Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

### **Declaration of the Rights of the Child (November 20 1959)**

#### ***Principle 2***

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.

#### ***Principle 4***

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

### **International Covenant on Economic, Social and Cultural Rights (December 16 1966)**

#### Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

#### Article 7

(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;

# **International Covenant on Civil and Political Rights**

(December 16 1966)

## **PART II**

### **Article 3**

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

## **PART III**

### **Article 6**

1. Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.

## **Declaration on the Elimination of Discrimination against Women** (November 7 1967)

*Considering* that it is necessary to ensure the universal recognition in law and in fact of the principle of equality of men and women,

### **Article 3**

All appropriate measures shall be taken to educate public opinion and to direct national aspirations towards the eradication of prejudice and the abolition of customary and all other practices which are based on the idea of the inferiority of women.

## **Canadian Charter of Rights and Freedoms** (April 17 1982)

### **Fundamental Freedoms**

2. Everyone has the following fundamental freedoms: (a) freedom of conscience and religion; (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; (c) freedom of peaceful assembly; and (d) freedom of association.

### **Equality Rights**

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

## **The Canadian Human Rights Act: a 1998 Human Canadian Human Rights Commission Guide**

### Equal pay

A job performed mostly by women cannot be paid less than a job of equal value done mostly by men. Examples of jobs that might be of equal value are nursing assistants and electricians, or secretaries and maintenance staff.

### Equal pay guidelines

A difference in wages between men and women performing work of equal value in an establishment may be justified by different performance ratings, seniority, red-circling, training and rehabilitation assignments, internal labour shortages and surpluses and regional wage rates.

Following the discussion about the connections between human rights and the role that they have in society, the facilitator introduces the following activity:

### **Activity 3: 10-12 minutes.**

**Resources:** Three large sheets of paper with three markers. Tape to hold the sheets.

**The Procedure:** The facilitator addresses three human rights: the right to freedom of expression, the right to security of life, and the right to education. Three other rights may be chosen by the facilitator. Alternatively, the best approach here may be to have each group choose a right, or have each group choose the same right to discuss in three groups or as a class. Class members will then either stay in their previous groups, or form new groups. Following the negotiation of this activity, the facilitator asks each group or the class how these human rights or human right are visible or invisible, achieved or not achieved in Peterborough. As the ensuing discussion develops in the classroom, the facilitator assigns each group a specific role to play in the assessment and hands out the three large sheets of paper.

For example, one group may be a student body at a high school, or at a university, a local chapter of Amnesty, a local religious organization, a public or separate school board, the Peterborough Examiner, a teacher's union etc. Participants are told that they must cooperate to improve or resolve the human rights issue in Peterborough. Ideas exhibited by students of cooperative methods and the other suggestions for this activity are summarized and adapted from *Citizen Action*.

## **Citizen Action**

List four possible actions that citizens can take to change a specific human rights problem. The students write these down on the large sheet. Then the class must determine which three actions (1 from each group or three from different participants) are the best plans for action according to the agenda of the local organization(s). Reasons may be given to justify an answer. Some people may not participate; however, try to motivate the class to decide upon the ideas and manners of cooperation democratically. Keep in mind that every person's answer merits equal worth. While making the transition to the last activity, mention that this process highlights why communal cooperation is the best option for creating social change.

The Purpose: To promote creative imagination and common strategies to apply human rights issues to practical circumstances. This activity also attempts to stimulate students to think abstractly by creating a hypothetical situation that requires a remedy. The objective is to illustrate that serious problems do exist even in Peterborough, Canada, and furthermore, if public action does not occur, problems do not fix themselves. The fundamental purpose here is to situate students into 'possible' careers in life. More important is the direct indication that decisions cannot be made in isolation, but by many voices in order for any meaningful results to be achieved. This activity also builds on the knowledge of the ongoing workshop, while introducing the crucial concept of collective or community decision-making, which is at the heart of the final section of this workshop.

### **Activity 4: The Time Remaining. (Allowing 5 minutes for evaluations).**

Resources: The sheets of information on Human Rights Cities, which are provided below.

The Procedure: The facilitator introduces the title of the first article (provided below the Purpose) and proceeds to read what has been summarized. Note that there are three quotes in the article's text that must be acknowledged. Then the facilitator outlines the principles of a Human Rights City. Note also that the third principle of a Human Rights City is drawn from Richard Claude. The class is then asked to divide into six groups. Each group receives a sheet of information that describes a different step in the process of implementing a Human Rights City. Each group is asked to read the step's information, in their groups. Participants are encouraged to discover how the step they are reflecting upon relates to the other steps. This is done by group interaction and eventual class discussion and evaluation if time permits.

The Purpose: To illustrate a real-life movement of human rights education. This objective is to show how human rights can be applied in daily life, regardless of the social status an 'ordinary' citizen or student has. This final step of the

workshop elaborates on the content that has been presented. By clearly demonstrating the significance of UN human rights doctrines and their relationships to the driving force behind the People's Movement for Human Rights Education (PDHRE) that is engaging in active cooperation with communities.

This is an activity that promotes self-empowerment and group and self determination. The priority is to broaden perspectives and exchange ideas about how to challenge the failure to provide human rights. The specific focus is to create links of awareness and dedication to promote human rights discourse both inside educational circles and outside in daily life. Students will come to critically understand deficiencies in mainstream human rights implementation and the need to do something about it. They will explore ways of envisioning a more just society in which people have a voice and participate effectively in the political, social, cultural, judicial, and economic systems.

## Human Rights Education for Social Transformation: Innovative Grassroots Programs on Economic, Social and Cultural Rights

Shulamith Koenig from Israel began an organization called the People's Decade for Human Rights Education, which is now called the People's Movement for Human Rights Education (PDHRE). She interprets human rights as the foundation for social responsibility and crucial for living in communities. In her opinion, cherishing human dignity and respecting everyone is what upholds human rights.

Koenig believes that "fundamental change can be brought about only if every person alive will know that he or she are owners of human rights—that all must become human rights educators, human rights monitors and implementers from generation to generation"(p.2). PDHRE demonstrates a powerful commitment to human rights because, since 1997, the organization has helped initiate Human Rights Cities.

In Human Rights Cities citizens learn and examine laws and policies, by continually monitor them and take actions to ensure that their judicial system abides by the human rights framework. A documentation center is established to map human rights realizations and violations that occur in the city. This process is intended to inform citizens so that they can demand changes in laws and policies, and actively develop alternative policies and budgets for the city.

In a Human Rights City different groups monitor and create various courses of action "to improve the healthcare in the city or the educational system, or the delivery of clean water, etc. The alternative budget comes to replace compartmentalized activities of one group or another. It consolidates and unifies

actions through lobbying for a budget to fulfill the human rights needs of all the people” (p.8).

The principles of a Human Rights City are:

1. Human rights built on four pillars of: Laws \* Policies \* Resources \* Relationships

2. Their implementation rests on the principles of: Accountability \* Reciprocity, \* Participation \* Continuous education

3. Continuous human rights education will: Enhance knowledge \*Develop critical understanding \*Clarify values \* Promote solidarity \* Change attitudes \*Alter behaviour or practices (Richard Claude)

The concept of the Human Rights Cities represents a systematic attempt to coordinate these three principles.

Following this introduction, the facilitator asks the class to divide into six new groups and after that is done, the statements (that are written below) from the PDHRE are distributed. The facilitator must stress to the students that they are encouraged to share information as the activity unfolds by learning from the statements among group members and among each group. The activity will only make sense by the cooperation of sharing and comparing different characteristics of what has been drawn from the PDHRE web-site. This particular learning and sharing environment can occur until **five minutes remain**.

**For Group 1: The Concept of the Human Rights Cities, Step by Step**

**What Does It Mean To Be A Human Rights City?**

A Human Rights City is a city where all members, from policy makers to ordinary citizens, learn about and adhere to human rights obligations. Relating international human rights norms to their own immediate and practical concerns, they join and make commitments to initiate community-wide dialogues for the purpose of developing the guidelines of their Human Rights City. All organizations, public and private, join to monitor violations and implementation of human rights at all levels of the society. They develop the methodology to ensure that all decisions, laws, policies, resource allocation and relationships are bound by human rights norms and standards in all decision-making and problem-solving processes. They ensure that human rights serve as guiding principles by which the community develops its future plans and institutions.

**For Group 2: Step 1: How Can We Create A Human Rights City?**

Highly committed local activists need to identify all civil society organizations, solidarity groups, governmental and UN agencies, and all other

institutions that are concerned with the social and economic issues which are vital to the community. These organizations might concentrate on issues such as:

Children, culture, development, differently-abled persons, education, environment, food, health, housing, migrant workers, peace, poverty alleviation, refugees, security, water, women, and/or work.

The process of developing a Human Rights City needs to be fully inclusive of all sectors of society so that working on issues are meaningful to the daily lives of each person in that community.

**For Group 3: Step 2:**

a. Call for a meeting of representatives of groups and institutions from civil society to establish a Steering Committee, which will oversee and facilitate the program, inclusively and representative of all sectors of the community.

b. Schedule learning and planning sessions in which all Committee members will participate. At these "learning meetings" Committee members will articulate their concerns and develop the concepts and principles of a Human Rights Framework as it relates to their specific issues. At these sessions the challenges and opportunities available to government agencies and institutions, ordinary citizens and community activists, will be highlighted to enable the participants to use the powerful space for action that is made available by human rights norms and standards. Discussions will involve the systemic analysis and examination of causes and effects of human rights violations in the community. As part of this learning process, members of the Committee will work together to develop a common vision for the Human Rights City.

c. Collectively design a plan of action, assign the preparation of materials (oral and written), and design a delivery system that extends services to reach members of all constituencies in order to create a learning multiplier effect. Educators and the media will be summoned to work in close collaboration with the Committee to enhance and enrich the viability of the development of the Human Rights City.

**For Group 4: The Steering Committees:**

Steering Committees develop a "training of trainers" program with, by, and for their constituencies. Members of the Committee develop a learning process and a dialogue with their constituencies, introducing the discourse of human rights as related to the community's needs and aspirations. They share learning and action experiences by developing a comprehensive human rights education extension service, comprised of local and international human rights resource persons, educators, lawyers, and activists, available to support the Steering Committee in its work responding to the self-defined needs and requests of the community. They can organize special human rights training sessions for parliamentarians, municipal workers, law enforcement, the judiciary, business people, teachers, health care and social workers, and government officials in

order that all state and non-state actors understand and uphold their obligations and commitments to human rights.

**For Group 5: Step 3:**

As dialogues, discourse, learning and debating spread around the community, each citizen will be requested to play a part in effective human rights advocacy in the community. Each will be asked to:

- Become a human rights "educator," bringing human rights into everyday discourse in the family and community. Just as parents can bring human rights into their homes and teach their children about the dignity of themselves and of all people, educators can insert human rights into all community dialogue, reaffirming the connection between human rights and justice for all.
- Become a human right "monitor." Aware of their government's human rights obligations, people will develop sensitivity to human rights, and will be able to look at their life and development with a human rights perspective. They will be asked to monitor violations of human rights in the community, as well as progress towards human rights implementation.
- Become a human rights "documenter." Effective human rights advocacy requires careful documentation. In communities where illiteracy is a problem, a local "recorder" can be appointed to whom citizens can come and document the human rights violations as well as any progress towards implementation, which they have observed and monitored.

**For Group 6: Creating Awareness and Activities to Develop a Human Rights City:**

Members of the community will be encouraged to bring creativity into the processes of developing a human rights city, by ways of using testimony, community and city hall meetings, street theater and informal community discussions. The results of monitoring and documentation can then be collected and shared to ensure the inclusion of the full and holistic spectrum of the community's individual and collective human rights needs are being met to provide a systemic analysis of human rights violations. Vital to human rights advocacy is the creation of mechanisms for accountability.

The plan may include:

- A community preparing a "*human rights charter*." Individual communities can also collaborate with each other in developing a Universal Charter for Human Rights Cities.
- A human rights "*strategic plan*" addressing all actors -- state and non-state -- affecting human rights from the community, national and international levels. "Human Rights Citizens" insisting that their governing and law



enforcement institutions abide by the plan, implement and enforce it to achieve sustainable human, social and economic development.

- A *community human rights court*, the development of mechanisms of checks and balances, and appointment of a human rights ombudsperson and a local human rights education program committee.

Once the information about Human Rights Cities has been absorbed, shared and discussed, the facilitator asks the class to fill the evaluation forms. The facilitator hands out the teacher's folder.

I hope that the final section will show the growth of interactive participation in proactive ways. I also hope that students will want to learn more about their human rights.

I agree with the idea that the PDHRE puts forth about how participants' eyes open up once the work and dedication involved in citizen action building is actually illustrated and then experienced. These commitments of upholding and cherishing human rights and human dignity can help make the students into upstanding community members that ultimately define how human rights are integrated in a wider range of communities. They become agents of social change, contributing in the words of Nelson Mandela, to "*a new political culture based on human rights.*"

I hope that everyone involved in this learning program gains experience and knowledge towards personal growth and mutual respect of everyone's human universality.

# Human Rights Handout

## **The International Bill of Rights**

Although the Declaration, which comprises a broad range of rights, is not a legally binding document, it has inspired more than 60 human rights instruments which together constitute an international standard of human rights. These instruments include the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights, both of which are legally binding treaties. Together with the Universal Declaration, they constitute the International Bill of Rights.

The Declaration recognizes that the "inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world" and is linked to the recognition of fundamental rights towards which every human being aspires, namely the right to life, liberty and security of person [civil and political]; the right to an adequate standard of living [economic and social]; the right to seek and to enjoy in other countries asylum from persecution [civil and political]; the right to own property [economic]; the right to freedom of opinion and expression [civil and political]; the right to education [social and cultural], freedom of thought, conscience and religion [civil and political]; and the right to freedom from torture and degrading treatment [civil and political], among others. These are inherent rights to be enjoyed by all human beings of the global village -- men, women and children, as well as by any group of society, disadvantaged or not -- and not "gifts" to be withdrawn, withheld or granted at someone's whim or will.

*Published by the United Nations Department of Public Information  
DPI/1937/A--December 1997*

## **Data on Ratification of Five Main Human Rights Treaties**

The Universal Declaration of Human Rights: all UN members have ratified.

Declaration of the Rights of the Child: 191 UN members have ratified. Only US and Somalia have not ratified. Canada ratified in 1991.

International Covenant on Economic, Social and Cultural Rights: 145 UN members have ratified. US has not ratified. Canada ratified in 1976,

International Covenant on Civil and Political Rights: 148 UN members have ratified, including US (1992) and Canada (1976).

Declaration on the Elimination of Discrimination against Women: 161 UN members have ratified. US has not ratified. Canada ratified in 1981.

Source: [www.unhchr.ch](http://www.unhchr.ch) (United Nations Office of the High Commissioner for Human Rights)

## Thoughts on Human Rights

According to Amartya Sen in his book: Development as Freedom

Individual freedom is indivisible from social commitments. Economic and political freedoms are both important for exercising individual agency and getting access to opportunity. Securing and protecting economic and social entitlements reflects a society's commitment to providing freedom, especially in terms of public education and openness of information.

According to Graca Machel in her book: Impact of War on Children

Property rights and entitlements must be amended in the majority of locales and countries to confront gender inequalities. The constitutions of countries are the key vehicle for implementing gender equality as a human rights priority. Language used for drafting human rights law-enforcing documents must be gender neutral, adaptable for translation into any language, and easily readable for anyone. Education systems must increase literacy programs in order for everyone to know their rights.

No discrimination, equality before law, and affirmative action to ensure equal representation for decision-making in governments and courts are needed to better balance inequalities. The following are fundamental for everyone: freedom and security of person with no violence or persecution from public and private bodies; and the right to all forms of personal integrity, including the right of choice over reproduction and control over one's own body.

According to Margaret E. Keck and Kathryn Sikkink in their book: Activists Beyond Borders

Mass mobilization is not a feature of human rights advocacy networks. They are concerned more with individual vulnerability and legal equality. They explore belief systems and lifestyles within specific cultural and political contexts. They aim for discourse and debates in order to facilitate policy transformations that improve state behaviour at all levels of government. They also attempt to steer a new political directions and develop plans to solve problems. They bring relevant information directly into public knowledge by publicizing experiences, sources, testimonies, facts, agents involved in broad and local issues.

According to Charles T. Call in his article "A Human Rights Practitioner's Perspective"

International norms and political regimes must constantly be assessed when human rights are on an agenda. Improving human rights distorts power relations and creates more responsibility for the human right defenders and promoters who achieved the improvement. Human rights always receive consideration in politics but tend to be compromised because of other lobby groups with different vested interests and stronger

social pressures. The environment for human rights constantly changes in local, regional, national, and international contexts.

According to Naomi Klein on Page 9 of her forward to The Global Activist's Manuel

'Instead of one vision in the form of a manifesto, there will be a kind of vision-jam, a layering of voices and ideas, tangents that veer off in unexpected directions, and an ever-widening web'.

According to Gandhi Be the change you wish to see.  
Page 161, The Global Activist's Manuel

## **Human Rights Workshop Bibliography**

Keck, Margaret E. and Sikkink, Kathryn, Activists Beyond Borders: Cornell University Press, Ithaca, 1998

Call, Charles T., "A Human Rights Practitioner's Perspective," in Restructuring World Politics: Transnational Social Movements, Networks and Norms: Khagram, Sanjeev, Riker, James V. and Sikkink editors, University of Minnesota Press, Minneapolis, 2001

Machel, Graca, The Impact of War on Children: A review of progress since the 1996 United Nations Report on the Impact of Armed Conflict on Children: UBC Press, Vancouver, 2001

Ontario Ministry of Education, The Ontario Curriculum Grades 11 and 12: Canadian and World Studies: Toronto, Canada, 2000

Prokosch, Mike and Raymond, Laura, The Global Activists Manuel: Local Ways to Change the World: Thunder's Mouth Press/Nation Books, NY, U.S.A, 2002

Sen, Amartya, Development as Freedom: Alfred A. Knopf, NY, U.S.A, 1999

[www.chrc-ccdp.ca](http://www.chrc-ccdp.ca), The Canadian Human Rights Act: a Guide: Canadian Human Rights Commission, 1998

[www.hrw.org](http://www.hrw.org), International Covenant on Civil and Political Rights: Human Rights Watch

[www.nelson.com](http://www.nelson.com), Canadian Charter of Rights and Freedoms: Canada, 1982

www.pdhre.org, "Citizen Action," adapted from, Democracy For All: Education Towards Democratic Culture: Juta Co. Ltd. in association with Street Law (South Africa) and the National Institute for Citizen Education in the Law (U.S.A), no date

www.pdhre.org, Koenig, Shulamith, Human Rights Education for Social Transformation: Innovative Grassroots Programs on Economic, Social and Cultural Rights: The People's Movement for Human Rights Education, New York, 2001

www.pdhre.org, Developing Sustainable Human Rights Cities: The People's Movement for Human Rights Education, NY, no date

www.unhchr.ch, Office of the High Commissioner for Human Rights: Declaration on the Elimination of Discrimination against Women (November 7 1967), Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms (March 8 1999), Declaration of the Rights of the Child (November 20 1959), International Covenant on Economic, Social and Cultural Rights (December 16 1966), Universal Declaration of Human Rights (October 10 1948)

# Facilitator Evaluation

## Rate of Presentation:

\* Write on back if you want for Q as well

How clear were the procedures for the workshop activities?

How did the activities work out? How effectively did they reflect their purposes?

How effective was the participatory educational methodology that was used for facilitating the workshop?

Do you have any suggestions for improvements?

**Kawartha World Issues Centre (KWIC)**  
**Teacher Survey**

Name:

School:

Phone/Fax Numbers:

Department:

Classes Taught:

Date, Length, and Topic of Workshop

Workshop Leaders

How did you hear about KWIC?

(Do you have any suggestions on how to inform teachers about our workshops?)

As an educator have you ever used KWIC as part of your teaching in the past?

(Schools Program or other resources?)

Was KWIC accommodating to your request?

Overall were you happy and/or satisfied with the workshop presented to your class?



In your opinion did your students enjoy and learn from the workshop?

What was the **most** useful part of the workshop? Why?

What was the **least** useful part of the workshop? Why? How could the workshop be improved? What else would you have liked to have seen in such a workshop?

Do you feel the material presented was appropriate for the age group?

Do you feel that the KWIC workshop complimented provincial curriculum?

Would you recommend KWIC workshops to other teachers? Please explain

Do you know of anyone else who would interested in information about KWIC?

Would you consider having KWIC create workshops for you in the future?  
If yes what would be the best times and ways to contact you:

Are you aware that KWIC offers curriculum based resources in its library for local area educators?

Are you interested in learning more about the curriculum based resources available at KWIC?

If you have used the KWIC resource centre in the past, do you have any recommendations for improvement?

Any other comments/suggestions:

Thank you for your time and your comments

E4