



*ACTIVE CITIZENSHIP
AND FOOD SOVEREIGNTY*

TRAINING TOOLKIT
for the sustainable development
of rural communities



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*Food Sovereignty is not
taught, it is practiced.*



INTRODUCTION

This is the motto and the inspiration behind this training toolkit. It has been designed for activists, and others who are working with or in the agro-food sector and in community development. It is for individuals and groups who are looking to forge new paths and incorporate new practices founded on the principles of Food Sovereignty.

(cf. Box p. 7 on defining Food Sovereignty).

The toolkit is based on current practical examples that many people around the world have developed in order to plan, promote and implement their right to choose their own agro-food policy. These actions are often simple yet extremely effective. Simple actions often hide the complexity underneath - the social political and economic links that are at the core of these sustainable and participative approaches in the development of rural communities and areas.

The examples included in this toolkit come from both the Global North and the Global South. They demonstrate that Food Sovereignty is a principle that can unite peoples across the world. We believe that it can and must be debated by everyone, and that comprises concepts that can be applied universally.

The benefits of such an approach are clear: the quest for more appropriate and sustainable methods in agriculture, inspired by the principles of Food Sovereignty, allows local communities to organize themselves better and to adopt direct and purposeful control over available resources.

This strengthens the capacity of individuals and groups to engage actively in the community, and supports the construction of networks and their experiences that will continue to grow and develop. It also challenges and helps to support individuals to become active at local, national and international levels, in both the developed and developing world.

These different experiences give rural communities new confidence and a sense of responsibility to act collectively and proactively on their own key issues in Food Sovereignty. Engaging in such actions creates knowledge and skills, and this in turn leads to new and innovative ways to address new problems.

This toolkit is therefore a dynamic working document – one to be used by activists and others as a base from which to create and develop ideas, strategies and new practices to address issues around food sovereignty.





The training toolkit is available in all the target country languages and can be found on-line (www.ruraledu.net). It is suitable for supporting community and network training frameworks and for raising awareness within main target groups (e.g. local institutions, NGOs/CSOs, trade unions, universities, cooperation agencies).

Objectives of the Training Toolkit



This training toolkit has been conceived within a development education programme, co-financed by the European Commission and led by FOCSIV - Volontari nel mondo. The name of the programme is **Rural education between global active citizenship and food security**.

The programme aims to build a global education community for rural sustainable development between Europe and developing countries. Its basic principles are:

- a common understanding of global issues relating to hunger and poverty;
- the centrality of the rural sector and its actors at the grassroots level;
- a shared rights-based approach to food security focusing on the Food Sovereignty concept;
- the key value of education and capacity building for the inclusion of the most disadvantaged sectors in the building of a global partnership for development.

At a grassroots level, the programme aims to provide educational and training tools for the sustainable and participatory management of rural development processes, through a Good Governance and Food Sovereignty perspective. This will be achieved by international partnerships working together with local and rural partners in Europe and the Global South.

The overall objective of the programme is to include rural stakeholders in the management of local development processes, through appropriate capacity building from the local to the institutional level.



Development of the Training Toolkit

Believing that the theme of Food Sovereignty is grasped through practical action rather than through simply reading theoretical textbooks, we carried out action research in Europe, Africa and Latin America across six countries (Italy, Wales, Peru, Senegal, Ecuador, Tanzania). This research analysed the implementation of Food Sovereignty models in those countries.

The research, carried out by the relevant partners, investigated the types of innovative methodologies and the reasons for their success, and the contents and tools that had been used in order to apply a sustainable and participative approach to rural community development.

Based on the results of that action research, this training toolkit has been developed by various rural training specialists from partner networks and representatives of the main target groups. Some of the material that has been used in the methodological background was also provided by FAO and UNESCO.

The toolkit has been created with the purpose of disseminating this information to encourage the dissemination of these innovative experiences in other contexts. It aims to provide tools and suggestions that should enable good practice to be



turned into practical reality. Based on a collaborative learning perspective, it is a tool for collective training with the objective of getting rural community actors to commit to the principles and practice of Food Sovereignty.

1) In Italy: ICEI, FOCSIV, ACRA, AIAB, VILLA BURI

In Wales (UK): WEA, SAZANI

In Peru: CCP

In Ecuador: CEE

In Senegal: FONGS

In Tanzania (Zanzibar): NTRC, LDF





FOCUS:

Food Sovereignty's Definition

Food Sovereignty is the right of peoples to healthy and culturally-appropriate food that is produced through ecologically-sound and sustainable methods, as well as their right to define their own food and agriculture systems.

It puts those who produce, distribute and consume food at the heart of food systems and policies, as opposed to the demands of markets and corporations.

It defends the interests and inclusion of the next generation. It offers a strategy to resist and dismantle the current corporate trade and food regime, and encourages local producers to determine the direction of food, farming, pastoral and fisheries systems.

Food Sovereignty prioritizes local and national economies and markets and empowers peasant- and family farmer- driven agriculture, artisanal fishing, pastoralist-led grazing and food production. It also focuses on the environmental, social and economic sustainability of distribution and

consumption.

Food Sovereignty promotes transparent trade that guarantees a just income for all peoples, as well as the rights of consumers to control their food and nutrition.

It ensures that the rights to use and manage our lands, territories, waters, seeds, livestock and biodiversity are in the hands of those who produce food.

Finally, Food Sovereignty promotes social relations based on freedom from oppression and equality between men and women, peoples, racial groups, social classes and generations

*(Source: Nieleny's Declaration 2007
www.foodsovereignty.org)*

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METHODOLOGY

Overview

Analysis of the initial action research revealed that participatory approaches were key in the management of development processes in rural areas (both in Europe and in Southern Countries).

This most important aspect of the Food Sovereignty would therefore need to be fundamental in the toolkit. This approach would also encourage a decentralized network of cooperation between European and Southern actors in the field of education and training for rural sustainable development and food security.

Participatory processes have formed a central part of rural development for more than 30 years. More recently, they have been promoted through the concept of sustainable development. However, whilst the model of participation is quite well-known in the theoretical and academic development world, the application of such processes in practice has proved more difficult. Indeed, the development of an effective participatory process is not straightforward. It is a necessarily multi-stage process that requires time and resources, and also needs to be well-planned in order to be sustainable. The complex nature of this process means that specific tools are needed to help local actors implement it across different contexts.

The methodological approach considers the endogenous development of local rural economies. In this way, this training tool has been created to be flexible and adaptable across various contexts. This contextual aspect enables the user to select the most appropriate and relevant units and pathways to them, depending on their local context and the type of audience involved in the training process.



This training tool has been developed with the knowledge that local trainers have a deeper understanding of their local situations, and is thus based more on providing resources and enabling them to use and reach their full capacities, rather than being a rigid tool. Its structure is presented in the “content” section of this chapter. This training tool should therefore be used as a building-block for developing participatory processes at a local level. It will enable capacity building and use the full potential of local trainers and facilitators.

The training tool is for all rural actors, community groups and local authorities. In addition to knowledge of the local context, using this tool creatively should stimulate effective participatory processes at a local and regional level by:

1. Increasing understanding and awareness around Food Sovereignty, global interdependence, interconnectedness of food, livelihoods and sustainable development;
2. Assessing a project's/community's impact on access to livelihood resources that are important for sustainable development;
3. Developing the capacity and capability of communities to engage in decision-making processes that impact on their livelihoods as global citizens;
4. Enabling the adaptation of livelihood strategies at an individual and collective level in order to achieve Food Sovereignty and become more sustainable.

Structure of the toolkit

This training toolkit includes three main components: modules, case studies and factsheets.

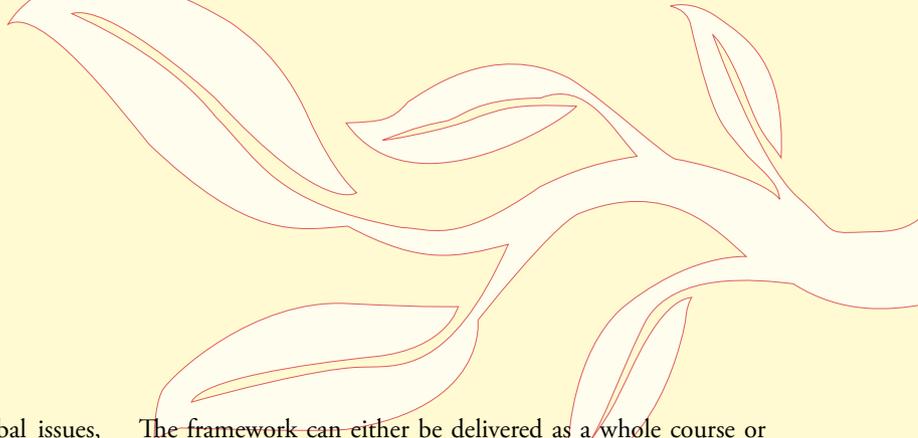
Modules: There are three modules that follow a general training pathway. The aim is to progress from considering the links between global issues and local development, to the importance of decision-making processes, to the final result of creating a proposal for a local development model based on Food Sovereignty principles.

Each module is introduced by a Summary Template, detailing the main contents, approach and resources for each session. The template also includes suggested case studies. Each module is broken down into suggested delivery sessions containing a mixture of participatory learning, action and peer exchange with optional accreditation pathways. Each session has three parts:

- **Content Themes**, summarising the main topics the session deals with.

- **Activities**, suggesting different activities aimed at facilitating the participatory learning related to the content themes of the session;

- **Additional Resources**, where tools and materials suitable to carry out the activities are provided.



Module 1: Understanding the links between global issues, food and livelihoods

Session 1.1: What is the global context for the local community and/or the project?

Session 1.2: What is the local livelihoods context?

Module 2: Engaging in decision-making processes

Session 2.1: How can you be involved in your community?

Session 2.2: How can local community engagement in local development processes be improved?

Module 3: Planning and managing actions and activities

Session 3.1: What is the role of Food Sovereignty and collective actions in supporting rural economies?

Session 3.2: How can actions and activities be adjusted to reduce vulnerability and enhance capability and capacity?

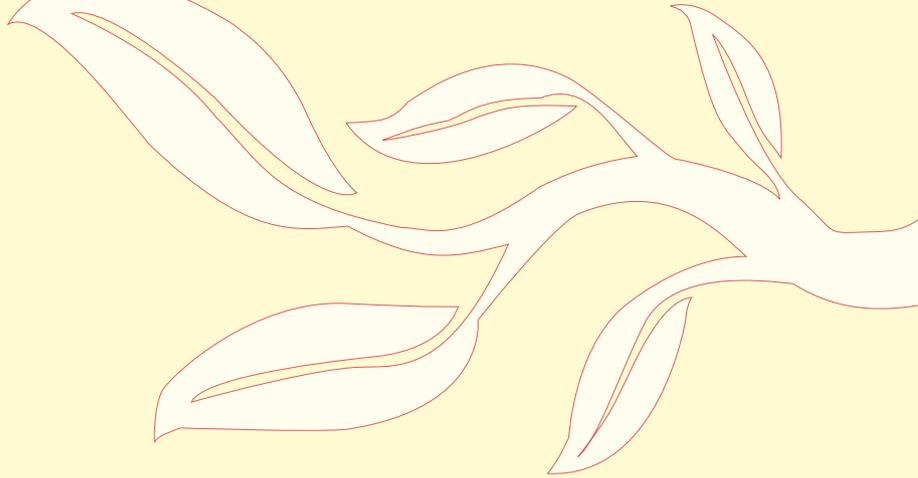
The framework can either be delivered as a whole course or the modules can be delivered separately, depending on the needs of the group(s). We suggest that each session should be two and a half hours in length, but again there is flexibility to make them longer in order to encourage in-depth discussions.

Case Studies: These provide examples from the action research processes carried out in Ecuador, Italy, Peru, Senegal, Wales and Tanzania, and present specific, existing experiences of Food Sovereignty and community engagement. More information on the case studies can be found on the project website (www.ruraledu.net) in the action research section.

Trainers can use these case studies in different ways: if the audience is a mixed group (e.g. trainers coming from different regions) with different background and aims, it may be useful to consider the case studies as material for the workshop sessions. In situations where people come from the same local community, it could be more interesting to develop the workshop sessions on the local situation and to use the case studies just as an example of good practice. The structure of the case studies will be presented in more detail in the relevant chapter of this toolkit.

Factsheets: These give information on the various organizations involved in economic development and cooperation. This is a valuable resource for local trainers, providing contacts in their area. The main aim of this section is to increase the capacity of networking in a global-local dimension and dialogue with the relevant institutions at National, European and Global levels.





MODULE 1:

Understanding the links between global issues, food and livelihood

Session 1.1:

What is the global context for the local community and/or the project?

Session 1.2:

What is the local livelihood context?

Session 1.1: What is the global context for the local community and/or the project?

Content Themes	<p>a. What are the current global issues affecting the area? b. What are the impacts of these issues at an individual and collective level? c. What coping strategies are / can be used to manage these impacts?</p>		
Materials needed	<p>Flip chart, sticky notes, blue board or pin board (and drawing pins) and A5 sheets or cards, A4 paper, pens, sticky dots</p>		
Session time	<p>2,5 hours</p>		
Activities		Suggested time	Case studies
Ice breaker	Paired Interviewing	20 mins	<p>- “Bioexcellence” Italy page 94 - “Labayka” Zanzibar page 112 - Case study local to participants country</p>
Introduction	Introduction to key concepts	25 mins	
1.1 a	Consensus group	45 mins	
1.1 b	Case study carousel	30 mins	
1.1 c	Integrated Assessment activity: Pressure, Problem, Response (PPR)	30 mins	
Evaluation		10 mins	
Follow up Study question	<p>Complete an integrated analysis using the PPR worksheet for a problem in your community. Begin a reflective journal.</p>		

Template

Session 1.2: What is the local livelihood context?

Content Themes	<ul style="list-style-type: none"> a. Which resources are important to local livelihoods? b. Who controls access to these resources? c. How do global issues affect the resources? d. How important are these resources to coping strategies? 		
Materials needed	Flip chart, sticky notes, blue board or pin board (and drawing pins) and A5 sheets or card, A4 paper, pens, sticky dots		
Session time	2,5 hours		
Activities		Suggested time	Case studies
Ice breaker	Drain or sustain	10 mins	<ul style="list-style-type: none"> - “Timebanks ” Wales UK page 104 - “Pinord” Senegal page 102 - Case study local to participants country
Introduction	Introduction to key concepts	25 mins	
1.2 a	Resource assessment individual	15 mins	
1.2 b	Resource assessment community	45 mins	
1.2 b	Negotiation strategies and debate	45 mins	
Evaluation		10 mins	
Follow up Study question	Complete a reflective journal for the session		

Session 1.1: What is the global context for the local community and/or the project?

- Content Themes**
- a. What are the current global issues affecting the area?
 - b. What are the impacts of these issues at an individual and collective level?
 - c. What coping strategies are / can be used to manage these impacts?

Activities: Ice breaker - Paired interviewing

Objectives of this activity	To discover what participants want from the training and to learn a little about them To help to evaluate and monitor at the end of the training To help participants relax at the beginning of a course
Time	20 minutes
Materials needed	Pens, paper, flip chart, marker pens and egg timer (1 minute)
Procedure	<ol style="list-style-type: none">1. Divide the participants into pairs and ask each participant to interview their partner by asking the following four questions:<ol style="list-style-type: none">a. What is your name, your background and your experience?b. What do you hope to get from this training?c. Do you have any past experience in sustainable and or rural development?d. Name two good things that happened to you in the past year?2. After five minutes of interviewing each other, ask participants to report to the plenary about their partner, summarizing the main information in one minute3. Record responses to questions 1-3 as the participants baseline

Introduction to key concepts

Objective of this activity	To introduce the Millennium Development Goals and the concept of Food Sovereignty
Time	25 minutes
Materials needed	Photo slide show and notes (Presentation 1.pdf – download at www.ruraledu.net)
Procedure	<ol style="list-style-type: none">1. As a group, ask participants to watch the 10 minute slide show2. Invite and answer questions for 15 minutes <p>Example questions: Were they surprised by the statistics and information? What are their views? Had they heard of the Millennium Development Goals? Had they heard of the concept of Food Sovereignty before?</p>

1.1 a: Consensus group

Objectives of this activity	To generate ideas on global issues and produce group consensus To draw on individual ideas and opinions To combine these to arrive at collective judgments
Time	45 minutes
Materials needed	Flipchart, paper, pens, blue board or pin board and pins, A5 paper/card

1.1 a: Consensus group

Procedure

The procedure involves four steps:

1. Silent Idea generation (5 minutes)

- 1.1. Write: "What global issues affect your community" on the flip chart.
- 1.2. Ask participants to respond to the question individually writing issue phrases of no more than five words on a sheet of paper

2. Group Discussion (5 minutes)

- 2.1. Divide the participants into groups of three or four and ask them to share their thoughts and select six issues from their group and to write these on A5 card or paper provided
- 2.2. Collect the papers / cards from each group and place on the blue or pin board

3. Grouping of similar phrases (10 minutes)

- 3.1 Ask the group as a whole to identify phrases with similar intent and place these together on the board
- 3.2 Ask the group if they have written any other issue phrases that have not been displayed already and add these to the board
- 3.3 Continue grouping together phrases until there are a maximum of six groups
- 3.4 Place clusters to make a circle showing how all of the issues are interlinked

4. Naming and ranking (10 minutes)

- 4.1. As a group decide on a collective name for each cluster.

Examples could be:

Rights
Poverty
Economy
Food
Climate change
Communication
Conflict
Education

- 4.2. Hand out three dots (or ask participants to use their pens) to vote for their most important cluster, the dots can be used on three different or all on one cluster etc.

Photograph or record the information on the board at the end of the activity.

Example on next two page

ECONOMY

- Job Losses
- Banking Crisis /impact local / global
- The Economy
- G8
- Global Power Shifts
- Natural Disasters – Haiti, Global Response
- Peak Oil

FOOD

- Food Security
- Food – fair-trade
- Global corporation chameleons
- Fair comp for small businesses
- Corporate Monopoly
- Consumerism
- Health
- Disease spread/fear/reactions

RIGHTS

- Human Rights
- Democracy
- Trade Agreements

CONFLICT & WAR

- Conflict / wars
- Terrorism
- Conflicts
- Arms Trade

CLIMATE CHANGE / ENVIRONMENT

- Climate Change
- Carbon emissions
- Climate change – Excuse / Real
- Copenhagen Future
- Consumption
- Environmental pollution

COMMUNICATION

- Global communication
- Sharing of knowledge globally
- Education

1.1 b: Case study carousel

Objectives of this activity	To apply local knowledge and issues to a different locality To explore global issues in different context To understand the value of different perspectives
Time	30 minutes
Materials needed	Responses from the previous activity “1.1 a Consensus group”, pen, paper, case studies
Procedure	<ol style="list-style-type: none">1. Divide the participants into as many groups as there were clusters in the previous activity “1.1 a Consensus group”2. Give each group a local case study from the participants’ country and one from the global North / South depending on where they live. Each group needs to have the same case studies3. Select one of the issues identified previously in the clusters4. Ask each group to read through the case study and to identify global issues in the casestudy that are similar to those they have in their cluster. They need to:<ul style="list-style-type: none">• Compare global issues in their own country with another• Identify similarities, differences, causes and effects• Identify good practice• Understand issues from a different perspective• Show how issues are linked• Identify one key problem from one of the case studies that link to the agreed issues5. Each group discusses and agrees one key problem or example of good practice linked to a global issue from each of the case studies and records this on flipchart

1.1 b: Case study carousel

Procedure

6. Each group feeds back their problem to the whole group

When feeding back the participants need to explain

- What the case study is about?
- What are the issues / problems around sustainability and food sovereignty?
- Why have they chosen that particular problem?
- How can the problem be overcome?

Example on page 28



1.1 c: Integrated Assessment

Objectives of this activity	<p>To identify relevant information regarding interactions between global issues and society To define these interactions as follows</p> <p><u>Pressures</u>: underlying forces such as poverty, population growth, consumption <u>Problems</u>: key problem/ issue as a result of the pressures for example deforestation, decreasing fish stocks <u>Responses</u>: collective or individual societal action that could reduce negative impacts</p>
Time	30 minutes
Materials needed	Outputs of the previous activity 1.1 b Copy of the “Pressure, Problem, Response” (PPR) worksheet, pens, paper
Procedure	<ol style="list-style-type: none">1. Working in groups use the information from one of the case studies in the previous activity to complete the PPR template, using the main problem identified. Write this on a flipchart2. Each group shares their flipchart with the rest of the group3. Facilitate a short discussion on the responses and how relevant they are to problems in their own communities

Evaluation	Ask each participant to complete the evaluation form (template at page 89)
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Follow up Study question	<p>Ask participants to complete an integrated analysis using the PPR worksheet for a problem in your community.</p> <p>Begin to keep a reflective journal, this should include:</p> <ul style="list-style-type: none">• A description of what you did.• An interpretation of the session, your ideas, thoughts and feelings, any conclusions.• An evaluation of the session/concepts, was it useful, effective. Give your opinion.• How you will use this information.
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Additional Resources

Case Study Carousel Activity - example (1.1 b)

Labayka – Zanzibar – Community based organization

CLUSTER TITLE – Climate Change/Global Warming

Increase in Tourism

- Increased carbon emissions - flights
- Increase in waste, big hotels, import produce etc.
- Need sustainable solutions, hotels working with local community to provide waste management / community training programmes

Key Issues – Consumption and waste

Bio-excellence in the Italian National Parks – Italy

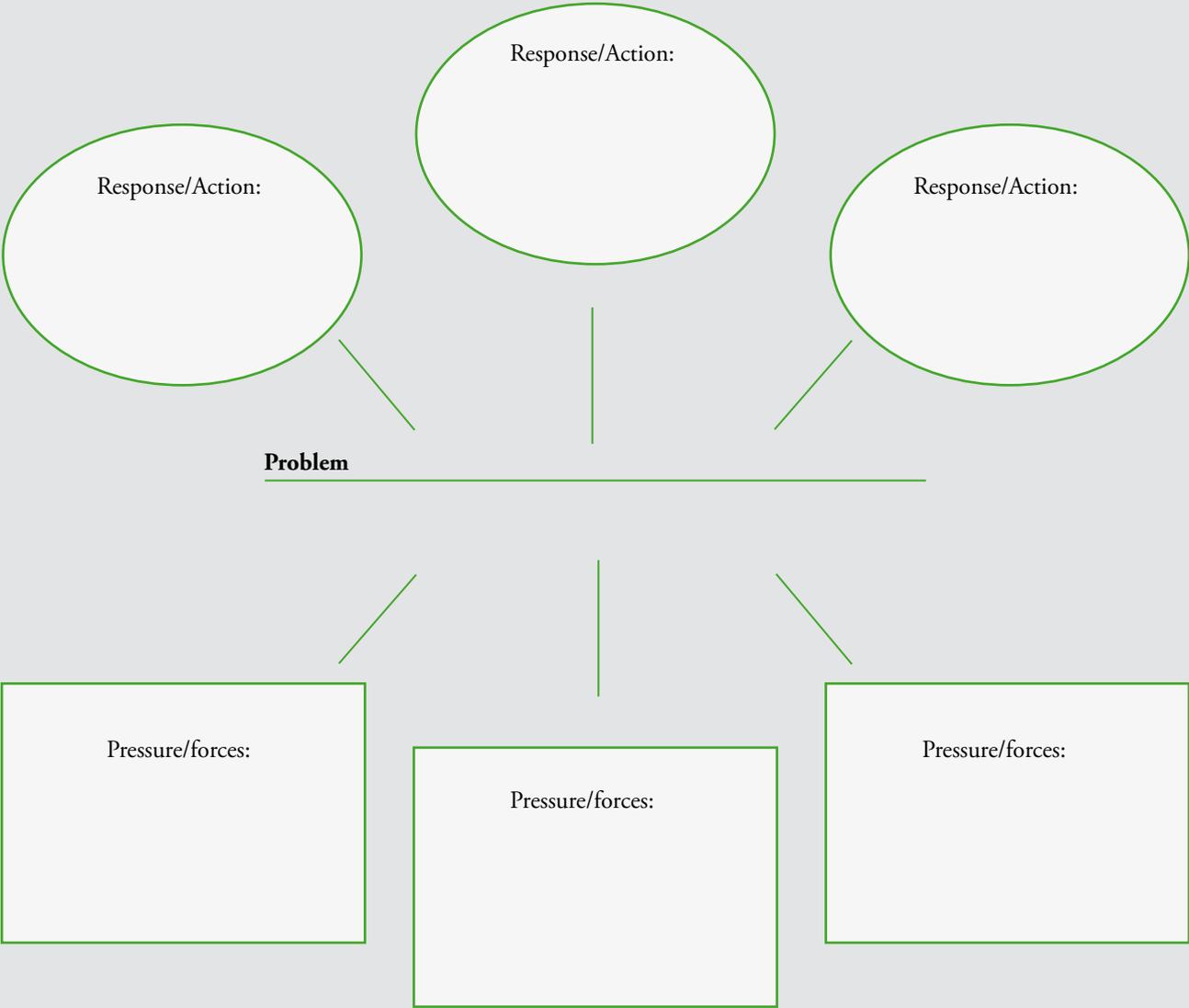
CUSTER TITLE – Food and methods of food production

- Models of production and farming techniques that respect the environment (biological agriculture)
- Supports the local economy
- Locally-produced food
- Increased health and well-being
- Development of eco-tourism

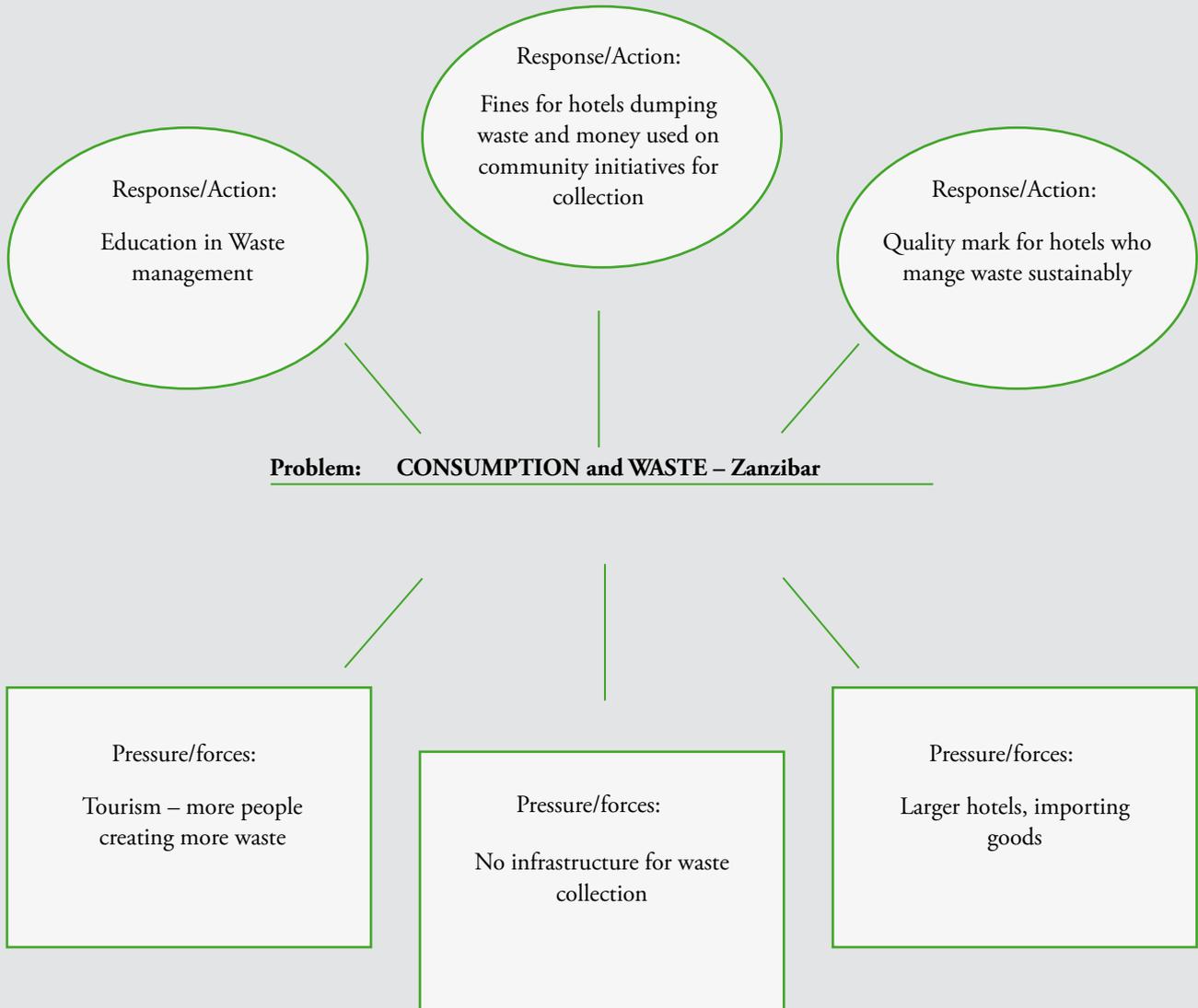
- Not all rural areas designated protected areas
- Lack of funding for producers

Key Issues – Food security and health

Pressure, Problem, Response Worksheet – Template (1.1 c)



Pressure, Problem, Response Worksheet – Example (1.1 c)



Session 1.2: What is the local livelihood context?

- Content Themes**
- Which resources are important to local livelihoods?
 - Who controls access to these resources?
 - How do global issues affect the resources?
 - How important are these resources to coping strategies?

Activities: Ice breaker - Drain or Sustain

Objective of this activity	To introduce the fundamental importance of natural resources To explore the relevance of resources to local livelihoods Introduce the concepts of sustainability
Time	10 minutes
Materials needed	Bag of boiled sweets or beans
Procedure	<ol style="list-style-type: none"> Divide into sub groups of 4 or 5 persons Place enough sweets or beans in the middle of each group so that everyone can have at least 4 Tell participants to help themselves Repeat the process 3 or 4 times, each time topping up the sweet/bean supply, but the last time with just one sweet for everyone in the group Bring the groups back together and ask if everyone got equal numbers of sweets, did some people get more or less, how did they feel Relate the sweets to a finite natural resource such as wood, and how we value and utilize our natural resources

Introduction to key concepts

Objective of this activity	To explore the relevance of sustainable livelihoods approach
Time	25 minutes
Materials needed	Photo slide show and notes (Presentation 2.pdf – download at www.ruraledu.net)
Procedure	<ol style="list-style-type: none"> 1. Present a ten minute presentation on Sustainable livelihood approaches 2. Invite and answer questions for 10 minutes <p>Example questions :</p> <p>What do they think about the sustainable livelihoods framework?</p> <p>Had they heard of Capital assets before?</p> <p>Can they see how this approach relates to all livelihoods?</p>

1.2 a: Resource Assessment – individual

Objectives of this activity	<p>To identify individual livelihood resources/capital assets</p> <p>To make connections between capital assets</p>
Time	25 minutes
Materials needed	Resource assessment handout and worksheet (see in Additional Resources), pens
Procedure	<ol style="list-style-type: none"> 1. Give out capital assets handout and explain 2. Individually ask the participants to think about their own lives and list the livelihood resources that they have 3. Working in pairs, discuss their findings with their partner

1.2 b: Resource assessment - community

Objectives of this activity	<p>To identify the livelihood resource/capital asset strengths in the community or project area</p> <p>To be able to see the interconnections between the different capital assets</p> <p>To illustrate the role of decision makers in accessing livelihood resources</p>
Time	45 minutes
Materials needed	Flipchart, paper, pens, “Resource Assessment” templates, Community Project Scenario, (see in Additional Resources) case studies
Procedure	<ol style="list-style-type: none">1. Divide the participants into two groups2. Give each group a Community Project Scenario and the completed resource assessment template. The project scenario gives information on a community project and the resource assessment template shows how strong each livelihood resource capital asset is in that community. The capital assets are ranked from 1 – 5 and also demonstrates who is responsible for that asset. Read through the information with the group and discuss to ensure that they understand how the assets have been identified and ranked.3. Give out the “Resource Assessment” template on flipchart paper4. Using the community project scenario and completed resource assessment template as a guide, ask each group to use their own community to identify what livelihood resources are available and to rank their strengths (1=low to 5=high) and to complete the template on the flip chart5. Give out copies of Northern and Southern Case studies to highlight good practice6. On completion ask each group to identify who has control over the resources i.e. the local authority, national trust, industry, the community, etc7. Ask each group to suggest how three low ranking resources could be strengthened by a high ranking livelihood resource and who would need to be involved.

1.2 c: Negotiation Strategies and Debate

Objectives of this activity	To understand the importance of communication between communities and those that control access to resources To understand how global issues can impact upon access
Time	45 minutes
Materials needed	Responses from the 1.2 b “Resource assessment” activity, pen, paper
Procedure	<ol style="list-style-type: none">1. Still working in two groups, explain that this exercise is about how information is presented and issues are perceived.2. Give each group a copy of the Climate Change and Food Sovereignty in Africa Information Sheet (see in Additional Resources, page 38) for reference and explain that each group is to prepare the front page of a newspaper championing an issue related to one of the low ranking livelihood resources chosen by their group from their case study3. Give each ‘champion group’ 30 minutes to build a case and prepare their front page.4. Each group is then given 5 minutes to present their page to the other group, who vote for the one they support5. Have a short discussion on how it feels to get your cause listened to and why people voted for it

Evaluation	Ask each participant to complete an evaluation form (template at page 89)
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Follow up	Ask participants to complete their reflective journal for the session.
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Additional Resources

CAPITAL ASSETS – Handout

Livelihood Resources are the capital assets (i.e. what you use) to make a living.

Livelihoods revolve around resources or assets, and the kinds of livelihoods that people pursue depend heavily on the resources that they can access (e.g. by owning the resource, borrowing or renting it) and use. These resources are both tangible and non-tangible; material as well as non-material. The asset or resource balance of a livelihood is a key indicator for sustainability and long-term security.

Resources or assets are defined as follows:

- **Natural capital** is the term used for the natural resource stocks from which resources are obtained and services derived (e.g. crops, forests, wild plants, water, land, biodiversity)
- **Physical capital** comprises the basic infrastructure and producer goods needed to support livelihoods (e.g. affordable transport; secure shelter and buildings; adequate water supply and sanitation; clean, affordable energy; access to information and communications). This also includes productive and household assets, including tools, equipment, housing and household goods.
- **Human capital** represents the skills, knowledge, creativity, experience, ability to work and good health that, together, enable people to pursue different livelihood strategies and achieve their livelihood objectives.
- **Financial capital** denotes the financial resources (cash, savings, credit, remittances etc.) that people use to achieve their livelihood objectives.
- **Social capital** describes the social resources upon which people draw in pursuit of their livelihood objectives. It is about the quality of relationships among people and the extent to which one can count on support from the family or mutual assistance and access to power structures

Livelihoods need to be made up in such a way to withstand **Vulnerability**, e.g.:

- **Shocks** such as illnesses, disasters, conflict, floods, droughts, storms, and crop and livestock pests and diseases
- **Stresses** such as long-term trends that undermine livelihood potential, e.g. population, declining natural resource base, climate change, economic downturns, inflation, currency devaluation, structural unemployment, and poor governance
- **Seasonality** such as changing prices and shifting employment opportunities

CAPITAL ASSETS – Exercise (1.2 a)

This exercise enables you to relate the livelihood resources framework to your own livelihood and community.

Can you list the resources that you can access in your own life?

NATURAL ASSETS

HUMAN ASSETS

SOCIAL ASSETS

PHYSICAL ASSETS

FINANCIAL ASSETS

How vulnerable are you to shocks and trends?

Resource Assessment - Template (1.2 b)

Capital Asset Resource	Financial	Social	Natural	Physical	Human	Technical economic
Description						
Rank						
Responsibility						
Description						
Rank						
Responsibility						
Description						
Rank						
Responsibility						

Community Project Scenario

There is a site of derelict land in quite a central position in a rural Valleys town in Wales. The site is approximately a quarter of an acre and has been derelict for several decades. It is overgrown and subject to fly-tipping and use by dog walkers. It is south facing and the foundations of a former building underlie it. The site belongs to the local authority and there appears to be no plan to develop it or market demand to sell it on.

The site is an eyesore and an environmental nuisance. Several community organizations (including the local primary school, allotment holders association & environmental trust) would like to utilize the land for a community food and educational project. The groups have come together to form a project group and have accessed some funding to develop the site from environmental charity.

The funding of around £20,000 will allow the site to be secured by fencing, the foundations removed and soil improved, some secure but low-cost buildings erected for storage, including a water tank for irrigation and some basic training for volunteers on land management.

The town is economically depressed with high unemployment, particularly affecting young people. However, there is also a strong community sense of place and desire to improve the town incrementally through small projects involving a cross section of the population, including young and elderly people and particularly those who are economically inactive.

A project team has enlisted the support of the local ward councilor to gain financial and policy support from the local authority. This will enable the project to access further funding and sustainability.

Potential Benefits

- Clean up and make productive an environmental eyesore at a prominent position
- Production of food including organic vegetables, cane fruit and honey, which would provide a sustainable food source for consumption by the local community and possibly establish a small farmers market in the town
- Environmentally sustainable production methods providing for the immediate population
- Focus for a range of community groups through involvement
- Opportunity for school children and young people to learn about horticulture and sustainable food production and what can be achieved with small resources
- Model for other micro-food production projects within the Valleys

How can low ranking resources be improved?

Land

- Financial, ensure the support of a local councilor to help access local authority grants
- Physical, work with the local councilor and local organizations to provide storage and equipment

People

- Social, engage local unemployed to volunteer on site. Work with local education providers to train volunteers in environmental/gardening skills

Resource Assessment - Example (1.2 b)

Capital Asset Resource	Financial	Social	Natural	Pysical	Human	Technical economic
Description Land	Grant for site development	Desire and drive from local community / activists to progress	Well drained south facing site	No security, equipment or storage	Skills in local community – horticulture, bee-keeping	Possibility to establish a farmers market
Rank	1	5	4	1	5	4
Responsibility	Local authority	Project team	Project team/Local authority	Project team/ local councilor	Community groups/ project team	Project team
Description People and local community	Financial support from existing charitable foundation and possibly local authority	High unemployment and low skills in young people	Manure from horse owners	Area accessible to the locals	Ward councilor involvement	Local garden centre for tools/technical support
Rank	3	2	3		5	3
Responsibility	Project team	Project team/ community groups/ to provide training	Project team/local land owners		Project team	
Description Food Production	Support from local business and farmers markets	Some growing expertise in the local community. Encourage family involvement	Abundance of wild flowers in surrounding Valley for bee foraging. Good soil		Commitment from local community	
Rank	4	3	4		4	
Responsibility	Chamber of Trade / Project team	All	Bees!		Project team	

Information Sheet

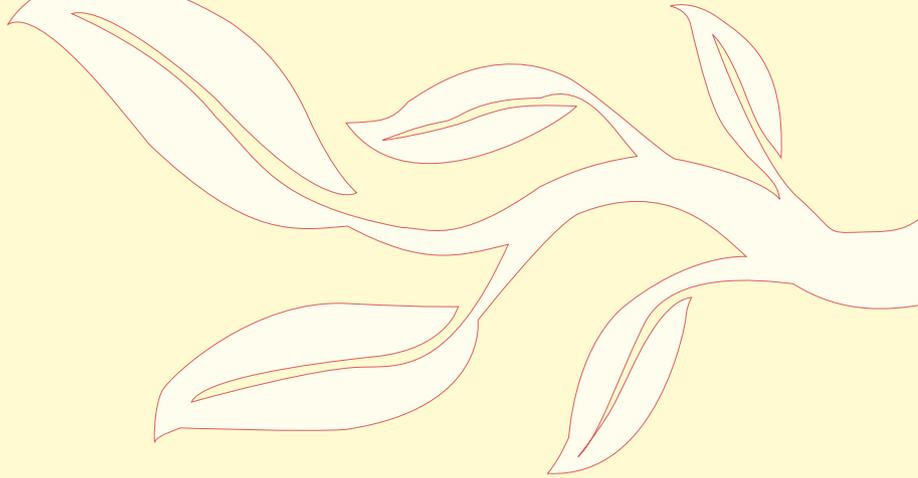
Climate Change and Food Sovereignty in Africa

- Climate change has a profound and unavoidable effect on food security in Africa, as increasing temperatures and shifting rain patterns reduce access to food across the continent.
- The relationship between climate change and food security is complex. Many factors influence food security, which means that the link is rarely made between failed crops and changing weather patterns. Climate change affects African food systems in the broadest sense of the word. It affects the availability of, access to and utilisation of food
- Changing weather patterns or extreme weather events, such as floods or droughts, can have negative consequences for agricultural production. As a result people have less access to food, which forces them to buy food products. This affects their financial situation.
- It also influences their health, since people often buy cheaper food which is commonly less nutritious. For those who need a nutritious diet the chronically ill, for instance this poses a particular problem.
- Increasing temperatures, the change in precipitation and the frequency of extreme weather spells all threaten African food systems. Changes in precipitation are not merely about increasing or decreasing rainfall. Rainy seasons that begin later or earlier than normal, or sudden rain spells hitting a region when it is supposed to be dry, have a greater impact on crops failing than a wetter rainy season that starts on time.
- The effects of climate change on the vulnerability of food systems are becoming increasingly visible where arable land is lost. This happens as a result of declining ground-

water levels and rising sea levels. It can lead to aridity of the soil or increasing levels of saline, reducing the suitability of land for cultivation of crops. Such changes require farmers to alter their agricultural practices. Sorghum, for instance, is more heat resistant and therefore does better than maize in places where rainfall decreases.

- Another consequence of climate change that affects food security in Africa is the increasing frequency of extreme weather events such as floods, droughts, hail and heat waves. These can be fatal to crops.
- Apart from damaging crops directly, extreme climatological events may damage infrastructure such as roads. This may prevent people from buying and selling food on the markets and therefore also undermines food security.
- Climate change also leads to pest outbreaks that further weaken food systems. Climate change induces outbreaks of pests such as the desert locust, who are capable of destroying crops. They eat everything they can find within days. Despite the disastrous effect of locusts on food security in Africa, the world has yet to take action.
- Climate change does not solely impinge on the cultivation of crops; the fishing industry is also being threatened. Fish stocks in large lakes across Africa and the oceans around the continent are declining not only because of over-fishing, but also because of declining water levels due to evaporation as a result of rising temperatures.

Adapted from an IPS news article 2009



MODULE 2:

Engaging in decision making processes

Session 2.1:

How can you be involved in your community?

Session 2.2:

How can local community engagement in local development processes be improved?

Session 2.1: How can you be involved in your community?

Content Themes	<ul style="list-style-type: none"> a. Why get involved in the community? b. What are your rights, needs and responsibilities at an individual and community level? c. How can you encourage others to participate? 		
Materials needed	Flip chart, sticky notes, blue board or pin board (and drawing pins) and A5 sheets or cards A4 paper, pens, sticky dots, additional resources		
Session time	2,5 hours		
Activities		Suggested time	Case studies
Ice breaker	Move If	10 mins	<ul style="list-style-type: none"> - “Altropico” Equador page 96 - “Food co-ops” Wales page 110 - Case study local to participants country
Introduction	Introduction to key concepts	20 mins	
2.1 a	Stakeholder analysis	35 mins	
2.1 b	Power and influence matrix	15 mins	
2.1 c	Linkages and influences	30 mins	
2.1 d	Participation strategy	30 mins	
Evaluation		10 mins	
Follow up	Complete reflective journal, thinking about how you would like to be more involved in your Community		

Template

Session 2.2: How can local community engagement in local development processes be improved?

Content Themes	a. How can community participation and empowerment be encouraged? b. What services and activities are available in your local community? c. Are there opportunities for participation? What are the barriers? d. Engaging in the decision making process?		
Materials needed	Flip chart, sticky notes, blue board or pin board (and drawing pins) and A5 sheets or cards A4 paper, pens, sticky dots		
Session time	2,5 hours		
Activities		Suggested time	Case studies
Ice breaker	Continuum line	10 mins	- “Remurpe” Peru page 106 - “Network of social Bio-farms” Italy page 108 - Case study local to participants country
Introduction	Introduction to key concepts	20 mins	
2.2 a	Community involvement	20 mins	
2.2 b	Community mapping exercise	30 mins	
2.2 c	Opportunities and barriers	40 mins	
2.2 d	Power of three discussion	30 mins	
Evaluation		10 mins	
Follow up	Complete reflective journal, thinking about the links between active citizenship in your community and an active global citizenship		

Session 2.1: How can you be involved in your community?

- | | |
|-----------------------|---|
| Content Themes | <ol style="list-style-type: none"> a. Why get involved in the community? b. What are your rights, needs and responsibilities at an individual and community level? c. How can you encourage others to participate? |
|-----------------------|---|

Activities: Ice breaker - Move if

Objectives of this activity	<p>To energize the participants</p> <p>To gauge levels of community activism</p> <p>To introduce sustainability and active citizenship</p>
Time	10 minutes
Materials needed	List of predetermined questions, chairs
Procedure	<ol style="list-style-type: none"> 1. Set up participants chairs in two columns back to back 2. Explain that if they can answer yes to the callers question the participants must stand up and move around the chairs. When the caller shouts “stop!” they have to sit down 3. Between each question remove a chair so one person can’t sit down 4. Ask questions until there is one participant left sitting 5. The caller states the following: <ul style="list-style-type: none"> • Move if... you voted in the last election • You are a member of a credit union • You buy fair trade coffee • Grow your own food • Your children walk to school • Your children catch a bus to school • You drive your children to school • You know the oldest person in your community • You know the youngest • You shop at the local supermarket • You have a farmers market • You use low energy light bulbs

Introduction to key concepts

Objective of this activity	To introduce concepts of stakeholders and community involvement
Time	20 minutes
Materials needed	Introduce the topic of Stakeholders, community involvement using the topic notes (see additional resources) or ask a voluntary or community group to talk about their project.
Procedure	<ol style="list-style-type: none">1. As a group to listen to a 10 minute introduction2. Invite and answer questions for 10 minutes <p>Example questions: Are they familiar with the term stakeholder? Had the group recognized themselves as being stakeholders? How do they participate?</p>



2.1 a: Stakeholder Analysis

Objectives of this activity	<p>To use case studies to identify stakeholders</p> <p>To identify beneficiaries and vulnerable groups</p> <p>To identify supporters and opponents</p> <p>To understand relationships between different groups</p>
Time	35 minutes
Materials needed	Flipchart, paper, pens, case studies, stakeholder analysis template (see additional resources)
Procedure	<ol style="list-style-type: none"> 1. Working in two groups, give each group a case study local to their area. Each group has to carry out a stakeholder analysis of the case study 2. First ask the groups to identify six different stakeholder groups of people from the case study <ul style="list-style-type: none"> Examples of Stakeholders are: <ul style="list-style-type: none"> • Local community • Community groups • Workers • Employers • Civil society organizations • Governments and councils • Producers • Service providers • Non governmental organizations • Education providers • Support groups • Voluntary organizations 3. Using the stakeholder analysis template, for each stakeholder group identify: <ul style="list-style-type: none"> • What interests they are likely to have in the case study project • What effect the project would have on their interests (positive, negative, neutral) • Their level of importance, i.e. what extent the project focuses on their needs • Their level of influence, or control, over how the project operates 4. Complete the template on the flipchart with this information

2.1 b: Power and Influence matrix

Objectives of this activity	<p>To illustrate the relative importance and influence of stakeholders identified in table one</p> <p>To discuss how different groups compare to each other</p> <p>To consider how different groups can be involved</p>
Time	15 minutes
Materials needed	Responses from the “Stakeholder analysis” activity, pen, flip chart paper, power and influence template (see additional resources)
Procedure	<ol style="list-style-type: none">1. Using the information from “Stakeholder analysis” template, map the relative importance and influence of the stakeholder groups in the “Power and Influence” Table2. Discuss how the different groups compare with each other<ul style="list-style-type: none">• What are the links between importance and power?• Do those who are most important for a project’s success have the most power to influence it?3. As a group agree how the different stakeholders could be involved

2.1 c: Linkages and influences

Objectives of this activity	To demonstrate the value of using visual tools to understand community links To reveal important linkages and constraints in a community setting according to the perceptions of different stakeholders
Time	30 minutes
Materials needed	Flipchart, paper, pens, glue, Chapati/Venn diagram (see additional resources)
Procedure	<ol style="list-style-type: none">1. Still working in their groups and using the information from the last two exercises to identify links between groups in the community2. Using chapatti diagrams, explain that circles of different sizes are allocated to different institutions, agencies, groups or organizations3. The small circles are to be placed inside a big circle drawn on the flipchart (to denote the case study or the project being discussed)4. The small circles overlap depending on the degree of contact between the different institutions, organizations etc5. On completion each group presents their diagram6. As a group suggest reasons why some are linked and some not and ask for ways to improve linkages and communication7. Write suggestions on a flipchart

2.1 d: Participation strategy

Objective of this activity	To develop ideas on stakeholder participation
Time	30 minutes
Materials needed	Flip chart template, pens, participation matrix (see additional resources)
Procedure	<ol style="list-style-type: none"> 1. From table “Power and Influence” and the Chapati diagrams from the previous activity, discuss and agree how different stakeholders could be involved 2. Use the following guide to complete the table “Participation matrix” here below: <ul style="list-style-type: none"> • Stakeholders with high influence and high importance should be closely involved to ensure their full support for the project • Stakeholders of high influence and low importance may oppose the project as it may be of little interest or benefit to them • Stakeholders of low influence, high importance will require special effort to ensure they are involved in a meaningful way • Stakeholders of low influence, low importance, are unlikely to be closely involved 3. On completion a member from each group presents their group’s matrix
Evaluation	Ask each participant to complete the evaluation form (template at page 89)
Follow up	Complete reflective journal, thinking about how you would like to be more involved in your community

Additional Resources

Key concept - Topic notes Community Participation

How can you be involved in your community?

Why get involved?

- To make a difference
- A common interest
- To share with others positive experiences
- Personal development / friendship
- Change people's attitudes
- Influence policy makers

It is our right to have an opportunity to participate

As members of our community, we have an interest in what happens in it

We are **Stakeholders**.

Stakeholder - Community stakeholders are people with a stake, i.e. an interest or an investment, in a community issue or outcome. Their interest may be either professional or personal or may stem from a commitment to achieve a specific outcome. For example, the local authority and an environmental group may have an interest in developing derelict land in a community.

Types of stakeholder groups?

- Community groups
- Social clubs
- Faith groups
- Local councils
- Schools, education providers
- Employers
- Health professionals
- NGO's

How can we participate?

- Consultation processes
- Information in the community
- Working together, collaboration

What are the benefits of being involved?

- Influence change
- Build confidence
- Increase services in the area
- Represent the views of marginalized groups
- Develop the capacity of a community

Stakeholder Analysis table - Template (2.1 a)

Stakeholder Groups	How are they involved or interested in the project?	How does the project affect the stakeholder?	How well does the project meet the needs of the stakeholder?	How much influence/power does the stakeholder have over the project?

Stakeholder Analysis table - Example - Case Study Food Co-ops (2.1 a)

Stakeholder Groups	How are they involved or interested in the project?	How does the project affect the stakeholder?	How well does the project meet the needs of the stakeholder?	How much influence/ power does the stakeholder have over the project?
Producers/ suppliers	Provide fruit and vegetables for the co-op. Delivering produce to the community venue	Develops a link with the local community	Regular weekly order of fruit and vegetables, guaranteed custom	High supply of produce is dependent on them
Consumers/ Local community	Purchase fruit and vegetables	Improved health and nutrition, stronger links with others in the community. Re establish links between the producer and the consumer. Education – cooking seasonally	Customer able to access fresh, locally produced, affordable food	High without their custom the project wouldn't work
Volunteers	Run the co-op once a week in their community. This involves bagging produce for collection and taking orders	Improved nutrition, social integration – community coming together. Develop greater confidence - personal skills. Cooking seasonally	Volunteers can see the need for affordable fruit and vegetables in their community. Project provides that benefit	High without volunteers project wouldn't work
Rural Regeneration Unit	Helps set up the project by providing volunteer training and equipment	Offers continuous support and development. Organises network meetings	Success of the project enables the movement to grow and share good practice	Medium Once the project it's up to the volunteers to sustain it
Health professionals	Refer clients who need to improve diet	Reduces illness and less dependence on health service	Offers a healthy affordable diet	Low can only signpost clients

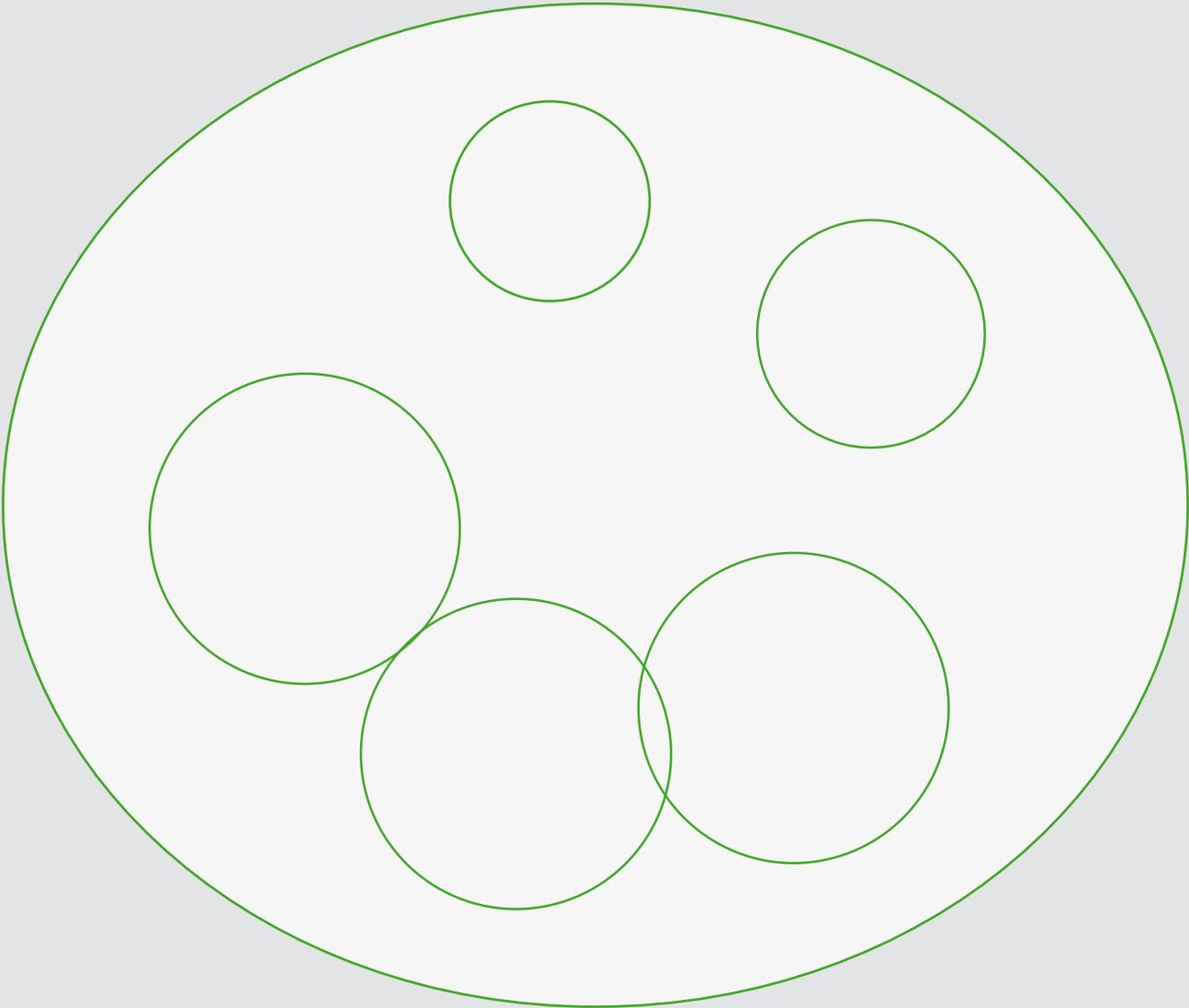
Power and Influence table - Template (2.1 b)

Influence of Stakeholder	Importance of Stakeholders		
	Little/No importance	Moderate importance	Very Important
Little/No Influence			
Some influence			
Significant influence			

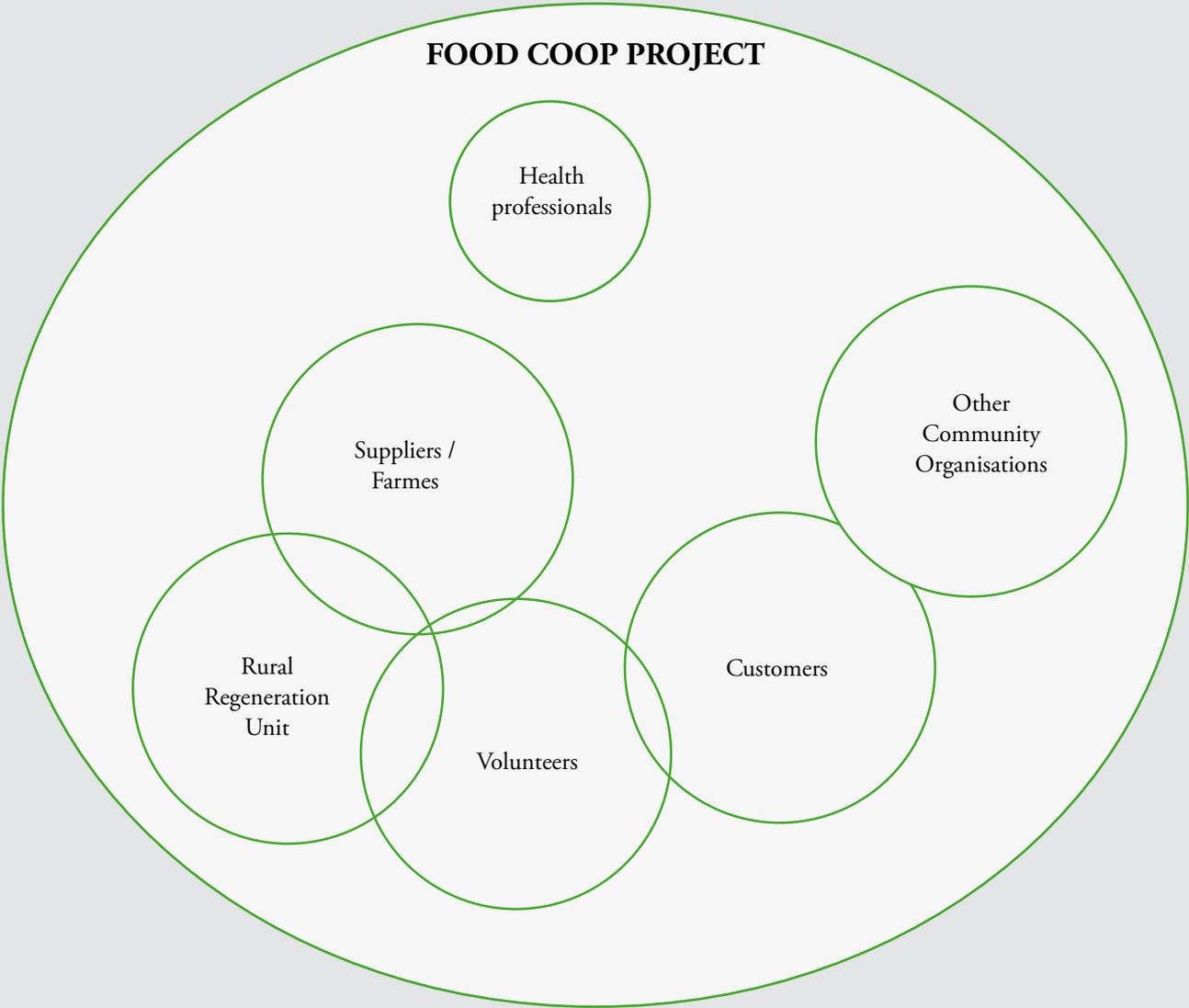
Power and Influence table – Example Food co-ops case study (2.1 b)

Influence of Stakeholder	Importance of Stakeholders		
	Little/No importance	Moderate importance	Very Important
Little/No Influence			
Some influence		Rural Regeneration Unit Other voluntary organisations Health professional	Volunteers and customers
Significant influence			Producers / suppliers Local shopkeepers

Chapati/Venn Diagram - Template (2.1 c)



Chapati/Venn Diagram - Example (2.1 c)



Participation Matrix – Template (2.1 d)

Stage in project process	Type of Participation			
	Information Sharing	Consultation	Collaboration	Empowerment
Project identification				
Planning				
Implementation				
Evaluation				

Participation Matrix – Example Food co-ops case study (2.1 d)

Stage in project process	Type of Participation			
	Information Sharing	Consultation	Collaboration	Empowerment
Project identification	Rural regeneration unit promotes the food coop movement in the community	Rural regeneration unit and community volunteers discuss feasibility of setting up a food coop	Involve other service providers in the community to engage support	Community involved from early stage, ensuring the project is needed in the community and what they require
Planning		Rural Regeneration Unit and volunteers consult the community	Work with local community/ shop keepers so as not to compete. Work with producer/supplier to ensure that there is a regular supplier. Volunteers/ RRU identify community venues	Volunteers/ community can have a say where and when the coop should run
Implementation	Volunteers promote food coop within their community and encourage others to volunteer. Share information on healthy eating and local produce	Face to face contact with the customers and informal setting encourages customers to share any issues	Work with producers / suppliers to address customers needs – customers may want a more varied food bag	Volunteers develop new skills and grow in confidence
Evaluation		Talk to customers about service. Is it meeting their needs?	Share this information with the producer/ supplier	Supplier listens to customer

Session 2.2: How can local community engagement in local development processes be improved?

- Content Themes**
- a. How can community participation and empowerment be encouraged?
 - b. What services and activities are available in your local community?
 - c. Are there opportunities for participation? What are the barriers?
 - d. Engaging in the decision making process?

Activities: Ice breaker - Continuum line

Objective of this activity	To provide an opportunity to be part of a collective or an individual voice
Time	10 minutes
Materials needed	none
Procedure	<ol style="list-style-type: none"> 1. Ask everyone to stand up 2. Explain that one end of the room is “agree” and the other end is “disagree” and that they are to indicate their response to a statement by moving to the appropriate end of the room 3. Use the following statements and some of your own which should be linked to the community/local context: <ul style="list-style-type: none"> • Tea tastes better than coffee • Climate change is the biggest problem in the world • Supermarkets increase access to good affordable food • Poverty is a financial problem • Everyone in this country can read and write • Girls are cleverer than boys • Agri or biofuels are the way forward • GM foods could alleviate hunger • It is OK to cut down forests for wind farms 4. In between each question start up a brief discussion among the two groups asking them why they agree/disagree etc.

Introduction to key concepts

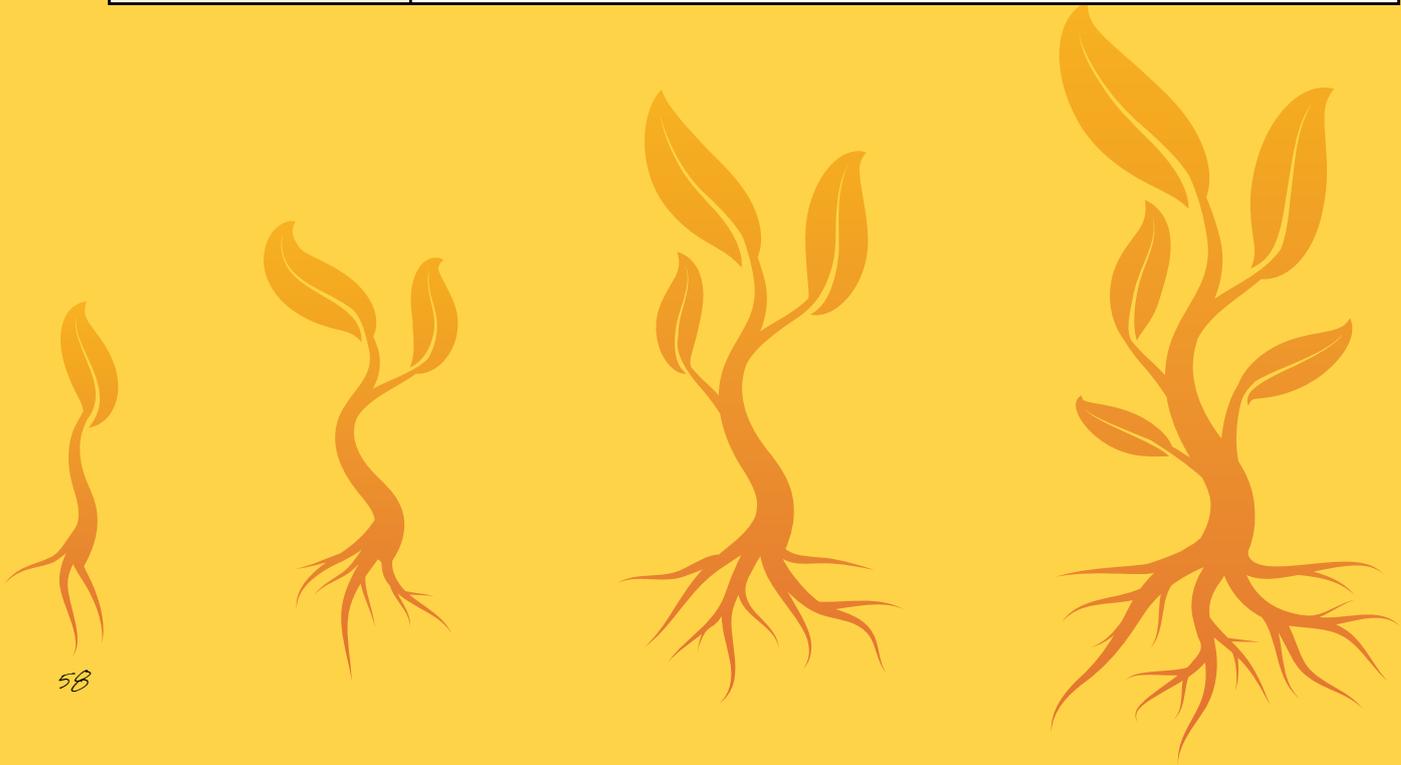
Objective of this activity	To introduce the concept of community participation
Time	20 minutes
Materials needed	Topic notes and photos (see additional resources) (Use photos that demonstrate people working together and participating in group activities)
Procedure	<ol style="list-style-type: none"> 1. Using photos and topic notes present the concept of community participation to the group or ask a voluntary organization/ community group to give a presentation on community participation 2. Invite and answer questions for 10 minutes <p>Example questions: Are they familiar with the term “community participation”? Are there opportunities for participation in their community?</p>

2.2 a: Community involvement

Objective of this activity	To identify reasons for and ways of encouraging community participation
Time	20 minutes
Materials needed	Flipchart, participation circle (see additional resources), pens
Procedure	<ol style="list-style-type: none"> 1. Following on from the introduction, discuss with the whole group <ul style="list-style-type: none"> • How can individuals become more involved in their community? • How do they participate individually, in their community and globally? • Who are they active with, how did they involve you and when? • How has it empowered them? 2. Draw the participation circle on a flipchart and note responses 3. Ask participants how they encourage others to be more active based on their own experiences

2.2 b: Community Mapping exercise

Objectives of this activity	To identify community services in an area in a clear and visual way To make links between social inclusion, public services and participation
Time	30 minutes
Materials needed	Large Paper, card, photos, pens, glue, scissors, string, tape, community mapping example (see additional resources)
Procedure	<ol style="list-style-type: none">1. Divide group into 22. Ask the groups to create a map of their community, mapping out accessible services/ activities – consider possible features that are strengths, resources, assets. (e.g. open spaces, community centres, schools, shops, health centres, clubs)3. Discuss services and ask group to list ways people access services and activities in their area



2.2 c: Opportunities and barriers

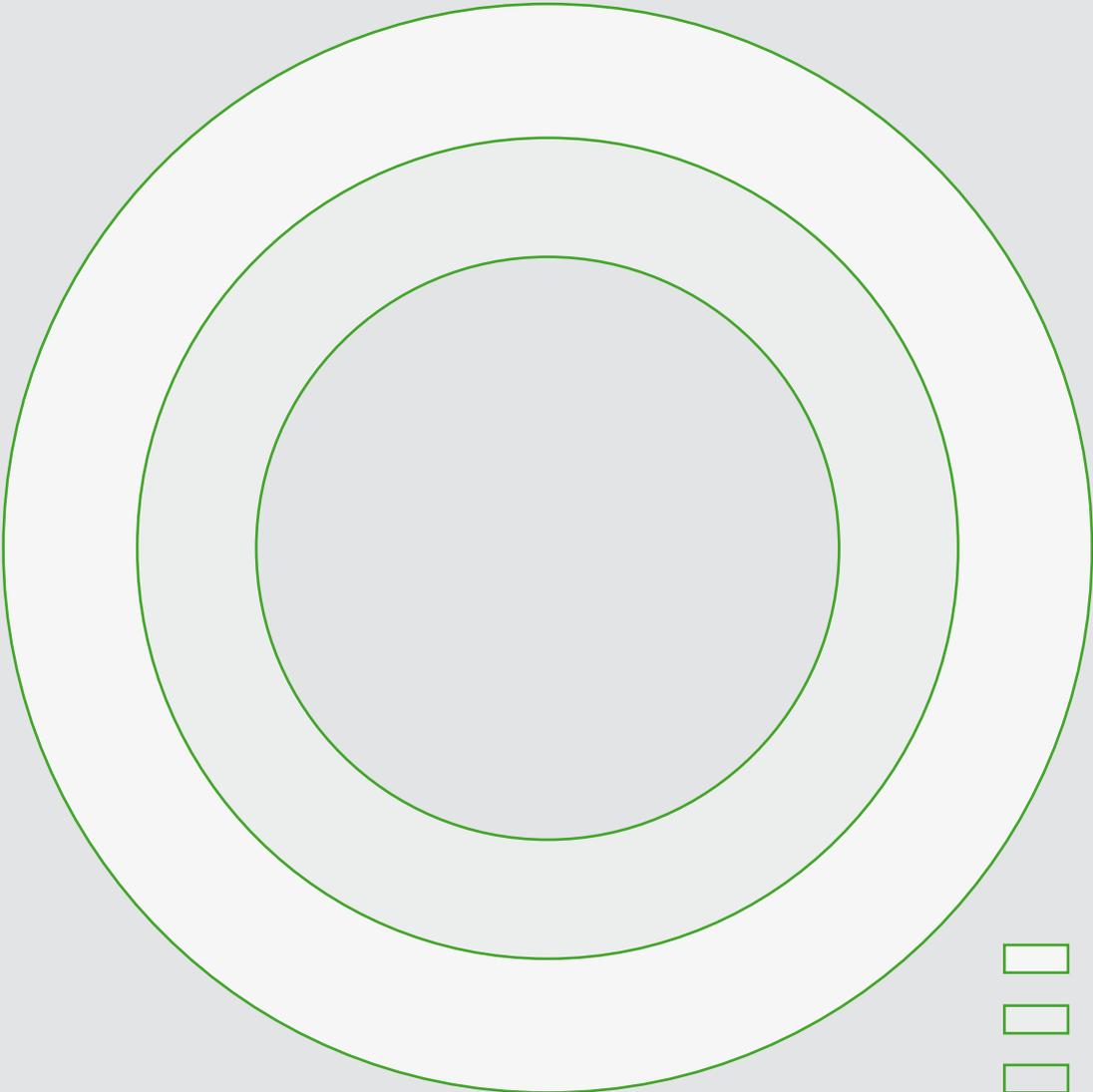
Objectives of this activity	To identify opportunities and barriers to participation To ascertain if these are the same for both North and South
Time	40 minutes
Materials needed	Flipchart paper, pens, case studies
Procedure	<ol style="list-style-type: none">1. Still working in two groups, give each group flipchart paper and ask them to divide the paper into two columns: “barriers” and “opportunities”2. Using the information from the last activity, ask the group to list the barriers to and opportunities for participation for their community3. Then give each group a case study (if they are from the South use a Northern case study and if they are from the North use a Southern case study)4. Ask the group to identify whether the barriers and opportunities are the same in the case studies as their own communities5. Each groups feeds back their list

2.2 d: Power of three discussion

Objective of this activity	To reflect on the module sessions and the importance of engaging in decision making processes
Time	30 minutes
Materials needed	Bag of sweets or beans
Procedure	<ol style="list-style-type: none">1. Ask participants to sit in a circle and give each person five sweets or beans2. Explain to the participants that there are five questions and they each have five responses, governed by the sweets or beans they have been given3. Each time they respond they have to either eat a sweet or put a bean on the floor4. If they have nothing to say they can give their sweets or beans to someone to speak on their behalf. <p>Questions:</p> <ul style="list-style-type: none">• What have you learned about being involved in decision making processes?• Will you use these methods to increase engagement in your communities?• If so, what implications would they have?• What problems would you anticipate?• How could these be overcome?
Evaluation	Ask each participant to complete the evaluation form (template at page 89)
Follow up Study question	Complete reflective journal, thinking about the links between active citizenship in your community and an active global citizenship

Additional Resources

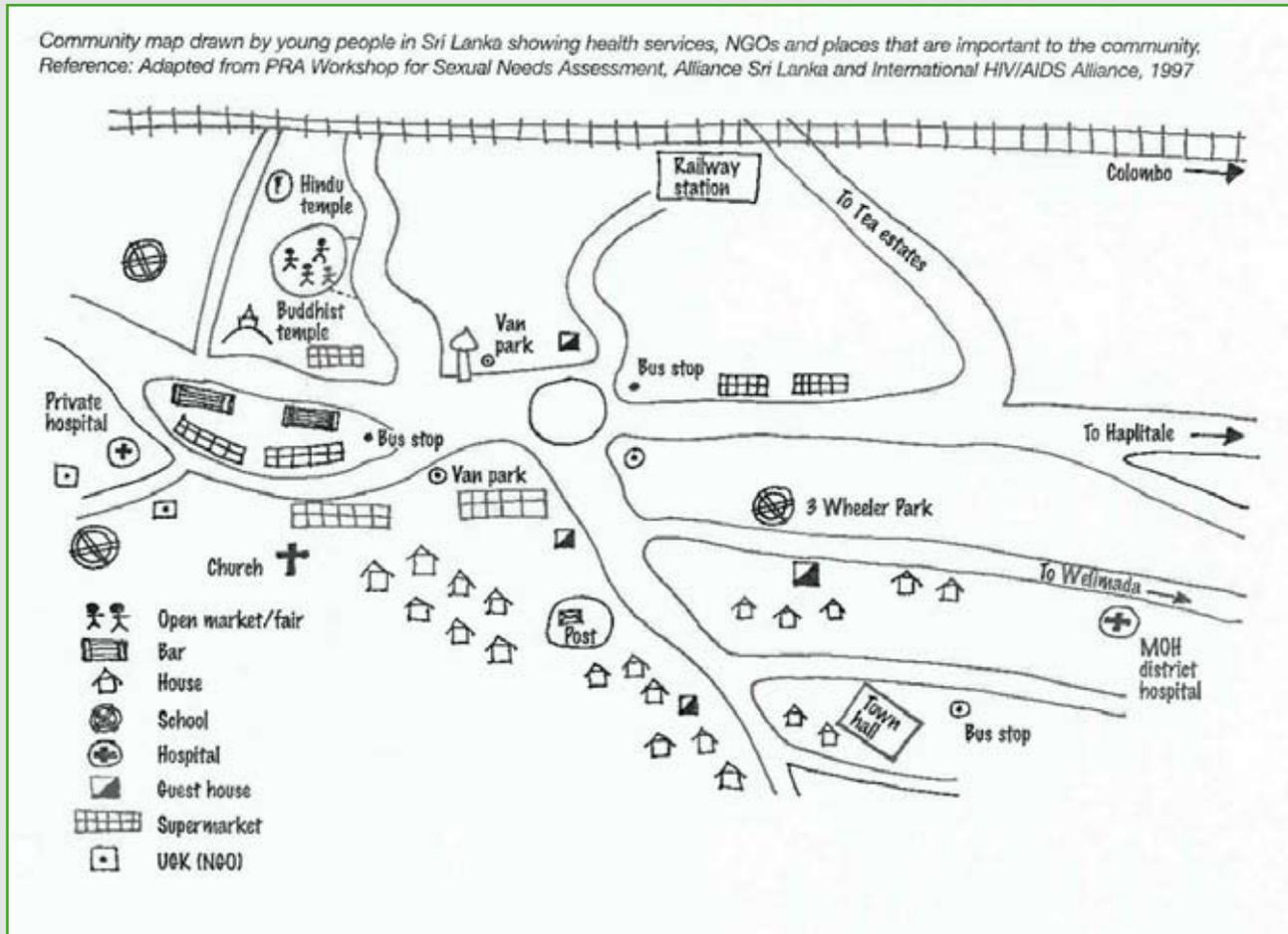
Participation Circle - Template (2.2 a)



- Individual
- Your community
- Globally

Community Mapping - Example

Community map drawn by young people in Sri Lanka showing health services, NGOs and places that are important to the community.
 Reference: Adapted from PRA Workshop for Sexual Needs Assessment, Alliance Sri Lanka and International HIV/AIDS Alliance, 1997



Key concept – topic notes

Community Participation

Participation is a process where individuals and communities are given the opportunity to identify and discuss their ideas, hopes and needs. It enables communities to look at resources that they already have as well as identifying any additional resources they may need; it is about **empowerment** and

- Helping rural communities take charge of their future
- Promoting grassroots initiatives and planning
- Helping develop skills and leadership
- Identifying resources and community assets
- Inclusive participation
- Collaborative decision making
- Community transformation
- Active citizenship
- Visioning and goal setting
- Social cohesion
- Problem-solving
- Building relationships or bridges between associations, agencies, individuals and businesses
- Trust, reciprocity and respect

This concept is not just about hard skills and knowledge but also about 'soft' attributes such as qualities, attitudes and values. Communities have many valuable resources, some that already exist and other, new resources that can be developed.

All capacities and resources should be equally valued, e.g.:

- Women and men
- Young and old
- Employed and unemployed
- Indigenous and non-indigenous peoples
- Rich and poor
- People with disabilities and those without

Developing any sort of participation should be inclusive: it

needs to ensure that everyone in the community has a voice.

Community participation offers an alternative to:

- Needs-based planning approaches (which do not recognize the positive resources already in a community)
- Top-down planning approaches

Opportunities for people to participate in their community should be:

- Inclusive - this will ensure that participation is relevant and that people with a variety of interests can take part.
- Pluralist – so that they are responsive to different ways people like to learn, plan, make decisions and work together.
- Experiential – in order to provide opportunities for learning by doing.











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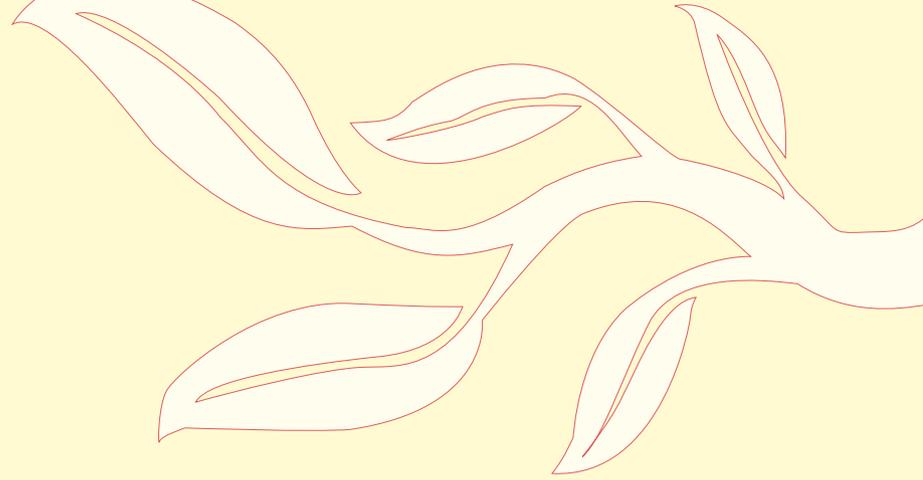
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MODULE 3:

Planning and managing actions and activities

Session 3.1:

What is the role of Food Sovereignty and collective actions in supporting rural economies?

Session 3.2:

How can actions and activities be adjusted to reduce vulnerability and enhance capability and capacity?

Session 3.1: What is the role of Food Sovereignty and collective actions in supporting rural economies?

Content Themes	<ul style="list-style-type: none"> a. What are the links between well being, social justice, environmental justice and food? b. How can individual and community rights to nutritious food support sustainable livelihoods? c. What is the role of local organizations in the adaptive management of food systems? 		
Materials needed	Flip chart, sticky notes, blue board or pin board (and drawing pins) and A5 sheets or cards, A4 paper, pens, sticky dots		
Session time	2,5 hours		
Activities		Suggested time	Case studies
Ice breaker	I went to the shop	10 mins	<ul style="list-style-type: none"> - Pembrokeshire fish Week, Wales page 114 - Granja Porcon, Cajamarca, Peru page 120
Introduction	Introduction to key concepts	20 mins	
3.1 a	Making the links	30 mins	
3.1 b	Policy and action analysis of case study	30 mins	
3.1 c	If I could I would	30 mins	
Evaluation		10 mins	
Follow up Study question	Complete reflective journal, thinking about how Food Sovereignty can be achieved in their own communities		

Template

Session 3.2: How can actions and activities be adjusted to reduce vulnerability and enhance capability and capacity?

Content Themes	<ul style="list-style-type: none"> a. How can positive impacts be maximized? b. How can negative impacts be minimized? c. What are the main benefits and barriers to adjusting your actions and activities? d. How can these be developed and or resolved? 		
Materials needed	Flip charts, domino sheets, action planning templates		
Session time	2,5 hours		
Activities		Suggested time	Case studies
Ice breaker	Sovereignty dominoes	15 mins	Facilitator to chose case study
Introduction	Introduction to key concepts	25 mins	
3.2 a	Action planning	60 mins	
3.2 b	Round table discussion on actions	20 mins	
Evaluation		10 mins	

Session 3.1: What is the role of Food Sovereignty and collective actions in supporting rural economies?

Content Themes

- a. What are the links between well being, social justice, environmental justice and food?
- b. How can individual and community rights to nutritious food support sustainable livelihoods?
- c. What is the role of local organizations in the adaptive management of food systems?

Activities: Ice breaker - I went to the shop

Objectives of this activity	To highlight availability of local seasonal food To energize the group
Time	10 minutes
Materials needed	None
Procedure	<ol style="list-style-type: none"> 1. Ask participants to sit in a circle 2. Explain the game which is an adaptation of a memory game Each person has to think of a food item and say which country it is from, starting with the first letter of the alphabet, so the first person has to say a food item beginning with “a” (e.g. I went to the shop and I bought Apples from France) The second person has to think of something beginning with “b” but also repeat what the first person has said (e.g. I went to the shop and bought Bananas from Costa Rica and Apples from France) The third person has to think of something beginning with “c” but also repeat what the other two said (e.g. I went to the shop and bought Carrots from UK, Bananas from Costa Rica and Apples from France etc.) 3. This continues until everyone has had a go 4. On completion review how much we actually know about where our food comes from and where it is grown or produced

Introduction to key concepts

Objective of this activity	To introduce the topic
Time	20 minutes
Materials needed	Topic notes (see additional resources)
Procedure	<ol style="list-style-type: none">1. Introduce the concept of Food Sovereignty2. Questions and answers for 10 minutes

3.1 a: Making the links

Objectives of this activity	To identify the commonalities in current terms To illustrate the constraints of jargon
Time	30 minutes
Materials needed	Flipchart paper, pens, photocopies of definitions of the six terms (see additional resources)
Procedure	<ol style="list-style-type: none">1. Divide the participants into six groups2. Give each group a brief definition of one of six current terms:<ul style="list-style-type: none">• well being• social justice• environmental justice• fair trade• food security• economic sovereignty3. Ask each group to write down as many words as they can that contribute to their concept term that make it more understandable4. In plenary ask each group to share their list, write them up on a flip chart and see how much commonality there is between terms

3.1 b: Policy and action analysis of case study

Objective of this activity	To transfer knowledge and experience to a different setting
Time	30 minutes
Materials needed	Flip chart paper, pens, concept terms definitions, sticky notes
Procedure	<ol style="list-style-type: none">1. Still working in the six groups, give each group one of the two case studies2. Ask each group to read their case study and to use their breakdown of the terms to see if they apply to the case study.3. Each group has to write on individual sticky notes where and how in the case study these apply.4. Write the name of the two case studies on two separate pieces of flipchart5. Each group feeds back their findings to the whole group who notes this on the appropriate flipchart page. <p>(Example of policy and action analysis in additional resources)</p>

3.1 c: If I could I would

Objective of this activity	To transfer knowledge and experience from a different setting back to their own community
Time	30 minutes
Materials needed	Flipchart, sticky notes, marker pens
Procedure	<ol style="list-style-type: none"> 1. As a whole group, ask everyone to reflect individually on the session, the terms, the case studies and then list what actions they would like to take or see happen in their own community to promote the six concepts: <ul style="list-style-type: none"> • well being • social justice • environmental justice • fair trade • food security • economic sovereignty 2. Then ask them to write these actions on sticky notes or A5 paper 3. Collect them from the participants and place them on the flipchart or board 4. Ask the participants to group actions that are similar and agree a collective term for their desired actions. 5. Move participants back into their previous groups and ask them to write on sticky notes or A5 paper what they need to complete these actions? e.g training, funding, changes in policy, campaigning, support from local government etc 6. Feedback responses and place them on the flipchart or board and discuss
Evaluation	Ask each participant to complete the evaluation form (template at page 89)
Follow up Study question	Complete reflective journal, thinking about how Food Sovereignty can be achieved in their own communities

Additional Resources

Topic notes – Food Sovereignty (3.1 a)

In the 1996 World Food Summit Action Plan, the Food and Agricultural Organisation Member States reaffirmed their commitment to “achieving food security for all.” FAO is working with governments to incorporate the Right to Food Guidelines into policies and legislation, and to adopt rights-based food security strategies. The Right to Food Unit is actively informing and training and is helping develop capacity in the areas of legislation, policy, assessment, monitoring and accountability.

Incorporating human rights principles into traditional development approaches may supply the “missing element” that has prevented 50 years of development aid from overcoming poverty. Empowerment is key to moving away from the benevolence model of aid to a sustainable, enabling environment in which people can feed themselves. A rights-based approach can help not only achieve food security, but also to meet international poverty reduction goals, while simultaneously recognizing human dignity and the inherent worth of every individual.

WHAT IS THE RIGHT TO FOOD?

Right to Food = Human Right

The right to food is the right to provide food for oneself in dignity. It is the right to have continuous access to the resources that will enable you to produce, earn or purchase enough food to not only prevent hunger, but also to ensure health and well-being. The right to food only rarely means that a person has the right to free handouts.

States ratifying the International Covenant on Economic, Social and Cultural Rights have legally bound themselves to re-

spect, protect and fulfil the right to food. While this treaty was an essential first step, there was little progress toward realizing this right until the 1996 World Food Summit, when Heads of State and Government issued the Rome Declaration, which reaffirmed “the right of everyone to have access to safe and nutritious food, consistent with the right to adequate food and the fundamental right of everyone to be free from hunger.”

(source: FAO’s Right to Food Unit, www.fao.org/righttofood)

FOOD SOVEREIGNTY’S DEFINITION

Food Sovereignty embraces the right to food. Food Sovereignty links food production with social justice, environmental sustainability and well being.

Food Sovereignty is the right of peoples to healthy and culturally-appropriate food produced through ecologically-sound and sustainable methods, and their right to define their own food and agriculture systems.

It puts those who produce, distribute and consume food at the heart of food systems and policies rather than the demands of markets and corporations.

It defends the interests and inclusion of the next generation. It offers a strategy to resist and dismantle the current corporate trade and food regime, and directions for food, farming, pastoral and fisheries systems determined by local producers.

Food Sovereignty prioritizes local and national economies and markets and empowers peasant and family farmer-driven agriculture, artisanal – fishing, pastoralist-led grazing, and food production, distribution and consumption based on environmental, social and economic sustainability.

Food Sovereignty promotes transparent trade that guarantees

just income to all peoples and the rights of consumers to control their food and nutrition.

It ensures that the rights to use and manage our lands, territories, waters, seeds, livestock and biodiversity are in the hands of those of us who produce food.

Food Sovereignty implies new social relations free of oppression and inequality between men and women, peoples, racial groups, social classes and generations

(Source: Nieleny's Declaration 2007 - www.foodsovereignty.org)

Making the Links (3.1a)

DEFINITIONS:

WELL-BEING

Well-being refers to positive and sustainable characteristics, health, happiness and prosperity, which enable individuals and organizations to thrive and flourish (UOC, 2008).

SOCIAL JUSTICE

Social Justice is about every one of us having the chances and opportunities to make the most of our lives and use our talents to the full (WAG, 2008).

ENVIRONMENTAL JUSTICE

Environmental justice means everyone should have a safe and healthy place to live, work and play and that there are enough resources for all of us and future generations (FOE, 2009).

FOOD SECURITY

Food security refers to the availability of food and one's access to it. A household is considered food secure when its occupants do not live in hunger or fear of starvation.

FAIR TRADE

Fair Trade is an internationally-recognized approach to trading which aims to ensure that producers in poor countries get a fair deal. A fair deal includes a fair price for goods and services, decent working conditions, and a commitment from buyers so that there is reasonable security for the producers.

ECONOMIC SOVEREIGNTY

Economic Sovereignty is the ability of an individual, community or state to control its own economy in response to its specific needs.

Policy and Action analysis of a Case Study (Example) (3.1 b)

Pembrokeshire Fish Week

Well being

- Access to social activity, reducing isolation
- Participation in outdoor physical activity
- Access to freshly caught local produce
- Increase in healthy eating
- Opportunity to learn to cook different fish
- Re establishing the links between the producer and consumer

Social Justice

- Local communities have access to activities and are able to participate
- Increase in cultural awareness – coracle building
- Linking communities together
- Linking local producers with restaurants
- Sustaining the livelihoods of local fishermen

Environmental Justice

- Being able to access the local environment
- Using local produce, reducing food miles
- Realizing the country's natural assets
- Learning about the environment – beach days

Economic sovereignty

- Increase in tourism and spending in the area

Session 3.2: How can actions and activities be adjusted to reduce vulnerability and enhance capability and capacity?

- Content Themes**
- a. How can positive impacts be maximized?
 - b. How can negative impacts be minimized?
 - c. What are the main benefits and barriers to adjusting your actions and activities?
 - d. How can these be developed and or resolved?

Activities: Ice breaker - Sovereignty dominoes

Objectives of this activity	To match solutions with problems To introduce different solutions
Time	15 minutes
Materials needed	Photocopy and cut sovereignty domino cards (see additional resources)
Procedure	Give everyone a card and ask them to find the answer to their question and the question to their answer

Introduction to key concepts

Objective of this activity	To share existing knowledge and experiences on food sovereignty within the group
Time	25 minutes
Materials needed	
Procedure	<ol style="list-style-type: none"> 1. Ask the participants to share their responses to the last study question identifying opportunities for food sovereignty in their community 2. Invite questions and answers from the group

3.2 a: Action Planning

Objective of this activity	Using assets template or other planning tools developed by the group, draw up individual action plans that address the issues raised during the sessions
Time	60 minutes
Materials needed	Action planning templates (see additional resources), flipchart, marker pen, paper
Procedure	<ol style="list-style-type: none">1. Ask the group to reflect on the past sessions and think about how they can use the knowledge gained to make changes or take action that promotes the concept of food sovereignty and sustainable livelihoods2. Working individually for 5 minutes ask each participant to write on sticky notes or A5 paper what action that they would like to focus on3. Ask each participant to copy the action planning template onto flipchart paper. Then using their template to build a plan of action that takes sustainable livelihoods into account, focusing on capital resources<ul style="list-style-type: none">• Human capital• Financial capital• Social capital• Physical capital• Natural capital(Participants can use the information from their individual and community resource assessment activity in module 1, session 2)4. Ask group to think about how positive actions can be maximized and negative actions reduced5. Ask each participant to put their action plan on display and invite participants to look at each other's plans

3.2 b: Round Table Discussion

Objective of this activity	To discuss action plans and other issues raised during the sessions
Time	20 minutes
Materials needed	Sweets or beans
Procedure	<ol style="list-style-type: none">1. Give each participant 5 beans or sweets and explain that every time they want to contribute they must eat or dispose of a sweet or bean2. Invite feedback on the action planning process<ul style="list-style-type: none">• Who found it easy and why• Who found it difficult and why• What would you change• What are the benefits and barriers to the actions• How can these be developed or overcome
Evaluation	Ask each participant to complete the evaluation form (template at page 89)

Additional Resources

Sovereignty Dominoes

<p>WHAT IS FOOD SOVEREIGNTY?</p> <p>1</p>	<p>BASIC HUMAN RIGHTS</p> <p>A</p>
<p>WHAT IS FOOD SECURITY?</p> <p>2</p>	<p>CARBON FOOT PRINT</p> <p>B</p>
<p>HOW MANY MILLENNIUM DEVELOPMENT GOALS ARE THERE AND WHAT ARE THEY?</p> <p>3</p>	<p>TO ENABLE PEOPLE THROUGHOUT THE WORLD TO SATISFY THEIR BASIC NEEDS AND ENJOY BETTER QUALITY OF LIVE WITHOUT COMPROMISING THE QUALITY OF LIFE OF OTHERS</p> <p>C</p>
<p>WHAT IS THE TERM USED TO DESCRIBE WORKERS AND PRODUCERS HAVING DECENT WORKING CONDITIONS BETTER WAGERS AND TRADINING CONDITIONS</p> <p>4</p>	<p>CRITICAL THINKING ABOUT SOCIAL, CULTURAL ECONOMIC, POLITICAL AND ENVIRONMENTAL ISSUES FROM A VARIETY OF PERSPECTIVES, DISCUSSING A RANGE OF SOLUTIONS AND BUILDING AWARENESS OF POSITIVE CHANGE, HOW IT OCCURS AND HOW INDIVIDUALS CONTRIBUTE</p> <p>D</p>
<p>WHAT ARE LIVELIHOOD RESOURCES</p> <p>5</p>	<p>ACTIVE GLOBAL CITIZENS</p> <p>E</p>

1 = J

2 = I

3 = H

4 = G

5 = F

6 = E

7 = D

8 = C

9 = B

10 = A

Food Sovereignty Dominos Answers

DEFINE PEOPLE WITH THE ABILITY TO UNDERSTAND AND PARTICIPATE IN SOCIETY AT LOCAL NATIONAL AND INTERNATIONAL LEVELS

6

THE CAPITAL ASSETS THAT YOU USE TO MAKE A LIVING SUCH AS SOCIAL CAPITAL, HUMAN CAPITAL, NATURAL CAPITAL, PHYSICAL CAPITAL AND FINANCIAL CAPITAL

F

WHAT IS GLOBAL LEARNING?

7

FAIR TRADE

G

DEFINE SUSTAINABLE DEVELOPMENT

8

1 ERADICATE EXTREME HUNGER; 2. ACHIEVE UNIVERSAL PRIMARY EDUCATION; 3.PROMOTE GENDER EQUALITY; 4 REDUCE CHILD MORTALITY; 5.IMPROVE MATERNAL HEALTH; 6.COMBAT HIV/AIDS; 7.ENVIRONMENTAL SUSTAINABILITY; 8. GLOBAL PARTNERSHIPS

H

WHAT IS THE MEASURE OF THE IMPACT OUR ACTIVITIES HAVE ON THE ENVIRONMENT AND CLIMATE CHANGE

9

ENSURING EVERYONE HAS ENOUGH FOOD AND ARE NOT AT RISK OF STARVATION

I

WHAT ARE: SHELTER; CLEAN WATER; NUTRITIOUS FOOD; EDUCATION; FREEDOM OF SPEECH

10

RIGHT TO ACCESS FOOD THAT IS NUTRITIOUS, FAIRLY TRADED AND SUSTAINABLY PRODUCED

J

Action Planning - Template (3.2 a)

Action	Proposed impact on sustainable livelihood resources				
	Natural Capital	Social Capital	Human Capital	Financial Capital	Physical Capital
	What needs to be done to make it happen?		Who is going to be responsible for this?		Who needs to be involved?

Action Planning - Example (3.2 a)

Action	Proposed impact on sustainable livelihood resources				
	Natural Capital	Social Capital	Human Capital	Financial Capital	Physical Capital
Using a local farmers market for meat and vegetables	Buying food that is grown locally, increased production on local land	Relationship between farmer and local people developed	Increased livelihood of local farmers. Skills of local producers	Money remains in the local economy	Market is in central place and is easily accessible. Distance from farm to market is short
	What needs to be done to make it happen?		Who is going to be responsible for this?		Who needs to be involved?
	Change behaviour and habits and commit to it		Consumer		Local producers

EVALUATION

(15 min)

Please make your comments as specific as possible.

What would you like the trainers to stop doing?

What would you like the trainers to start doing?

What would you like the trainers to continue doing?

Has the session changed or reinforced your views or opinions, if so in what ways?



CASE STUDIES

A case study is an example of a set of issues or circumstances framed in a real life setting and can be a useful and powerful tool. Moreover, they can also enable a greater understanding and deeper analysis of more general themes and situations. Case studies are particularly good at addressing 'how' and 'why' questions.

In this section there are fourteen practical case studies, all of which are a result of the participatory action research conducted by the "Rural Education Project". Each one follows the same basic structure:

Context: a brief presentation of the local area and the socio-economic context, followed by a brief description of the specific Food Sovereignty project

Objectives: description of the objectives of the presented project

Process: explanation of how the individual project originated and how it has been developed

Activities: description of the present activities of the presented project

Limitations and Difficulties: critical aspects of the project

Output and Impacts: description of the positive aspects of the project

Questions: these can be used to help the trainees to reflect on the case study

Links and contacts details: these can be used by the trainers to gain a deeper understanding of the specific case study if they want to use it during a workshop. They can also be useful to contact the representative of the project



Furthermore, certain case studies can be linked to the following key features:

Governance and participatory approach

1. Bio-excellence in the Italian National Parks – Italy
2. Foundation for the development of alternative communities for the preservation of the Tropics (Altropico) Ecuador
3. Città dell’Altra Economia (CAE) - Italy
4. National federation of farmers’, indigenous peoples’ and blacks’ organisations (FENOCIN) – Ecuador
7. Network of Rural Communities in Peru (REMURPE) Peru
8. Network of Social Bio-Farms – Italy
13. Cilento Organic District – Italy

Local markets

1. Bio-excellence in the Italian National Parks – Italy
3. Città dell’Altra Economia (CAE) - Italy
5. Market access support program to rice farmers in the Senegal River Valley. (PINORD) – Senegal
8. Network of Social Bio-Farms – Italy
11. Pembrokeshire Fish Week – Wales, UK
13. Cilento Organic District – Italy

Linkage and collaboration

5. Market access support program to rice farmers in the Senegal River Valley. (PINORD) – Senegal
6. Blaengarw Timebank – Wales, UK
7. Network of Rural Communities in Peru (REMURPE) Peru
9. Food Co-ops – Wales, UK
10. Labayka Development Fund – Zanzibar, Tanzania

Traditional and local food

3. Città dell’Altra Economia (CAE) - Italy
5. Market access support program to rice farmers in the Senegal River Valley. (PINORD) – Senegal
8. Network of Social Bio-Farms – Italy
9. Food Co-ops – Wales, UK
11. Pembrokeshire Fish Week – Wales, UK
12. Mna Mengi Fishermans Cooperative Group – Zanzibar, Tanzania
13. Cilento Organic District – Italy
14. Granja Porcon, Cajamarca – Peru

Rights

4. National federation of farmers', indigenous peoples' and blacks' organisations (FENOCIN) – Ecuador
6. Blaengarw Timebank – Wales, UK
8. Network of Social Bio-Farms – Italy
9. Food Co-ops – Wales, UK
10. Labayka Development Fund – Zanzibar, Tanzania
12. Mna Mengi Fishermans Cooperative Group – Zanzibar, Tanzania

Culture and identity

1. Bio-excellence in the Italian National Parks – Italy
4. National federation of farmers', indigenous peoples' and blacks' organisations (FENOCIN) – Ecuador
6. Blaengarw Timebank – Wales, UK
11. Pembrokeshire Fish Week – Wales, UK
12. Mna Mengi Fishermans Cooperative Group – Zanzibar, Tanzania
13. Cilento Organic District – Italy

Environment and Biodiversity

1. Bio-excellence in the Italian National Parks - Italy
2. Foundation for the development of alternative communities for the preservation of the Tropics (Altropico) Ecuador
10. Labayka Development Fund – Zanzibar, Tanzania
12. Mna Mengi Fishermans Cooperative Group – Zanzibar, Tanzania
13. Cilento Organic District – Italy
14. Granja Porcon, Cajamarca – Peru

CASE STUDY I

BIO-EXCELLENCE IN THE ITALIAN NATIONAL PARKS - ITALY

Key Features

Environment and biodiversity
Governance and participatory approach
Culture and identity
Local markets



Context

The Protected Areas represent an ideal context for the application of agricultural production models that respect the environment, the local economy, traditional foods and health in general. However, rural zones are often 'excluded' from being designated as Parks for various reasons. The core objective of the "Bio-excellence" project is to promote biological agriculture in the Protected Areas and to validate the production of agro-food products using methods that are compatible within the constraints of the Protected Natural Areas. The project thereby aims to affirm the concept of **food security**, where food is produced in an environment that is healthy, pollution-free and in accordance with biological production processes. This project has made it possible to study the state of biological agriculture in the Italian National Parks. It has also enabled an assessment of existing ethical biological channels that can be defined as 'Bio-excellence' (i.e. channels that, in all of their phases – from biological production to transformation, to business and to tourism – protect the environment and bio-diversity, thereby contributing to the sustainable management of the region).

The parks involved in the project are: Gran Paradiso, Val Grande, Stelvio, Cinque Terre, Dolomiti Bellunesi, Appennino Tosco-Emiliano, Foreste Casentinesi, Arcipelago Toscano, Monti Sibillini, Gran Sasso and Monti della Laga, Majella, Circeo, Abruzzo, Lazio, Molise, Vesuvio, Cilento and Vallo di Diano, Gargano, Alta Murgia, Val d'Agri, Pollino, Sila, Aspromonte, Arcipelago della Maddalena, Asinara, Gennargentu, Golfo di Orosei.

Objectives

- Safeguard biodiversity
- Environment and land use
- Healthy eating and nutrition

Process

The initiative is promoted by the Italian Association of Bio-Agriculture and the Ministry of the Environment and is in collaboration with Federparchi, INEA, the Environmental League, LIPU, and the WWF. It analyzed questionnaires sent to the Parks Agency, to biological farmers and to several municipalities in order to develop **guidelines for developing and improving ethical channels in the protected areas.**

The project encompasses all of the various entities currently operating on National Park property, and focuses on those that

practice biological agriculture. It has agreed to implement several fundamental tools in order to begin a serious and complete development process of biological channels in the protected areas. More than 500 biological businesses have been counted within the 24 National Parks. The practical aspects of the study were carried out through the analysis of the development of agriculture and the commercialization of local products, as well as through the observation of the various agro-bio-diversity initiatives that are instrumental in safeguarding the region and the countryside.

Activities

The field research was conducted through two questionnaires. The first, directed at the Parks Agency, was designed in order to collect detailed information concerning the agro-environmental and socio-economic situation in the protected areas, as well as other qualitative information regarding the agricultural policy in the Parks and the relationship with the agricultural world. The second questionnaire was sent to all biological agriculture firms operating within and without the park area, but always within the borders of the park communities. The scope of the second questionnaire was to collect a series of information and data regarding agricultural business, including the agro-environmental management of those companies, the type of commercialization and investments made, the possible multi-functionality of the company and, finally, their relationships with the Parks Agency. The final part of the questionnaire was aimed at identifying the existing biological channels within the Italian Parks, in order to identify the presence of 'Bio-excellence' (i.e. ethical channels), which could serve as positive and transferable examples for the promotion of biological agriculture. The field study was conducted using direct interviews with the operators. There was a specific focus on the collation of qualitative information rather than numerical and percentage (i.e. quantitative) data. Finally, the project drew up "Guidelines for implementing and improving biological channels in the protected areas", in order to channel the information collected through the questionnaires.

Limitations and Difficulties

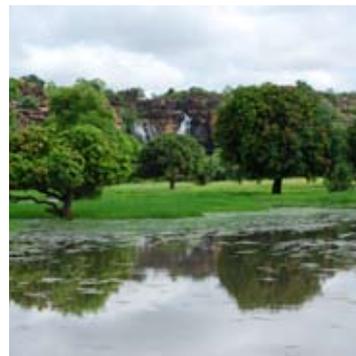
- Limited economic resources for agricultural operators
- Difficulty in networking the businesses
- Relationships with the Parks Agency

Outputs and Impacts

- Great interest for the traditional biological produce obtained in the Parks
- Multi-functionality
- Development of eco-tourism

Questions

- What is meant by "Safeguarding bio-diversity"?
- How can the production of biological products be incentivised in the protected area?
- What forms of eco-tourism do you know about?
- How do bio-activities safeguard the environment?
- How can we improve the local economy in the protected area?



Web link and contact details

www.bioeccellenze.org

Aiab (Italian Association for Bio-Agriculture)

Via Piave, 14 - 00187 - Rome

Tel. 06/45437485 - www.aiab.it

Cristina Grandi (c.grandi@aiab.it)

CASE STUDY 2

FOUNDATION FOR THE DEVELOPMENT OF ALTERNATIVE COMMUNITIES FOR THE PRESERVATION OF THE TROPICS (ALTROPICO) – ECUADOR

Key Features

Environment and Biodiversity
Governance and participation approach



Context

The ALTROPICO foundation is a multi-disciplinary, non-governmental organisation that focuses its activities on empowering social organisations and promoting the equal expression of rights and duties for women, men and the younger generations. It also works for the adoption of alternative products that contribute to the preservation and the sustainable management of the biological wealth found in tropical areas. This is achieved through participatory processes and inter-institutional training and coordination.

The work of ALTROPICO is based on the three fundamental pillars of sustainable development: social, economic and environmental development. Its aim is to stimulate positive change in each of these three areas. In order to achieve this, the project is structured through three programmes: the social-organisation improvement programme, the sustainable production programme and the preservation programme. The latter, in particular, is based on the engagement of the community in the management of natural resources. Local communities are made aware of the relationship between the preservation of the environment in their immediate area, the restoration of their traditional practices and the potential quality of life, through a process of continuous training, technical assistance and joint activities. All decisions are made using participatory processes, and respond to the needs and concerns of the local population.

Objectives

- To improve the communities' competency in managing the sustainable preservation and use of natural resources in public and private areas;
- To improve the quality of life and to preserve the biological diversity of the region;
- To exert political influence on local regional development processes, and to improve the management skills of organised groups and grassroots organisations;
- To exert political influence at regional, national and international levels in order to promote sustainable development, based on a strong social approach; and
- To promote the technical abilities of families and local organisations to sustainably manage natural resources.

Process

Since 1992, ALTROPICO has been working to promote families' and organisations' technical capabilities in order to sustainably manage natural resources by creating alternatives that support Food Sovereignty and improve the economy of the family, all the while maintaining a balance between the environment and the cultural, ethnic, gender and generational aspects of the local context.

The organisations' work is structured using the following Food Sovereignty themes: Availability, Access, Stability, Consumption, and Institutionalisation.

Today, the ALTROPICO foundation is an established organisation that is recognized at the local, national and international level for its work and its transparency in coordinating participatory processes. This work encourages organizational improvements, sustainable production, and the preservation and management of natural resources in social organisations. It also promotes organizational management and ownership of their own development. More than 350 rural, indigenous and Afro-Ecuadorian families participate in the project, in the area between Ecuador and Colombia. In Ecuador, work is being carried out in the provinces of Imbabura, Carchi, Esmeraldas e Sucumbíos, and in the Awa Indigenous Territory (FCAE).

Activities

The principle activities are as follows: training; credit; production; commercialization; organisation; management (access to property); protection; and recovery of the forests. In the area of socio-organizational improvements, they are: community planning for development; training; and cultural revitalisation. These promote the individual capabilities of the organised groups to participate in the processes of institutional relations. With respect to preservation, the programme areas are as follows: territorial consolidation; environmental services; environmental and bio-diversity management; and education. Environmental and bio-diversity management particularly focuses on the awareness of the local community regarding the changes that natural resources and their own communities are undergoing due to such processes as accelerated deforestation and the expansion of cultivated land. It specifically promotes participation in decision-making processes that are related to the preservation and management of natural resources.

Local communities thereby become involved in surveying and monitoring the environmental factors that harm the quality and quantity of the natural resources upon which they depend.

Limitations and Difficulties

- Increased number of families involved;
- Lack of resources for the participatory processes;
- Limits in the ability to consistently and systematically observe and monitor the local communities.

Outputs and Impacts

- Building local skills;
- Sustainable resource management;
- Protection of biodiversity;
- Community management of natural resources.

Questions

- How does the local community protect bio-diversity?
- How can the ability of local communities in managing the environment in which they live be developed?
- What could the limits of the observations made by the local populations be?

- Think of some examples showing how inefficient organizational management influences the protection of bio-diversity.

Web link and contact details

www.altropico.org.ec

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Ecuador

CASE STUDY 3

CITTÀ DELL' ALTRA ECONOMIA (CAE) - ROMA

Key Features

Local markets
Governance and participatory approach
Traditional local food



Context

The main objective for the City of the Alternative Economy (CAE) project was to return the space of a former, long-abandoned slaughterhouse to the people of Rome. It is the first space in Europe to be dedicated to economic practices that are characterized by the use of low-environmental-impact processes. It also guarantees an equal redistribution of value to producers, since it operates not on the economics of profit, but on the economics of solidarity with people and the environment. CAE wants to bring about change, disseminate information and educate, so that this alternative economy can become the basis of an alternative society. The CAE offices occupy 3,500 m², recovered from the ancient Livestock Scales building and the old Livestock Market, where the City of the Arts will be established over the next few years. The conservation-based restoration, which is based on the ethical principles of this alternative economy, was achieved using principles of bio-architecture and energy sustainability (for example, solar panels power the entire structure). The historical context of the building was respected throughout the process. The Livestock Market stands in the heart of Rome and represents an 'alternative' lifestyle whereby the values that count are not those dictated by the 'global market'. However, CAE does not operate in a vacuum; rather, it is the central hub of a network that survives because of the many branches spread throughout the periphery.

The organisations that work within CAE (Bio-agriculture, Ethical Finance, Fair and Equitable Trade, Open Communications, Renewable Energy, Responsible Tourism, Re-use and Recycling, Ristobar) are motivated by their overlapping activities as well as by their interaction with people to raise awareness and train them in the principles of solidarity, cooperation, equity and social justice.

Objectives

- Local market
- Development of 'solidarity economics'
- Communication and training according to the principles of the alternative economy

Process

CAE's principles are based on a belief in an alternative economy that is centred on economic models and social alternatives to the market economy. This is inspired by principles of equity, solidarity, and sustainability.

CAE aims to provide support to those wanting to experience this alternative economy.

This should lead to an expansion of ‘conscious consumption’ at community, regional, national and international levels. This alternative economy aims to promote the local economy and local products, and focuses on production channels that are locale- and resource- specific. Solidarity is encouraged through the use of instruments, such as a local currency, in order to foster relationships and networks. In addition, sharing community values stimulates and adds value to the natural and human heritage of every region, sustaining relationships of exchange between culture, local and biological products, and traditional and advanced expertise. The activities of the alternative economy are geared towards meeting people’s fundamental needs, and are aimed at affirming the principles of solidarity and justice. This is to enable everyone to reach their full potential and to contribute to remedying, as quickly as possible, current imbalances. The objective of the alternative economy is to knit together a network strategy that will be used to exchange individual experiences; the first networks of the ‘economy of solidarity’ have already begun to set up ‘districts’, with the intention of multiplying the interchanges of experiences, products and services.

Activities

CAE’s activities take place in spaces where the primary focus is on promoting and selling biological products and encouraging equity and solidarity, as well as recycling and the re-use of materials. Ethical finance operators, responsible tourism representatives and the renewable energy sector adopt and promote active sustainable practices based on the principle of fair exchanges that reflect solidarity. Completing the quartet of activities are the initiatives dedicated to the general public which include: teaching labs within schools, subscription to a newsletter, social meals, publication of teaching materials, and major events such as the Alternative Economy Festival, an annual ‘bio-Sunday’, and a monthly ‘alternative Sunday’. Conferences, exchanges and consultation encounters are also promoted in order to introduce and promote the ‘alternative economy’ products and businesses.

Limitations and Difficulties

- Bureaucracy in the management of public spaces
- Connecting all of the potential beneficiaries in the structure

Outputs and Impacts

- Promotion of short lines
- Development of the economics of solidarity
- Counter-information
- Alternative models of life, production and consumption

Questions

- What is a Network of the Economy of Solidarity?
- What strategies could be adopted to promote a model of ‘alternative economy’?
- What is the purpose of fair and equitable trade?
- How could the CAE model be introduced into other areas?
- How important is creating a network of alternative economy operators for the success of a CAE project?



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CASE STUDY 4

NATIONAL FEDERATION OF FARMERS', INDIGENOUS PEOPLE'S & BLACK'S ORGANISATIONS (FENOCIN) - ECUADOR.

Key Features

Governance and participatory approach
Rights
Culture and identity



Context

FENOCIN is a national organisation of indigenous peoples and farmers. It fights to eradicate poverty, achieve a better quality of life, and promote democracy and sustainable and balanced development.

Its objectives in terms of Food Sovereignty are “...to achieve national farm production by stimulating the agro-ecological systems and avoiding dependence on food imports, protecting and incrementing farm agriculture, small and medium-sized producers and the public sector through access to ground, water and fundamental services for the production of healthy food, at a reasonable price to assure sustainability.”

Work, production and social inclusion are the basic principles behind FENOCIN's vision. Building on that foundation, it aims to work for the extended social sector to meet the market needs for goods and food for the general population (a popular economy estimated at around 79.3% of the gross national product). FENOCIN thus wants to facilitate local transformation through the adoption of legislation in support of Food Sovereignty, the agricultural revolution and inter-culturalism.

Objectives

- Strengthening the organisation
- Sustainable development
- Constructing an inter-cultural society
- Opposing neo-liberalism and developing alternatives to globalization

Process

FENOCIN was established in the 1960s as a response to the social demonstrations that the indigenous peoples and farmers of the country were involved in at that time. They needed a well organised organisation with a consistent structure that would be capable of working to support their demands, as well as being able to put fundamental pressure on the oligarchic structures and the state for the implementation of the Agriculture Reform Act.

Today, FENOCIN is organised into 52 tiers; it has two organisations in 18 provinces. Its membership includes more than 1,300 organisations and communities and 200,000 families.

Activities

For more than 40 years, FENOCIN has worked on the themes of reclaiming land and water, credit infrastructure, civil rights, social policies and cultural recognition.

Its principal activities are related to access to ground and water, human and civil rights, political influence for the development of agricultural reform, production and commercialization, and social and organizational training processes.

At the national level, FENOCIN has promoted the concept of Food Sovereignty in conjunction with other organisations. On 27 March 2008, it presented a proposal on 'Food Sovereignty, a model of traditional and dynamic agriculture' to the President of the Republic and to the National Constituent Assembly. The proposal comprises the themes of Food Sovereignty, the agricultural revolution and inter-culturality, with a clear description of the necessary development model. The principal demands of the proposal are: strengthening farmers' control of the regions; strengthening local communities' control of agricultural production, water, genetic resources and forms of energy; improving the conditions of life of farming families; reclaiming land; strengthening the economic activities that concern the majority of the population of the country (in accordance with a vision of human-scale economics that strengthen the cooperative organisation and the protection of the earth); popular education for producers to strengthen their organisations; developing creativity and strengthening the self-esteem of the farmers; and acknowledging the value of farmers' role in society.

Limitations and Difficulties

- Acceptance by the government of the presented proposal
- Moving from political acceptance to the implementation of the proposal

Outputs and Impacts

- Stimulating the political debate on the theme of Food Sovereignty
- Presentation of a legislative bill

Question

- What impact does political pressure at the national level have on local development?

Web link and contact details

www.fenocin.org



CASE STUDY 5

MARKET ACCESS SUPPORT PROGRAM TO RICE FARMERS IN THE SENEGAL RIVER VALLEY (PINORD) - SENEGAL

Key Features

Linkage and collaboration
Traditional and local food
Local Markets



Context

Senegal, which gained independence in 1960, has a population of approximately 12 million people, 65% of whom live in rural areas. Farmers' organisations were recognized for the first time by the head of the State in 1998. Thanks to their determination, decision making and lobbying skills, today the producers' organisations accompany Senegalese government delegates and participate in negotiations for public credit financing destined for agriculture and rural development.

In the valley of the Senegal River, the population depends on pastoral and agricultural activities for sustenance. They also depend on the processing industries that work with products from a variety of sectors. The variability of the climate, changes in the management of the Senegal River and the effects of economic liberalization, have all increased their vulnerability, and particularly that of the weakest segments of the population.

Rice is one of the staple markets that influences many small producers' standard of living in the region. The Senegalese consume an average of 600,000 tonnes of rice every day. At the time of independence, the cultivation of rice in the Senegal River Valley was actively supported by the Senegalese government. Rice is, after all, the product with the highest national consumption. Many women manage very small plots of land and produce rice primarily for family consumption; they are part of the small-scale commercial rice sector. Moreover, these women play a major role in the family decision-making processes.

Objectives

- Improve the market access of locally grown rice, giving priority to the national product;
- Improve rice production in the Senegal River valley;
- Strengthen the capability of the producers' organisations to ensure effective management of the problems associated with the rice sector;
- Develop women's entrepreneurial activities in the rice sector;
- Strengthen the leadership and the economic power of women;
- Develop an efficient and representative organisation of producers in the Senegal River valley.

Process

Irrigated agriculture continues to be an essential component in the poverty-reduction strategy of the valley and of Senegal as a whole, due to the persistent level of poverty and the environmental vulnerability in the north of Senegal. Such a strategy will only be effective

if the resources in the region are adequately managed through the participation of local stakeholders and through the development by the State of necessary investments to ensure that the markets are both effective and benefit the poorest producers in the region. This will give poor producers the means by which to develop the regional economy. In the Senegal River Valley, several member associations of FONGS (including the Socio-Economic Sports and Culture Association of the Farmers of Walo, an organisation that has worked since the early 1960s in the Senegal River delta zone using a model of community development) have created the PINORD initiative to promote Food Sovereignty and to help to improve incomes in order to strengthen rice channels. To that end, these associations have devised a strategic development plan. PINORD benefits from being a joint programme with a long-term approach. It also has a general vision that focuses exclusively on the rice market, and which takes all of the producers into account. Consequently, it aims to represent the common interest of all the local actors. The programme therefore aims to support the market on behalf of the government and to identify and promote public policies and state interventions that effectively deal with the tension between the problems of sustenance and the commercial problems of the producers, on both the small and the large scale. The programme thus represents a first step towards developing fair trade.

Activities

PINORD's objective is to improve the general population's living conditions through diversification and the stabilization of incomes. This is to be achieved through three principle axes of intervention: expanding the agricultural networks by developing and promoting a quality certificate; strengthening the economic and managerial abilities of the women by creating a micro-credit fund for small farmers, especially for small women-led businesses; and strengthening the organizational and technical capability of the producers' organisation to ensure better support for their interests.

The project also intends to dedicate some resources to the identification of appropriate technical support, in order to facilitate discussions amongst the various parties and to create links between PINORD and other social movements and organisations in both Senegal and at the international level. This will enable the sharing of objectives and ideas related to the programme, at an early stage.

Limitations and Difficulties

- Effective participation of all of the actors concerned
- The links and complementarity of the programmes at all levels
- The existence of a rigid system of credit
- The almost total monopoly of credit by CNCAS
- The negative impact of agricultural policies

Outputs and Impacts

- Local coordination by means of a specific objective
- Quality certification of local rice production
- Creation of a credit system focusing on women
- Opportunity of development for women-led businesses
- Improving the role of women in society

Questions

- What is the benefit of focusing attention on a specific channel/sector?
- How is the role of women linked to the development of the rice sector?
- Think of other cases that you are familiar with in which the development of a sector could help along a specific social group.

CASE STUDY 6

BLAENGARW TIMEBANK – WALES, UK

Key Features

Rights
Culture and identity
Linkage and collaboration



Context

Time Networks are designed to include everyone, regardless of age, race, religion, ability or gender, to play an active part in the life of their community. The ethos on which they are built states that that everyone's time is equal in value. Time banks build social capital founded on the community value of time. It's about people reconnecting, creating a space of belonging and developing approaches based on mutual exchange. The Creation Development Trust (CDT) runs the Time Bank at the Blaengarw Workmen's Hall. The trust was set up by local people to address the social, environmental and economic needs of communities within the Garw valley, one of the most deprived areas of South Wales

Blaengarw is situated at the top of the Garw Valley and is an area of outstanding natural beauty. It has, however, suffered from the demise of the coal industry and the closure of coal mines in the early 1980s.

CDT is concerned with regeneration in its widest and deepest sense, i.e. with the area's economy, its environment, facilities and services and with the spirit of its communities.

CDT's vision sees local communities as aware of their past and building on their history and traditions of resourcefulness, revitalizing themselves to become healthy and sustainable once again.

Objectives

- Collaborative working and mutual cooperation
- Skills sharing
- Sustainable livelihoods
- Equality
- Healthy communities

Process

When the Blaengarw Workmen's Hall was threatened with closure in 1999, CDT offered to take on the management responsibility from the local authority, Bridgend County Council. The council agreed an annual service level agreement of £60,000, which was paid to the Trust. By 2001 things were changing and the Hall was beginning to re-establish itself as the centre of the community, providing educational, social and environmental activities in order to "bring culture back home."

Through community consultation, people are able to decide what they would like to see happening in their community and how they want to live. The whole process is open and transparent.

In May 2004, Blaengarw Time Centre was launched. This innovative project was the first of its kind in Wales. Encouraging

people to help out in the community, the “Time Centre” runs on the simple principle that for every hour of your time that you give to the Centre you can take an hour back from the Centre. The model recognizes that communities are full of unused skills, talents, knowledge, experience and abilities. The project is promoted through word of mouth. Time banking is about encouraging active citizenship through various community activities including food co-ops, community orchard and allotments (permaculture), environmental projects, litter picks, community dance and arts projects.

Out of a community of 1800 people, 600 members belong to the time bank. They volunteer in a variety of ways. A rural time centre is being developed, encouraging people to take responsibility for the environment whilst learning new skills such as land management, forestry, path laying and dry stone walling.

Health and well-being are being encouraged and the Trust is developing a Real Food Box Project in partnership with the Rural Development Plan for Bridgend. The idea behind the project is that the food boxes will provide residents within the Bridgend area with access to locally produced foods and can be collected from a local community venue. The aim of the Real Food Box Project is to promote healthy eating and seasonal produce, and to reduce the amount of food miles and carbon emissions that amount through weekly food shopping trips. The project also aims to raise the profile of local producers within Bridgend and Wales and will allow people to make choices about food.

Activities

Volunteering and being active in your community has huge benefits. For example:

- A young mother who helps out at the Community Café begins to feel that she is part of something, is sharing her own unique knowledge of food, is meeting new people and expanding her social circle, and is actively participating in her community and not being a passive receiver of a social service. As the café uses Fair Trade products she now has an awareness of this and begins to use them at home. The café uses the local fruit and vegetable co-op for some of its produce and she sees the benefits of being part of it too.
- A retired gentleman volunteers on the community allotment and shares skills in permaculture with young people. They all gain time credits to access something they want to do but also have intergenerational experiences learning from each other and now know about sustainable gardening.
- A person who becomes a “Street Ambassador” (a person who takes ownership of the street where they live and issues relating to that street) has a greater sense of purpose within their community.

Limitations and Difficulties

- Engaging with doubters, changing mindsets
- Getting time banks to grow further
- People not recognizing the skills they have
- Encouraging them to share these skills

Outputs and Impacts

- Offering opportunities for community participation increases confidence
- Time banking concept is about self worth and valuing people's time

- Increased social interaction, especially when social skills have been lost through isolation, particularly with older people
- Volume of active citizens from 0 – 600 in 3 years
- Really making a difference to people's daily lives, health and well-being

Question

- How can you be involved in your community?

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CASE STUDY 7

NETWORK OF RURAL COMMUNITIES IN PERU (REMURPE) - PERU

Key Features

Governance and participatory approach
Linkage and collaboration

Context

REMURPE is a national organisation that brings together the rural communities of twenty regions in Peru in order to prioritise the process of decentralization, through the promotion, participatory management and the coordination of local administrations. REMURPE believes that decentralization can only be consolidated through reform at the local government level. The association of communities and the creation of networks of rural communities are therefore the foundation of a territorial development strategy based on institutional support.

The rural communities associated with REMURPE contribute to the process of democratic and transparent decentralization, with the objective of developing a model of participatory and sustainable management in the local rural spaces. The values upon which the national network is based are political pluralism, respect for communal autonomy, human development, honesty/integrity, transparency and participation.

Objectives

- Strengthen the role of the State at the government level with the objective of achieving productivity and economic development
- Strengthen the role and the capabilities of the economic entities and actors, by taking advantage of the opportunities created through the development of the local economies
- Influence reform of regional and national agricultural policies that could contribute to the development of the local economy

Process

REMURPE was founded in January 2000. Initially, it consisted of five communities – Limatambo, Santo Domingo, Haquira, Castro Virreyña and Sihuas – and was intended to bring together the management experiences that related to the support of local development in terms of bringing the citizen and the State closer together, with a particular emphasis on rural areas.

Today, the network numbers more than 500 communities, which are organised in approximately 50 municipal associations throughout the country.

In only 10 years, the network of rural communities of Peru has become the official voice of the municipalities, promoting a new concept of community administration, and has taken on the role of legitimate negotiating partner in discussions concerning democratization and decentralization in Peru.



The REMURPE process promotes a new concept of the municipality, with a focus on the development of the local economy. The principle objectives in such a process are: the promotion of participation, especially of the weaker segments of society (immigrant communities, women and youth); the use of plans, such as negotiation strategies and the application of capabilities through local development plans; and management that can improve the efficiency and transparency of local governments.

Activities

REMURPE wants to promote and achieve alternative and innovative experiences of regional management that will make it possible to develop a concept of good government, which will lead to sustainable participatory human development through the use of municipal organisations.

To that end, REMURPE is creating a series of activities related to technical and training assistance for individual communities and sub-regional municipal associations.

The training system that REMURPE applies is based on three fundamental spaces: spaces intended to create new knowledge (e.g. municipal training school, technical assistance, etc.); spaces that are intended for reflection and the systematization of existing experiences (e.g. best practices competition, workshops); and spaces dedicated to information exchange (e.g. annual conferences and web page). The members of REMURPE are protagonists in each of these spaces, both as users and trainers. The training activities in particular are intended to develop policies that will be based on a vision of shared economic and local promotion, as well as communal administrations that will make policy plans that promote and strengthen the entrepreneurial sector and their own networks and organisations.

Limitations and Difficulties

- Difficulty of maintaining autonomy in local authorities
- Limited local competencies
- Variations in the degrees of existing experience
- Institutional relationships with the national government

Outputs and Impacts

- Networks of local administration
- Strengthening local agencies
- Promotion and systematization of ethical experiences
- Promotion of participatory processes

Questions

- What strategies could be used to bring the rural communities and the institutions closer together?
- What are the objectives of the training processes implemented in the local administration networks?

- What are the advantages of using participatory processes in the management of the local administration networks?
- What instruments could be used to systematize existing experiences?

Web link and contact details

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CASE STUDY 8

NETWORK OF SOCIAL BIO-FARMS - ITALY

Key Features

Governance and participatory approach
Local markets
Traditional and Local Food
Rights

Context

The Italian Bio-Agriculture Association (AIAB) has supported the creation of a network of 'social farms', comprising of agricultural businesses and co-operatives, social co-operatives, drop-in centres, and agricultural producers' associations. The aim was to unite agricultural production activities with social and employment inclusion in the workplace, including such socially marginal or differently-abled workers as: psycho-physically disabled, people with mental disorders, detainees and former detainees, substance-dependent people (e.g. drug addicts and alcoholics), and the socially marginalized.

Production activities are considered tools for the integration of the socially marginalized in society, with the primary focus being on the value of the multi-functionality of agriculture and the ability of an agricultural business to offer (in addition to the production of food) services to rural and suburban people and communities. Through these processes, the proximity and direct contact between those who produce and those who consume are also given priority. The scope is to use the biological agricultural production process to produce quality food and, at the same time, generate individual and social benefits.

Objectives

- Facilitate social inclusion
- Incentivize short lines
- Network social organisations

Process

AIAB has worked over the past few years to spread social agricultural practices through several projects and project partners. In particular, AIAB has used contributions from research agencies, such as the University of Pisa and Viterbo (CIRAA – Inter-departmental Agro-environmental Research Centre “E. Avanzi”, University of Pisa and the Department of Agro-forestry Economics and of the Rural Economy, University of Tuscia), producers' associations (ALPA – Agro-food Production Workers' Association), and public and private organisations.

These have identified social agricultural practices as good practices of rural development, with a particular focus on the ability to create an economy based on solidarity, which adds value to the land and offers employment and social-inclusion opportunities to the disadvantaged. Such practices are now also taking root at the European Community level.



Activities

The project activities are concerned with the development and promotion of the Network of Social Bio-Farms (including the first census of social bio-farms in Italy and the creation of the network of bio-farms) and “the role of agriculture as an instrument of welfare participation”. Research has thus been conducted into social and welfare agriculture, and has resulted in the dissemination at the national level of a weekly newsletter, two public meetings, two publications and a training programme created to develop competencies related to the management of agricultural programmes with a social component. The training is reserved to members, i.e. AIAB and ALPA operators who are actually working in social agriculture.

Limitations and Difficulties

- Bureaucratic difficulties (permits, authorizations, etc.)
- Creating networks of the existing experiences and the initiatives

Outputs and Impacts

- Social inclusion
- Development of an economy based on solidarity
- Putting people at the heart of the production process

Questions

- What are the goals of a social organisation?
- What strategies could be adopted to promote social inclusion?
- What is particular about a social bio-farm?
- How can welfare participation be promoted?
- Why is it important to network all of the parties?



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CASE STUDY 9

FOOD CO-OPS - WALES, UK

Key Features

Rights

Linkage and collaboration

Traditional and Local Food



Context

The model used for the community food co-op in Wales originates from one developed by the Rural Regeneration Unit based in Cumbria. The Rural Regeneration Unit (RRU) is a not-for-profit, independent voluntary organisation dedicated to finding practical and progressive solutions to the problems and challenges facing rural communities. It seeks to inform, enable and empower rural communities to be self-reliant and entrepreneurial. It is believed this is best done in partnership with urban communities, particularly those that are disadvantaged*. The food co-op initiative in Wales is funded directly by the Welsh Assembly Government (WAG) and began in 2004. 75% of food co-ops are in Communities First areas (i.e. areas of deprivation). The main aim of the project is to connect farmers and suppliers with communities in deprived areas, and to promote a healthy diet and lifestyle, enabling people to access affordable fresh fruit and vegetables which are locally produced.

* Taken from RRU website

Objectives

- Collaborative working and mutual cooperation
- Sustainable livelihoods
- Equality
- Healthy communities

Process

The community food co-op initiative is about accessing locally-produced food at affordable prices. It promotes sustainability and aims to change consumer habits.

Community food co-ops are run entirely by volunteers. Regional development workers, funded by WAG, offer support to volunteers and help with the setting up of the co-ops. They also provide them with start up equipment and contacts. Development workers have a direct relationship with the volunteers and are able to share knowledge and experience.

Volunteers who would like to establish a co-op in their area approach the development worker. These volunteers are committed and enthusiastic, and understand how food co-ops work. Often, they have seen the benefits; this is an important factor for continued sustainability. The co-op operates weekly in a community venue. Customers pre-order bags of fruit and vegetables, which they pay for in advance. By paying for food bags in advance, trust develops within the community. Volunteers order the

required amount from the farmer or wholesaler who will deliver the following week. Volunteers sort fruit and vegetables, which are bagged separately and sold for £2.50 a bag. Customers either come to the centre to collect their bags or, in some cases, they are delivered. Customers are encouraged to volunteer if they are interested. The success of the co-op very much depends on the volunteer group. The co-op is encouraged to have a positive relationship with supplier and an awareness of quality produce. By reconnecting people and food, communities now have direct contact with farmers and suppliers, which otherwise would have been isolated. Volunteers can meet regionally 3 times a year, where they have the opportunity to exchange ideas and offer each other support. Development workers promote the movement through other voluntary organizations and networking. They provide recipe cards that relate to food bags and run demonstrations at events to promote healthy eating.

Activities

Food co-ops encourage volunteering in the community and provide opportunities for social integration and the development of communication skills to all, without discrimination. Bagging sessions give volunteers a chance to talk about food production and preparation. Some co-ops are able to visit the farm where it was grown.

The Forest Fach food co-op in Swansea is run in a Day Centre for people with learning disabilities. This allows the farmer to have a relationship with people with learning disabilities. The service users, along with a support worker, run the sessions. They are responsible for taking orders and payments right through to the bagging and delivery of the food bags. Through this experience, people are informally developing skills for employment, such as time keeping, wearing appropriate clothing, team working and talking to the public. They are also building their capacity through engagement within the community, which leads to greater confidence, self worth and activity. By embracing responsibility through volunteering they are able to move onto structured learning or employment.

Limitations and Difficulties

- Finding a supplier in rural areas can be difficult: even though it's rural, it doesn't necessarily mean vegetables are produced. The group may choose an unsuitable supplier because there is no alternative, and this can make it unsustainable
- Supermarkets provide cheap deals but co-ops can't sell at a loss
- Targeting resources effectively, e.g. time
- Apathy (i.e. conquering it in the community)
- Finding the correct approach to enable people to get on with it, i.e. less hand holding
- Volunteers are used to supermarket mentality (i.e. selling anything), which can have a negative impact

Outputs and Impacts

- Empowerment of local community, who are in control of food supply

- Food co-op movement has grown quickly in a short space of time and is self-sustaining
- Community are learning to run it themselves and becoming active citizens
- Community resource, meeting place
- Enabling people with disabilities to access the wider community and have a greater understanding of food production

Question

- How can local community engagement in local development processes be improved?

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CASE STUDY 10

LABAYKA DEVELOPMENT FUND
ZANZIBAR, TANZANIA

Key Features

Rights

Linkage and collaboration

Environment and biodiversity



Context

Labayka Development Fund is based in Nungwi, North Zanzibar. It works in the following 5 areas: Nungwi, Kilindi, Kunda, Kidoti and Fukachani. Nungwi had traditionally been a small fishing village, but since the 1990s there has been a huge increase in tourism, causing the population of Nungwi and surrounding areas to rise to over 10,000 inhabitants.

Labayka is a voluntary non-governmental organization. It was founded in 2001 as a response to the need to improve the education of local children and people at a grassroots level. It receives no government funding, and relies on self-generated income and project funding. Labayka raises money through door-to-door collections in the village. Street representatives collect twice a year and villages contribute what they can afford. By developing gradually, Labayka aims to grow a very strong local financial base which is self-sustaining. All the workers at Labayka are volunteers and give their time freely, and they have built up real trust within the community as well as with outside agencies.

Objectives

- Collaborative working and mutual cooperation
- Skills development
- Sustainable livelihoods
- Waste management
- Healthy communities

Process

Labayka focuses on 4 areas: education and training; waste management; health; and conflict resolution at a family level. However, education is Labayka's primary focus. After-school activities prepare students for their exams to enter secondary school. Labayka works with parents to help them encourage their children with their education, and provides opportunities for them to improve their skills. Project funding has also enabled Labayka to deliver training in hotels on hospitality, focusing on a range of skills.

Due to the increase in tourism and local population, there have been huge problems regarding the dumping of waste and the spread of disease, in particular cholera. Labayka have consequently worked with local hotels and gained their support, enabling them to establish dump and collection points.

Health issues have been addressed by providing HIV awareness sessions and projects for pregnant women. The focus on conflict resolution aims to minimize the number of vulnerable children in the village. When parents separate, children are left marginalized. Labayka's counselling and conflict resolution works with parents and grandparents in order to work out issues. If parents do separate, the child(ren)'s well being and development is looked after.

Activities

Working with European funding, Labayka was part of a Pro-Poor Tourism project which aimed at upskilling local people, in order to enable them to work in and benefit from the tourism industry in the area. The project consisted of four parts: training in hotel work and hospitality; waste management; working with SMEs; and tourism networking.

Training in hotel work provided opportunities for people to learn skills in reception, food production, housekeeping, administration and also language and basic skills.

The waste management project focused on raising awareness regarding environmental issues, and encouraged people to take responsibility for their own waste through clean street festivals and environmental clubs. Fishermen received education in ocean and environmental issues and the maintenance of equipment.

The training for SMEs included courses on 'improving your own business', as well as basic skills, IT training and first aid.

Tourism networking involved building relationships with hotels, government and local community groups.

Labayka also works with local pregnant women, providing transport for them to go to hospital to deliver their babies. In the past, pregnant women who needed to get to hospital had to catch the local bus, which would take too long, causing danger to both mother and baby; often they not arrive at the hospital in time. The voluntary village contributions scheme thus provides women with transport to hospital: Labayka pays half the car hire and the women pay the other half.

Limitations and Difficulties

- Financial resources
- Inadequate skills
- Failure to retain permanent staff
- Reliance on volunteers
- Need to be sensitive to political issues
(can sometimes be seen as opposing the government)

Outputs and Impacts

- Have built a strong volunteer base
- Staff training on project management, finance and human resources
- Community capacity-building training
- Pro-poor tourism project touched all areas of Zanzibar and benefitted many people
- Linking and collaboration with government institutions
- Labayka recognized as a credible community organization by government
- Development of an ICT room

Question

How can local governance and accountability be strengthened?

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CASE STUDY II

PEMBROKESHIRE FISH WEEK – WALES, UK

Key Features

Culture and identity
Traditional and Local Food
Local markets

Context

Pembrokeshire is abundant when it comes to the variety, quality and taste of its produce. With its mild climate, clean seas and fertile soil the county yields a wide range of produce from fresh vegetables and soft fruit to top quality fish, beef, lamb and dairy products.

Locally produced food and drink play a key role in the economic development within the county, as well as enhancing tourism. There are a variety of farmer's markets, food fairs and food-related events throughout the county.

Pembrokeshire Fish Week runs annually between June 27th and July 5th. The event celebrates not just the county's fresh fish and shellfish, but also its beautiful coast and beaches, clean seas, great angling, fishing heritage and Welsh culture.

The festival is organised by Pembrokeshire County Council and encourages as many fisherman, fishmongers, restaurants and members of Pembrokeshire communities to get involved.

Objectives

- Sustainable livelihoods
- Healthy eating and nutrition
- Environment and land use

Process

Pembrokeshire is a large county: its coastal path stretches for nearly 180 miles. Pembrokeshire Fish Week is truly a county-wide event, with well over 150 businesses taking part. It is a celebration of all things fishy in the beautiful county. In 2010, Fish Week is celebrating its 10th birthday and will be hosting more than 200 family-friendly events around the coast and inland waterways. Over 20,000 people are expected to attend.

The event stems from local fishing competitions in the area. During the week of the competitions, restaurants were asked to provide more fish dishes on their menu, making the link between catching local produce and serving it. Local people realized how many rich natural assets exist in the county, and people outside the county loved it. It has thus become a successful tourist attraction. The beauty of the event is that there is something for all ages and that it makes the link between outdoor activities and food. As well as restaurants getting involved, local fishmongers are also encouraged to take part and often give demonstrations on filleting and cooking different types of locally-caught fish.



Activities

There are fishing competitions, guided walks and river trips, coastal foraging and beach fun, along with water sports tasters and craft workshops. Food lovers are catered for with over 50 events including fish and wine tasting nights, seafood tapas, crab lunches, fresh fish BBQs, shellfish extravaganzas or just good old fish and chips! There are also lots of opportunities to sample and buy locally-caught fish and shellfish. Top chefs are heading west to join us and will be showing off their skills at demonstrations and master classes. If you want to get out and about, there are island rambles and coastal kayaking, bushcraft, seashore safaris, crab catching competitions, river cruises, and boat and fishing trips from several coastal locations. Keen anglers can take part in Open Sea Angling or Coarse Fishing competitions while would-be fisherfolk can participate in 'learn to fish' days. Those more interested in culture and tradition can watch coracle making, join an environmental beach day, learn about geology and fossils or visit a sea-inspired art exhibition. The programme casts off on June 27th with a family day at Milford Haven Marina, which includes fish cookery and filleting demonstrations, seafood barbecues, fish and shellfish for sale as well as children's entertainment, music and many varied stalls. Pembrokeshire Fish Week is truly a county-wide event, so get hooked and have yourself a lot of fun!

Limitations and Difficulties

- Making it sustainable, needs funding from private restaurants to make it happen
- Local people not realizing the county's natural assets

Outputs and Impacts

- Greater interest in local food
- More visitors to Pembrokeshire in the low season
- Communities linking with local producers
- Linking outdoor activities with eating out

Question

- What is the role of Food Sovereignty in supporting rural economies?



Web link and contact details
www.pembrokeshire.gov.uk

CASE STUDY 12

MNA MENGI FISHERMANS COOPERATIVE GROUP
ZANZIBAR, TANZANIA.

Key Features

Rights

Traditional and Local Food

Culture and identity

Environment and Biodiversity



Context

The Mna Menga Fisherman's co-operative was established in 1986. Fishing is an important economic activity in Zanzibar and a vital source of protein for local people. However, over-fishing now means that annual catches have declined. The main aim of the group is to improve their livelihoods and to increase access to nutritious food for local people. The co-operative focuses on deep sea fishing and mainly catches tuna, king fish and shark. It began with contributions from members to buy a small net and small pole boat.

Objectives

- Collaborative working and mutual cooperation
- Sustainable livelihoods
- Nutrition

Process

The group registered as a co-operative in 1990 and were able to access a grant of Tsh 1,000,000. This enabled them to buy a larger boat, a machine and more nets. This meant that the fishermen had more security, were able to build a home and to work together, save together and collectively use and buy equipment.

Through education and training, the fishermen have been able to offer young people a chance to fish and to help their local community by planting mangrove trees.

Activities

The fishermen have taken part in training activities provided by the government. This focused on maintaining and repairing boats and on looking at the environmental impacts of over-fishing. Although aware of environmental issues, the group only changed their fishing habits when government legislation changed. The need to promote sustainable development, conserve the ecological diversity of the area and maintain productivity for local people needed to be addressed. Environmental training programs have enabled the fishermen to learn new fishing methods. Tree planting has also encouraged sustainability.

Limitations and Difficulties

- Storage of materials and equipment
- Very warm during two seasons

Outputs and Impacts

- Regular income
- Reduction of poverty
- Strength of belonging/co-operative spirit
- Regular meetings and good communication
- Help the community with transport problems
- Income can help with 'soft' loans

Question

- What is the role of Food Sovereignty in supporting rural economies?



CASE STUDY 13

CILENTO ORGANIC DISTRICT - ITALY

Key Features

Governance and participatory approach
Local markets
Environment and Biodiversity
Traditional and Local Food
Culture and identity



Context

The Italian National Park, *Cilento and Vallo di Diano*, is made up of 350 farms, all of which use organic agricultural methods. The Park is 3,196 square kilometers in size, and is the first Organic European District.

The Park has various functions; for instance, it provides agricultural, environmental, cultural, social and eco-tourism, as well as instructing visitors on issues surrounding organic food production. The Organic District also includes 95 municipalities and three places of cultural interest, such as the Paestum, Elea-Velia and Padula.

Public Administrators, in partnership with AIAB, have played a key role in improving the quality of their areas by producing relevant, informative, educational and promotional materials. The principal aim of the Organic District is to concentrate what is on offer through a unique and common brand. Thus, as many small products as possible are grouped together to create a diverse 'basket of produce' that is available throughout the year. Promoting these products to potential markets is also important; such markets include public facilities who require catering, e.g. schools and hospitals, as well as those who have a short food chain, e.g. open markets and Loyal Groups of Purchase. The many tourists who visit the Park are also a key target market (more than 5 million visit the park annually).

All these activities take place in the Cilento district, a place which is devoted to the Mediterranean Diet. In his scientific analysis of the diet, Ancel Keys found that it is improved and enriched by organic food production. Moreover, such quality is crucial to avoiding potential health problems.

Objectives

- Local market development
- Biodiversity safeguard
- Environment and land use

Process

The Organic District, coordinated by AIAB, has brought together the disparate activities held over previous years by private and public Institutions, rural and touristic operators. It has, in fact, established an effective permanent laboratory with high cultural profile initiatives, aimed at ethically- and socially- oriented development of the Cilento district, based on organic model.

The organic farms, the producer associations, the municipalities, the organic restaurants, the eco-touristic operators, and finally the consumers have first brought together through a network. In this way, the Organic District can effectively increase and manage tourist flows, so that, rather than experiencing peaks and troughs, there is equal distribution throughout the year.

The organic farms (which are under the control and certification of E.U. rules and laws) will therefore be able to create a **local market** that will celebrate typical local products and the organic excellence of their region. This will highlight their engagement in **safeguarding biodiversity**. Furthermore, it will enable the creation of a “**short food chain**”, which will put producers and buyers in direct contact with one another, fostering new relationships based on mutual knowledge and trust. This will give Organic District consumers the opportunity to understand and appreciate the production cycle. A direct relationship between consumers and the farmers participating in the “Organic District Agreement” will also be fostered, since participating farms are engaged in **producing typical, organic, GMO-free products**, respecting also the ethical and social issues on which organic agriculture is based.

Activities

The Organic-District, whose aim is to reflect a modern, eco-friendly version of the more ancient local food chains (vegetables, olive oil, honey, goat’s cheese), is a project that includes many activities.

The “**Organic (eco)-paths**” are eco-tourist routes that demonstrate the various stages of organic farming (e.g. farms, farm guest-houses, environmental sites which are outstanding in their preservation of biodiversity and local traditions).

This progression also establishes links between inland rural and coastal touristic areas.

The beautiful beaches of Cilento, which in the summer are used by tourists from all over the world, present the perfect opportunity to promote the internal rural areas as well as the local organic productions. “**Organic-Beaches**” and “**Organic open-air Markets**” activities have been extremely effective in increasing interest in this way, over the past few years.

Limitations and Difficulties

- Small farms (with limited amount of produce) that are not able to satisfy the growing (local) demand for organic food
- Prohibitive certification costs for the small farms
- Bureaucracy required for establishing new public canteens (schools, hospitals)

Outputs and Impacts

- Greater interest in local food
- More visitors to Cilento area in the low season
- Communities linking with local producers
- Linking touristic (coastal) and rural (internal) areas

Questions

- What is a short food chain?
- Which strategies are important to the development of local markets?
- Who controls organic farms?
- How can positive impacts be maximized through the “Organic District”?
- How important is the participatory approach?

Web link and contact details

www.biodistretto.it

E-mail: info@biodistretto.it

Piazza San Silvestro, 10 – 84052 Ceraso (SA) - ITALIA

Contact: Pantaleo De Luca, Ph. +39 3398870337

CASE STUDY 14

“GRANJA PORCON”, CAJAMARCA - PERU

Key Features

Environment and Biodiversity
Traditional and local food



Context

The Porcon farm is 12,500 hectares in size, and is located approximately 30km northeast of the city of Cajamarca, Peru, at an altitude varying between 3,000 and 4,000 metres. The higher zone is subject to strong winds, frequent fog, rain and hail. The Rejo River, formed from the two tributaries, Yanatotora and Shillamayo, runs for 13km into the farm and carves up the land. The two main valleys, at approximately 3,100m above sea level, are the productive centre of the farm, with areas of 50ha and 150ha respectively. The presence of the hilled area of Canacucho makes the cultivation of maize possible in the Quechua zone. At the end of the 15th Century, the area of Porcon was used for agricultural purposes. Its history is marked by continuous conflict between various property administrators and the farmers. Mini-holdings were not created in the area until 1940, when communications with the city developed. During the 1950s, approximately 15,000 hectares were sold to SCIPA, an American co-operative and development organisation whose aim was to contribute to regional development based on agro-pastoral principles, through the introduction of sheep and cattle for the production of wool and milk. The local farmers protested against the presence of foreigners on the farm, who did not renew their contracts. Following the Agriculture Reform, the farm then came into the hands of the Ministry of Agriculture and, in 1980, the Atahualpa Jerusalén de Trabajadores CAAJT co-operative was formed, comprising 53 families. In this zone, the first reforestation actions were taken; today, they are the biggest in the region.

Objectives

- Promotion and reforestation of the “Granja Porcon”
- Increasing agricultural production, breeding and the local forests
- Integration of the cultural, biological and ecological resources
- Re-evaluating the trees in accordance with a holistic vision, in keeping with the rural world
- Improving the local population’s standards of living

Process

Over the past 35 years, the project has led to the reforestation of a large part of the farming territory of the Granja Porcon area. Statistical data shows that, by 1976, 672 hectares of woodland had emerged, between 2,600 m and 3,400 m, thanks to Belgian technical cooperation projects. Between 1983 and 1996, another 11,223 hectares of woodland was added. Such reforestation

and promotion of the zone was made possible by a system of incentives and the application of criteria in support of the commercial foresting activities. Socially-shared practices of agriculture were promoted, with the aim of increasing the production and the productivity of the dominant agro-ecological system. This territorial management made it possible to identify the needs of the local producers, the productive resources upon which they relied, and the way that they used the various resources. The inclusion of these factors ensured that the development model was based upon a specific technical-social proposition, and also ensured that it would be effective in a shallow-soil, nutrient-low, and high-farmed area.

To that end, the development of a complete agro-forestry system represents one of the better solutions for the integration of the cultural, biological and ecological characteristics of the fields and the sustainable development of food production, economic access and the use of production resources. It also led to an improvement in the living conditions for the local population. It is therefore possible to argue that reforestation provides a good practice for the development of the high-altitude area of the Andes and, furthermore, for the protection of the environment as opposed to the indiscriminate exploitation of the mines.

Activities

The activities of the Granja Porcon are food production, sustainable management of the soil, animal husbandry and the protection of forests.

The quality of the livestock, pastures and the stalls, as well as the traditional crafts of the population, bear witness to the personal strength of the co-operative in managing the Granja Porcon as a model farm.

The internal population of the farm has risen to 150 families. The economy is based on raising livestock for milk and dairy products and tourism.

Limitations and Difficulties

- Difficulties of coordinating single operations
- Lack of resources available to the producers
- Poor quality of the soil, which has been degraded and over-used by former operators

Outputs and Impacts

- Training the people involved using participatory methodologies
- Programmed reforestation and forest management
- Forest certification
- Self-financing system
- Eco-tourism

Question

- How could a change in the management of the farm influence the productivity of the farm?
- What is the contribution of the reforestation activities in improving the living conditions of the local populations?

Web link and contact details

Cooperativa Agraria Atahualpa Jerusalem Ltda.
Granja Porcón - Cajamarca - Perú
E-mail: granjaporcon@yahoo.com



FACTSHEETS

*INTERNATIONAL
INSTITUTIONS AND AGENCIES*

*INTERNATIONAL
POLICIES OR INITIATIVES*

*INTERNATIONAL
NETWORKS*





International Institutions And Agencies



The spread of values that are truly universal – such as peace, the respect of freedom, the minimum guarantees for the means of sustenance for all human beings, health, the environment – since the end of the Second World War, has transformed idealistic support into a vision – still largely unrealised in practice, except perhaps in fragmentary and contradictory ways – of a supranational and globally oriented political and legal order, albeit limited to only a few areas. The creation of the UN, the Universal Declaration of Human Rights, the World Bank, the International Monetary Fund, the GATT (and the WTO) are a few examples of this trend. The difficulties associated with implementing certain principles, the incompleteness and the failures of the institutions show how difficult the path is and how improbable its fulfilment.

A number of the principal international agencies operating in the world, such as the World Bank, the International Monetary Fund and the GATT, are the result of the Bretton Woods Agreements signed in July 1944 at the end of the United Nations Monetary and Financial Conference, which took place during the Second World War in anticipation of the defeat of Germany and Japan.

The intention was to implement four related global public functions. The GATT – the General Agreement on Tariffs and Trade – was to offer a system of regulation to facilitate the development of trade. The International Monetary Fund

was intended primarily to maintain stable exchange rates, guaranteeing “baskets” of prices between the competing countries, and credits, debits, collections and payments arising from trade between currencies without the uncertainties of currency fluctuations. The second task of the IMF was to assist countries with serious balance-of-payments problems, providing them with financial assistance for dealing with those problems, without resorting to restrictions on imports. And the World Bank was given the role of providing capital for the import of raw materials and industrial goods into Europe and Japan and, once the reconstruction had been completed, in developing countries.

Globalization began to take shape through ties that were increasingly deep and far-reaching among the countries, with the principle economic manifestations being the growth of international commerce, the development of transnational networks, the growth of international capital transfers, more rapid changes of the occupational structures and of consumption. It should not therefore come as a surprise that the strong development recorded during the past twenty years, of multilateral and regional institutional structures has started to govern the commercial relationships between countries. The birth of the WTO and the return and the proliferation of regional commercial agreements were partly a response to the challenges of globalization, and partly one dimension of such processes.



FAO (Food and Agricultural Organisation of united nations)



Headquarters: Rome (Italy)

Website: www.fao.org

Website languages: English, French, Spanish, Japanese, Arabic, Russian

The Food and Agricultural Organisation of the United Nations (FAO) is a specialised agency of the United Nations with the mandate of helping to increase the levels of nutrition, increase agricultural productivity, improve the lives of the rural populations and contribute to the growth of the global economy. The FAO works in the service of the member countries to reduce chronic famine and to develop the food and agricultural sectors. Founded on 16 October 1945 in Quebec City (Canada), its headquarters was moved in 1951 from Washington, D.C. to Rome. Since November 2007, FAO membership has been made up of 191 countries and the European Community. The FAO, like all of the organisations of the United Nations, is an inter-governmental organisation and maintains close contacts with many other agencies within the system as well as with non-governmental organisations and civil organisations with an interest in its processes. The FAO is part of ECOSOC, the social and economic council of the United Nations that coordinates the work of the 14 specialised agencies of the UN and of regional commissions. The principle management body of the FAO is the Council, consisting of 49 states appointed by the plenary Conference, which sits for periods of three years. The plenary Conference of the member countries, however, which meets every two years, is the body responsible for analysing the FAO's activities and approving the working programme and budget for the next two-year period.

The Conference, in addition to the Council, also elects the Director-General of the organisation. The incumbent Director-General, Jacques Diouf of Senegal, was elected in November 1993, was reconfirmed in 1999 and was re-elected in November 2005 for a third six-year mandate.

The start of Diouf's first mandate saw the birth of two important projects: the Special Programme for Food Security and the Emergency Prevention System for Transboundary Animal and Plant Pests and Diseases). The SPFS programme's objective is to reduce the number of people suffering hunger in the world by half by 2015. Through programmes in more than 100 countries, it strives to find effective answers to the problems of hunger, malnutrition and poverty, and help the national authorities to identify and plan programmes of national food security, working alongside regional economic organisations to develop regional programmes and policies of food security.

The FAO provides technical assistance to countries that ask for assistance in developing their own rural sectors and in formulating programmes and policies to reduce famine. It also assists countries in economic planning and in drawing up draft legislation and national rural-development strategies.

The FAO mobilises and manages funds that have been allocated by industrialised countries, development banks and other funds to ensure that the projects achieve their objectives.

WFP (World Food Program)



Headquarters: Rome (Italy)

Website: www.wfp.org

Website languages: Arabic, Chinese, Czech, Danish, Dutch, Finnish, French, German, Icelandic, Italian, Japanese, Norwegian, Portuguese, Slovak, Spanish, Swedish

The World Food Program (WFP) is the largest international food-assistance organisation in the world and fights hunger in developing countries that have major food deficits. The program's interventions extend from sub-Saharan Africa to the Middle East, and from Latin America to Pacific Asia. In 2007, the organisation distributed 3.3 million tonnes of food to 86.1 million people in 80 countries. The agency also provides the logistics support necessary to ensure that the food arrives at the beneficiaries at the right time and the right place. The WFP works to place hunger at the centre of the international agenda, promoting policies, strategies and operations that benefit the poor and the hungry directly.

The WFP was founded in 1963 as a three-year experimental programme. In September 1962, an earthquake struck Iran, followed in October of the same year by a hurricane in Thailand. Algeria, which had only recently achieved independence, was dealing with 5 million refugees. Urgent food aid was required and the WFP provided it. It has not stopped doing so since.

In 1994, the WFP was the first organisation of the United Nations to present its own mission statement, representing the foundations on which its own policies were based, defining what, where and how the task of eradicating hunger and poverty in the world was to be carried out and by whom. Since 1996, the WFP has been managed by an Administration Council made up of 36 representatives of the Member

States. During its first session every year, the Administration Council elects a Directing Committee from among the representatives of the Member States. The Committee is made up of a Chairman, a Vice-Chairman and three other members. The Directing Committee's main tasks include facilitating the efficient operation of the Administration Council. The Executive Director is appointed jointly by the Secretary-General of the United Nations and the Director-General of the FAO for a period of five years.

The WFP maintains close contacts with the other organisations of the United Nations, governmental and non-governmental organisations, offering its own logistics experience to ensure the success of the delivery and distribution of food. In addition to providing food aid, the WFP intervenes in other ways, as well, to help the hungry of the world.

Whom does the WFP help?

- victims of natural disasters;
- *evacuees and refugees* caused by natural disasters, drought, flooding or conflicts;
- *the poor and hunger peoples of the world* who are being squeezed between poverty and malnutrition;
- the WFP gives priority to *women*. They represent the primary solution to hunger and poverty. The women not only cook, but they also sow, reap and gather. And yet, in many developing countries, they are the last to eat and, furthermore, they are the ones who eat the least.

The operations of the WFP are broken down into: emergency, reconstruction, development and special operations. Each type of operation requires a different approach in the use of food aid:

- *help*: the WFP is ready to respond quickly at all times, mobilising food aid for delivery and distribution in disaster areas around the world caused by conflicts or natural disasters;
- *reconstruction*: the food aid provided by the WFP is an instrument for economic and social reconstruction in zones struck by disasters;
- *prevention*: little by little, malnutrition destroys the most important factors in any country's de-

velopment: children and workers. Food aid is one of the most effective ways to prevent poverty. The WFP promotes and initiates development by offering food rations in exchange for work to build the infrastructure necessary for development and to children as an incentive to go to school.



IFAD (International Fund For Agricultural Development)



Headquarters: Rome (Italy)

Website: www.ifad.org

Website languages: English

The International Fund for Agricultural Development (IFAD), a specialized agency of the United Nations, was established as an international financial institution in 1977 as one of the major outcomes of the 1974 World Food Conference.

IFAD is dedicated to eradicating rural poverty in developing countries. Working with rural poor people, governments, donors, non-governmental organizations and many other partners, IFAD focuses on country-specific solutions, which can involve increasing rural poor peoples' access to financial services, markets, technology, land and other natural resources.

Membership in IFAD is open to any state that is a member of the United Nations or its specialized agencies or the International Atomic Energy Agency. The Governing Council is IFAD's highest decision-making authority, with 165 Member States represented by a Governor and Alternate Governor and any other designated advisers. The Council meets annually. The Executive Board, responsible for overseeing the general operations of IFAD and approving loans and grants, is composed of 18 members and 18 alternate members.

Through low-interest loans and grants, IFAD works with governments to develop and finance programmes and projects that enable rural poor people to overcome poverty themselves.

IFAD tackles poverty not just as a lender, but as an advocate for the small farmers, herders, fisher folk, landless workers,

artisans and indigenous peoples who live in rural areas and represent 75 per cent of the world's 1.2 billion extremely poor people.

UNDP (United Nations Development Programme)



Headquarters: New York (USA)

Website: www.undp.org

Website languages: English, French, Spanish

The United Nations Development Programme (UNDP) is the United Nations' global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life.

The organization has country offices in 166 countries, where it works with local governments to meet development challenges and develop local capacity. Additionally, the UNDP works internationally to help countries achieve the Millennium Development Goals (MDGs).

UNDP provides expert advice, training, and grant support to developing countries, with increasing emphasis on assistance to the least developed countries. To accomplish the MDGs and encourage global development, UNDP focuses on poverty reduction, HIV/AIDS, democratic governance, energy and environment, social development, and crisis prevention and recovery. UNDP also encourages the protection of human rights and the empowerment of women in all of its programs.

Furthermore, UNDP publishes an annual Human Development Report to focus the global debate on key development issues, providing new measurement tools, innovative analysis and often controversial policy proposals. The global Report's analytical framework and inclusive approach carry over into regional, national and local Human Development Reports, also supported by UNDP.

UNESCO (United Nations Educational, Scientific and Cultural Organisation)



Headquarters: Paris (France)

Website: www.unesco.org

Website languages: English, French, Spanish, Russian, Arabic and Chinese

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) was founded on 16 November 1945. Its mission is to build peace in the minds of people through education, culture, natural and social sciences and communication.

UNESCO works to create conditions that favour dialogue among the civilizations, cultures and people and to base such dialogue on the respect of shared values.

As of March 2008, 192 countries were members of UNESCO, with an additional 6 associate members. The headquarters of UNESCO is in Paris, France. It operates educational, scientific and cultural exchange programmes through 60 regional offices around the world. The projects sponsored by UNESCO include international scientific programmes; literacy, technical and training programmes; regional and historical cultural projects; and international cooperation to conserve the natural and cultural heritage of the planet and to protect human rights.

One of UNESCO's missions is to maintain a list of human heritage. Those are sites that are important because of their cultural or natural value and whose conservation and preservation are important for the global community.

Through its strategies and activities, UNESCO strives to achieve the Millennium Goals of the United Nations, with particular attention to:

- reducing the numbers of people who live in extreme poverty by half;
- guaranteeing primary education to all children in all countries;
- eliminating inequalities in education and employment;
- ensuring environmental sustainability through the support for national strategies to reduce the loss of natural resources;
- defending cultural and linguistic diversity as part of the Global Heritage of Humanity.



IIED

*(International Institute For
Environment and Development)*

Headquarters: London (UK)

Website: www.iied.org

Website languages: English

The International Institute for Environment and Development (IIED) is an independent, non-profit organization which promotes sustainable patterns of world development through collaborative research, policy studies, consensus building and public information. With a focus on issues of equity and justice, and the rights and needs of poor people, the Institute works in an interdisciplinary way, addressing the connections between economic development, the environment and human needs. IIED's principal aim is to improve the management of natural resources so that communities and countries of the developing countries can improve living standards without jeopardizing their resource base. Its work is undertaken with, or on behalf of governments and international agencies, the academic community, foundations and non-governmental organizations, community groups and the people they represent.

The institute has played key roles in the Stockholm Conference of 1972, the Brundtland Commission of 1987, the 1992 Earth Summit and the 2002 World Summit on Sustainable Development, and is now helping to shape the global debate on climate change.

At a time when swift change is the norm, IIED finds solutions to the shifting array of challenges by focusing on five big issues: Climate Change, Governance, Human Settlements, Natural Resources and Sustainable Markets.

BIOVERSITY INTERNATIONAL

Headquarters: Rome (Italy)

Website: www.biodiversityinternational.org

Website languages: English

Biodiversity International is an independent international scientific organization that was established in 1974 by the CGIAR in response to growing alarm over the rapid loss of crop biodiversity and the threat this posed to agricultural growth and food security.

The organization seeks to improve the well-being of present and future generations by enhancing conservation and the use of agricultural biodiversity on farms and in forests. Biodiversity is one of 15 Centres supported by the CGIAR. The Institute operates through four programmes: Diversity for Livelihoods, Understanding and Managing Biodiversity, Global Partnerships, and Commodities for Livelihoods.

Biodiversity International undertakes, encourages and supports research and other activities on the use and conservation of agricultural biodiversity, especially genetic resources, to create more productive, resilient and sustainable harvests. The organization promotes the greater well-being of people, especially poor people in developing countries, by helping them to achieve food security, to improve their health and nutrition, to boost their incomes, and to conserve the natural resources on which they depend. Biodiversity works with a global range of partners to maximize impact, to develop capacity and to ensure that all stakeholders have an effective voice.

CGIAR

*(Consultative Group on International
Agricultural Research)*

Headquarters: Washington, D.C. (USA)

Website: www.cgiar.org

*Website languages: English (presentations only in Spanish,
French, German, Russian and Chinese)*

The Consultative Group on International Agricultural Research (CGIAR) is an association of 64 members (governments, international organisations and private institutions) that meet and support the activities of 15 international agricultural research centres.

There are currently approximately 8,000 researchers and scientists working on behalf of the CGIAR network in more than 100 countries around the world.

The strategic objective of CGIAR is to contribute to achieving food security and eliminating poverty in developing countries through research, capacity-building, and support for policies that promote sustainable agriculture based on good management of natural resources.

The priorities that drive CGIAR's activities are:

- reducing hunger and malnutrition through greater availability in both quantity and quality;
- sustaining bio-diversity of agricultural resources both locally and remotely;
- promoting better opportunities for economic development through agricultural diversification and increasing the added value of agricultural products;
- ensuring sustainable management of water, agricultural areas and forests;
- contributing to improving policies to promote innovation in the work of institutions



WTO (World Trade Organisation)



Headquarters: Geneva (Switzerland)

Website: www.wto.org

Website languages: English, French, Spanish

The World Trade Organisation (WTO) is the only international organisation that is concerned with the standards that regulate commerce between countries. Its primary function is to promote, as far as possible, the functioning, transparency and freedom of exchange.

The WTO was founded in 1995. One of the youngest of the international organisations, the WTO succeeded the General Agreement on Tariffs and Trade (GATT), which was created at the end of the Second World War. The system was developed out of a series, or rounds, of commercial negotiations organised under the auspices of the GATT. The first rounds were primarily concerned with lowering customs duties, and then with negotiations in other areas such as anti-dumping measures and non-tariff measures. The last round, the Uruguay Round, which lasted from 1986 to 1994, led to the creation of the WTO.

The WTO has four fundamental responsibilities: administration of commercial agreements; dispute resolution; monitoring national policy; coordination with the International Monetary Fund (IMF) and the World Bank.

Since 1994, the amended text of the GATT constituted the reference accord of the WTO with respect to commercial agreements. The text contains provisions concerning specific sectors, such as agriculture and textiles, and deals with specific questions such as State commerce, production standards, subsidies and anti-dumping measures.

The WTO dispute-resolution procedure for adjudicating commercial disputes, as defined in the Memorandum of Agreement on the Resolution of Disputes, is essential for ensuring compliance with the rules and to ensure that exchanges take place without disputes. The system encourages countries to deal with any disputes by means of consultation mechanisms.

The monitoring role was assigned provisionally and experimentally during the 1980s and is now a permanent function of the WTO, contributing the transparency of markets and ensuring the effect reciprocity of access. A truly new element is the work to harmonise global activities with the IMF and the World Bank. With the demand for the harmonisation of the social standards raising the problem of the relationships between the International Labour Organisation (ILO) and the WTO, and the discussion concerning business and the environment is widening to include those non-government organisations, which are non-economic multinationals.

WORLD BANK (IBRD)



Headquarters: Washington, D.C. (USA)

Website: www.worldbank.org

Website languages: English, French, Spanish, Japanese, Chinese, Russian

The World Bank is an essential tool for providing financial support for the developing countries. It is not a bank in the normal sense of that word. The organisation, which is controlled by its 186 member states, is made up of two unique development entities: the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA).

At one time, its assigned task was that of pacifying former enemies by providing capital to countries destroyed by war; today, however, a number of institutes are conducting research into economic development and making loans to poor countries. The negotiations with them concentrate on investment projects aimed at improving economic efficiency.

The objective of the International Bank for Reconstruction and Development (IBRD) is to reduce poverty in medium-income countries and in credit-worthy poorer countries through loans and guarantees, risk-management instruments and analysis and consulting services. The IBRD, founded in 1944 is the primary institution of the World Bank Group, is based on a cooperative model: its funding comes from capital from the 186 member countries and its operations are intended to benefit those members. The IBRD finances development activities and ensures financial soundness through granting low-cost loans and providing attractive financing to its clients.

The International Development Association (IDA) is the World Bank agency that provides assistance to the poorest countries on the planet. Created in 1960, the IDA aims to reduce poverty by making donations and interest-free loans to finance economic-growth stimulation programmes, to reduce inequalities and to improve the conditions of life of the people it works with.

In practice, the World Bank wants to minimize the chance of the loans being repaid at the established interest rates; otherwise, it would affect the institution's ability to take on debt in the market at low rates. The World Bank has the highest trustworthiness rating granted by the rating agencies, which results in matching interest rates, and is a recognition of its credibility in providing the relevant information concerning its own activities.

IMF (International Monetary Fund)



Headquarters: Washington, D.C. (USA)

Website: www.imf.org

Website languages: English, French, Spanish, Arabic, Japanese, Chinese, Russian

The International Monetary Fund (IMF) was created in July 1944 during a meeting of the United Nations in Bretton Woods (USA). The governments represented at the conference wanted to establish a framework of economic cooperation devised to avoid a repetition of the vicious circle of competitive devaluations that contributed to the Great Depression of the 1930s.

The principal objective of the IMF is to oversee the stability of the international monetary system; to monitor the international system of payments and exchange that make it possible for countries to exchange goods and services. The other objectives are concerned with promotion international monetary cooperation; facilitating the expansion and the balanced growth of world trade; the promotion of exchange stability;

helping to define a multilateral system of payments; to make its own resources available to help countries with major difficulties in their balances of payment.

Since 1971, the monetary fund has had two principal, and related, tasks. One of them is consulting, the preparation of analyses of a country's economic aggregates. The other is to make loans that are subject to a negotiated plan of adjustments. The Fund's instruments are more in the area of communication and arbitration (undoubtedly suspected of 'psychological subordination'!) between banks and insolvent governments than in the liquidity provided by the rich countries. The two tasks are related to the policies of a single country and not to international macro-economic coordination.



OECD (Organisation for Economic Co-operation and Development)



Headquarters: Paris (France)

Website: www.oecd.org

Website languages: English, French

The Organisation for Economic Co-operation and Development is a unique forum established in 1961 where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalization as well as to exploit its opportunities.

The Organisation provides a setting where governments can compare policy experiences, seek answers to common problems, identify good practice and co-ordinate domestic and international policies. It is a forum where peer pressure can act as a powerful incentive to improve policy and which produces internationally-agreed instruments, decisions and recommendations in areas where multilateral agreement is necessary for individual countries to make progress in a globalised economy. Non-members are invited to subscribe to these agreements and treaties.

Exchanges between OECD governments flow from information and analysis provided by a secretariat in Paris. The secretariat collects data, monitors trends, and analyses and forecasts economic developments. It also researches social changes or evolving patterns in trade, environment, agriculture, technology, taxation and more.

The OECD helps governments to foster prosperity and fight poverty through economic growth, financial stability, trade and investment, technology, innovation, entrepreneurship and development co-operation. It is helping to ensure that the environmental implications of economic and social devel-

opment are taken into account. Other aims include creating jobs for everyone, social equity and achieving clean and effective governance. A specific section of its website is dedicated to agricultural production and trade issues, and statistics as well publications and documents are provided.

EU (European Union)



Headquarters: Brussels (Belgium)

Website: www.europa.eu

Website languages: The languages of the 27 countries of the European Union

The European Union is an economic and political partnership that unites 27 democratic European countries. The member countries have created organs that approve the legislation of the EU and ensure its implementation. The most important of the organs are:

- The European Parliament
(which represents the European peoples);
- The Council of the European Union
(which represents the national governments);
- The European Commission
(which represents the common European interests)

The Council of Ministers of the European Union, which represents the Member States, is the principal decision-making body of the Union. When they meet at the level of Heads of State and Government, it becomes the European Council, whose role is to give the EU the political impulse for fundamental questions.

The European Parliament, which represents the peoples of Europe, shares legislation and budgetary authority with the Council of the European Union.

The European Commission, which represents the common interests of the EU, is the principal executive body of the Union. It has the right of initiative and is responsible for ensuring that European policy is implemented correctly.

The European Union is active in numerous sectors (economics, social, standards and finance) where its actions will be of

benefit to the Member States:

- policies of solidarity (also known as policies of cohesion) at the regional, agricultural and social levels;
- innovation policies which promotes leading technologies in sectors such as environmental protection, research and development (R&D) and energy.

The Union finances many policies with an annual budget in excess of €120 billion, primarily raised from the contributions of the Member States. It is a modest budget when viewed in light of the total wealth of the EU; it represents a maximum of 1.24% of the combined national gross national incomes of the Member States.

European integration will move forward in areas that the Member States believe that it is their interest to work together in the four traditional community areas (commerce, globalization, the common market, social and regional development, research & development, measure to promote growth and employment, etc.).

The institutional process to amending the standards that govern the relationships among the Member States and the European Union and between the Union and the population was recently concluded with the signature of the European leaders of the Treaty of Lisbon. If it is ratified by the Member States, it will confer on the EU the legal foundation and the instruments necessary for responding to future challenges and the demands of the citizens.

*DFID (Department for
International Development)*

Headquarters: London and East Kilbride (UK)

Website: www.dfid.gov.uk

Website languages: English

The Department for International Development (DFID) is the part of the UK government that manages Britain's aid to poor countries and works to get rid of extreme poverty in 150 countries.

When DFID was set up in 1997, it made fighting world poverty its top priority. This marked a turning point for Britain's aid programme, which until then had mainly involved economic development.

The central focus of the Government's policy, based on the 1997 and 2000 White Papers on International Development, is a commitment to the internationally agreed Millennium Development Goals, to be achieved by 2015.

DFID's assistance is concentrated in the poorest countries of sub-Saharan Africa and Asia, but also contributes to poverty reduction and sustainable development in middle-income countries, including those in Latin America and Eastern Europe.

DFID works in partnership with governments committed to the Millennium Development Goals, with civil society, the private sector and the research community. It also works with multilateral institutions, including the World Bank, United Nations agencies, and the European Commission.

Among its key objectives, DFID set out to make global development a national priority and promote it to audiences in the UK and overseas, while fostering a new 'aid relationship' with governments of developing countries.





International Policies or Initiatives



Until the conclusion of the Uruguay Round of the GATT, in December 1993, agriculture had been able to benefit from a substantial exceptional treatment, remaining only partially involved with the GATT accords and, therefore, with the process of the liberalisation of international trade. That exceptional status had a variety of causes, which can be traced back to the particular characteristics of agriculture and public support for the sector, and to the role that certain policies had played in the dynamic of the relationships between the national States in the context of the evolution of the GATT.

With respect to the first aspect, one should remember that the primary reasons that have always been invoked to justify the public intervention are found in the need to guarantee the stable supply of food to meet the needs of the population (food security), and to deal with various failures in the agricultural market. Among the principal market failures are the increasing weakness of the agricultural producers' market in their vertical relationships and, more recently, interventions intended to guarantee the environmental compatibility of agriculture practices.

The agricultural themes that have been the subject of multilateral negotiations make up a large part of the traditional interventions in agriculture which, since the very beginning of the GATT, were based on transfers to products by means of price interventions that distort the flow of international exchanges. Protectionism (tariffs and restrictions on quantities), although not limited to agriculture, has proven particularly resistant in a number of sectors, not only with respect to initiating such transfers, but also, at the same time, as essential elements in the functioning of several internal support schemes. Essentially, agricultural

protectionism is involved in a complex of intervention in which external protection has been added to the transfer of incomes from the other sectors of the national economy and in which the connection between the sectoral interventions, of differing types and purposes, and commercial policies, was stronger.

That peculiar aspect of agriculture, strongly supported by several countries in the European Union and by a number of developing countries (especially India and countries of South-east Asia), which today overlaps with the positions in support of protecting bio-diversity, has found extensive consideration in the GATT, since its foundation.

It is therefore not the case that agriculture has always been the biggest exception in the history of the GATT. As has taken place in other sectors, but in a major way in this one, the developing countries were excluded completely from the debate on agricultural themes, which was primarily between the United States and the countries that are today part of the European Union, and they were often used, first by one, then by the other, to support their own position: liberalisation at the international level (United States) versus specificity of production and agricultural markets (European Union).

The fact remains that every time the industrialised countries have become interested in the agricultural development in the South, from the Green Revolution to the recent declarations concerning the presumed virtues of genetic technologies in the agro-food sectors, they have done so, regardless of their declarations of intent, on the basis of their economic and commercial interests. The history of the GATT does not appear to be immune from such considerations.



Agreement on Agriculture (AA – WTO)

Headquarters: Geneva (Switzerland)

Website: www.wto.org/english/tratop_e/agric_e/agric_e.htm

Website languages: English, French, Spanish

The Agreement on Agriculture is part of a complex of accords that crowned seven years of tough negotiations as part of the Uruguay Round (GATT). The accord includes specific agreements made by the member governments of the WTO with regard to improving access to markets and reducing subsidies that had the effect of distorting exchanges in the agricultural sector. In general, those agreements were implemented over a period of six years (ten years for developing countries) starting in 1995.

The AA provides for three principle agreements: major opening of national markets to imports (reduction of the customs-related obstacles to trade); reducing internal support; reducing export subsidies. The agreements have been defined in general terms in so-called modalities, which each country then specified in detail in schedules. The period of implementation of the agreements was fixed at six years for the developed countries and ten for developing countries, starting in 1995.

With respect to ‘access to markets’, the most important agreements relate to: substituting the many non-tariff barriers with equivalent tariffs, calculated with reference to the base period of 1986-88 and the reduction of the simple average of the tariffs from 36% in the six years between 1995 and 2000, with a reduction of each tariff by 15%.

The AA concerns all policy measures intended for ‘internal support’ which, although not being classifiable as commer-



cial measures, influence to some degree the volume of produced and consumed in the country (coupled measure) and therefore contribute to determining the commercial flows. To regulate those interventions, the agreement provided for a reduction of 20% in the support provided to agricultural producers in the six years of the implementation period compared to the base period of 1986-88.

With respect to ‘reducing subsidised exports’, the measures provide for the reduction by 36% in six years of the export subsidy expenditures and by 21% of the volume of exports subsidised.

The end of the agriculture exception to the processes of multilateral liberalisation of trade was only possible because the AA brought agriculture into the GATT, giving supranational legitimacy to public intervention in the agricultural sectors of the more advanced economies without achieving an effective liberalisation of the markets. In fact, the liberalisation of trade resulting from the AA was modest and the measure agreed with respect to internal support was formulated so as not to constitute a true link. However, regardless of the effective extent of the liberalisation achieved, it did succeed in setting limits to protection and support and the minimum levels of access for imports.

CAP (Common Agricultural Policy)



Website: www.europa.eu/pollagr/index_en.htm

Website languages: The languages of the 27 countries of the European Union

The Common Agricultural Policy (CAP) represents a series of economic actions which are defined, in technical terms, as 'Policies'. That term is intended to cover all directives, legislation, and regulations whose application is intended to achieve an economic result.

The CAP originated in Western Europe during the 1950s following a long conflict that had damaged the social fabric and paralyzed agriculture, making the supply of food uncertain. The internal economy was decidedly agricultural and several European countries had signed economic accords in sectors such as industry and trade. Now, the real innovation made it clear that Europe could only make progress if the incomes from the agriculture sector could be brought into line with other sectors. That, at least, was the definition of the first addresses of the Common Agricultural Policy. Initially, the CAP aimed at promoting increased agricultural productivity so that consumers could count on stable foods supplies at affordable prices and guaranteeing incomes in the agricultural sector of the community. The CAP offered subsidies and regimes to farmers that would guarantee higher prices, giving them incentives to product, and provided financial assistance for the restructuring of the sector. From that beginning, the CAP went through changes and evolution to adapt to a number of political and economic events over the course of the last fifty years.

In the 1980s, the CAP was very effective in achieving the goal

of self-sufficiency; suddenly, however, the European Community found itself with almost permanent surpluses of the principal agricultural products, some of which were exported (with the help of subsidies), while others had to be stockpiled or disposed of within the Community. Those measures had a higher budget cost, caused distortions in several world markets and were not always in the best interests of the farmers, and quickly became unpopular in the eyes of consumers and the contributors. During the same period, the concern for the environmental sustainability of agriculture grew in society.

During the 1980s, and more especially during the early 1990s, the CAP went through many major changes: the limits to production contributed to reducing surpluses (e.g. introduction of the milk quota in 1983) and the emphasis moved to environmentally friendly agriculture. Although they received direct support to their incomes, the farmers had to pay a great deal of attention to the market and take account of the new demands of the public (MacSharry reform of 1992).

In 1999, the reform created with Agenda 2000 to promote the competitiveness of European agriculture, and to confirm the new situation, also contained a fundamental innovation: a policy of rural development to promote numerous initiatives to simultaneously help farmers to restructure their businesses, to diversify production and to improve the marketing of the products. Budget maximums were set to assure contributors that the costs of the CAP would not grow to a point that they

would be uncontrollable. In 2003, a new fundamental reform was agreed.

The farmers are no longer paid only for producing food. Today, the CAP is demand-oriented and takes full account of the concerns of consumers and contributors, while also giving farmers in the EU the freedom to adjust their production to the needs of the market. In the past, the farmers received subsidies based on the volumes of production; from now on, the aid to farmers would be largely independent of production volumes. Under the new system, the farmers continue to receive direct payments intended to preserve the stability of incomes, but the link to production was eliminated. The farmers are also required to comply strictly with standards related to phytosanitary issues and environmental protection, food security and the well-being of the animals: if they do not, they will see the direct payments reduced (along with being classified as 'conditional'). With the removal of the link between subsidy and production ("decoupling"), the EU farmers could be more attentive to the demands of the market, since they would be able to choose to produce something beneficial, they could therefore count on a stable income.



NAFTA (North American Free Trade Agreement)



Secretariat Headquarters: Ottawa (Canada), Washington DC (USA), Mexico City (Mexico)

Secretariat Website: www.nafta-sec-alena.org

Website languages: English, French, Spanish

The North American Free Trade Agreement or NAFTA is an agreement signed by the governments of the United States, Canada, and Mexico creating a trilateral trade bloc in North America. The agreement came into force on January 1, 1994. It superseded the Canada-United States Free Trade Agreement between the U.S. and Canada.

In terms of combined purchasing power parity GDP of its members, as of 2007[update] the trade block is the largest in the world and second largest by nominal GDP comparison. The North American Free Trade Agreement (NAFTA) has two supplements, the North American Agreement on Environmental Cooperation (NAAEC) and the North American Agreement on Labor Cooperation (NAALC).

From the earliest negotiation, agriculture was (and still remains) a controversial topic within NAFTA, as it has been with almost all free trade agreements that have been signed within the WTO framework. Agriculture is the only section that was not negotiated trilaterally; instead, three separate agreements were signed between each pair of parties. The Canada-U.S. agreement contains significant restrictions and tariff quotas on agricultural products (mainly sugar, dairy, and poultry products), whereas the Mexico-U.S. pact allows for a wider liberalization within a framework of phase-out periods (it was the first North-South FTA on agriculture to be signed).



NEPAD (New Partnership for Africa's Development)



Headquarters: Midrand (South Africa)

Website: www.nepad.org

Website languages: English (French version is under construction)

The New Partnership for Africa's Development (NEPAD) is an economic development programme of the African Union that was adopted at the 37th session of the Assembly of Heads of State and Government in July 2001 in Lusaka, Zambia. It is meant to develop values and monitor their implementation within the framework of the African Union.

Nepad's mission is to raise the amount and quality of food that Africa produces, in order to make families more food-secure and exports more profitable.

NEPAD aims to eradicate poverty, promote sustainable growth and development, integrate Africa in the world economy, and accelerate the empowerment of women. It is based on underlying principles of a commitment to good governance, democracy, human rights and conflict resolution; and the recognition that maintenance of these standards is fundamental to the creation of an environment conducive to investment and long-term economic growth. NEPAD seeks to attract increased investment, capital flows and funding, providing an African-owned framework for development as the foundation for partnership at regional and international levels.

The priority areas of NEPAD are: political; economic and corporate governance; agriculture; infrastructure; education;

health; science and technology; market access and tourism; and environment.

In the NEPAD website, a specific section is dedicated to the Agriculture and Food Security Division. For more information see also the CAADP website at www.nepad-caadp.net

IT-PGRFA (the International Treaty on Plant Genetic Resources for Food and Agriculture)



Headquarters: FAO - Rome (Italy)

Website: www.planttreaty.org

Website languages: English, French, Spanish

The International Treaty on Plant Genetic Resources for Food and Agriculture is a comprehensive international agreement which aims at guaranteeing food security through the conservation, exchange and sustainable use of the world's plant genetic resources, as well as the fair use and equitable benefit sharing, in harmony with Convention on Biological Diversity. It also recognises the Farmers' Rights to freely access genetic resources, to use and save seeds, under national laws.

The treaty is monitored by the Commission on Genetic Resources for Food and Agriculture (CGRFA) of the United Nations' Food and Agriculture Organization (FAO).

The Treaty has implemented a Multilateral System (MLS) of access and benefit sharing, among those countries that ratify the treaty, for a list of 64 of the most important food and forage crops essential for food security and interdependence.

The Treaty aims at:

- recognizing the enormous contribution of farmers to the diversity of crops that feed the world;
- establishing a global system to provide farmers, plant breeders and scientists with access to plant genetic materials;
- ensuring that recipients share benefits they derive from the use of these genetic materials with the countries where they have been originated.

On the website, downloading the text of the Treaty in many different languages can be done.







International Networks



The consecration of the environmental NGOs coincided with the UN Conference on the Human Environment held in Stockholm, Sweden, in 1972. They held a parallel conference to develop more effective measures at the planetary scale.

For thirty years, the NGOs have played an important part in the negotiations and production of treaties related to the environment, which lacks a multilateral institution for dealing with such issues, and has supervised their implementation and effectiveness. In the 1970, the theatre of action was the United States, where they persuaded the US Congress to approve legislation that provided for sanctions with penalties for commercial activities that could harm the international provisions for protecting the environment.

The organisation that regulated fishing, the International Whaling Commission (IWC), opened its meetings up to the NGOs; the American NGOs coordinated their positions in advance with the Department of Justice before every meeting, similar to what was being done in the United Kingdom and Australia. A result that was not achieved through demonstrations alone, but also through releasing studies to denounce the scientific inconsistency of the fishing quotas assigned within the IWC. The use of scientific analysis was a valuable characteristic of the environmental NGOs.





IFSN (International Food Security Network)



Headquarters: Rio de Janeiro (Brazil)

Website: www.ifsn-actionaid.net

Website languages: English, French, Spanish, Portuguese

The International Food Security Network (IFSN) is a project funded by the European Commission and implemented by ActionAid in partnership with other international organisations, as EuronAid, FIAN, SOS Sahel International France, CISP, Ayuda en Acción and ICCO.

The aim of the International Food Security Network (IFSN) is to strengthen the capacity of civil society in developing countries to influence policies affecting the right to food at local, national and international level.

The IFSN intends to develop a network of civil society actors including NGOs, academic institutions, consumers, organisations, farmers, movements, women's associations, having at the core, women and men who are living with or threatened by hunger. Main activities include networking, alliance building, research, learning and sharing, advocacy and lobbying.

The core participant countries are grouped in three regions:

Africa: Mozambique, Malawi, Ethiopia, Uganda, Ghana and Burkina Faso;

Asia: Bangladesh, Afghanistan and Vietnam;

Latin America and Caribbean: Guatemala and Haiti.

Other southern countries participate in the IFSN, as Niger, Mali, Mauritania, Senegal, The Gambia, Tanzania, South Africa, Angola, Guinea-Bissau, Sao Tome and Principe, India, Pakistan, Nepal, Cambodia, Thailand, Bolivia, Peru, Ecuador, Honduras, El Salvador and Nicaragua.

*IPC (International ngo/cso Planning
Committee for food sovereignty)*

Headquarters: Rome (Italy)

Website: www.foodsovereignty.org

Website languages: English, French, Spanish

IPC is a global network of Non-Governmental Organizations (NGOs) and Civil Society Organisations (CSOs) concerned with Food Sovereignty issues and programs. It includes social organizations representing small farmers, fisher folk, indigenous peoples, agricultural workers' trade unions, sub-regional/regional NGOs/CSOs which act as regional focal points and NGO networks with particular expertise and a long history of lobbying and action and advocacy on issues related to Food Sovereignty and agriculture, which act as thematic focal points.

The IPC serves as a mechanism for diffusion of information and training on issues regarding Food Sovereignty and Food Sovereignty. It promotes fora in which NGOs/CSOs and social movements involved in food and agriculture issues can debate, articulate their positions and build their relationships at national, regional and global levels. It reinforces the effectiveness of civil society lobbying by strengthening their capacities for analysis and alliances. It facilitates dialogue and debate between civil society actors, governments and other stakeholders at all levels.



EFSG (European Food Security Group)



Headquarters: Brussels (Belgium)

Website: www.concordeurope.org

Website languages: English, French

The EFSG is a working group of Concord, the European confederation of development and relief NGOs. Its 18 international networks and 22 national associations from the European Member States represent more than 1600 European NGOs vis-à-vis the European Institutions.

The group comes together on a regular basis to discuss the most pressing and important food security issues affecting people in developing countries; to share information on advancements and innovations in policy influencing and programme approaches; and to engage with European and international organisations working in the area of food security, to influence and inform their policies and practices. The EFSG represents a vital link between advocacy and programmes in developing countries and policy making institutions in developed countries. The group's work plan contains the following points:

- dialogue with the Commission, which is regularly invited to the meetings, on relevant agenda points and topics according to decision-making procedures;
- monitoring of the budget lines, programming and execution of the Commission's Food Aid and Food Security Programme;
- follow-up of ongoing changes and reforms (decentralization, rationalization, etc);
- monitoring of the European commitments towards food security and the positioning of European institutions in

- international negotiations;
- follow-up of the relevant instruments: the Commission's Communications, reporting, evaluation, guidelines, call for proposals and other framework documents affecting food security and NGOs, and all related procedures.

IAAH (International Alliance Against Hunger)

Headquarters: Rome (Italy)

Website: www.iaahp.net

Website languages: English, French, Spanish

The International Alliance Against Hunger was born in 2003 as a voluntary partnership for combining the strengths of local, national and international governmental and non-governmental organizations, service and religious organizations, the private sector and concerned individuals with the common mission of working to eradicate hunger on our planet. At global level, the International Alliance brings together major international institutions responsible for agriculture, food and nutrition with a growing number of international NGOs committed to ensuring that all people have enough to eat healthy diets.

The International Alliance occupies a strategic position for making a contribution to achieving the Millennium Development Goals, especially those aimed at reducing hunger and poverty and for building partnerships, but also those for health, education, gender and sustainable use of natural resources. Supporting achievement of these goals also puts the Alliance in a position to work to reduce political exclusion, especially the exclusion of ethnic minorities, rural people in general, women and youth. Its ultimate success will depend on its ability to give expression to the aspirations of the poor and hungry and to engage them as full partners in finding and implementing solutions that will make a real difference to their lives.



RDFS (UN system network on Rural Development and Food Security)



Headquarters: Rome (Italy)

Website: www.rdfs.net

Website languages: English, French, Spanish, Arabic

The UN System Network on Rural Development and Food Security is a global partnership approach towards tackling rural development challenges at the country level.

Established in 1997 by the UN Administrative Committee on Coordination (today UN System Chief Executives Board for Coordination), it brings together key actors for the achievement of the shared goals of “food for all” and rural poverty reduction.

Comprising 20 UN organizations, the UN System Network is an inter-agency mechanism for follow-up to the World Food Summit (1996) and World Food Summit: five years later (2002) and supports the International Land Coalition. The Network Secretariat is managed by FAO, in close collaboration with IFAD and WFP.

The UN System Network aims to:

- support efforts by Governments and its partners to implement the World Food Summit Plan of Action and rural development and food security programmes;
- reinforce ties between UN System organizations and other stakeholders, notably NGOs and civil society organizations;
- foster synergies between Network members;
- exchange and disseminate information, experiences and best practices.
- The dynamic core of the UN System Network consists of national Thematic Groups (TGs) working on rural

development and food security issues. Each group defines its themes and agenda according to the different needs and priorities at the national level. By the end of year 2002, more than 80 TGs have been established in the world.

ERP (Education for Rural People)

Headquarters: Rome (Italy)

Website: www.fao.org/sd/erp/

Website languages: English, French, Spanish, Arabic, Chinese

The Education of Rural People is a partnership established by the Food and Agriculture Organization (FAO) within the International Alliance Against Hunger (IAAH) and Education for All (EFA) initiatives. This partnership is a call for member countries, United Nations agencies, Civil Society, academic institutions and private sector for coordinated, increased efforts in targeting rural people's needs by promoting increased access to quality basic education.

ERP provides technical support to countries willing to address the basic educational needs of the rural people by formulating specific strategies as part of National Education for all and Rural Development plans. It is open to members committed to working separately to achieve the following goals:

- overcoming the urban/rural gap in education.
- increasing access to basic Education for Rural People.
- improving the quality of basic Education for Rural People.
- fostering the national capacity to plan and implement ERP as part of National Education for All and Rural Development Plans.
- building awareness on the importance of ERP as a crucial step to achieve all the Millennium Development Goals, and particularly, eradicating extreme poverty and hunger, achieving universal primary education and promoting gender equity.



IFAP (International Federation of Agricultural Producers)



Headquarters: Paris (France)

Website: www.ifap.org/en/index.html

Website languages: English, French, Spanish

The International Federation of Agricultural Producers (IFAP) is a world farmers' organisation founded in 1946. It currently represents more than 600 million family farms with a membership of 115 national farmers' organisations in 80 countries around the world.

It is a global network in which farmers from industrialized and developing countries exchange concerns and set common priorities. IFAP was found to advocate farmers' interests at the international level, and has General Consultative Status with the Economic and Social Council of the United Nations.

IFAP aims to create a world free from hunger, in which farmers and their families are able to live decently from their work. Its mission is to develop farmers' capacities to influence decisions that affect them at both the domestic and international levels. Through its action, IFAP: helps to secure the fullest cooperation between organisations of agricultural producers in meeting the optimum nutritional and consumptive requirements of the peoples of the world, and helps to improve the economic and social status of all who live by and on the land.

Fields of activity: Agricultural services, Education and training, Food provision, Other



ADEA (Association for the Development of Education in Africa)

Headquarters: Tunis (Tunisia)

Website: www.adeanet.org/adeaPortall/

Website languages: English, French

The Association for the Development of Education in Africa, previously known as “Donors to African Education”, is a “network and partnership” established by a World Bank initiative in 1988. It was initially set up as a framework for better coordination among development agencies. Actually ADEA represents a genuine partnership between African education and training ministries in sub-Saharan Africa and their technical and external partners. It has also developed into a network of policy-makers, educators and researchers, and, based on its capacity to foster policy dialogue, a catalyst for educational reform.

ADEA is concerned with fostering a process that empowers African ministries of education and makes development agencies more responsive to the concept of national ownership. ADEA's activities focus on enhancing institutional and technical capacities within Africa by establishing networks for the sharing of information and the dissemination of successful strategies and innovations. Within this context, ADEA fosters regional, sub-regional and cross-country exchanges as well as partnerships with civil society institutions. Further general information on ADEA and more detailed information on ADEA programs, working group activities, publications and databases are available on the ADEA web site.



La via Campesina

Headquarters: Jakarta (Indonesia)

Website: http://viacampesina.org/main_en/

Website languages: English, French, Spanish

La Via Campesina is an international movement of peasants, small- and medium-sized producers, landless, rural women, indigenous people, rural youth and agricultural workers. This movement defends the values and the basic interests of their members. It is an autonomous, pluralist and multicultural movement, independent of any political, economic, or other type of affiliation. Its members are from 56 countries from Asia, Africa, Europe, and the Americas.

The principal objective of La Via Campesina is to develop solidarity and unity among small farmer organizations in order to promote gender parity and social justice in fair economic relations; the preservation of land, water, seeds and other natural resources; Food Sovereignty; sustainable agricultural production based on small and medium-sized producers.

La Via Campesina promotes a model of peasant or family-farm agriculture based on sustainable production with local resources and in harmony with local culture and traditions. Peasants and farmers rely on a long experience with their locally available resources.



G8

The G8 is an annual forum of discussion and cooperation established by the major industrialised countries of the world.

The G8 is neither an institution nor an international organisation and it does not have any legal basis. It does not adopt binding decisions, is not subject to the discipline of formal internal regulations and does not have a permanent secretariat. In practice, it operates as a kind of informal 'club'.

The first summit was held in 1975 in Rambouillet, France. The leaders of Italy, Germany, the United Kingdom, Japan and the United States were invited by the President of France to discuss economic and financial matters in the framework that came to become known as an 'economic summit'. In 1976, Canada became a member. IN 1977, the President of the European Commission was invited to participate in the summit in London (the role of the Commission was initially limited to areas where it had exclusive competence). At the Ottawa Summit in 1981, the President of the European Commission took part in the summit discussions for the first time as a full member, a status that it still has today. Russia became a member at the Birmingham Summit (United Kingdom) in 1998.

The yearly presidency of the G8 is filled by each country in rotation, determined by the order in which each country hosted the summit the first time. The country that holds the yearly presidency is responsible for hosting the annual summit and chairing the session. The summits are prepared by a group of personal representatives of the leaders. They are known as 'sherpas'.



At the G8 Summit 2009 that was held in Italy from 8-10 July at an expanded meeting that was also attended by a number of less-developed countries and international development-support agencies, the Joint Declaration on Global Food Security was approved.





GLOSSARY

Sources:

<http://www.ifoam.org>

<http://www.landlearnsw.org.au>

<http://www.undp.org>





GLOSSARY

- Agro-biodiversity* A sub-set of general biodiversity, including all forms of life directly relevant to agriculture: crops and livestock, but also many other organisms such as soil fauna, weeds, pests and predators. However, most attention in this field is given to crop varieties and to crop wild relatives.
- Active Global Citizens* Active Global Citizens are people with the ability to understand and participate fully in society at local, national, and international levels.
- Biodiversity* The variation of life forms within a given ecosystem, biome, or for the entire Earth. Biodiversity is often used as a measure of the health of biological systems. The biodiversity found on Earth today consists of many millions of distinct biological species, which is the product of nearly 3.5 billion years of evolution.
- Capacity building* A type of training provided to entities, usually developing country societies, which have a need to develop a certain skill or competence, or for general upgrading of performance ability.
- Coping strategies* Thoughts and behaviours that are used to manage or cope with stressful situations
- Credit Union* A cooperative financial institution that is owned and controlled by its members, and operated for the purpose of promoting thrift, providing credit at reasonable rates, and providing other financial services to its members. Many credit unions exist to further sustainable development at local level.
- Decentralization* The process of dispersing decision-making and administrative governance closer to the people and/or citizen.
- Developing country (DC)* A term generally used to describe a nation with a low level of material well being. There is no single internationally-recognized definition of developed country, and the levels of development may vary widely within so-called developing countries. It also depends by the different meanings assigned to the concept of development.
- Economic liberalization* Fewer government regulations and restrictions in the economy in exchange for greater participation of private entities; the doctrine is associated with neoliberalism.



Economic sovereignty is the power or national governments to make decisions independently of those made by other governments.

Economic sovereignty

Total of renewable and non-renewable natural resources of a country. Though substitutes for some natural resources may be found through technology, most of the natural resources are non-substitutable. Also called natural capital.

Environmental capital

Means everyone should have a safe and healthy place to live, work and play and that there are enough resources for all of us and future generations (FOE, 2009)

Environmental justice

Generally known as ‘agencies’, were established by the European Union to support the EU Member States and their citizens. These agencies are an answer to a desire for geographical devolution and the need to cope with new tasks of a legal, technical and/or scientific nature.

EU Agencies

An organized social movement and market-based approach that aims to help producers in developing countries and promote sustainability. The movement advocates the payment of a fair price to producers as well as to respect social and environmental standards.

Fair Trade

Agricultural model based on the traditional farm owned and operated by a family, and passed down from generation to generation. It is the basic unit of the mostly agricultural economy of much of human history and continues to be so in developing nations. Alternatives to family farms include those run by agribusiness known as factory farms.

Family farming

Refers to the availability of food and one’s access to it. A household is considered food secure when its occupants do not live in hunger or fear of starvation.

Food security

Term coined by Via Campesina in 1996 to refer to a policy framework advocated by a number of farmers, peasants, pastoralists, fisherfolk, indigenous peoples, women, rural youth and environmental organizations, namely the claimed right of peoples to define their own food, agriculture, livestock and fisheries systems, in contrast to having food largely subject to international market forces.

Food Sovereignty



Genetically modified organism (GMO)

An organism whose genetic material has been altered using genetic engineering techniques.

Globalization

An ongoing process by which regional economies, societies, and cultures have become integrated through a globe-spanning network of communication and execution. It also refers to the integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology.



Global learning

Global learning encourages critical thinking about social, cultural economic, political and environmental issues from a variety of perspectives, discussing a range of solutions and building awareness of positive change, how it occurs and how individuals contribute.

Global North

Refers to countries in the northern hemisphere of the planet; the majority of these countries are rich countries, and decision making about development policies are made by governmental representatives from countries in the global north.

Global South

Refers to countries in the southern hemisphere of the planet; the majority of countries in the global south are poor countries, yet they are exploited for their various resources, such as their land and labor, by rich countries in the northern hemisphere (or global north).

Governance

The set of processes, policies, laws, and rules affecting the way an organism (organization or institution) is directed, administered or controlled. It also includes the relationships among the stakeholders involved and the goals for which the corporation is governed.



Refers to the transformation of agriculture that began in 1945 as the result of programs of agricultural research, extension and infrastructural development, instigated and funded by the Rockefeller Foundation along with the Ford Foundation and other major agencies, in view to allow food production to keep pace with worldwide population growth. The Green Revolution has had major social and ecological impacts, making it a popular topic of study among sociologists.

Green Revolution

The stock of competences, knowledge and personality attributes embodied in the ability to perform labor so as to produce economic value. It is the attributes gained by a worker through education and experience.

Human capital

Are basic rights and freedoms to which all humans are entitled including civil and political rights, economic, social and cultural rights, including the right to food, the right to work, and the right to education in some countries.

Human rights

Refers to any aspect of any interaction between cultures. Its main objective is to develop a common civic culture based on the values of freedom and liberty, democracy and of human rights, while encouraging interaction between the communities living in the same country.

Inter-culturality

The capital assets to make a living, including social, human, financial, physical, natural.

Livelihood resources

Any kind of policies elaborated by national governments and/or international institutions to regulate local, national, regional and international markets.

Market policies

Eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations and signed by 147 heads of state and governments during the Millennium Summit in September 2000.

Millennium Development Goals (MDGs)



GLOSSARY

<i>Negotiation strategies</i>	Negotiation strategy is the specific technique (e.G., Win-lose, win-win) that the parties use during the negotiation process.
<i>Non governmental organization (NGO)</i>	A legally constituted organization created by natural or legal persons with no participation or representation of any government. The primary purpose of an operational ngo is the design and implementation of development-related projects and, usually, to further the political or social goals of their members or funders.
<i>Organic agriculture</i>	A production system that sustains the health of soils, ecosystems and people. It relies on ecological processes, biodiversity and cycles adapted to local conditions, rather than the use of inputs with adverse effects.
<i>Participatory action research</i>	A recognized form of experimental research that focuses on the effects of the researcher's direct actions of practice within a participatory community with the goal of improving the performance quality of the community or an area of concern.
<i>Participatory approach</i>	Is an approach that is context specific and suits the needs of those involved, it is constantly adjusted, refined and adapted.
<i>Participatory learning</i>	Also known as collaborative learning, it is a way of learning in which individual cognition is not suppressed but enriched by peer interaction. The interaction among subjects generates extra learning activities, through explanation, disagreement, mutual regulation, etc., Which trigger extra cognitive mechanisms.
<i>Peer Exchange</i>	A process in which you to learn from others who have overcome similar issues to the ones you are facing, and you are prepared to offer your own learning in return.
<i>Production chain</i>	Refers to the steps (production, transformation, distribution) that need to be taken in order to transform raw materials into goods which can then be used by consumers.
<i>Rural actors</i>	Rural actors are people that live and or work in rural areas



Is about every one of us having the chances and opportunities to make the most of our lives and use our talents to the full (wag, 2008).

Social Justice

Part of the “third sector” in which economic activity is aimed at expressing practical solidarity, rather than just at generating profits.

Solidarity economy

A person or organization that has a legitimate interest in a project or entity.

Stakeholder

Pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for future generations.

Sustainable development

Also called multinational enterprise, is a corporation or enterprise that manages production or delivers services in more than one country.

Transnational corporations

Exposure to external shocks, stress and risk and lack of means to cope without damaging los.

Vulnerability

Refers to positive and sustainable characteristics, health, happiness and prosperity, which enable individuals and organisations to thrive and flourish (uoc, 2008).

Well-being

Main donor:
European Commission



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