

Food, Water & Land:

Fundamental Human Rights



Quaker Service Australia
Education and Fundraising Kit 2010
www.qsa.org.au



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Photo on cover:
Children and a teacher tend
to a crop of cabbages at
Kikungwe Kiwani Primary
School in Uganda

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What is Quaker Service Australia?

Quaker Service Australia, or QSA, is the international development agency of the Religious Society of Friends (Quakers) in Australia. QSA was established in 1959, and is now an incorporated non-government organisation with tax deductibility available to selected funds.

The purpose of Quaker Service Australia is to express in a practical way the concern of Australian Quakers for the building of a more peaceful, equitable, just and compassionate world. To this end QSA works with communities in need to improve their quality of life with projects which are economically and environmentally appropriate and sustainable.

QSA develops reciprocal partnerships that are respectful, involve local people and increase their capacity to earn a living and lead a healthy life. QSA works with partners that are representative of and have the support of their local community. QSA supports projects that train people in sustainable food production, provide access to clean water, provide training in health and hygiene and that are environmentally responsible.



QSA has accreditation as a full level agency with The Australian Government Agency for International Development (AusAID) and receives AusAID financial support for some projects overseas.



QSA is also a signatory to the Australian Council for International Development (ACFID) Code of Conduct which requires members to maintain high standards of corporate governance, public accountability and financial management. Both AusAID and ACFID are regularly reviewed to ensure standards are maintained.

Introduction – for the Educator

The theme for Quaker Service Australia's 2010 Education Kit is "Food, Water and Land: Fundamental Human Rights". While this planet is blessed with food, water, and shelter, these resources are not equitably distributed amongst the world's inhabitants. When people are denied the right of access to food, water and their homelands, their choices and freedoms are constrained by ill health, poverty and vulnerability.

FOOD

There is enough food in the world for everybody to eat, and yet a billion people worldwide are on the verge of starvation. Why? We will look at programs in Uganda and Cambodia that increase food security and discuss the benefits of training people to produce a variety of edible and nutritious plants locally and sustainably. We will also explore how producing enough food to sell at market can bring a small income and improve their standard of living.

WATER

It is everyone's right to have access to clean water. Yet, while there is also enough water in the world for domestic purposes, it is a resource that is not available to a billion of the world's poor or the quality of the water is unfit for people to drink. We look at how some of our project partners in India and Cambodia are finding innovative ways to access the clean water they need and how with some training and resources, they see improvements to their family's health.

LAND

We also look at how human activity and climate change is damaging the land, waterways and sources of food that our partners in India and Australia have relied upon for survival for thousands of years. We will explore how gaining access to homelands, regeneration of the land and education about looking after the local environment can quickly start to make a difference.

So, how will this kit be used? We hope that it will not only be a source of information about a very important global issue, but it will also call people to action. We have included six stories from our project partners, and devised educational activities suitable for Quaker children's meetings, Primary School classes, High School classes and community groups to explore this theme further. We have also provided ideas for fundraising, including a calendar of possible dates throughout the year to mobilise your local community. The PowerPoint presentation can be used to share this issue with the wider community, or simply to inform your group.

In peace and love,



Aletia Dundas
Education Officer, QSA

Food, Water & Land:

Facts and Figures



**500
litres**

The average person in Australia uses almost 500 litres of water a day. In Uganda the average person uses less than 20 litres (HDR 2006)

**20
litres**

20 Litres of water – minimum daily amount that every person should have access to (HDR 2006)

“There is more than enough water in the world for domestic purposes, for agriculture and for industry.

The problem is that some people – notably the poor – are systematically excluded”

Human Development Report (HDR) 2006

Food

- 1 in 7 people do not get enough food to lead a healthy and active life
- A child dies from hunger related causes every six seconds
- Training in food gardening can help lift a family out of poverty

Water

- In 2006, 2.5 billion people worldwide were still without sustainable access to safe drinking water and basic sanitation
- Only 15% of India's rural population has access to a toilet
- A new toilet and bathroom for a family in India costs \$250

Land

- In 2002 only 22% of Aboriginal or Torres Strait Islander people lived on their traditional homelands
- Deforestation continues at a rate of 13 hectares per year
- Article 8 of The United Nations Declaration on the Rights of Indigenous Peoples says that Indigenous People should not be dispossessed of their lands or resources

Let's compare

Country	Life Expectancy in years	% of population living on \$1.25
Australia	81	0
Indigenous Australia	62	0
Cambodia	60	40%
India	63	41%
Uganda	52	50%

Sources: ABS, Human Development Report, CIA World Factbook, AIHW, WaterAID, UN MDG Report 2009



Kikungwe Kiwani Primary School plant nursery with seedlings ready to be planted, Uganda

Story 1:

School food gardens are an education

Kikungwe Kiwani Primary School in rural Uganda is one of the country's poorest schools. Few of the pupils possess even one pair of shoes, their uniforms have been well worn over the years and many of the pupils and their families suffer from malnutrition.

The school grounds are in a similar state. The soil is dry, the school buildings are very run down and there is only one small water tank for all the school's needs.

Now teachers and students have something to smile about. Kikungwe Kiwani School is one of ten schools that have been selected to participate in a school gardens project.

Each school has selected a group of thirty students and two teachers who were most in need and these groups have been provided with wheelbarrows, gum boots, hoes, watering cans, spades and seedlings to begin work on their gardens.

Through regular classes with professional trainers, students are learning the concepts of organic gardening and discovering that working in the garden is not only fun and rewarding, but that they can develop skills to help them increase the variety in their diet. The vegetables that they produce will be used for nutritious school lunches. They are going home and encouraging their parents to grow more food also, as well as helping in the gardens themselves.

It is hoped that in the future, the students will add a few animals to their school food garden. Chickens, pigs and goats can produce milk, eggs and meat as well as providing a healthy manure for the garden. Perhaps the students will eventually have surplus vegetables, which they could sell at market to cover the costs of school uniforms, books and shoes.



Children and a teacher tend a crop of cabbages at Kikungwe Kiwani Primary School in Uganda



Ing Sok showing some of her vegetable produce, Kampong Thom, Cambodia

Story 2:

Earning a living from the land

Ing Sok is a graduate of a Permaculture training program run by the Department of Women's Affairs (DWA) in Cambodia. Ing Sok, like 78% of Cambodians, lives in the countryside and relies upon the land for her livelihood. As a result of decades of war and political oppression, much of Cambodia's traditional agricultural knowledge has disappeared. Hunger is widespread, particularly towards the end of the dry season and rural families find it difficult to make ends meet.

As part of its mandate to improve the living conditions of women and children, QSA arranged the expertise of Rowe Morrow to train female educators in Permaculture techniques and now these trainers run workshops throughout the rural areas of the country. Permaculture is an agricultural design technique that works with, rather than against nature, and provides food, energy, shelter and other material needs in a sustainable way. With most trainees living below the poverty line, the emphasis in Cambodia has been on creating home gardens that would grow a variety of foods to make a nutritious meal and provide the family with their nutrient requirements as well as providing a small income for the family from the sale of excess produce.

All those taking the Permaculture course are urged to establish their own home gardens using the techniques they have learnt. To get them started, trainees are provided with suitable tools, seedlings, plants and trees. Before the training most farmers grew just one rice crop per year and a few fruit trees and vegetables. Now they grow up to 12 varieties of vegetables and 5-6 fruit trees, giving them a rich and varied diet. Ing Sok's produce is grown organically, and watered using grey water she has harvested as well as water from her own well, which QSA has also funded.

Once each new garden is designed and properly fenced in using a "living fence" made of trees and shrubs, chickens and other livestock are provided for the farmers. Livestock form an important part of the overall approach, producing both food and manure. Ing Sok and her family have also raised enough money to buy a pig, which recently had piglets, and they have a number of ducks and chickens.

No, you can't run away little pig.





Story 3:

Women at the well in Tamil Nadu, South India

Our water, our right

Women in the Varusanadu Valley, Tamil Nadu in southern India, are concerned about access to the traditional water reservoirs (kanmais). Kanmai store rainwater in the rainy season through to the dry season, provide irrigation for the lands surrounding them and are useful in preventing flood. Sadly, farmers with land adjoining kanmais have expanded their fields into it to take advantage of the rich soil deposits washed into the Kanmai by the heavy rains and this has limited access for poorer people. A fear of violence, harassment and withdrawal of work has kept local people silent over the issue.

Lakshmi is a marginal farmer living in Varsanadu village who has been affected. She owns one acre of land, on which she cultivates silk cotton while her husband works as an agricultural labourer. It is usual for women to work on food production for the family. If men can't find paid employment, they work on cash crops, usually being paid to work in the fields of a wealthy land owner.

During the drought which broke in 2005, the Vaigai river and all the wells in the village dried up. "The water level fell below 500 feet, and 150 wells were dry" Lakshmi says. Hand pumps were installed, but were only able to supply the village for one hour per day, so Lakshmi was forced to fetch water from a bore hole belonging to a rich farmer about 1-2km away from her home. "He would shout at us and we were forced to beg for it" she added.

"Every day I went to the well twice, I would carry three vessels on each trip, two on my head and one in my hand. Even then, I didn't have enough water to keep the children clean, they got scabies and head lice". Lakshmi believes restoring the kanmai would help the community cope with the drought.

Local communities are well aware of the positive effect that restored kanmai would have on their water security, thanks to the Vasandham Society, which started a water rights awareness programme which motivated 525 women in 35 women's self help groups to take action. On World Water Day in 2004, 225 people gathered and passed a resolution to demand the government restore Panjanthangi Kanmai, removing the encroachers who used the land for growing coconut, silk cotton and other crops. When the government had not responded after one month, a one day fast was called and groups held a peaceful demonstration in the village. Eventually a member of the District Collector came and promised to reconstruct the Kanmai. Following the momentum gained from this action, women's self help groups in other villages are now demanding the restoration of their Kanmais.



Story 4:

Ways to save water and improve sanitation

Uganda lies on the northern shore of Lake Victoria and one sixth of this fertile country is taken up by lakes, rivers and wetlands. Yet, in spite of the apparent abundance of water, the country is still desperately poor and access to a safe water supply for household use remains out of reach for forty percent of people.

Uganda's natural water resources are under threat from climate change and over-abstraction from wetlands and groundwater supplies. Collection of water is still very much the job of women in Uganda, and it can take literally a whole day to travel back and forth between home and a source of suitable water enough times to fill the tank for the family's use over the next week.

QSA partner, St Jude Organic Farming Training Centre has provided trainee farmers with a number of simple resources which allow people to save time and energy and ensure that they are now washing their hands and dishes and watering their gardens in clean water.

St Jude Organic Farming Training Centre assists with the provision of underground water storage tanks to store rain water. The clever thing about these tanks is that, with just a small trap-door for access to the water, crops can be planted above. These tanks significantly reduce the time and energy taken to collect water from the river. Later designs are covered with a tarpaulin and planks to make it easier to clean out.

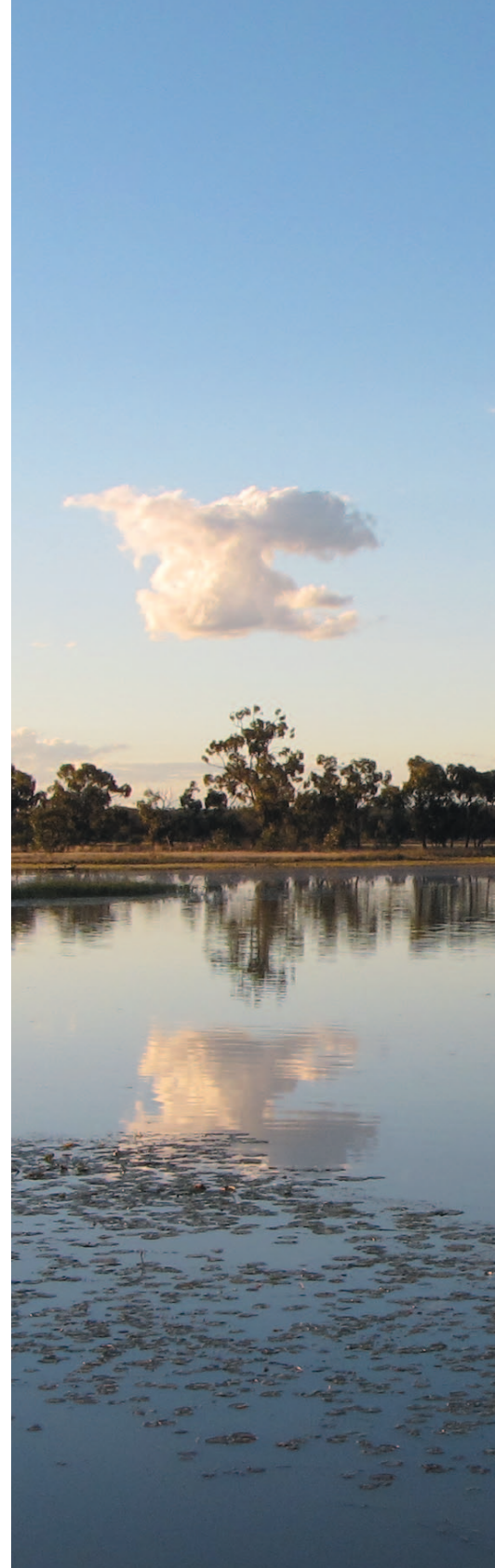
Many families in Uganda cannot afford a toilet, meaning that women and girls must go in the bush. There is no privacy and one must be on the alert for snakes or people wandering past. Going to the toilet in the bush is also a health hazard. After walking barefoot in the bush, people must wash their feet very carefully in case they have picked up diseases such as hookworm. So it is for all these reasons that the recipients of new toilet blocks in Uganda are so pleased.

Another difficulty is the issue of how to ensure that cups, plates and cutlery used for meals are sanitised between uses, to prevent transferable diseases. So, the construction of drying racks allows nature's best anti-septic, the sun, take care of that.

Top: Agnes using water from the underground tank for her crops.

Centre: Imelda proudly stands outside her new toilet and washing block, Uganda.

Bottom: Drying racks help keep cups, plates and cutlery clean.



Kooma Elders and community members, and EWB volunteers at the solar panel commissioning ceremony at Bendee Downs

Story 5:

Replenishing our traditional lands

The Kooma people of South West Queensland are river people. The Nebine Creek meanders for at least 40kms through the almost 90,000 hectares of land that they call home. The climate is mainly hot and dry. When the Kooma Traditional Owners Association (KTOAI) won back access to two former pastoral properties, Murra Murra and Bendee Downs in 2000, they took a number of steps to restore the land.

One of the first was in 2004 when they sought the help of Quaker Service Australia in conducting a Permaculture Design course on country. The plan was to design a vegie garden on Kooma land. The KTOAI had heard of similar work being done in Jordan where, in spite of the dry salty land, a thriving vegetable garden was created. They wanted to enable a similar process on their lands.

They planned to run the Permaculture course at Murra Murra so that a group of 20 Kooma people could spend two weeks connecting with Kooma land and learn a skill based training with practical implications. In spite of constant rain and difficulties with supplies, that course was attended by 23 people who benefitted from the course itself and from having an elder present throughout. The vegie garden continues, but is in need of more constant care.

The next step was to commission a conservation assessment, conducted by the World Wildlife Fund in 2005. This assessment found that both the Murra Murra and Bendee Downs properties have retained spectacular conservation features. There is ecosystem diversity, and a huge number and diversity of wetlands throughout the two properties. There are a number of hot springs and it is believed that at least three endangered animals might inhabit the area. The wetlands provide a stop-over point for at least two species of migratory wading birds from Siberia and northern Asia.

In 2005 a connection began between KTOAI and Engineers without Borders. In 2009 they worked together to install a 9.8kw solar power system at the Bendee Downs property. The idea was to be able to save energy and running costs, do something positive for the environment, become self-sufficient and improve the reliability of the electricity supply by producing solar energy during the day which could be sold to the grid and then buying back grid energy in the evening. They also implemented a number of energy saving initiatives as well.

Main picture:
One of the many wetlands at Murra Murra
Credit EWB



Story 6:

Access to resources means a better education

Six years ago the village High School in Nadukuppam, southern India, had no water, no toilets, and no shade. There were two classrooms and three teachers for 550 students and the school had worst academic record in the whole of Tamil Nadu. Now, with the implementation of an environmental education plan, they have running water and toilets, solar energy, the place is greener, there are more classrooms, and more teachers. Access to these basic and crucial resources have paved the way for new and innovative teaching styles that have improved the academic performance of the students.

Nadukuppam High School established a number of initiatives to improve the environment of the school and lift the performance of students at the same time. 2,500 trees were planted as part of a wider forest regeneration project nearby, and there is now a vegetable garden which contributes to lunchtime meals. A 'healthy drink' is made from locally grown medicinal ingredients such as nuts, seeds and grains for pupils and elderly community members with nutritional needs. A water sanitation system was established in the school, recycling grey water from the toilets to make it suitable for use on the garden. A water pump has also been installed, ensuring that there is sufficient safe water for drinking. Solar panels have been set up for the provision of energy. An important part of these changes has been the development of an environmental education program. On Saturdays, some of the children from local schools meet for 'Eco Clubs'. These clubs are fun groups where they learn more about the biodiversity of the local Kaluveli wetlands, water conservation, and how to care for the environment. They are shown how to grow indigenous medicinal plants and about the many birds, animals and insects that live locally. Along with their teachers, students have been cleaning up the village areas as well as the local pond, and caring for the trees they have planted.

Teachers were trained in environmental education programs, and funds were sought for additional teachers, to assist those students who needed additional support. The pass rate for Year 10 has improved dramatically from 10% to 76% in just a couple of years as a result of all this work.

Solar panels and water treatment ponds at Nadukuppam High School, Tamil Nadu, South India



Hand washing area with signs in English and Tamil that say not to waste water.

Calendar of Special Days

There are a number of dates coming up over the next year that you might want to focus your fundraising or educational activities on. For example...

QSA Week – 19th – 25th April

This week, observed by the Friends School in Hobart, is an opportunity to focus on learning about the issues in this Kit, and fundraising for Quaker Service Australia projects that alleviate these difficulties.

International Day for Biological Diversity – 22nd May

This international day was proclaimed by the United Nations as a way to increase understanding and awareness about biodiversity issues.

National Sorry Day – 26th May

This is a day to commemorate the history of forcible removal of Aboriginal children and its effects.

World Environment Day – 5th June

An international day to stimulate awareness of environmental issues.

NAIDOC Week – 4th -11th July

This week is a celebration of Aboriginal and Torres Strait Islander achievements over the past two centuries.

Anti-Poverty Week – 17th – 23rd October

This week is a chance to acknowledge what it is like to live in poverty, and to find out what we can do about it.

Human Rights Day – 10th December

This day is an opportunity to acknowledge those around the world who are working for their own human rights, or the human rights of others, to be acknowledged.

World Wetlands Day – 2nd February

A day to acknowledge the signing of the Convention on Wetlands of International Importance in 1971

International Women's Day – 8th March

This is a day to celebrate the achievements of women throughout the world.

World Water Day – 22nd March

This International Day communicates to the world about water quality challenges and opportunities.

Earth Hour – Last Saturday of March

This campaign encourages individuals, families, business and community groups to "switch off" all their lights for one hour.



Quaker Children's Activities

For the educator:

The following activities are designed to work within the 40 minutes that are normally allocated for a Sunday morning Quaker children's meeting class where children are normally aged 3 – 11years.

Week 1: Permaculture Garden

Some resources you might need are paper, crayons, pencils, tape, scissors, useful containers and cardboard from your recycling bin. You might also want to look at this website: <http://permaculture.com.au/central>

Start the session with an Acknowledgement of Country and some silence. If you are not sure who the traditional owners are of the land on which you meet, see if any of the children know, or make a note to find out for next time.

Read Story 2 about growing vegetables in Cambodia. Ask the children what they think might have been involved in designing Ing Sok's garden. Which materials would have been accessible to her and which materials would not? Then work together as a group to design and construct a small-scale model of a garden using recycled materials such as cardboard, coloured paper etc. Think about where the sun would be, which plants would be best to grow in the Cambodian climate, which animals to purchase and why, and consider how to create a "living fence" to separate the animals from the edible plants, how to collect clean water and how to make good use of the manure. When the garden is complete, present it to the Quakers after meeting. Close with a moment of silence.

Week 2: One Square Metre

Some resources you might need are a wildlife reference book, paper, pencils/crayons, and a ruler or tape measure.

Start with an Acknowledgement of Country and some silence. Then read Story 5 about the Kooma people in Queensland. Think about the land that your meeting house is on (or go to a nearby bushland) and ask each child to select one small area (1 square metre) to watch for 15 minutes. Then ask them to draw what they see and to identify all the insects, animals, birds, plants that use that small area over the course of 15 minutes.

When the group comes back together, ask the children how the members of their little ecosystem interacted. Did any animals leave droppings? Did insects gather nectar from the plants? Did plants provide shade or protection? When the discussion ends and it is time to go in to meeting for worship, close the session with a moment of silence.

*Open air markets,
Kampong Thom,
Cambodia*



Open air markets, Kampong Thom, Cambodia

Primary School Activities

Producing our own food

The family in Story 2 have produced their own vegetable garden. Could your class do the same? First you will need to find a plot of land with enough sun shining on it. If you don't have access to the right land, your class could try harvesting mushrooms or sprouts. Research the best ways to make the soil rich in nutrients. Then you will need to find out which edible plants grow best in your region of Australia at this time of year. Once you have prepared the soil and planted the seeds, the next task is to water the plants regularly. For each crop you could measure:

- How many days until a little shoot appeared?
- How many days until the fruit / vegetable itself appeared?
- How many days until it was ready to eat?

Let's go shopping

The children in Story 1 come from very poor families. Get the class into groups of 4-5 students. Imagine you are a family that lives in the countryside in a small mud brick house. You don't have a car. You need to buy school books, uniforms, buy food, pay the rent and pay for electricity so you can cook and read at night. But your family only earns \$1.25 a day (like half of the households in Uganda). That's less than \$10 a week. As a group select the 3 most important things you would buy that week and then explain to the rest of the class why you chose those three. Are there ways that you can be creative and still get all your needs met?

Find a Word (Upper Primary)

Can you find the 40 words hiding horizontally and vertically in this word grid? List the words you find. Then put the letters in BOLD together to make a new word.

E	G	G	H	G	A	R	D	E	N
K	F	J	U	G	O	A	T	D	O
A	O	E	M	P	O	W	E	R	W
W	O	M	A	N	P	R	A	Y	S
T	D	I	N	E	E	D	S	D	I
R	E	S	O	U	R	C	E	S	T
L	I	V	E	L	I	H	O	O	D
A	E	N	E	R	G	Y	U	W	I
N	P	X	L	S	H	A	R	E	G
D	E	A	W	A	T	E	R	L	U
F	A	C	C	E	S	S	I	L	B



Learning about your local habitat

The children in Story 6 attend an eco-club every Saturday morning to learn about their local environment and how to best care for it. Perhaps your class could do the same. Ask the students:

- Where is the nearest bushland?
- What type of bushland is it? Is it tropical rainforest, woodland, or other?
- How many different species inhabit the forest? Can you name a tree, a shrub and 2 animals that live in that bushland?
- Write down all the different ways that these 4 interact. Does the animal use the shrub for shelter? How does the animal help the tree get its nutrients?
- Is there a water source nearby? Is it a wetland, a river, an ocean or something different? Would you like to drink from it?
- Perhaps you could draw or paint a part of the bushland that you like and then write a story about the creatures that live there.

Go fetch

The women in Story 3 and Story 4 are concerned about water. This activity helps us experience what that is like to be denied easy access to clean water.

You will need: one large water storage container filled with water (ideally a nearby creek, but if not, a garbage bin or drinking trough), and 2-3 empty buckets and 2-3 smaller plastic cups or buckets.

Venue: ideally outside where it's okay to get wet, in a grassy space or near a creek or other water source.

Begin asking how each child accesses water at their place (ie tap, tank, well or other), and how much water they think their family uses each day. Divide the class into 2-3 groups and give each group a collection bucket and a cup for transporting the water. Ask each group to set up their collection bucket in one corner of the play area. Then invite each group to take turns collecting water from the water source using their cup and bringing it back to their camp. Continue for about 20 minutes.

Discussion: How easy was it to collect the water? Was it enough water for your group for a day? Is this water clean enough to drink? What would need to happen to make it clean enough to drink?

Note:
The average Australian uses 500litres of water a day. In Uganda it is less than 20litres

Pitchandikulam Forest, Tamil Nadu, South India



Nebine River at Murra Murra, QLD

River, Saltwater or Desert

The Kooma People in Story 5 are river people. They rely upon the river for access to food and water and the river is also part of the stories that have been passed down through the generations. Do you know about your local Indigenous community? Are they river people, saltwater people or desert people? Divide the class into three groups and look at three different Indigenous communities and research the following: How did these communities access food and water and land before settlement? What stories are connected with their land and water? What has changed? How do they access food, water and land now? Draw a picture of the landscape then and now.

Create your own posters (Upper Primary)

It's important to let everyone know about the Millennium Development Goals. Have a look at the QSA Powerpoint Presentation and pay attention to the Millennium Development Goals. Then move the class into 8 groups – one for each of the goals – and design a poster in your small group that educates people about that goal. For some ideas visit <http://www.un.org/millenniumgoals> Here are some facts that might help:

MDG 1: 1 billion people are suffering from hunger

MDG 2: 72 million primary school aged children are not going to school

MDG 3: More girls than boys miss out on school

MDG 4: 1 in 4 children under the age of 5 do not have enough nutritious food to eat

MDG 5: Every minute a mother dies from childbirth or pregnancy related causes

MDG 6: Every 30 seconds a child dies from malaria

MDG 7: 2.5 billion people do not have access to a toilet

MDG 8: Australia gives only 34c for every \$100 towards development aid

Ask your teacher

This activity relates to Story 2 and will give students an idea of how many people in their community grow their own food. Help students to develop a short survey that they can ask a few teachers or parents. Some questions might be: Do you grow any edible plants at home? Which vegetables / fruit do you grow? How many meals can you make from this garden? How many hours do you spend in the garden each week? How many square metres is the garden? Upper primary students could collate the results into graphs and charts. Younger students could create a simple poster with images of each vegetable and the numbers of people in their community who grow that vegetable.

High School Activities

Debate: Food crisis

Currently more than a billion people worldwide are suffering from hunger. There is a debate worldwide about the causes of the current food crisis. Form the class into 2 or 3 teams and research and debate these causes and possible solutions. Some suggestions for alternative teams are:

- That the growing demand for bio-fuels is to blame for the food crisis
- That population increase is creating an unsustainable greater demand for limited resources
- That underinvestment in agriculture and technology in developing countries has led to the food crisis

See the "What do you think" activity below for other possible debate topics.

Application for funding

Make sure the class has seen the QSA Powerpoint Presentation or has a good understanding of what human development is. Form the class into teams of about 5 students. Each team pretends to be the Quaker Service Australia Management Committee. Download the QSA International Program Selection Criteria from the QSA website to see the criteria that is currently used to select projects: <http://www.qsa.org.au/AboutUs/ApplicationstoQSA/tabid/70/Default.aspx> and ask each team to consider which one (sorry there is only enough funding for one) of the following 3 projects they would support and why. Bear in mind the following questions: How will the project contribute to human development? What governance structures are in place to ensure transparency and accountability? How will the project be financially and environmentally sustainable into the future? Is this a grassroots initiative that has full community support? Are there any further questions would you want to ask the project coordinators to help you make your decision? Report your decision to the whole class.

Project 1: Solar cooking stoves, Uganda

A team of two Ugandan entrepreneurs have come together to design and produce a cooking stove that runs off solar energy. This stove would significantly reduce a poor family's energy bill each month. In addition to selling these stoves commercially, this team plans to distribute the stoves to 5,000 of the poorest families in rural Uganda and seeks a grant of \$35,000 to cover the cost of producing the stoves and the cost of sending a representative to each village to distribute and provide a demonstration on how the stoves operate. The time frame for the project is one year.

Top: Prolific vegetables help pay the bills, Uganda
Bottom: Open air markets, Kampong Thom, Cambodia



Project 2: Environmentally friendly construction course, Cambodia

A local non-governmental organisation in Cambodia has run skills workshops for a number of years, giving young people the opportunity to learn a trade. They now seek a grant of \$100,000 over three years to build and run an eco-design centre. They plan to run courses on sustainable building practices, utilise locally available materials and be a showcase for sustainable building design. Young people from the villages nearby will be able to complete the course and then join a community team to design and build low-cost eco-friendly housing. In turn, they will increase their skill base and chances of employment.

Project 3: Food Production in East Timor

A women's group of thirty women in East Timor has come together to improve the nutrition in their families' diets and earn a small income for their families. They would like to develop skills in organic gardening and have submitted an application for a grant of \$60,000 over three years to purchase tools, seedlings and training manuals and participate in a series of food production training workshops run by an international trainer. At the end of the first year, they hope to return for "Train the trainer" training and then begin to teach other village women the skills they have learnt.

Engineer a solution

The Kooma people sought the assistance of Engineers without Borders to design and construct a solar solution for their energy needs. What if the Kooma people (or a community near to your school) came and asked you to help them design environmentally friendly toilets? Ask the students to take a few minutes to research the different types of toilets that are possible, and the factors specific to that geographical area. How will climate, frequency of use, access to water, ability to use compost etc affect your proposal? Remember that in real life you would be consulting regularly with the local people.



Kooma Elders and community members, and EWB volunteers at the solar panel commissioning ceremony at Bendee Downs, QLD. Credit: EWB

What do you think?

Show the QSA Powerpoint Presentation first or ensure that the class has some understanding of aid and development. Move aside the chairs and tables so that there is enough room in the class to move about. Designate one end of the room as "Agree" and the opposite end as "Disagree". Also designate a "Don't know" area. Then read out the statements below one at a time and ask the students to go to the end of the room that best represents their reaction. For each statement, ask a few students to explain why they responded the way they did.

1. Our greed is the reason a billion people are on the verge of starvation
2. Australia should support its own poor people before giving aid overseas
3. It should be grassroots organisations rather than Governments that do development work
4. Australia doesn't need a Human Rights Act
5. It's good that celebrities adopt children from developing countries
6. Bio-fuel is the way of the future
7. The Millennium Development Goals are unattainable

Rivers, Mountains and Seas

When a non-government organisation wishes to design a development project proposal, they must first conduct an environmental assessment of the area in which they plan to work. This assessment helps them to plan their work and incorporate environmental solutions into the project design. We suggest that students could select a geographical area near to where they live to conduct an assessment using the QSA Checklist on overleaf. The next step is to assess the following Case Study from India with the study of their local ecology.

A community is situated in a valley formed by a river, which flows most years from October – May, and is surrounded by hills with deep gullies, rock outcrops and forest. Most of the area has been de-forested over the last 70 years and is severely affected by soil erosion. The valley suffers from a lack of rainwater storage capacity and so the groundwater level is low and desertification is taking place – 90% of the land is 'dry'. Land productivity is very poor and most of the target population are either marginal or small farmers or landless agricultural day labourers. Agriculture provides the only potential source of employment in the area, which means that migration out of the area for work is a common feature by the men to cable laying, or road building or construction work, and by young women to work in the spinning mills.

This program aims to combat environmental degradation in the target area over a five year period. Half the land will be cultivated according to environmentally sustainable agricultural techniques, with an emphasis on composting and organic soil enrichment processes, and half will be re-afforested using indigenous plants and trees. There will also be work done on water management with the creation of small water storage areas (called a kanmai) and specific measures to address the erosion that has taken place. It is planned to provide training in all of these techniques, as well as agriculture and re-afforestation to groups of farmers. It is also hoped that the improvements to agriculture in the area will result on fewer people leaving to look for work, thus strengthening the community. Work is currently underway to locate water sources, fence the area and survey plant species.

Cultural healing and human rights

Support for the community in Cunnamulla is just a small part of QSA's commitment to supporting Indigenous Australians to access their fundamental rights to land, culture and the best possible standard of living. For this activity, students might wish to visit the Quaker Service Australia web page on Aboriginal Concerns <http://www.qsa.org.au/Wherewework/IndigenousAustralia/tabid/75/Default.aspx> and look at the Australian Human Rights Commission paper on Human Rights and Aboriginal and Torres Strait Islander People. Then they could prepare their own submission to the National Consultation.

Pal Bou (left) and her granddaughter Channa in Kampong Thom, Cambodia



Environment Checklist

QSA's Development Policy

Project Proposal – assessment of proposed region of the project

Actual distance from the project partner to the region of the project	
Actual travelling time to region of the project, and road conditions	
Type of area, ie high land, river frontage, sandy soils etc	
Average annual temperature in the area	
Rainfall pattern - which months have the most rain, and which months the least	
General state of the project site land now, and what use is made of it now? Who owns the land?	
Will the project activities have an impact on a large area of land? Will the potential impact be a positive or a negative one? Water supply - is there any water on or near the project site, such as wells, bores, river or pond? What is the water supply like, for example 1.Does the source look clean? 2. Are there insects breeding in it? 3. Does it contact leaves & sticks, or rubbish? 4. Is there animal or human waste nearby? 5. Does the water have a colour, or smell bad? 6. Are there animals in the water?	
Is the land in an area that has traditional culture or religious significance to any community?	
Will the project involve the ending of a range of beneficial uses of the area?	
Will the project and its activities create an increased in demand for natural resources which are already, or could become in short supply?	
Will the project cause the endangerment of any species of plants or animals?	
Is there anything else we need to know?	

Youth and Community Group Activities

We hope that this section will give groups ideas on how to raise awareness about the right to food, water and land. Don't forget to fill out the QSA Activity Registration Form before you get started.

Trivia Night

A trivia quiz is a fun way to educate people without them feeling like they're at a lecture. Why not organise a dinner or light supper, with trivia questions all about the issues in this kit. If we haven't given you enough facts and figures, there are plenty of other resources you can tap in to:

Human Development Report

<http://www.hdr.undp.org/en/statistics>

UNICEF Country Information

www.unicef.org/infobycountry

Millennium Development Goals

www.un.org/millenniumgoals/bkgd.shtml

SBS World Guide

New Internationalist World Guide

Invite a guest speaker

If you know of any community events coming up or a local school that would like a visitor, why not invite a QSA speaker to address the group. We are happy to travel to most locations in Australia, if we are given enough preparation time.

Invite a
guest
speaker

Fundraising Activities

Remember that everybody who raises funds on behalf of Quaker Service Australia needs to register their event with us, so don't forget to read the QSA Fundraising Guidelines and fill out the QSA Activity Registration Form. We will then send you all the resources you need, including a special Authority to Fundraise badge.

Serve up an unjust dinner

Sometimes we have to be cruel to be kind, or to get a message across. This event can be a bit mean, so use it carefully. The idea is to show people what life is like for a billion people who have very little to eat. Organise a formal dinner. It doesn't matter whether the dinner is for 6 friends or 100 people from the local community. Ask people to pay for a three course meal. Then serve up a beautiful three course meal for half the room and serve the other half just rice. Then watch what happens. Some people might get very angry that they were not served as much as others in the room. Ask them to remember that this is the reality for the world's poor. Perhaps end with a more equitable distribution of the food, and a short presentation about food shortages around the world.

Fun Run

Last year a team of Quaker Service Australia supporters ran in the Sydney City to Surf Fun Run. It was great fun, and we raised \$1,400 for the 14kms. Is there a fun run in your capital city that you could participate in? Why not get a group together and "race" money for Quaker Service Projects around the world. And even better, why not dress up as your favourite food – that should get people's attention.

The Watering Hole

Let your imagination go wild with other fun-draising event ideas that fit in with this year's theme of "Food, Water and Land: Fundamental Human Rights". Perhaps you'll organise a pool party on a hot day, a picnic at a local community garden, a shared meal consisting only of food grown at home (or at least locally), ask people to dress up as one of the Millennium Development Goals or as a fundamental human right, or perhaps you'll hold a carbon-neutral or electricity free event.

Non-event

Maybe you are too busy to organise an event or your friends and family are too busy to come along. Well, why not ask people to donate towards a non-event. They don't have to go anywhere! Alternatively, you could turn your Birthday into a non-event and ask people to donate to QSA or buy a Living Gift instead of coming to a big Birthday party or instead of expensive gifts that you don't really need.

Don't forget

So, once you have decided what sort of activity to run, simply complete the attached Activity Registration Form and send it off to us. When your activity has been confirmed, we will send you all the resources you need, plus the QSA Fundraising Guidelines.



Participants at International Women's Day, India. Credit: Lourde Epinal

Donation Form

Quaker Service Australia

Your details

Name: _____
Address: _____

State: _____ Postcode: _____
Phone: _____
Email: _____

☐ Please do NOT put me on a mailing list

Please accept my contribution to the work of QSA as detailed below

☐ Once Only ☐ Every 3 months ☐ Annually
☐ Every month ☐ Every 6 months

General Fund	\$.....
Overseas Aid Fund*	\$.....
Aboriginal Concerns Fund*	\$.....
Total Donations	\$.....

In addition, I would like the following resources

	Total
Friends in deed (\$24.95).	Quantity <input type="checkbox"/> \$.....
Postage within Australia for up to 3 copies of Friends in deed (\$9.60)	Quantity <input type="checkbox"/> \$.....
Postage outside Australia for Friends in deed (\$20.00)	Quantity <input type="checkbox"/> \$.....
Kathy Bodnar photography	
Greeting cards (set of 5 for \$15)	Quantity <input type="checkbox"/> \$.....
Perpetual Calendar (\$12)	Quantity <input type="checkbox"/> \$.....
Transportable Delights	
Cookery Book (\$10)	Quantity <input type="checkbox"/> \$.....
QSA Education Kit (FREE)	Quantity <input type="checkbox"/> \$0
Donation towards postage of resources (\$5.40 suggested)	Quantity <input type="checkbox"/> \$.....
Total Resources	\$.....
TOTAL (Donations and Resources)	\$.....

Payment Method

☐ Direct Credit (our preference) to Quaker Service Australia, BSB 067 028 A/c No. 2801 2550.
Please include your name in the deposit details and send confirmation to donations@qsa.org.au or our street address

☐ Cheque payable to Quaker Service Australia enclosed

☐ Credit card – I agree to the following

- 1. I hereby request QSA to debit my credit card with the amount and frequency specified above
- 2. I will contact QSA upon the changing of credit card details, such as expiry date, credit card number or contact details
- 3. This authority is to remain in force until details are changed, or cancelled in writing by the undersigned, expect for once only donations

Name on card.....

Signature Date

Credit card number

Expiry date /

Tick one card type only: Visa ☐ Mastercard ☐

* Tax deductible receipts issued for these two funds only. QSA prefers untied donations, but if you nominated a specific purpose for your donation and that project has closed or is oversubscribed, we will divert that donation to a similar project.



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Ph: 02 9698 9103 / Fax: 02 9225 9241
ABN: 35 989 797 918
BSB 067 028 A/c No. 2801 2550
Account Name: Quaker Service Australia

Permission has been given for all photograph

Food, Water & Land:

Fundamental Human Rights

While this planet is blessed with food, water, and shelter, these resources are not equitably distributed amongst the world's poor. When people are denied the right of access to food, water and their homelands, their choices and freedoms are constrained by ill health, poverty and vulnerability.

How this kit will enable you to help

This kit is designed not only to be a source of information about a very important global issue, but it will also call people to action. We have included six stories from our project partners, and devised educational activities suitable for Quaker children's meetings, Primary School classes, High School classes and community groups to explore this theme further. We have also provided ideas for fundraising, including a calendar of possible dates throughout the year to mobilise your local community.



Quaker Service Australia

Quaker Service Australia, or QSA, is the international development agency of the Religious Society of Friends (Quakers) in Australia. QSA was established in 1959, and is now an incorporated non-government organisation with tax deductibility available to selected funds.

Contact Us

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Quaker Service Australia
Education and Fundraising Kit 2010
www.qsa.org.au

