



UnderCover

RESOURCE BOOK ON GLOBAL DIMENSIONS
OF OUR CONSUMPTION FOR TEACHERS



**... TO INSPIRE
STUDENTS**

JEANS WITHOUT SAND

Goals: Students will practice picture description in English. Students will choose information that they consider important as well as information that they have some doubts about. They will back their doubts with their reasoning and, subsequently, suggest ways of verifying the information. Students will explain what hand-sandblasting is and what preceded a ban on it in Turkey. Students will give an example of local change initiated by ordinary citizens and/or organizations. Students will propose a change that they themselves would like to see take place (within their locality or anywhere in the world).

Curriculum links: English, Biology, Work Experience

Age: 14+

Time: 45 minutes

Materials: a pencil or colouring pencils per pair
4 photograph segments (*Attachment 1*)
4 whole photographs (*Attachment 2*)
text explaining what sandblasting is (*Attachment 3*)

Procedure

- At the beginning of the lesson tell the students that they are going to work with 4 photographs. However, they will be able to only see a segment of each of the photograph; and their task will be to work out in pairs what might be in the remaining parts of the picture. Divide students into pairs and give each pair the photograph (*Attachment 1*). Allow a few minutes for the students to discuss it. Afterwards, let some students give their views. This activity should take up a maximum of 5 minutes.
- From the language teaching perspective, this activity practises the formation of hypotheses while using modal verbs such as: *There might be... There can't be... There must be...*
- Now work with the complete photographs. Ask students, who are divided into pairs, to sit back to back to one another. Give 2 photographs (*Attachment 2*) to one student in each of the pairs in such a way that the other student does not know what this student has. The student having the photographs gets the task to describe what he/she can see and the other student, following the instructions, will draw the rest of the photograph in (*Attachment 1*). The student drawing the photograph should not talk. After a few minutes the roles will change and the other student will now get the 2 remaining photographs. Now it is his/her turn to describe them. Afterwards the students compare their drawings and the photographs. Ask all the students the following questions:
 - Are your drawings different from the photos? If yes, why?
 - Were your predictions right? Do the photos look as you expected? If not, why not?
 - What do you think that the people are doing in the photos?
 - Photo No. 1 – What is the boy doing with the sand? Why?
 - Photo No. 4 – Why is the man lying on the ground? On the sand?
 - What connection can you see between all the photos?

At this point, don't say anything else about the photos. You will get back to them later.
- Before doing this activity, you can revise with the students the phrases which can be used in English to describe pictures:
 - there is / there are*
 - present tense continuous
 - prepositions of place (*in front of, behind, next to, between, under, over, on etc.*)

- The students will read a text about jean sandblasting. Before reading, make sure they understand the following vocabulary:
worn jeans, mining, silica, stream, pressure, to prohibit, developing countries, dust, equipment, lungs, disease, cheap labour
As a post-reading task, each student will get a text (*Attachment 3*). Give students 5 -10 minutes to read it and answer the questions that follow the text.
- In class, discuss the students' answers with them. As for the question asking what the students do not believe or they have doubts about, try to encourage them to think why this is the case and how that particular thing could be verified. This question is not about the credibility of the texts, but enhances the students' abilities to approach texts critically. Every text is written by a certain author with certain viewpoints and opinions about a given topic. It might be beneficial for the students to analyze more closely an author's views and to look into the sources of information the author used. As the third step, the students form their questions. Allow space for each of them to ask at least one question. Then, in groups or in class, the students can discuss them. Another option: ask them to look for an answer to at least one of the questions as homework.

- Ask all the students:
 - *After reading the text, what exactly do you think is happening in the last photo?*
Afterwards, tell them that there is an activist participating in the Clean Clothes Campaign (Belgium, 2010).
 - *The last part of the text was called Good News. Why was it called this?*
 - *How was the prohibition of sandblasting in Turkey achieved?*
 - *Do you know any other example of change achieved in a similar way in your local or national context? What was it?* (If you have enough time, the students can first discuss their answers to this question in pairs and then they can share their thoughts with the others).
 - *Is there any change you would like to see in your context or in the world? If yes, what? And how would you like to participate in it?* (You can also assign this question as homework).

Recommendations

- You can let the students draw only one photo. After the students look through the complete set, have a pair join another pair so that they will have, altogether, 4 different drawings.

Attachment 1-2 – preview

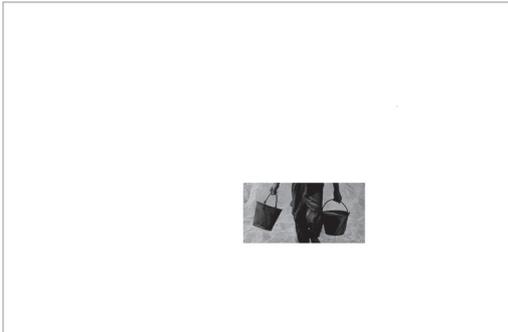


photo: Allison Joyce

Dhaka, Bangladesh 2010



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Dhaka, Bangladesh 2010

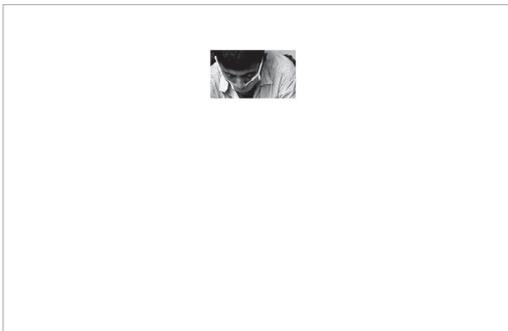
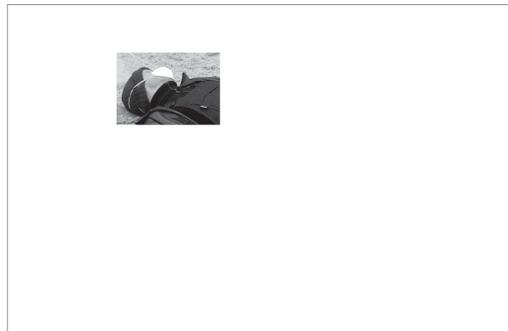


photo: Allison Joyce

Dhaka, Bangladesh 2010



source: Clean Clothes Campaign

An activist protesting against sandblasting, Belgium, 2010

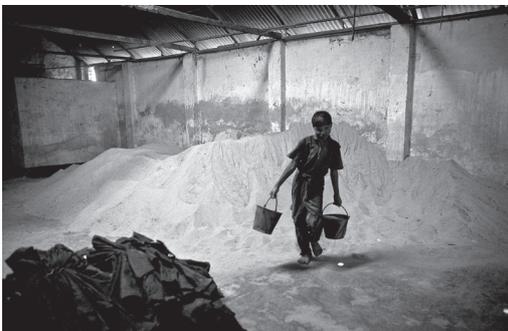


photo: Allison Joyce

Dhaka, Bangladesh 2010



photo: Allison Joyce

Dhaka, Bangladesh 2010



photo: Allison Joyce

Dhaka, Bangladesh 2010



source: Clean Clothes Campaign

An activist protesting against sandblasting, Belgium, 2010

Attachment 3

What is sandblasting?

Approximately five billion pairs of jeans are produced worldwide each year. According to the latest trend, some of them already look “worn” when you buy them. Sandblasting is one of the methods which make jeans look more faded and worn.

Sandblasting is a special technique which changes the surface of material. Workers use a stream of sand containing tiny particles of silica under high pressure. It has always been very popular in the mining and building industries. In 1966, manual sandblasting was outlawed in Europe because of extreme health risks. However, it is not prohibited in developing countries. Therefore, some clothing companies produce these kinds of jeans in countries outside the European Union, where labour is cheaper and the laws are less strict (e.g. China, Mexico, Turkey, Bangladesh). Sandblasting is not the only way to make jeans look old, but it is the cheapest one.

Health risks

Workers manually spray jeans with sand containing silica. In this way, a lot of sand dust gets into the air, and because the workers do not usually use any protective equipment, silica gets into their lungs. There it causes a disease called silicosis. There is no cure for this disease, and the victims die as it gradually gets more and more difficult for them to breathe.

In Turkey, according to the organization *Turkish Solidarity Committee of Sandblasting Laborers*, which has been monitoring the situation since 2000, sandblasting has caused the death of 50 people and another 5000 workers are ill. What is alarming is that the disease already appears after doing this work for only 6 months.

Good news

In 2009 sandblasting was prohibited in Turkey. This was due to work of the local organization *Turkish Solidarity Committee of Sandblasting Laborers*, which united workers, doctors, lawyers and journalists and launched a campaign against sandblasting. However, after this prohibition, production was moved to new countries where it is still legal.

The Clean clothes campaign is a campaign involving many organizations in Europe which want clothing companies to stop producing these kinds of jeans. They direct their efforts towards companies and want them to be responsible for what they produce, and how they produce it. Thanks to this campaign, about 40 companies decided to stop sandblasting (in 2010) – e.g. H&M, C&A, Benetton, Gucci, Levi Strauss. Companies which haven't stopped yet: NEXT, Tesco, Marks&Spencer, Diesel, Replay etc. This means that consumers now have a choice of what jeans they buy – sandblasted or not.

Source:

Riddselius, Christopher, Maher, Sam (2010): *Killer Jeans: A Report on Sunblasted Denim*. UK: Labour behind the label.

More info on: <http://www.killerjeans.org/>

1/ What information from the text is the most interesting for you?

1.
2.
3.

2/ What do you have doubts about? What are you skeptical about?

.....

3/ What else would you like to know? What questions do you have?

.....



FAIR TRADE

ADAPTED FROM THE PUBLICATION "GLOBAL ISSUES IN THE ELT CLASSROOM" BY NAZEMI

Goals:	Students will be aware of the vulnerable position of small-scale farmers in the world trade system. Students understand the concept of Fair Trade and its benefits for small-scale farmers in developing countries.
Curriculum links:	Geography, Social Studies, Economics
Age:	13+
Time:	45 minutes
Number of participants:	minimum 6
Pomůcky:	unfair and fair trade stories (<i>Attachment 1a, b</i>) text about fair trade (<i>Attachment 2</i>) statements (<i>Attachment 3</i>) papers with „agree“ „disagree“

Procedure

- Ask students if they know the expression "fair play": When do we use the expression "fair play"? Possible answers: sport, business, friendship, communication, human relationships, school.
- Ask the students to explain the expression in their own words, e.g. by using a practical example. Students also explain the expression "unfair" by giving an example, preferably their own experience of being treated in an unfair way. Tell the students that besides the expression "fair play" there is also the expression "fair trade". The following activity will explain what fair trade is.
- Students form two groups. One group gets unfair stories, the other fair trade stories (*Attachment 1a, b*). Make the students aware of the fact that one set of stories regards the practice of "fair trade" while the other describes conventional trade. Students read the stories. After students have read the stories, as a group they will prepare a short sketch or several sketches to introduce the situation of their farmers to the other group.
- After performing the sketches students from both groups come up with their comparisons of the situation of farmers producing for conventional trade and farmers producing for fair trade.
- In pairs, students write what Fair Trade means – according to what they have understood so far (max. 50 words). You may ask all or some students to read their definitions aloud for the others.
- Then hand out the text about fair trade (*Attachment 2*) to the students. Students read the text explaining the concept of fair trade and its differences from conventional trade. The method of critical thinking – I.S.E.R.T. can be applied to reading the text. Students read the text alone and mark the following symbols at the margins of the text. They also underline information in the text. It is important that each symbol be used at least once.

- √ If you find something that you already knew in the text
- + If you locate a piece of information that is new and trustworthy
- If you come across something that is contrary to what you know or have heard
- ? If you come across information that you do not understand or that you would like to know more about

- Each student then drafts a chart with four columns, each marked with one symbol. They then fill in at least one piece of information in their own words below each symbol. Students can then compare their notes in pairs or smaller groups
- Go through the information and ideas that the students have written down for the respective symbols. The questions can determine topics and objectives of other lessons if you plan to devote more time to fair trade.
- After they have read the text, you can also use the contentions about fair trade (*Attachment 3*). Their task is to decide whether the assertions are effects or consequences of the Fair Trade concept or not. Read the contentions out loud. If students agree, they stand up. (Correct answers: examples of the contributions of fair trade are D, F, H, I, J). If they disagree, they remain seated. Leave space for discussion and further comments from the students.
- Allow some space for thinking about what they have learned from the texts and their classmates. Now they have the opportunity to go back to the actual explanation of the fair trade concept and to supplement it as they deem suitable.
- Ask them: *What parts of that definition would apply to Fair Play in soccer for example?*

Recommendations

Ideas for homework

- Students choose a fair trade cooperative and prepare a presentation about what they produce, what they have achieved under the umbrella of fair trade, what problems they face etc.
- Students conduct a small piece of research: "Are fair trade products available in your area? Which ones?" If not, students try to find out more about the reasons.
- Students create an advertising campaign for fair trade – a TV spot, a slogan etc.

Where does what we eat come from?

- If you have more than 45 minutes, introduce the lesson as follows and then continue in the same manner as described above:
- Ask students:
 - *What do you usually eat and drink for breakfast or during breaks?*
 - *Which of these products are grown and processed locally and which of them are from far away?*
 - *Which other types of food or drinks which we are used to are grown, produced or processed in distant countries?*
- Note down on the board some "global" food and drink products.
- Tell the students that the following activity will be dedicated to the topic of global food and international trade in food commodities. Put up a sheet of paper with "I AGREE" written on it in one part of the classroom and another sheet with "I DISAGREE" in another part of the classroom. In between there should be enough space for the students to line up. Explain to the students that you will read several statements. Their task is to find appropriate place on the scale AGREE-DISAGREE according to whether they agree with the statement and think that the statement is true, or not. Make sure students understand that they do not have to agree/disagree completely, but are expected to find a position wherever on the scale – e.g. I partly agree, I strongly disagree... Give one easy example statement and ask students to line up to make sure they understand what to do – e.g. "Vegetarians are healthier than non-vegetarians".
- Then read the following statements one by one. Students will express their opinion by finding the appropriate position after each of the statements. You can always ask some of them to explain why they have chosen their place – this is especially important with statements F–J where there is no clear true/false answer.

A. Rice is grown by more than one billion people.	TRUE
B. Apples are the most popular fruit in the world.	FALSE bananas are the most: sometimes they are called "nature's chocolate"
C. Coffee cannot be harvested automatically; it can only be harvested manually.	TRUE
D. Vietnam is one of the biggest exporters of coffee.	TRUE
E. Latin America is the biggest producer of cocoa.	FALSE 70 % of cocoa is produced in West Africa, esp. Ghana and Ivory Coast

The following questions do not have definitive answers:

F. Imported foodstuffs are an essential part of our daily diet.

G. International trade in food helps poor people in poor countries.

H. Social and ecological terms of production are almost the same all over the world.

I. I know the conditions under which imported food and drinks are produced.

J. Being a small-scale producer of an export commodity in a developing country is a good job. One always gets well paid and the terms of trade are very favourable.

Infobox

Explanations:

Global South – it denotes so called developing countries in Asia, Africa and Latin America; **Global North** – denotes so called developed countries in Europe, North America and Japan, sometimes also Australia, New Zealand and other wealthy countries

Cash crop – an agricultural crop which is grown for sale, for profit. The term is used to differentiate marketed crops from subsistence crops, which are those fed to the producer's own livestock or grown as food for the producer's family.

sweatshop – a shop, work environment with very difficult or dangerous working conditions, usually marked by a violation of the labour rights of the workers, who are often abused by their employers

fair trade – is an organized social movement that aims to help producers from the Global South to create better trading conditions and promote sustainability. It advocates the payment of a higher price to exporters as well as higher social and environmental standards. It focuses in particular on exports from developing countries to developed countries, most notably handicrafts, coffee, cocoa, sugar, tea, bananas, honey, cotton, wine,[1] fresh fruit, chocolate, flowers, and gold.[2] There are several recognized Fairtrade certifiers, including Fairtrade International (formerly called FLO/Fairtrade Labelling Organizations International), IMO and Eco-Social.

a protected registered trademark Fairtrade – designation of items produced and traded in line with the parameters of an independent international certification and the inspection association Fairtrade Labelling Organization

Source:

Pavličková, M. (ed.) (2008): *Global Issues in the ELT Classroom*. Brno: NaZemi – společnost pro fair trade

Attachment 1a–b

**CONVENTIONAL STORY 1: George De Freitas**

George works for the company that exports bananas from the Windward Islands. He is also a banana farmer himself.

Our country is completely dependent on bananas. Whereas other crops might only be harvested once or twice a year, bananas give people a weekly income. That's why the banana is so popular as a cash crop. I cut bananas on a fortnightly basis. My wife washes and helps with the packing, and sometimes my old dad or our three children help out as well. My oldest son, Deryck, is only thirteen but already knows very well how to harvest bananas. It is hard work, but the family has to get involved in order to survive. We depend heavily on being able to sell at a good price to a good market. But now it is much more work for very little money. The problem with the bananas on the conventional market is that the price always goes up and down.

CONVENTIONAL STORY 2: Lawrence Seguya

Lawrence is a small-scale coffee farmer from Uganda. Like many of his neighbours, he is struggling to feed his family. Coffee provides him with only a meagre income.

I'd like to tell people in your place that the drink they are enjoying is the cause of most of our problems. We grow it with our sweat and sell it for nothing. Coffee prices are simply too low to keep our children in school, or to buy food and pay for health. The buyers are cheating us. Sometimes they take our coffee and pay for it several months later. Then we have to borrow money. Money is expensive – after three months we pay twice as much as we have borrowed.

CONVENTIONAL STORY 3: Ana Olmedo Aliste

Ana Olmedo is a fruit industry worker from Chile. She works in a packaging factory where wine grapes and other fruit is prepared for transport to Europe.

During the packing seasons we work about 12–14 hours a day. We have to stand for the whole shift. In some vineyards there is not even a toilet, or water to drink. Sometimes we get very sick. We know that this is because of the use of chemical pesticides, but we cannot do anything – those who complain have to search soon for another job.

FAIR TRADE STORY 1: Nioka Abbott

Nioka has been a banana farmer on St Vincent for 15 years and is now a member of the local Fair Trade cooperative.

I harvest every week or fortnight. Bananas are better than any other crop for regular harvesting. You get an income all through the year.

The good thing about being involved in Fair Trade is the social premium we get. Last year we bought a truck with the extra money from Fair Trade. Before we joined Fair Trade, we had to carry the harvested bananas long distances on our backs. I ask people to buy more Fair Trade bananas and start putting pressure on supermarkets who don't buy Fair Trade. The market now is so small for Fair Trade that we need to get more supermarkets to buy them. If we could produce at a larger volume then we'd get a larger income in return.

FAIR TRADE STORY 2: Lucy Mansa

Lucy Mansa is a cocoa farmer from Ghana. She is a member of Kuapa Kokoo – a Fair Trade cooperative. She talks about the change that fair trade has made in her life.

Most of the cocoa beans grown in Ghana are sent to the UK and other countries in Europe where they are made into chocolate. We rely on the money we get from cocoa for everything: for food, clothes, medicines, and school fees. Before I joined Kuapa Kokoo we often didn't get paid and had to borrow money or live without it. With Fair Trade, it's different. Kuapa Kokoo pays all its farmers a fair price for their crop – in cash, and on time. I am very happy: since I joined Fair Trade I can afford to send my children to school.

Women and children in my village now do not have to walk for miles to fetch water from rivers and waterholes, which were dirty and full of disease. Now, thanks to wells that have been built with money from the Fair Trade premium, people have safe, clean water right in the heart of their village. Children can go to school because they do not need to spend hours fetching water.

Desmond Mensah, a schoolboy from Lucy Mansa's village, says:

I'm very happy that we have this well. I've never seen clean water like this before. We want to sell more of our cocoa to Fair Trade companies so that we can invest in more things for the community.

Why fair trade

Many farmers and other workers in countries of the Global South do not see the advantages of growing world trade – they earn much less than what they need to lead a decent life. The prices paid for cash crops, such as bananas, tea, coffee and cocoa, are unpredictable and so farmers struggle to plan their future.

Producers are often left with no other choice but to borrow money at high interest rates, which means that debts become part of their lives. They often cannot afford to send their children to school, repair their houses or pay for health care.

Also, most workers at plantations owned by big companies have problems because they work in hazardous conditions. Other workers who produce most of our clothes, electronics, and household utensils in “sweatshops” labour long hours in poor conditions and for low wages. By protesting they risk their jobs.

Fair trade is an alternative approach to conventional global trade. It is a partnership established between producers and consumers. Fair trade makes sure that producers from the countries of the Global South receive a fair price for the work they do and that they get better market access in the Global North.

Hundreds of products (coffee, tea, bananas, chocolate, cocoa, juices, sugar or honey) carry the Fairtrade label. The Fairtrade label guarantees that farmers and workers receive better wages and have better working conditions. It also assures that the producers receive a fair price. Fair trade means more money for the community and the possibility for small farmers to get organized.

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Attachment 3

Which are examples of the benefits of fair trade?

- A. Children often have to work to help their family survive.
- B. Farmers earn far less for their work than they deserve.
- C. Injuries and health problems are frequent, as workers do not have any protective gear.
- D. Farmers get a social premium – extra money which is used for the whole community.
- E. In peak seasons workers have to work very long hours without taking proper breaks.
- F. Farmers form cooperatives which strengthen the individual farmer's position.
- G. Farmers are often cheated by traders and get much lower prices than they should.
- H. Disadvantaged producers such as women, handicapped people or indigenous communities are involved and supported.
- I. Environmental projects, such as tree planting or organic farming, are supported.
- J. The logo on the product guarantees to the consumer that the product has been produced under acceptable social and environmental conditions.



BUSINESS PARTNERS

Goals: Students get to know each other's ideas and opinions. Students dramatize the process of negotiation between cocoa growers and chocolate producers. Students analyze the differences between common trade and other types of trade, such as Fair Trade and Direct Trade. They will also have gained some information about working conditions and the standard of life of cocoa plantation workers and their salary.

Curriculum links: Civics, Ethics, Geography

Age: 13+

Time: 45 minutes

Number of students: 4–30

Materials: big sheets of paper
pens / coloured pens
a bowl
questions on strips of paper
role instructions (*Attachment 1*)
questions
a hat / a box

Preparation: Write down some questions on little strips of paper beforehand and put them into a hat. Print the role instructions for each of the students. Each student will be assigned one role (*Attachment 1*).

Procedure

- Tell the students to form groups of 2 to 5 people, depending on the number of students in the class. Let them form groups with their friends.
- Explain the rules of the following activity: in each group the students choose one member, who will be taking notes, while the others in the group will be collecting information from the rest of the students. Each group picks one question from the hat or box. The note-taker sits in his/her place. He/she writes down the question picked by his/her group at the top of the paper. Other members visit students from the other groups, including the note-takers, and they try to get answers to their question. When they get the answer they dictate it to the note-taker from their group, who writes it down on a big sheet of paper. After they get the answers from all the people from the other groups, they answer the given question themselves as well.
Questions:
 - *What are the most important material things that people need in their lives?*
 - *Who should get the most money from the chocolate you buy and why?*
 - *How would you define a fair salary?*
 - *Who in the world do you think has never tasted chocolate?*
 - *How often do you buy chocolate?*
 - *Why are some people rich and some poor?*
- Make a short overview of the collected answers or write them on the board. You should use these pieces of information for reflection at the end of the lesson.

- Students stay in their groups. Tell each group to split into 2 halves – group A and group B.
- Take all members from group A aside and give them instructions (*Attachment 1*). Tell them - so that the other group does not hear it – that now they are small cocoa growers from the Ivory Coast. Somebody will come to them soon and will want to buy the cocoa they have grown. Tell them to read the instructions about their role and encourage them to try to do their best to play it authentically. Give them time to study the instructions. During this time they should also think about how much money from the chocolate that is sold for 1 Euro on European markets they should claim for the cocoa they grew. Point out they should be cautious, because businessmen are not always honest and try to get their cocoa for the lowest possible price.
- Now take group B aside. Give them their instructions and explain what kind of role they have. Tell them – so that group A does not hear it – that now they are the representatives of a multinational corporation that buys cocoa. Tell them to read the instructions about their role and encourage them to try to do their best to play it authentically. Give them time to study the instructions. Their task is to come to the small cocoa growers from the Ivory Coast and negotiate the lowest possible price for the cocoa they grew. The amount of money has to cover their expenses and ensure sufficient profit. Point out that the cocoa growers will probably ask for a higher price, but it is for the sake of profit that they push the price as low as possible. Also, this group should agree on how much money from the chocolate that is sold for 1 Euro on European markets they should claim. They are allowed to lie.
- This group work should last approximately 7 minutes.
- When they have finished their preparation, ask the groups to form the same pairs/groups as in the beginning and start to negotiate. Give 8 minutes to the growers and corporation representatives to negotiate the amount of money for the cocoa so that both sides are satisfied. Remind them that when negotiating they should also take into account all the needs and expenses mentioned in their instructions (it is really important that they play their role authentically).
- Encourage the buyers to conclude on a ‘highest’ price together and they should not exceed it. Allow the farmers-students to visit other buyers if they are not happy with the buyer they first were paired with. Let’s see which buyer will keep the price, which farmer will cave etc.
- During the negotiations, observe the interaction between the two sides carefully. Maybe you will see angry cocoa growers, who are complaining and shouting at their business partners, or compassionate corporation representatives, who want to agree with the growers on a fair price. Note down all this kind of information, you can later use it for reflection.
- After the negotiations have stopped, note down all the negotiated prices of all of the groups, either on the board or on a piece of paper. Ask the groups how the negotiations went and encourage discussion:
 - *Were both sides in each group satisfied with the result, or did they feel pushed to accept the given price?*
 - *Were your negotiated prices higher or lower than the actual price?*

- Finally, put papers with the headings I AGREE and I DO NOT AGREE on two opposite sides of the classroom. Tell the students to stand next to the relevant paper according to whether they agree or disagree with the actual price division between various subjects involved in the production of an ordinary bar of chocolate. Ask them to quickly come up with some arguments expressing their point of view and open a discussion. Let the students explain to the opposition why they agree with the given division. When they have expressed their reasons sufficiently, give space to the opposing side that does not agree with the actual division. Ask these students to also explain to the opposition why they do not agree with the given division. If all students stand next to the same paper (either I AGREE or I DO NOT AGREE), stand on the opposite side yourself and try to give arguments from the viewpoint of the opposition.
- You can also use these questions: *Is the grower party right? Do the buyers have the right to ask any price? Should the buyers ask for good prices for themselves and the customers? Would you mind having to pay more for fair trade chocolate? Should the growers do something to stop being exploited? Do they always make it seem worse in those farming countries than it really is? Do growers have any other options? etc.*
- Stress that anytime during the discussion they can go over to the opposite group. However, they should be able to justify their decision.
- Ask the students: *Does it remind you of any similar situation from your context? Have you ever been in a similar situation as the farmers?*

Infobox

For the production of three 100-gram chocolate bars it is necessary to use the annual yield of one cocoa tree. According to the World Cocoa Association there are 50 million people, who are financially dependent on cocoa growing. The world trade in chocolate is estimated to be worth \$42 - 60 billion a year. However, only 6 - 8 % of the profit actually goes back to the cocoa growers.

Nowadays 70 % of the world's chocolate comes from West Africa, while the rest is grown in South America and Asia. Approximately 40 % of all the cocoa in the world comes from a small country in West Africa – the Ivory Coast. In 2002 it was discovered that 284 thousand children were being forced to work on cocoa farms. 15 thousand of these children were sold into slavery from the surrounding countries, mostly from Mali, Benin, Togo, Burkina Faso, Ghana, Nigeria and Cameroon. In other parts of West Africa where cocoa is grown, some cases of cheap labour exploitation in the form of child slaves were revealed.

In traditional business with cocoa, resellers would often make use of the farmers' unfamiliarity with the market, the lack of choice from more buyers and the lack of financial possibilities. Buyers often misuse the farmers' drawbacks in order to gain a bigger share of the price of cocoa for themselves. For example, buyers who travel to remote regions to buy cocoa and who subsequently sell it to exporters often offer low purchase prices to the farmers, who have no choice but accept their offer. The farmers do not have any possibility of storing their cocoa and waiting for a better offer and are also not in contact with many resellers. The buyers therefore buy cocoa beans for the lowest purchase price and then, of course, try to sell it for a price that is relatively high.

Fair Trade – Fair Trade chocolate is made from cocoa which was bought from growers for fair prices. In the Fair Trade system, buyers of products such as coffee, cocoa, bananas or sugar buy these products for a price that is a little bit higher than the market price. Moreover, this amount of money serves small farmers and farms for the improvement of their communities. The money usually goes to projects that are developed in cooperation with Fair Trade and the communities usually towards schools, hospitals and the improvement of infrastructure. The buyers of these products – usually companies that export and sell them in different countries – can then label these products with the Fair Trade logo so that the final consumer is informed about the fact that by their purchase they do not contribute to the exploitation of farmers in developing countries. In this system, a cocoa grower gets approximately 20 cents from each chocolate bar that costs 1 Euro.

Direct Trade – this term is used for cocoa bought directly from the growers, which means traditional resellers and organizations in charge of certification are eliminated. The advantage of this kind of business is that convenient relations between growers or farms in producing countries are established and business partners respect each other. On average, growers involved in this type of business get 25 % more money for their products, as guaranteed by the Fair Trade minimum. The disadvantage of this system is the absence of an independent certification organization, so the final consumer has to have great faith that the cocoa producer really puts his company philosophy into practice.

In the case of cocoa, the average profit of a grower involved in Direct Trade is 24 cents from each chocolate bar that costs 1 Euro.

Source:

<https://www.worldwatch.org/node/1483>

Attachment 1



Role instructions

Grower

From the money that you get for the cocoa you grow, you have to pay your workers, buy necessary tools, chemicals for pesticides, gain some profit to improve your farm, pay off your debts, feed your family, pay your doctor and medicines, send your children to school, buy their textbooks and also put aside some money for harder times and so on.

Multinational corporation representative

From the money that remains to you, you have to handle the expenses connected to your business and ensure your company works well; you have to pay your employees, have profits to be able to develop and enlarge your company, make money for your family, lead a comfortable life, pay your mortgage, pay for a good education for your children, buy a new car since the last one broke down, afford a holiday at least once a year, save money and so on.

Grower

From the money that you get for the cocoa you grow, you have to pay your workers, buy necessary tools, chemicals for pesticides, gain some profit to improve your farm, pay off your debts, feed your family, pay your doctor and medicines, send your children to school, buy their textbooks and also put aside some money for harder times and so on.

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EVERYTHING CHANGES

INSPIRED BY AN ACTIVITY BY JOSEPH ROY SHEPPHERD

Goals: Students become aware that change is an inseparable part of life and that reality can be transformed by small conscious changes by each of us. Students apply differences between conscious and unconscious changes to a drawing of real-life examples.

Curriculum links: Social Studies

Age: 13+

Time: 45 minutes

Materials: clipboards or sketch-books for each student
A4 or A5 format sheets of paper for each clipboard
pencils, soft crayons or thin marker pens – enough that every student has at least one

Space: Students sit in a circle.

Preparation: Prepare white sheets of paper for each clipboard according to the number of students, but maximum twenty.
Stick two types of instructions to the top parts of the clipboards in the ratio of 1:4: "Draw a copy of this picture." and "Draw a copy of this picture and change one thing on it."
Optionally: prepare a list of specific global and local problems which the students will choose to copy (draw) or prepare a set of photographs or pictures that illustrate global challenges.

Note: The lesson is a continuation of Education about Global Interconnections, where students discuss whether or not we are able to influence global problems. The possibility of people changing something for the better is also addressed by the Grandma Cricket and The Simpsons Change activities.

Procedure

- The way you introduce the activity depends on whether it is a follow-up to a previous lesson. The aim of the introduction is to have the students name concrete cases when they felt that any action is in vain because matters cannot be changed, or conversely, to name things that happened to them or to other people when they overcame the feeling of futility and change for the better came true.
- You can start with the following question: *Which situations cannot be changed in your opinion?* Gather specific situations and try to draw general conclusions together with the students concerning what these situations have in common.
- After the discussion, tell the students that you are going to play a game that is an adapted version of the "telephone" game. Students sit in a circle. Hand out the clipboards with the attached sheets of paper. Distribute the drawing equipment.
- First of all, everybody should draw a simple picture on the paper pointing to an environmental or social topic that they are most preoccupied with (e.g. pollution, child labour, lack of drinking water, use of pesticides, excessive consumption, poverty etc.). It is preferable that the students choose the topic themselves.
- You can also assign the topic to the students in the form of prepared cards to be drawn or as a master model for the picture if you think that creating their own pictures could form an obstacle for the class.

INTRODUCTION / 5 min.

GAME / 20–25 min.

- Give students seven minutes to illustrate the topic in the form of a drawing. The drawing should use the entire space of the paper. Emphasize that students should neither reveal what they are drawing nor show the drawings to each other. After 2 minutes they will hand over their clipboard to their neighbour in an agreed direction. Explain to them that they should do as they are told according to the instructions on the clipboard: “Draw a copy of this picture.” or “Draw a copy of this picture and change one thing.” Give them 1 minute. If you are working with a small group, the duration can be slightly longer.
- Interrupt their drawing after one minute irrespective of whether they managed to complete the copy or not. Everyone should mark their first picture in the top right corner with the number 2 and slide the original picture under all of the papers in the clipboard so that only the last picture is visible. Students should then hand the clipboard over to their neighbours. Remind them to mark the papers with ascending numbers in each round.
- Continue in this way until the author of the original get his drawing back, together with all the other drawings from his classmates under it marked with the ascending numbers. If there are too many students, end the drawing phase earlier. Even in that case the author should get his original clipboard back.
- While drawing, the students should not look at the other drawings in the clipboard. Inform them that they cannot devote too much time to the drawing since the time limit is always only one minute.

- After this version of the “telephone” game ends, the students should place their drawings next to each other from the original to the last drawing according to the numbers so that they can see a series of drawings. If you have enough time, give students time to take a look at the drawings.
- *What did you think about the pictures that you received?* As the students can now see the entire series, let them discuss what they thought they were drawing on the last picture and what the author of the original picture intended to draw. All the students can try to guess the author’s original topic.
- Each author should eventually clarify his or her topic. Students can see the gradual changes that the original underwent.
- If you have more time, you can go through all of the drawings. If not, choose at least one set of drawings with the instruction “Draw a copy of this picture” and one set with the instruction “Draw a copy of this picture and change one thing.” Discuss how the pictures have changed. Students usually find this part very interesting. Pose the following questions:
 - *Which instruction did you like better? And why?*
 - *How did you decide which change you would make to the picture when you received such instructions?*
 - *How would you describe the series of pictures within both types of assignment? How do they differ and what do they have in common? How did one big modification to a drawing change the further development of the drawing and what did a small change bring about?*
 - *What can we learn from this?*
- Go back to the original list of unsolvable situations or problems that the students depicted in their drawings. *How could we effect their change in reality? How could a spontaneous change occur? How can we affect it deliberately?*
- These questions can be answered in pairs for specific topics that have been mentioned. If the group is larger, let the students discuss in small groups. Let them then present the results of their discussions.
- To conclude, have each student in the circle say what they have learnt.

Recommendations

- If you opt for the form of assignment in pictures, spread the pictures out on the floor so that each student can choose one and define for himself/herself the importance it holds. Only then should they start drawing a copy of the original. Let the students create presentations by photographing the individual pictures in the series and showing the visual changes.



INSIDERS

Goals:	Students analyze situation and formulate their arguments for according their interest and goal. Students realize the complexity of issues and will experience real conflicts that can arise in meeting the needs of diverse communities. Students practice how to play an active role in local issues.
Curriculum links:	English Language, Social Studies
Age:	14+
Number of players:	25
Time:	45–50 minutes
Materials	white sheets and post-its background story of the activity (<i>Attachment 1</i>) photocopies of the roles (<i>Attachment 2</i>)

Procedure

- You introduce the topic:
There is a public debate on whether or not the local bank of your town should support the construction of a gold mine in the local area by investing a big amount of money in it.
- It is important to know that through collective action, you can make moves that lead to changes. Take advantage of your position.
- Distribute the photocopies of the background story (*Attachment 1*) concerning the local area/the people and the relation of the stakeholders.
Once they have all read the background story, they are divided into groups. Each group works separately and they keep this information for themselves. They will reveal who they are after the debate begins. The groups are (*Attachment 2*):
 - 3-4 people a) The primary bank shareholders
 - 3-4 people b) The activist shareholders of the bank
 - 3-4 people c) The student union "Peace & Development"
 - 7-10 people d) Citizens of the town
 - 2 people e) Town council members that will lead the debate
 - 1 student as independent reporter for all groups
- As soon as they receive the paper with their role they go with their group to discuss their strategy for the upcoming meeting of the council. Each student should cooperate with their respective group in order to build up the line of argumentation that they will follow for or against investment in the mine according to their group's role. They write down their arguments and they choose their representative who will present their main position on the issue in the opening presentation.
- For 10 minutes the citizens group should go from team to team and see arguments for and against the funding of the mine project. The citizens can have personal or group opinions according what the rules they decide on will be.
- The council members are planning the upcoming session. Where will the participants sit, what will be the rules, who will start first, how much time do they have to present their main thesis and how much time will the debate last? They must take into account the time limits during the debate and the voting.
The reporter should give a complete report of the whole process during the debate and voting. He/she should give a clear and objective account of the public debate.

- Then the council members decide on the procedure and call the participants back to the plenary session, the debate and the voting process.

- Reporters presents their reports.

- Discuss these questions:
 - *What is your impression?*
 - *How easy was it to identify with your role?*
 - *Did interaction with other people or groups make you alter your approach or your attitude towards the problem?*
 - *Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?*
 - *How much influence do you think your role had on the result? Why?*
 - *What can we learn from it for our lives?*

Attachment 1



Background story

You live in a town in the north of a small country. The towns' basic economy mostly consists of agriculture and animal husbandry. The towns' income is also complemented by tourism and services. It also has a University with several departments in social and political sciences. Therefore, there are still a lot of young people around. Nevertheless, over the course of the years and due to the economic crisis, lots of young people have left the town in order to find work in bigger cities. When a multinational private company decides to take up the construction of a gold mine just outside the town, the inhabitants find themselves in a big dilemma. That would mean a tremendous boost for the economy in the greater area and it would attract a large number of workers. At the same time, it would mean a huge source of water and air pollution with unprecedented effects for the inhabitants of the town and the surrounding areas. Businessmen want to attract as many investors as possible and the local bank considers it a great opportunity to invest a considerable amount of money on this large-scale project. Nevertheless, the citizens are divided on the issue and the little society finds itself in turmoil...Therefore, a local initiative from the town council calls all the stakeholders to a public debate in order to discuss and vote on the issue.

The Participants of the Republic

- The primary bank shareholders
- The activist shareholders of the bank
- The student union "Peace & Development"
- Citizens of the town
- 2 town council members that will lead the debate
- 1 student as independent reporter for all groups

Background story

You live in a town in the north of a small country. The towns' basic economy mostly consists of agriculture and animal husbandry. The towns' income is also complemented by tourism and services. It also has a University with several departments in social and political sciences. Therefore, there are still a lot of young people around. Nevertheless, over the course of the years and due to the economic crisis, lots of young people have left the town in order to find work in bigger cities. When a multinational private company decides to take up the construction of a gold mine just outside the town, the inhabitants find themselves in a big dilemma. That would mean a tremendous boost for the economy in the greater area and it would attract a large number of workers. At the same time, it would mean a huge source of water and air pollution with unprecedented effects for the inhabitants of the town and the surrounding areas. Businessmen want to attract as many investors as possible and the local bank considers it a great opportunity to invest a considerable amount of money on this large-scale project. Nevertheless, the citizens are divided on the issue and the little society finds itself in turmoil...Therefore, a local initiative from the town council calls all the stakeholders to a public debate in order to discuss and vote on the issue.

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Attachment 2

**a. The primary bank-shareholders**

You own 89% of the bank's capital. As the primary bank shareholders you are frequently in touch with bank counselors and investors. Having been advised by them, you want to invest a large amount of money on the construction of the gold mine as you believe that this is a great business opportunity. It will return a lot of profit and the bank's financial activity will greatly increase. None of you come from or live in the town. Your problem is that in order to make the investment you have to do it with the full consensus of all the shareholders! You have to argue in order to convince the rest of shareholders that this investment has to be done. You have to make it appear attractive.

b. The activist shareholders of the bank

You own 11% of the bank's capital. As bank shareholders you take into account more than how to make pure profit. You care not only about economic but also about social development. You believe that the gold-mine project should be stopped due to the negative environmental and health results of its construction. You are trying to push the rest of shareholders in order not to let them approve this investment that would turn out to be harsh for the local community in terms of quality of life and environmental destruction. If they do not have your consent, they cannot proceed with the investment. You must find ways of pressuring them towards a more ethical investment policy.

c. The student union "Peace&Development"

You are the students of the town's University. You have formed this union with the aim of introducing a sustainable and harmonious way of life in the town. You take local initiatives for peaceful living through the protection of human rights and the promotion of social development & environmental awareness. You are trying to make clear that this business initiative will be fatal for the inhabitants of the town, including yourselves. You are trying to convince the rest of the city in alliance with the activist bank shareholders that this investment shouldn't be done. Nevertheless, the launching of campaigns gets rather difficult due to the fact that the bank funds your union through annual donations...

d. Citizens of the town

You are going to watch the rest of the stakeholders present their positions and participate to the public debate. In the end, you will have to vote according to your decision regarding the issue. You can have an individual or a group opinion. Share your views with your fellow citizens in order to see where you stand and look for facts as arguments in order to be able to make an informed decision.

e. Town Council members

Your role is to keep the meeting calm, constructive, and within time limits. You have to give everyone the chance to talk but at the same time you are responsible for how much time each group will talk. You have to decide on the rules of the meeting and define in advance how you are going to deal with those who might get off track time-wise or conversation-wise. In addition, you must decide upon some questions that you will address to all the groups regarding the clarification of their positions.

f. Independent Reporter

Your role is to take account of each group's position and keep records of the debate during preparations and the meeting. In the end, after the voting, you will present the record of the debate to the public.



GRANDMA CRICKET

Goals: Students name and explain factors which cause and influence situations in which systemic changes happen.
Students formulate different approaches towards natural resources. These formulations are based on the example of the movement against water privatization in Bolivia.
Students search for factors important to achieve the changes, based on their own experiences.

Curriculum links: Biology, Social Studies, Economics

Age: 14+

Time: 45–60 minutes

Materials photographs (1 set per group) (*Attachment 1*)
questions on the film for each pair (*Attachment 2*)
Text hand-out for everyone (*Attachment 3*)
film “Abuela Grillo”
data projector, speakers

Preparation: It will be necessary to set up the data projector and speakers and to download the film *Abuela Grillo* (Grandma Cricket)

Procedure

- Give the students thinking time and then 2 minutes discussion about the questions:
 - *Have you ever been able to change something even though you had almost lost faith that it would be possible to change it? What was the reason for the final success?*
 - *What would I like to change in my surroundings or in the world?*
- Share and take notes on the flipchart of the wishes that the students would like to change. If there are some success stories draw attention to the methods of how the changes were made.
- Divide the students into 4 – 5 groups. Give each group a set of photographs. Tell the students that the photographs they have received describe one story (*Attachment 1*).
- Give them 5 minutes for discussing these questions:
 - *Why did the people protest?*
 - *What sense do such gatherings have? Can they change anything?*
 - *Under which circumstances would you participate in the protest?*
- Share the content of the discussions with all the class.
- Introduce the next step; you will see a cartoon which tells the story of the same event as in the pictures.

Film

- Make sure that all students can see the screen. Tell them that now they will watch a short – 10minute-long – animated cartoon, which tells the same story as the photographs. They do not need to take any notes, just closely follow the story and everything that happens. Ask the students to pay attention to the following: *At which point, and how, does a change occur in the story?*
- Screen the film *Abuela Grillo* – for more details see the *Infobox*.
- After watching the film, students work in pairs. Distribute the questions from (*Attachment 2*). They should only write down the sentences the different actors say about water. “Water is...” - the remaining questions are just for discussion. Give them 5 minutes to work in pairs and then ask the whole class and have several students answer

questions from (*Attachment 1*). For now, do not reveal the information on the Cochabamba Water War from the text.

- *What are your first impressions?*
- *What do you think the whole story is about?*
- *Who do you think the main character, Abuela Grillo, represented?*
- *What was the relationship of the people to Abuela Grillo?*
- *What does water mean for the different actors (for the villagers, for the businessmen, for Abuela grillo, for you)?*
- Discussing the question, you can add some new ideas to the list „*What helps to change the situations?*“ *At which point, and how did the change occur?* You can take some notes of the students' answers on the board.
- Ask the students: *What has the film confirmed? What does the cartoon add to the story? What questions about the story do we have now?*

Text

- Tell the students that they will now read a report on the situation that is depicted by the photographs and which is the subject of the film. Give each student one copy of the text – see (*Attachment 3*). Give them 5 – 10 minutes to read through it.

- The students discuss the following question in groups or pairs:
 - *What has attracted your attention in the text?*
 - *What did the people do to achieve the intentional changes?*
 - *Could you find any similar story from your context?*
 - *Is there some information about the situation in Bolivia which you would not have realized without seeing the film?*
- At this point, you can already tell the students that the animated cartoon of Abuela Grillo (Grandma Cricket) was inspired by a myth of an indigenous population, the Aymara of Gran Chaco, the Great Plain that stretches between Paraguay and Bolivia. In the film, Grandma Cricket embodies Mother Earth who can be seen as a part of the issue. Another perspective thus presents itself: how to look at the situation in Bolivia through the eyes of the Earth as a living being.
- Go back to the list „*What helps to change the situation?*“ in the story.
 - *Which of these changes were intentional, which were not?*
 - *Why is it important to achieve systemic change? That means a change in some set of rules or habits*
- Together, make a list of inspirations from this story: what helps to change something? You can also include the experiences of students from their success stories in the evocation e.g. changing attitudes towards the topic (in this case water), decision, distributing information, cooperation on different levels with different actors.
- Let the students think about what they can do in order to make a change in one of the wishes collected at the beginning. They can discuss it in pairs or write it individually.

Recommendations

- If you have enough time you can focus more on how the stories are constructed and the influence of the Aymara people's perception of the World.

EVOCATION

- Give the students the following tasks: try to reconstruct the story in a way that includes the causes of events and their outcome. Another task is to write down the name of an imaginary article that would deal with the story.
- You can advise them on how to proceed: first they should say what they see in the pictures and what is happening there. They can determine their sequence, and then think of an answer to the question of why it is happening. Give them a time limit of 5 minutes for this preparation. The actual "storytelling" performance of each group should not exceed one minute. Encourage the groups to cooperate. You can also ask questions.
- After 5 minutes, let all groups briefly present their stories. Do not assess them. You can ask what in particular led the students to their ideas? Each group ought to clearly state the cause of the event in their story. Ask them: Why did the people protest? What sense do such gatherings have? Can they change anything? Under which circumstances would you participate in the protest?
- Ask the students to write the headlines of the imaginary stories on the board.

REALIZATION OF MEANING

- Don't mention that the cartoon tells the same story as pictures, ask them after the cartoon: *What does the film have in common with the photographs? What does the cartoon add to the story?*

REFLECTION

- After reading the text, you can assign the task of comparing the film and the text: *Where is the difference between the film and the text? Whose perspective do they present?*

Infobox 1**Privatization of services**

The policy of privatization was expected to deliver an improvement in infrastructure as a result of increased investments and better accessibility of water supply networks. The first wave of privatizations occurred together with the upsurge of neoliberal theory in the late 1980s in France, nowadays the seat of the largest water companies SUEZ and Veolia, and in Great Britain during Margaret Thatcher's term of office (1979 – 1990). In other parts of the world, the number of privatizations rose, especially in the 1990s, chiefly in connection with the conclusion of the General Agreement on Trade in Services (GATT) in 1994. This trend gave rise to large water companies and a powerful oligopoly comprised of a handful of them. In 2007, the five biggest companies already controlled 42 % of the water services market. Among the largest companies (according to the number of customers they supply with water) are SUEZ (FR), Veolia Environment (originally Vivendi, FR), Bouygues / Saur Group (FR), Aguas Barcelona (SP), RWE (D) and United Utilities / Bechtel (USA).

Dashed hopes

According to the World Bank, the private sector did not live up to the expected investments in the water sector, especially in developing countries. The underlying problem of the privatization of water services is tension between the interests of profit-seeking companies and the public's social needs and concerns. The services distributed via a water supply network have, of course, the nature of a monopoly with no competition, which should ensure efficient regulation in the interest of the consumer. The companies expand the water supply network mainly to middle and upper-class areas, where they can rely on a decent return. Construction of water connections in the poorer neighbourhoods always requires a state or municipal subsidy. About 90% of the wherewithal always came from public funds. Since the chief interest of the corporations is – from their very nature – amassing profits, equal access to good quality water and long-term sustainability do not tend to be a priority. Therefore non-market regulation measures need be implemented, ensuring that the suppliers comply with requirements in terms of quantity and quality, and with equality of access – in other words, protecting the users' interests. This means, apart from other things, support of the poor, extension of infrastructure into marginalized areas, and other measures.

Good example

Fees must not, however, constitute an obstacle to access to water. People in Cochabamba refused to pay when the amount had become intolerable. When the means of funding is transparent, and the price for water manageable, people are willing to pay higher fees, as the example of Porto Alegre in Brazil shows.

There the public gave approval to the operator to increase water charges by 18 % for the purpose of building a new water treatment plant, with the specification that the profit generated would be reinvested into the improvement of services and would not be siphoned off as profit to distant shareholders. Another condition was that the water charges would be fair, due to the differentiation of fees according to income levels. Today the average water charge in Porto Alegre is among the lowest in Brazil.

Perception of water

Privatization carries with it a change in the perception of water. Is water just a commodity, or a human right and a public good? Gradual change in the conception of water can be shown in the way water was referred to in Mexican legislation during the liberalization process. Before 1972, it refers to water as a public good. The principles of non-exclusiveness – nobody can be excluded from its consumption – and of non-competition – consumption by one person does not limit the consumption of others – apply to a public good. Such a good therefore could not be denied to anyone because of how much this person pays for it. Starting in 1972, water became a national good that could be manipulated if the nation's well-being so required. In 1992, the year Mexico signed the North American Free Trade Agreement (NAFTA), water was turned into an economic good so that the operators could thereafter treat it as such.

These deliberations are fully incomprehensible to the indigenous peoples who consider water and the planet a living being.

Sources:

Human Development Report 2006. Beyond Scarcity: Power, poverty and the global water crisis. New York: UNDP.
Pinsent Masons (2007): *Pinsent Masons Water Yearbook 2007 – 2008. The essential guide to the water industry from leading infrastructure law firm Pinsent Masons.* London: Pinsent Masons.

Infobox 2

Film La Abuela Grillo

The film *La Abuela Grillo* reflects the protests in Bolivia in 2000, which are referred to as the “war over water” following the privatization of water resources and a hike in the price of water. People started to revolt, and they eventually succeeded in effecting change.

The cartoon was made in 2009 as a result of international cooperation between 8 Bolivian animated film makers and the French coordinator and teacher Denise Chapon. The whole team travelled to Viborg in Denmark for a workshop in cartoon-filmmaking. Bolivian musicians composed the music and Luzmila Carpio, a Bolivian singer, provided the voice for Grandma Cricket. The project was to contribute to the development of the Bolivian cartoon-filmmaking scene. The script is inspired by Aymara mythology – the stories of the indigenous Aymara people from the region of Gran Chaco (the Great Plain) stretching between Paraguay and Bolivia. In the cartoon, *Abuela Grillo*, i.e. Grandma Cricket, represents Mother Earth.

The film can be seen for free at the following address:

http://www.youtube.com/watch?v=AXz4XPuB_BM

Other sources:

<http://www.democracyctr.org/bolivia/investigations/water/>

<http://creativeroots.org>

Photographs available at <http://arenaria.home.xs4all.nl/water/Cochabamba%20pictures.html>

Attachment 1 – preview



photo: Tom Kruse

Interview with the grandmother



photo: Tom Kruse

Barricade



photo: Tom Kruse

Policemen and demonstrators



photo: Tom Kruse

Writing on the wall: "Water belongs to the people, for God's sake!"



photo: Tom Kruse

Injured person



photo: Tom Kruse

Spokesman



photo: Tom Kruse



photo: Tom Kruse

Attachment 2

What were your first impressions?

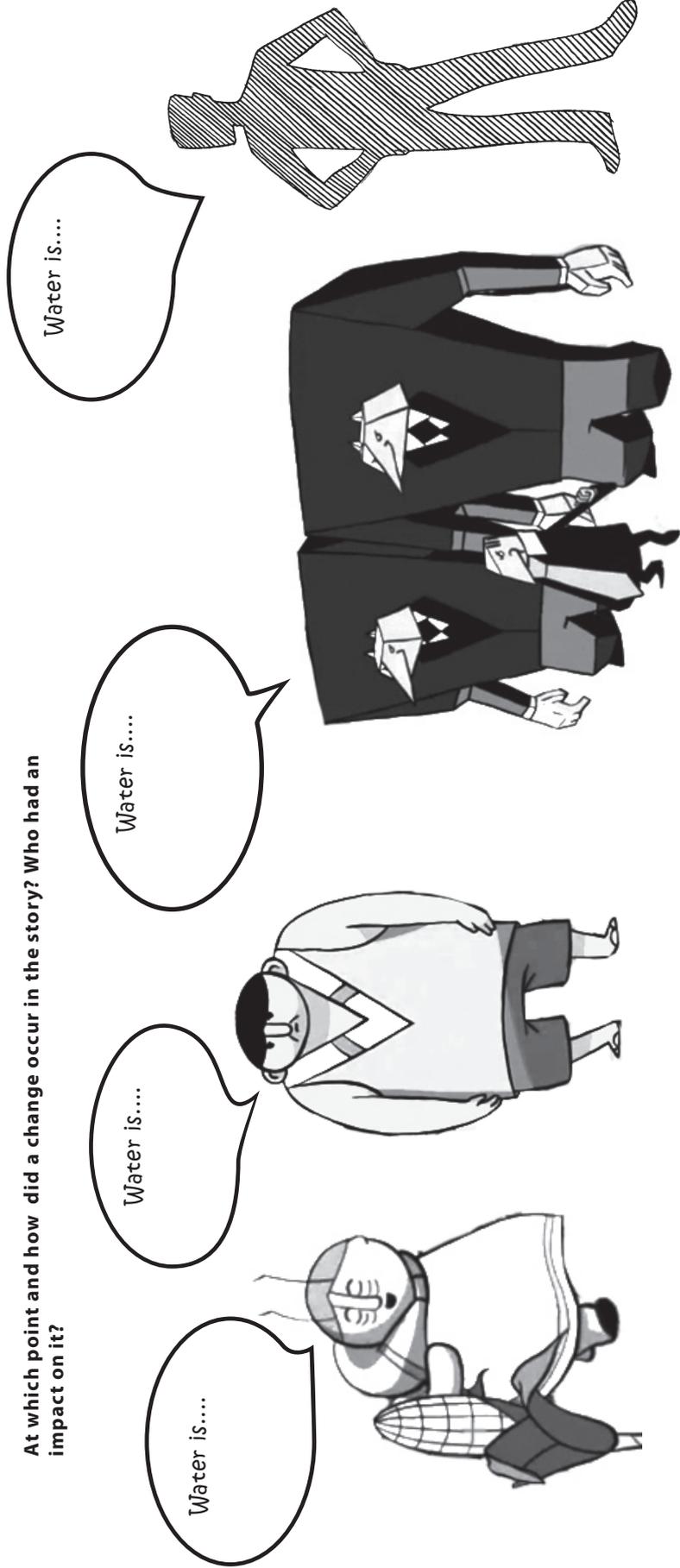
What was the story about? How did you interpret it?

In your view, who did the main character of Abuela Grillo represent?

What was the relationship of the people toward Abuela Grillo?

Who were those who captured Abuela Grillo?

At which point and how did a change occur in the story? Who had an impact on it?



Me

Attachment 3

"None of us believed that we could win," Marcela Olivera, a participant in the protest movement in Cochabamba, recalls. The "water war" in the third largest Bolivian city of Cochabamba became one of the symbols of a fight against the privatization of services.



The World Bank provided indebted Bolivia with loans, conditioned precisely on the privatization of water administration in the city. The local government concluded an agreement with a subsidiary of the large U.S. company Bechtel in September of 1999. The agreement secured the company an annual profit of 16 % for a period of 40 years. The draft bill, prepared concurrently, ensured that it would gain control over hundreds of irrigation systems and communal wells in rural areas. A steep price hike in water charges of up to 200 % immediately ensued. The workers living on a minimum wage of roughly USD 60 per month were expected to pay USD 15 for tap water.

In response to the increase in the price of water and plans to take over the irrigation systems, a group called Coordinadora was formed, whose members were farmers, trade unionists, local economists, environmentalists and other opponents of water privatization in the city and its environs.

"In February 2000, we began to mobilize people. We called it the square conquest. A significant binding factor was water and its importance to everybody – villagers and city dwellers alike. We all wanted the same thing. The government wished to prevent this assembly from materializing, and the police surrounded the city several days before the protest. On the day of protest, thousands of people tried to physically occupy the square. The policemen were beating children and women and did not hesitate to fire tear gas and rubber-coated bullets at the protesters. The next day we were surprised that the people came again." At this demonstration, 200 people were arrested and 70 protesters and 51 policemen suffered injuries. After several days, the government announced that it had agreed with Bechtel on a temporary reduction of prices.

According to Ms. Olivera, the key to success of the protest movement was the unification of the villagers, members of the workers' trade unions and of the academics, who analyzed the government's contract with the subsidiary of Bechtel. The protests now aimed not only at a decrease in the price of water, but also at the total nullification of the contract. The Coordinadora group was simultaneously asking for the abrogation of the act that was used by the government to effectively give Bechtel control over the wells and irrigation systems. In April 2000, Coordinadora thus announced another strike and blockade of the roads leading to the city. The tension gradually turned into a violent conflict between the protesters and members of police and the armed forces. Many people were injured and 17-year old Victor Hugo Daza was killed. After several days of violence and pressure from the foreign media, the representatives of Bechtel left the country and the Bolivian government declared the contract void. A public administration is now in charge of water in the city.

The Cochabamba story did not stop with this success. In November 2001, Bechtel initiated a legal dispute in which it asked Bolivia to pay USD 25 million for costs and lost profits. The trial, with the involvement of the World Bank, took place behind closed doors. More than 300 organizations from around the world were petitioning to make the case accessible to the public. The case of Bolivia vs. Bechtel again came into the international spotlight. Finally in 2006, Bechtel agreed to close the case without the compensation demanded.

"The lesson of the water war is that nothing is definitive, that we can always change things. We changed an already privatized system and we got control of water administration back into public hands. Something that we would never have imagined could happen," Marcela Olivera stated in the interview.

Interview with Marcela Olivera marking the 10th anniversary of the events in Cochabamba for Democracy Now TV, 19 April, 2010.

www.democracynow.org/2010/4/19/the_cochabamba_water_wars_marcella_olivera

The Cochabamba case is discussed by J. Shultz in the article "Bolivia's War Over Water" published on the website of The Democracy Center. Accessible from: <http://democracyctr.org/bolivia/investigations/bolivia-investigations-the-water-revolt/bolivias-war-over-water/bolivias-war-over-water-2/> (cit. 14. 7. 2013)