

STARTER QUESTIONS

Name: _____

Class: _____

You are about to start a new project called EuropAfrica.

The questions below will help your teacher to know what you think about food and farming before the project begins.

1. Do you look at food labels to find out where food is grown or produced? (tick your answer) Yes No

If yes, does where the food is grown influence what you buy? (tick your answer) Yes No

If yes, what do you consider when making your decision?

Supporting local farmers Fair trade Food miles Impact on farmers growing the food in other countries Other

2. Can you name any foods or crops that are grown in Africa? Yes No

If yes, name up to four foods:

3. Do you know of four African countries that export foods to Europe? Yes No

If yes, name up to four African countries:

4. Do you think that growing crops in Africa and exporting them to Europe... (tick your answer)

is good for African farmers makes no difference is bad for African farmers

Explain why you think that:

5. Do you think about the farmers who grow your food? (put a tick for each question to say whether you agree or disagree)

Questions	Agree	Neither agree or disagree	Disagree
I take into consideration where my food comes from before I buy it			
I think about who grows my food			
I'd like to know more about the people who produce my food			
I think my choice of food has impact on farmers in Africa			
I think it's OK for European companies to buy land in Africa to grow food for export			

6. Who do you think provides food for 80% of the African population? (tick your answer)

- Large industrial farms Small scale family farmers Charities who provide Food Aid

7. If you can, give two examples of different types of farming systems in Africa:

8. What does 'Technology Justice for farmers' mean?

- I don't know
 I'm guessing it means

 It means

9. How do you think African farmers plan to keep their farms going in the future? (Tick the ones you think are true, you can tick more than one.)

- Expect aid charities to donate to them
 Share knowledge and skills with family and community members
 Fight for the rights to their land and water access
 Protect their seeds and grow a variety of crops that do well in their farms

10. What are some of the main problems for farmers in Africa? (Tick whether you think the statements below are true or false.)

- | | | |
|---|-------------------------------|--------------------------------|
| Climate Change | <input type="checkbox"/> True | <input type="checkbox"/> False |
| European companies and governments buying land in Africa to grow crops for fuel | <input type="checkbox"/> True | <input type="checkbox"/> False |
| Rural to urban migration | <input type="checkbox"/> True | <input type="checkbox"/> False |
| Large companies growing food in Africa that is exported | <input type="checkbox"/> True | <input type="checkbox"/> False |
| Little money or support for family farmers | <input type="checkbox"/> True | <input type="checkbox"/> False |

11. How interested are you in the work of international charities such as Practical Action? (Tick your interest level.)

- Not interested Interested Very interested

12. I understand how I can take actions that reduce the negative impact on Africa farmers

- True False

If **true**, give examples of the actions you might take

CASE STUDY CARD

Group 1: Agricultural researchers in Africa

There are many examples of farmers in Africa working together to **share skills, knowledge** and **technology**.

This helps farmers to secure '**technology justice**'; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

'As part of Forum for Agricultural Research in Africa (FARA), our group meets regularly to share new ideas. Look up one of our projects on our website at fara-africa.org

We like to use the same ideas as you do in Europe. Have you seen the Garden Organic website in the UK? Go to gardenorganic.org.uk/international_programme/index.php and search **Information resources**. There are plenty of leaflets that you can get information from.'

Your task

You will be making a display poster for the **African Farmers' Fair**.

The fair will be held in your classroom and your poster will be used by others to find out information about **organic farming**.

To make your poster you need to find out what organic farming involves. On your stall show pictures of an African organic farm and find three pieces of knowledge and skills your group could share about:

1. Water saving ideas known as water harvesting and conservation.
2. Seed saving and suppliers. Look for farmer seed saving.

Remember

- Your poster needs to include your group name (see the top of this card).
- You need to include a map to show a country in Africa where your group works.
- Make your information clear and easy to understand.
- Make sure you understand the information on your poster so that you can answer any questions about it.



CASE STUDY CARD

Group 2: Farmer field school

There are many examples of farmers in Africa working together to share skills, knowledge and technology.

This helps farmers to secure 'technology justice'; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

'As part of the West African Regional Integrated Production and Pest Management (IPPM) project we work in small groups called Farmer Field Schools. People who farm small areas of land (smallholders) are developing and adopting 'good agricultural practices' through learning-by-doing.

Look up our projects on this website:
foodfreedomgroup.com/2010/12/31/fewer-pesticidesand-higher-yields-and-incomes

Follow the link to the pdf report and look at pages 7, 8 and 19 for some useful information. Also follow the FAO link, as this takes you to a page with some video information and more photographs.'

Your task

You will be making a display poster for the African Farmers' Fair. The fair will be held in your classroom and your poster will be used by others to find out information about the West African Regional Integrated Production and Pest Management (IPPM) Programme.

For your poster you need to find out what IPPM do to help farmers in Africa. On your stall show pictures of an African farm and find three pieces of knowledge and skills your group could give about:

1. Farmer Field Schools – i.e. how farmers are trained.
2. Using beneficial insects rather than pesticides.
3. How working together as a community is a good thing.

Remember

- Your poster needs to include your group name (see the top of this card).
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- Make sure you understand the information on your poster so that you can answer any questions about it.



CASE STUDY CARD

Group 3: Upland rice and legume farmers

There are many examples of farmers in Africa working together to share skills, knowledge and technology.

This helps farmers to secure 'technology justice'; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

'As part of the Upland rice and legumes project 114 farmers' groups have been set up in Uganda, a country in Africa.

We are one of these groups now working together to learn new skills and improve our harvests.

Look up the Farm Africa programme on this website: farmafrica.org.uk/news-views/blog/post/213-good-progress-in-central-uganda

Follow the click here link to see a video that tells you some of the things needed to improve farming.'

Your task

You will be making a display poster for the African Farmers' Fair.

The fair will be held in your classroom and your poster will be used by others to find out information about the Upland rice and legumes project.

For your poster you need to find out how these farmers groups help each other in Africa. On your stall show pictures of an African farm and find three pieces of knowledge and skills your group could give about:

1. Modern farming techniques.
2. Producing quality seed.
3. The value of legumes to the soil.

Remember

- Your poster needs to include your group name (see the top of this card).
- You need to include a map to show a country in Africa where your group works.
- Make your information clear and easy to understand.
- Make sure you understand the information on your poster so that you can answer any questions about it.



CASE STUDY CARD

Group 4: Community animal health workers

There are many examples of farmers in Africa working together to share skills, knowledge and technology.

This helps farmers to secure ‘technology justice’; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

‘I am Aden Ali Abo and I live in the north east of Ethiopia, a country in Africa. I am a farmer and I was selected to train as a community animal health worker as part of the Community Animal Health Workers (CAHW) scheme.

Find out what being a community animal health worker involves by following this web link:
farmafrica.org.uk/downloads/casestudies/aden.pdf

Many African farmers train as animal health workers, so you can look up other websites by searching for “African animal health workers”.

Your task

You will be making a display poster for the African Farmers’ Fair.

The fair will be held in your classroom and your poster will be used by others to find out information about Community Animal Health Workers.

For your poster you need to find out what CAHW do to help farmers in Africa. On your stall show pictures of an African farm and find three pieces of knowledge and skills your group could give about:

1. How long the course is and what a farmer will learn.
2. How the farmers (pastoralists) can get affordable medicines.
3. How farmers are able to sell their animals for higher prices after going on this course.

Remember

- Your poster needs to include your group name (see the top of this card).
- You need to include a map to show a country in Africa where your group works.
- Make your information clear and easy to understand.
- Make sure you understand the information on your poster so that you can answer any questions about it.



CASE STUDY CARD

Group 5: Green zone farmers

There are many examples of farmers in Africa working together to share skills, knowledge and technology.

This helps farmers to secure 'technology justice'; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

'As part of the Green Zone group of farmers we live near cities and towns. We produce food like chicken, eggs, tomatoes and cabbage that is then taken to the markets in the cities for the urban people to buy.

Find out more about Green Zone Farming by following this web link: popcouncil.org/pdfs/seeds/seeds17.pdf

Look at pages 3 and 4 to get you started. If you go to this page you will find out about a farmer in Uganda who farms in the city: weekly.farmradio.org/2011/07/18/uganda-finding-space-forurban-farming-daily-monitor You will have to search for images on other websites.'

Your task

You will be making a display poster for the African Farmers' Fair. The fair will be held in your classroom and your poster will be used by others to find out information about the Green Zone farming project.

For your poster you need to find out what green zone farming involves. On your stall show pictures of an African farm and find three pieces of knowledge and skills your group could give about:

1. Improving water systems.
2. How child care facilities will help these farmers.
3. Working together in a co-operative.

Remember

- Your poster needs to include your group name (see the top of this card).
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- Make your information clear and easy to understand.
- Make sure you understand the information on your poster so that you can answer any questions about it.



CASE STUDY CARD

Group 6: Discovery learning students

There are many examples of farmers in Africa working together to share skills, knowledge and technology.

This helps farmers to secure ‘technology justice’; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

‘We are school children in Tanzania. Our parents learnt about farming from their parents, we do this too, but we also learn about farming at school now through an agricultural and environmental education programme called “Discovery Learning”.

Find out what Discovery Learning involves by following this web link:

farmafrica.org.uk/news-views/blog/post/168
farmafrica.org.uk/tanzania/agricultural-andenvironmental-education-project

There are also similar programmes in Kenya see: farmafrica.org.uk/news-views/blog/post/206-kenyan-youth-project-thriving.

Your task

You will be making a display poster for the African Farmers’ Fair. The fair will be held in your classroom and your poster will be used by others to find out information about Discovery Learning.

For your poster you need to find out what this school farming education programme involves. On your stall show pictures of an African farm and find three pieces of knowledge and skills your group could give about:

1. Increasing school attendance.
2. Increasing production levels.
3. How to spread ideas among the whole community.

Remember

- Your poster needs to include your group name (see the top of this card).
- You need to include a map to show a country in Africa where your group works.
- Make your information clear and easy to understand.
- Make sure you understand the information on your poster so that you can answer any questions about it.



CASE STUDY CARD

Group 7: Seed fair organisers

There are many examples of farmers in Africa working together to share skills, knowledge and technology.

This helps farmers to secure 'technology justice'; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

'My name is Mrs Kirambia. Each year I set up a stall at the seed fair in Eastern Kenya. We all exchange information as well as seeds so that our farming improves.

To find out more about what happens at the seed fair go to this web link:
practicalaction.org/food-security-6

Your task

You will be making a display poster for the African Farmers' Fair.

The fair will be held in your classroom and your poster will be used by others to find out information about seed fairs.

For your poster you need to find out what happens at a seed fair. On your stall show pictures of an African farm and find three pieces of knowledge and skills your group could give about:

1. Why farmers exchange seeds.
2. The advantages of growing crops from a local area.
3. What can be gained by using seed from another area.

Remember

- Your poster needs to include your group name (see the top of this card).
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- Make your information clear and easy to understand.
- Make sure you understand the information on your poster so that you can answer any questions about it.



CASE STUDY CARD

Group 8: Fish farmers

There are many examples of farmers in Africa working together to share skills, knowledge and technology.

This helps farmers to secure ‘technology justice’; their right to access the technologies they need to live the life they value without limiting the ability of others now and in the future to do the same.

‘We are a group of fish farmers in Kenya. We have learnt about subsistence aquaculture which has helped us improve our health through eating fish and also increases our income.

To find out how the University of Moi has helped us to develop our fish farm, go to this web link: slideshare.net/maymayli/a-community-project-for-aquaculture-in-kenya-presentation

There are some good pictures from page 13 onwards. Page 25 to 27 has a useful example.’

Your task

You will be making a display poster for the African Farmers’ Fair. The fair will be held in your classroom and your poster will be used by others to find out information about subsistence aquaculture.

For your poster you need to find out what the terms subsistence and aquaculture mean. On your stall show pictures of an African fish farm and find three pieces of knowledge and skills your group could give about:

1. How to build a fish pond (page 10, 12 and the photographs).
2. What skills are developed through training (page 24).
3. What other benefits come from this idea (pages 22–23).

Remember

- Your poster needs to include your group name (see the top of this card).
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SHARING SKILLS AND KNOWLEDGE

Name:

.....

Class:

.....

Your homework task is to find out more about groups and organisations in the UK (or Europe) involved with sharing skills and knowledge about food and farming.

Find an example of a group or organisation and describe who they are, what they do, and how they are sharing skills and knowledge.

LIVELIHOOD IMPROVEMENT FORUM

Name: _____

Class: _____

Visit the groups at your Farmers' Fair to help you find out how the different groups help farmers deal with a range of issues. Then complete the table.

Issue	Groups who can help	Explain how the group helps solve the issue
<p>I have heard that my neighbours are using more natural methods to increase their crop yields. How can I do this?</p>		
<p>I am worried about the amount of pesticides that have been sprayed on the crops, especially now as I have young children. What are the alternatives?</p>		
<p>I am looking for a seed that will improve my crop yields. How can I find out about seeds?</p>		
<p>My animals get sick and so give less milk and meat. Is there a way I can improve their health?</p>		

Group 1
Agricultural
Researchers
in Africa

Group 2
Farmer
Field School

Group 3
Upland Rice
and Legumes
Farmers

Group 4
Community
Health
Workers

Group 5
Green Zone
farmers

Group 6
Discovery
Learning
Students

Group 7
Seed Fair
Organisers

Group 8
Fish
Farmers

PLENARY QUESTIONS

Name: _____

Class: _____

You are about to start a new project called EuropAfrica.

The questions below will help your teacher to know what you think about food and farming before the project begins.

1. Do you look at food labels to find out where food is grown or produced? (tick your answer) Yes No

If yes, does where the food is grown influence what you buy? (tick your answer) Yes No

If yes, what do you consider when making your decision?

Supporting local farmers Fair trade Food miles Impact on farmers growing the food in other countries Other

2. Can you name any foods or crops that are grown in Africa? Yes No

If yes, name up to four foods:

3. Do you know of four African countries that export foods to Europe? Yes No

If yes, name up to four African countries:

4. Do you think that growing crops in Africa and exporting them to Europe... (tick your answer)

is good for African farmers makes no difference is bad for African farmers

Explain why you think that:

5. Do you think about the farmers who grow your food? (put a tick for each question to say whether you agree or disagree)

Questions	Agree	Neither agree or disagree	Disagree
I take into consideration where my food comes from before I buy it			
I think about who grows my food			
I'd like to know more about the people who produce my food			
I think my choice of food has impact on farmers in Africa			
I think it's OK for European companies to buy land in Africa to grow food for export			

6. Who do you think provides food for 80% of the African population? (tick your answer)

- Large industrial farms Small scale family farmers Charities who provide Food Aid

7. If you can, give two examples of different types of farming systems in Africa:

8. What does 'Technology Justice for farmers' mean?

- I don't know
 I'm guessing it means

 It means

9. How do you think African farmers plan to keep their farms going in the future? (Tick the ones you think are true, you can tick more than one.)

- Expect aid charities to donate to them
 Share knowledge and skills with family and community members
 Fight for the rights to their land and water access
 Protect their seeds and grow a variety of crops that do well in their farms

10. What are some of the main problems for farmers in Africa? (Tick whether you think the statements below are true or false.)

- | | | |
|---|-------------------------------|--------------------------------|
| Climate Change | <input type="checkbox"/> True | <input type="checkbox"/> False |
| European companies and governments buying land in Africa to grow crops for fuel | <input type="checkbox"/> True | <input type="checkbox"/> False |
| Rural to urban migration | <input type="checkbox"/> True | <input type="checkbox"/> False |
| Large companies growing food in Africa that is exported | <input type="checkbox"/> True | <input type="checkbox"/> False |
| Little money or support for family farmers | <input type="checkbox"/> True | <input type="checkbox"/> False |

11. How interested are you in the work of international charities such as Practical Action? (Tick your interest level.)

- Not interested Interested Very interested

12. I understand how I can take actions that reduce the negative impact on Africa farmers

- True False

If **true**, give examples of the actions you might take

Please tell us any extra things that you've enjoyed or learnt about through the EuropAfrica project that stand out for you!