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 of false.)

Climate Change	☐ True	☐ False
European companies and governments buying land in Africa to grow crops for fuel	☐ True	☐ False
Rural to urban migration	☐ True	☐ False
Large companies growing food in Africa that is exported	☐ True	☐ False
Little money or support for family farmers	☐ True	☐ 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

Lydia Ngahu - Farmer in Kenya

Looking out of my house with Mount Kenya in the distance, I know that I am lucky to live in such a beautiful part of Kenya. Did you know that there is snow on the equator? Can you work out why?

My name is Lydia Gathii Ngahu, I am 41 years old and I farm the family shamba (Kiswahili for small family farm) here in Nyeri in Central Kenya.

I am married to Julius; he is 50 years old and we have three children, Judy, Alice and Joan who are all at school.

I was very excited back in June, after the long rainy season had just ended. We had some visitors from a newspaper in the Czech Republic. They were all journalists and they were learning more about our lives here so that they could report more accurately about farming in Kenya. I had great fun showing them around our shamba.

I think they were a little surprised that we grew all of our crops for the family on just 0.5 hectares of land, but it is a fertile plot of land. When I told them that we often had enough surplus to either sell at the side of the road or exchange with our friends and neighbours I think they were quite impressed.

As we live in the tropics we are fortunate to be able to plant our seeds throughout the year. We mainly plant at the start of the rainy seasons, we have two rainy seasons: March to mid June and October to November.

We plant maize, beans and potatoes twice a year in both rainy seasons and harvest them in July and January. Of course we have to look after them by weeding, fertilising with manure and keeping the animals off the crops by putting up fences.

We also grow tomatoes, avocadoes, arrow root, yam, cassava, banana, macadamia nuts and papaya. Which of these are your favourite? Papaya is my favourite, as they are so refreshing to eat in the dry seasons..

With all three girls going to school, we also need to grow things that will earn us an income on a more regular basis. Julius grows coffee in a field that he shares with several people. This is a good cash crop for us.

The journalists made loads of notes about the farm and they were really taken with our animals. They had a go at milking the goats. They produce milk for the family, the kids are sold for meat, and the manure is great for the shamba. We spread it on the land to add fertility to the crops.

The journalists were less keen to look at the rabbits that we rear for the meat and skins and some kept well away from the 2 beehives that we harvest honey from. We had to save up for a long time to afford the beehives, each one costs 4000 Kenyan Shillings, that's about 40 Euros. We only make 0.8 Euros a day from selling milk, but every little helps!

Things are always changing on our shamba. We have joined a tree planting scheme which is part of the Green Belt Movement. In fact I am now a trainer. We plant the trees as seedlings on our shambas and look after them until they are large enough to plant in areas to protect water sources and improve soil fertility, and also to provide good habitats for local wildlife.

There is so much more I could tell you about the challenges that we face; climate change, soil erosion and even the farms getting smaller as we divide them and pass them onto our children. Hopefully one day I will get to hear about how you farm in your country and the things that you grow to eat.

CASE STUDY

Manan Diabata - Fisherman in Mali

Hello, my name is toni Kellner. Last summer I arranged to take a boat trip along the Niger river in Mali, setting off from Mopti. I did not know the people who owned the boat or the people who were travelling on the boat, but by the end of the journey I had learnt so much about the way of life of the fishing community on the river Niger.

The Niger River is a good place to fish, but it varies throughout the year. There are hot and cold seasons. In the hot season the water in the river and lakes can become very low. Rather than boats, people can drive their motorbikes along the lake floors!

Anyway let me tell you about the fishing.

The fishermen are nomads; this means that they travel along the river in their boats looking for places where the fish have collected, which is often where there are pools of water. I met Mama Diabata, a fisherman, who follows the fish and then when he sees a shoal he puts the drag net in the water with the other fishermen and they pull it in to catch the fish. The type of fish they catch are mainly carp and catfish.

As well as the fishermen moving up and down the river their whole family comes with them too. The women prepare the fish by gutting and filleting them and then laying the fish out in the sun on dried grasses so that the fish can dry. The fish is also smoked and the fish oil is extracted.

Assiata, one of the fisherman's wives, told me that the region produces over 100 million kilos of fish a year. As I was chatting the fish dealer arrived and bought the dried fish. He was planning to take the fish to the local town and then it would go by truck to the capital city, Bamako.

The last fisherman I spoke to told me that he had to save some of the money he earned during the cold season and invest it so he could use it when there was less fish being caught in the hot season. There are many things that he needs money for; nets, fuel for his outboard motor and of course to send his children to school.

My visit lasted for four days and I would definitely do it again. I felt pleased that the fee I paid went to a fisherman to help him and his family to keep his boat on the water. However, too many tourists could spoil the fishing in the area, so the local fishing community will need to manage this carefully.

CASE STUDY

Shukri Mohamed - Pastoralist in Somaliland

My name is Shukri Mohamed ahmed and I live in the Sahil highlands in Somaliland, on the outskirts of a small town named Sheikh. I am 36 years old, and live with my husband, abdullahi, and our four sons and two daughters.

Our eldest son, Mohamed has finished school and has gone to live in Hargeisa, the capital of Somaliland in search of a job, while our remaining sons are at home with us and go to school. Our 2 daughters – Amina and Suade – sometimes go to school, but mainly they are needed at home as well as there is always a lot to do.

Livestock are the backbone of the Somali economy and everything evolves around them. Men are the ones in charge of the larger stock – camels and cattle, although there are less cattle in our part of Somalia. Cattle are normally found further south, where there is more water – from the Jubba and Shebelle rivers.

I look after our flock of goats and together with Amina and Suade, we milk them. We have plenty of milk for us in the family and we can sell it too to our neighbours as well as at the market place. Milk sells at US$ 1.5, so in the rainy season, when the goats are producing the most, we make a good profit.

On occasions I sell some goats so that the herd remains manageable – fitting into the sleeping pens and also strong and healthy. Like camels, goats do not get sick often which is good as there are not many vets here. Mostly, we rely on our own knowledge when animals get sick and we buy drugs from the market places.

On market days, we are very busy. Amina and Suade help me get things ready in the home and then I set off at about 4.30 a.m. with the goats. I walk about 2 kms before arriving at the market. Even though the sun is only just coming up, there is a flurry of activity at the market, with lots of people arriving with their stock, others getting ready to buy, and the various middlemen who are there to help negotiate the prices.

A few years back a new technology arrived on the scene. Well, actually the technology is not new, but the use we can make of it has helped us a lot on the market front. On our mobile phones, we receive the prices that different animals are reaching in the various surrounding markets. We receive a message that tells us that a first grade export quality goat is fetching about US$ 80. It is very helpful as it can help me decide what price I am going to ask for my goat.

Besides the mobile phone service, truck drivers coming to collect the various market produce also bring us further information. They carry slips of paper on which we learn of prices for example of staple foods, or of a greater variety of livestock. Ever since this new practice began it has been better for us, as we can know the right price for each quality of goat, so we can go to the market at the right time and be confident of the price we will get.

Over the last seasons, we are seeing big changes in the weather. Sometimes it seems to rain very heavily. Usually in this part of the world, rain is quite scarce, so people get very excited when they see rain, but when it comes too heavily it causes a lot of damage and sometimes our animals get sick.

We have also seen longer periods of drought. During these periods we have to travel far to find suitable grazing land for our animals. Abdullahi has to leave us at home while he takes the animals in search of pasture and water. It is very difficult.

But our animals are our livelihoods. We have lots of poems and songs, especially for our camels. Some people say a Somali man loves his camels more than his family when they hear their love songs, but our family is very united.

IMAGE CARDS

Lydia Ngahu on her family farm 'shamba' in Nyeri, Central Kenya
Look at the images to help you answer any of the activity sheets and questions about Lydia Ngahu's farm.

GROUP QUESTIONS ACTIVITY

1	What is the name of the farmer?
	What are the different inputs that go into the farm?
2	What type of farm are you finding out about?
	What are the different processes that take place on the farm?
3	Where in Africa is this farm located?
	What are the outputs of the farm ie: what is produced at the farm?
4	What is the land like in the area where the farm is located?
	What happens to all the things that are produced on the farm?
5	What is the climate like in the area where the farm is located?
	What are the common problems that this farmer has to deal with?

BACK TO FRONT ANSWERS

Question 1	
Answer 1	Yes, there are times of the year when the weather can cause problems.
Question 2	
Answer 2	We always make sure that we have healthy stock from this year to start the farming system again next year.
Question 3	
Answer 3	All members of the family help out with that.
Question 4	
Answer 4	The access to the water.
Question 5	
Answer 5	We go to the market, but how often varies during the year.

Question 6	
Answer 6	The answer to that is because we are part of a close community who support each other.
Question 7	
Answer 7	Yes, that is a major problem for us, but we think we can solve the issue.
Question 8	
Answer 8	Yes, my hope is that future generations can enjoy this way of life.
Question 9	
Answer 9	Yes, my family passed on their skills and knowledge of farming in this way.

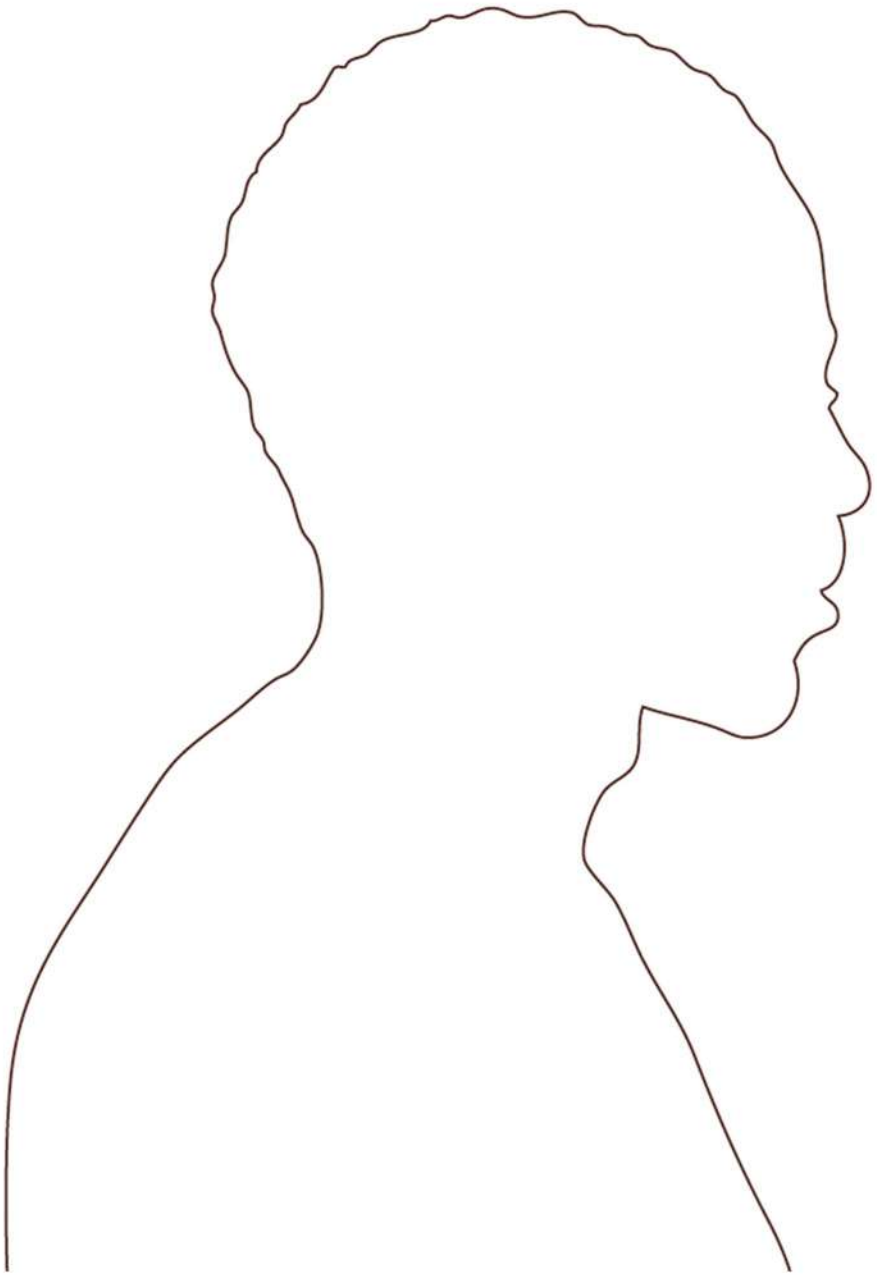
FOLLOW UP FARMER OUTLINE

After listening to the story and looking at the pictures of the farm, use the diagram to show what you have learnt.

Farm story that I've learnt about:

- Inside the body write down the facts that you know about the farmer.
- Around the body write down the things that you think you know about the farmer.
- Finally colour-code the ideas to show which are linked to the sustainability of the farm, under economic issues (investment and money), social issues (the family and community) and environmental issues (land and natural resources).

Key: ☐ Economic issues ☐ Social issues ☐ Environmental issues



MALI FISHING COMMUNITY SNAP

Boat owner **Abdulaye**	**Cook** **Youssouf**	**Boat hand** **Abdoulaye**
Fisherman **Mama**	**Fishermans's wife** **Assiata**	**Fish dealer** **Mamou**
Truck **driver**	**Motorbike** **rider**	**Nomadic fisherman** **Adama & Ali**
Tourist **Marie Salome**	**Tourist** **Toni**	**Mechanic**

I own my own boat, but I have no work at the moment. It was good that my friend asked me to help out on this trip, as I will earn eight dollars to take home.

I earn eight dollars at the end of a tour. It is my job to make the food for the tourists, boat owner and other hand.

I own three boats and I earn money by taking tourists along the river. I only work when a tour company contacts me about a tourist who wants a trip.

This mobile fish camp is a good place. I come here to buy fresh fish and then take it to Mopti to sell.

I dry and smoke the fish with the other women so it can be sold. We also extract the oil from fish to use and sell.

I fish for Carp and Catfish, small fish that can be caught using a drag net.

The cold season is best for me, this is when there are lots of fish and I can make enough money to see me through the hot season.

When we get to June the water level is only about 50 cm. This means that I can get across Lake Debo on my motorbike, riding on the sand, which saves me a great deal of time.

You won't see me in the film, but if it was not for these fishing communities I would not have a job. I take the fish from Mopti to the capital city, Bamako.

You won't see me in the film, but it is important to me that the community carries on fishing. They need motors for their canoes and I earn money by repairing those motors.

We travel about 100km per day along the river. This means that I have learnt a great deal about fishing in Mali, it seems a very sustainable system and very different from where I live in Europe.

Although I live in the capital city of Bamako I have never been on a boat through Lake Debo. It is huge so I am a little worried.

MOST LIKELY TO

Name: .....

Class: .....

You have studied three different types of farming in Africa. Look at each of the statements below and link each statement with a type of farm (some may link with more than one type). Tick or highlight the correct answer.

My outputs are very varied.	Shamba Pastoralist Fishing	**My skills have been passed down from generations of farming.**	Shamba Pastoralist Fishing
My outputs are just one product.	Shamba Pastoralist Fishing	**I produce enough on my farm to feed my family.**	Shamba Pastoralist Fishing
I work very much as part of a community.	Shamba Pastoralist Fishing	**I live in one place and farm that land. To keep my farm productive move my crops each year.**	Shamba Pastoralist Fishing
I move around a great deal according to the seasons.	Shamba Pastoralist Fishing	**We have little investment from our governments.**	Shamba Pastoralist Fishing
The land/water where I farm is under threat.	Shamba Pastoralist Fishing	**I go to a market to sell my products.**	Shamba Pastoralist Fishing
The climate affects when I can produce my product.	Shamba Pastoralist Fishing	**The climate affects where I can produce my product.**	Shamba Pastoralist Fishing
My farming system is environmentally sustainable.	Shamba Pastoralist Fishing	**My farming system is socially sustainable.**	Shamba Pastoralist Fishing
My farming system is economically sustainable.	Shamba Pastoralist Fishing	**There is a future for my children in this way of life.**	Shamba Pastoralist Fishing

Follow up activity

Choose two of the statements and explain your answers.

MALI FISHING COMMUNITY STORYBOARD

Name:

Class:

After you have watched a film about the Mali fishing community along the River Niger, follow the instructions in each of the boxes on the storyboard below to fill in the empty boxes.

The location	**Fishing canoes**	**Fishing by drag nets**	**Fishermen are nomads**
Use an atlas to draw a map showing where Mali is in Africa, or where the River Niger flows through Mopti.	Draw a picture to show the type of **fishing boat** used in this area. Remember to show the motor and pole.	Draw a picture to show how the fisherman called **Mama** uses his drag nets.	Explain how a **nomad** fisherman is different from other types of fishermen.
Once caught the fish is dried and smoked	**The mobile fishing camp**	**The fish dealer**	**A sustainable fishing system**
Explain who does this work and what else the **women** do with the fish.	Explain why a **motorcyclist** can travel on the lake. Explain what happens to the fishing camp. Try to include months of the year.	What happens to the fresh fish once the fishermen's wives sell it?	Explain how this farming system is sustainable.

SMALL AND LARGE SCALE FARMING

Name:

Class:

How to complete the activity

- Cut out the statements on the following page and think about whether they are the features of small or large scale farming in Africa.
- Organise the statements so that they go under one of headings below.

Small scale family farming	**Large company farming**

Produces food for export	Large amounts of waste products are created	The land has been in the family for generations
Large investment of money and technology	Profits stay in the community	Farmers may become unemployed
Run by a family or community	Crops are dumped because the quality is low	Run by a manager
Uses agrochemicals and non-local seed varieties	Minimum waste as recycling of resources takes place	Intensive monoculture (single crop)
Small investment of money	People earn wages	Uses traditional knowledge of crops and seed varieties that work
Uses technology that is simple and easy to maintain	Grows a variety of crops or has a range of different animals	Produces food for family and local market
Buys up land		

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
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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 of false.)

Climate Change	☐ True	☐ False
European companies and governments buying land in Africa to grow crops for fuel	☐ True	☐ False
Rural to urban migration	☐ True	☐ False
Large companies growing food in Africa that is exported	☐ True	☐ False
Little money or support for family farmers	☐ True	☐ 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!