

FOOD SECURITY IN OUR WORLD

SECONDARY LESSONS



This resource is designed to educate students on what food security in our world looks like. We look more broadly at the causes of global hunger and food insecurity. And we hope it encourages students to think about their own food activities in relation to people around the world.

The learning experience provides information and discussion questions, as well as links to videos, images and learning tasks that encourages students to apply higher order thinking in response to the guiding questions:

Why do so many people in our world not have the food they need?

How can we change this?'

This resource is designed for students and teachers to read and work through together. We encourage you to use this resource in whatever way suits your class best. The Australian Curriculum links provided on the following pages provide some guidance as to what Learning Area components of this resource may be most relevant. Some links are more direct than others and will assist teachers in planning curriculum programs.

These lessons are accompanied by our other Food Security resources found on our [website](#).

Copyright Policy: Material within the resources listed comes from a variety of sources and authors, including Caritas staff volunteers, overseas partners and news organisations. These resources and the information, names, images, pictures, logos are provided “as is”, without warranty. Any mistakes brought to the attention of Caritas Australia will be corrected as soon as possible. To review the full Caritas Copyright Policy, please visit: [Caritas Australia](#)



ECONOMICS AND BUSINESS

Year 7

- The ways consumers and producers respond to and influence each other in the market (ACHEK017)
- Why individuals work, types of work and how people derive an income (ACHEK020)

Year 8

- Influences on the ways people work and factors that might affect work in the future (ACHEK031)
- The rights and responsibilities of consumers and businesses in Australia (ACHEK029)

Year 9

- Australia as an 'economy' and its place within the broader Asia and global economy (ACHEK038)
- Why and how participants in the global economy are dependent on each other (ACHEK039)

Year 10

- The links between economic performance and living standards, the variations that exist within and between economies, and the possible causes (ACHEK051)
- The ways that governments manage the economy to improve economic performance and living standards (ACHEK052)
- Factors that influence major consumer and financial decisions and the short and long-term consequences of these decisions (ACHEK053)

GEOGRAPHY

Year 7

- The links between economic performance and living standards, the variations that exist within and between economies, and the possible causes (ACHEK051)
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)
- The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
- The influence of environmental quality on the liveability of places (ACHGK045)

Year 8

- The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)

Year 9

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)
- The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)
- The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)
- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)
- The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)
- The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)

Year 10

- The human-induced environmental changes that challenge sustainability (ACHGK070)
- The environmental worldviews of people and their implications for environmental management (ACHGK071)
- The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)
- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)
- The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)

SCIENCE

Year 7

- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120)
- Science understanding influences the development of practices in areas of human activity, such as industry, agriculture and marine and terrestrial resource management (ACSHE121)

Year 8

- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE135)
- Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE136)

Year 10

- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)

ENGLISH

Year 7

- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

Year 8

- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)

Year 9

- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Year 10

- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)

DESIGN AND TECHNOLOGY

Years 7 & 8

- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)
- Create and communicate interactive ideas and information collaboratively online, taking into account social contexts (ACTDIP032)
- Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (ACTDEK029)
- Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)

Years 9 & 10

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)
- Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)



GENERAL CAPABILITIES

INTERCULTURAL UNDERSTANDING:

- Investigate culture and cultural identity
- Analyse how membership of local, regional, national and international groups shapes identities including their own
- Develop respect for cultural diversity
- Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

ETHICAL UNDERSTANDING:

- Explore ethical concepts in context
- Analyse the ethical dimensions of beliefs and the need for action in a range of settings
- Reason and make ethical decisions
- Investigate reasons for clashes of beliefs in issues of personal, social and global importance

PERSONAL AND SOCIAL CAPABILITY

- Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
- Contribute to civil society
- Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

INFORMATION AND COMMUNICATION TECHNOLOGY CAPABILITY

- Students gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society
- Students use ICT to define and plan information searches of a range of primary and secondary sources.
- Students use ICT to generate ideas, plans and processes that clarify a task or steps, and generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention.
- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.

CRITICAL AND CREATIVE THINKING

- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.
- Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action.
- They apply knowledge gained in one context to clarify another.
- Students identify, consider and assess the logic and reasoning behind choices

CROSS CURRICULAR PRIORITIES

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

- Ol.1- The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
- Ol.2- Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
- Ol.5- Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- Ol.7- Australians play a significant role in social, cultural, political and economic developments in the Asia region.

SUSTAINABILITY

- Ol.1- The biosphere is a dynamic system providing conditions that sustain life on Earth.
- Ol.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- Ol.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
- Ol.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.
- Ol.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
- Ol.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- Ol.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environment
- Ol.8 - Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.
- Ol.9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

As an Australian student, you have an important opportunity to become a confident, active and informed global citizen. Food is something that all humans need, yet it is something that not everyone can access. As an active global citizen, it is important for you to question why the world is this way. At the end of this workbook, the following information and activities will help you answer the following guiding questions:

Why do some people in our world not have access to the food they need? How can we end world hunger?

The foundation for any real change comes from our ability to see the face of Christ in those who are suffering from hunger. When we start to think more about food and hunger here at home and around the world, we realise that it is only by working as one global family, in a spirit of compassion and unity, that we can finally bring an end to a grave injustice: that there is enough food in the world, and yet people still suffer from hunger and food insecurity.

DISCUSS

- What is your definition of hunger?
- Why do you think some people do not have access to the food they need?
- What bible references can you think of that relate to feeding the hungry?
- How is food and hunger related to human dignity?



Tawonga helps prepare a family meal. For most of her life, her parents have struggled to put meals on the table. Her family now grows enough food to provide three meals a day, ending the struggle of malnutrition.
Photo credit: Pilirani Chimombo

Fratelli Tutti, which translates to 'all brothers and sisters' is the third encyclical by Pope Francis. Within his encyclical, he focuses on the urgent need to eliminate hunger in our world.

Read the below excerpt and answer the accompanying questions.

We are still far from a globalization of the most basic of human rights. That is why world politics needs to make the effective elimination of hunger one of its foremost and imperative goals. Indeed, "when financial speculation manipulates the price of food, treating it as just another commodity, millions of people suffer and die from hunger. At the same time, tons of food are thrown away. This constitutes a genuine scandal. Hunger is criminal; food is an inalienable right."

Pope Francis, Fratelli Tutti, #189

DISCUSS



- Define the term 'globalisation'.
- Explain what Pope Francis identifies as the major reasons for hunger?
- Why is it important that the issue of hunger is resolved?

The Sustainable Development Goals (also known as the Global Goals) are a set of 17 goals developed by the United Nations aimed towards achieving a sustainable future across a range of areas.

Goal two is focused on ending hunger, achieving food security, improving nutrition and promoting sustainable agriculture.



TASK



Read about goal two 'Zero Hunger' [here](#).

Create your own [infographic](#) that highlights the facts and statistics behind the goal and what the UN identifies as strategies to addressing the issue.

FOOD SECURITY

Do you have enough food to eat each day? What do you need to be able to access food?

Hunger and food insecurity can have a number of causes. Politics, economics, social justice and environmental conditions are all part of the way that food is produced and distributed around the world.

Tackling hunger and food insecurity is about more than increasing the food supply; it's also about challenging structures that create an unfair distribution of food and inhibit people from building their own food security.

WATCH



Source: Agriculture in Education

TEST YOUR KNOWLEDGE

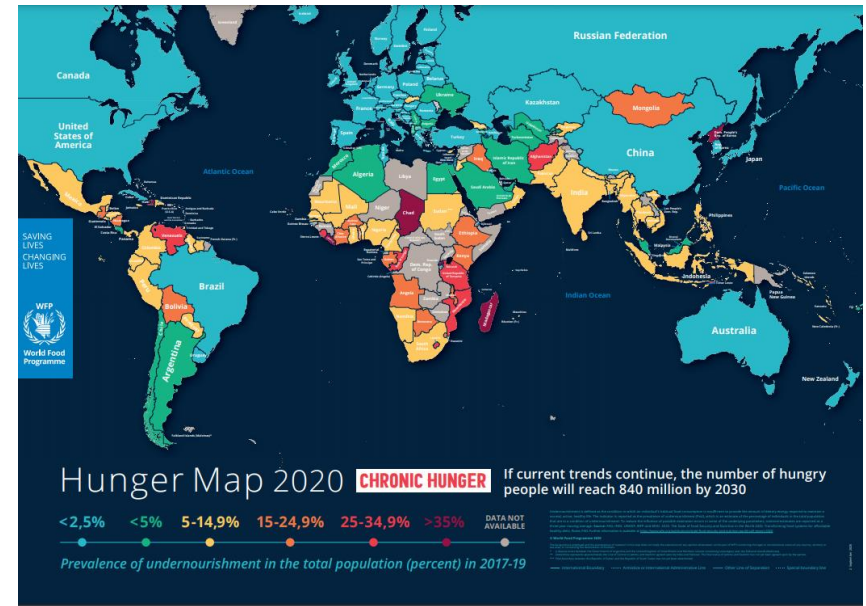
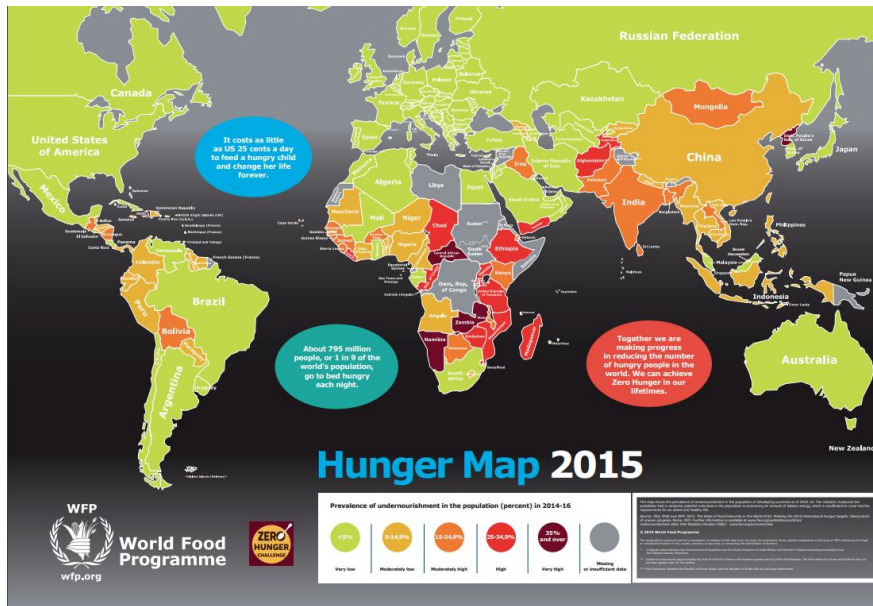
What do you already know about food security and hunger in our world?

Take the [Food Quiz](#) to test your knowledge.

WORLD HUNGER MAP

The Hunger Map is a map developed by the United Nations [World Food Programme](http://www.wfp.org) as a visual representation of the varying levels of undernourishment, or hunger, within our world.

Click on the two maps below and write down any significant differences you notice between the prevalence of undernourishment in 2015 and 2020.



WHY ARE SO MANY PEOPLE HUNGRY?

Although the world produces enough food to feed every woman, man and child, nearly one billion people go hungry every day. Food is currently produced and distributed through a global food and agricultural system that is not providing enough food for some, while in other parts of the world overconsumption and obesity is a problem. Hunger is not only caused by a lack of food, but rather a lack of justice.

Have you ever thought about how food reaches your plate? Have you thought about who grew it? Where it came from? How many people sold it on before you bought it? This is the 'FOOD SYSTEM'.

The Food System

Production

Growing crops and raising animals.

Processing

Transforming raw or fresh food into the finished product.

Distribution

Getting the food from the grower to the buyer.

Retail

Deciding the price of food and selling or buying it.

Consumption

Cooking and eating food.

Waste Management

What happens to unwanted food.

TASK

Each step of the food system presents opportunities for governments, businesses and individuals to ensure food is being produced and disposed of in a sustainable way. **For each of the steps, list examples of how you think this can be done.**

There are many **interrelated reasons** that cause hunger and food insecurity. We will focus on some of the issues that affect communities where Caritas Australia works with local partners.

POVERTY

Poverty is the main cause of hunger. There are three legal ways to get food: grow it, trade it or buy it. Some people might also receive food for free, but this is not a reliable or consistent source of food.

Limited education and training in sustainable food production methods or income generation can impact food security.

Training in sustainable agriculture, animal raising or fish raising can empower people to learn new ways of producing food to eat and to sell for an income. Training and education can build on traditional knowledge and introduce new methods or technologies to address such challenges as farm irrigation in remote areas or changing climate patterns.

UNFAIR TRADE RULES

The way that large companies do business with local food producers is often unfair and may not reward farmers for the worth of their labour or produce. Bigger and better-resourced farmers may get food supply contracts, while small-scale farmers work as labour on contracted farms.



Mariama walks in the street to sell 'kopto' A small and inconsistent income means that Mariama and her family exist from day-to-day, often without money to buy food and water. Credit: Francois Therrien

PLAY

Play the Orange Trading Game

(60 mins, created by Canadian Office for Development and Peace – Caritas Canada)

CONFLICT

War and violence prevent development and add pressure to food supplies. Conflict makes farming unsafe and food stores or crops can be destroyed.

LAND

Land is needed to produce food. But the land that we can use to produce food is limited.

Land ownership is important for people to have a secure home, grow and produce food, and generate an income. But many people simply do not have the resources or opportunity to own land. Land ownership can also bring cultural identity, empowerment, and participation in decision-making.

Land usage is contentious in many parts of the world. This is, in part, because of the different relationships that different communities often have with the same environment. [Neo-liberalism](#) views land and water as consumer goods (for instance as commodities that can be bought and sold, and exploited of all existing resources), whereas many indigenous communities around the world do not view these resources as possessions. Instead, they regard themselves as the custodians of the sacred. For example, Caritas Australia's partner '[Red Dust Healing](#)' is 'founded on the cultural belief that we are one people, one mob who do not own but belong to this land'. The differences between these two views have become apparent in the developing world. In the illegal practice of **land-grabbing**, for example, multinational corporations have forced impoverished farmers from their land so that **agro-fuel plantations**, '**cash crop**' plantations or mines can be established. Owners of small or family farms can struggle to keep their land as more farmland is being bought by large corporations.

TASK

Arable land is land used for agricultural purposes, or in other words, land that can be used for growing crops.

Explore the [World Bank's data on arable land](#).

What trends do you notice in the data about the amount of arable land in our world over time?

AGRO FUELS

Plants such as sugar cane, wheat, corn, sunflowers, soya beans and oil palm trees can be used to produce a fuel alternative. These are called bio-fuels or agro fuels. Agro fuels emit less carbon dioxide than the fossil fuels that we use (e.g. coal, oil and gas). Unfortunately, you need to grow a lot of the plant to make agro fuels - and companies are clearing forests and often forcibly using land that many communities experiencing poverty relied on to grow food to sell and eat.

This practice not only results in environmental degradation but also robs communities of their right to earn an income from their produce. It also denies them the opportunity to improve their agricultural practices and to have a say in the future of their communities.

WATCH



Source: Enough Food for everyone IF

REFLECT



- What do you think about the issues of agro-fuels?
- What Catholic Social Teachings come to mind?

CLIMATE CHANGE

Over the decades, the effects of modern society on our planet have become clear. Greenhouse gases and other pollutants have gradually interfered with the Earth's climatic cycles, and this has increased the frequency and intensity of cyclones, floods and other natural disasters.

Because these disasters often occur in developing countries, where authorities struggle to support impoverished communities, their effects are usually felt by the most vulnerable. In recent years, natural disasters have led to poor harvests in many farming communities in the developing world. This has not only dwindled their food stocks, but has also inflated the prices for them, making it harder for other poor communities to buy the food they desperately need.

A changing climate is challenging for farmers who use traditional methods that rely on predictable weather patterns.

The Catholic Social Teaching principle of **'Care for our Common Home'** teaches us to care for creation.

This is especially important for food production, not only for us, but for our brothers and sisters around the world.

Food, climate and the environment are closely connected.



WATCH

Margaret's story demonstrates the impact of unpredictable climate and weather patterns to farmers and their food and water sources.



CLIMATE CHANGE & LAUDATO SI'

"Climate change is a global problem with grave implications: environmental, social, economic, political and for the distribution of goods.

It represents one of the principal challenges facing humanity in our day. Its worst impact will probably be felt by developing countries in coming decades. Many of the poor live in areas particularly affected by phenomena related to warming, and their means of subsistence are largely dependent on natural reserves and ecosystemic services such as agriculture, fishing and forestry.

They have no other financial activities or resources which can enable them to adapt to climate change or to face natural disasters, and their access to social services and protection is very limited. For example, changes in climate, to which animals and plants cannot adapt, lead them to migrate; this in turn affects the livelihood of the poor, who are then forced to leave their homes, with great uncertainty for their future and that of their children."

[Pope Francis – Laudato Si' - #25](#)

TASK



- Read the excerpt from Laudato Si' on climate change. Explain what Pope Francis writes about regarding the relationship between climate change and poverty.
- Construct a **flow chart** that shows the impact of climate change on food security for vulnerable communities around the world. You might want to focus on one specific aspect of climate change e.g. rising sea levels or drought.

You may wish to use this [resource](#) to read some stories of how individuals and communities impacted by climate change, and how they have been supported by Caritas Australia and its partners.

WASTAGE AND LOGISTICS

Whilst millions of people go hungry in our world, the issue is not a lack of food. There is in fact enough food to feed the entire global population. The issue lies with the lack of resources available to poorer communities to effectively harvest, store and distribute produce to those that need it.

Without adequate resources to collect, store and transport harvested food, most of what is grown is then left to rot and waste.

WATCH



Source: Ted Talks

TASK



After watching the clip, create an [infographic](#) that summarises the key ideas, including the causes of hunger, facts and statistics as well as the solutions to the issue.

THE COMMODIFICATION OF FOOD

It is important to remember that food is a basic need and a basic right. Access to nutritious food is essential for life, yet it has become a **commodity**. When something is 'commodified' it becomes a 'commodity'- something that is bought and sold to make profit. Food needs to be about people, not profit.

Food prices often change, making it especially hard for people living in poor communities. The economic principle of supply and demand has an impact on food in various ways, such as:

- **Rises in oil prices.** This means higher prices for the production and transportation of agricultural produce.
- **Land availability.** For example, more land might be used to grow agro-fuels instead of food for humans. Another example is the increased demand for meat that has resulted in more land being used to grow grain to feed cattle.
- **Weather.** Floods and droughts all impact how much food can be grown and therefore how much is available.

By the time that food has reached your plate, a lot of money has exchanged hands and a lot of natural, human and capital resources were required.

WATER

Fresh water is essential for agriculture and is a limited natural resource. It is being further depleted by the same environmentally damaging processes ([siltation](#), pollution) that increasingly limit land availability and by the drawing down of underground [water tables](#).



A student washes his hands at the San Isidro Care Centre in Guadalcanal province, Solomon Islands.
Photo credit: Neil Nuia

CASH CROPS

In order to generate an income, some countries decided to produce 'cash crops'. This is the growing of produce that tends to have a high market value, such as coffee, tea and cocoa.

While the sale of such 'cash crops' can quickly provide much-needed income, an overdependence on them makes developing countries vulnerable to sudden changes in market prices or in demand for those crops. They can also be cultivated at the expense of other crops, such as fruits and vegetables which are needed to address a country's immediate nutritional needs.

TASK: THE MOUSE'S TALE



Watch this 10 min film ['The Mouses Tale'](#) produced by Caritas Australia in 1986 and answer the following questions:

- Why does the mouse laugh at 2:33?
- List the reasons the mouse gives that help rich countries stay rich.
- Why do people have to clear the land?
- What does tilling the soil mean?
- What is a coloniser?
- What is a multinational?
- What is a cash crop? What are some other examples of cash crops?
- What is the big finger pointing to at 4:28?
- List the points the mouse makes about why the cats can't just 'grow their own food'.
- At 5:27 the well-fed cat says 'why me? Isn't it up to government' – Write your own answer to this question.
- What example is given as a 'bad way to spend money'? What example was given as the best way to spend money?
- What helps people produce or buy their own food?
- This film was produced in 1984. Are any of the issues in the film still true? How do you know?

FARMING

LARGE-SCALE AND SMALL-SCALE FARMS

Our food system is based on thousands of years of knowledge and innovation by farmers and peasants.

“There is no humanity without the cultivation for the land; there is no good life without the food it produces for the men and women of every continent. Agriculture thus demonstrates its central role.”

- Pope Francis

In the last several decades, the economic model of **large-scale farming** and agriculture has been promoted as the primary solution to feeding the world. Currently, this system is dominated by huge “agribusiness” corporations and by trading rules and practices that favour corporations and big commercial businesses.

PLAY



Play either of these board games:

[Field Farmer board game](#) (15-20 mins)

[Fish farmer board game](#) (15-20 mins)

SMALL-SCALE FARMING VS LARGE-SCALE FARMS

Most of the millions of people who experience hunger or food insecurity live in developing countries. Most of these people also live in rural communities that traditionally have relied on agriculture. This may be through [subsistence farming](#) or through small community farms.

Small-scale farms are an important way to provide food to communities quickly, and are also a place where community members can develop and maintain farming knowledge and skills and generate income. Small-scale farms can contribute to biological diversity with multiple cropping systems, which is better for the soil than one-crop planting, the norm in large corporate farms.

Small farms can also manage natural resources in ways that benefit the community and safeguard the environment.

However, small-scale farmers often lack credit, technology, access to market and other resources to increase production of food. Caritas Australia works with small-scale farmers in many regions across the world.

Most of the food grown in large commercial farms located in developing countries is for export, either for human or animal consumption, or for agro-fuels, rather than for the local community.

SEED DIVERSITY

Farmers are local experts who work to ensure that the seeds they plant have everything they need to thrive. They use seeds from local crop varieties that they have nurtured. These farmers' seeds are more affordable, often nutritionally superior, and better adapted to challenging growing conditions. They are the heritage and future of the small family farmers who use them to feed their families, their communities, and the world.

The Food and Agriculture Organization (FAO) estimates that 75% of biodiversity has been lost because of the profound transformation of world food production*. The corporate agriculture industry (this is those large-scale farms and big businesses- 'agri-business') has begun to replace the great diversity of farmers' seeds with industrial varieties, which is creating highly homogeneous crops.

READ



Caritas Australia's partner, Caritas India, is working to address this issue. Caritas India works to promote seed saving through seed banks, organising seed diversity fairs, increasing awareness about different organic ways to manage crops, and promoting traditional farming practice. Read more [here](#).

PLAY



Play the [Top Crop](#) game which looks at using sustainable practices and maintaining food supply for an increasing population.

WATCH



Sow Much Love
Canadian Catholic Organisation for
Development and Peace (Caritas Canada)

*The State Of The World's Biodiversity For Food And Agriculture Report 2019.

WATCH



Amidst the COVID-19 pandemic, there are fears that the first famine of the coronavirus era could soon hit, with millions of lives at risk. With many parts of eastern part of Democratic Republic of Congo already facing crisis levels of food insecurity, COVID-19 lockdowns and their socio-economic impact have pushed some communities into increasingly vulnerable conditions.



Source: Caritas Australia

TASK



Read the article "[Millions of Kenyan's go hungry every day. Why, and what can be done](#)" and complete the questions below.

1. What is the population of Kenya? How many face the issue of food insecurity and poor nutrition?
2. What does the article define as 'food insecurity'?
3. Explain the challenges Kenyans face in terms of food insecurity and:
 - a) Land
 - b) Weather changes
 - c) Cash crops
 - d) Farmers
 - e) Affordability
 - f) Infrastructure
4. Select one of the strategies the article identifies as a way to improve food security in Kenya, and with a partner, think about possible issues or resistance they may face in trying to achieve it.
5. What long term issues may arise if developing nations simply gave Kenyans more food to solve the issue?

Phany, 27, lives in a village in western Cambodia. Struggling to earn a living as a rice farmer, her family experienced food scarcity and she was forced to leave her young daughter behind to take up construction work in the city. In Cambodia, where 1 in 8 people live below the poverty line, the search for work can often separate families.

When Phany joined a Caritas supported program, gaining skills in productive farming and irrigation techniques, her life was transformed. Her community learned to work together for better water management, to combat drought and maintain crops year-round. Now Phany is reunited with her daughter because she can make a living in her home village. She now has enough food and income to support her family and send her daughter to school.

Phany lives with her husband and their eight-year-old daughter in a village in Kandieng district in Cambodia's Pursat province. Every day Phany worked hard in her fields but in recent years, like many other in her village, she noticed the weather was getting hotter and her crops were suffering.

The region experiences recurrent drought and water shortages, making it increasingly difficult to grow enough food or earn a living. The irrigation system in Phany's village was old and inefficient and didn't provide enough water for crops.

"We weren't earning much income, our meals lacked nutrition," Phany says. "We had no technical skills in vegetable and animal raising, I just farmed in the traditional way. We had debt with a high interest rate."

Over 70 percent of Cambodia's population live in rural communities. Farming families living in poverty are more at risk of food insecurity, and 35 out of every 1000 babies die due to malnutrition. When Phany's daughter was two, Phany and her husband had to leave her with family in the village to find construction work in Cambodia's capital city, Phnom Penh. For five years, Phany worked long hours, carrying heavy lime and bricks. Conditions were dangerous, wages were low, and she was often paid late. But it was the only way she could provide for her daughter.



Photo credit: Richard Wainwright

“I missed my child, I had never separated from her before. She stayed with her grandmother who was also sick,” Phany says, crying. “I used to dream of staying at home raising chickens and growing vegetables.”

In 2016, Phany joined the Upholding Community Dignity Together program, run by Caritas Australia, in partnership with the Environment Protection and Development Organisation (EPDO). Phany learnt new farming techniques, such as a drip irrigation system, which enabled her to get a better yield from her vegetable crops, and to conserve water for drier periods. She also learnt how to grow different vegetables and raise chickens and ducks, just like she’d dreamed. As well livelihood training, Phany’s community took part in health, nutrition, hygiene and disaster preparedness training. This armed them with better strategies to cope with environmental changes.

“Climate change is a problem, but the community lacked knowledge and had no strategy to deal with it,” says Phlong Sokly, EPDO’s Program Coordinator. “The community now thinks more about water management and adaptation to the change of season... People work better together when they need to mobilise resources for the community’s common good.”

Now Phany grows a wider variety of crops all year-round and is more aware of market needs. As well as rice, she grows cucumber, cabbage, and eggplant, which are expensive items to buy and therefore bring in a better income. The family is now able to afford a small house, they have enough food and clothes and can afford to send their daughter to school. Phany has become a role model for other farmers, and her whole community is benefitting.

“I am proud that I was a farmer who had no skills and now I can earn and improve my living, share my knowledge and also improve solidarity in the family and amongst our neighbours,” Phany says. “I live better than before, I’m not as tired. I can earn and live in the village, I don’t need to go to city to find job.”

Around 4700 people have benefitted from the program so far, including nearly 1200 families.

Sokly says Phany is an inspiration to her community. “Phany is a hardworking farmer and even though she faces a lot of challenges, she still keeps moving and learning. She persists, she has transformed herself.”

Phany has achieved a lot since she first joined the program and her future looks even brighter.

“I hope I have enough money to afford my daughter’s education, health treatment and to avoid being in debt,” Phany says. “For my family, I hope to own a plot of land to expand my vegetable and animal raising activity. For the community, I hope we have enough water for all year-round, to reduce migration to the cities, and that no one is trapped in debt.”

After reading the case study, fill in the below table to make connections to what you already know. Think about what you have learnt about hunger and food insecurity so far.

<p>CONNECT:</p> <p>How is the information presented in the film CONNECTED to what you already knew and have read about?</p>	
<p>EXTEND:</p> <p>What new ideas or information did you gain?</p>	
<p>CHALLENGE:</p> <p>What is still a CHALLENGE to get your mind around?</p> <p>What questions do you still have?</p>	

<p>What are the food security challenges in this community?</p> <p>What is the main food security challenge?</p>	
<p>What are the social, physical, economic or political factors that makes food access a challenge in this region?</p>	<p>SOCIAL:</p> <p>PHYSICAL/ENVIRONMENTAL:</p> <p>POLITICAL:</p> <p>ECONOMIC:</p>
<p>What causes of hunger and food insecurity does Caritas Australia and their partner address in this community?</p>	
<p>Who is involved in the solution? How is this related to the principle of Human Dignity?</p>	
<p>What Catholic Social Teaching principles are illustrated?</p>	

Inspired by the principles of love, compassion and solidarity from its Christian faith, Caritas sees the world's peoples as one global family.

To address the hunger that impacts this family, the work of Caritas member organisations ranges from emergency assistance to long-term development programs which focus on activities that can improve the lives of communities, such as small-scale agriculture, livestock breeding and agroforestry.

Caritas also promotes civic participation and advocacy on social and economic issues, such as nutrition, healthcare, education and access to markets. Caritas Australia works with communities in a way that addresses all aspects of a person's well-being – the physical, mental, economic, cultural, ecological and spiritual parts of their life – as being equally important.

TASK

Read the information about [Caritas Australia's Work on Food](#) then answer the following questions:

- What are the four key areas Caritas Australia focuses on in terms of addressing food insecurity and hunger?
- For each of those areas, explain what Caritas Australia is doing to address these issues.



Martina picking cassava leaves from her garden next to her home that she sells to market traders and also cooks as a vegetable with coconut oil. Credit: Richard Wainwright/Caritas Australia

TASK – STUDENT GLOBAL FOOD CONVENTION

In groups, you will be assigned a region where Caritas Australia currently, or has in the past, worked to achieve food security. In pairs, choose a country to investigate.

You will be the representatives for that country at a **Student Global Food Convention**.

As a country pair, present your findings and recommendations to other representatives in your region group.

One or two representatives from each region will then present to all other regions.

Use the 'Student Global Food Convention report' proforma to present your findings to the group.

RESOURCES FOR EACH REGION

[Asia](#)

[Africa](#)

[Pacific](#)

STUDENT GLOBAL FOOD CONVENTION PROFORMA

In groups, a pair of students are assigned one region where Caritas Australia works. Each country team will present recommendations that address their specific food security and hunger issues to other representative in their region. One representative for each region will then present to all other regions.

Read your case studies and use the following proformas to record your answers. You must also include a labelled map of your region.

<p>CATHOLIC SOCIAL TEACHINGS</p> <p>What Catholic Social teaching principles are illustrated?</p>	
<p>SIMILARITIES AND DIFFERENCES</p> <p>What similarities do you notice between regions?</p>	
<p>Read the '8 COMMANDMENTS FOR A FUTURE WITHOUT HUNGER'</p> <p>Which of the commandments are most applicable to your region? Give reasons why.</p>	
<p>AFTER GROUP PRESENTATIONS :</p> <p>What similarities do you notice between regions?</p>	

1. CONTRIBUTE TOWARDS EVERYONE ON EARTH HAVING ENOUGH TO EAT.

Is it enough, if you, your family, your friends and all in Australia are well fed? Or does every man, every woman and every child on this earth have the right to adequate food? This is what, in 1966, was laid down in a multinational treaty, approved unanimously by the General Assembly of the United Nations. And although enough food exists for everyone, one in every eight people in the world is hungry.

2. DO NOT FILL YOUR TANK WITH THE FOOD THAT HUNGRY PEOPLE NEED TO EAT.

The production of agrofuels uses, and uses up, fertile land; and yet generally, agricultural resources such as soil or water are limited. This also leads to an increase in conflicts over land use and sometimes even the forcible displacement of small-scale farmers.

3. HONOUR THE EARTH AND WORK TO COMBAT CLIMATE CHANGE, SO THAT YOU WILL LIVE A LONG LIFE AND SO AS TO GIVE YOURSELF AND ALL PEOPLE ON EARTH A BETTER LIFE.

No-one today any longer denies the reality of climate change. However, we know far too little about its devastating effects on the supply of food to people in the poorest countries of the world. Lack of rain leads to long-lasting droughts. Floods destroy soil over the long term and contribute towards land erosion. At the same time, for millions of people, drinking water is becoming more scarce. An internationally-binding climate-protection treaty with ambitious objectives is urgently needed.

4. LIVE SO THAT YOUR OWN LIFESTYLE IS NOT AT THE COST OF OTHERS.

What does your lifestyle have to do with the hunger of people in other countries? For instance, it is responsible for environmental destruction, climate change and the exploitation of vital resources. Hunger is a consequence of this. Anyone who changes their lifestyle in a responsible direction is also making a long-term contribution towards improving the circumstances of many hungry people. For instance, you can buy more fair-trade products, re-use instead of throwing away, use energy-efficient appliances, go by bike and use public transport more, etc.

Source: Adapted from Caritas Internationalis

5. DO NOT COVET YOUR NEIGHBOUR'S LAND AND PROPERTY.

Foreign investors are buying up huge areas of land in Africa, Asia and eastern Europe at knock-down prices. This land-grabbing benefits the rich countries to which the agricultural products grown on such land are exported. It rarely benefits a nation's own population, and most certainly not the local small-scale farmers, who are robbed of their rights and no longer able to produce for the local market.

6. USE YOUR AGRICULTURAL POLICY TO REDUCE HUNGER AND NOT TO INCREASE IT

Multilateral agricultural and trading agreements in many instances reflect the interests of the North, but prevent countries in the south from expanding and protecting their own agriculture. The establishment of local food markets is seriously hindered by cheap imports. Local farmers are frequently unable to compete with products from the North, which are often subsidized.

7. HELP PREVENT ARMED CONFLICTS AND WARS.

Wars and armed conflicts are causes of acute famine and chronic hunger. The economy stagnates, millions of people leave their homes, fields remain fallow, harvests are left to rot away. Through land mines and radioactive munitions, vast areas of land are left uninhabitable, and agriculture becomes extremely dangerous.

8. FIGHT HUNGER EFFECTIVELY THROUGH LONG TERM DEVELOPMENT

Paradoxically, most people who do not have enough food live in rural areas. However, if your own piece of land does not produce enough, if rains fail, or prices are unstable, if no safety net is provided, then hunger is a direct consequence. Aid achieves effective prevention and structural work; improved cultivation methods, irrigation, education and a strengthening of society all bring about long-term food security.

Source: Adapted from Caritas Internationalis

TASK



Write each of the '8 Commandments for a Future Without Hunger' in youth-friendly language.

There are many ways to help fight global hunger and food insecurity. Pope Francis teaches us to 'remember the poor'. Even though we might have enough food here in Australia, we are connected by economics and politics, and we all share the earth and have an impact on how food can be accessed by people all around the world.

We can take action on the personal, local, and global level. Actions taken locally can together, and over time, make a big impact globally. It is important to remember the things we can control and influence, in order to tackle larger issues. [Read more about the circles of control, influence and concern.](#)

1. SUPPORT COMMUNITY FARMERS IN DEVELOPING COUNTRIES BY DONATING TO CARITAS.

Caritas Australia works with people who work to look after themselves and their families. Sometimes they receive education, training or financial support for their farming and food production businesses. All these things are possible with your help as our Australian partners. Your [donations](#) have a significant impact.

The Catholic social teaching principle, Care for our Common Home, is important in the issue of food and we are called to consider the impact of environmental degradation not only for ourselves, but for people living in vulnerable and marginalised communities around the world.



Phany working in one of her gardens with newly planted vegetables at their home in Pursat District, western Cambodia. By using the drip irrigation system, plastic covering to keep in moisture and other techniques learnt through the program, she can now grow vegetables during the dry hot summer. Credit: Richard Wainwright



Kasniti works on her vegetable garden at their home in Pandeglang District, Indonesia. Credit: Laz Harfa

2. WE CAN ALL WORK TO CARE FOR OUR COMMON HOME.

Here are some things we can do:

Stop wasting food: Not wasting food and the resources used to create it respects the gifts of creation and is also a way to show solidarity with others.

Start a compost bin or worm farm: Putting our food leftovers into compost or a worm farm instead of landfill also reduces how much greenhouse gas is released into the atmosphere and reduces the negative impact of a changing climate on farmers around the world.

3. FIND OUT MORE ABOUT YOUR FOOD

Food sovereignty is the idea of reconnecting with our food. We need to consider how the food we buy has an impact on the food security of others around the world.

Buying from local producers can be a good way to get the freshest produce. It can also mean that food travels shorter distances and therefore has fewer 'food miles'. How far food travels does not account for the entire amount of greenhouse gases emitted during production.

It is more important to think about **how** the food was grown or produced.

Consider if the food was grown or produced sustainably or organically. Was it grown on a small-scale farm or industrial large-scale farm? Perhaps you can investigate if there are Farmers markets or community gardens in your area.

Small-scale farming both in Australia and overseas supports food sovereignty and has a more positive impact on the environment. Food that is grown overseas for export is not usually from small-scale farmers and does not support food sovereignty.



Cabbage is grown as part of the food security project at the San Isidro Care Centre in the Solomon Islands. Photo credit: Neil Nuia



4. BUY CERTIFIED PRODUCTS

As consumers we also have purchasing power. By buying products that carry the [Fairtrade](#), [UTZ certified](#) and [Rainforest Alliance](#) certification label and asking our supermarket to stock them, we are showing companies that there is a better way to do business; that you can treat workers with respect and still make a profit, as well as care for our environment and communities around the world.

You can use our [Fair Trade Resource](#) to explore this topic in more detail.

HOST A RICE LUNCH DAY

Raise awareness for the lack of resources in certain parts of the world by hosting a rice lunch day, where only rice is served to eat. Encourage participants to think about what it would be like to only consume a small amount of rice for each of their meals.

GLOBAL REALITY MEAL

Host the Global Reality Meal; a dramatisation where participants can experience and reflect on the inequality in our world

Find out more [here](#).

HOST A CARITAS KITCHEN

Share good food with good friends and the money you raise will help people in need to create better lives for themselves. It's easy: gather your guests, cook whatever you love and collect a donation.

It's a reminder that what you do in your kitchen can and does have an impact on what others can bring to theirs.

Find out more [here](#).



Click on the links below to view our Food Prayer and Liturgy.

**PRAYER FOR
FOOD IN
OUR WORLD**

**FOOD
SECURITY
LITURGY**

+ Thank you ✱



www.caritas.org.au