

# THE RIGHT TO FOOD: A Window on the World

Illustrated by Young People for Young People





**The Food and Agriculture Organization of the United Nations (FAO)**  
was founded in 1945 to help countries improve nutrition and agriculture  
and better the lives of rural people.

With 190 members, FAO works across the globe to fight poverty  
and hunger and achieve food security - access by all people at  
all times to the food they need to lead active and healthy lives.

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Web site: [www.fao.org](http://www.fao.org)

**The World Association of Girl Guides and Girl Scouts (WAGGGS)**  
is a worldwide movement providing non-formal education where girls and young women  
develop leadership and life skills through self-development, challenge and adventure.  
Girl Guides and Girl Scouts learn by doing.

The World Association brings together Girl Guiding and Girl Scouting Associations  
in 144 countries. It is the voice of girls and young women who influence issues they  
care about and build a better world.

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# Contents

About This Book ..... 4



Side by Side and Worlds Apart - Brazil ..... 6



Finding Ancient Arrowheads - Canada ..... 16



In the Name of the Law - India ..... 26



Trees, Fish and Orang-utans - Indonesia ..... 36



Just the Right Mix - Italy ..... 46



Water, Water Everywhere - Jordan ..... 56



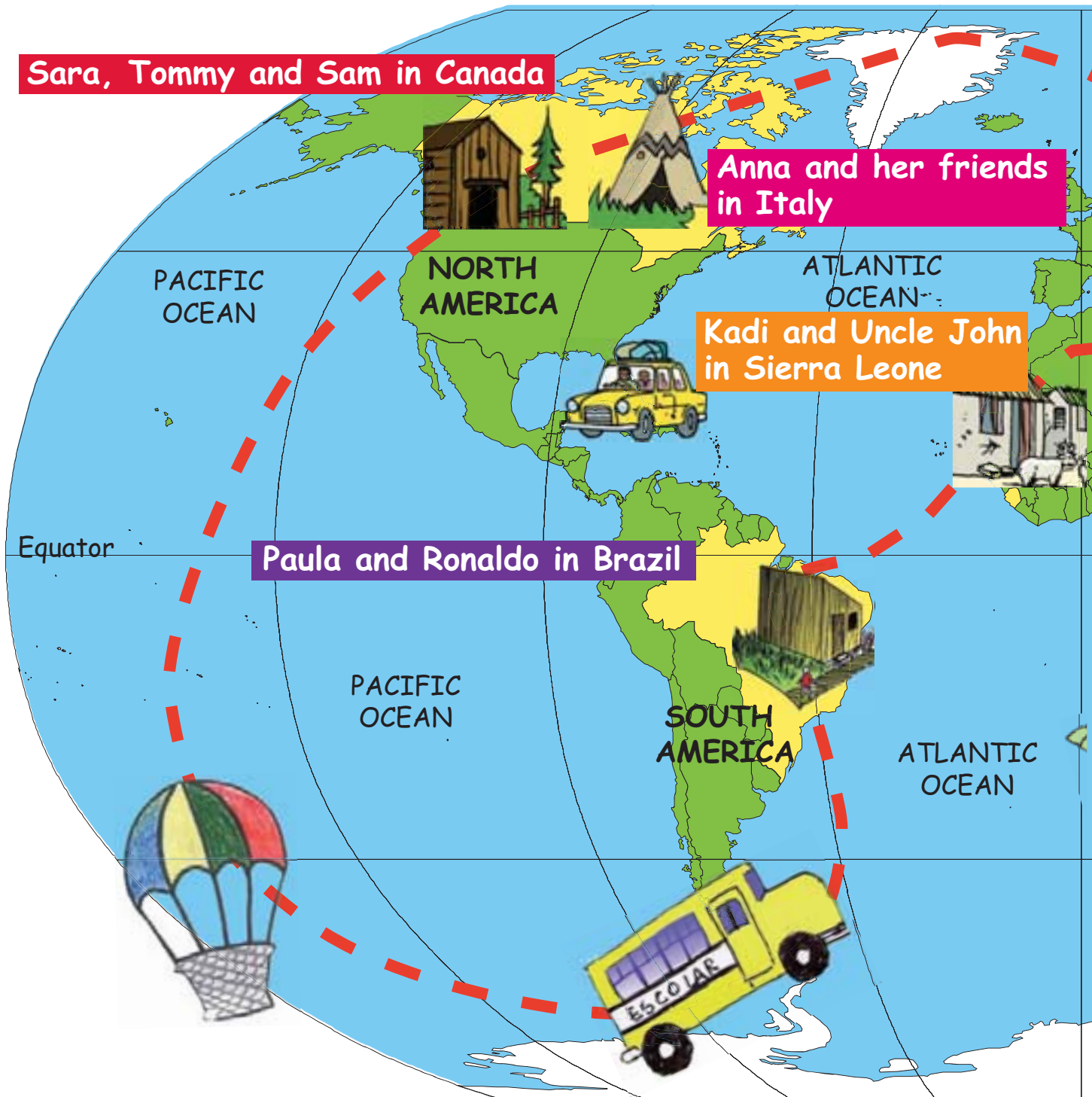
Starting Over - Sierra Leone ..... 66



No One Left Behind - Uganda ..... 76

# THE RIGHT TO FOOD: A

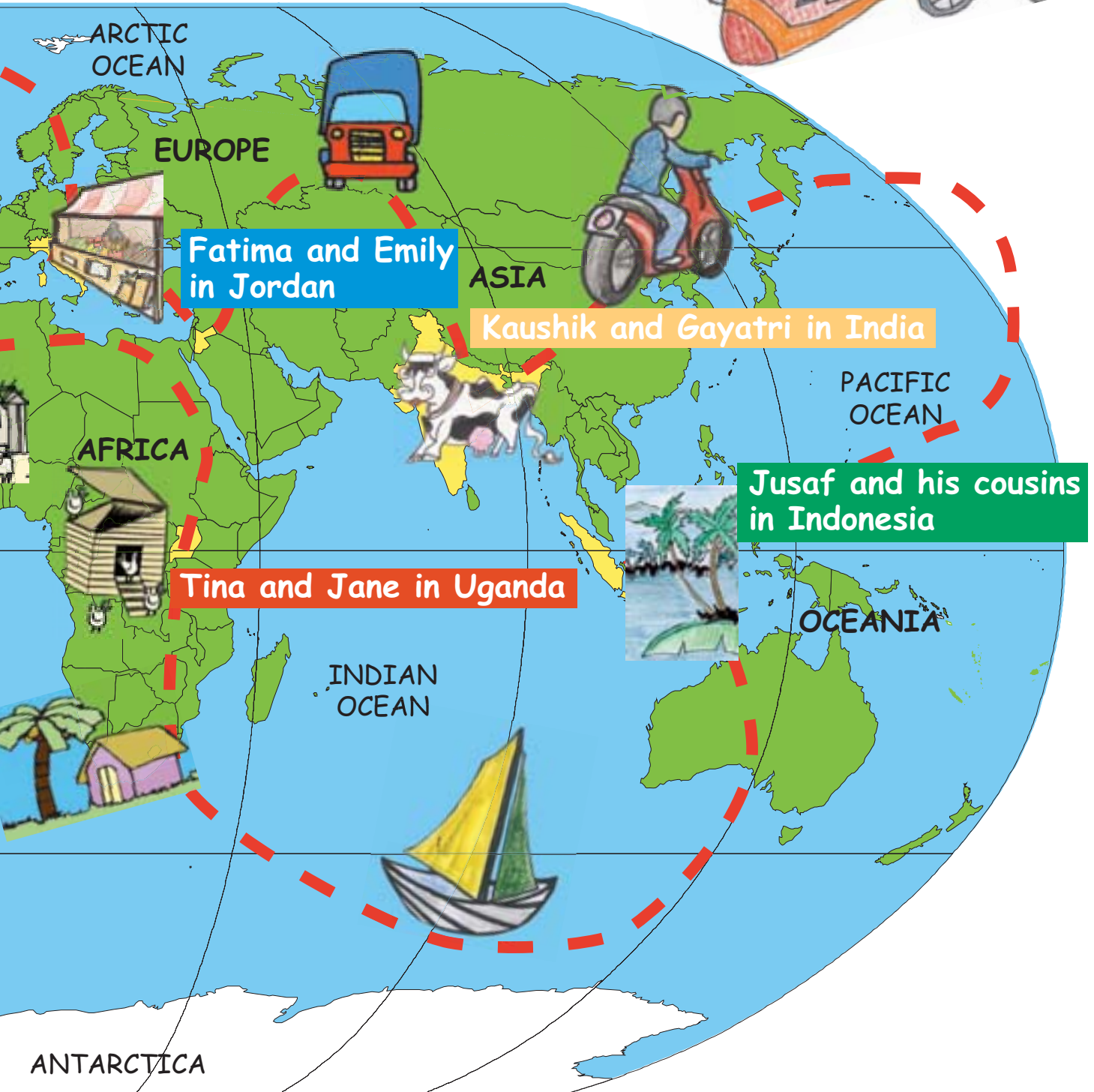
## Discover the world and the





# WINDOW ON THE WORLD

right to food together with...



# About This Book

**This is a book about the right of every human being to be free from hunger.** It tells eight different stories about people in eight different countries. All of the stories are about making sure that all people, no matter what their cultural, economic or social situation, can get the food they need.

**Many millions of people in the world never get enough to eat.** When people do not have enough food or enough of the right kinds of foods to meet their body's needs, they will be hungry and **malnourished** and will not be able to lead healthy and active lives. Many will die. Food is so important for life and health that governments all over the world have recognized that people have a **right to food**.

**The right to food means that all people have the right to feed themselves and their families with dignity.** People must be able to grow or hunt or catch the food they need or earn enough money to buy it. Fulfilling the right to food means ensuring that people have the knowledge, skills, resources and opportunities they need to get food for themselves. It also means that when people, for reasons beyond their control, are not able to feed themselves, they still have a right to food and they must be helped until they are able to feed themselves again. By recognizing that people have a right to food, national governments have committed themselves to doing everything possible to make sure that all of their people have enough to eat.

Each story in the book points out different important features of the right to food. By reading these stories, you will understand that:

**Everyone has the right to obtain and enjoy food in a dignified way**

It is a right that is due to every person.

**Fulfilling the right to food means that everyone must have access to nutritionally adequate and safe food**

Freedom from hunger and malnutrition means that all people must be able at all times to get a sufficient amount and variety of good quality and safe foods to meet their body's needs.

**malnourished:** people who are unhealthy as the result of eating too little, too much or not having the right variety of food

**right to food:** the right of every man, woman and child to always have enough food for a healthy and active life

**violate:** break a law or a rule



At the beginning and at the end of each story you will find:



the key right to food messages for that story.

some facts and figures about the country in which the story takes place.

interesting points to think about while reading the story.

a chance for you to express your own thoughts on the story.



## National governments must meet certain obligations on the right to food

Governments must do everything possible to make sure that all of their people are free from hunger and have access to adequate and safe food. They must help people who are not able to get adequate food on their own and they may not take any actions that prevent access to food or **violate** the right to food.

## All members of society have responsibilities in the realization of the right to adequate food

Everyone - individuals, families, local communities, non-governmental organizations, civil society organizations, the private business sector - has responsibilities in securing and protecting the right to food for the local and global community.

Want to know more about the right to food? See the Activity Guide that goes with this book, and:

FAO Right to Food [www.fao.org/righttofood](http://www.fao.org/righttofood)

Feeding Minds Fighting Hunger [www.feedingminds.org](http://www.feedingminds.org)

The United Nations CyberSchoolBus [www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)

UNICEF Voices of Youth [www.unicef.org/voy](http://www.unicef.org/voy)

## Did you know that...



**poverty and inequality lead to hunger and malnutrition.** Food and other basic goods and services that affect food security, health and nutrition - clean drinking water, a clean environment, safe housing conditions, schools, health care services - must be available for all people, including the poorest.

## This is my country

**With about 180 million people,** Brazil is the largest and most populous country in South America.

**One out of five Brazilians** - over 40 million people - lives on less than two dollars a day.

**Nearly 16 million people,** including many children, are hungry.

**Many people live in slums** which lack basic services and work opportunities.

**Life in the countryside is hard:** nine out of ten rural people lack access to clean drinking water and most rural houses have no toilets. Nearly five million rural families are landless or struggle to survive on small pieces of land.

**Yet Brazil is not a poor country.** It is one of the major food producers and exporters in the world. Brazil is also doing well in education: almost all boys and girls (97 per cent) go to primary school.

**The Zero Hunger Programme,** a massive national effort aimed to fight hunger, malnutrition and extreme poverty, was launched by the Brazilian government in 2003.



## Read my story to find out...



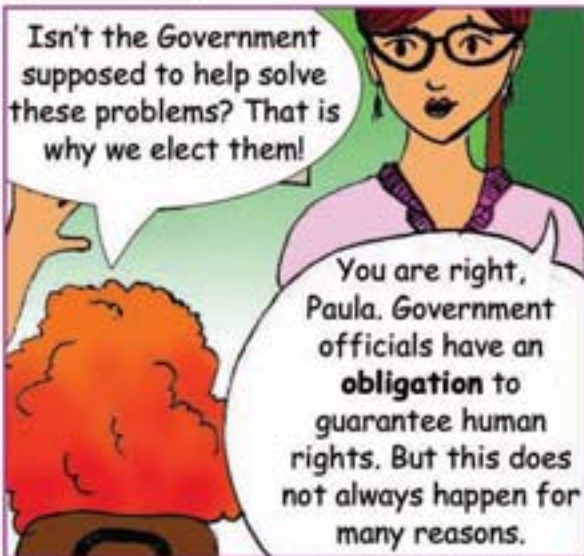
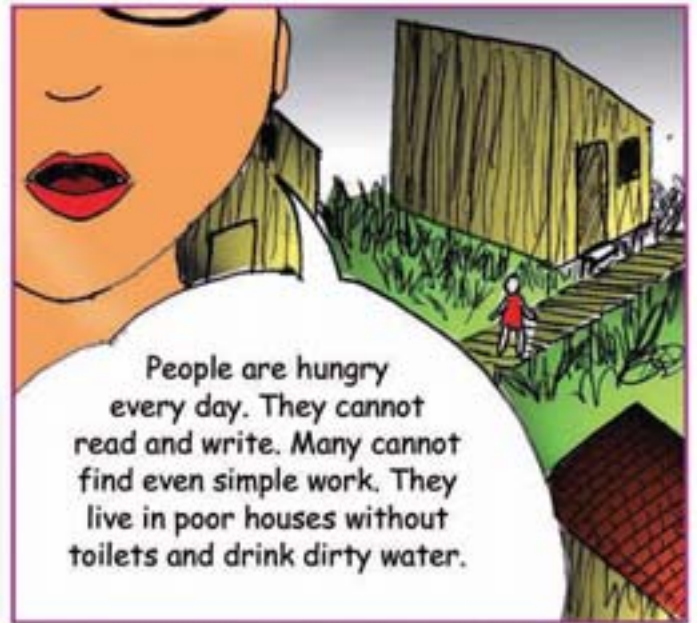
**Why** people in Vila Esperança are hungry and sick.

**What** needs to change to make life in Vila Esperança better.

**How** the community is helping itself and what we can do to help the community.



# Side By Side and Worlds Apart



**human rights:** advantages that should belong automatically to everyone, such as life, education, health care, shelter, food

**poverty:** not having enough money for basic needs - food, shelter, clothing

**obligation:** duty, something a person should or should not do



# Side By Side and Worlds Apart

THE TEACHER HAS ORGANIZED A SCHOOL TRIP TO VILA ESPERANÇA, JUST OUTSIDE A BIG BRAZILIAN CITY. THE PEOPLE WHO LIVE HERE LEFT THE RURAL AREAS BECAUSE OF POVERTY, UNEMPLOYMENT AND LAND DISPUTES.



Hi. How are you?  
What is your name?

Ronaldo.  
And yours?



NOOOO!

We are going to visit Vila Esperança. Have any of you already been there?



Paula. I am ten. How old are you?

Twelve.



Do you go to school?

I stopped going to school a few years ago. I started working to earn some money and help my mother and my younger brothers.



Twelve?! I thought you were younger... My eight-year old brother is taller than you.

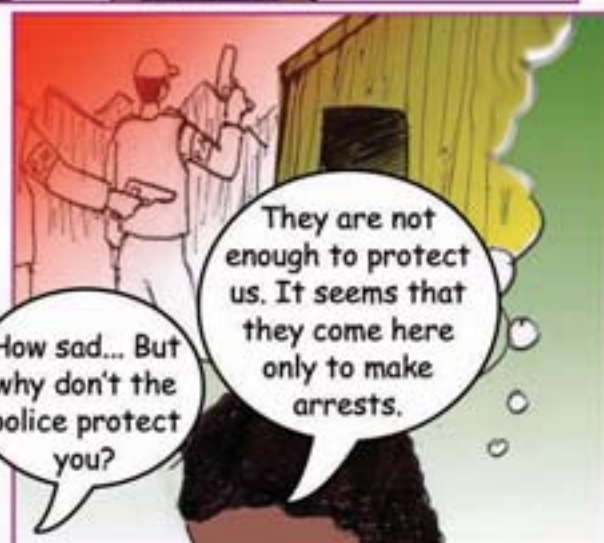
Yeah, I know. My mother worries that I will not grow and be healthy because I don't have all the foods I need.



unemployment: not having work

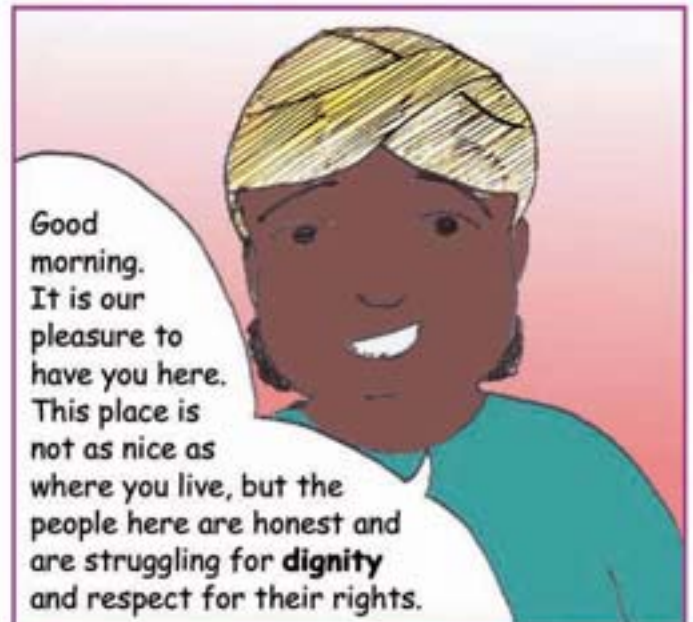
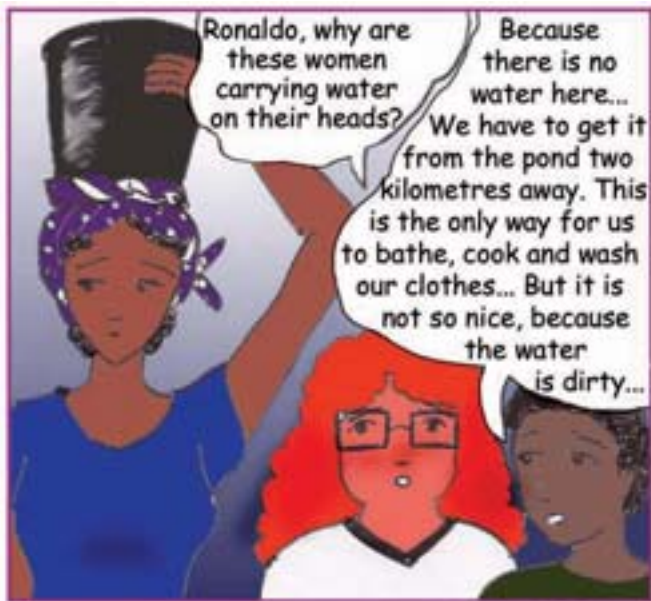
land dispute: disagreement over who owns a piece of land





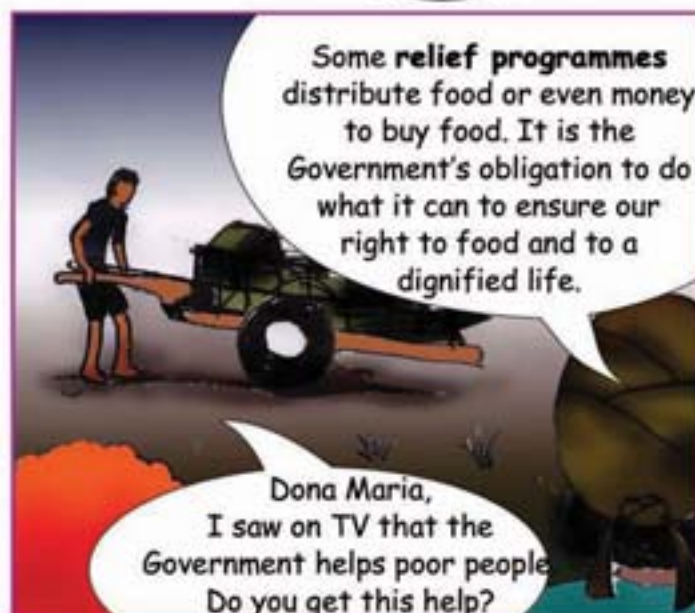


# Side By Side and Worlds Apart



dignity: sense of worth, pride or self-respect  
charity: something given to a person in need





**relief programme:** temporary help - money, jobs, food, clothing, clean water, shelter, health care - given to people in need



# Side By Side and Worlds Apart

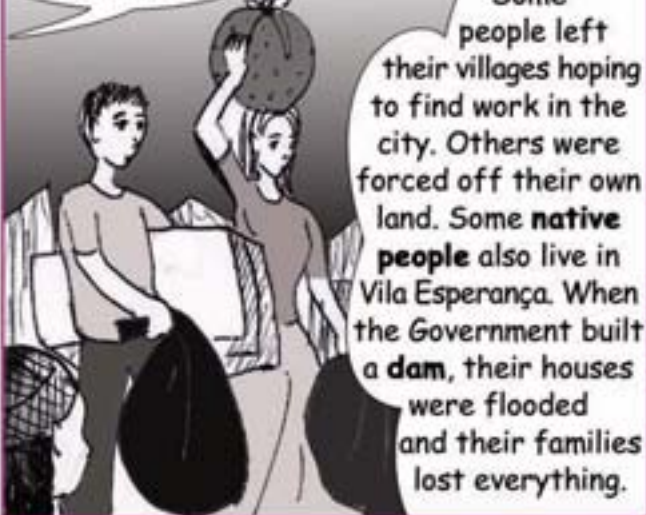
Well, our life here is very hard. If you look around closely, you will notice that we lack many things you take for granted. Many children do not go to school because they have to help their families. Others become street children because they have no home.



When we came here more than twenty years ago this was abandoned land. There was no fence and no owner. So we occupied the land and built our huts.



And where did you come from?



Some people left their villages hoping to find work in the city. Others were forced off their own land. Some **native people** also live in Vila Esperança. When the Government built a **dam**, their houses were flooded and their families lost everything.

Some families were able to build good houses. Others still live in canvas tents and sleep on the ground.



And now is this place yours?



No, Davi. The city is growing and some rich men who call themselves the owners of this land tried to force us out. Many huts were burnt. The police destroyed the tiny gardens where some families tried to grow their food. These actions denied us many of our basic rights.

Dona Maria, but it is not fair! Why do newspapers and TV keep silent?! People must know about it!!



You are right, Paula. It is not fair. We know our rights, but there are powerful men with influence who control newspapers, radio and TV. Many of them have friends in the courts and in the Government. It is difficult for us to oppose them.

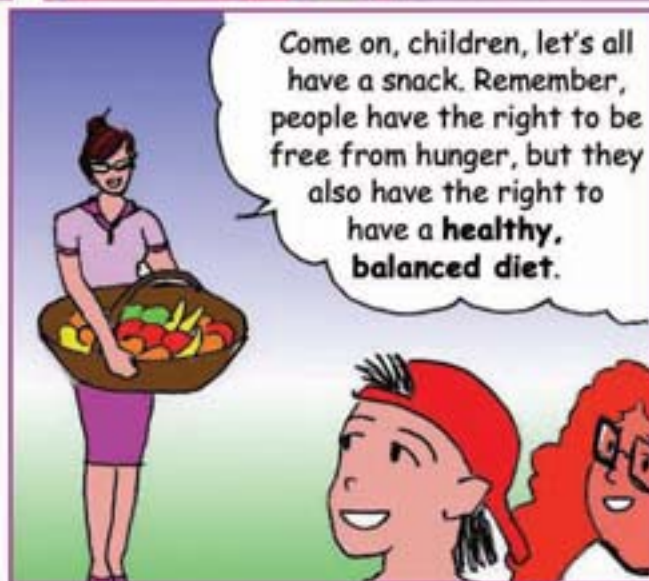
**native people:** people who have lived in a particular region for thousands of years, the original inhabitants of a place

**dam:** a barrier built to hold the flow of water





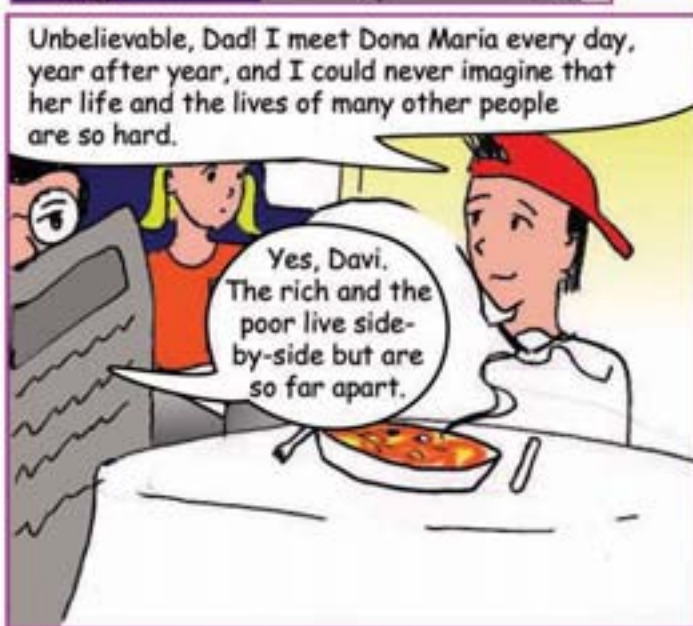
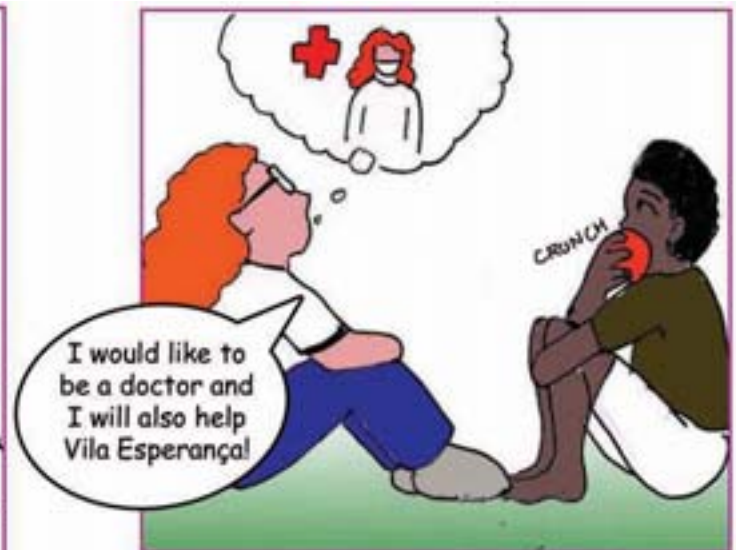
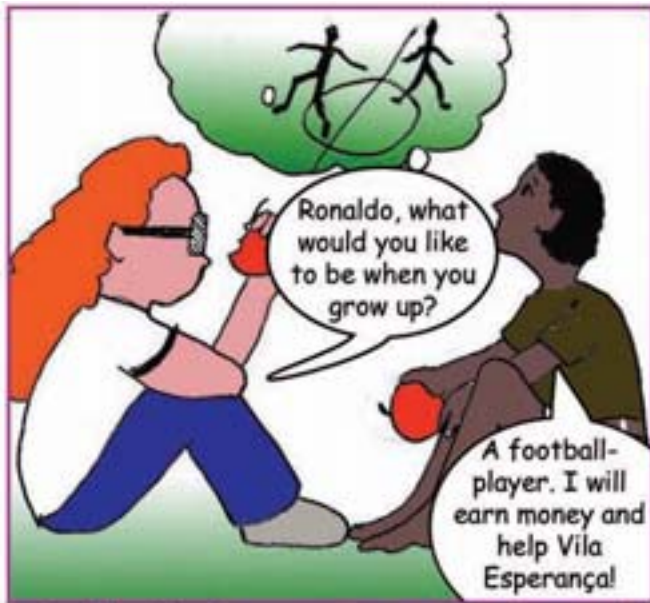
Pedro was one of the first to arrive in Vila Esperança. When they tried to force us out, he attracted attention to our problems. He collected signatures, organized demonstrations, wrote letters to local and national newspapers and TV and created the Association.



**healthy balanced diet:** a diet that provides an adequate amount and variety of foods to keep a human body healthy and help it grow



# Side By Side and Worlds Apart





So, what do YOU think?



Have you thought about...

**why** Mrs. Fernandes wanted Paula, Davi and their schoolmates to go to Vila Esperança?

**how** Ronaldo's life is different from Davi's?

Is it fair that...

**some people** do not have enough food to eat, while others have plenty?

**people who are poor** do not have the basic things they need for a dignified life?

**some children** live and work in the streets instead of going to school?



Everyone can do something

**Dona Maria** carried out many activities to make things better in Vila Esperança. What can be done in your community?

## Did you know that...



**Individuals and communities have the right to voice their opinions** and participate with local governments in decisions and actions that affect their right to food.

## This is my country

**There are about 31 million people living in Canada.** It is a wealthy and food-secure country.

**Yet, one in ten people - 3 million Canadians** - were living in poverty in 2001.

**Three out of every four Canadians** believe that hunger is a problem in their country.

**Over 800 thousand Canadians received food aid in one month in 2005.** About 330 thousand of them were children and young people.

**People most likely to be poor and food-insecure in Canada** are single mothers and their children, disabled people, unemployed and aboriginal people.

**About one million Canadians are aboriginal.** Most of them have moved to towns and cities, where their traditional lifestyles and diets are adapting to city living.

**To improve food security for all Canadians,** many cities and towns adopted Food Charters, built on Canada's international commitment to the human right to food.



## Read our story to find out...



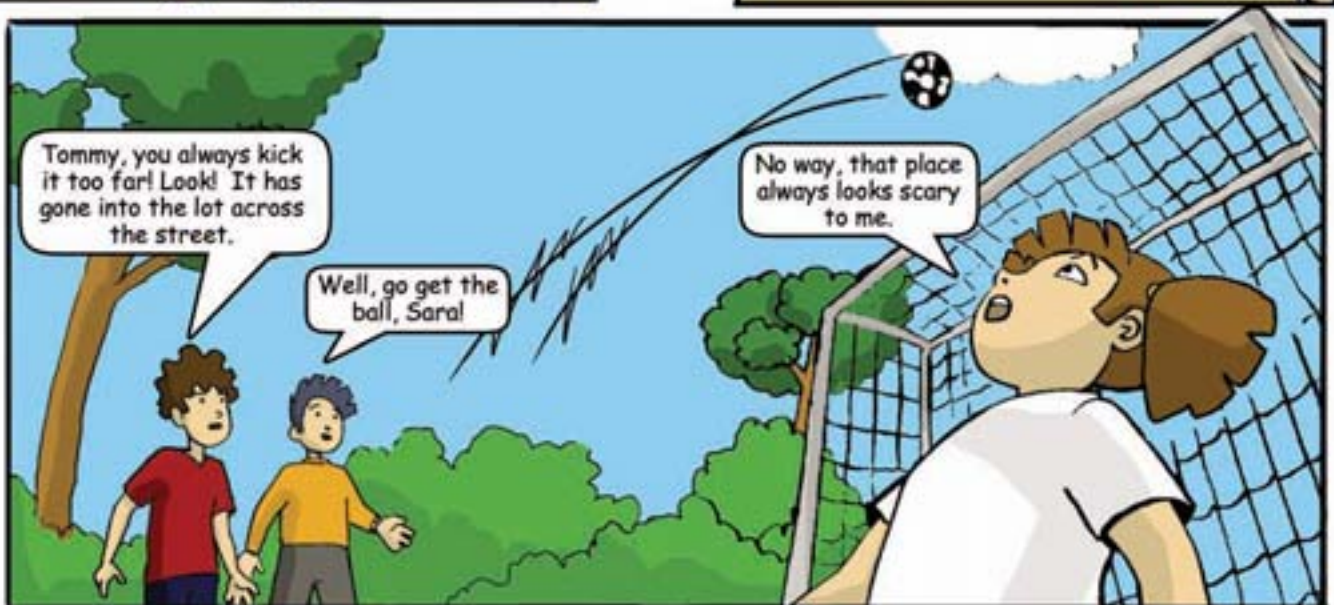
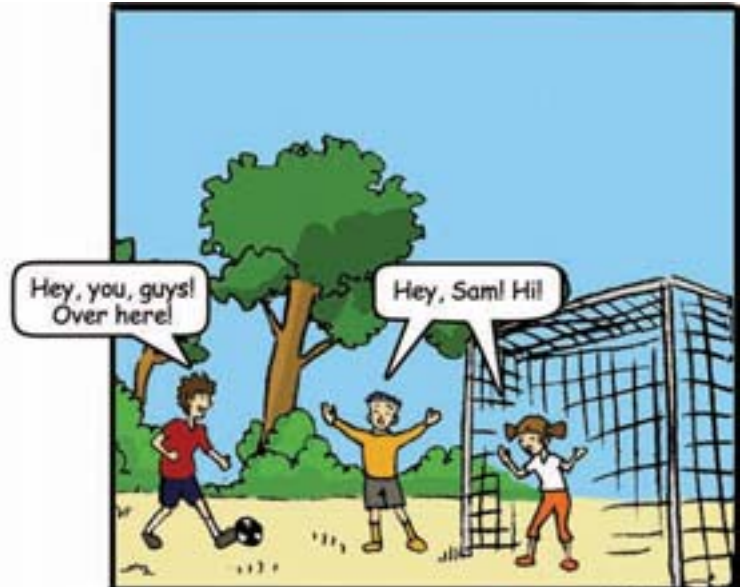
**How** taking away our land took away our ways of getting food.

**What** community action is all about.

**How** a Food Charter improved our access to food.



# Finding Ancient Arrowheads





# Finding Ancient Arrowheads



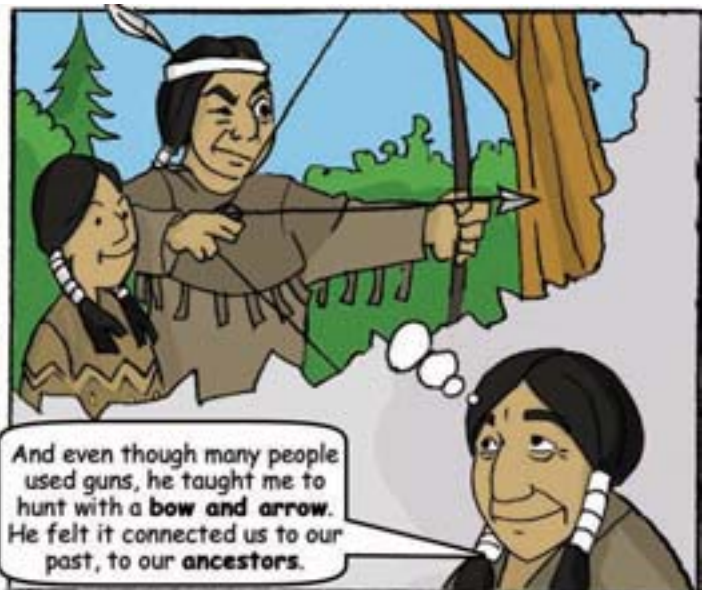
**arrowhead:** the pointed end of an arrow, usually made from stone or metal

**trapper:** a person who sets traps for animals in order to get meat or fur





We followed the animal tracks and trapped along their trails... We would walk for miles and miles every day just to check our trap lines.



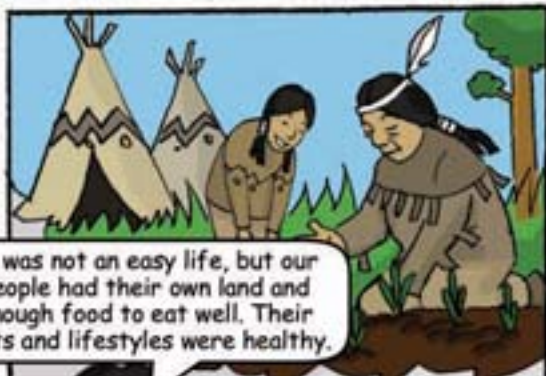
And even though many people used guns, he taught me to hunt with a **bow and arrow**. He felt it connected us to our past, to our **ancestors**.



He taught me all the best places to fish. We ate berries and other wild fruits.



When my grandpa was a boy, they had small gardens in the **fertile** land close to the river. If the river flooded, they just camped further away.



It was not an easy life, but our people had their own land and enough food to eat well. Their diets and lifestyles were healthy.



I suppose people were in good shape if you had to walk for miles just to try to find your food.



Well, by the time I grew up, many of those ways were changing... No more buffalo, the beaver were gone, we could not hunt and we had to live on land that was not good for growing food.



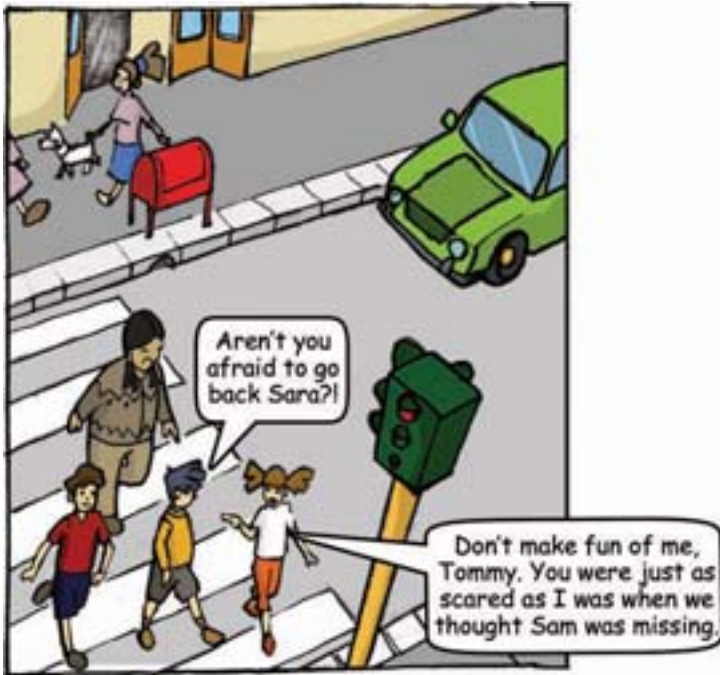
- bow and arrow:** a weapon used for hunting or sport
- ancestor:** those from whom we are descended: parents, grandparents, etc
- fertile:** land which is capable of growing healthy plants



# Finding Ancient Arrowheads

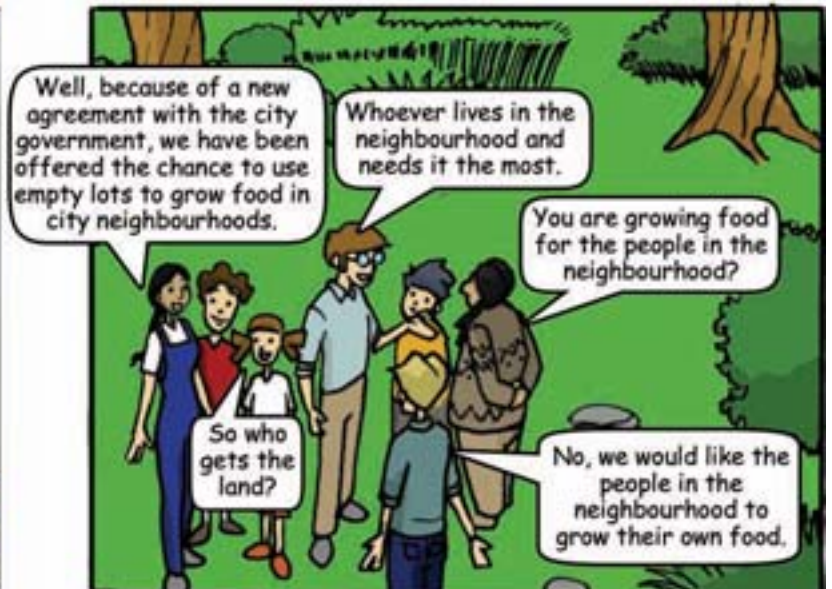






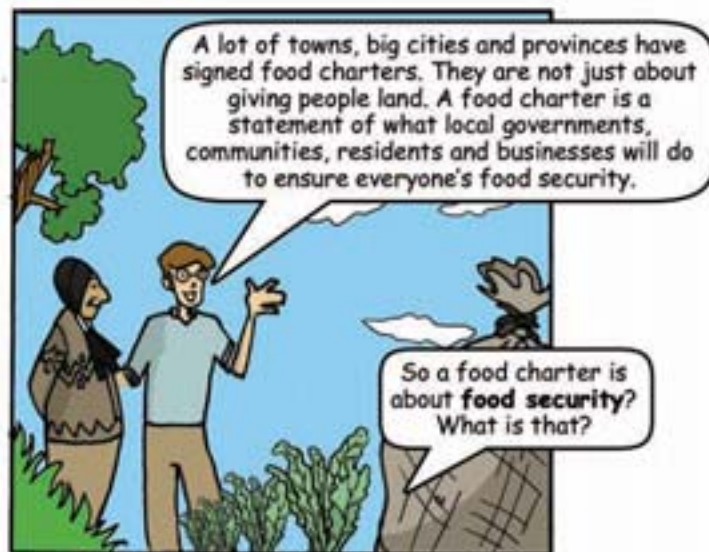


# Finding Ancient Arrowheads



**food charter:** a document to improve people's access to food created by citizens, communities and local governments

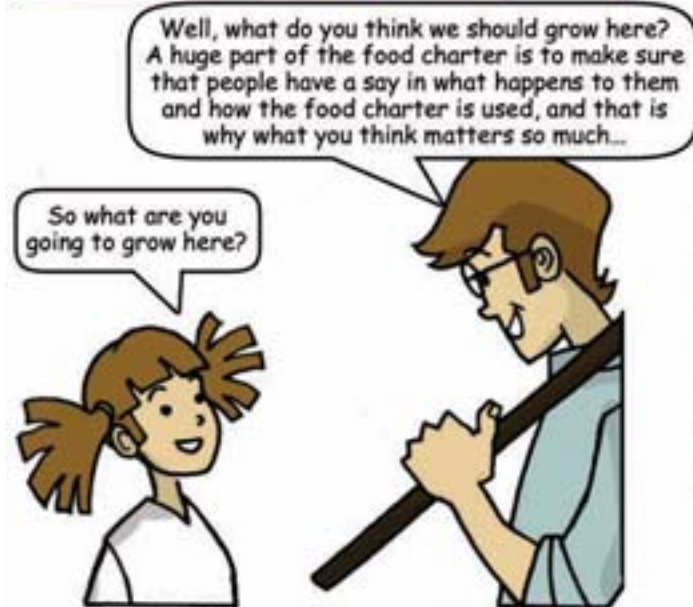




**food security:** when all people can always get the food they need for an active and healthy life



# Finding Ancient Arrowheads



**recycling:** the collection of waste products and packaging so that it can be re-used

**organic material:** things that come from plants and animals



So, what do YOU think?



## Have you thought about...



**in what** ways Grandpa's life has changed since he and his family were forced off their land?

**how** a Food Charter can improve life for Tommy, Sara and others in their community?

## Is it fair that...

**native people** were pushed off their land and their rights are not recognized?

**people** should have a say in actions that affect their right to food?



## Everyone can do something

**Start a community or a school garden** or join others who are already doing that.





## Did you know that...

**We all need to help people** who are not able to get adequate food on their own. Authorities can be held responsible by citizens for what they do or do not do to ensure the right to food for all of their people.

## This is my country

**With more than one billion people**, India is the second most populated country in the world. In the last century India recovered from a great famine, changing from a starving nation to a leading nation in the field of agriculture and technology.

**Yet, 850 million Indian people** live on less than two US dollars a day.

**One out of five Indians**, over 220 million people, are hungry. Malnutrition affects nearly half of the children under five years old.

**Rural poverty is widespread**: three out of four rural families lack tap water and toilet facilities and half of all rural women are unable to read and write.

**In 2001 India experienced "hunger amidst plenty"**. People were starving while about fifty million tonnes of grain were stored in public granaries across the country. The Supreme Court of India responded to this by directing state governments to provide every child who goes to government primary school with a nutritious, cooked meal.



## Read my story to find out...



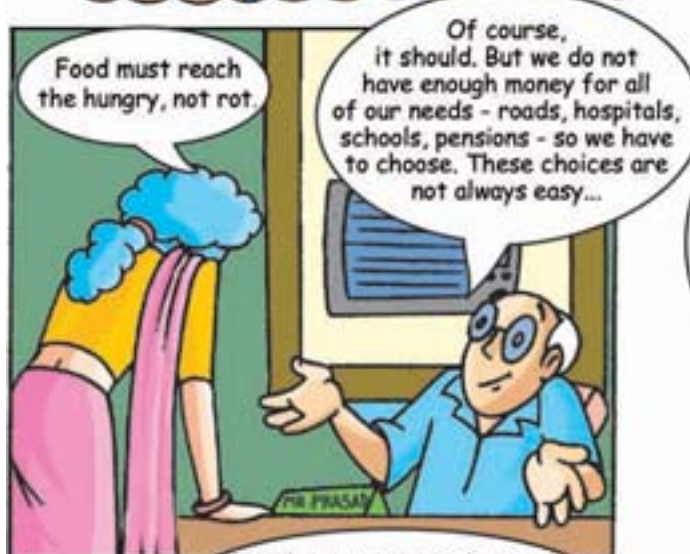
**How** we made our voices heard when we needed food.

**What** governments can do to help people who need food but are too poor to buy or grow it themselves.

**How** school lunches help us to be healthier and study better.



# In the Name of the Law



**right to food:** the right of every man, woman and child to always have enough food for a healthy and active life

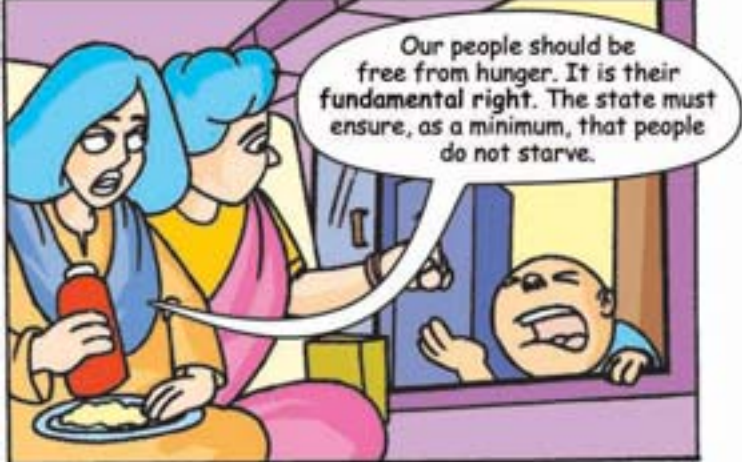
**debt:** money owed to another person or organisation

**ration shop:** a shop sponsored by the government where poor people can buy goods at a low price

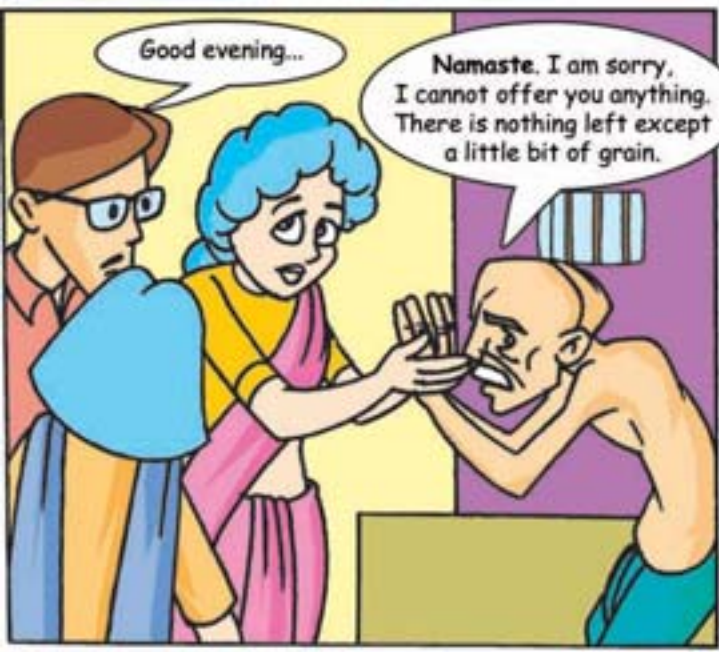


# In the Name of the Law

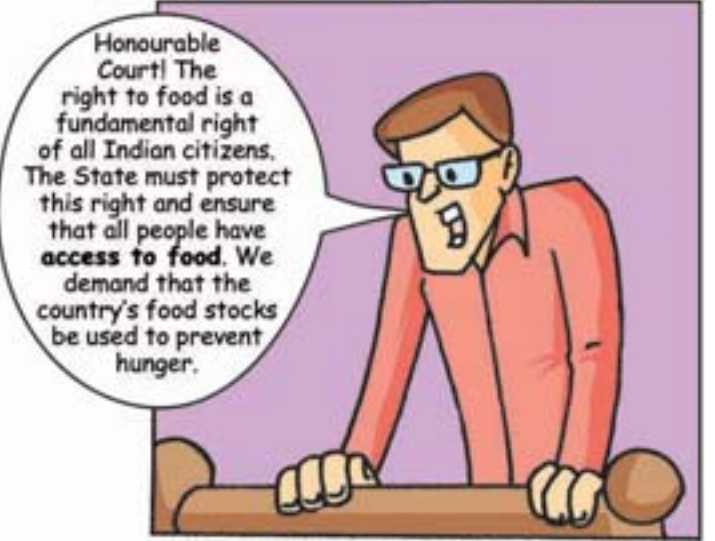
THE ACTIVISTS TAKE A BUS FROM THE CAPITAL TO THEIR HOME TOWN. AS THEY CROSS THE STATE THEY SEE POOR AND HUNGRY PEOPLE BEGGING FOR FOOD.



It is unacceptable that our people continue to go hungry! We must stop talking and take action. Let's go to the highest authorities.



MONTHS LATER AND AFTER MANY LEGAL STEPS... A HEARING BEGINS IN THE SUPREME COURT.



**fundamental right:** a basic right which everyone should have

**namaste:** a greeting in India

**Supreme Court:** the highest court of justice in a country

**access to food:** always being able to buy or grow enough food





**allowance:** a sum of money given to a person regularly



# In the Name of the Law



**vitamin:** substance found in small quantities in food and essential for the health and normal working of the body

**medicinal:** a food or substance which can be used as medicine



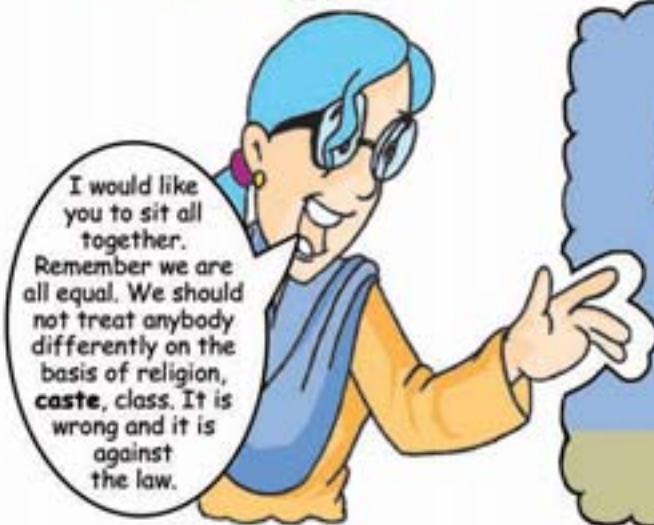


dalit: the name for the lowest caste of people in India

discrimination: when people are treated unfairly because of their race, colour, sex



# In the Name of the Law



caste: a social class in India

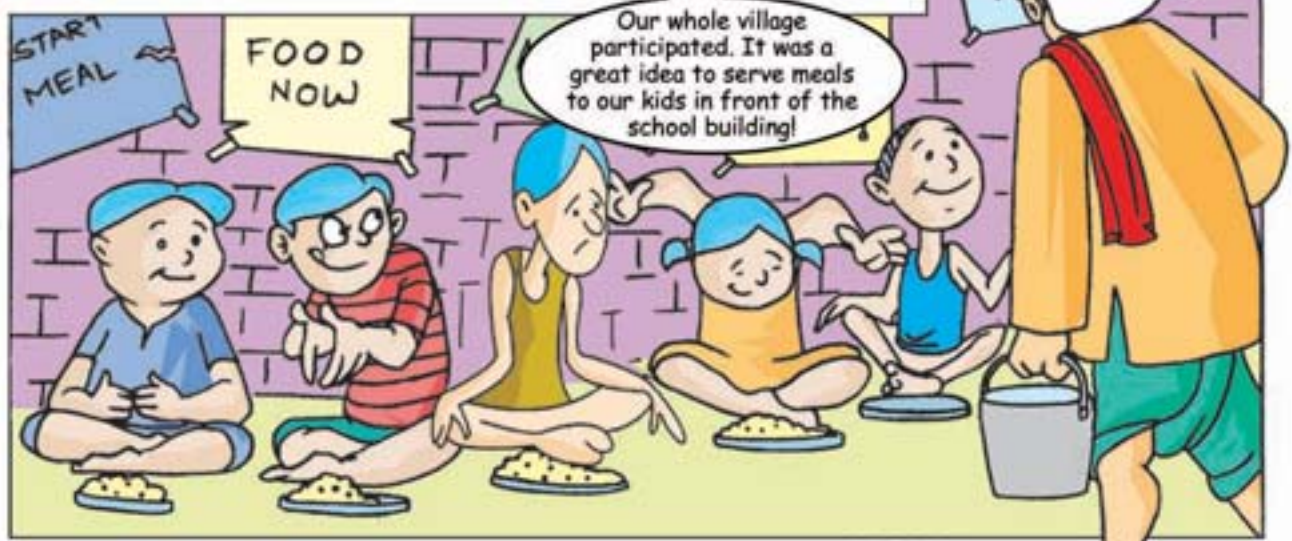


A NEIGHBOUR COMES IN.





# In the Name of the Law





So, what do YOU think?



Have you thought about...

**what** made the government take action to help hungry people?

**why** Gayatri and Kaushik study better now that they get a meal at school?

Is it fair that...

**sometimes governments** do not fulfil their obligations?

**some people starve**, while a country has extra food stored?

**people are treated differently** because of their religion, sex or origin?



Everyone can do something

**Choose a problem in your community** that you find unacceptable and do something to change it.



# Indonesia



## Did you know that...

**local governments, businesses or individuals cannot take actions** that take away people's access to food, and communities should be involved in plans and actions that affect their food security.

## This is my country

**With 217 million people**, Indonesia is the fourth most populous country in the world.

**Made up of more water than land**, Indonesia has over 13 thousand islands, over half of which are uninhabited. The country has ten per cent of the world's remaining tropical rainforests that supply people with food, medicinal plants and building materials.

**Indonesia has seen many crises in recent years** such as civil conflicts and natural disasters: earthquakes, volcanic eruptions, El Niño, floods and tsunamis.

**One out of two Indonesians** lives on less than two dollars a day.

**Over twelve million people - six per cent of the population - suffer from hunger**. One out of four children under the age of five (nearly five million) are hungry.

**Almost all young people under twenty-four years of age can read and write**, but only half of boys and girls are in secondary school.

**Indonesia recently started a school nutrition programme** in poor villages to provide children with locally grown snacks made by parents and teachers.



## Read my story to find out...

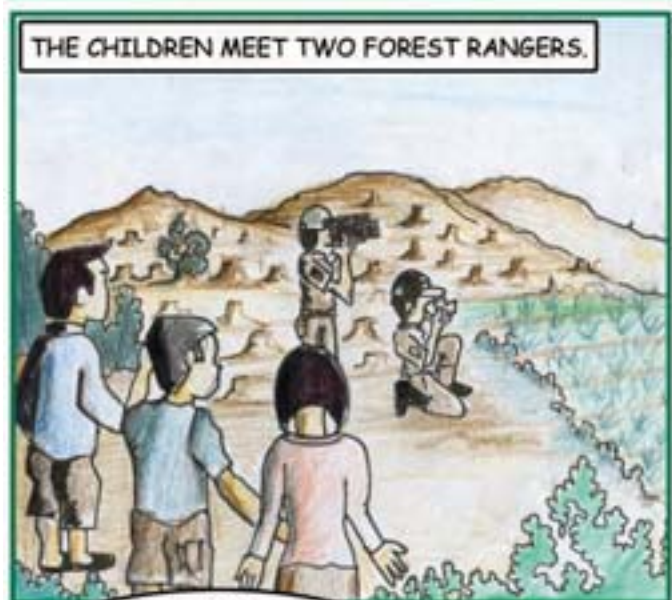
**How** destroying our forest and polluting our river affected our village.

**What** decisions we made to restore our environment.

**How** we learn to grow fruit and vegetables at school and why this is good for us.



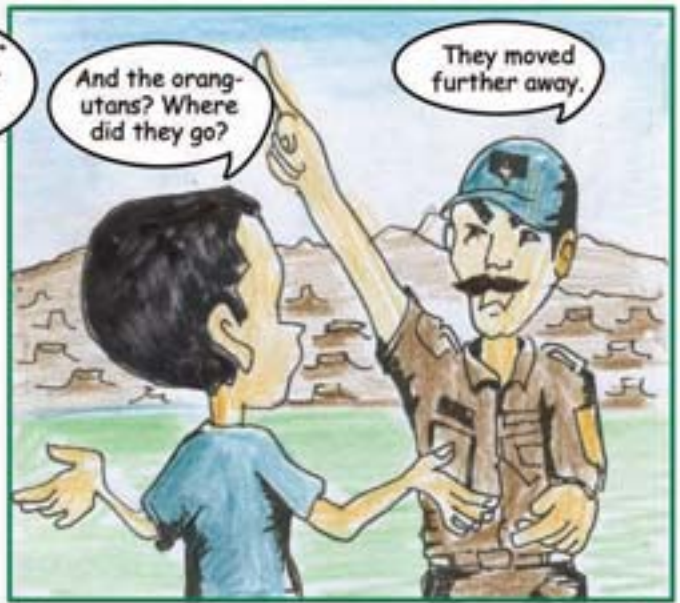
# Trees, Fish and Orang-utans



orang-utan: a large, long-armed monkey native to Indonesia  
logging: removing trees from a forest for timber

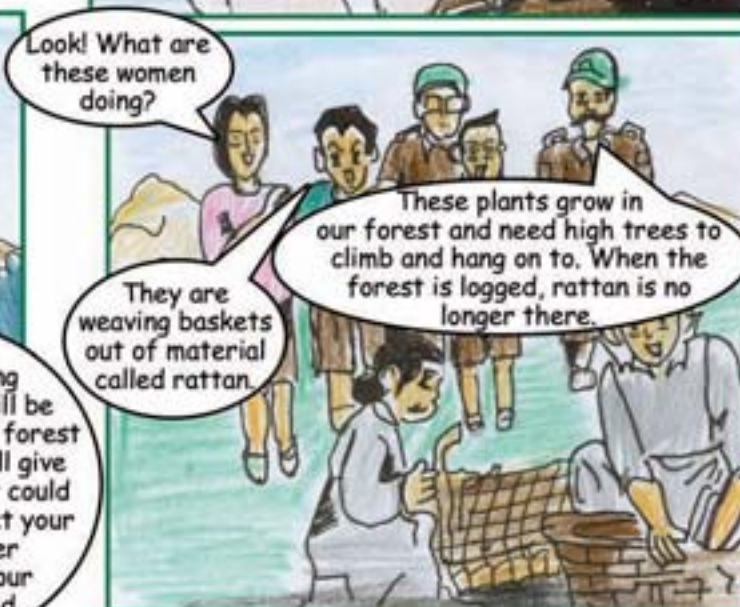
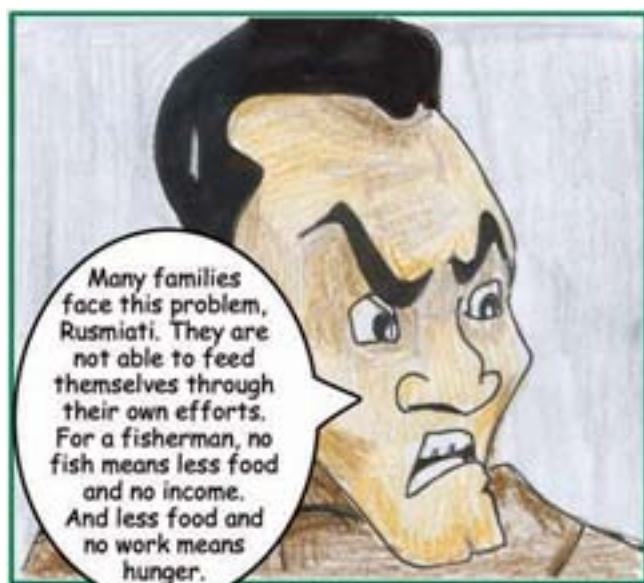


# Trees, Fish and Orang-utans



**pollute:** to release harmful substances into the environment





**violation:** when somebody breaks a law or a rule

**right to food:** the right of every man, woman and child to always have enough food for a healthy and active life

**obligation:** a duty, something a person should or should not do



# Trees, Fish and Orang-utans

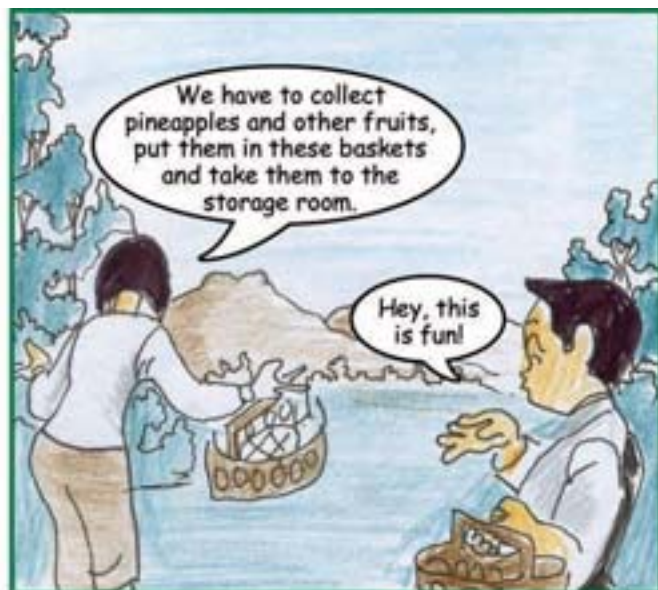
HAVING SAID GOOD-BYE TO THE GAME PARK RANGERS, THE YOUNG PEOPLE ARE ON THEIR WAY HOME.



THE NEXT MORNING...

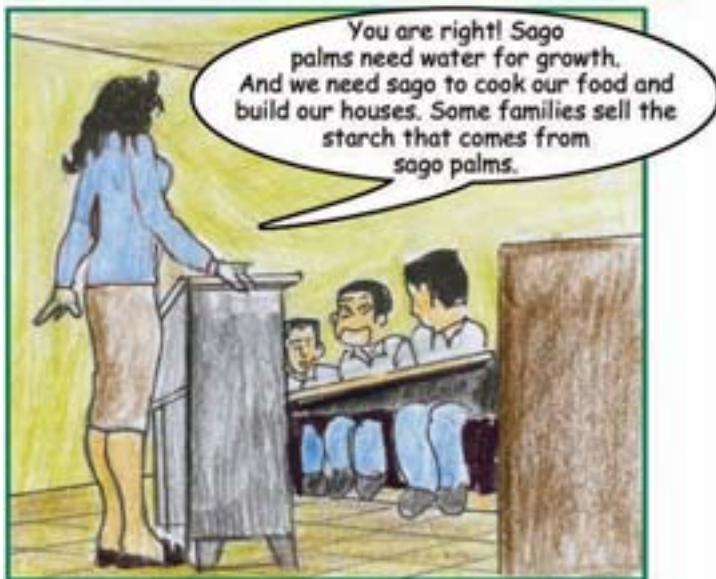








# Trees, Fish and Orang-utans



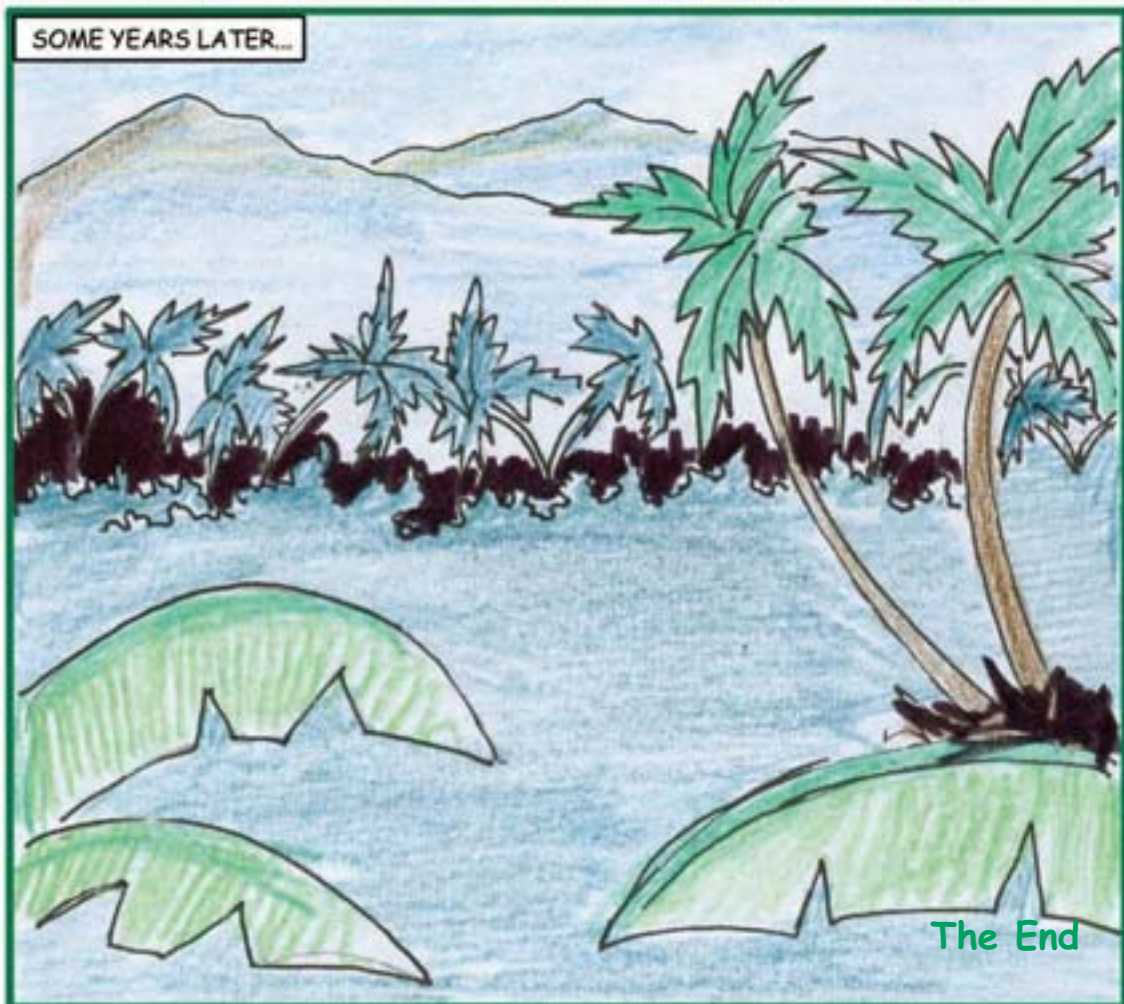
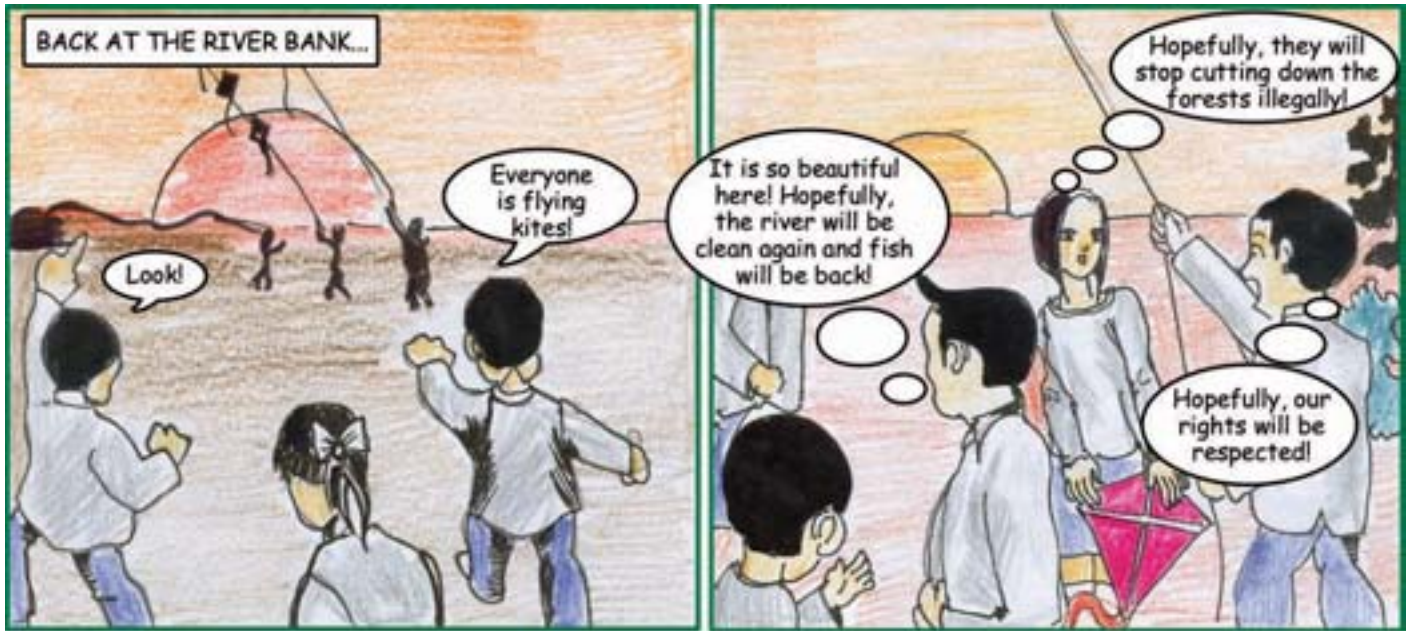
swamp: wetland covered by shallow water







# Trees, Fish and Orang-utans





So, what do YOU think?



## Have you thought about...

**how** many things changed for the people in the village when the forest was destroyed?

**how** people who lose their ways of making a living can get the food they need?

## Is it fair that...

**community leaders** sometimes make important decisions without involving the people?

**the government should help people** who have their access to food taken away?



## Everyone can do something

**Find out what important decisions** are being made by your community leaders and encourage your family, friends, neighbours and your school to get involved.





## Did you know that...

**we must have the right quantity and variety of safe, good quality foods to meet our body's needs** and we must have information on how to make the right food choices in order to be healthy and well-nourished.

## This is my country

**There are 58 million people living in Italy.** It is a developed, food-secure nation with one of the largest economies in the world.

**Yet, in 2004 seven and a half million people** - two and a half million families - lived in poverty.

**Some people in Italy are food-insecure;** in 2004 over 1.2 million Italians received food aid. The needy are elderly people, young mothers, children, refugees, immigrants, drug-addicts and people living with HIV/AIDS.

**Italians are known for their healthy and nutritious Mediterranean diet** based on fruits, vegetables, cereals, legumes, dairy products, fish, olive oil and some red meat.

**At the same time, malnutrition is a problem in Italy** where many adults and children are overweight or obese.

**Italy has nutrition education campaigns** for primary and secondary school children to promote informed food choices and healthy diets.



## Read our story to find out...



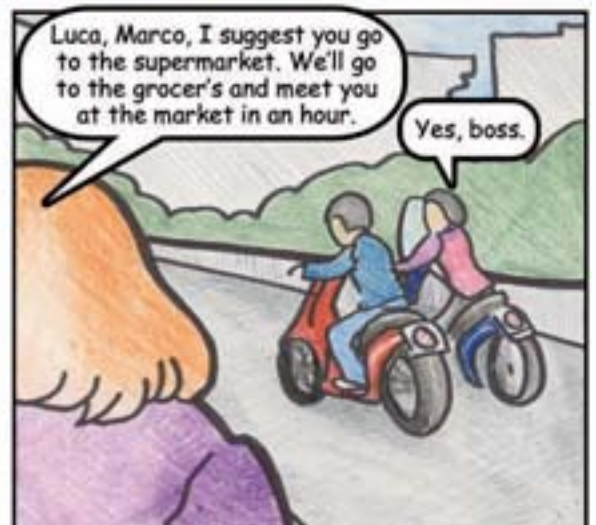
**What** we need to be healthy and well-nourished.

**What** we need to be able to make healthy food choices.

**Where** we can get information about food, nutrition and healthy diets.



# Just the Right Mix





# Just the Right Mix

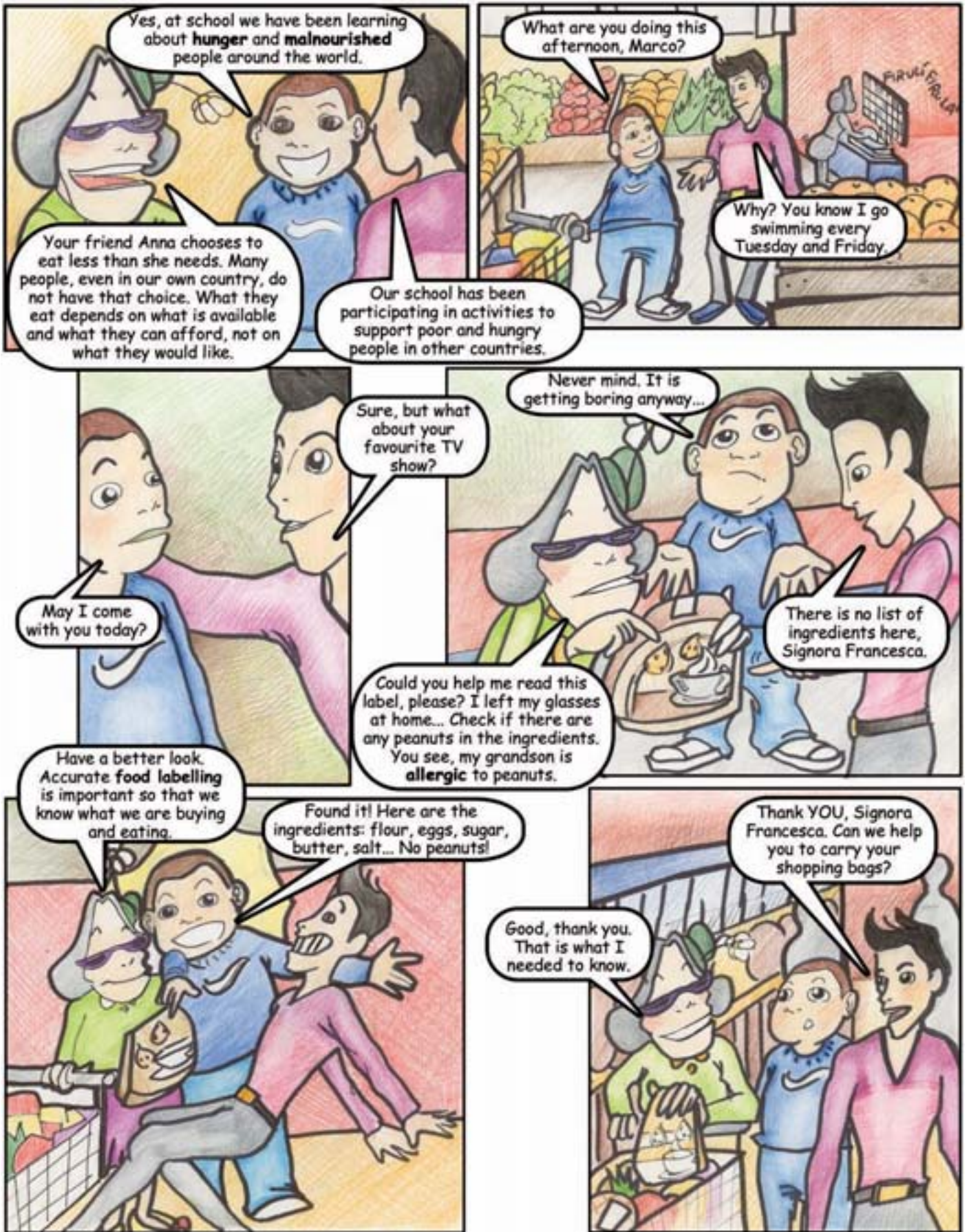


**life-styles:** different ways of living our lives

**calorie:** a unit for measuring energy that food gives us

**nutrient:** the part of a food that is stored and used by the body for energy, growth and repair, and protection from disease





**hunger:** not having enough food to meet our nutritional needs

**malnourished:** people who are unhealthy as the result of eating too little, too much or not having the right variety of food

**allergic:** an unpleasant reaction a person's body has to certain things, including food

**food label:** information about the food written on its package





IN THE MEANTIME, ANNA AND LISA ARE IN THE GROCERY STORE.



Bread, milk, tomatoes, olive oil...

What is it, Lisa?

Of course, I do. Why not? In fact, I love it. It is the best salad dressing I know



A shopping list, can't you see? I promised my mum I would buy her some food.

Olive oil? Do you really use it?



Isn't it fattening? I never eat anything with oil, because I am afraid of putting on weight. TV stars are all slim and have beautiful bodies and if I want to become...



Excuse me, I am afraid you are wrong. You should not avoid olive oil if you want to be healthy and beautiful. Actually you need to eat some of everything, many kinds of foods.



Different foods contain different nutrients and other healthful substances. No single food can supply all the nutrients in the amounts you need to grow and be healthy.

What do you mean? I need to eat fats and oils too?

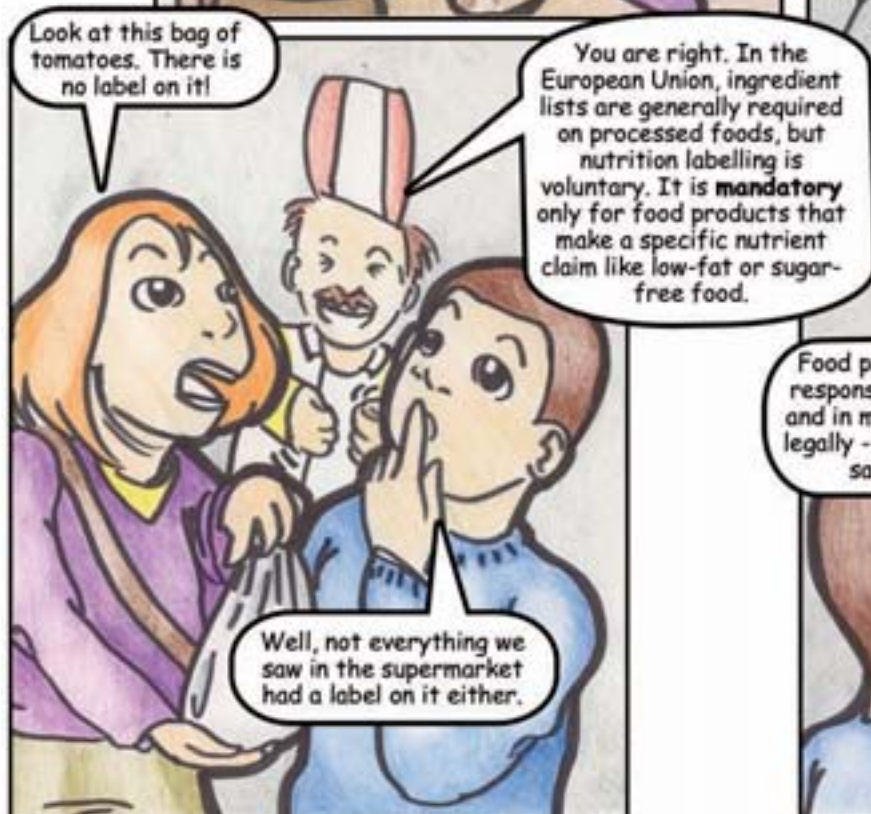




**vitamin:** substance found in small quantities in food and essential for the health and normal working of the body

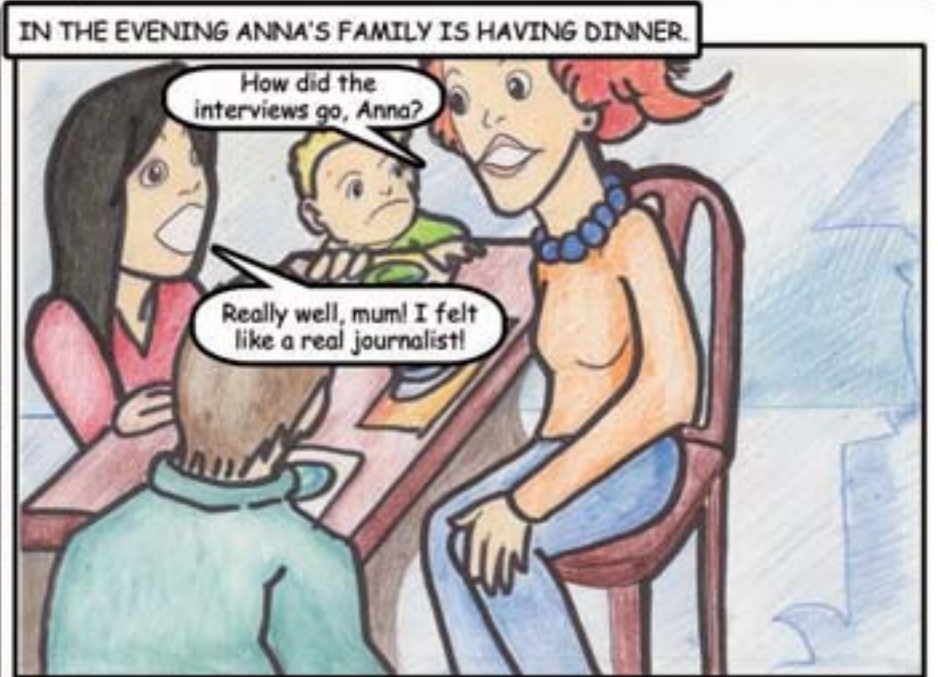
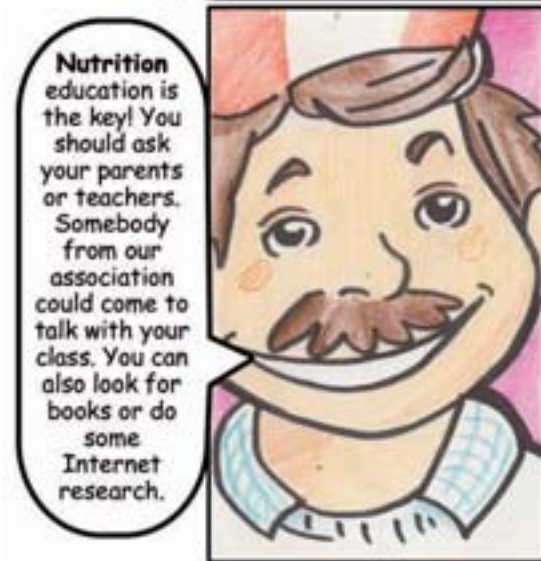


# Just the Right Mix



**mandatory:** something which must be done by law





**nutrition:** eating and using food for living, growing and being healthy



# Just the Right Mix



The End

**protein:** a nutrient needed to build and maintain muscle, blood, skin and bones

**fat:** component of food that gives energy to the body

**calcium:** a mineral present in some foods that makes our bones and teeth strong



So, what do YOU think?



## Have you thought about...

**why** some people have many safe good foods available to choose from, while others have little choice?

**why** Anna changed her mind about what foods she chooses to eat?

**what** a good, healthy diet is for you?

## Is it fair that...

**food producers should be responsible** for producing food that is safe for us to eat?

**the government should make sure** that we get the right information on foods and healthy diets?



## Everyone can do something

**Lisa, Anna, Marco and Luca are interviewing people** about the ways they shop for food and eat. Can you do the same?



## Did you know that...



**safe, clean water is necessary for life and health** and should be guaranteed and protected for all people in a fair and equal way.

## This is my country

There are **5.4 million people** living in the Hashemite Kingdom of Jordan, including over 900 thousand Palestinian refugees. Jordan is a stable and relatively prosperous country.

However, **400 thousand people (seven per cent of the population)** live on less than two dollars a day and are food insecure.

**Jordan is in the top ten of the most water-scarce countries** with a dry climate and few rivers. The country depends heavily on rainfall, 92 per cent of which evaporates.

**Two-thirds of Jordan's water** goes to irrigation of crops.

**An average Jordanian uses 85 litres of water a day**, an Australian uses 440 litres a day and an American - about 600 litres a day.

**Jordan deals with its water shortage by rationing water year round**, rehabilitating ancient cisterns, drip-irrigating, treating wastewater, installing water saving devices and rooftop tanks, as well as educating the public on water issues.

**Education is a priority in the country**, with an increasing number of girls in school. Nine out of ten children go to elementary school.



## Read my story to find out...



**Why** everyone needs clean water for good food and health.

**How** we can save water in our houses, gardens and farms.

**What** we did to help people have enough safe drinking water.

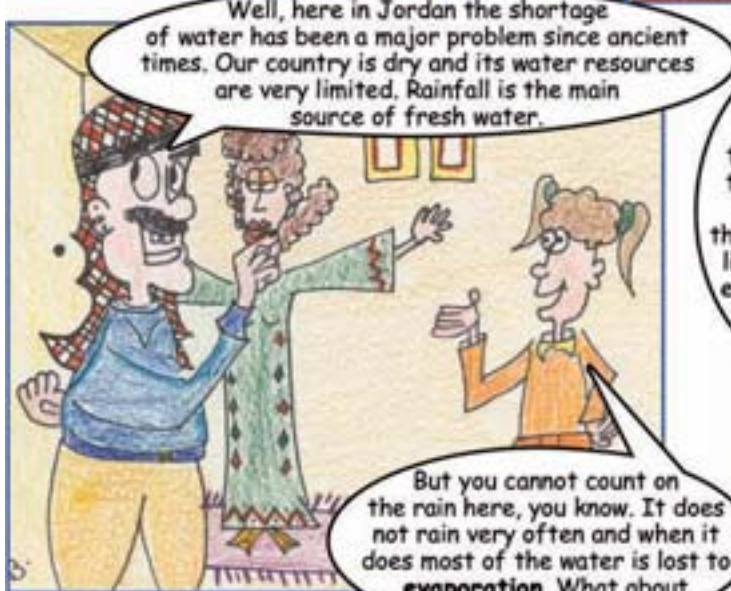


# Water, Water Everywhere





# Water, Water Everywhere

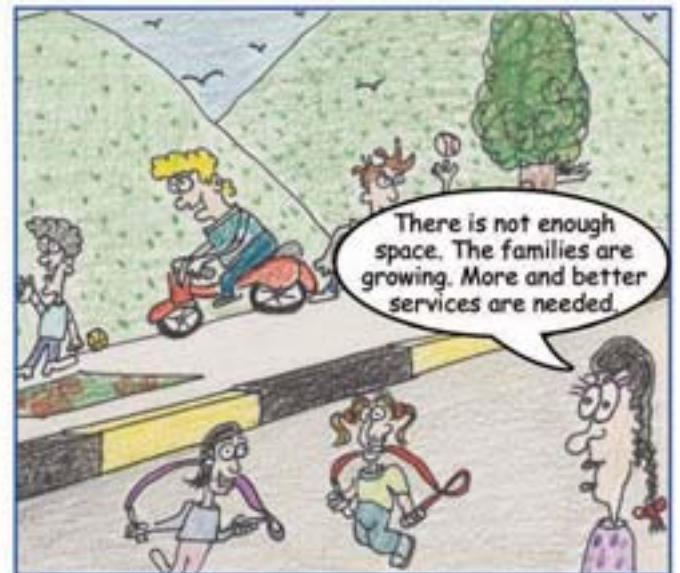
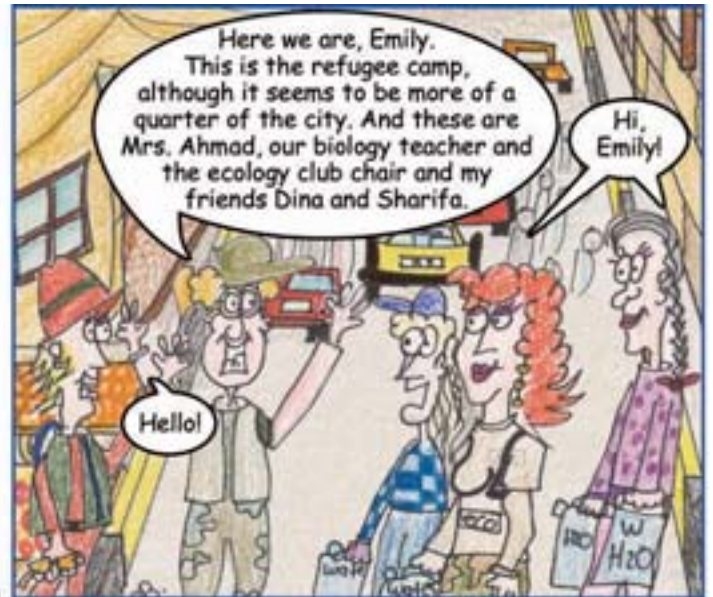


**ration:** to give out limited amounts of food or water when there is not much available

**evaporation:** the process of water changing into a gas

**purification tablet:** a tablet added to water to make it safe to drink

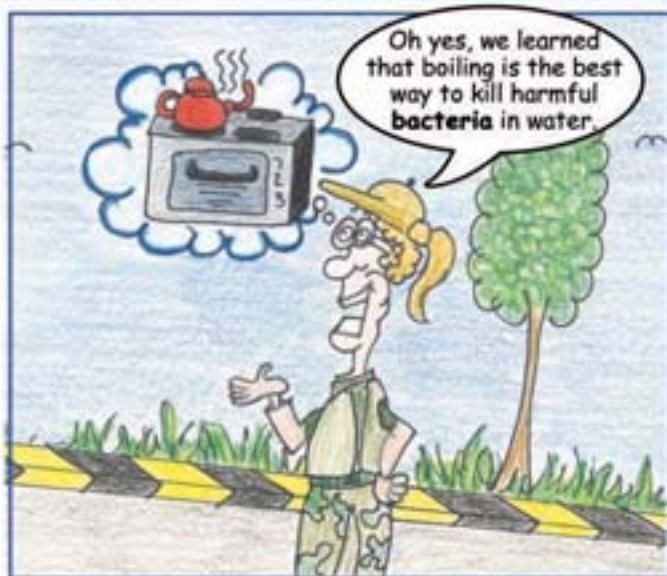
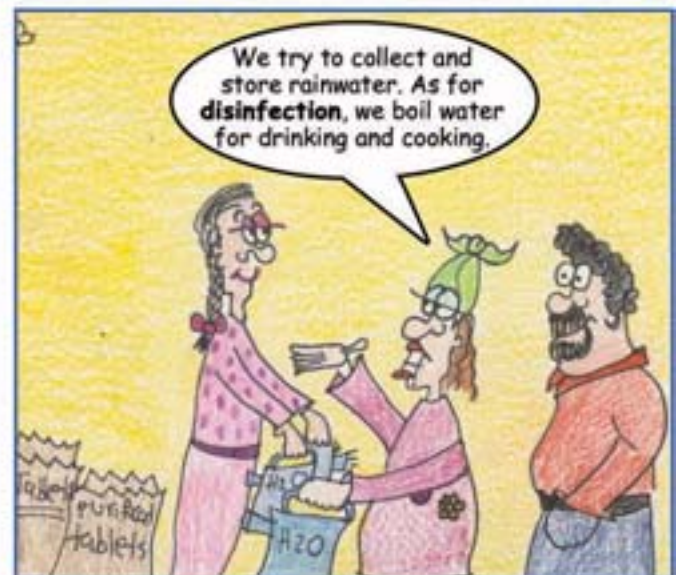
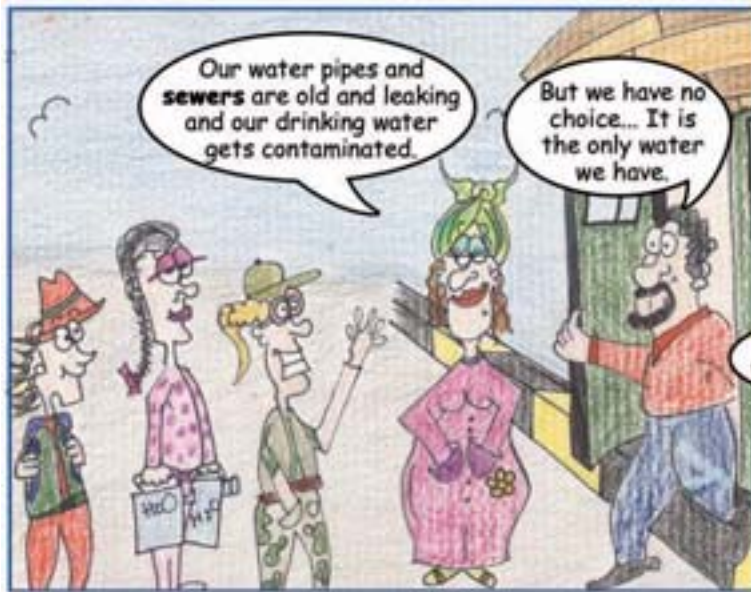




**contaminate:** to make something unclean or unsafe



# Water, Water Everywhere

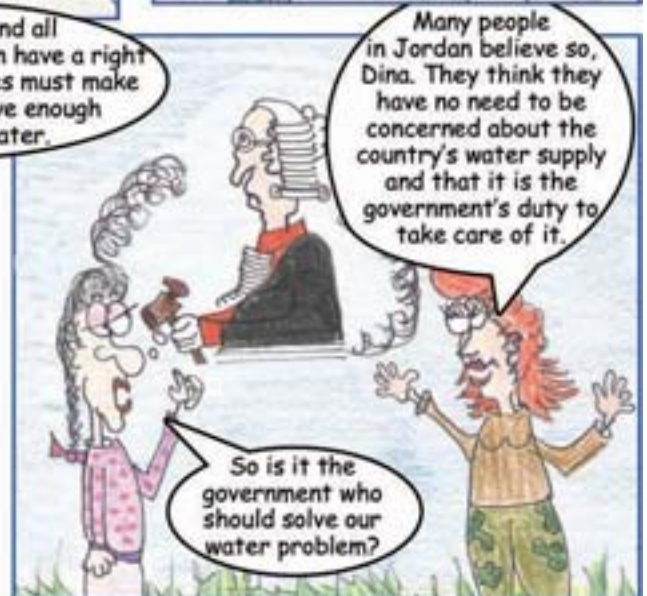
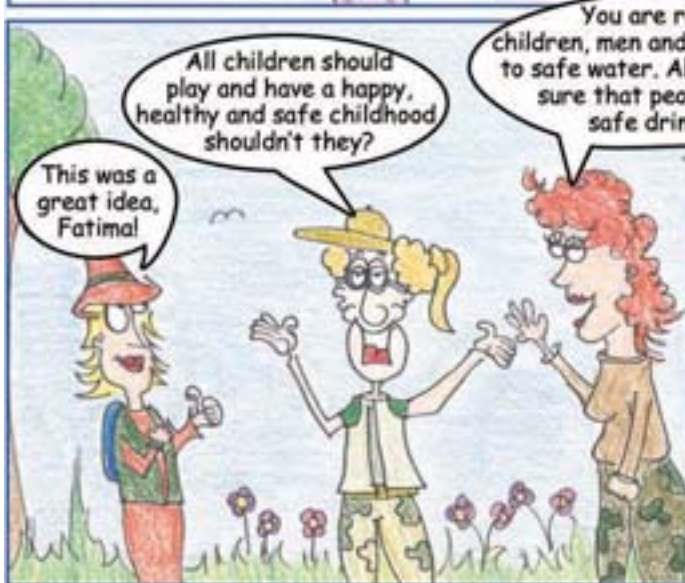
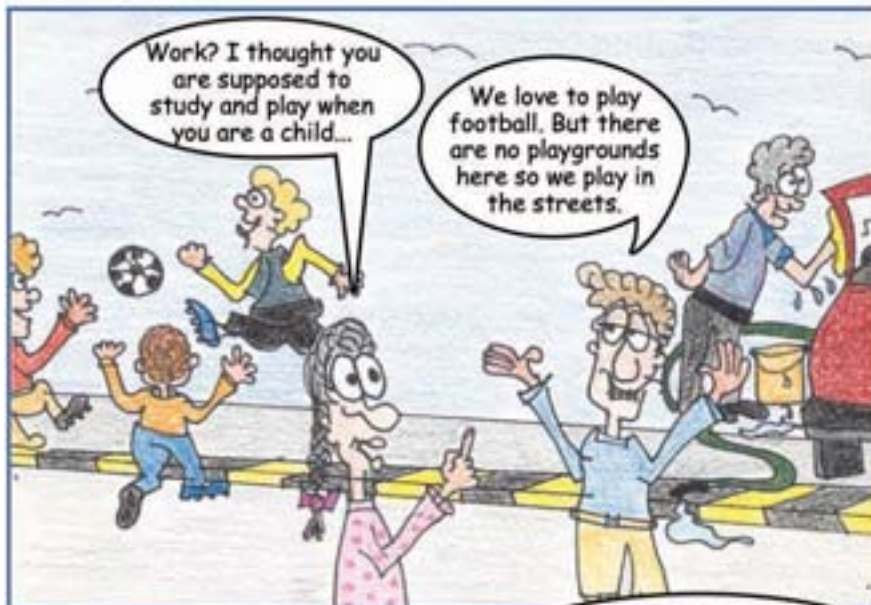
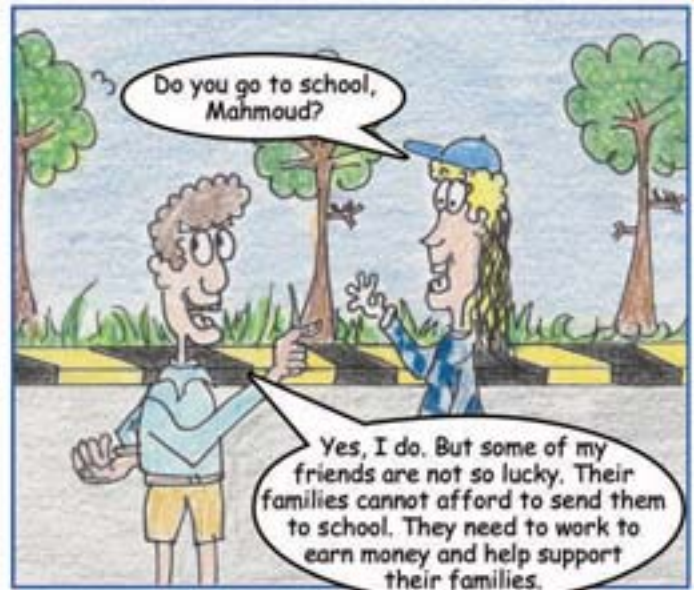


**sewer:** a pipe that carries away wastewater

**disinfection:** water treatment which destroys harmful bacteria

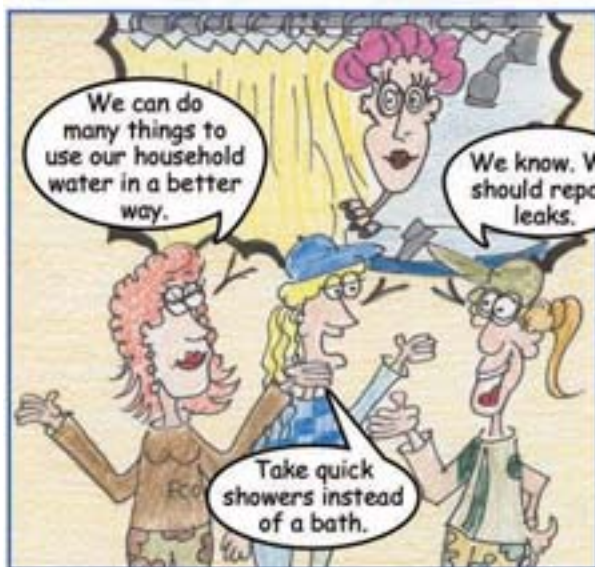
**bacteria:** tiny living things that are not seen but can cause diseases





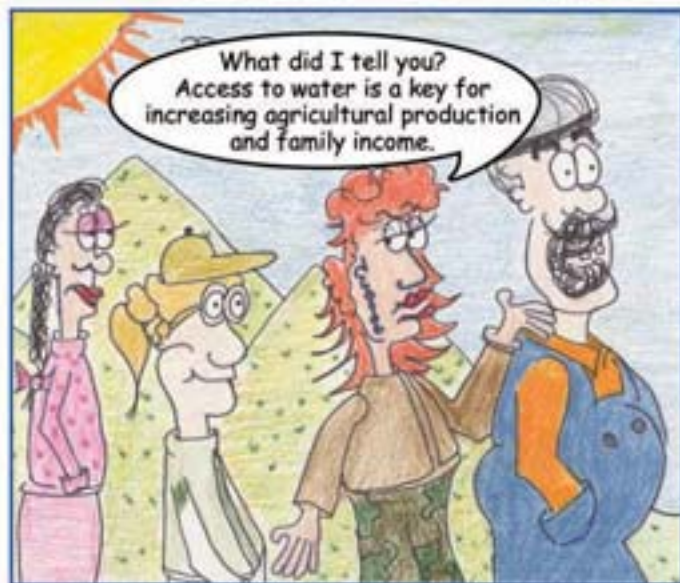
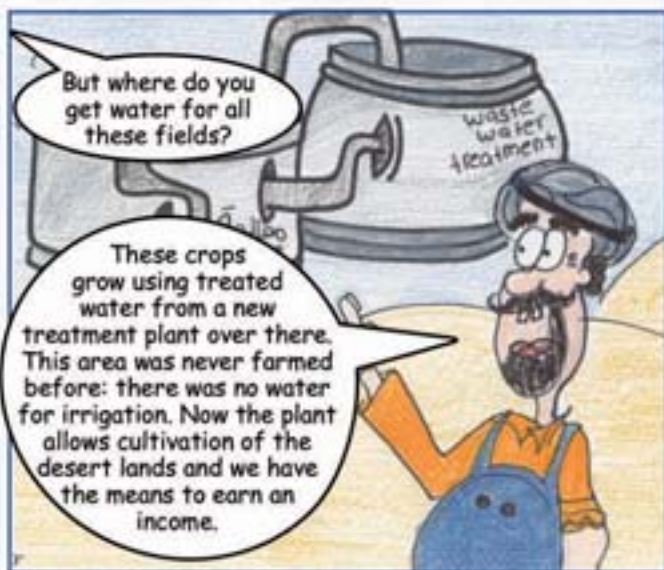
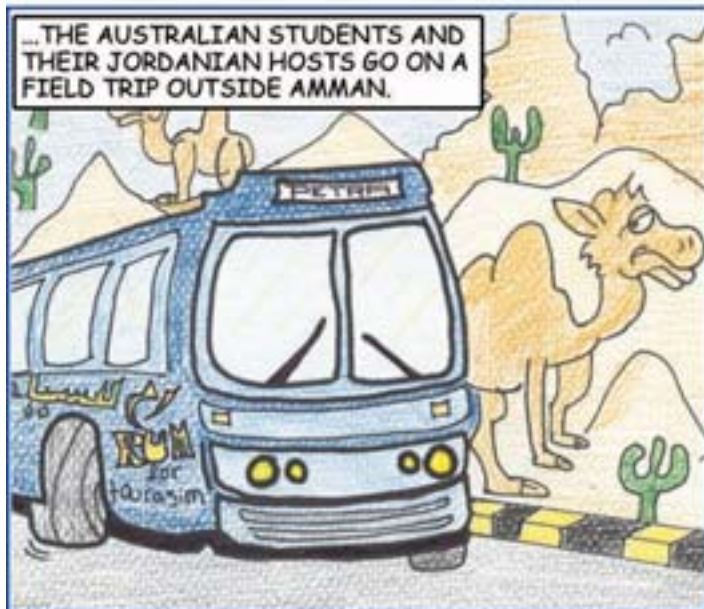
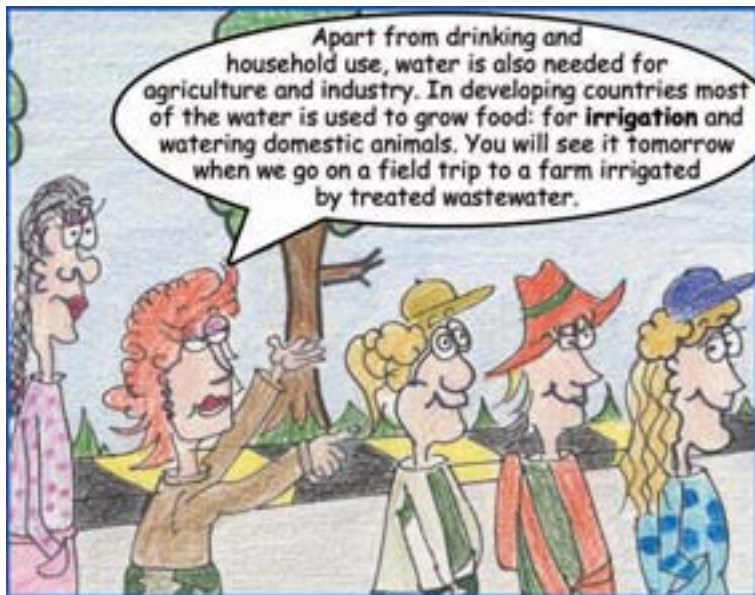


# Water, Water Everywhere



**pollute:** to release harmful substances into the environment  
**cistern:** a container used to catch and store rainwater

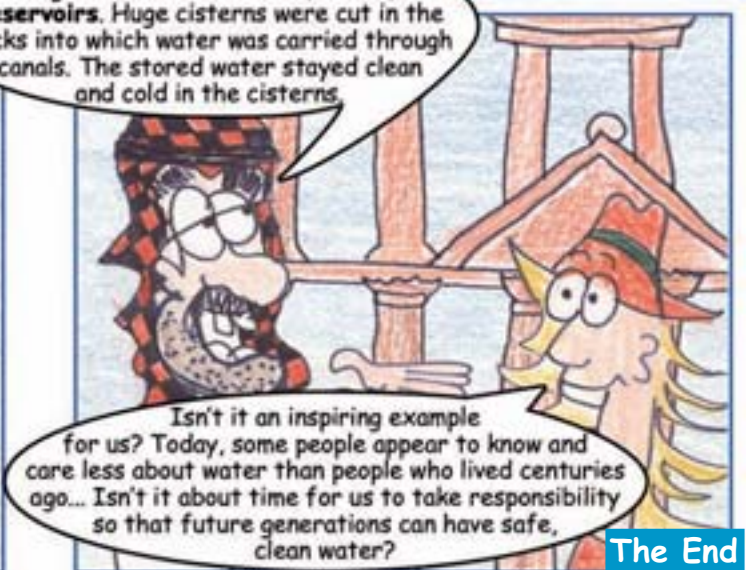
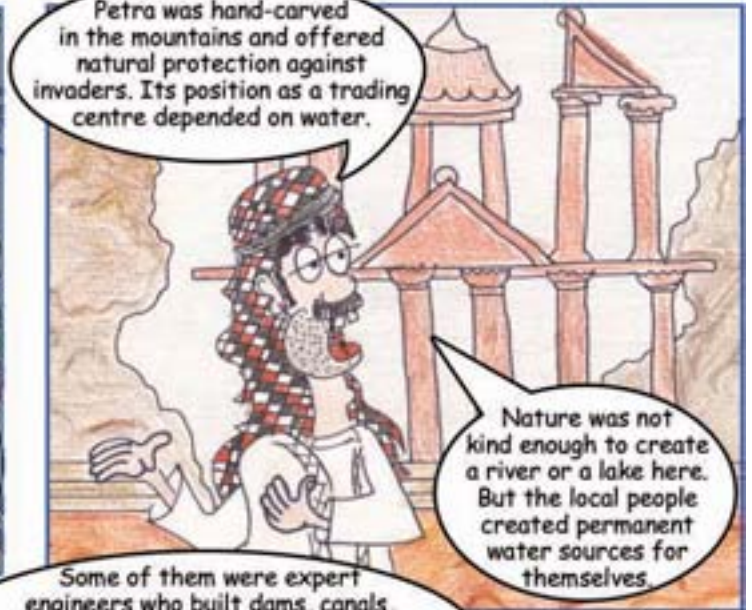
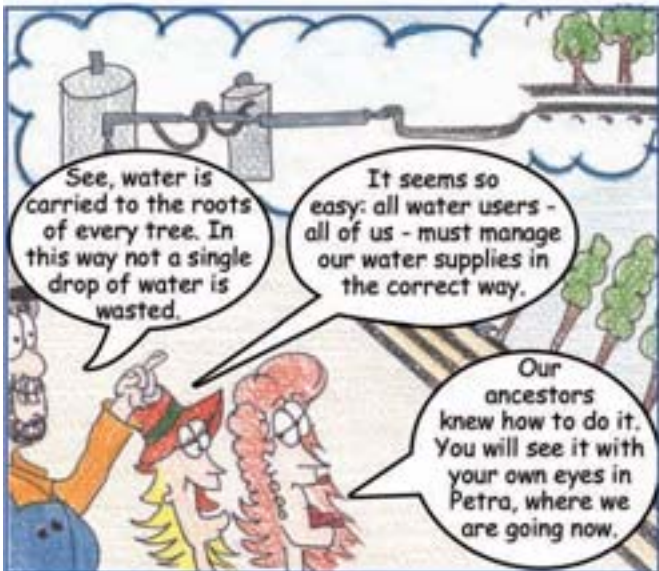
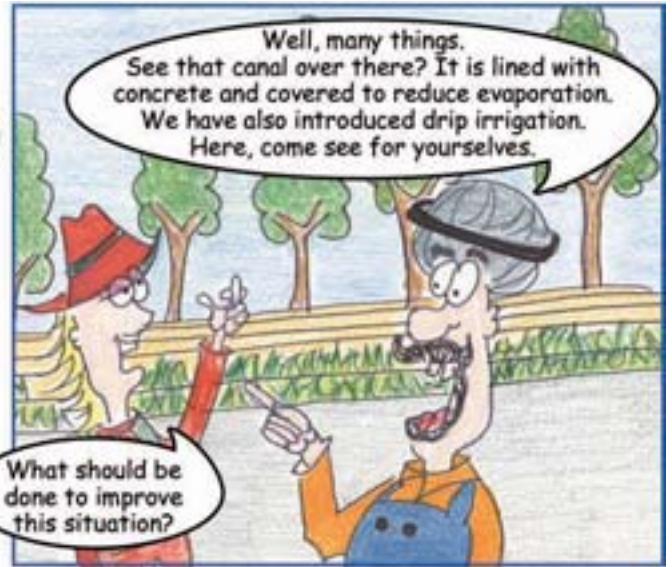
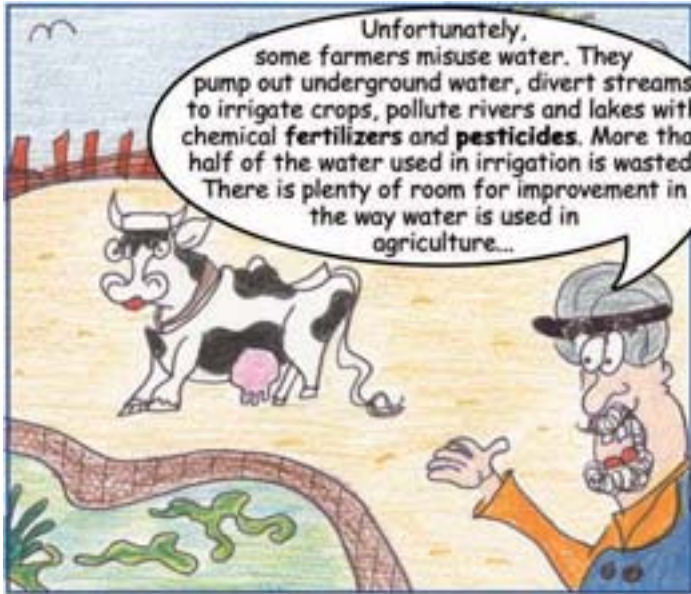




**irrigation:** supply of water to dry land using pumps and trenches



# Water, Water Everywhere



The End

**fertilizer:** a substance added to soil to make it better for growing plants

**pesticide:** chemical substance used to kill insects that harm plants

**reservoir:** a lake, pond, or basin used to store water



So, what do YOU think?



## Have you thought about...

**how** daily life changes when there is little clean water?

**how** Mahmoud's life is different from Fatima's and Emily's?

**what** Mahmoud's father meant when he said: "But only if everyone uses water wisely will we be able to make a change."?

## Is it fair that...

**poor communities** do not have enough safe, clean water?

**some people and industries** use water in wasteful ways?



## Everyone can do something

**Make a water use plan** for your family or school and put it into action.



# Sierra Leone



## Did you know that...

**people in emergency situations or recovering from emergencies** - such as wars and natural disasters - often do not have enough food. They must be given food and helped to recover by receiving the additional help, care and training they may need to improve their economic resources and rebuild their lives.

## This is my country

There are over 5 million people living in Sierra Leone, almost half of whom are children under the age of fourteen. The country is recovering from the civil war of 1991-2002, when tens of thousands of people died and more than 2 million people (about one-third of the population) were forced to move away from their homes. The war especially affected those in the rural areas, where seventy per cent of the population lives.

**Three out of four people** live on less than two dollars a day.

**One out of two Sierra Leoneans** is undernourished. Six out of ten Sierra Leoneans have no access to health services. Four out of five women cannot read and write. Seven out of ten Sierra Leoneans have no safe drinking water.

**In 2002, the President of Sierra Leone** pledged to do everything in his power to ensure that no Sierra Leonean should go to bed hungry.



## Read my story to find out...

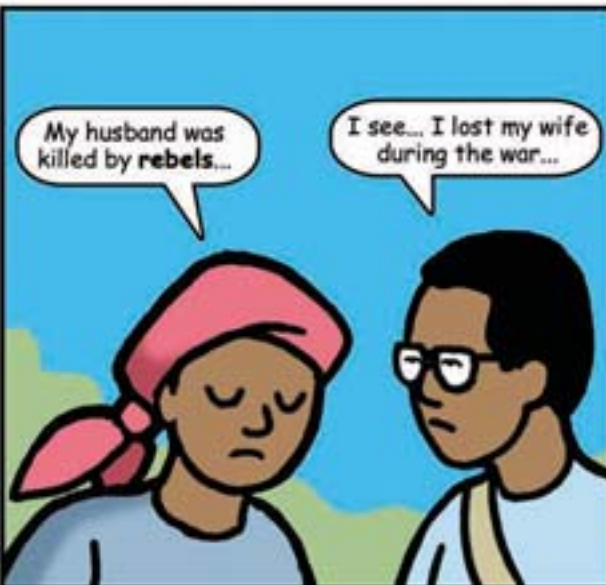
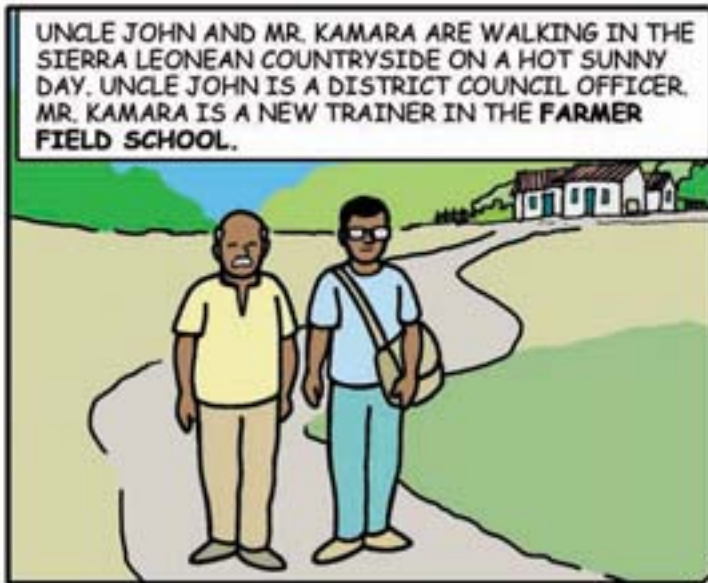
**What** effect war in our country had on farming and our food supply.

**How** we rebuilt our lives and got food after the war.

**How** our government can help those of us who have lost everything.



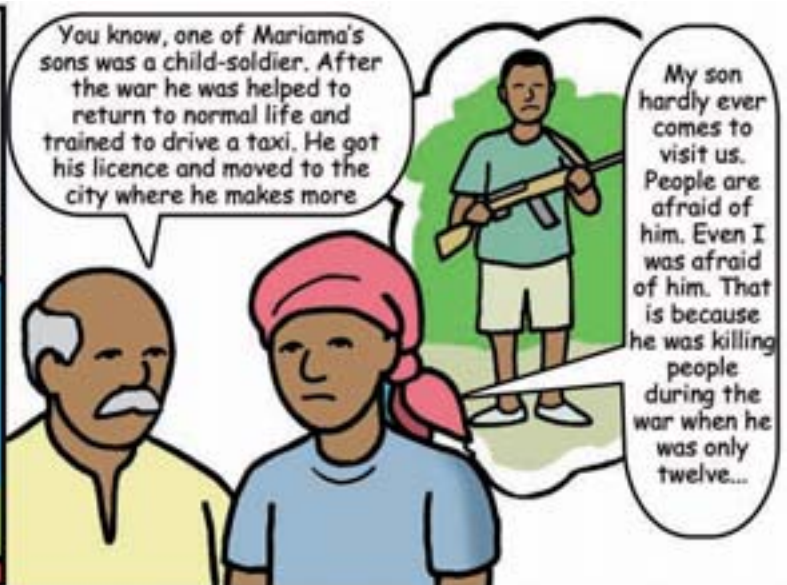
# Starting Over



**farmer field school:** teaching adult farmers new farming practices in the field

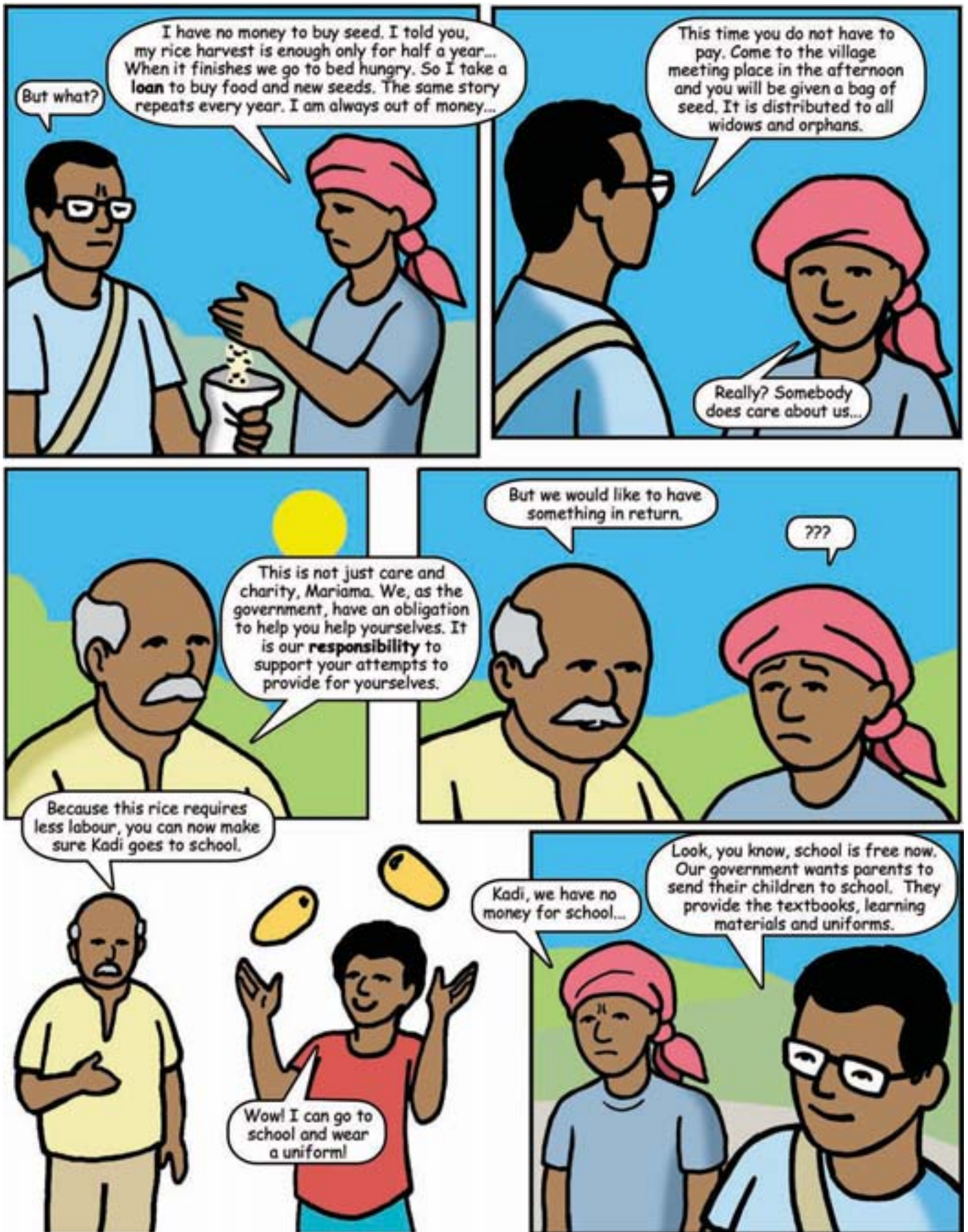
**rebel:** a person who fights against authority





yield: the amount that can be harvested from a crop

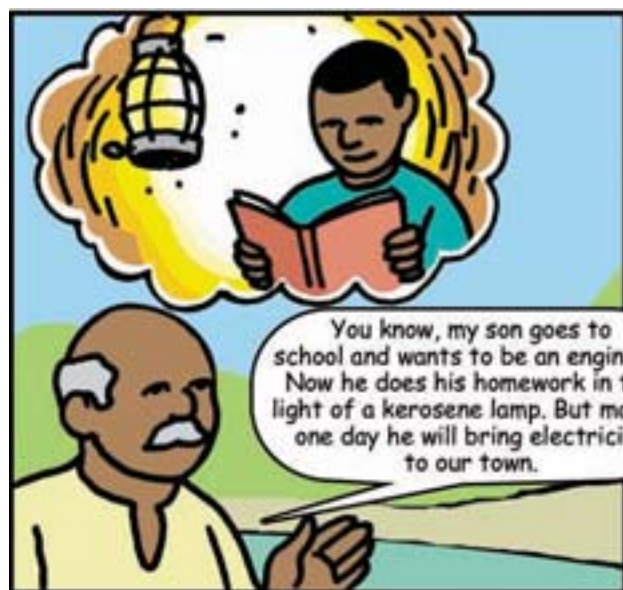




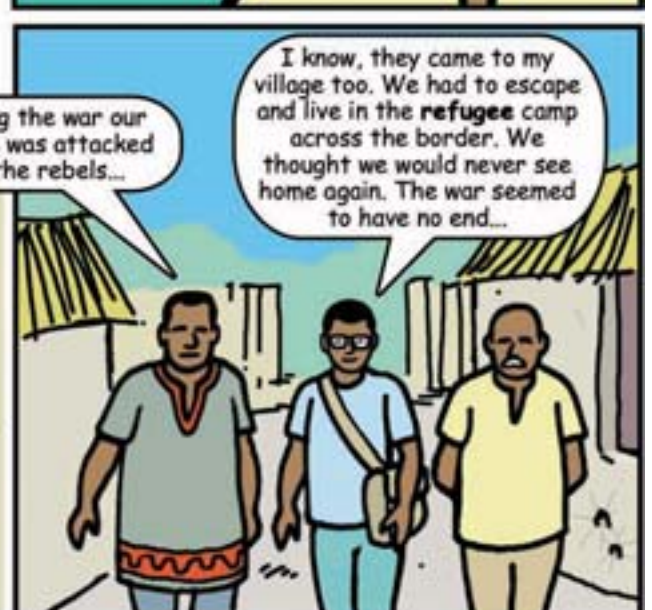
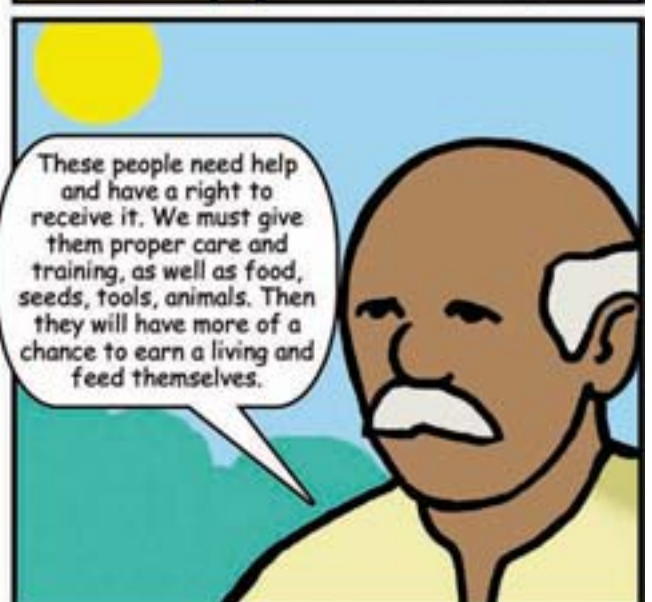
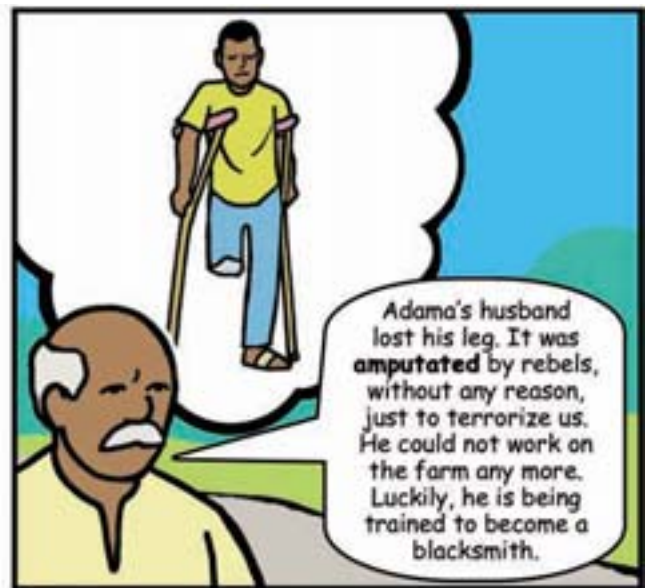
**loan:** a sum of money borrowed that is usually repaid with interest

**responsibility:** a duty, something for which a person is responsible









**amputate:** to remove a body part, such as an arm or leg

**polio:** a disease caused by a virus which can lead to paralysis (inability to move)

**barrie:** a meeting place in an African village

**refugee:** a person forced to leave home to seek safety or protection in another country









latrine: a specific area used as a toilet







So, what do YOU think?



## Have you thought about...



- what** happened to farmers and their families during the war?
- why** it was a good idea to open a Farmer Field School in the village?
- what** help people need to recover after a war?

## Is it fair that...

**people** in emergencies should be given free food?

**people** who have been affected by war should receive extra help, care and training to rebuild their lives?



## Everyone can do something

**You can gather information** about emergencies and talk about how to respond to them at home, with your friends, neighbours, at school.



## Did you know that...



**Girls and women should have full and equal rights**, benefits and opportunities. Special attention should be given to the problems that women and vulnerable and disadvantaged groups, including people affected by HIV/AIDS, face in getting food.

## This is my country

**There are about 27 million people living in Uganda.**

The country is rich in natural resources and produces enough food to feed its population.

However, **four out of five people** live on less than one dollar a day.

One out of five, or about **4.5 million Ugandans, are hungry**. They are the poor, refugees, women and children, orphans and families living with HIV/AIDS.

**Food insecurity and poverty** are highest in the countryside where nine out of ten people live.

**Women in Uganda produce eighty per cent of the food**, but have no right to own land.

**Over 1 million people are living with HIV/AIDS** and 880 thousand children are orphaned by it.

Currently, **Uganda has a very strong HIV/AIDS prevention campaign** and is one of the few countries that has actually reduced the rate of HIV/AIDS infection.



## Read our story to find out...



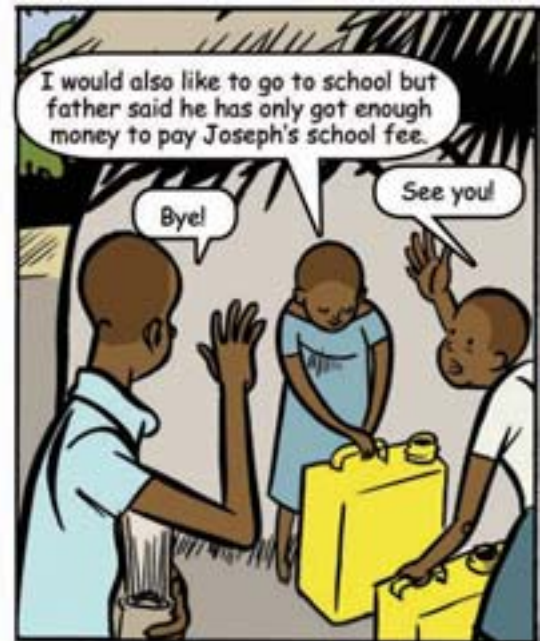
**How** we got the chance to go to school, just like our brother.

**What** we did to warn our community about the dangers of HIV/AIDS.

**How** good nutrition and health care can help people with HIV/AIDS.

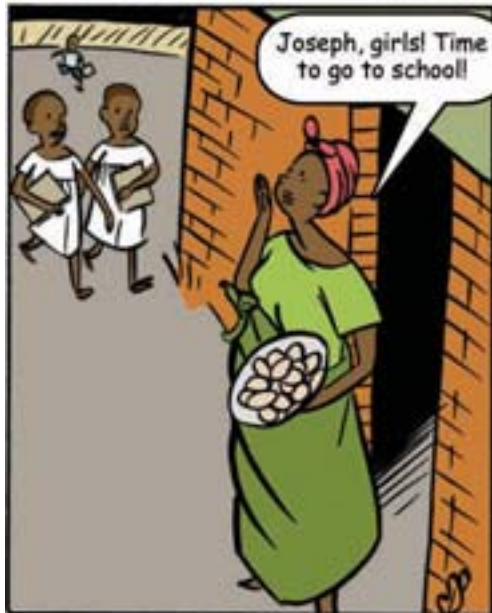


# No One Left Behind

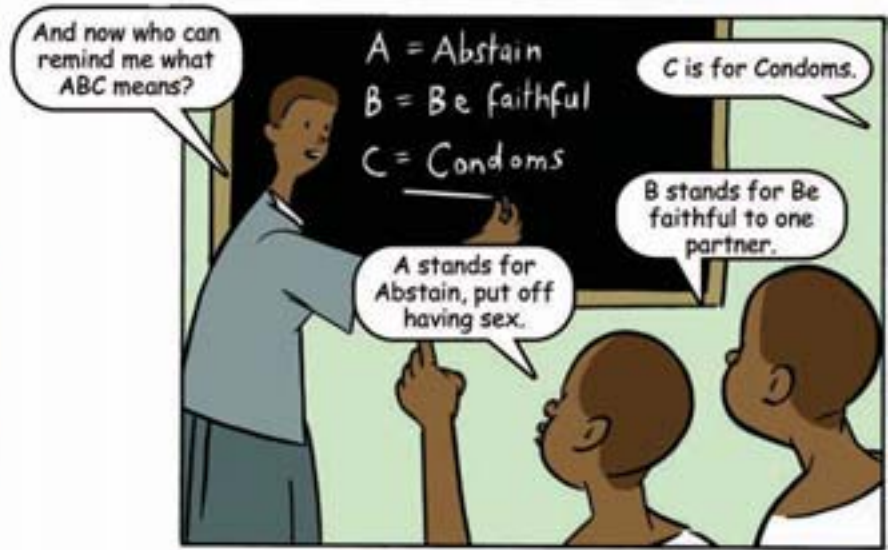
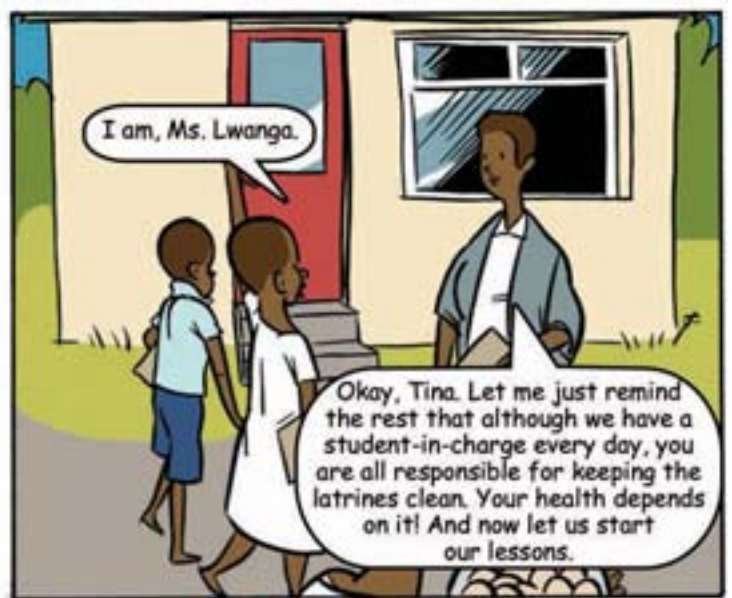
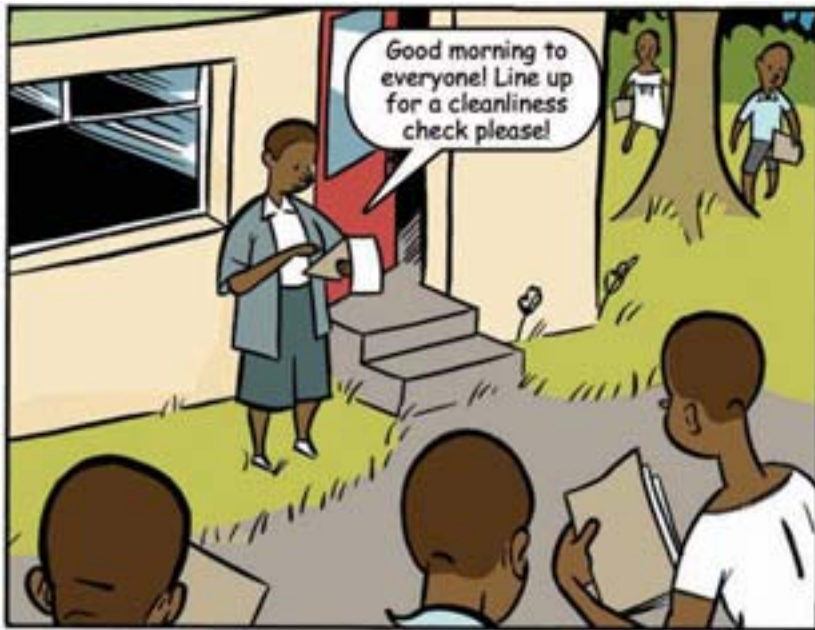




# No One Left Behind



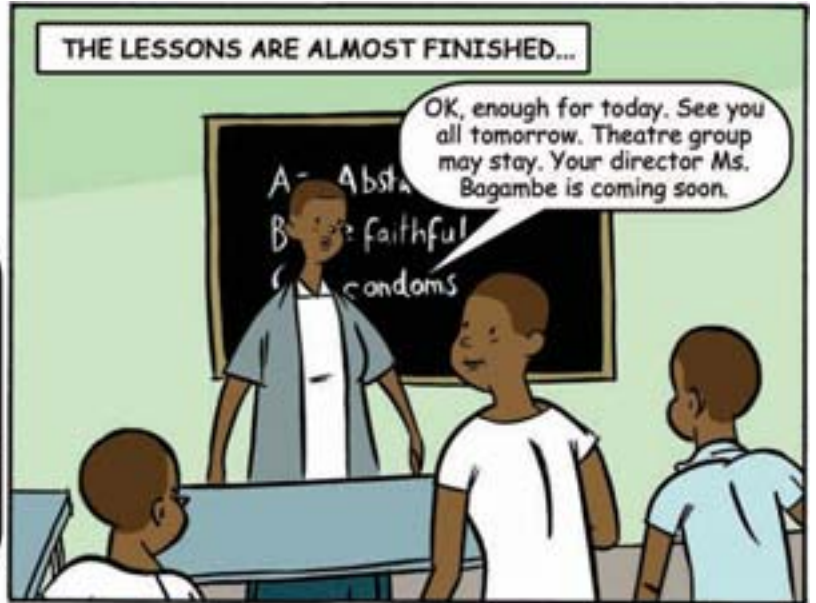




**latrine:** a specific area used as a toilet



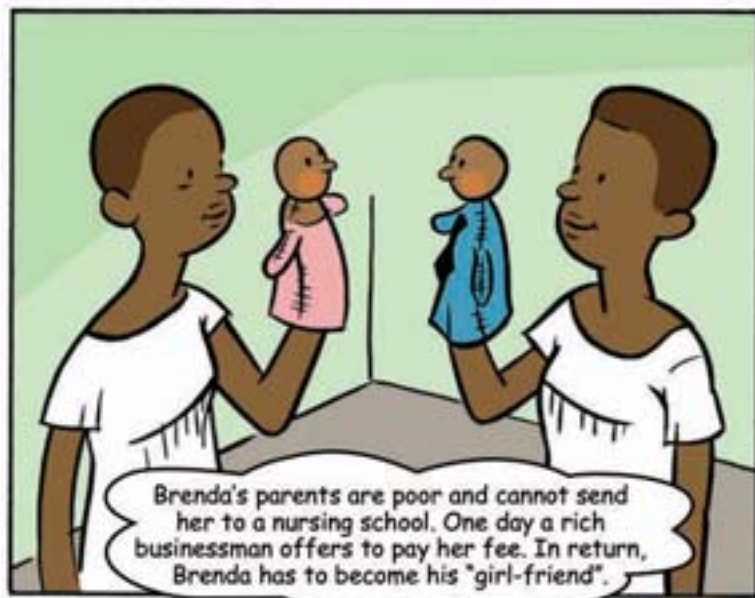
# No One Left Behind



**HIV:** Human Immunodeficiency Virus - infection which may cause AIDS

**AIDS:** Acquired Immunodeficiency Syndrome - a group of diseases caused by HIV infection





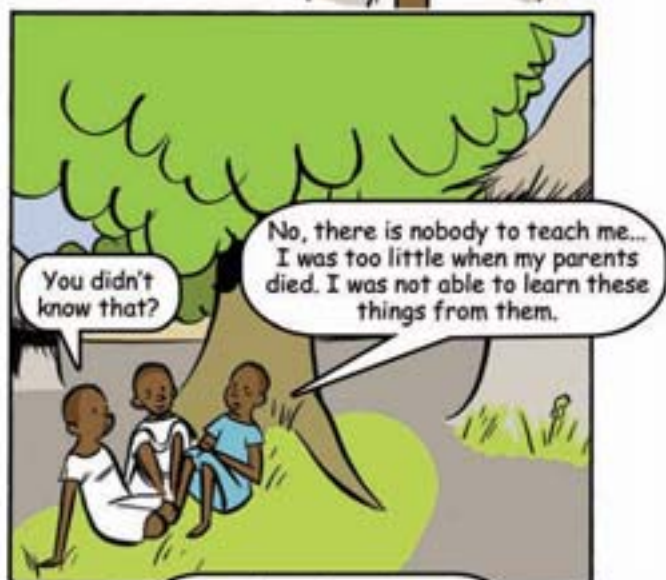
**sugar daddy:** a wealthy older man who gives a young person expensive gifts in return for friendship or sex



# No One Left Behind

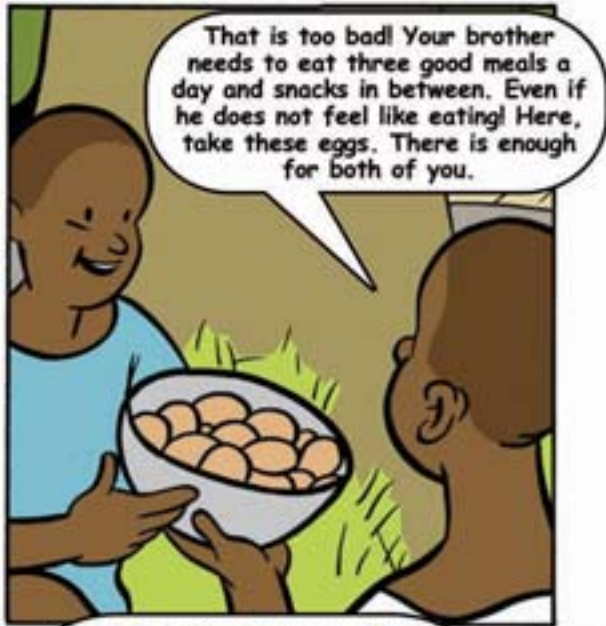








# No One Left Behind



**The End**



So, what do YOU think?



Have you thought about...

**how** mother's project changed the life of Tina and Jane's family?

**how** going to school can help Tina and Jane have a better future?

Is it fair that...

**women** have fewer chances than men to go to school, own land, inherit property, get a loan?

**some girls** have to sell their bodies and risk getting HIV/AIDS in order to survive?



Everyone can do something

**Find someone** near you who needs help and support and do what you can to help them.



Title page





Thank you!

### Concept and project design

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### Cover design

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**Drawing competition participants:** Abu Bakarr Sesay

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Special thanks go to the Team of WAGGGS Representatives at the FAO: Luca Capobianco Dondona, Giovanna Cavarocchi, Valeria Cristi, Massimo De Luca, Anna Rappazzo, Noemi Ruzzi and Alessandra Silvi.



This comic book has been realized with the support of the Swiss Agency for Development and Cooperation and the contribution of the Provincia di Roma.



## **BRAZIL**

When Paula, Davi, their teacher and classmates go to Vila Esperança, they see with their own eyes the lives of people living in poverty with little food and poor housing. They hear their stories and discover what can be done to help.

## **CANADA**

Sara, Tommy and Sam find an ancient arrowhead that leads them to discover how Aboriginal people were forced off their land and had to change their ways of getting food. Together with their grandfather, they meet a community group who are planting a vegetable garden to help provide more food for the neighbourhood.

## **INDIA**

A group of citizens try to get the government to distribute stored food to the poor. This leads to free mid-day meals for schoolchildren provided by the government. Kaushik and Gayatri can concentrate better in school now that they are not studying with an empty stomach.

## **INDONESIA**

Jusaf visits the village of his cousins only to find that the food and life of the community have changed because of deforestation and pollution of the river. Together, the cousins learn the value of nature for their community and how they can help the land to recover.

## **ITALY**

For their school work, Anna and her teenage friends interview shoppers at a supermarket, grocery store and an open-air market about their food choices. Together they learn about healthy eating and life-styles. Later, Anna tests what she has learned at the dinner table.

## **JORDAN**

When Emily arrives in Jordan from Australia, she learns about the importance of water for food and life. Together with her host Fatima, she visits a refugee camp and a farm, and realises the importance of safe water for people, agriculture and industry.

## **SIERRA LEONE**

Life is not easy after the war. Mariama's husband has died and Adama's husband has lost his leg. With help and training, they are able to take over the farming to provide food for their children and rebuild their lives.

## **UGANDA**

Tina and Jane want to go to school like their brother Joseph, but their help is needed at home. Thanks to their mother's chicken production and a new water point, they are able to return to school, where they learn some lessons that they share with others.





# Read our stories about everyone's right to have enough food to eat every day

Learn why people are hungry and malnourished

Learn how clean water is needed for good food and health

Discover what we need to be able to make the right food choices

Know that we all have equal rights and should have equal benefits and opportunities

Discover that people have the right to have a say in decisions and actions that affect their right to food

Get involved!  
We are all responsible for helping end hunger

See how some actions take away our access to food

See what can be done to help people who need food but cannot get it themselves

For further information:

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