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ABSTRACT

Developed by a Canadian volunteer organization, this textbook for high school and adult English-as-a-Second-Language (ESL) and literacy students explores current international events and social issues using both personal and global perspectives. It includes personal stories of people's lives, discussions of social and political issues in a wider context, and facts about various countries (Canada, the United States, Mexico, Guatemala, Nicaragua, Peru, Bolivia, England, Eritrea, Ethiopia, Nepal, Thailand, and China). The direct and easy-to-read language stories also make connections to life in Canada. The reading material is divided into five major theme areas: People and the Land; Rebuilding After War; Ending Family Violence; Literacy; and Workers Making Connections. The text is written in intermediate-level English, illustrated on almost every page with photographs. A final section, "Teacher's Notes," suggests classroom activities and opportunities for further reading. Though written for intermediate-level ESL and literacy students, the clearly-captioned photographs make the book a useful resource for less advanced students as well. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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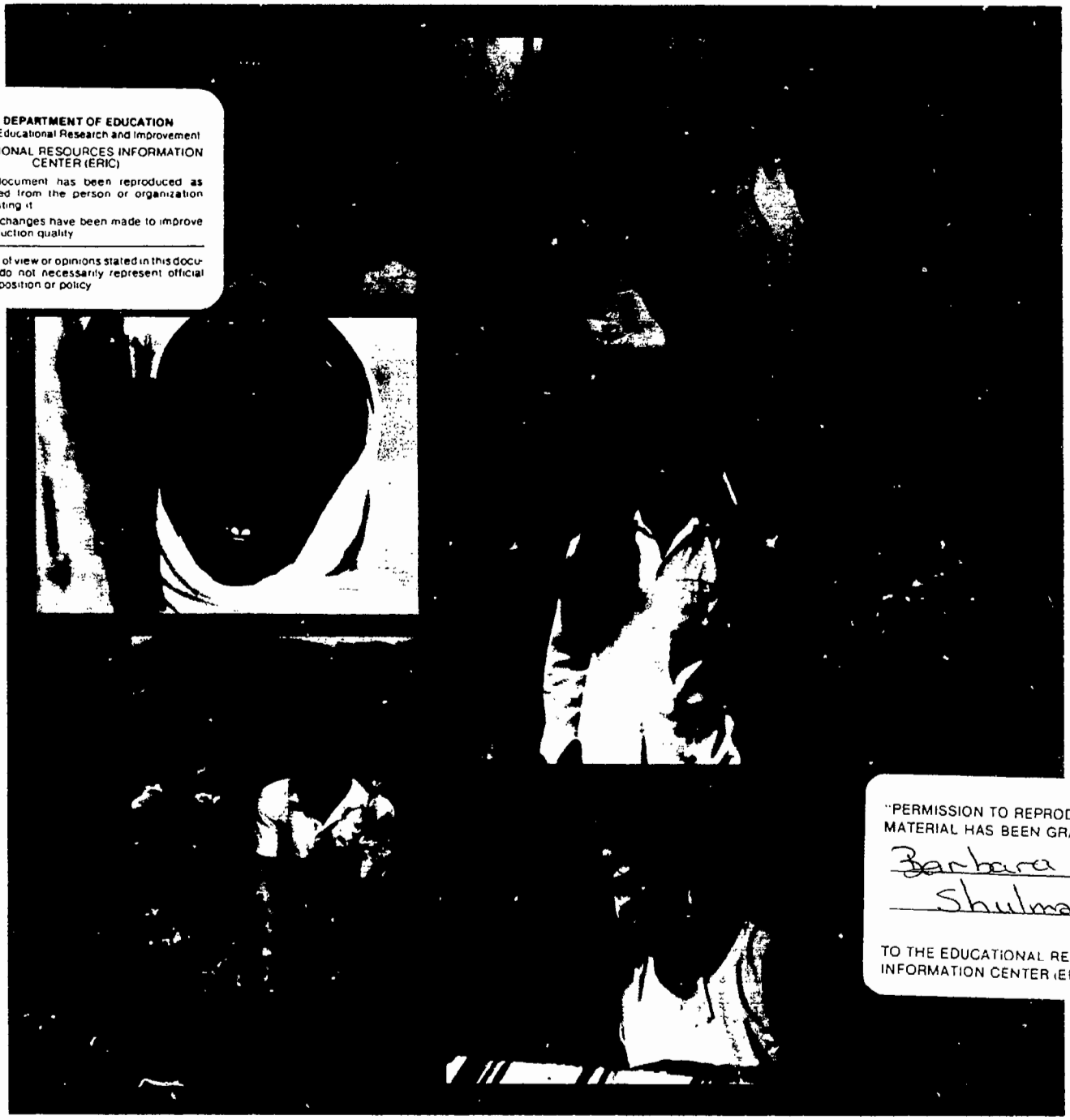

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# Global Stories of People Working for Change

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## AN ESL & LITERACY TEXT WITH AN INTERNATIONAL PERSPECTIVE

Global Stories of People Working for Change is a unique and engaging textbook for ESL and literacy students. This 64-page book explores current international events and social issues using both personal and global perspectives. The text includes personal stories of people's lives, discussions of social and political issues in a wider context, and facts about various countries, all in direct and easy-to-read language. The stories also make connections to life in Canada.

The reading material is divided into five major theme areas: People and the Land; Rebuilding After War; Ending Family Violence; Literacy; and Workers Making Connections. The text is written in intermediate-level English, illustrated on almost every page by an excellent selection of black and white photographs. A final section of "Teacher's Notes" suggests classroom activities and opportunities for further reading. While the text is written for the intermediate level ESL and literacy student, the vivid, clearly-captioned photographs can make it a useful resource for less advanced students as well. The text is appropriate for both adult and high school learners. If you have found it difficult to locate learning materials that address the concerns of real people around the world, then Global Stories is what you've been looking for!

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CIDA Photo: Benoit Aquin

# Global Stories of People Working for Change

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# Introduction

This book has stories from around the world. The stories are about people working together to make their lives better. They also show how Canadians support the plans of local people.

Most of the stories take place in poor countries. There are many reasons why some countries are poor. There are also reasons why millions of people are poor when others are not, and why many people are poor when the earth is so rich. The stories in this book are about people who are trying to change this situation.

Millions of Canadians want to change the unequal way that people share the earth's wealth. When they support the plans of people in other countries, these Canadians learn more about the world. They also learn something about their own lives.

**NGOs**

An NGO is a special kind of organization. It helps Canadians support the plans of people in other countries. NGO means non-governmental organization. This means the NGO is independent from the government. There are hundreds of NGOs in Canada. CoDevelopment Canada is an NGO. Other examples of NGOs are OXFAM - Canada, CUSO and Save the Children Canada. Canadian NGOs work closely with groups of people in many countries. NGOs also tell Canadians about the lives and plans of the people they work with.

## CIDA

The Canadian government has an organization called CIDA, the Canadian International Development Agency. It helps with development in other countries by providing money, goods and services. Sometimes CIDA works directly with other governments. Sometimes it works with universities, business groups, cooperatives and other organizations in those countries. Sometimes CIDA works in partnership with Canadian NGOs. The stories in this book are examples of these projects.

## What can you do?

You can learn more about the lives of people in other countries. You can tell other people about the stories in this book. You can write to any of the groups listed in the resource section. You can join an NGO or another group that works with people in other countries.

CIDA Photo: David Barbour



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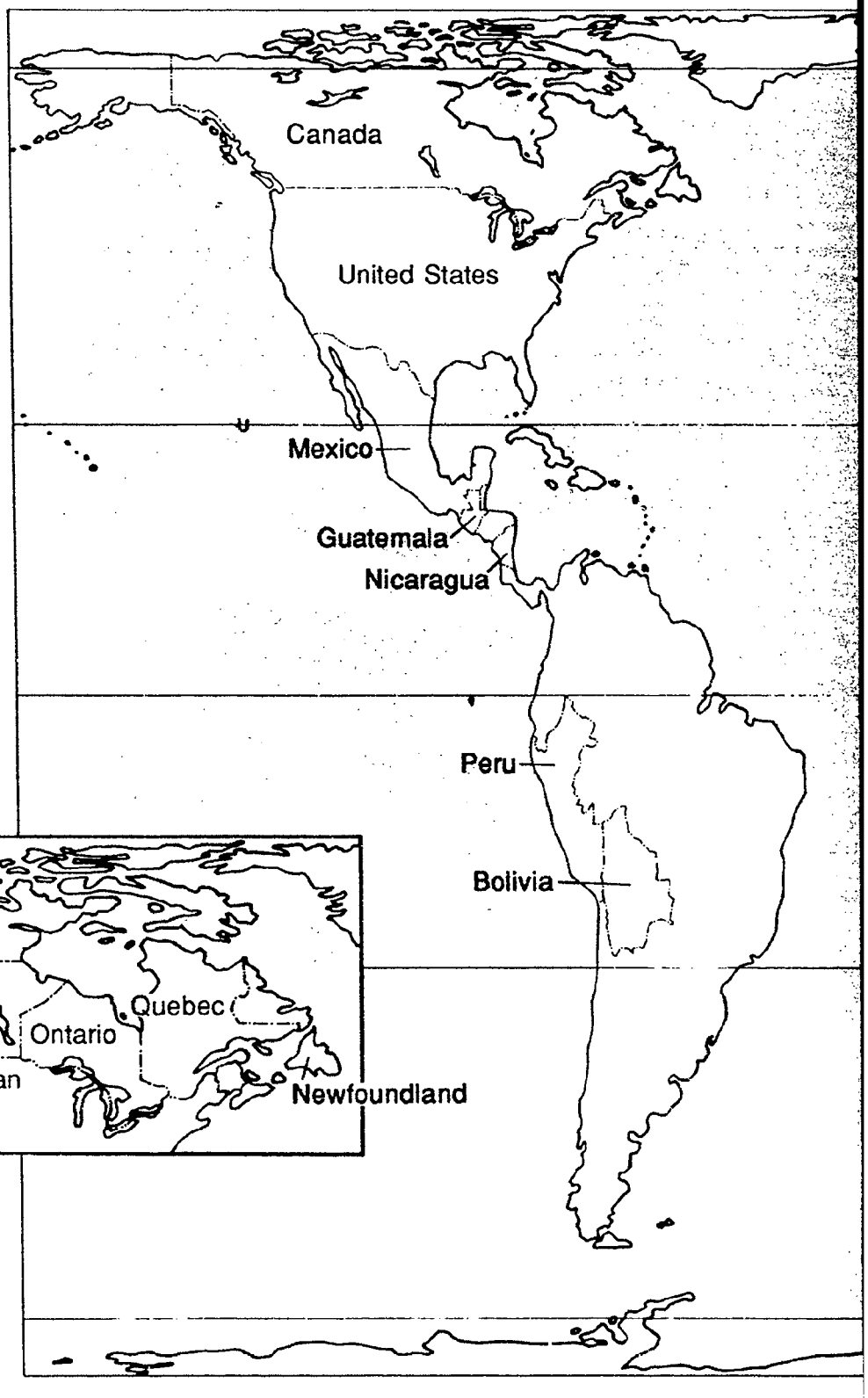
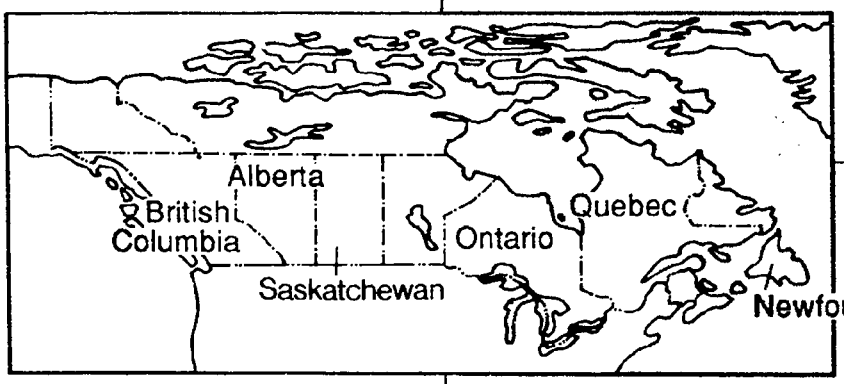
# Map of the World

This map shows the countries mentioned in this book.



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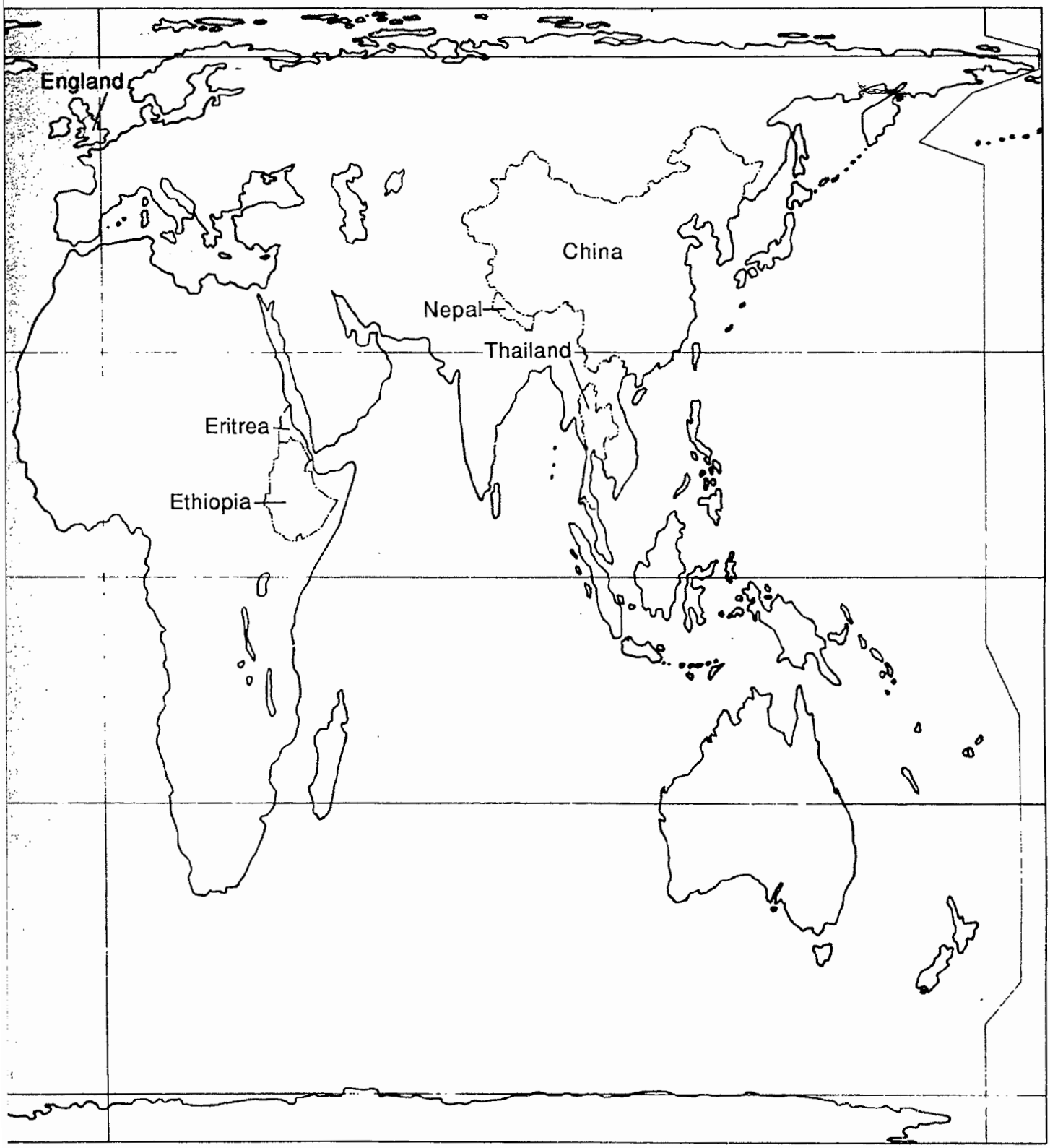

England
China
Nepal
Thailand
Eritrea
Ethiopia

CIDA Photo: Benoit Aquin

# People and the Land

# GUATEMALA : Who is the Food for?

Miguel and Rosa live in the mountains of northern Guatemala. They are Mayan Indians and speak very little Spanish.

The couple has five children. They own a small plot of land, but they can't make enough money to feed their family. So every year Miguel, Rosa and the children have to move south to work on a large farm called a *finca*.

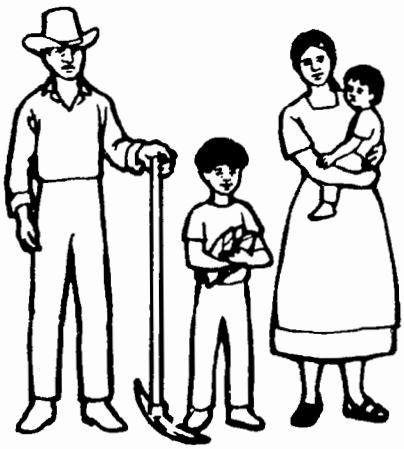
The land in the south is good for farming. Most of this land belongs to a few rich landowners. They grow coffee, sugar cane and cotton. These are called "cash crops" because the landowners sell the crops for money. The landowners also raise cows on the land. Most of the cash crops and beef are shipped out of Guatemala. They are sold to other countries such as the United States and Canada.

Miguel and Rosa each make about $1.00 a day on the finca. Their children work too, but they do not get any money. The landowners do not want to pay the workers more.

**Children work**

**to help their parents.**

Photo : Ruth Beck







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A few years ago, the farmworkers formed a union. They started strikes at the large fincas. They asked for "one more tortilla." They wanted more money for food. The workers also wanted a fair share of the land.

The landowners sent the police to fight the striking farmworkers. The government sent the army to help the police. Many workers were hurt. Some were killed or put in jail.

Even so, the union has improved the rights of farmworkers. The government has increased the minimum wage. But many landowners still do not pay the minimum wage.

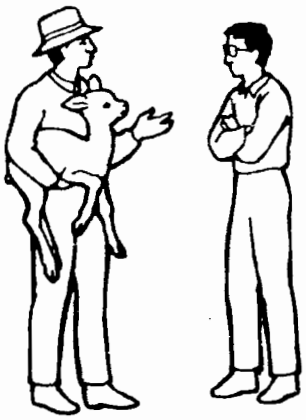
CIDA Photo: Benoit Aquin

**Farmworkers in Guatemala bring in the crops.**

## Telling Canadians

Many people in Canada and around the world are against what is happening in Guatemala. They say that Guatemalan farmworkers have the right to fair wages and a fair share of the land.

In Canada, the Inter-Church Committee on Human Rights in Latin America (ICCHRLA) is made up of 22 church groups. They watch what is happening in Guatemala and tell Canadians about it. They ask the Canadian government to support the human rights of Guatemalans.



## Did You Know?

- Two per cent of Guatemalans own 65 per cent of the country's farm land.
- In Guatemala, about 300,000 people have to leave their homes each year to work on *fincas*. More than 100,000 are children.
- Since 1975, about 100,000 people have been killed and 440 villages have been destroyed by the Guatemalan army. One million people have had to leave their homes.

## CANADA: Equal Rights for Farmworkers

In Canada, there are laws to protect workers. For example, there are laws about minimum wage. This is the lowest amount of money an employer can pay a worker. There are laws about how many hours a worker should work each day. There are also rules about safety at work.

Most of these laws and rules do not protect farmworkers. They do not get the same minimum wage as other workers, and they work longer hours. They do not have to be paid more for working extra hours.

Farm work can be dangerous and the workers don't have enough safety protection. They may use poisonous chemicals, and sometimes there are accidents with farm machines. There is a government program to help workers who get hurt or sick on the job. But the program can only help if the farmworkers know how to use it.

Many farmworkers are new immigrants to Canada. The Canadian Farmworkers' Union is helping these workers understand their rights. It is also helping farmworkers fight for equal rights. The union wants farmworkers to have the same protection as other workers.

# ETHIOPIA: New Ways or Old?

Seeds are very important to farmers in all parts of the world. For thousands of years, farmers have sorted and saved the best seeds from their crops. These seeds are very strong.

In some parts of the the world, old seeds are being replaced by new "super seeds." Companies from North America and Europe develop and sell these seeds to many countries.

These seeds produce more food, but they are weaker. Disease and drought may kill them more easily.

These new seeds have another problem. They can only grow plants once. Most of the seeds from these plants are sterile. They cannot be saved to grow new plants. And the seeds that can reproduce won't make exactly the same plant the next time. So every year farmers have to buy new seeds from the companies.

If farmers all over the world use these super seeds, the old kinds of seeds may disappear forever. Then farmers would have to buy seeds every year if they wanted to grow food.

CIDA Photo: David Barbour

**Farmers use seeds to grow food.**

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**Women farmers save seeds to plant.**

CIDA Photo: David Barbour

## Saving the Old Seeds

In Ethiopia, women farmers sort and save seeds from coffee and other crops. They learn this skill as little girls by watching their mothers. They learn to save the seeds that grow fast. They also save the seeds that can grow well without much water. They learn a lot about seeds by looking at the plants very carefully before the flowers and seeds are even formed.

### Seeds for the Future

Dr. Melaku Worede is an Ethiopian scientist. He works with the women farmers to save the old, strong seeds. He has organized a "seed bank" in Ethiopia.

Dr. Melaku and other scientists buy seeds from farmers. They sort and grow the seeds in special fields. Then they collect the old, strong seeds and return them to the farmers.

The work of Dr. Melaku and his staff is recognized all over the world. The Unitarian Service Committee, Inter Pares and OXFAM - Quebec are three Canadian groups that work with Dr. Melaku. These groups help bring farmers and scientists to Ethiopia from other parts of Africa and Asia. These farmers learn how to save the old seeds.

# THAILAND: Back to the Old Ways

For centuries, farmers in Thailand have grown rice. Rice grows in fields covered by water. So farmers also raised fish in their rice fields.

Beginning in the 1960s, Thai farmers started to use new "super seeds." These seeds were developed by companies in North America and Europe. The government of Thailand gave these seeds to the farmers. It said super seeds would grow more rice.

CIDA Photo: David Barbour

**Fish is an important food in Thailand.**

The farmers found that the rice from these new seeds needed fertilizers to grow. It also needed pesticides to keep bugs from eating the plants. The fish in the water of the rice fields died because of these chemicals. So the farmers had no fish to eat, only rice.

Thai farmers have decided to go back to their old ways. They are beginning to grow the old kind of rice again. They are also raising fish in the rice fields. They have learned that the fish do the work of pesticides by eating the eggs of bugs. The fish also do the work of fertilizers because their droppings help the soil of the rice fields.

Now the farmers can eat fish as well as rice. They make twice as much money because they can sell some of their fish. And they don't need to use chemicals.

Photo : Eritrean Relief Association of Canada

# Rebuilding After War

# ERITREA: Peace at Last

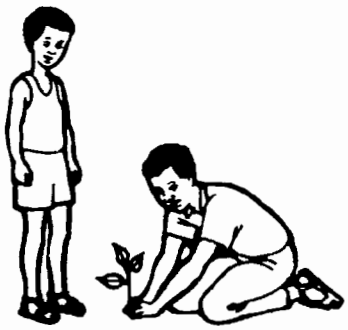
Eritrea is a country in northeast Africa. Most maps show Eritrea as part of Ethiopia. For almost 30 years, there was a war in Eritrea. Ethiopia wanted to control Eritrea, but the people there didn't want to be part of Ethiopia.

In May 1991, the Eritrean People's Army won back their country from Ethiopia. The people of Eritrea are happy to be at peace with Ethiopia. But they must do a lot of work to rebuild their country after such a long war.

Berhane is an Eritrean who lives in Canada. He had to leave his country because of the war. He speaks to Canadians about the situation in his homeland. Berhane tells Canadians what it was like to live with war, and what the war did to his homeland. He tells this story about his sister's children, Negisty and Tesfay.

**People in Eritrea enjoy peace after a long war.**

Photo : Eritrean Relief Association of Canada





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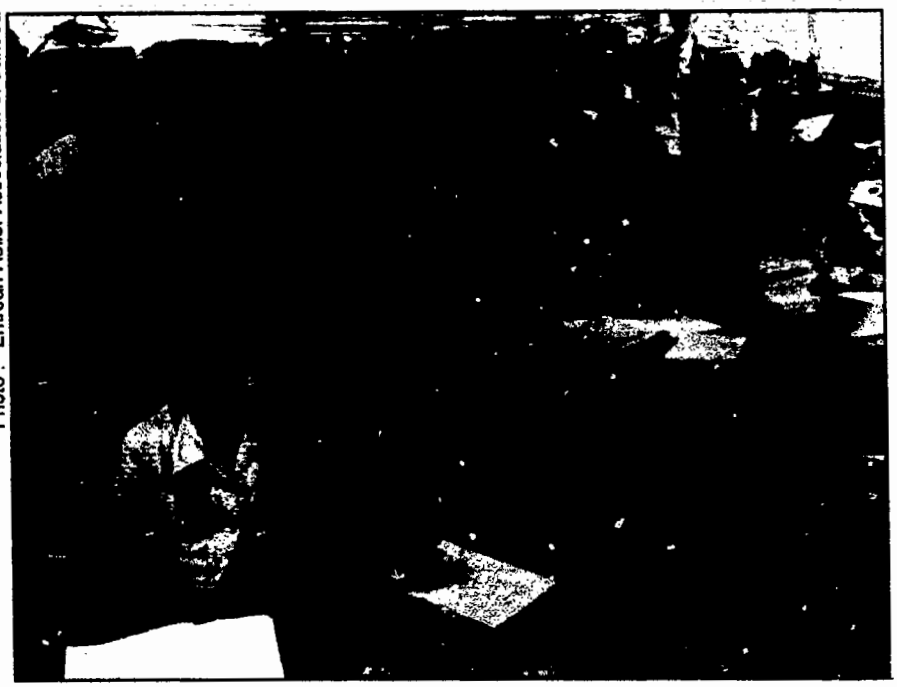

Photo : Eritrean Relief Association of Canada

**Children lived at school during the war.**

## Remembering: Living with War

Classes stopped when the planes flew over School Zero. But soon the students went back to their lessons.

Negisty and Tesfay were students at School Zero. Negisty was 14 years old. Her younger brother, Tesfay, was 12.

There were 4,000 pupils at School Zero. All the children lived at the school because their parents had died or were away at war.

Negisty and Tesfay didn't remember a time when there was peace or plenty to eat. They had never lived at home with their parents.

Their parents were both away in the war. Their father was a mechanic and their mother was a doctor. Negisty was proud of her mother because she saved peoples' lives.

At school the children learned about their country's history. Their teachers told them that a long time ago there were forests and animals, and it was easy to grow food. Now there was not enough food or water and fewer and fewer trees.

## Remembering: War and the Land

"Why is it so hard to grow food and trees?" Tesfay asked.

"Mostly because of the war," the teacher told them. "Only a small part of our country is safe for farming. The Ethiopian government often sends planes to bomb our fields and burn our crops. Our land is tired because we use it so much. Less and less grows on it. We have to use wood to build our homes and to cook. But most of our forests are gone. When the rain comes, there are no trees to hold the soil. The soil washes away. So it's hard to keep the land we have."

**War was bad**

**for the land.**

Photo : Eritrean Relief Association of Canada



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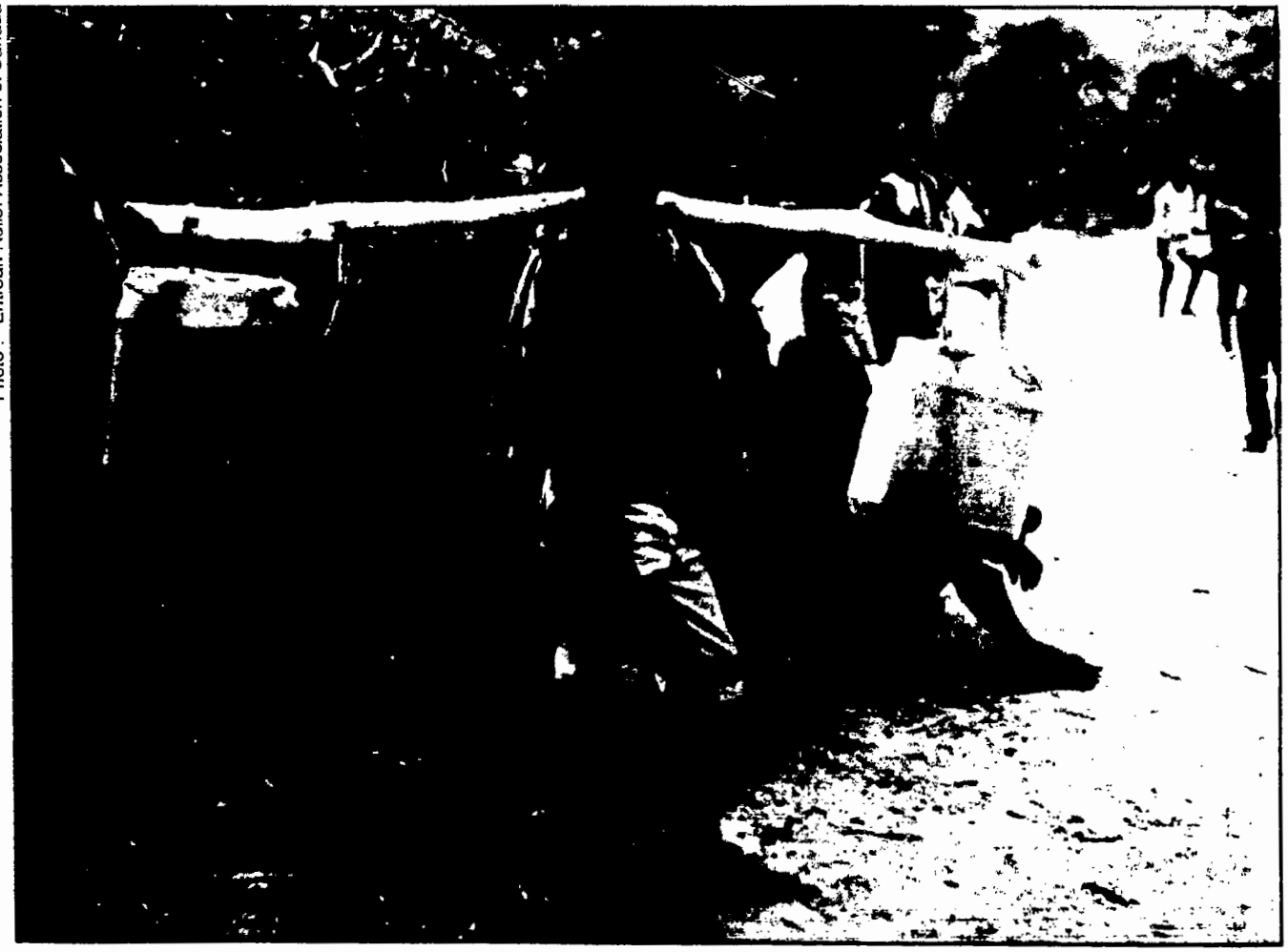
# Remembering:
# Organizing to Help Themselves

At school the children learned how to grow crops and repair machines. They learned to read and write. They also learned about the Eritrean Relief Association (ERA).

ERA was started in 1972. Many people in Eritrea belonged to this group. They worked together to plant trees and crops. They dug wells and built dams and canals to move water to dry areas. ERA shared seeds, tools and animals among the farmers. It helped people stay in their villages and grow their own food. ERA also helped in emergencies. It brought food, medicine, clothing and tents to areas that had no water and no food.

**People worked together in their villages.**

Photo : Eritrean Relief Association of Canada



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**The war made life hard for families.**

Photo : Eritrean Relief Association of Canada

## Remembering: The Family and the War

Sometimes the children's parents came to visit. The family was happy to be together. They celebrated by cooking a chicken for dinner. They talked about the war and the future.

Negisty told her mother that she wanted to be a soldier. Her mother shook her head and said, "I hope you won't have to be a soldier. I hope you'll teach or be a doctor or maybe plant trees."

"I wish we lived together as a family," Tesfay said.

The children's mother smiled and explained. "We, and other people, must go away to work for the future. Some of us have to work where there is war. Others, like you, can learn to rebuild our villages for the time when there is no fighting. Some people have left Eritrea and moved to other countries."

"What do those people do?" Negisty asked.

Her father explained. "Some of them work in other countries. They tell people there about what is happening here. They collect money to send home. Some send supplies and equipment for us to use here in Eritrea. Like your Uncle Berhane. He is working in Canada."

"Where is Canada?" Tesfay asked.

## Starting to Rebuild

"Where is Eritrea?" one of the students asks.

Berhane is visiting a Canadian school. He points to the map.

"I hope maps will soon show my country," he says. "Now that there is peace in Eritrea, my people can plant their crops and grow trees. They don't have to worry about bombs any more."

Berhane tells the students about ERA. Then he tells them about the Eritrean Relief Association in Canada, ERAC. It is a part of ERA. Most of the people who work for this group are volunteers. Money for ERAC comes partly from Eritreans in Canada. It also comes from community groups and churches. Many Canadians help.

"Many people in Canada are worried about the environment," Berhane says. "They want to save the forests. It's important because trees help to keep the air fresh. The roots of trees hold the water and the soil. Well, in Eritrea trees are even more important because there aren't many left."

"ERAC is helping to plant trees in Eritrea. It sends money to ERA to help people collect tree seeds, dig wells and make the land ready for planting the trees. It teaches farmers how to plant and take care of the trees. ERAC wants to help plant 11 million trees in Eritrea," Berhane explains.

"What can we do?" one of the students asks.

"I'm glad you asked," Berhane says. He tells them about Ulrika, a Grade 7 student at McKerman junior high school in Edmonton. She found out about the problems in Eritrea. Then she told her school friends and they collected money. The money was used to buy school supplies and farming equipment for people in Eritrea.

CIDA Photo: Pat Morrow

# Ending Family Violence

# PERU: Ana's Story

Ana lives with her husband and six children in Chimbote, Peru. The family lives in a poor neighbourhood on the edge of the city.

Every morning at dawn Ana goes to a big central market to buy fruit. Then she carries the fruit to a street corner to sell. She works hard all day and makes very little money.

Manuel is Ana's husband. He doesn't have a job right now. He worries about his family. There isn't enough money for rent or food. He feels angry and frustrated.

## Getting Help

Manuel often hits Ana. Sometimes he hits her when he thinks the dinner is too hot or too cold. Sometimes he hits her if the children are noisy. Often he hits her for no reason. Ana hates the beatings, but in her neighbourhood many husbands beat their wives.

Not long ago, Manuel beat Ana very badly. She thought he was going to kill her. After he beat her, she could not go to work. She could not take care of the children. Ana went to her neighbour for help.

Susana is Ana's neighbour. She is from a little village in the mountains. Her husband beat her, too. Finally, she and her four children ran away. They came to Chimbote to Ana's neighbourhood.

"Do you know about the Casa de la Mujer?" asked Susana. "You can see a doctor there. It's free." Ana decided to go.

*Casa de la Mujer* means "Women's House" in Spanish. At the Casa, the doctor checked Ana and gave her some medicine for pain. Ana talked to other women there. She learned about her rights. She learned that wife abuse is against the law. The police could put Manuel in jail for beating her.

CIDA Photo: Pat Morrow

**Some women sell fruit to earn money.**

Ana did not want to go home right away. She and her children went to live with her sister for awhile.

A few days later, Ana felt better. She went back to the Casa where she met Monica. Monica works at the Casa as a counsellor. Ana talked about her problems. Monica listened and gave her advice.

Ana also met many other women at the Casa. Their husbands had abused them, too. She joined a group of these women and they talked about their problems.

Ana thought a lot about what she should do. She decided that she did not want the police to put Manuel in jail. She wants to talk to him. She wants him to learn ways to control his anger. The Casa has films and discussion groups to help abusive men with their problem. Ana wants Manuel to come to the Casa. She wants to tell him about her rights. She wants Manuel to know he cannot continue to beat her. She also wants her sons to learn there are other ways to treat women.

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## The Women's House

Monica came to work at the Casa six years ago. When she was studying at the university, she learned that many men beat their wives or girlfriends. Monica and the other women who work at the Casa are concerned about wife abuse and about women's health.

In many countries, wife abuse is common. Men abuse their wives for different reasons. Some men want to feel that they are the boss. They believe they have the right to control women. They think hitting women is okay. Many women think wife beating is normal. These women may have seen their fathers beating their mothers, uncles beating aunts, brothers beating sisters. They believe most men beat the women they live with, but nobody talks about it. The Casa is helping to change these ideas.

**Women look after the health of their families.**

CIDA Photo: Ellen Tolmie



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The Casa gives women information on their legal rights. It also helps abused women decide what to do. Should the police put their husbands in jail? Should they leave their husbands? Sometimes the Casa helps a woman find a safe place to stay, usually with her relatives. If a woman decides to stop living with her husband, the Casa helps her get child support. This is money from the husband to help take care of the children.

The Casa has doctors and counsellors. Monica and the other counsellors often go to other neighbourhoods in the city to tell women about the Casa.

The Casa does many things. It has classes to teach women more about their health and legal rights. It talks to women of all ages about sex and birth control. There are literacy classes to help women learn to read and write. The Casa has libraries in some communities, and programs on the radio.

**Women learn about health and their rights.**

CIDA Photo: Ellen Tolmie

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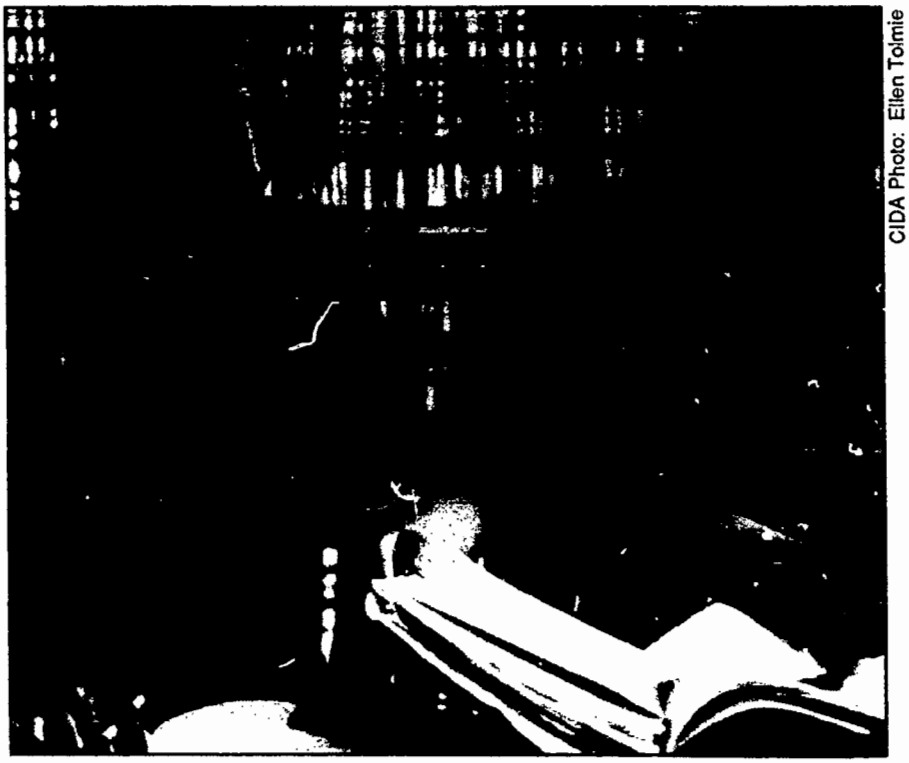
**Women work together**

**to make**

**their lives better.**



CIDA Photo: Ellen Tolmie

## Women Working Together

One day Monica met Miriam at the Casa. Miriam works for an agency in Canada called MATCH. It is helping the Casa de la Mujer in Peru. One of the ways MATCH helps is to collect money in Canada to give to the Casa.

MATCH is managed by women. The women in this group work with other women in Canada and around the world. They want to raise the place of women in society and make their lives better.

Women have similar problems all over the world. Many women are beginning to work together to change their lives. Miriam is visiting the Casa to learn more about its services. She hopes women in Canada and other places will learn from the work of the Casa.

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## Ana's Decision

Ana decided to move back home. Manuel has promised not to beat her anymore. He is trying to find ways to control his anger. He doesn't want Ana to leave, and he knows that wife beating is a crime.

Ana visits the Casa sometimes to attend classes or to talk to the other women there. Now she knows where to go and what to do if she has trouble at home. She hopes she can teach her children what she has learned. She wants their lives to be better.

CIDA Photo: Pat Morrow

### Wife Assault is a Crime

All kinds of men abuse women. They are rich and poor, young and old. They are of every nationality.

Every year in Canada, one woman in 10 is beaten by her husband, boyfriend or partner. When one person beats up another person, it is called assault. Assault is a crime in Canada. It doesn't make any difference if the man is a husband or a boyfriend. It doesn't matter if the people are married or living common law. The police can arrest the man for assault. He can get a fine or go to jail.

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CIDA Photo: Peter Bennett

# Literacy for a Better Life

# NICARAGUA: One Big School

Nicaragua is a small country in Central America. It has 3 million people. In 1979, the people of Nicaragua had a revolution and got a new government.

At that time, half of the people in Nicaragua could not read or write. The new government believed that literacy was very important. It decided that all the people in Nicaragua should learn to read and write.

For six months, the whole country became "one big school." About 85,000 volunteer teachers went to the small villages and farm areas in Nicaragua. People there did not know how to read and write because these areas didn't have many schools.

The literacy teachers were from the cities. Most of them were high school and university students. The students became the teachers. The government said, "If you know — teach. If you don't know — learn".

**Farm children learn to read and write in Nicaragua.**

CIDA Photo: Peter Bennett

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## From the City to the Country

Carmen lives in Managua, the capital of Nicaragua. She was a 16-year-old student when she heard about the government's literacy plan. She decided to volunteer as a teacher. The government closed the schools in Managua for four months so the volunteer teachers could go to the countryside. They took paper, pencils and books with them.

Carmen and two other volunteers went to a small village. She lived with the Ramirez family. Their daughter, Marta, was the same age as Carmen.

Carmen worked hard. Every morning she went to the fields to plant corn and beans. In the afternoons, she taught the women and children to read and write. In the evenings, she taught the men.

Carmen and Marta became good friends. Carmen taught Marta to read. Marta also had things to teach Carmen. She knew about farm work. She taught Carmen how to plant and take care of beans and corn, and how to live without much money. She also taught her about village life and sharing with neighbours. The two young women learned a lot from each other.

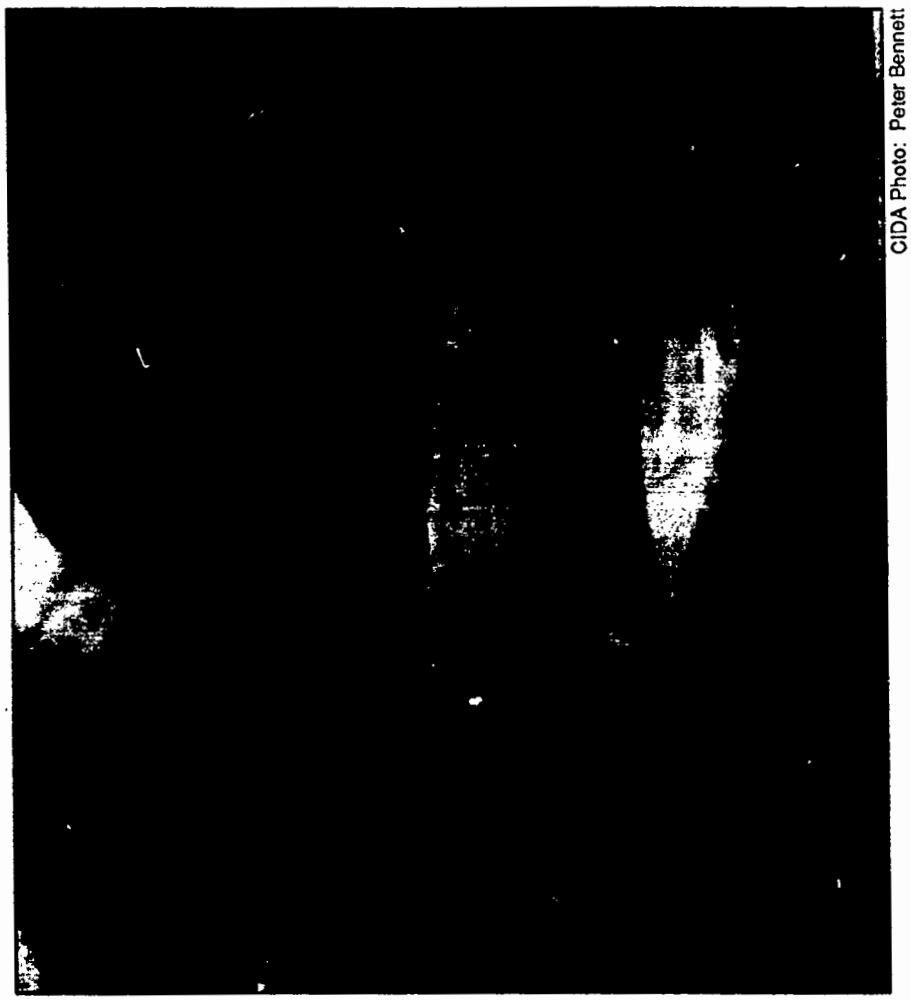
At the end of the six-month plan, most Nicaraguans began to read and write. Illiteracy went from 52% to 12%. A United Nations organization, UNESCO, gave Nicaragua an important prize for its literacy program.

## B.C. Teachers Support Literacy

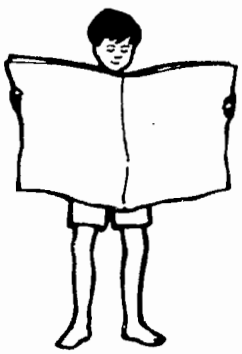
Teachers in British Columbia wanted to help the literacy plan in Nicaragua. All the school teachers in B.C. belong to a union. It is called the British Columbia Teachers' Federation (BCTF). In 1980, the BCTF decided to give $1 for every teacher in B.C. It sent $29,200 to Nicaragua.

## Nicaragua Today

In 1990, Nicaragua elected a new government. Most literacy programs have stopped. Some people are trying to continue these programs. But it is harder now because the new government doesn't have as much interest in literacy.



CIDA Photo: Peter Bennett





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## What is Literacy?

Literacy means different things to different people. Even experts can't agree on a definition.

Some people say that people are literate when they finish Grade 8. Other people say literacy means reading, writing and using numbers well enough for everyday life. Still other people say literacy is a personal matter. It varies from person to person. One person may want to read and write well enough to go to college. Another person may just want to read well enough to get a driver's licence.

The definition of literacy can also vary from country to country. For example, a farmer in China and a farmer in Saskatchewan may need different levels of literacy. It may even change from place to place in the same country. A fisherman in Newfoundland may need different literacy skills from a factory worker in Ontario.

**Reading is important for everyday life.**

CIDA Photo: Peter Bennett

These children

go to school.

Millions of children

in the world

do not go to school.

CIDA Photo: Pat Morrow

## Literacy Around the World

- 1990 was International Literacy Year. The United Nations asked countries around the world to work on their literacy problems.

The United Nations says:

- Almost 1,000 million people (almost one-third of the world's people) cannot read and write well enough for everyday life.
- Nearly two-thirds of these people are women.
- About 114 million children in the world don't go to school.
- Almost all (98%) of the people who can't read or write live in Africa, Asia and Latin America.

# NEPAL: People Know What They Need

Nepal is a small, mountainous country north of India. Mt. Everest, the highest mountain in the world, is in Nepal.

There are 18 million people in Nepal. Only one quarter of these people know how to read and write.

CIDA Photo: Pat Morrow

**Women in Nepal said they wanted to learn to read and write.**

## We Want to Read and Write

Lotta Hitschmanova was a Canadian. She founded the Unitarian Service Committee (USC) of Canada. In 1976, she went to Nepal to help the government with the country's water problems.

Lotta talked with many people in Nepal. She listened to them. They told her they wanted to learn to read and write more than anything else. They needed teachers and materials for literacy classes.

Lotta returned to Canada. She talked to Canadians about Nepal. She told them people there wanted to learn to read and write.

The USC decided to help. It started a literacy program in a small village in Nepal. Lotta helped the project get started. She said the literacy program was for all the villagers. "Women and girls must have the same chance as men and boys," she said.

Nepali women do most of the work at home and on the farms. The literacy program was very important for them. Learning to read and write could help them improve their lives.

The literacy program is making a big difference. Women are starting small businesses. They are selling the cloth and carpets they make. They are now earning their own money and keeping the money in bank accounts.

The women are using some of the money to improve farming and water systems in their villages. Their ideas and decisions are making life better in the villages of Nepal.

**Now women can sell their cloth and put the money in the bank.**

CIDA Photo: Pat Morrow

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Photo : CSN, Yves Laneuville

# Workers Making Connections

**Workers hold a meeting in Bolivia.**

Photo : CSN, Yves Laneuville

## BOLIVIA: Rich Country, Poor People

Freddy Ontiveros is a miner. He is also a leader of COB, the national workers' union in Bolivia. He visited Quebec in 1989. He talked to a meeting of workers. They belonged to CSN, a large group of unions in Quebec.

"Our country is rich, but our people are poor," Freddy told the Quebec workers. "Bolivia is rich in silver and tin. But ever since the Spanish came in the 1500s, a few powerful people have controlled Bolivia. In the 1900s, tin was the most important metal in Bolivia. At that time, three families owned 80% of the tin industry. In 1952, the government took over most of the mines. But the miners and their families still live in poverty.

"Our working conditions are terrible. Miners have to go deep inside the mines to take out the tin. There isn't much air and they must stay down there for eight hours a day without food or rest. They work six days a week. The miners use dynamite to break the stone. There are often accidents.

"Lots of miners get a disease in their lungs. Many die. Others have to stop working. Most miners live only about 37 years. For all this dangerous work, a miner in Bolivia gets paid about $35 a month. A family of five in Bolivia needs about $250 a month to live. So you can see that the miners' pay isn't very much.

"That was before. Things are even worse now. In 1985, the government allowed 'free trade' with other countries. The government closed mines and foreign companies bought them. The government fired 22,000 of 27,000 miners. It promised new jobs in other places, but that never happened. Now few of us have jobs. Our work made other people rich. We never shared in the great wealth of our country."

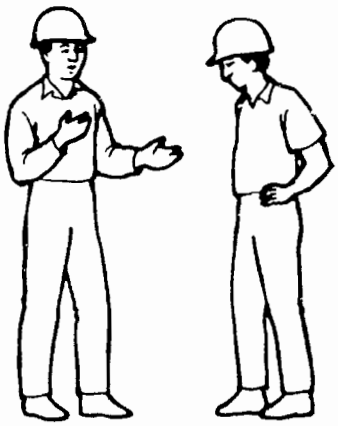
"Where does all the money go?" someone asked.

CIDA Photo: Patricio Baeza

**Miners work hard.**

**Their work**

**is often dangerous.**



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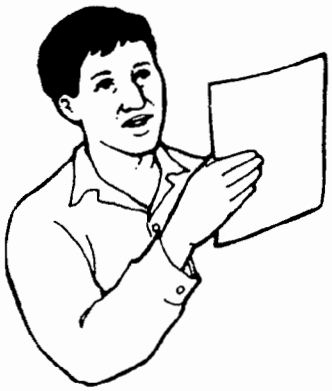
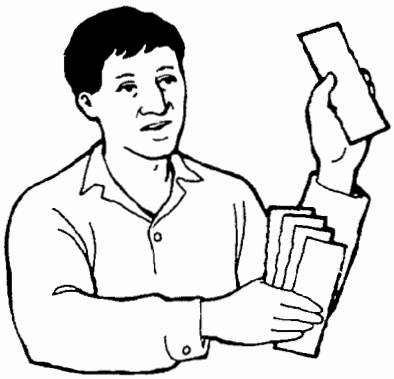
## Where Does All the Money Go?

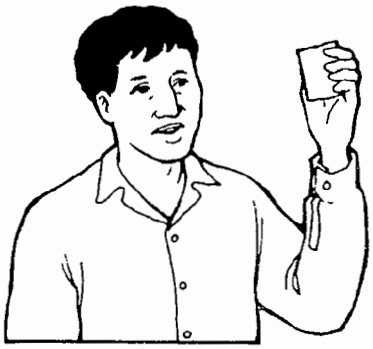


Freddy held up a sheet of blank paper. "Before 1985, the miners at Siglo XX mine dug out 300 or 400 tonnes of tin each month.

"Let's say this paper is the money from that tin. Where does the money go?" He tore the sheet of paper into five equal parts. "Of these five parts, four go to the businessmen of other countries," he said. "Bolivia only keeps one part. Why? Bolivia has no companies to process tin. Also Bolivia cannot control the price of tin. Sometimes the government sells tin at a low price and buys things made from tin at a high price."



He tore the piece of paper again. "Of this one part, our government takes half. The government uses this money to export the tin. Companies in England, the United States and other countries process Bolivian tin. They make it into products such as metal roofs. Countries like Bolivia buy these products.



Then he held up the small piece of paper. "Of the half that's left, the government takes some more for itself and for the army and the police. And of this little bit that's left over, the government takes another part for health, hospitals, electricity and so on.

From this tiny part that's left, they take money for shovels, picks and other tools for the miners.

And look, from all the money that tin brings in -- this much is left for the workers." Freddy held up a tiny piece of paper. Most of his listeners could not even see it.

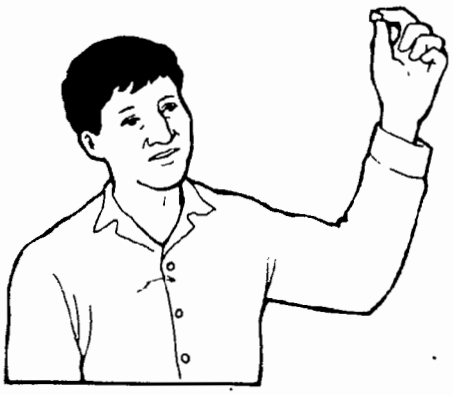


Photo : CSN, Yves Laneuville

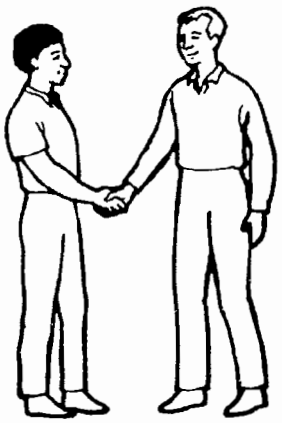
**Miners vote at a meeting.**

## Quebec Workers Visit Bolivia

Paul Dejarlais is from Quebec. He works for CUSO in Bolivia. Part of his job is to help Bolivian union leaders share information with Canadian leaders.

Paul took a group of Quebec union leaders to Oruro. It is a mining area of Bolivia. On the way to Oruro, the visitors saw rows of tiny houses. The houses were for the miners and their families. The houses were clean, but small. They had electricity, but no toilets or drinking water.

Paul told the Canadians that the mining company owned the houses. When a miner stopped working or died, his family had to move out.



**The wives**

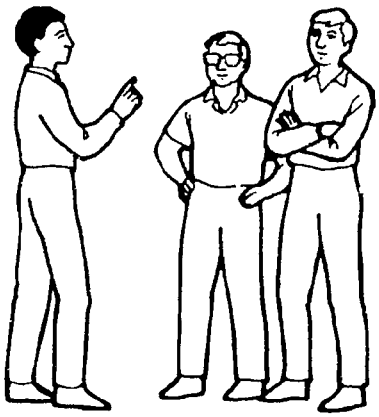
**of the miners**

**formed a group.**

**It works together**

**with the miners' union.**

CIDA Photo: Patricio Baeza





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## Wives Help Workers

Later the group visited the Regional Development Centre. There they met Yolanda Escobar. She is the leader of the Housewives' Committee. "The Centre is very important for Oruro," she told the visitors. "In 1985, most miners lost their jobs and the national workers' union (COB) couldn't help us. Workers' groups in Oruro joined together to help themselves. Women's groups, unions and church groups all belong to the Centre. We are all working together to make Oruro a better and safer place. We want the money that we make to stay here. We want to spend it on things that will make our lives better — like roads, schools and hospitals."

"We want to keep the land safe for our children," Yolanda said. She told the Quebec workers about a new gold mine owned by a private company. The gold mine uses a poisonous chemical that goes into the water. Animals have died and people are sick. "We're working to stop that," Yolanda said.

When they leave the Centre, Paul tells the Canadian visitors, "We can learn a lot from the people here. They don't have the same living standards and working conditions we have in Canada, but their unions are strong and better organized. It's not just the men. Women work for the unions too. The Housewives' Committee is a powerful group. The Committee works together with the miners' union. In 1978, they started a hunger strike because the government put the leaders of the miners' union in jail. The hunger strike spread and forced the army, which ruled the country, to call an election.

## Working Together for Change

"We can help each other," Freddy Ontiveros tells the workers in Quebec. "We want the same things. We want fair pay, safe work and good homes for our families. You have more of these things than we have. You can teach us how to get them too. You can also talk and write to your

government. A few years ago, you helped us get our union leaders out of jail because your government talked to the Bolivian government.

"We Bolivian workers also have a lot to show you. We are strong because we have survived so much. And we can give you information."

"How can information about Bolivia be useful to us?" one of the workers asked.

"The important thing is to understand that we are not separate. The problems of Bolivian workers affect Canadians. Because we have free trade, Canadian mining companies have bought mines in Bolivia. What is the result? They get cheap work from us. If they close their mines in Canada, some of you will lose your jobs."

Some of the listeners got angry. "This is already happening here!" somebody shouted. "And like you said about Bolivia, our government is also selling its companies and services to private businesses. We are worried about free trade, too."

"That is why this link between COB and the CSN in Quebec is so important. We must share information and work together," Freddy says.

**Women make the road better for their community.**

CIDA Photo: Patricio Baeza



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## Did You Know?

- One out of five Bolivians is homeless.
- Before independence in 1825, two-thirds of the land belonged to the native Aymara and Quechua people. Today they own very little land.
- The average life expectancy in Bolivia is 53 years. It is 37 years for miners.
- Seventy-five per cent of Bolivians have no running water and 65% have no electricity.
- Bolivia gets 60% of its income from mining.
- Six per cent of the landowners control 92% of the farm land.

CIDA Photo: Patricio Baeza

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## What is Free Trade?

Free trade means that a company can bring goods into a country and send goods out of a country without paying certain taxes.

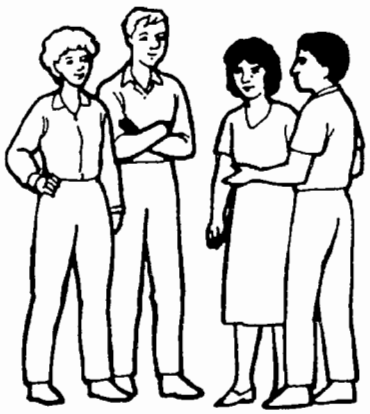
## Free Trade and Canada

Canada has had free trade with the United States since 1989. Canada may soon have free trade with Mexico. In Mexico, workers get much less pay than workers in Canada. Companies will be able to move to Mexico. Mexican workers will do the same job for less money. This means the companies will make higher profits. It also means that the workers in Canada may also have to work for less money or lose their jobs.

Dorothy Murray worked for Bendix Company in Ontario. Bendix made seat belts for cars. Recently, the company closed its factory in Canada and moved to Mexico. Murray and over 600 other workers lost their jobs. "I blame free trade, and I think our government has to do something about that," says Murray.

Mexican workers get the lowest pay of all the workers in the North American free trade zones. Workers cannot make enough money for their families to live. Many children have to work to help their parents.

During the last 10 years, many companies have set up in Mexico's free trade zones. The wages for Mexican workers in these zones have gone down. Workers now earn half as much as they did in 1982.



Many Canadian, American and Mexican workers are against free trade. They say that free trade between the three countries will mean lower wages and lower working standards for everyone.

In October 1990, Canadians and Mexicans from over 80 unions, church groups and social groups got together for an important meeting. They are working together to make sure workers get a fair deal.

CIDA Photo: David Barbour

# Teacher's Notes

# BACKGROUND FOR THE TEACHER AND RESOURCES

## PEOPLE AND THE LAND

The Green Revolution was an attempt to solve the problems of world hunger by introducing higher yielding seeds so as to produce more food per acre. Its apparent initial success was soon marred by the problems that arose. Southern (Third World) subsistence farmers could not afford the high-priced fertilizers and pesticides the new seeds required. The pesticides have caused environmental problems and the loss of protein sources. For example, fish that were raised in the water surrounding the young rice plants have been killed by the pesticides. Large landholdings, because they produce cash crops for export to the industrialized countries, can afford the cash outlay to use the new seeds and have found them successful. As more and more local farmers lose their land to these large estates, more export crops are grown and the food needed locally is no longer produced.

**RESOURCES**
World Food Day is October 16. For more information and a local contact, write to World Food Day Association of Canada, #400 - 176 Gloucester Street, Ottawa, Ontario, K1P 0A6.

Good reference book: *World Hunger: 12 Myths* by Frances Moor Lappe, Grove Press Inc., NY, ISBN 0-394-62297-9.

## REBUILDING AFTER WAR

Eritrea, colonized by Italy in the 1890s, was administered by Britain after the defeat of the fascist forces in World War II. Eritrea hoped to gain independence after the war. However, the UN decision in 1950 was that Eritrea be autonomous, but affiliated with Ethiopia. Ethiopia went on to extend political and economic control over the next few years. The war of independence for Eritrea which began in the 1960s, finally ended in 1991. Eritrea has still to recover from the devastation of nearly 30 years of war.

**RESOURCES**
Eritrean Relief Association in Canada, P.O. Box 2038, Station D, Ottawa, Ontario, K1P 5W3. ERAC has a list of regional contacts.

Video "Eritrea" consisting of three 28 - minute segments about development and war is available from the National Film Board.

## ENDING FAMILY VIOLENCE

Solving the problem of violence against women worldwide is a precondition for development. The experiences and roles of men and women are different; therefore, they will contribute different things to the building of the community. For development that takes into account women's experience and perspective to the same extent as men's, women must be free to participate fully in all aspects of community life without threat and fear of violence. This is a new way of looking at development: to realize that the needs of women are often different from those of men, but that improvement in the lives and status of women brings improvement also to the lives of children and men.

**RESOURCES**
Information on violence against women worldwide: MATCH International Centre, #1102 - 200 Elgin Street, Ottawa, Ontario, K2P 1L5.

For Canadian resources, call the National Clearinghouse on Family Violence toll free at 1-800-267-1291. Look under WOMEN in the white pages of the phone book for Women's Centres.

# LITERACY FOR A BETTER LIFE

More than 27 percent of the world's adult population is not literate. Most of these people are in the South (Third World), and illiteracy is considered a barrier to development. Nicaragua's national literacy campaign, begun as a political project to enable youth to participate in rebuilding the country, was a huge success and won the top UNESCO literacy award. After this, money had to be diverted from education to defence during the contra war, and illiteracy again began to rise. When in 1990 the new government was voted in by a population desperate for peace and for an end to the US embargo, literacy programs virtually ended.

**RESOURCES**
For international literacy kits, call the United Nations Association in Canada. There are offices in Victoria, Vancouver, Salmon Arm, Castlegar, Winnipeg, London, Waterloo, Hamilton, Toronto, Ottawa, Montreal, Quebec City, St. John, Halifax, and Charlottetown. The national office is at #606 - 63 Sparks Street, Ottawa, Ontario, K1P 5A6.

Canadian literacy information: Movement for Canadian Literacy, #500 - 880 Wellington Street, Ottawa, Ontario, K1R 6K7. In B.C., call the Adult Literacy Contact Centre toll free: 1-800-663-1293 or 684-0624 in the Lower Mainland.

# WORKERS MAKING CONNECTIONS

Bolivia, the most resource-rich country in South America (silver and tin), has one of the lowest standards of living, and the lowest life expectancy in Latin America. Sixty percent of the population are indigenous people, and 66 percent live on plots of land too small for subsistence. The early years of the country after independence were politically and economically unstable. The 1952 revolution brought agrarian reform and the growth of a strong union organization which still exists today. In 1964, a military take-over began a period of repression and a worsening economy. In 1982, after a general strike, the country returned to democracy, but the economy remains in severe crisis.

**RESOURCES**
For information on CUSO's programs in Bolivia, write CUSO-Quebec, 180 St. Catherines Street East, Montreal, PQ, H2X 1K9.

For information on free trade, write the Action Canada Network, #211 - 456 Broadway, Vancouver, B.C., V5Y 1R3 or #904 - 251 Laurier Avenue, West Ottawa, Ontario, K1P 5J6.

**Note:** The photos and accompanying captions are designed for use by beginning-level students. Students who may not be able to handle the text, may be able to read the captions and discuss some of the ideas in each chapter.

## SUGGESTED CLASSROOM ACTIVITIES

### 1. Pre-reading

a) Use a world map to introduce the topic of world hunger/food production. Which areas do students know to have had famines, food shortages or poverty in recent years?

b) Where do the foods we eat come from? In small groups or individually, have students write a shopping list. Which of the foods that they buy are grown locally? Which are imports? What countries do the foods come from? Use a world map and pin/picture system to locate the countries from which we import food.

### 2. Post-reading

a) Are there connections between human rights and the use or ownership of land? As a class or small group activity ask students to make two separate lists of (1) what are (or should be) basic human rights and (2) how land is (or should be) used. Students should compare what they know about Canada with what they have learned about Guatemala.

b) What would be a "fair share" of the land for the small farmers and landless people of Guatemala? Through class discussion, small group brainstorming or debate, try to design a new, fair system.

## WRITING EXERCISES

1. Pretend you are looking for work. You have been offered a job as a farmworker. Write ten questions you would want to ask before accepting the job.

2. Imagine that you are a Thai farmer. Write a letter to your government explaining why you are going back to the old ways of growing rice.

3. Individually or in small groups, brainstorm some questions for the Canadian Farmworkers' Union about the rights of workers in Canada. Choose your best two or three questions, then write a letter to the union asking your questions.

## READING SKILLS EXERCISES

**1. Using context:** Some words can have more than one meaning. Find each of these words in the article "Thailand: Back to the Old Ways." Choose the correct meaning of each of the words as they are used in the article.

raise
__ lift up; move to a higher position
__ make grow

field
__ a piece of land with no trees
__ a range of interest, activity or study

super
__ greater in quantity, quality, size or strength
__ above, added on top

seed
__ a beginning; a source
__ the part of a plant a new plant grows from

keep
__ save for later use
__ prevent

dropping
__ letting something fall
__ animal waste

soil
__ the loose earth in which plants grow
__ make dirty or unclean

**2. Reading for details:** Read "Thailand: Back to the Old Ways." In your own words, write sentence answers to the following questions.

1. What are "super seeds?" _____
_____

2. What are two of the problems with "super seeds?" _____
_____

3. How do fish help the Thai farmers grow rice? _____
_____

# REBUILDING AFTER WAR

## SUGGESTED CLASSROOM ACTIVITIES

### 1. Pre-reading

a) What do students know about Eritrea and Ethiopia? Do they know anything about the people, their language, culture, government? Can they locate the countries on a world map? Which countries border on Eritrea and Ethiopia?

### 2. Post-reading

a) Have a class discussion or debate on whether Canada should help countries like Eritrea rebuild. If so, what role should/could Canada play?

b) Ask students to think about the environment of Canada, their province and their community. Are we treating our environment well? They should think of reasons or examples to support their point of view.

## WRITING EXERCISES

1. Conduct your own opinion poll or survey on the environment. Write five or six questions asking people what they think about the state of the environment. Use your questions to interview at least 10 people. Write a summary of their answers to your questions.

2. In your own words, write a paragraph (or some sentences) telling why it is hard to grow food in Eritrea.

3. Pretend you are Berhane. Write a letter to Negisty and Tesfay explaining why you live in Canada now and what you are doing to help Eritrea.

4. List the differences between the daily lives of Negisty and Tesfay or their parents and your life in Canada. Write a paragraph contrasting and/or comparing these lifestyles.

## READING SKILLS EXERCISES

1. **Main idea:** Read the chapter " Rebuilding after War." Write the main idea of each section.

1. "Eritrea: Peace at Last" _____

_____

2. "Remembering: Living with War " _____

_____

3. "Remembering: War and the Land" _____

_____

4. "Remembering: Organizing to Help Themselves" _____

_____

5. "Remembering: The Family and the War "_____

_____

6. "Starting To Rebuild" _____

_____

**2. Reading for details:** Read pages 19-21. Write short answers to the following questions in the space.

1. What problems did the war cause for Eritrea? _____

_____

2. What does "ERA" stand for?_____

_____

3. What is ERA doing to help solve Eritrea's problems?_____

_____

## SUGGESTED CLASSROOM ACTIVITIES

### 1. Pre-reading

a) As a class or small group activity, brainstorm and list special difficulties women face in everyday life.

b) Read the first page of "Ana's Story" out loud to the class. Stop at the sentence "Ana went to her neighbour for help." As a class or small group activity, discuss what advice Ana is likely to get from her neighbour.

### 2. Post-reading

a) In a small group or class discussion, talk about: (1) why and how MATCH helps women outside Canada or (2) why NGOs such as MATCH are interested in helping women outside Canada.

b) Discuss the community support that is available to battered women in your community. Have students search phone books for names of local services/organizations. Compile a list of the names and phone numbers of these support services.

## WRITING EXERCISES

1. Write a paragraph or some sentences describing the changes that occur in Ana's life. Pretend it is one year later, and write a letter from Ana to her counsellor.

2. Pretend you are Ana. Write a journal diary starting from your decision to seek help and ending with your decision to return home to your husband.

3. Pretend you are Ana. You are thinking of returning home to your husband, but you want things to change. Write a conversation between Ana and her husband.

4. As a class, write some questions you have about support services available for women. Write a letter to your Member of the Legislative Assembly (MLA) or Member of Parliament (MP). **OR** Invite a speaker from a local community group to visit your class and respond to your questions.

## READING SKILLS EXERCISES

**1. Using Context:** Read "Peru: Ana's Story." Find these words in the chapter. Don't use a dictionary. Try to guess the meanings. Write the meaning on the line next to the word.

neighbourhood _____

dawn _____

central _____

frustrated _____

beatings _____

rights _____

abuse _____

counsellor _____

group _____

control _____

**2. Inferences:** Read "Peru: Ana's Story." In your own words, write sentence answers to the following questions.

1. Why do you think Manuel hits Ana? _____

_____

_____

2. Why didn't Ana want to go home? _____

_____

_____

3. Why did Ana decide to go home to Manuel? _____

_____

_____

# LITERACY FOR A BETTER LIFE

## SUGGESTED CLASSROOM ACTIVITIES

### 1. Pre-reading

a) Introduce the chapter by giving the students the titles of each section. Can the students predict from the title what each will be about?

b) What everyday situations are difficult for people who don't know how to read and write? Brainstorm in small groups then compare as a class.

### 2. Post-reading

a) One billion (1,000,000,000) people in the world can't read and write. Most of these people, two-thirds ( $\frac{2}{3}$ ) are women. But in Canada, more women than men know how to read and write. In a class discussion or small groups, brainstorm some possible reasons for why this is so.

b) Some experts say that illiteracy and poverty go together. Do students think this is true in Canada? Do they think this is true in developing countries? Through class discussion or small group brainstorming, students should form their opinions on the above and try to develop reasons to support their opinions.

## WRITING EXERCISES

1. The title of this chapter is "Literacy for a Better Life." Write a paragraph or some sentences explaining in what ways you think learning to read and write could make someone's life better.

2. Have a class discussion on: How long do you think it takes to learn to read and write well enough to get by in Canada? Is it different in other countries?

3. In the story about Nicaragua, Carmen taught Marta to read, but she also learned from her. What can other people learn from you? Explain in a paragraph or teach the class something you know.

3. Write an advertisement for TV or radio. In your advertisement, try to convince your audience that they should return to school to learn to read and write. Submit your advertisement to a local station as a Public Service Announcement. (Or you could have one or two groups write advertisements and one or two groups write cover letters for the PSAs.)

## READING SKILLS EXERCISES

**1. Scanning:** Look at pages 34 and 35 very quickly to answer the following questions. You may not understand all of what you read. Don't worry. Read only the part of the article that gives you the answer to the question.

1. How many teachers were there? _____

_____

2. Who were the teachers? _____

_____

3. Did all the people learn to read and write? _____

_____

**2. Referencing:** Read the first four paragraphs of "Nicaragua: One Big School" more carefully. Find the following words in the article. Write who or what each one means.

Paragraph 1: It _____

Paragraph 2: It _____

Paragraph 3: the whole country _____

there _____

these areas _____

## SUGGESTED CLASSROOM ACTIVITIES

### 1. Pre-reading

a) Fair pay, safe work and job security are workers' rights mentioned in the chapter. As a class, brainstorm a list of rights that are important for Canadian workers to have? What rights **do** Canadian workers have? What rights are guaranteed by the Charter of Rights and Freedoms?
b) What do students know about Bolivia? What do they know about the people, their language, culture, government? Locate the country on a world map. What countries border on Bolivia?

### 2. Post-reading

a) As a class or small group activity, make a list of the main problems for workers in Bolivia. Do the same for Canadian workers. Compare the two lists. Brainstorm reasons for similarities and differences. Discuss.

b) Using the story, discuss, as a class, the advantages and disadvantages of free trade between Canada, the U. S. and Mexico. Ask students to think of ways free trade might affect them.

## WRITING EXERCISES

1. In the section "Where Does All the Money Go?" Freddy Ontiveros uses a piece of paper to show who gets the money from Bolivia's tin. Using a piece of paper, divide up your income. How much of your income goes to taxes, shelter, food, insurance and so on? Write a paragraph or some sentences describing "Where all the money goes."

2. Write a letter to your Member of Parliament (MP) or the Prime Minister expressing your opinion about free trade.

3. Write some questions about free trade. Choose your best questions and write to Action Canada Network (see Resources) **OR** Invite a representative from Action Canada Network to the class to answer the questions.

## READING SKILLS EXERCISES

**1. Synonyms:** Read "Bolivia: Rich Country, Poor People." Find words that have the same meaning as the words below.

country-wide _____

workers' organization _____

metal _____

influential _____

business _____

mine worker _____

very bad _____

sickness _____

buying and selling _____

money _____

**2. Reading for details:** Read the section "Wives Help Workers." Write three (3) things the Housewives' Committee is trying to do now.

1. _____

2. _____

3. _____

Write one thing the Housewives' Committee has already done successfully.

1. _____

# ANSWERS TO SELECTED EXERCISES

## PEOPLE AND THE LAND

**1. Using Context**

raise - *make grow*
field - *a piece of land with no trees*
super - *greater in quantity. quality, size or strength*
seed - *the part of a plant a new plant grows from*
keep - *prevent*
dropping - *animal waste*
soil - *the loose earth in which plants grow*

## LITERACY FOR A BETTER LIFE

**2. Referencing**

Paragraph 1 : (*Nicaragua*)
Paragraph 2 : (*The new government*)
Paragraph 3 : ( *Nicaragua*)
there (*in small villages and farm areas*)
these areas ( *small villages and farm areas*)
Paragraph 4 : them ( *the literacy teachers*)

## WORKERS MAKING CONNECTIONS

**1. Synonyms**

country-wide - *national*
workers'organization - *union*
metal - *tin*
influential - *powerful*
business - *industry*
mine worker - *miner*
very bad - *terrible*
sickness - *disease*
buying and selling - *trade*
money - *wealth*