Final Report Prepared for UC SAREP August 15, 2012

I. Cover Page

A. Date: August 2012

B. Title: Green Jobs for Campesinas

C. Principal Investigator Yvonne Yen Liu Senior Researcher Applied Research Center 510-338-4934 yliu@arc.org

D. Co-investigators & Cooperators Suguet Lopez, Lideres Campesinas Saba Waheed, Data Center Maricela Morales, Coastal Alliance United for a Sustainable Economy (CAUSE) Grace Chang, University of California at Santa Barbara

- E. Location of project (including county): Ventura County, California
- F. Commodity(ies) addressed [if appropriate]

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G. Funding (list the budget received from UC SAREP. In separate columns, please show all matching funds and identify the source(s).)

Personnel		
Applied Research Center (ARC)	\$1,743.32	•
Data Center	\$1,743.32	
Lideres Campesinas	\$1,743.32	
TOTAL Personnel Expenses	\$5,229.95	
Professional Services		
Translation	\$360.00	\$30 an hour for two 6-hour
	-	sessions
Transcription	\$360.00	
Proofreading	\$500.00	
Technology and Communication		
Recording equipment	\$300.00	
Recording equipment	\$300.00	
Meetings and Events		
Campesina Policy Institute Space Rental	\$500.00	\$250 per session for two sessions
Campesina Policy Institute Food	\$500.00	
Campesina Policy Institute Campesina Policy Institute	\$200.00	
Onsite Translation	\$200.00	
Campesina Policy Institute	\$100.00	
Childcare		
Campesina Policy Institute	\$200.00	
Stipends		
Travel and Conferences		
ARC	\$500.00	
DC	\$250.00	
LC	\$250.00	
Campesinas	\$250.00	
Conferences	\$500.00	
TOTAL Non Personnel Expenses	\$4,770.00	

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II. Objectives

The primary goal of this project is for campesinas to identify how a green economy can be built to sustain them and their families, based on their positionality in the fields and the world.

The objectives related to this goal are four-fold:

- (1) To conduct a comprehensive literature review on agriculture/food system alternatives, focusing on environmental and labor justice, which will illicit best practices and models for campesinas to affect change in their workplace;
- (2) To craft a curriculum incorporating the literature review findings and other expert resources aimed at introducing concepts such as climate change, green jobs, and participant action research to campesinas.
- (3) To facilitate a dialogue using the Green Jobs for Campesinas curriculum that will introduce and engage campesinas in the concepts of climate change, green jobs and industrial agriculture as it relates to their personal experience.
- (4) To identify points for further education and potential solutions that campesinas raised during the discussion in the Green Jobs for Campesinas workshops. The identified next steps resulted in the Good Food, Good Jobs project.

III. Summary

The Green Jobs for Campesinas research consortium received a grant to address the Food and Society priority area under the UC Davis ASI grant program. This project specifically concentrates upon addressing Farmworker and Rural Community Wellbeing. The consortium utilized participant action research methods to arrive at a definition of a viable and sustainable green economy to support campesinas and their families.

Our first objective focused upon conducting a comprehensive literature review to gather information on best practices and translatable models informing the link between campesina livelihoods and green alternatives in the workplace. First, we explored the impacts of climate change and industrial agriculture on campesinas (see Appendix A: Fact Sheet). The literature review concluded with four models of best practice coming from the agricultural industry. The model case studies included Swanton Berry Farm, Agriculture and Land Based Training Association (ALBA), Food Justice Certification, and Food Safety, Worker Safety policy proposals. From the literature review we consolidated the most relevant and impactful information to integrate into our Campesinas for Green Jobs curriculum.

Over the course of 15 months (April 2011 to July 2012) our consortium crafted and conducted a dynamic and participant driven green jobs curriculum delivered through two in-depth workshops in the county of Ventura, Ca. Both workshops occurred in communities spaces accessible to where campesinas live, in a mutually understood language (Spanish), and with people that campesinas know and respect. These consciously elected elements, along with employing a participatory action research model, were integral to executing an educational project to which participants felt ownership, investment and empowerment.

The curriculum was deployed in three workshop sessions:

- April 2011: Climate change and green jobs
- May 2011: Participant action research
- December 2011: Industrial food and agriculture

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IV. Specific Results

The Green Jobs for Campesinas research consortium has successfully engaged migrant women farmworkers as stakeholders in the green food and agricultural economy movement. The partners prepared for the action research workshops by completing the following steps:

a) Background Research and Literature Review

We compiled background research on sustainable food and agriculture, climate change and these systems disparate impacts on communities of color. We started out by looking at global capitalism and industrial agriculture, two macro phenomena impacting the landscape of U.S. food and agriculture and workers within the industry today. Our questions for both macro trends were:

- 1) What is the phenomenon?
- 2) How does the phenomenon impact campesinas?
- 3) What are stories of successful responses by campesinas to the phenomenon?

The results were two fact sheets, utilized in our April 2011 workshop (see Appendices A: Global Capitalism and Campesinas and B: Industrial Agriculture and Campesinas Fact Sheets.) Models that emerged from the literature review included cooperatively owned urban farms and elimination of pesticides usage (specifically, methyl bromide in berry farms). These examples led us to look further for successful models of policy advocacy and community organizing by and for farmworkers, in response to global capitalism and climate change.

We found four that we profiled in case studies presented in the April 2011 workshop:

- Swanton Berry Farm
- Food Justice Certification
- Agriculture and Land Based Training Association
- Food Safety, Worker Safety

(See Appendix C: Case Studies).

b) Curriculum

Over a 15-month period our collaborators crafted and disseminated a curriculum that produced knowledge and dialogue with farmworker participants around climate change and green jobs as it relates to their labor, workplace and communities.

The curriculum was deployed in three workshop sessions:

- April 2011: Climate change and green jobs
- May 2011: Participant action research
- December 2011: Industrial food and agriculture

1. Climate Change and Green Jobs, April 2011

The April 2011 curriculum introduced campesinas to climate change and its disproportionate impact on communities of color and food chain workers, especially farmworkers (see Appendix D: Climate Change and Green Jobs Curriculum). The facilitator was the policy director of green jobs for the Ella Baker Center, Evelyn Rangel-Medina, who introduced the causes and outcomes of climate change in terms of industrial output and carbon emissions. The women then learned about the promise of the green economy by the Associate Director of the Coastal Alliance United for a Sustainable Economy (CAUSE), Maricela

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Morales, who defined green collar jobs as those with a low impact to the earth, paying living wages, and offering career pathways into the middle class. Then, Morales shared with the campesinas the four models of green jobs (based on our case studies) of how green jobs manifest for workers in food and agriculture.

Thirteen participants attended the Green Jobs for Campesinas workshops, two of whom were also members of the Mixteco/Indigena Community Organizing Project (MICOP). All campesinas engaged with the content presented to them and became eager to integrate that new knowledge into their advocacy work. This personal connection was evidenced through constant offerings of anecdotes that related climate change, green jobs and industrial agriculture to their workplace experience. To document the results regarding this objective we recorded the dialogue produced between the workshop facilitators and the campesinas. The content below provides the responses campesinas generated to the presentations and discussion questions during the workshops.

The following are the recorded responses and solutions from the campesinas:

Natural Environment:

Water

- •. We have a problem with pesticides in the water and possibly the methyl iodide from the new fertilizers
- •. Each 1 or 2 years by law the city should send a report to residents about the quality of water.
- •. AB1176- the state now wants to make a law that would reduce pesticides

Seeds

•. Indigenous guatemalans conserve their seeds and ask permission from the older members to use the seeds

Workers:

Health

- •. Fertilizer/pesticide contamination
- •. When the pesticides get caught in the wind they affect campesinas. No or less pesticides. No more fertilizers that are synthetic (natural ok).
- •. Reproductive health and pregnancy; the fetuses and the mothers are exposed to pesticides, causing birth defects and allergies in children

Living Wage and Benefits

- •. That the salary of a campesina be equivalent to that of a technical worker. That the salary provides enough for a living wage.
- •. They should pay overtime before the 10 hour mark vs. a packer who gets paid overtime after an 8 hour shift.
- •. That they pay for holidays or sick days
- •. We need health insurance, so expensive
- •. better protections for your retirement

Corporate Control

•. Becuase the buyers have the control of what they pay because they buy so much (monopsony) the farm owner therefore is not left with much profit and teh campesina makes even less.

Discrimination

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- •. In the fields the women are only allowed to move machines, but with a salary lower than that compared to the men.
- •. Discrimination for questions of age, disabilities or health they won't give you work
- •. 27 million awarded to Sr. Maria for a sexual assault case the week before (campesina)

Access to Healthy Food

- •. It already costs 3.45 lb a tomato, very expensive and organic its 8-10 dollars
- •. The life of the past was very healthy. Here and now we are hungry and we go to Mcdonalds. But I prefer the food in my house.

Sovereignty

•. Indigenous people fight for their right to grow their own food

Community Organizing and Activism

- •. From here we leave more conscious and ready to take action, the people dont listen to our knowledge, they continue to abuse, but we have to change that, we have to be the example.
- •. The Immokalee workers of Florida made a campaign against tomatoes and a boycott of taco bell. and that they get paid 5 cents more per box. These are examples that are going to represent us.

Community:

Fertilizer/Pesticide Contamination

•. They use too much fertilizer and pesticides that contaminate food and leave our communities affected by alergies.

Alternative local models

•. Some harvests are donated to local causes. like The Community Roots Garden (we already participate). The people share, work take what they will use in their home, no pesticides, everything organic. We recruit people. We teach also teach our children and they play along.

2. Research for Social Change Workshop, May 2011

The May 2011 curriculum introduced participatory action research methodology to the campesinas (see Appendix E: Research for Social Change Curriculum). Action research strives to recognize participants as experts, empower communities to own knowledge about their environment, and to exercise that knowledge to advance their well-being. Three concepts were introduced—knowledge, expertise, and research—and the historical impact of the three on communities of color were presented. The women then redefined each of the three terms and understood how they could utilize the methods for improving their lives and work.

The idea of action research was illustrated for the women through a participatory game and visualizations, such as research bingo and the flower petals of knowledge. Through research bingo, the women understood that they too were researchers who held knowledge about their culture and community, their life experiences, and the impacts of institutions on their families and communities. A case study of the domestic workers was shared to illustrate how research justice can aid low income workers in identifying and advocating for political and economic change. Finally, the women participated in an exercise where they applied their new skills and expertise as worker-researchers in developing a research project in their communities.

3. Industrial Food and Agriculture Workshop, December 2011

In December 2011, we led an interactive workshop with campesinas aimed at exploring the roots of the US food system as it relates to their community (see Appendix F: Industrial Food and Agriculture Curriculum). The main workshop objective included helping the campesinas understand the reality of the ecological and social crisis within our food and crop system. Another objective included illustrating the

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relation between racial, economic and ecological justice through examples of food and agriculture commodities.

- •. Group creation of a systemic level visualization of the food system through two lens: the dominant paradigm and a paradigm centered around people and ecology. Activity included cocreating examples related to nutrition, food, and crops that illustrate each point described within the two categories and solutions moving towards the eco-paradigm the group would like to create in their community.
- Activity analyzing three commodities as each goes through a sustainable or industrial means of production. The analysis demonstrated negative external costs to society, the environment and local communities of the industrial production processes and how the consumer price fails to reflect such extranalities. The campesinas then analyzed the results and applied the impacts of such systemic societal costs to their local communities. The campesinas discussed how common narratives regarding mitigation of the negative impacts of the industrialized food system focuses on the individual consumer as opposed to a systemic analysis of these problems. A final discussion focused on how campesinas can address the negative impacts of the industrialized food system on both the systemic and consumer level.

The main presentation was by a former member of Lideres Campesinas who now owned and operated a family farm, Maria Ines Catalan. This was followed by a presentation by leadership of Lideres Campesinas about the food justice certification process.

The women then engaged in a facilitated dialogue in response to two questions:

- 1. What do we need to do to return to our roots?
 - •. Conduct workshops about how to prepare food and take advantage of the nutrients.
 - •. That prisons include a program for the inmates that teach how to cultivate the land
 - •. That childcare is a place where children can receive proper nourishment
 - •. That we raise wages of those that work in the fields
 - •. Improve the working conditions so as to promote the interest of agriculture.
 - •. Enforce laws that support and regulate equally the farmworkers and the corporations.
- 2. What are the frustrations with agricultural work?
 - •. Lack of information about pesticides and labor rights
 - •. Do not have just salaries
 - •. No medical benefits
 - •. Obesity because of the change in life style
 - •. The life style change causes families to cook and eat unhealthy food
 - •. Discriminiation
 - Sexual assault
 - •. One cannot fall sick because if they do they will be punished

c) Next Steps: Good Food, Good Jobs for Campesinas Toolkit

The results of this work have become the cornerstone for further research and action by campesinas to bring good food and good job opportunities into their lives and those of their communities (see Appendix G: Good Food and Good Jobs for Campesinas Toolkit Outline). Currently underway, a consortium of social justice organizations and campesinas are creating a Good Food, Good Jobs toolkit to share within seven different campesina communities across California. This toolkit will include four separate subject area presentations in health, access, food chain worker labor rights, and corporate agriculture and food policy. Throughout the Good Food, Good Jobs toolkit dissemination we will discuss our theory of

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change regarding how the campesinas think research contributes to their leadership development, campaign organization and policy advocacy. The culmination of this project will result in an action plan for how to create, administer and analyze three targeted data gathering tools: community food security assessment, health impact assessment and food chain worker survey.

The next steps for this research consortium is to craft curriculum, *Good Food and Good Jobs for Campesinas Toolkit: Training for Trainers*, to be deployed in 2012 to 2013 in the statewide chapters of Lideres Campesinas, to ensure the farmworkers retain the information on climate change and green jobs presented. The workers will inform us on how to next proceed, both in terms of writing our final report and our future project to craft a training program around good food and good jobs. The *Good Food and Good Jobs for Campesinas Toolkit* will be shared with the National Alliance of Farmworker Women convening in Washington, DC in the fall of 2013.

V. Potential Benefits/Impacts on Agriculture and/or Food Systems

The Green Jobs for Campesinas research consortium applied for a planning grant to address the Food and Society priority area under the UC Davis ASI grant program. The specific concentration that this project addressed was Farmworker and Rural Community Wellbeing. The consortium used participant action research to arrive at a definition of a viable and sustainable green economy to support campesinas and their families. This vision will be the cornerstone upon which the *Good Food and Good Jobs for Campesinas Toolkit* will be based.

The methods of this project are inspired by a participatory process that Dine organizers used in the Navajo Nation to define a green economy in harmony with Dine history, language, and culture.[i] The campaign, spearheaded by young Dine activists who fought to close down coal mines on the reservation, wanted the Dine community to feel ownership and identification with the green economy. They organized a series of focus groups, including elders, youth, and medicine healers, in the local chapters where participants conversed on how to transition their economy and how to build a new economy.

A similar vision is at work in this project. Campesinas work on the land every day, see and feel the impact that industrial agriculture has in their bodies, on the crops, and the earth. Stephen R. Gliessman at the University of California at Santa Cruz proposed that campesinas are at the essential core of any sustainable food system.

How can agroecology develop alternative systems to help food production? It requires real knowledge of how the system is working, it won't take care of itself, it needs to work in harmony with the earth, using an agroecological understanding. Farmworkers are critical, because they're closer to the field, they're out there everyday, watching and observing the field. Farmworkers need to be rewarded for transferring this knowledge. Growers don't always know what the issues are. People doing the farm work are the eyes and ears of the health of the food system.

– Stephen R. Gliessman, Alfred E. Heller Professor of Agroecology, Department of

- Stephen R. Gliessman, Alfred E. Heller Professor of Agroecology, Department of Environmental Studies, University of California at Santa Cruz[ii]

Campesinas need jobs that are safe and healthy, be able to self-organize without fear of retribution, and need wages and benefits to support their families. They will directly craft a solution to achieve sustainable employment in agriculture, which will improve their working conditions and lives for the community.

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The workers are both the participant investigators in this project, as well as the intended actors to carry out a strategic course of action.

The *Green Jobs for Campesinas* curriculum was disseminated to members of the Ventura County chapter of Lideres Campesinas in 2011 to 2012. From 2012 to 2013, we plan to deploy the curriculum along with the *Good Food and Good Jobs for Campesinas Toolkit* to the remaining chapters across California. In addition, the National Alliance of Farmworker Women plans to hold their first ever convening in the fall 2013, where the *Green Jobs for Campesinas* as well as the *Good Food and Good Jobs Toolkit for Campesinas* will be presented.

VI. Dissemination of Findings

The project of the *Green Jobs for Campesinas* have been or will be shared at the following conferences:

- 11/2012. "Good Food and Good Jobs for All." Facing Race Conference (Baltimore, MD).
- 6/6/2012. "Food Workers and Food Justice." Food Chain Worker Alliance Conference (New York, NY). Replicated the participatory research curriculum with allies and communities at conference.
- 6/10-6/12/2012. "Good Food and Good Jobs for All." <u>Association of State & Territorial Public</u> Health Nutrition Directors (ASTPHND) Annual Conference (Traverse City, MI).
- 5/17/12. "The Color of Food: Race, Class, and Gender in the Food System." Talk for the <u>Urban Adamah Farm Fellows</u> (Berkeley, CA).
- 4/19/2012. "Comfort Food: Making Food Justice Accessible." Race and Policy Symposium, sponsored by the Students of Color in Public Policy (SCiPP), Goldman School of Public Policy. University of California at Berkeley (Berkeley, CA).
- 4/18/2012. "Race, Class, and the Food System." Panel with Alison Alkon, Sara E. Schaefer, and Western Farm Workers Association. University of the Pacific (Stockton, CA).
- 2/21/2012. "Intersections of race, class, gender, and food: The Color of Food." <u>Bare Abundance:</u> <u>The Excess and Inequity of Our Food System</u>, a student-initiated course, University of California at Berkeley (Berkeley, CA).
- 2/4/2012. "The Color of Food: Race, Class, and Gender in the Food System." <u>Labor Across the Food System</u>, University of California at Santa Cruz (Santa Cruz, CA). [VIDEO]
- 11/10/2011. "New Research to Inform and Guide Equitable Policy Change." <u>Equity Summit 2011</u> (Detroit, MI).
- 9/20/2011. "Perspectives on Race, Place and Food." Edible Education: The Rise and Future of the Food Movement, a lecture series curated by Nikki Henderson and Michael Pollan, University of California at Berkeley (Berkeley, CA).

VII. Literature Cited

[i] Liu, Yvonne Yen. Translating Green into Navajo: Alternatives to Coal Mining and the Campaign for a Navajo Green Economy. Applied Research Center. March 2010.

http://www.arc.org/downloads/BMWC case study 041410.pdf

[ii] Interview with Stephen R. Gleissman on January 5, 2010.

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VIII. Appendix

Appendix A: Global Capitalism and Campesinas Fact Sheet

What is the Phenomenon?

- •. Capitalism relies on market economies, wherein entities in the world are assigned a relative value, and thus traded (bought and sold) in the market. A market may range from a physical place to an abstract transaction between two individuals at great distance.
- •. This framework relies on basic economic principles of supply and demand, which summarize how much of a product is available, and how much it is needed and/or desired, respectively.
- •. Individuals and companies involved in these markets utilize a variety of techniques to affect supply and demand, such as creating new, more highly desired products.
- •. Global capitalism refers to the spread of this economic interaction around the world. This is done via the creation of "new markets" in regions where such markets did not previously exist, which allows the process above to expand and continue.
- •. The effects of global capitalism have mainly extended from Western nations outward to developing nations, such that Western business leaders can influence the status of these markets in many parts of the globe.

How Global Capitalism Affects Campesinas

- •. California is the 8th largest economy in the world. Agriculture makes up 30% of the state's GDP. However, 88% of the people who work in the fields as farm laborers are not citizens of the US.
- •. It is not that immigrants have "stolen" jobs from legal U.S. born citizens. Rather, farm workers, mainly from Mexico, are willing to work for less than minimum wage (\$8.10 an hour, 65¢ below the minimum).
- •. Where farm owners would have to pay \$16/hr out of pocket (wages, taxes, and insurance) they pay immigrants less than one half of that per hour.
- •. In the age of global capitalism *campesinas* need secure jobs that will pay fair wages to sustain them and their families.
- •. Globalization has resulted in increased competition, reduced prices for farm goods and subsequently reduced ability of farm owners to offer a living wage to their workers.
- •. A living wage can be achieved through economic tools like sustainable agricultural tools and the promotion of fair trade labels.

Campesinas Stories

#1: Cooperatively Owned Urban Farms

Throughout most of the 20th century, manufacturing drove Middletown's regional economy—most of its residents were employed in the factories assembling parts into products in an industry dominated by three multinational businesses. Workers were represented by a union that bargained for middle-class wages that sustained Middletown families. However, the opening of global trade decimated the manufacturing industry in Middletown. Factories relocated to right-to-work states or the global south, where they could escape scrutiny by organized labor and government oversight of unfair labor practices. Family

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breadwinners lost their jobs, and factories were shuttered—their once operable gray turbines still dominate the city landscape.

Basic services that residents previously had access to were now absent from Middletown. Neighborhoods were marked by homes abandoned by residents unable to find work in the city. Mom-and-pop stores were closed because of high costs and low revenues. Middletown residents were forced to do their grocery shopping at the one remaining supermarket, which charged exorbitant prices for fresh vegetables and fruit. Main Street, which was populated by bustling small businesses 20 years ago, was now a ghost town lined by vacant lots and a few liquor stores still operational.

Three years ago, Middletown Justice gathered together community members to discuss food insecurity in neighborhoods with mostly residents of color. Together, the community decided to occupy and plant seeds in a quarter-acre garden on the site of an empty lot in the heart of downtown. Neighbors worked shoulder-to-shoulder to rid the lot of the debris that had accumulated in the land, till the soil and plant a crop of organic vegetables and fruit.

Middletown Justice also lobbied city officials to establish a farmers market in the downtown area, accessible by public transportation and operating during weekday evening and weekend hours. The farmers applied and received a 501(c)3 non-profit status, which enabled them to apply for foundation and federal monies to purchase large-scale farm equipment, such as rototillers and coolers. A consultant was brought in from the Farm Credit Council, which helped the Middletown farmers to establish a community supported agriculture (CSA) program where community members purchased seasonal shares and received weekly allotments of the produce harvested.

The first year of the farm's operations yielded a \$20,000 in revenue, a sizable sum but not enough to sustain the 10 families invested in the farm with their sweat equity. They decided early on that the farm would be cooperatively owned, with each member of the farm earning an equal share in ownership and profits. With the help of the city and Middletown Justice, the farmers obtained other vacant lots, which they converted into urban farms. One site was a former parts factory, closed now for 10 years. Raised beds, with amended soil, nourish crops of butternut squash, kale and other vegetables now flourished amidst the ruins of the factory.

Source: "Green Equity Toolkit: Standards and Strategies for Advancing Race, Gender, and Economic Equity in the Green Economy", by Yvonne Liu and Terry Keleher, Applied Research Center, November 2009, www.arc.org/greenjobs

#2: Personal Story

María Martínez has worked in the agricultural industry in Oxnard, CA for more than 10 years. She said that the system has not changed much in the last years and the working wages rise slowly. According to María, when the strawberry fruit is at its highest production, usually from the months of April to July, the workers get paid by how many boxes they complete in the day. This means that the more strawberry boxes they complete the more they get paid. This is a strategy used by the system to maximize production while creating an incentive for *campesinas* to over work to increase daily wages. When crop production is

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slow, workers get paid by the hour and many are unemployed as a result because it brings less profit to companies. Campesinos get paid \$2.10 per box or \$8 per hour in the strawberry field of Oxnard.

Interview conducted by phone on Saturday April 23, 2011 by Carolina Méndez

Works Cited

http://thesociocapitalist.com/82/capitalism-case-study-immigrant-labor-california/

Guzman, Martha et. al. A Workforce Action Plan for Farm Labor in California: Toward a More Sustainable Food System." California Institute for Rural Studies. June 2007. http://www.cirsinc.org/Documents/Pub0707.1.pdf

Appendix B: Industrial Agriculture and Campesinas Fact Sheet

What is the Phenomenon?

- •. Industrial agriculture differs from traditional types of agriculture in relying heavily on innovations in modern technology (industry) to increase the supply and lower the costs of its products.
- •. This technology places significant burdens on the natural environment, and reduces the overall sustainability (success) of agricultural production in the long run.
- •. Industrial agriculture has four principal features: 1) monoculture; 2) few crop varieties; 3) separation of plants and animals; 4) reliance on hazardous chemicals.
- •. (1) Monoculture is the practice whereby one type of crop is grown in the same field in successive seasons, thereby depleting the soil's nutrients at a high rate.
- •. (2) Growing crops of low genetic diversity most obviously reduces the range of food available to consumers, but also increases the crop's susceptibility to disease, which may make large farms very vulnerable in a given season.
- •. (3) The separation of plants and animals onto different farms reduces the potential of waste material of one (an output) to be used as an input for another, e.g., cow manure as a source of plant fertilizer. As a result, industrial farmers must rely on many outside sources to sustain their farms.
- •. (4) The three features above force industrial farmers to rely on artificial products such as fertilizers, pesticides and antibiotics. Fertilizers must be used to maintain a high crop yield, and pesticides to forestall the potential for diseases in crops. Antibiotics must be used to raise livestock indoors and in very close to proximity to each other, where disease is otherwise rampant.
- •. Economically, industrial agriculture has reduced the overall number of farmers worldwide, putting former farmers out of work and concentrating individuals' dependence on agriculture products in the hands of a few mega-corporations.

How Industrial Agriculture Affects Farmworkers

Nearly three-quarters of U.S. farmworkers earn less than \$10,000 per year and three out of five farmworker families have incomes below the poverty level. In developing countries the situation is even more extreme. For example, an agricultural wageworker in Central African Republic needs to work six

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hours to buy a single kilo of the cheapest staple cereal grain. Meanwhile, the chemicals and heavy machinery of industrial agriculture create a high-risk work environment. In 1996, the occupational death rate for U.S. agricultural workers was estimated at 20.9 per 100,000 compared to an average of 3.9 for all other U.S. industries.

Impacts to women

Women are responsible for half of the world's food production, yet farm policies typically ignore women's experiences and concerns, exclude them from decision-making, and create barriers to women's access to land, credit, technology, training, services and other resources. Racial minorities also face discriminatory practices; for example, less than 1% of black farmers sit on U.S. Department of Agriculture (USDA) county committees, which oversee subsidies and a wide range of other agency operations. Indigenous peoples are frequently displaced from productive land by industrial agricultural interests. In Chiapas, Mexico, indigenous communities have been pushed to agriculturally poor highland and rainforest lands, and more productive lands are now in the hands of cotton, sugarcane and cattle ranching export interests.

Campesinas Stories

BAKERSFIELD, Calif. May 2004 — Viviana Torres was leading her crew down a row of 100 peach trees when an awful stench started burning her nose. The farmworker, five months pregnant, had been caught in pesticide drift before. She pulled her shirt over her face. "I was afraid, thinking about the baby," Torres recalled. Within moments, other workers were fainting, according to Torres. One woman lay down, as if to sleep. Torres, frantic, tried to get help via a cell phone. She finally reached the foreman. He told the workers to leave the field. They had breathed the fumes for 20 minutes, and 19 people were sick — gasping for air, nauseated, their eyesight blurry, some drifting in and out of consciousness, Torres said. Of the 19 workers affected, 13 were taken to the hospital. The others did not want to go. Since the pesticide drift caught the pickers at work, they could ask for workers' compensation (an option not available to families accidentally sprayed at home). But the farmworkers are primarily poor, Hispanic immigrants who speak little English and are afraid of dealing with the government, advocates say. "We can't allow this to continue to happen," said Arturo Rodriguez, president of the United Farm Workers. "The grower and the spraying outfit need to be held accountable, and to make sure the workers get the medical care they need, especially the women who were pregnant."

In 2008, methyl bromide was replace by methyl iodine because the chemical brought concerns about the safety to farmworkers. However, scientists have brought concerns about the new chemical use primarily in strawberries. Methyl iodide is employed to fumigate the soil before the planting of strawberries and yet scientists characterize the pesticide as "one of the most toxic chemicals one earth." Many strawberry owners nonetheless insist that its use is critical to producing and harvesting the fruit. Against such assertions it is difficult to reconcile the use value of methyl iodide against its well-established links with cancer and miscarriages and the host of health challenges farm laborers experience. Recently, petition are being sign to stop the use of the chemicals

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Appendix C: Case Studies

i. Case Study: Swanton Berry Farm

Jim Cochran is the owner of Swanton Berry Farm located in Davenport, near Santa Cruz. He setup a profit sharing model with his workers in 2005, in which workers begin to earn stock in the farm after putting in 500 hours.[v] Farmworkers at Swanton Berry Farm earn between \$9 and \$11 an hour (in 2006, according to the SF Chronicle). Most farms pay their workers by a piece rate, not hourly. For benefits, workers receive a medical and pension plan, get paid for vacations and holidays, have unlimited time for family needs, and discounts on housing.[vi] Because so much of agricultural work is repetitive and physically harmful, employees do a variety of work tasks instead of doing the same task over and over again.

The workers are included in the decision making for the farm, as agroecologists, doing research with Cochran to transition it into organic growing methods. For example, their strawberries are grown without methyl bromide, a soil fumigant. Cochran and his workers decided to diversify his farm, to grow other things to care for the ecosystem and also to provide year-round work for his staff. Techniques like crop rotation and dry fallowing enriches the soil without chemicals and prevents soil-borne pathogens from surviving. Half of the acreage at any time is occupied by cover crops or is dry-fallowed.[ix] Cover crops, including a grass and legume mixture, add organic matter and nitrogen to the soil. Dry-fallow rotation replicates the natural cycle of soil, by allowing it to dry out completely during the summer months.

Swanton sells half of its production directly to the public, at 13 Northern Californian farmers' markets and at the farm's stand. The farm also partnered with Whole Foods, to supply fruit. The relationship with the large chain allowed the farm to expand benefits for workers.

Cochran saw his farm as a model for a new food system, where small and medium sized actors can embrace organic farming techniques and employee stock option plans.[1] He estimated that the new model could comprise 20% of the California food system. When including independent and small and mid-sized producers and retailers, it could represent 50%. Cochran proposed a new network of retailers and food service outlets that could sell local and organic food to low and middle income families. At the back end, regional "Service Centers" would help to warehouse and distribute food to community-based retailers. The Service Centers would also coordinate higher-level business strategies, such as marketing, branding, and applying for financing.

ii. Case Study: Agriculture and Land Based Training Association

The Agriculture and Land-Based Training Association (ALBA) creates opportunities for farmworkers and aspiring farmers to grow and sell crops from two organic farms in Monterey County. Most of the workers ALBA trains are Latino, many undocumented. The barriers they face in starting their own farm business

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include language and cultural barriers, lack of resources, institutional exclusion, and lack of government support and engagement. ALBA's mission is to serve limited-resource and aspiring farmers. To that end, ALBA receives funding from a number of public and private sources to ensure that job and entrepreneurship training, as well as business opportunities in agriculture are available to low income individuals, as well as beginning, limited-resource and socially disadvantaged farmers, as defined by the U.S. Department of Agriculture.[3]

The Farmer Education Program or Programa Educativo Para Agricultores (PEPA) is a core program that ALBA operates to carry out its mission.[2] PEPA is a comprehensive learning experience designed specifically for individuals and families that want to pursue the development or expansion of an agricultural enterprise, and/or gain valuable job skills to increase their career opportunities in agriculture. PEPA imparts experiential entrepreneurship and job training in small farm management and organic vegetable, strawberry and caneberry production, with a focus on sustainable practices. The course has been designed to serve primarily aspiring farmers, and farmers that want to transition to organic.

The PEPA curriculum utilizes classroom instruction, hands-on field based training, farmer mentoring, and field trips to give participants the necessary tools and experience to improve their career options. The course places emphasis on marketing, small business management, farm equipment use and maintenance, and organic production practices. As much as possible, ALBA seeks to create an environment driven by aprender haciendo – a learning-by-doing model. Students that successfully complete the course will be eligible to apply to participate in ALBA's Small Farm Incubator, and rent up to 1/2 acre of certified organic land in their first year.

The Small Farm Incubator is a business incubator, providing a reduced-risk environment to support primarily beginning and limited-resource farmers in the development of successful small farm businesses. In addition to subsidized land rents for up to six years, the "Incubator", as we refer to it, provides farmer-participants with access to basic farm equipment, water through a shared irrigation system, and ongoing technical assistance. The program is designed to provide subsidized access to land, water and equipment, as well as intensive technical assistance in the first three years. Beginning in the fourth year, farmer-participants are required to obtain their own organic certification, and begin to plan for their transition out of the incubator, which usually occurs at the end of the sixth year.

At the time of their enrollment in the PEPA program, the majority of respondents worked as permanent agricultural workers. After completing the PEPA program, thirteen (76%) non-farmer respondents were working at the same jobs and nine (50%) farmers continued to work off-farm. Non-farmers report a mean increase of nearly \$1,000 in yearly income after completing the PEPA program. Respondents reported gaining new skills as a result of this program, including better financial management, improved computer skills, and improved literacy skills. Additionally, approximately 80% of both farmers and non-farmers reported improved self-esteem as a result of this program. Respondents also cited improved communication skills, feeling more confident, and feeling more connected to people around them.

iii.Case Study: Food Justice Certification

Fair prices to farmers that cover their costs of production, the protection of children from hazardous farm work, and living wages plus respectful treatment for all food system workers are the core guarantees of the new Food Justice Certified label. After a dozen years in development, the Agricultural Justice Project launched this program across North America in October 2010.[x]

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The Agricultural Justice Project bases these standards for fair trade and social justice in the food system on the Declaration of Human Rights, the conventions of the International Labor Organization and the experience of farmers, farmworkers, and other participants in the current food system in the United States.[xi]

The Food Justice label is available both to farms and other food businesses from seed to table. It can be used as an additional claim along with certified organic or as a standalone label for advanced integrated pest management farms. In New York State over the next year, farms will be piloting a pledge version for small-scale direct market farms with limited hired labor.

Food Justice Certification stipulations:

- •. Farmer Rights
- •. Farmworker and Food System Worker Rights
- •. Buyer Rights
- •. Farm Intern/Apprentice Rights
- •. Indigenous Rights

iv. Case Study: Food Safety, Workers' Safety[xii]

With over 10 million workers, the restaurant industry is one of the largest and fastest-growing sectors of the United States economy, even during the current economic crisis. However, most workers in this industry work in restaurants that put them at high risk of injury and illness, and provide them with little or no benefits to cope with these challenges. These conditions increase the likelihood of workers committing dangerous practices that place the health of the dining public at risk.

In 2010 the Restaurant Opportunities Center (ROC) published Serving While Sick: High Risks and Low Benefits for the Nation's Restaurant Workforce and their Impact on the Consumer, elucidating the following food worker labor conditions:

- Restaurant workers in our survey sample reported facing high rates of exposures to dangerous working conditions; 38.1% reported that they had done something while working that put their own safety at risk. Almost half (49.5%) reported being cut on the job, and nearly as many (45.8%) reported being burned on the job.
- · 87.7% reported not receiving paid sick days. More than 63% of all restaurant workers reported cooking and serving food while sick, thus impacting consumers' health.
- Almost 90% of all workers surveyed reported not receiving health insurance through their employer. Workers without health insurance were three times as likely to visit the emergency room without being able to pay as their counterparts with health insurance. Immigrants in our sample were far less likely to have health insurance than U.S.-born restaurant workers, with dire consequences.
- · Finally, workers who experienced high levels of employment law violations in their workplace were more likely to have worked under conditions that have negative consumer health impacts.
- Workers who reported that they had done something as a result of time pressure that might have harmed the health and safety of the customer were much more likely to experience overtime violations (59.6%, as opposed to 48.6% of the entire survey population) and working "off the clock" without pay (63%, compared to 39.4% of the total survey population).

Restaurants should offer workers safer workplaces and conventional job benefits, including health insurance, paid sick days, and workers' compensation insurance. Without these improvements, the

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industry will continue to put both workers and consumers at risk. ROC's specific policy recommendations are to:

- 1. Support federal legislation and other policy efforts that would and require employers to provide paid sick days and provide greater access to health insurance for all low-wage workers, including immigrants.
- 2. Provide education for employers and restaurant workers to help them identify workplace risks and ways to reduce these risks, including rights to workers' compensation insurance, strategies to reorganize workplaces to be more ergonomic, and the importance of providing benefits.
- 3. Improve workplace safety and health conditions for restaurant workers, by having the Occupational Safety and Health Administration (OSHA) develop a special emphasis program to reduce injuries and illnesses in the industry, and encourage employers to follow ergonomic guidelines developed for the restaurant industry.
- 4. Provide all workers with greater access to better jobs with improved benefits through promotions policies and anti-discrimination monitoring.
- 5. Publicize model occupational safety and health employer practices to provide much-needed guidance to other employers.
- 6. Support collective organizing among restaurant workers to improve working conditions for all workers in the industry, including better wages, access to health insurance, and other benefits.

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Appendix D: Climate Change and Green Jobs Curriculum

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April 9, 2011 Ventura, Ca

The primary goal of this project is for campesinas to identify how a green economy can be built to sustain them and their families, based on their positionality in the fields and the world.

The objectives related to this goal are three-fold:

- (1) To conduct a comprehensive literature review on campesinas and green alternatives;
- (2) To craft a curriculum to be used with the campesinas, to introduce concepts such as climate change and green jobs, and to facilitate discussion on how they define a green economy; and
- (3) To have the campesinas feel ownership and connection to their definition and vision of a green economy.

What	Time	Resources
Climate Change 101	45 min	http://www.movementgeneration.org/wp-
Ask women what they know of	8:00-8:45	content/uploads/2008/12/freedomfighting_spanish.ppt
climate change		
Brief intro to climate change and		
its disparate impacts on people of		
color/global south		
Group Exercise	60 min	http://www.movementgeneration.org/wp-
Saliagua: A Story of Ecological	8:45-9:45	content/uploads/2009/07/Saliagua.pdf
Injustice		
Small Group Discussion	30 min	
How does climate change impact	9:45-10:15	
campesinas?		
Break	15 min	
	10:15-10:30	
Green Jobs	45 min	http://www.arc.org/greenjobs
Brief intro to green jobs as good	10:30-11:15	
jobs with low-impact to earth and		
career path		
Case Studies	15 min	http://www.arc.org/greenjobs
Los Angeles	11:15-11:30	http://www.swantonberryfarm.com/
Navajo Nation		
Swanton Berry Farms		
Small Group Discussion	30 min	
What does a green economy look	11:30-12:00	
like for us?		
Evaluation	30 min	
	12:00-12:30	

Appendix E: Research for Social Change Curriculum

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Research for Social Change Un Taller de Lideres Campesinas

In this workshop:

- We will have critically examined three concepts: knowledge, expertise and researchtheir historical impact on our people – and redefined them on our own terms.
- We will have learned specific steps of developing research and documentation projects
- We will have illustrated concrete ways that research can be used as a tool for social change

Research is Political

1. Introduction: What Is Research?

Make this flipchart: re search or investigacion

knowledge conocimiento
analysis analisis
expertise destreza
experience experiencia
theory teoria
data data

Ask the question, "When I say research, what or who do you think about?"

Participants may share comments such as, "the university," or "science," or "smart people."

Use the flipchart and ask the following questions. Pause momentarily after each one.

Give a little time for participants to say "yes." Many will answer affirmatively to most.

Ask, "Under the word INVESTIGACION (RESEARCH) is says all of those words. At first You said it made you think of "the university," "scientists," and "professors."

Participants may hesitate, but some may say or indicate "we do research also."

Now provide the following instruction:

Everyday people do *research* all the time. We often need information to do things.

Sometimes institutional research (from the university) does not reflect our lives and experiences.

[&]quot; Do you have knowledge? "

[&]quot; Do you ever *analyze* situations?"

[&]quot;Are you an *expert* about something?"

[&]quot;Do you have (life) experience?"

[&]quot;Do you have *theories* about things?"

[&]quot;Do you know *data*- how many people in your barrio, or how much money in the school budget for school lunches, or how many customers will buy my (tamales/paletas/frutas)?"

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Today we're going to learn about Research for Social Change. This means research to help us deal with problems hurting our community, and coming up with solutions to get to the roots of those problems. You can call this 'investigacion popular.'

And we're going to learn **how to do some research ourselves** so that we can:

describe and display real conditions faced by our communities with not only testimonies, but numbers and other scientific data;

show governments, agencies, and other institutions that we know how to study and analyze our conditions;

show ourselves that we can educate ourselves and use our knowledge to make social and economic justice.

2. Research Bingo:

Participants are given research bingo sheets.

Instruction:

Research means finding out things. Each time we ask a question, we hope to get "new" knowledge. This could be *information* or *data*. (you can say, "you are like an investigator on *CSI*" or some popular TV detective show as an example)

Go around the room and connect with a different people. Ask the question in the box, and fill it in with his or her answer. Fill in as many boxes as you can! When you get three across or three down, shout out "research bingo!"

As they finish, ask a few of them to share the "new knowledge" they acquired.

Objective:

To demonstrate that we are already doing research on a daily basis. We are researchers.

3. Flower Petals of Knowledge:

Instruction:

Maybe you think asking a few questions doesn't qualify you to be a real researcher. But this flower will show that not only did you do research- but you looked for knowledge that many institutional experts don't even look for. You did a *more comprehensive* research.

Use the 'flower' - a large flipchart drawing of a flower with three large petals (large enough to write inside). Name each petal: 1)cultural/community. 2) experiential. 3) institutional (mainstream)

Write each piece of "knowledge" gathered by the bingo game into the corresponding categories. The three categories are:

Community/cultural,

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Experiential

Institutional (may translate better) or Mainstream

Objective: To identify and perceive three sources and types of knowledge. Also to indicate that traditional/institutional research often does not regard or value cultural/community or experiential knowledge.

Research Planning/ Stepping Stone Activity (15min)

1. Divide the participants into groups of three. Each group receives eight research planning cards. These correspond with the stages of research.

Identify the goal, target and audience

Name:

the people who will provide the knowledge- community (audience) the people who you want to affect- government, agencies, etc. (target) the result you want to get from your research and organizing (goal)

Create and Prioritize Research Questions

Make up your best research questions and put them in the best order

Assess capacity/timeline/resources to do research

Check out your ability and skill; time and schedule (timeline); materials, equipment, and money needed to do the research

Identify Source/Methods/Tools

Name who is giving the information, how we are going to get it, and how we are going to use it

Collect data/information

Get the information from the people with surveys, interviews, focus groups, etc

Analyze data/information

Figure out and interpret what the information means

Craft Your Message

Figure out what you need to say and how you need to say it to the public and to people you need to affect

Package data and disseminate

Put the information in the forms needed to get it to people: booklets, videos, youtube, etc

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- 2. Ask groups to look at the cards and tape them to a board, wall or flipchart in order of the research survey plan from start to finish (5 min)
- 3. Once every group is done, discuss(5 min):
 - •. What are the differences between each stage/step?
 - •. Would you want to change the order of any of the steps?
 - •. Would you add anything?
 - •. that there is not neccessarily one right way; depending on situation may be reason to do it in different order

Stages of Research (15 minutes)

Domestic Worker Case Study:

Using Powerpoint Presentation, present the 6 (8?) Stages of Research, in the context of the Domestic Workers Study.

This works most effectively by narrating the stage and showing the slide that corresponds with the stage. For example, for the first (Goal, Target, Audience), you can show the first slide and say, "This group of domestic worker leaders picked/chose the people- other domestic workers whom they were going to survey and interview- their <u>audience</u>. Then they figured out what government agency they had to change-their target. They had already named their goal- to put domestic workers rights into law."

Show 5 minute clip of Domestic Workers on The Colbert Report. This film also corresponds with *crafting your message/packaging data and disseminating*.

Objective: Explain the six stages of research and share a success story.

RESEARCH 101 & FRAMING TOOLS

The Crockpot (10 mins)

Facilitator Instructions

This activity identifies the basic elements of research: SOURCE, TOOLS, AND METHOD.

Draw a crock pot (or any cooking pot) with soup inside.

Explain: We can understand the basic elements of research by looking at how we make and serve a stew or soup with a Crockpot (or any pot).

Draw responses as participants answer these questions:

- Where is the soup that will feed your children? (The pot is identified as the **SOURCE**)

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- What do you use to get the soup out? (PEOPLE WILL NAME different types of utensils: spoon, ladle, cup, etc. The untensils are identified as the **TOOLS**) Here you can ask, why did you you choose one tool over another? This is to indicate that for different needs tou may need different tools.)
- How do you take the soup from the pot and serve it? (People should indicate pace {slowly/quickly} In what kind of service (bowl/plate) and at which part of the meal (appetizer/main course)? this process is identified as the **METHOD**.

Explain SOURCE/METHOD/TOOL:

- The SOURCE is the crock-pot that contains the soup. The information we are trying to get is inside a source-
- \cdot In the picture, the ladle being used as the TOOL to remove the soup from the pot. The TOOL will get the info out of THE SOURCE.
- Who serves this soup? An adult or an infant? Is it served in a bowl or plate? Is it served quickly or slowly? How the soup is transferred or served is identified as the METHOD. The METHOD indicates how the information will be retrieved.

Relate this to research methodology:

(Ask participants to brainstorm examples of different types of sources and tools, and write on the the soup, ladel, etc.)

- · We've described the basics of social science research-
 - Source, Methods, and Tools
- There are so many different ways we can collect information and the many tools that depend on what our source is, what is the best tool and then, resources and timelines that define the method

Source:

The *Source* is where (or in whom) the information you're looking for is located, where it 'lives.' Information you need may be found in a newspaper article. Or it can be in the US Census- data about the average income of families in your community. It can also come people in your own community- they can be a very important *Source*.

WHO has the information that you want? Some examples of sources are:

- · Public and government records (about how an elected official votes; or when a transit district was cut back)
- Newspaper article (about your community or town)
- Students (about their school experience)
- Your grandfather/grandmother (about your family's history)

Tool:

The research *Tool* is the 'utensil' or instrument you use to extract the needed information from the Source. Research tools can be tangible things: questionnaire forms, a computer, and even Google (which is called a 'search engine'). These are all common research tools. In research, certain 'techniques' specifically designed to get information, like observations or interviews, are also considered as *tools* for

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research. People-to-people techniques like these are often more relaxing, and can convey nuances better than surveys or 'numbers.'

Tangible *tools*:

- · Pen and paper
- · Survey forms
- · Computer
- · Tape recorder, mic
- Service intake forms
- · Ouestionnaire

Method:

The *Method is the "how"* - It is the **way you do** your research. It's the set of procedures that will get you the information you're after. If your source is your elder and your tool is a survey form, then you should determine when you'll meet, for how long, or if you'll be mailing it, etc., in advance. Aside from the logistics, you should develop a concrete outline of your questions...and which ones you want her/him to go in-depth, which ones not, and so on. Your research methodology is about spelling out all this stuff based on what information you're looking for, and what you want to use that information to accomplish.

Some examples:

- Conduct one-on-one **interviews** with 50 elders
- File a public records request on a company's stake in a development project
- Door-knock & survey in your neighborhood and map out who lives there
- Conduct 100 surveys with nannies using puppet shows in the park to reach out to them

When they see their own methods, around them

Focus groups, surveys, etc. (and also allow for calling out community-based methods without social science jargon)

How you package the information depends on both who your AUDIENCE and TARGET are. What kind of communication is going to have the most impact?

The Knowledge Factory and Research Scenario Exercise (50 minutes)

The Knowledge Factory will be explained.

Participants will split into four groups. Each group will be given either Scenario One or Scenario Two (both deal with working with low-income youth in Bay Area). Each group will then be given a different sent of factors (Factors One and Factors Two)--this way no group has the same set of circumstances. They are then asked to create a research strategy using blank knowledge factory posters based on their scenario. *Objective:* There is not set way to do research. Strategies change based on your situation.

RESEARCH PROJECT PLANNING EXERCISE (60 MIN)

30 min Pass out worksheet and have participants fill it out for their identified issue. 30 min - reportback from each group and agreement on research methods

Check out and Evaluation

Appendix F: Industrial Food and Agriculture Curriculum

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December 12, 2011 Ventura, Ca

Focus Group Goals

- To collect ideas and feedback from migrant women farmworkers (campesinas) on creating an economic justice training program, founded on the convergence of "good food, good jobs". 1
- To collect clear recordings of the focus group that can be transcribed and analyzed for the training program.
- To engage and develop leadership of the campesinas in the research process and training program development.

About the Focus Group

A focus group is a guided discussion, led by a well-prepared facilitator where the participants will provide feedback on economic justice models. These focus groups will be recorded and transcribed and the answers that the residents provide will be used as qualitative data to help us craft an economic justice training program and other tools or resources.

Materials Needed

Notetaking:

- A notepad and pens or laptop
- A flip chart, markets, tape

Recording equipment:

- Digital recorder
- Extension cord
- Extra batteries

Other:

- Copy of this focus group guide
- Copies of handouts and evaluation forms

Roles

- Facilitator
- Notetaker/Facilitator support
- Advisors (Maria Ines Catalan, CAUSE)

Agenda

TimeTasksRole8:00-8:30amIcebreaker and warm up exercise8:30-9:00amReview agenda and goals
Decide on ground rules
Housekeeping9:00-9:30am"Good Food" Small Group Exercise by Movement Generation

¹ "Good Food, good jobs" is a framework that good foods (sustainable, pesticide free, harm free, organic, etc.) needs to be coupled with good jobs (jobs that provide a livable wage, benefits, are safe, provide training and career ladders, etc.)

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Time	Tasks	Role
	Break into six small groups.	
	• Each group gets one out of the six assigned to them:	
	industrial corn, sustainable corn, industrial chicken,	
	sustainable chicken, industrial bread, or sustainable bread.	
	• Each group gets an info sheet on their item and a blank chart	
	on costs to fill out.	
	Each group selects a spokesperson to report back to larger	
	group.	
9:30-10:00am	Discussion	
	Reportback of small groups. Fill out a chart with all six	
	items on butcher paper.	
	• Facilitator asks what did you learn from this exercise? How	
	much do you know about what you eat? Is this information	
	made clear to you?	
	• Facilitator defines "good food" as that which is sustainable,	
	pesticide free, harm free, organic, etc.	
	• Facilitator asks how do "good jobs" play into good food?	
	Write brainstorms on butcher paper.	
10:00-10:15am	Break	
10:15-10:45am	Recap by Maria Ines Catalan of her presentation.	
	Her personal story	
	Her training at ALBA	
	Starting her own farm	
	Why she decided to go organic	
	Challenges and lessons learned	
	Future of food access and hunger	
	Solution of food sovereignty (grow your own food)	
10:45-11:15am	Writing Exercise	
10.43-11.134111	Pair campesinas into groups of two each. Spend first 15	
	minutes writing your answers to the following questions:	
	1) What are my frustrations as a farmworker with working	
	conditions?	
	2) What do I like or dislike about Maria Ines' presentation?	
	3) Can I see myself in Maria Ines' shoes? Why or why not?	
	• Last 15 minutes, share writing with partner.	
11:15-11:45am	Q & A with Maria Ines Catalan	
11.10 11.10411	• Facilitator asks if anyone wants to share their writing with the	
	larger group.	
	 Facilitator opens it up for questions from campesinas. 	
11:45am-	Break	
12:00pm	Dicur	
12:00-12:30pm	Presentation on CATA Food Justice Certification	
12.00-12.30pm	What is the food justice certification?	
	What is the food justice certification? What is the role of farmworkers?	
	 What is the fole of farmworkers? How are farmworkers trained to do the certification? 	
	Which growers are currently certified?	

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Time	Tasks	Role
	Facilitator answers questions from campesinas.	
12:30-1:00pm	Evaluation	
	 Facilitator asks campesinas to fill out the evaluation form. 	
	 Facilitator asks campesinas what was positive about the day, 	
	what did they learn.	
	 Facilitator asks campesinas what could have been better. 	

Appendix G: Good Food and Good Jobs for Campesinas Toolkit Outline

Goal

Develop campesinas' leadership to think critically, advocate, and act on policies and campaigns that advance good food and good jobs for their families and communities

Outcomes

- · Good food and good jobs toolkit for campesinas
- Good food and good jobs survey on access, health, wages and working conditions
- · Cohort of staff and member leaders trained to facilitate the curriculum in seven chapters
- Data on access, health, wages and working conditions

Curriculum Outline

- 1. Theory of Change
- a) How does research fit in with leadership development, organizing campaigns, and policy advocacy?
- b) Case studies of domestic workers and food chain workers
- c) How do creating alternatives work together with challenging the dominant food and economic system?
- 2. Methods
- a) Participant action research
- b) Community food security assessment
- c) Health impact assessment
- d) Food chain worker survey
- 3. Good Food and Good Jobs Presentations
- I) Health
- a. Obesity
- b. Nutrition
- c. Food safety
- d. Environment (toxins, obesogens)
- e. Health impact assessment
- II.) Access
- a. Food security
- b. "Food deserts"
- c. Emergency food
- d. Community food security
- e. Community food security assessment

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- III.) Food chain worker wages, working conditions, and career mobility
- a. Food supply chain
- b. Wage and hour violations, wage theft
- c. Health and safety violations
- d. Career mobility
- e. Race and gender of food chain workers
- f. Food chain worker survey
- IV.) Corporate agriculture and food policy
- a. Top food and agricultural organizations (Walmart), organic industry consolidation
- b. Crop subsidies for corn, soy, and cotton
- c. Genetically modified food, GMO food labeling
- d. Farm bill (food stamps, subsidies for disadvantaged farmers)
- V.) Good Food and Good Jobs Survey
- a. Survey administration
- b. Survey analysis
- c. Next steps: asset resource mapping,

VI.) Evaluation

Timeline

When	What
July 2012	Propose toolkit to Lideres leaders and staff Assign sections of toolkit Start drafting toolkit Look for funding
August	Finalize toolkit Present to Liderers leaders and staff Revise based on feedback Translate toolkit into Spanish and other indigenous languages Select Lideres leaders to be trained as facilitators Continue to look for funding
September	Train Lideres lideres to be facilitators of toolkit Schedule trainings in seven chapters
OctMay 2013	Toolkit deployment
June	Analysis of survey findings using embodied research or games (Data Feud)
July-Aug.	Convening of Lideres leaders and staff from nine chapters to discuss the findings Evaluation of toolkit Decide on next steps

Resources

Final Report Prepared for UC SAREP August 15, 2012

- · Abi-Nader, Jeanette et al. 2009. Whole Measures for Community Food Systems: Values-Based Planning and Evaluation. Center for Whole Communities. http://foodsecurity.org/pub/WholeMeasuresCFS-web.pdf
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- National Center for Environmental Health. April 2012. Health Impact Assessment (HIA). CDC. http://www.cdc.gov/healthyplaces/hia.htm
- Yen Liu, Yvonne. July 2012. Good Food and Good Jobs for All. http://www.arc.org/foodjustice