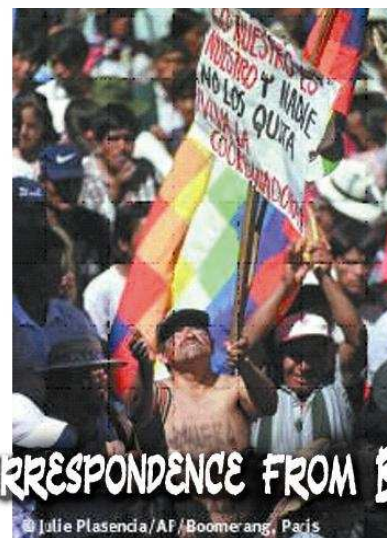


TEACHER'S GUIDE

Suggested Level	Secondary 1-2 (7 th -8 th grade)
Length	55 minutes (1 period)
Subjects	English, language of instruction
Broad Areas of Learning	Environmental awareness and consumer rights and responsibilities
Focuses of Development	Construction of a viable environment in a perspective of sustainable development
Educational Aims	Enhance the student's awareness of the importance of water as a common resource of humanity.
Subject-Specific Competencies	To read and listen to literary, popular and information-based texts
Cross Curricular Competency	To use information



Background Information

Although water is necessary to life, more than a billion people on the planet do not have access to clean drinking water. This serious situation is responsible for generating conflicts for the acquisition of water. Here are two letters sent from Bolivia by a girl whose name is Genevieve. She sent them to her parents on the two occasions that she visited the country.

Instructions

The student must carefully read both letters, and then answer the questions to verify his or her comprehension.

Answers to the Questions



1- The water services were privatized in Cochabamba. This means that the water distribution network and services, which were owned by the government, were sold to private companies. In this case the international consortium Agua del Tunari became the new owner.

2- People protested in the streets to show their discontent concerning the decision made by their government.

3- The Bolivian government needed money. The privatization of their water services was a necessary condition to qualify for a loan, imposed by the International Monetary Fund (IMF), an international credit institution. The IMF wanted the government to privatize its water services because of their high operation costs. By doing this, the government would reduce costs and thus be able to use the money for other purposes, such as the reimbursement of debt.

4- Water costs sky rocketed. People with limited revenues had to spend a much larger portion of their income on water, meaning much less money for other necessities of life. On top of that, access to clean water was even more limited than before. People in remote regions were forced to buy water containers, which cost even more money.

5- Bolivia is a South American country, bordered by Peru and Chili to the west, Brazil to the east, Argentina to the south, and Paraguay to the south-east. They therefore have no direct access to the ocean.

6- The government's decision to re-appropriate its water distribution networks and services is one reason for hope. The population's awareness of the power they wield concerning government action, and their memory of this victory, are also elements which may allow them to sustain hope for a better tomorrow.

7- Citizens were able to revoke the contract that ceded water services to a major international consortium. The Bolivian government is now working to establish a sustainable public water service for its population.

8- Personal answer of the student.

▶▶▶ To learn more about the subject, you may wish to consult the following sources and propose them to your students:

The Democracy Center (Bolivia's War Over Water): www.democracctr.org/waterwar

Risal (in French only): www.risal.collectifs.net/article.php3?id_article=1243

Alternatives (in French only): www.alternatives.ca/article1883.html (Article)

Development and Peace: www.devp.org/testA/current/fall04/Back304-e.pdf

Social Watch: www.socialwatch.org

Resource Guide to Gender, Rights and Water Privatization: www.wedo.org/files/divertingtheflow.pdf



AN INITIATIVE OF THE
In-Terre-Actif Network of the Comité de Solidarité/Trois-Rivières



PRODUCED IN COLLABORATION WITH THE GOVERNMENT OF CANADA
THROUGH THE



Canadian
International
Development
Agency