



# Peers without Frontiers

## Youth for the MDGs



IFM • SEI







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## Contents

|  |            |
|--|------------|
| <b>Introduction .....</b>  | <b>5</b>   |
| <b>Peer education .....</b>  | <b>10</b>  |
| Peer education training tools.....                                 | 12         |
| Session 1: What is peer education? Is peer education for me? ..... | 13         |
| Session 2: How people learn .....                                  | 15         |
| Session 3: Messages: What do we want to say? .....                 | 17         |
| Session 4: Communication .....                                     | 19         |
| Session 5: Working with children and young people .....            | 24         |
| Energisers .....   | 25         |
| Project development .....  | 28         |
| <b>Poverty .....</b>   | <b>32</b>  |
| Local projects on poverty .....                                    | 34         |
| A dollar a day .....   | 35         |
| Take a step forward .....  | 37         |
| Poor inside the 'golden cage' .....                                | 40         |
| <b>Education.....</b>  | <b>45</b>  |
| Local projects on education.....                                   | 46         |
| Exclusion from school activities .....                             | 47         |
| Access to education: Frozen images .....                           | 49         |
| Treasured rights .....   | 52         |
| <b>Equality .....</b>  | <b>57</b>  |
| Local projects on equality .....                                   | 58         |
| The gender divide.....   | 60         |
| Girls, boys and gender equality.....                               | 68         |
| Expectations of boys and girls .....                               | 69         |
| Immigration to Europe .....  | 70         |
| <b>Health.....</b>   | <b>73</b>  |
| Local projects on health .....                                     | 75         |
| True or false? .....   | 76         |
| Maternal health board game .....                                   | 79         |
| Immunisation game .....  | 85         |
| <b>Environmental sustainability .....</b>                          | <b>89</b>  |
| Local projects on environmental sustainability .....               | 90         |
| The importance of bees .....                                       | 92         |
| My ecological footprint .....                                      | 96         |
| Treasure hunt: Is it all about reducing?.....                      | 101        |
| <b>Conclusion .....</b>  | <b>104</b> |



# Introduction

## Who are we?

The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in society and fight for their rights. We are an umbrella organisation for 60 child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship.

Through our member organisations and the activities of our international, we aim to ensure that children and young people are well informed about their rights and are empowered to ensure they are respected. To reach this goal, we organise a variety of activities including seminars, training courses, international camps and conferences.

## By children and young people, for children and young people

Children and young people are involved in all levels of decision-making in our movement, from their local groups to the world congress. It is our firm belief that children are competent to make decisions and have strong opinions on global issues as well as matters directly affecting them. They only need the empowerment to feel that their voices will be heard in society.

## Child rights based approach

The United Nations Convention on the Rights of the Child is a key document in all our work. Through peer education, we aim to educate children and young people about their rights and support them to ensure they are respected.



## Peers without Frontiers

The aim of Peers without Frontiers was to set up a global network of peer educators on the MDGs. The young people involved in the project shared experiences and approaches to peer education and developed high quality strategies for local implementation. Peer education projects were set up in 17 local communities, eight in Europe and nine in Africa, Asia and Latin America, focusing on youth contribution to the achievement of the MDGs.

## Objectives

- To empower, train and support young people to become peer educators in their communities on the MDGs.
- To provide the space for peer educators to share and analyse approaches to peer education.
- To develop tools for effective peer education on the MDGs including training and educational materials, video diaries and a website.
- To educate young people on the MDGs and empower them to contribute to achieving the goals as part of a global network.
- To create an effective living network of peers through the use of media and face-to-face encounters.



## Achieving our aims

### Steering group

An international steering group made up of young people from Africa, Asia, Latin America and Europe led the project from the beginning. They designed and ran the two network seminars as well as supporting the peer educators in their regions.

### Peer education network seminars

The peer educators met twice during the year to share their experiences, improve their peer education skills and develop local peer education projects to meet needs identified in their communities. The peers formed themselves into a global network in order to support each other in their local work and provide each other with motivation and inspiration. During the second network seminar the peers evaluated the first phase of local implementation, working together to find solutions to challenges encountered. They also refined the methodology they had developed in order to run workshops on the MDGs with participants of IFM-SEI's global children's camp 'Train for Change'.

### Local peer education projects

Following the first network seminar, the peers set about implementing their local plans. Together with others from their organisations, they refined the projects and started working with young people in their local communities to raise awareness on the MDGs they had identified and to work directly towards achieving them. Following the evaluation session at the second network seminar, the peers re-developed their plans to ensure sustainable outcomes for the community. The local projects focussed on equality, education, health, poverty and environmental sustainability, identified by the peers as the most pressing issues facing their communities.

### Resources

To support the sustainability of the project further, this pack of resources has been developed to assist peer educators in their community work and spread the project more widely. It is envisaged that more peer educators in the partner organisations but also in the wider youth work community will make use of the tools.

## How to use this publication

The publication is divided into two parts: The first focuses on peer education training: After an introduction into what peer education actually means, you will find a series of sessions to train peer educators and reflect with them on different aspects of their work.

We also included our favourite energisers, which can be useful for any kind of educational activities you do.

The second part of the book is on the MDGs: You will find sub-chapters on poverty, education, equality, health and environmental sustainability, each with an introduction to the topic, some workshops for different age groups and questions for reflection and debate on the MDG.

You can use these workshops for weekly group nights, on

camps or seminars, as an experienced group leader or as a peer educator who is running a workshop for the first time. One thing you should bear in mind: All these workshop plans are just proposals: you should always adapt them to your group. Some groups are more experienced than others, some always need more time, some want to be more outside, others not. Don't take our proposals as they are, but make the best out of them for your group and for your setting.





### Youth and the MDGs

The Millennium Development Goals (MDGs) are eight goals for global development. In the year 2000, politicians from all countries in the world signed the Millennium Declaration.

#### The MDGs are:

- Goal 1:** Eradicate extreme poverty and hunger
- Goal 2:** Achieve universal primary education
- Goal 3:** Promote gender equality and empower women
- Goal 4:** Reduce child mortality
- Goal 5:** Improve maternal health
- Goal 6:** Combat HIV/AIDS, malaria and other diseases
- Goal 7:** Ensure environmental sustainability
- Goal 8:** Develop a global partnership for development

For each goal concrete targets have been developed to measure how well they have been reached. (For example: "Halve by 2015 the proportion of people without sustainable access to safe drinking water", or: "Reduce by two-thirds, by 2015, the under-five mortality rate.") 10 years have already passed, but until now progress towards the MDGs has been very slow.

In the Peers without Frontiers project, we have not worked with a list of eight MDGs, but with five MDG groups in order to make them more relevant to young people. We didn't differentiate between the three MDGs related to health since they are all focussed on access to health care and awareness and it is difficult to draw a line between them. We also left out MDG number 8, the global partnership for development. Young people are very much aware of the importance of debt relief and market access for developing countries, but this MDG has a more general character and doesn't address con-

crete problems young people face in their communities.

Young people suffer disproportionately from the problems the MDGs aim to address:

#### Poverty

Of the 1.2 billion young people (aged 15 to 24) in today's world, over 500 million live in poverty. Over 200 million children and young people all around the world continue to live in extreme poverty on less than one dollar a day and cannot afford clean water, clothes or food, let alone leisure activities.

#### Education

Over 100 million children cannot attend school because they have to take care of their families. Without primary education, their families will remain in this vicious circle of poorly paid and often dangerous jobs.



#### Equality

In developed and developing countries alike, women still face structural disadvantages in society. Often only boys are sent to school, and in most countries women have fewer chances to be promoted in their career and earn less for the same job, although they achieve better results in school.





## Health

Illnesses like pneumonia and dysentery can be cured and don't cause severe problems for children in developed countries. But more than eight million children every year die from these diseases because they don't have access to sufficient medical care or sanitation facilities. The same applies for pregnant women who cannot afford reproductive health care services.

Every single minute, six young people are infected with HIV. In total, 10 million young people are living with HIV/AIDS worldwide. Whole communities suffer from the resulting problems, with more and more teachers, farmers and carers dying from AIDS. HIV/AIDS is preventable. But awareness is low in many regions and existing treatments are too expensive for almost everybody suffering from AIDS.

## Environmental sustainability

Climate change and other environmental problems such as water pollution have severe consequences – they often force people to move away from their homes and start a new life in overcrowded cities. A problem that young people have to face in the future and young people in developing countries are facing already today.

When reading these facts, it becomes clear that the involvement of children and young people in reaching the MDGs is very important. They are experts on their lives and must be involved in decisions affecting them. Without their contribution, long-lasting solutions cannot be found. Children and young people are motivated to improve their living situation and those of their peers, but they need to be supported and em-

powered to contribute to the achievement of the MDGs.

**In this regard youth organisations shouldn't see the MDGs as goals in themselves, but as a support structure for educational and social work in the different fields addressed.**

In order to reach our overall aim – improving the living situation of children and young people all around the world – our work cannot be limited to the themes specified by the MDGs. The list of MDGs is not exhaustive; it is reduced to those topics political leaders could agree on. Peace and security for example are preconditions to reduce poverty, but are not mentioned in the MDGs. The same is valid for equality – MDG 2 is reduced to gender equality, but equality between age groups, between nationalities, religions and sexual orientations must not be ignored.

Young people must therefore be encouraged and supported to contribute to all aspects of societal change they find important to combat poverty and social exclusion in their communities.

Governments are failing to deliver what they promised in the Millennium Declaration and it is time to look beyond 2015. Only the achievement of the MDGs results in a better life for children and young people.

*All statistics mentioned in this publication are taken from: Millennium Development Goal Report 2010, United Nations, New York 2010*





# Peer education





## Peer education

Are you an educator? A facilitator? A youth worker? Maybe a peer educator?

And why are you active in your youth organisation? To learn? To support other people in learning something? Learning sounds nice, doesn't it? So constructive and productive!

Learning is easily romanticised and glorified. However, real learning always means changing something. Changing a perception, a mindset, an understanding or changing behaviour. And change is hard. We are comfortable when we know how things work, what we need to do and what not. Learning means to admit to not knowing how things work and to start a process of finding out. Learning is difficult; it's stressful and at times painful.

If we consider ourselves educators, our task is to put other people into this difficult place where learning happens and to support them in dealing with it.

### But...

Just as learning is difficult and uncomfortable, it happens all the time. Learning happens in all circumstances, including when there are no educators around, no facilitators or at least no facilitators that would call themselves that. We learn in all possible kinds of ways and in all possible places, for all possible reasons. We learn with people and without; organised and incidental; theoretical and practical things.

### Education in youth organisations

Youth organisations and movements are a place where a lot of learning takes place. Often we hear this described as a process of 'nonformal education'. This is understood as a structure and process for learning that is organised, where individuals or groups of people have thought about what

they would like others to learn and how they want to facilitate this learning process. It is in this way similar to schools and universities. There are, however, some important things that make non-formal education exactly this: not formal.

### Who evaluates whom?

An important aspect of nonformal education is that those that plan the learning process don't judge the participants on how well they learned. They don't grade the learners like schoolteachers. The participants themselves evaluate how and what they have learned and how they can use this in their lives. This reduces the power distance between the facilitators and the participants. A power distance remains, however. It is quite remarkable how much trust and goodwill participants give to their educators. When we facilitate nonformal learning activities, we don't earn the trust with the title 'trainer', 'teamer' or 'facilitator', but by being authentic and honest and credible in our purpose.

### Where does it take place?

In principle, nonformal education can take place anywhere. It happens in school buildings, in tents and sports halls, in the forest and in seminar centres. An ideal nonformal education space would allow for the participants to move and sit in different constellations, it would have lots of creative materials available to express opinions in different ways and it would make sure that people can see each other when they talk with each other (for example sitting in a circle of chairs).

### What is it about?

The content of nonformal education can be very diverse. Whilst what is being discussed is often closely related to the reality of participants and thus mostly practical rather than theoretical it is not unheard of that also abstract ideas or con-



cepts can be discussed and presented in nonformal education activities. In fact, issues that you might find in some places in the world in a school curriculum can be the content of nonformal education in another part of the world. Whether it is reading and writing, financial management, social inclusion, human rights or teamwork, the content of nonformal education is always an answer to a concrete need of the participants.

### And what does it look like when it happens?

Communication and interaction, creativity and openness are important aspects of nonformal learning. The participant is in the centre, actively communicating, reflecting and deciding what to learn. Often 'experiential learning' is used as a methodological approach. Through exercises, games, simulations and role-play the participants can learn from concrete experiences. But group discussions or individual work can also be very nonformal learning processes.

### Who's in charge?

One fundamentally important thing about nonformal education is that the learner is responsible for the learning, not the facilitator, educator or trainer. As a facilitator, we are responsible to create a stimulating environment and process, to remove as many barriers for learning as possible and to challenge the participants to ask themselves questions they might not have asked before. But what happens in the head and heart of the participant is their choice and responsibility. If someone doesn't find what is offered interesting or relevant, that is ok.

The better we know the needs and circumstances of the participants, the better we can remove barriers for learning (stress, physical or financial barriers, irrelevance of the content, etc.). And a great way to know a lot about our participants is if we are one of them, if we are their peers.

### Peer? What's that?

Being a 'peer' means that we are similar to each other. We might be of a similar age and from a similar background, having grown up in the same neighbourhood, or we might share a passion. We are part of the group. When we are in the role of a facilitator or trainer and the participants are our peers - then this is essentially peer education.

### And what does it have to do with nonformal education?

The 'rules' of nonformal education don't change in peer education. Quite the opposite: they are reinforced. Designing a learning process from the perspective of the participants is even more natural when we look at the world from their perspective anyway. We know what is needed and relevant to our target group because we are part of the target group. Evaluating what we have learned together is easier when the power-distance between the participants and the facilitators is smaller. It is then talking with each other, not to each other.

### What are the advantages of peer education?

Peer education is an incredibly powerful form of education because it comes from within. Whilst we know that learning has the greatest sustainable impact when it is powered by an intrinsic motivation - a motivation coming from within us - we can say that the same is true for a community that wants or needs to learn something. Having identified together what problem needs to be solved, what injustice to be addressed or which structure needs to be changed, peer education can bring the methods and approaches of nonformal education to give a structure and a frame to fulfilling this need of the community.





# Peer education training tools

## Introduction: Training sessions for peer educators

The aim of these activities is that they are flexible tools. Each activity explores a different competence relevant to peer education. The sessions are all fairly short so that they can be used together as part of a longer seminar or separately. They are practical activities and, although they aim to offer advice where needed, their prime function is to facilitate active learning and to use existing knowledge, personalities and problem solving skills within the group. As much participation and input as possible is needed to get the most out. As communication is one of the key skills of peer educators, this is a strong focus within the activities.

As with any 'tool box' of methods, it is important to adapt exercises to fit the precise needs and experience of the group you are working with. Versions of the sessions in this publication can be used with groups of different ages, sizes and experience levels, working in different settings on different topics, but changes will be necessary. Most sessions include suggested timings. These are meant as a guideline only, the exact time you need for each exercise will depend on the group you are working with and the context in which you are working.

*Some of these sessions are adaptations of the 'skill building sessions for peer education' of the c-change project, Woodcraft Folk, UK. [www.switchonswitchoff.org](http://www.switchonswitchoff.org)*

### The sessions

1. What is peer education? Is peer education for me?
2. How people learn
3. Messages: What do we want to say?
4. Communication
5. Working with children and young people

### Energisers

Energisers are not included in these activities. Energisers are activities that groups often need to 'put energy' back into a group, some of which have a 'point' to them, too. A selection of energisers can be found on page 23.

### Group size

There is no set group size but a good number is between 12 and 20. More makes participation difficult.



My organisation will benefit a lot from Peers without Frontiers, because I will put into practice all the knowledge I have acquired in the communities we support. It will make the interaction with the people easier and the activities that we run more dynamic and inclusive (Karime).



### Session 1: What is peer education? Is peer education for me?

**Time:** 90 minutes

#### Objectives

- To come to a common understanding of peer education
- To explore the added value of peer education
- To give people the space to decide if they want to be peer educators

#### Materials

- Post-it notes
- Pens
- Definitions of the term 'peer'
- Flip chart or other paper

#### Preparation

Copy the definitions of the term 'peer' onto larger pieces of paper to stick on the wall.

#### Instructions

1. Ask the participants to close their eyes and think back to three important learning experiences they had in their lives. They can write them down if they feel more comfortable doing so. Ask them the following questions. (10 minutes)
  - What did you learn?
  - How did the learning take place? What was the context? Where were you?
  - Who was involved in this learning experience? Who did you learn from?
2. Ask a few people to share their learning experiences briefly with the group. (5 minutes)
3. Ask the participants to write the names/ roles of people they learned from on post-it notes. Collect the post-its on the wall, grouping them. (10 minutes)
4. Discuss in a large group: Which of these people are your peers and which are not? Divide the post-it notes into two groups on the wall. (5 minutes)
5. Give a couple of definitions of the word 'peer', stick them on the wall and allow time for questions/ short explanations. (5 minutes)
6. Form groups of four or five. Ask them to brainstorm the added value of peer education: Does it make sense to be educated by a peer? Why? Report back. (10 minutes)
7. In the same groups, the participants draw a person on a flipchart poster. On one side of the person they write qualities of a good peer educator, on the other side things to avoid as a peer educator. (15 minutes)
8. The groups should present back. They should only say new things, not repeat what groups before them have already said. Add qualities from the list below that are missing. Ask the whole group which of these things are only valid for peer education and which are valid for all kinds of education. (15 minutes)
9. Draw a simple mountain slope on a piece of flip chart paper on the wall. Take each quality, asking individuals to say how far they are up the mountain with that quality. Ask individuals to



share with the group. (10 minutes)

10. Point out that qualities, although part of our personality, can be developed. Also highlight that 'skills' such as speaking to groups or leading discussions are not included - they can be learned. Draw together other points made. (5 minutes)

## Some qualities of a peer educator

- Interested** - genuinely interested in the issues
- Concerned** - want other people to learn about the topic/ issues
- Committed** - able to give of your time and energy
- In touch** - aware of interests and attitudes of young people today
- Accepting** - tolerant of people and their opinions, regardless of race, culture, sex, ability
- Respectful** - respect peoples' rights to their own choices, ideas, opinions
- Confident** - but not arrogant
- Good at relationships** - forming friendships and maintaining them
- Approachable** - others talk to you openly and trust you
- Self aware** - know your own strengths and needs
- Open** - ask for help and learn from mistakes
- Trustworthy** - can be relied upon to keep an agreement
- Good team member** - can work with others towards a goal

## Definitions of the term 'peer'

A peer group is a social group consisting of people who are equal in respects such as age, education or social class. Peer groups are an informal primary group of people who share a similar or equal status and who are usually of roughly the same age. Members of a particular peer group often have similar interests and backgrounds. However, some peer groups are very diverse, crossing social divides such as socioeconomic status, level of education, race, creed, culture, or religion. Wikipedia

Peer: one that is of equal standing with another, especially one belonging to the same societal group based on age, grade, or status. Webster's dictionary

Peer

1. A person of the same legal status: 'a jury of one's peers'
2. A person who is equal to another in abilities, qualifications, age, background, and social status. Dictionary.com



## Session 2: How people learn

**Time:** 60 minutes

### Objectives

- To raise awareness that different people learn best in different ways
- To reflect on the favourite learning styles of the peer educators
- To consider how to adapt methods to address more learning styles

### Materials

- Flip chart paper
- Markers
- Methods/ activities copied from this manual or another source
- Post-it notes

### Preparation

Copy methods from this manual or another source for each small group.

## Instructions

1. Ask participants to consider in pairs an issue/ task from the list and discuss how they think they learned or learn about it. When they have finished with one issue/topic they should talk about another. (10 minutes)
2. Allow each pair to share two points with the group and write these on a flip chart. (10 minutes)
3. Facilitate a whole group discussion:
  - How do you learn best?
  - What methods of learning do you like to be used in a context such as this session? Why?
  - Do you prefer different methods for learning different things? (20 minutes)
4. Hand out copies of methods (you could use some of the activities in this manual for example) to small groups. Together they should:
  - Read the method.
  - Discuss which learning styles it makes use of.
  - Consider how it might be adapted to include more learning styles.
  - Place their method on the wall with post-its marking the learning styles and adaptations. (20 minutes)
5. Short wrap-up.



## Some possible issues/ topics to consider

- Learning about the MDGs
- Riding a bike
- First aid
- Understanding globalisation
- Using a camera
- Cooking a meal
- Working with kids

## Possible ways of learning

- Listening
- Trial and error
- Seeing photographs/ pictures/ graphs
- Drawing/ visualising something
- Music/ rhythm
- Talking
- Working on the computer
- Working in a small group
- Reading
- Group discussion
- Being lectured to
- Reflecting alone on what you have heard
- Being given statistics and numbers to digest
- Being taught or shown
- Asking questions
- TV/Video
- Internet
- By doing something
- Observation



### Session 3: Messages: What do we want to say?

**Time:** 60 minutes

#### Objectives

- To come up with common messages the group wants to share with their peers
- To consider how best to ensure this message reaches their peers

#### Materials

- Small pieces of paper (A5 size)
- Flip chart paper
- Markers / pens

#### Instructions

1. In small groups, look at the issues or area around which your peer education is based (health, climate change, equality etc) and consider the following:
  - What do we want to educate for?
  - What do we want our peers to understand/ think about?
  - What do we want our peers to do/ change as a result of this process? (15 minutes)
2. Record key points on small pieces of paper.
3. Share the discussions in the large group and try to agree on common messages for your peer education project. Try to keep the messages short, clear and achievable. (15 minutes)
4. In the whole group discuss the following questions:
  - How can peer education help us in getting our message across?
  - Why might our peers listen to us and not to others?
  - What advantages do we have over teachers/ newspapers/ TV/ other sources of information?
  - How can we use these advantages in our project? (15 minutes)
5. In pairs, ask the participants to list all the things that 'help' get a message across and things that 'hinder'. What puts people off our message and what attracts people to it? Use the list below to support the discussion. (10 minutes)
6. The pairs should share their discussions in the larger group. (5 minutes)

#### Helps

- Clear information without jargon
- Seeing different ways to look at the issue
- Learning in a fun way
- Having pictures and illustrations

#### Hinders

- Shock or fear stories
- Patronising people
- Overloading with complex facts and figures
- Making people feel guilty about their behaviour
- The 'I know best' approach
- Message is seen as irrelevant



## Session 4: Communication

These activities can be divided into several sessions and used as 'pick and mix' exercises depending on the types of communication you want to strengthen in the group.

### Exercises

- I. One and two-way communication
- II. Interpreting body language
- III. Challenges in communication
- IV. Listening
- V. Asking open questions

### I. One and two-way communication

**Time:** 20 minutes

#### Objective

To demonstrate information flow and the differences between one-way, partial two-way, and fully two-way communication

#### Materials

- A simple drawing
- A piece of paper for each person
- A pen for each person

#### Preparation

Draw a simple drawing for the narrator to describe to the drawers.

### Instructions

1. One-way communication: In small groups a volunteer should describe a picture that the other group members should draw. Only the narrator can speak and describe the picture in his or her own terms. They should not use any terms that immediately identify the object.
2. Partial two-way communication: The drawers are allowed to ask the narrator questions to improve the drawing, to which he or she is allowed to answer only with "yes" or "no".
3. Fully two-way communication: The narrator is able to speak freely when responding to the drawers.
4. Comparison and debriefing: Bring the results of the drawing together and discuss the three levels of communication. Did you feel comfortable that your drawing was accurate after the first round? After the second? The third? Did the narrator feel confident that his or her description was being interpreted accurately by the drawers?



## II. Interpreting body language

**Time:** 20 minutes

### Objectives

- To explore the importance of body language in communication
- To identify different types of body language and what they could signify

### Materials

Small cards or pieces of paper with emotions written on them

### Preparation

Cut up small cards for each pair (and add your own if you like).

### Instructions

1. Split the group into pairs.
2. One person in each pair is given a piece of paper with an emotion written on it. They should attempt to communicate or 'act' that emotion only using body language.
3. The second person should try to guess the emotion and imitate the first.
4. The whole group should discuss body language, its importance and possible impact during peer education.
  - What types of body language do you need to look out for during peer education? Why might you see them?
  - If you see these emotions expressed during a peer education session, what could you do?
  - What body language would you like to see from participants during peer education? How might you ensure this happens?

### Possible emotions

|               |            |             |
|---------------|------------|-------------|
| Interested    | Bored      | Angry       |
| Annoyed       | Happy      | Confused    |
| Uncomfortable | Distracted | Overwhelmed |





### III. Challenges in communication

**Time:** 20 minutes

#### Objectives

- To stimulate thought on challenges of communication
- To consider how to overcome common communication challenges

#### Materials

Photocopies of role cards

#### Preparation

Copy the role cards.

#### Instructions

1. Divide the group into pairs. Ask for volunteer pairs and assign three pairs each one of the role cards A to C.
2. Each pair should act out their role in front of the group, for about 2 minutes. Discuss as a whole group, after each one:
  - What was happening in each role play?
  - Do these things happen in real life?
  - How might you overcome such a communication challenge?
3. Ask pairs to talk together about other possible communication problems. After a couple of minutes, ask if any pairs have thought of one and allow them to act it out.
4. Discuss these with the group.

#### Role cards

##### Pair A

Two people meet – one talks excitedly and quickly about the topic. The other tries to get a word in or ask a question; but the first just talks on and on. In the end the other has no option but to remain in a resigned silence.

##### Pair B

Two people meet and each starts telling the other about the health topic or an event connected to it. Each has a different tale to tell. Neither is listening to the other and both are talking at once.

##### Pair C

Two people meet and begin to talk to each other; each listens while the other speaks; they ask questions. They listen to the answers and share ideas and news with each other.



### IV. Listening

**Time:** 40 minutes

#### Objectives

- To become aware of silence and the need for it sometimes during peer education
- To consider what makes a good listener and develop listening skills

#### Materials

- Flip chart paper
- Markers

#### Instructions

1. Divide the group into two, one half will be the group leaders, and the others young people.
2. Take the group that are going to take on the role of the young person into another room and brief them with a scenario, for example: They are a young child and they don't speak English very well. On the first night of the camp they wet the bed, and the other children have been laughing about it, and playing tricks on them, like putting water on their bed. Now they want to go home and leave camp. Tell them that before they answer any question from the group leader they must count slowly to five in their head. If the questioner makes any noise, then they must start the count again.
3. Brief the group leaders, tell them that they are group leaders and they have noticed that one young person in their group is unhappy on camp. They should try to get as much information as possible from the child as to why they are unhappy.
4. Bring the groups back together, and pair people up, give them time for the questioner to get as much information as they can from the young person. (10 minutes)
5. In the large group, find out how much information was revealed, and ask how each side of the situation felt during the role play. Discuss approaches different questioners used and how this might apply to peer education situations. (15 minutes)
6. In groups of three, ask participants to compile their ideas about what makes a good listener and a bad listener on flip chart paper under two columns. (10 minutes)
7. Stress that a good peer educator should be a good listener. Remind them of other important qualities of peer educators from session one. (5 minutes)



## V. Asking open questions

**Time:** 40 minutes

### Objectives

- To raise awareness of the importance of the phrasing of questions in peer education
- To develop skills in asking open questions to aid the learning process

### Materials

- Flip chart paper
- Markers
- Question word cards

### Preparation

Copy a set of word cards for each pair and cut them, so that each question is on a single piece of paper.

### Instructions

1. Divide a flip chart into three sections and write: 'Open questions', 'closed questions' and 'leading questions' in the columns. Underneath write an example of each, for example:  
**Open:** What do you think of this workshop? (any response can be given), **Closed:** Do you like this workshop? ('yes', or 'no' is needed), **Leading:** This workshop is excellent, isn't it? (the question is phrased in order to 'lead' the listener to an answer.)  
 Make sure you have a number of examples prepared to show the difference. (5 minutes)
2. Ask the group to come up with examples of the different types of questions. (5 minutes)
3. In the whole group discuss the following: Which type of question is best for encouraging discussion? Why? Briefly discuss the importance of open questions and of being aware of the other two; knowing their limitations and, in the case of leading questions, bias. (5 minutes)
4. Give out the question word cards.
5. In pairs participants should think of a topic related to their peer education project and take each card in turn trying to use the word on the card to create a good 'open question' on the given subject. At this stage do not use the 'In what way do you mean?' card. (10 minutes)
6. Ask the whole group to try to think of other ways to ask open questions. Also ask them to consider the card 'In what way do you mean?' Did they feel like using other phrases similar to this to help develop the discussion? List feedback on the flip chart as a whole group. (15 minutes)

### Question word cards

|       |                          |
|-------|--------------------------|
| How?  | Tell me?                 |
| When? | In what way do you mean? |
| What? | Why?                     |



### Session 5: Working with children and young people

**Time:** 90 minutes

#### Objectives

- To consider the specific challenges of peer education with different target groups
- To share approaches to overcome these challenges

#### Materials

- Flip chart paper
- Markers

#### Instructions

1. Divide the group into three sub-groups, each focussing on a different age group (under 12, 13 – 16 and 17 upwards). They should brainstorm some possible challenges with working with that age group from their own experience. (15 minutes)
2. The groups should then prepare a short play around one challenge to illustrate the challenge. (15 minutes)
3. Each group in turn presents their short play.
4. Following the presentation, the audience should try to identify the challenge and the group should confirm that they have guessed correctly.
5. The group then performs the short play again, but this time audience members can 'jump in' to the scene at any point to try to illustrate how to manage that challenge. It is very important that no 'magic solutions' are used (eg if a child is not willing to co-operate, they cannot suddenly change to be co-operative). The solutions should focus on what peer educators can do to alter the situation.
6. Facilitate a whole group discussion following each play. The group should discuss the solutions. (up to an hour depending on the number of groups)
  - Were they realistic?
  - Could they be applied in real life?
  - Can we think of other ways to deal with this challenge?



## Energisers

Energisers are quick activities to put energy back into a group or 'warm-up' in the morning. You can run them before every session or in the middle of a session if energy is low.

### Penguins and polar bears

The players are scattered around the room. Two players – one playing the polar bear and one playing the penguin - are standing at opposite sides of the playing area. The polar bear roars, waves its arms and chases the penguin. The penguin waddles away as fast as it can with its arms stuck to its sides, making small 'beep beep' noises. To escape the polar bear, the penguin can stand behind any of the other players, touching their shoulders. That player then becomes the polar bear and the existing polar bear becomes the penguin. If the polar bear catches the penguin, they swap, the penguin becomes the polar bear and the polar bear becomes the penguin. The voices and actions are very important!

### Seagulls and fish

Most players are fish. One or two volunteer to be seagulls to catch the fish. There should be about one seagull for every eight fish. Players move about the playing area as fish or seagulls (the seagulls flap their wings and cry loudly, fish move by walking with their hands in front of them, swinging from side to side). Once a fish is caught, it must stand still and shout for help. A fish can be saved if two other fish link hands around it and move their hands to the ground. The game is over when all fish are caught.

### Fruit salad

The group sits on chairs in a circle. There is one chair for each player, with one person in the middle. Each person is assigned the name of a fruit (eg: apple, banana, kiwi, star fruit) There should be 4 or 5 people with the same fruit name. When the person in the middle shouts out the name of a fruit, all people with that fruit must change places, leaving one person in the middle (the person who called the fruit takes one empty chair). When a player's fruit is called, they must change places, it is not allowed to stay in the same chair. The person in the middle calls a new fruit. If someone shouts 'fruit salad', everyone must change places.

### Ma-zinga

The group stands in a circle, shoulder to shoulder. The first player starts by forcefully thrusting out their hands to the centre of the circle and screaming "Maaaaaaa...." The next player does the same, starting immediately after the first like a Mexican wave. Players shouldn't stop or take a breath. Once all the group members have started to scream "Maaaaaaa..." the whole group moves in unison, pulling their hands back to their sides shouting "ZINGA" all together. The first person must hold the "Maaaa" for the longest time, until the whole group has joined in, so the group must join in fast so the first person doesn't run out of breath!



## Baby on the highway

The players all stand in a circle except for one who stands in the centre. The person in the middle points at someone in the circle and gives them an instruction. The person who was pointed out must 'act out' this instruction with the help of the two people either side of them. If one of the three people makes a mistake, they replace the person in the middle.

**Baby on the highway:** The person in the middle squats down, sucks their thumb and cries like a baby, the two people either side circle them pretending to drive cars making loud engine noises.

**Toaster:** The two people either side face each other with their arms stretched around the person in the middle. The person in the middle is the 'toast', jumping up and saying 'bing bing'.

**Mixer:** The person in the middle raises their arms above the heads of their two neighbours. The people either side spin around like a food mixer.

**Washing machine:** The two people either side create a circle with their arms in front of the person in the middle, the person in the middle is the washing – rolling their head around the machine.

**Elephant:** The person in the middle makes an elephant's trunk with their arms, the two on the sides make 'ears' for the person.

## Horse race

Players kneel down in a circle very close to each other. The facilitator explains that this is a horse race and there are some moves to learn. Horses run by clapping their hands on their knees.

A small jump is done by raising the body up and lifting the hands up in the air. A large jump is the same but everyone throws their hands forward to the floor. Once everyone knows the moves the facilitator acts as a commentator and leads the race, getting faster and faster and introducing jumps and turns (done by leading to one side). The race ends with a photo finish (by turning your head to the camera and smiling).



## One, two, three

Players must pair up. With their pair, they must count to three. Person A says 1, person B says 2, person A says 3, person B says 1 and so on.

The pairs can practice this for a few minutes. Then the pairs are asked to split up and find a new partner. This time '2' is replaced with a hand clap. After a few minutes players have to find a new partner. This time '1' is replaced with a ducking motion. After a few minutes ask players to find another partner. Finally 'three' is replaced with a jump.

In the final round, it should look like this: Person A: duck; Person B: clap; Person A: jump.



## The banana song

The facilitator starts chanting the song, everyone can join in easily. While chanting, they move their bodies accordingly. The action and the key word changes each verse.

Form – ba-na-na – form, form ba-na-na (2x)

(Slowly move up your arms one at a time until the hands meet over your head)

Peel – ba-na-na - peel, peel ba-na-na (2x)

(Slowly move your arms down again, one at a time)

Mash –ba-na-na - mash, mash ba-na-na (2x)

(Move the whole body as if you mash a very big banana)

Shake – ba-na-na - shake, shake ba-na-na (2x)

(Shake your body)

Split – ba-na-na - split, split ba-na-na (2x)

(Move as if you split a very big banana, from head to toe)

Cut-ba-na-na – cut, cut ba-na-na (2x)

(Move as if you cut a very big banana in small pieces)

Eat-ba-na-na – eat, eat ba-na-na (2x)

(Move as if you eat a very big banana)

Bananas of the world – Unite!

(Stand still, clap all at once above your head when you shout 'Unite')

## 3 circles

The group stands in a circle. Everyone chooses silently one other person. When the facilitator says 'Go', everyone tries to make 3 circles around the person they have chosen as quickly as possible. When they have succeeded, they sit on the floor.

## Crazy professor

Form groups of four. One person in each group is the crazy professor. The others are robots. The groups spread out in the room.

The 3 robots stand with their backs close together. When the facilitator says 'Go', the robots start walking. They can only walk straight forward. When they cannot continue their way (because there is a wall, a chair or another robot), they walk on the spot and make a noise, so the professor knows where they are.

The aim of the professor is to bring the robots back together, facing each other. The robots can change direction if the professor taps on their shoulder. If they tap on the right shoulder, the robot must turn right. If they tap on the left shoulder, they must turn left.





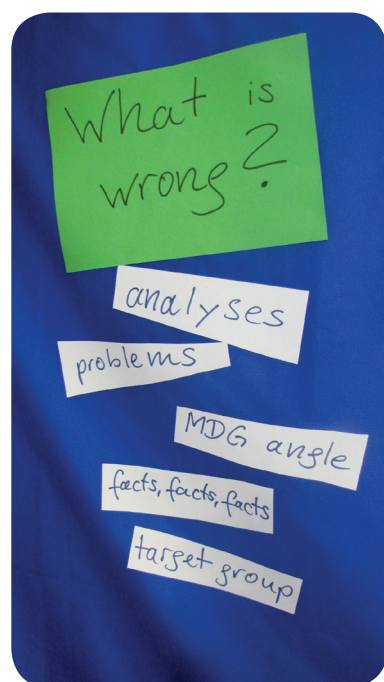
# Project development

In Peers without Frontiers, the participating peer educators developed projects on different MDGs which were implemented in their local communities. Every project is different, the content and the methodology were chosen according to the needs of the individual community. Despite these differences, the projects were developed together and the support and feedback from the other group members was highly appreciated by everyone.

This chapter will be helpful if you either want to plan a project and don't really know how to structure the planning phase, or if you want to facilitate the development of separate projects in a bigger group.

## Project development step by step

When you have an idea for a project, it is often tempting to simply start doing it. You decide on the method you have always liked best and jump into running your activities. Doing something is more fun than planning something. But after a while you realise that everything takes so much time that you cannot really run all your activities. Or that your plans cost much more money than you would have imagined. So you shorten your activities and get rid of the most expensive ones and in the end no one is really satisfied...



Next time remember these two principles: **Prior planning prevents poor performance**, and: **Keep it simple, sweetheart!**

You really want to improve things in your community, for your youth group or in your school? Then take your time to answer the following questions (in the right order!).

### What's wrong?

Analyse the situation around you: What are the problems? Try to find as many facts as possible to identify the most urgent challenges. For example you might find out that, after years of decreasing numbers of new HIV infections, suddenly the number of new infections is rising because young people think that AIDS is not a problem anymore and don't use condoms.

### What do you want to see at the end?

Set an aim for your project. An aim is the ultimate goal or outcome you want to have achieved at the end of your project. This could be in our example:

- To reduce the number of new HIV infections in A-town

### What are the steps towards the aim?

The steps towards your aim are defined by the objectives you set for your project. Objectives have to be SMART: **s**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime bound.

To achieve the aim of reducing the number of new HIV infections in A-town, SMART objectives would be:

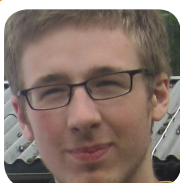
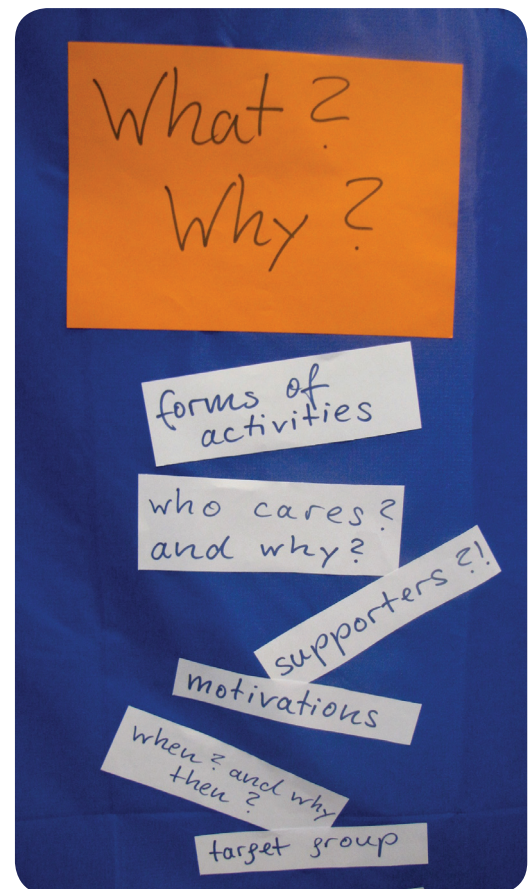




- To raise awareness of the danger of sexually transmitted infections among young people in A-town
- To raise awareness about the importance of using condoms
- To improve access to condoms for young people in A-town

### What and why?

- Now you will have to think about what to do to achieve your objectives. Don't choose the sexiest activity without considering alternatives and answering why you think that this activity will be the most useful one. You might decide to start with an awareness-raising campaign during football games because this is where you meet most young people of A-town.
- Identify who can support you in your activity. Who cares about what you are doing and why could they help you? A national AIDS initiative could support you with material because you have the same aim. The football club could give you access to the stadium because your project could improve their image. You might also find a group who wants to organise the activities together with you.
- When do you want to run this activity? Next weekend? But why? It might be your free weekend, but the materials from the national AIDS initiative will still be in the post and it might be in the middle of the holidays, when young people from A-town prefer to go to the beach in B-town.
- Where do you want to run your activity? You have already chosen the football match, but do you plan to go inside the stadium or stay in front of it? The stadium might not be accessible for everyone, because tickets are too expensive.
- How much does all of this cost? Draw up a budget including all costs: your transport to the stadium, printing your own leaflets, condoms to give away to your target group... Who can support you? The football club could print the leaflets if you put their logo on them; an international AIDS initiative could provide condoms for free.
- What can go wrong? Think about all possible risks, such as: the football club doesn't permit you to enter the stadium; you don't have enough people who join your group and help with the



The best experience for me in the project was to work together constructively, with so many different people from all around the world. We had a great group dynamic, although we were all working on different projects for different communities (Dominik).



preparation and the discussions with the young people; the young people are only interested in football and don't listen to you. What are you going to do if this happens?

## How will we know that it worked?

You have to plan the evaluation before you start with your project. What do you want to evaluate in the end? How do you want to do this? With whom do you have to evaluate? In our example, you could decide to:

Discuss in your group the reactions you received from the fans. To receive some 'structured' reactions, you can prepare questions to ask some of the fans, such as: 'Why is it a good idea that we are having this event here?' or 'what would be places better suitable for our event?'

## Implementation phase

Let's do it!

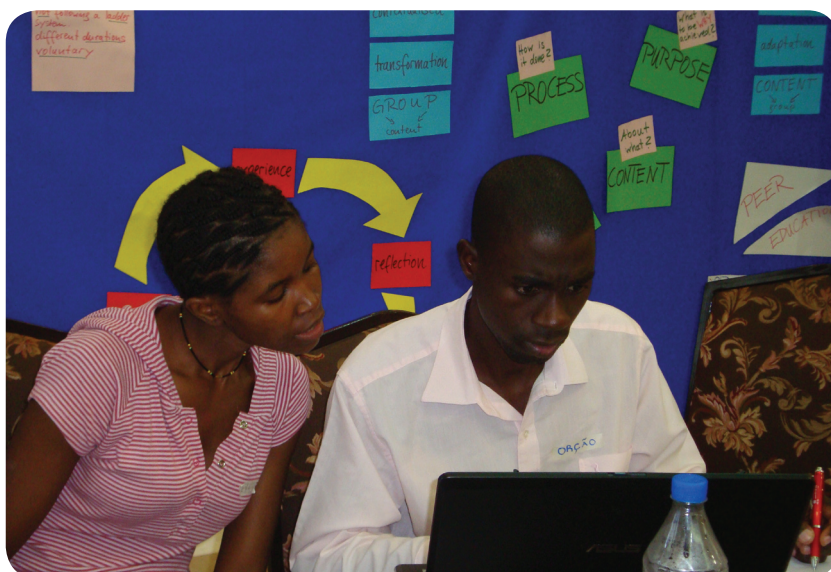
## How was it?

After the project you will have to evaluate. Are you where you wanted to be? Take your aim and the list of objectives. Can you tick off all objectives? What did you achieve and what did you not achieve? Why? What can you do better next time?

## The think tank method

To get as much feedback as possible, you should discuss your answers with different people. In the end it is your project and you might know the situation and your target group better than anyone else, but an outsider often recognises challenges which you don't see anymore or has more experience in certain activities or planning phases than you.

In Peers without Frontiers, the participants formed 'think tanks' to structure the planning phase and



receive feedback. In pairs or alone the peer educators worked on the single questions, coming together in small groups after each step to discuss what they have planned so far. The opinions from other members of the think tank were immediately fed into the next step of the planning process, preventing frustrations in the end if already in the first step the problem identified was too vague or confusing.



The workshops we have designed will be run in lots of different groups and put on the organisation's website. I have been inspired to become more active in my local organisation because of the incredible educators I have met here (Emma).



# Poverty

## Questions for reflection / discussion

1. What do you understand by the term 'poverty'? How do you know when someone in your country is poor?
2. What kinds of opportunities do people have in your country when they are poor? Can they go to school? Can they participate in all leisure time activities? Do they have enough of the right things to eat?
3. How hard is it for someone born into a poor family not to be poor as an adult?





## Poverty

### Goal 1 Eradicate extreme poverty and hunger

- Targets**
- Halve, by 2015, the proportion of people whose income is less than one dollar a day
  - Achieve full and productive employment and decent work for all, including women and young people
  - Halve, by 2015, the proportion of people who suffer from hunger

If you live on less than \$1.25 per day, you are officially extremely poor. In 2007, you would have been among the 1.1 billion people who were living in extreme poverty, compared to 1.8 billion in 1990. Most world regions are making progress towards meeting the target to halve the proportion of people living in extreme poverty, but some countries in sub-Saharan Africa, Western and Central Asia and Eastern Europe have not progressed in this fight at all.

The proportion of people who don't have enough healthy food to eat has decreased over the last 20 years, but only slightly from 20% in developing countries in 1990 to 16% in 2007. Children are the ones most affected by malnutrition, with 25% children in the developing world being underweight due to lack of food, inadequate water, sanitation and health services and poor care and feeding practices. Many children are born underweight, making it extremely hard to catch up in their development.

The situation has been made worse by the global

food crisis. With an increasing population worldwide demanding more food, more people able to afford meat, fewer crops produced due to changing subvention policies in some countries and more crops used to produce bio-fuel, food prices

have risen immensely during the last years. Corn is 50% more expensive in 2010 than 5 years ago; rice prices doubled in the same period. This has put millions of families into poverty during the last two years.



Rising prices came together with reduced incomes due to the world economic crisis. Worldwide people lost their jobs or were forced to agree to salary and benefit cuts. The economic crisis was a severe setback on the path to achieving the MDGs. In countries without a system of social security, millions of people faced extreme poverty very quickly after the crisis started.



A group especially affected by extreme poverty are refugees. Years after conflicts have come to an end, large populations of refugees remain in camps with very limited employment and education opportunities and inadequate health services. This is leading many to a life in poverty. More than 42 million people are currently away from their homes because of conflicts or persecution, 80% of them living in developing countries.



The workshops we ran at our international camp were very emotional: also kids from Europe have experienced child poverty and could say a lot about it. We saw that also young children have a lot of ideas and strategies about how to fight poverty (Bine).

But poverty does not only exist in the developing world. The number of underweight children may not be as high in developed countries, but poverty is still a big problem. For people in developed countries, poverty mostly means that they cannot fully participate in society. They have to deal with many stereotypes against them and have few chances to get a good education in order to break out of poverty. In many countries, access

to health care or other services is very limited. The economic crisis has worsened the situation a lot. The number of homeless people has risen dramatically. Young people entering the labour market face especially big challenges. Many go from school directly into unemployment, others join the 'working poor' – they find employment, but without sufficient social benefits, job security or a salary that guarantees their autonomy.







## Local projects on poverty

### Library Santa Cecilia (ACACIA, Colombia)

Santa Cecilia is one of the poorest neighbourhoods in Bogota, but was long neglected by the authorities. Thanks to Acacia's Library Santa Cecilia, children and young people are offered leisure time and educational activities like dancing and a theatre club. Having something to do in the library often prevents the young people from joining gangs. Despite a very difficult security situation in this part of Bogota, Marco and Karime spend their weekends in the library training eight young people as peer educators, so that the library can reach out to more children in the neighbourhood. When they asked their peers what they needed most, they answered they would like to learn English in order to have better opportunities to get a job or continue education. Teaching English to their group and dozens of other young people has an important impact on the community in Santa Cecilia.



### Perate (Czech Pionyr)

The peer educators from Czech Pionyr chose to not work on one specific MDG, because they identified another challenge as the most urgent in their town Hamry nad Sázavou: the growing distance between children and their parents, especially from poorer backgrounds. They realised that children spend less and less time with their parents, don't discuss problems with them and learn less from each other. They decided to bring parents and children back together around one specific topic: the MDGs. They developed a series of short workshops for families, each time addressing another MDG. During the workshops, the families learned together about the MDG in a nonformal setting and thought about ways to contribute to the achievement of the different goals. The meetings have started in autumn 2010 and will run throughout 2011. The project is supported by the local school and the city council.

### Peer education for families (Liepajas Jaunie Vanagi, Latvia)

The participants from Liepajas Jaunie Vanagi decided to work with families in urban regions in Latvia. Poor families often do not spend much time together, due to limited financial means for many activities and because they often lose their motivation to be active and spend time outside. They organised fun activities and a common meal for poor families in four different cities. They chose to run the activities in the communal gardens in front of social housing, because they are easily accessible. This gave everyone the possibility to make new friends, to learn to cooperate and to regain motivation to leave the house and be active together with the children. In each city one motivated family was identified who will continue to run similar activities. These families are now supported in planning their events.





## A dollar a day

**Theme** Poverty and hunger

**Age group** 8-12

**Group size** Any

**Time** From 2 hours including a trip to the local supermarket

### Overview

This activity looks at the kinds of food that we eat and starts us thinking about the cost of food. Using a practical exercise, the young people should get an idea of money, the cost of food and also how to budget. The exercise will explore how hard it is to live on \$1.25 a day and how it is cheaper to live if you have more money than if you are poor.

## Objectives

- To raise awareness of the \$1.25 a day poverty threshold
- To explore how to budget and think about money
- To think about the cost of food and raw materials

## Material and room

- Magazines, photos and images of food
- Pens
- Paper
- Glue
- Either access to a supermarket or online/home shopping

## Preparation

- You could ask everyone to come to the session with an idea of what food they like to eat. This should be the food that they normally eat throughout the day. This could be prepared in the form of a diary or even better a photo or drawing of it. This preparation can also be done at the beginning of the session.
- Try and arrange permission of the local supermarket/market/shop to go around. (You don't need it, but shop owners like to be asked before.)

## Instructions

1. Ask each of the young people to think about the food that they eat on most days (breakfast, lunch, dinner etc). Get them to draw the food/ find photos of the food and stick it down on the sheet of paper. (15 minutes)
2. Ask them to think about what ingredients are in the food. This doesn't have to be perfect, but it should get them thinking about what the food is made of. Draw arrows on the photo to each of the items of food and name it. (Maybe have some recipes of popular foods available for them to think about. For example if they have Spaghetti Bolognese then it would include pasta, to-



matoes, minced meat, onions and other vegetables.)

3. Ask them to think about their favorite meal (this should be a whole meal, not just a snack). Get them to make a list of ingredients for this meal. (15 minutes)
4. Ask them to think how much of each ingredient they need for one person.
5. Go to the supermarket. In small groups the participants should look around the shop for the ingredients that they have written down. They can't split anything (so if the smallest packet is 500g then they have to record that packet price).
6. Ask them to record the price against each packet and then at the end add it together.
7. Get them to come back together when they are finished. Ask them if with \$5 (or equivalent in local currency) they could buy the ingredients of their favourite food.
8. Give each person the equivalent of \$1.25. Ask them to go around in their groups and buy food that would fill them up for the whole day. (They don't have to buy the food; it is enough to make a list of prices). (60 minutes)
9. Bring them back together and ask if they were able to get all the food that they wanted with \$1.25?
10. Let them enjoy what they bought.
11. Explain some facts (can be found on <http://www.un.org/millenniumgoals/poverty.shtml>):
  - 1.4 billion people live on less than \$1.25 a day.
  - 27 % of people in developing regions live in extreme poverty.
  - The global economic crisis has made an additional 64 million people have less than a \$1.25 a day just in 2010.

### Debriefing (30 minutes)

Remind them that \$1.25 a day is not just for food, but also for all other things. Ask the participants to imagine their parent/ carer only getting \$1.25 a day to pay for all the bills, TV, food etc.

- How did it make them feel when they couldn't afford to buy the food that they wanted?
- How do they feel if they don't get enough food sometimes?
- How would it make them feel if they could never afford proper food?
- Did they notice that things were cheaper if they bought them in bigger packets?
- Did this help them on a small budget?
- Who benefits from food being sold in bulk?





## Take a step forward

**Theme** Poverty

**Age group** 10-13

**Group size** 10-30

**Time** 60 minutes

### Overview

In this activity children imagine being someone else and consider poverty as a source of discrimination and exclusion.

## Objectives

- To promote empathy with others who are different
- To raise awareness about the inequality of opportunities in society
- To raise awareness of the consequences of being poor

## Material and room

- Seminar room with chairs and tables put on the side
- Role cards
- List of situations

## Preparation

- Copy the role cards and cut out a role for every participant.

## Instructions

1. Explain that in this activity everyone will imagine being someone else.
2. Distribute the role cards. Everyone should read the card silently, without letting the others know who they are. If they don't understand something, they can ask the facilitator.
3. Ask the participants to imagine their person in their heads. Ask them some questions to help them imagining their role. They should keep the answers for themselves.
  - What was it like when you were little?
  - What is your everyday life like now? What do you do in the morning? In the afternoon? In the evening?
  - What sort of work do your parents do? Do you have a good standard of living?
  - What do you do in your holidays?
  - What makes you happy? What makes you sad?
4. Now all participants should line up beside each other. Explain that you are going to describe some things that might happen to a child. If the statement is true for their role, they should take a step forward. Otherwise they should stand still.
5. Read out the situations one at a time. Wait between each statement, so everyone can think about if they step forward.



6. At the end, invite everyone to look around to see where the others stand. Ask everyone to read out their role card to the others.
7. Ask everyone to become themselves again. They should close their eyes, count to three and then shout out their own name.

### Debriefing

- What happened in this activity?
- How easy or difficult was it to play your role?
- What did you imagine the person you were playing was like? Was it a person similar to you? Do you know anyone like that?
- How did you feel stepping forward – or not?
- If you stepped forward often, when did you begin to notice that others were not moving as fast as you were?
- Did you feel that something was unfair?
- Is what happened in this activity anything like the real world? How?
- What gives some people in our community more opportunities than others? Fewer opportunities?

### Statements

1. You and your family always have enough money to meet your needs.
2. You live in a decent place with a telephone and television.
3. You are not teased or excluded because of your different appearance or disability.
4. The people you live with ask your opinion about major decisions that concern you.
5. You go to a good school and belong to after-school clubs and sports.
6. You are not afraid of being stopped by the police.
7. You live with adults who love you and always have your best interests at heart.
8. You have never felt discriminated against because of your or your parents' origins, background, religion or culture.
9. You have regular medical and dental check-ups, even when you are not sick.
10. You and your family go away on holiday once a year.
11. You can invite friends for dinner or to sleep over at your home.
12. When you are older, you can go to university or choose any job or profession you like.
13. You are not afraid of being teased or attacked in the streets, at school or where you live.
14. You usually see people on TV or in films who look and live as you do.
15. You and your family go on an outing to the cinema, the zoo, a museum, the countryside or other fun places at least once a month.
16. Your parents and grandparents and even great-grandparents were all born in this country.
17. You get new clothes and shoes whenever you need them.
18. You have plenty of time to play and friends to play with.
19. You have access to a computer and can use the Internet.
20. You feel appreciated for what you can do and encouraged to develop all your abilities.
21. You think you are going to have a happy future when you grow up.

*This activity is taken from 'Compasito: Manual on human rights education for children' (Council of Europe, 2007, page 163)*



## Role cards

*Adapt the role cards, or make your own, so that they fit best to the reality of your community. These are ideas.*

|  |  |  |  |
|--|--|--|--|
| You are eight. You and your two brothers live in a nice house with a big garden and a swimming pool. Your father is the manager of a bank in your town. Your mother takes care of the house and family.                                      | You were born in this town, but your parents moved here from Asia. They run a nice restaurant, and you live in rooms above the restaurant with your sister. You and she help in the restaurant after school. You are thirteen.                   | You are ten years old. You live in a farmhouse in the country. Your father is a farmer and your mother takes care of the cows, geese and chickens. You have three brothers and one sister.   | You are a Roma child of twelve. You live at the edge of a small village in a small house where there is no bathroom. You have six brothers and sisters.  |
| You are an only child. You live alone with your mother in an apartment in the city. Your mother works in a factory. You are very good at music and dancing. You are nine.  | You were born with a disability and have to use a wheelchair. You live in an apartment in the city with your parents and two sisters. Both your parents are teachers. You are twelve.  | You are eleven. You have lived in an orphanage since you were a baby. You don't know who your parents were.  | You are nine years old and have an identical twin. You live in an apartment in the city with your mother, who works in a department store. Your father is in jail.   |
| You are nine years old and an only child. You live in an apartment house in a town with your parents. Your father is a construction worker and your mother delivers mail. You are very good at sports.                                       | You and your parents came to this country to find safety from the war going on in your home country in Africa. You are now eleven and have been here for three years, since you were nine. You don't know when you can go home again.            | You are thirteen, the oldest of six children. Your father drives a truck and is away a lot, and your mother is a waitress who often has to work at night. You have to babysit a lot.   | Your parents divorced when you were a baby. Now you are twelve. You live with your mother and her boyfriend. At the weekends you visit your father and his new wife and their two small children.  |
| You are eleven. You have lived with different foster parents since you were a small child because your parents couldn't take care of you. Your foster parents are nice. Four other foster children also live in the same small house as you. | You are eight. You and your sister live with your grandparents in a small town out in the country. Your parents are divorced and your mother works as a secretary in the city. You rarely see your father.                                       | You are eight and the youngest of three children. Your family lives in a small apartment in a big city. Your father is a mechanic but he is out of work right now, so you don't have much money. But your father has more time to play with you. | You are eleven years old. You live in a village in the country with your parents and a younger brother and sister. Your parents run a bakery. You are sometimes teased because you are rather fat.   |
| You have a learning disability that makes you two classes behind in school. You are ten and taller than all the other kids, who are only eight. Both your parents work so they don't have much time to help you with homework.               | You and your older brother are very talented at mathematics, physics, languages and, in fact, most things. Your parents are university professors. They send you to special courses and training camps all the time to prepare for competitions. | You are the child of the American ambassador in your country. You go to the international school. You wear thick glasses and stammer a little. You are eleven.   | You have asthma and have to miss a lot of school because you are sick, especially in winter. You spend a lot of time at home in bed watching TV, surfing on the Internet and playing with a Gameboy. It's lonely because both your parents go out to work. You are thirteen. |



## Poor inside the 'golden cage'

**Theme** Poverty

**Age group** 15 +

**Group size** 9 - 30

**Time** 90 minutes

### Overview

Poverty does not only exist in developing countries and does not only mean that people do not have enough to eat or have to live on the street. In this activity the participants will become aware of the 'invisible poverty' of children in Europe and will explore the consequences of being poor in a developed country.

## Objectives

- To raise the participants' awareness about poverty in developed countries
- To explore how relative poverty leads to chronic disadvantage and social exclusion

## Material and room

- Role cards
- Price lists
- Markers
- Flip chart papers
- Envelopes (one for each pair)

## Preparation

- Copy the role cards: 2 people should be one character together. You should be able to form small groups of 6 or 7 with each having the 3 different roles in it.
- Copy the price list for each pair, cut out the different items and put them in envelopes.
- Copy the task sheet for each pair.

## Instructions

1. Form pairs (and one small group of 3 if there is an uneven number of participants).
2. Explain to the pairs that they are one person. They should read their role card and take some minutes to think about their character – what they like, how they look etc. (5 minutes)
3. Hand out the task sheet and the envelope with the prices in them. Explain that they have to plan this month's budget with the money they received from their parents. They should choose which things or activities they need or want and which ones they can afford. Everything available they will find in the envelope. Ask them to read the task sheet carefully before making the budget. (15 minutes)



4. Now the participants should meet with the other two characters. Explain that they are friends from school. They should compare what they are planning to do in this month. Do they think someone is poor in their group? (15 minutes)
5. Discuss with the group (20 minutes)
  - How did you feel being poor?
  - How did you feel if you were not poor hearing about the poor person?
  - What does it mean to be poor for this person?
6. Ask the participants to go back into their small groups.
7. They should write on a big poster all the things the poor person in their group could or could not afford this month, such as: "cannot take private lessons"; "cheap sandals", "does not go to the opera".
8. Then ask them to make a 'mind-map'. Next to each item, they should write the consequences of this decision (e.g. the music teacher is not happy with your decision to not go to the opera). Then ask them to write the consequences of the consequences (e.g. worse grades in music because the teacher doesn't like you very much anymore). (25 minutes)

## Debriefing (10 minutes)

- What does the mind map show you?
- Can you generalise the consequences of being poor?
- What can you do to get out of poverty?

Mention that the budget could look more complicated, including additional health care expenses, private schools, savings for a good university, having a daily newspaper at home etc.

## Task sheet

Your task is to draw up a budget for one month. Your parents pay for rent, food at home, health insurance and so on. They give you money to pay for everything which concerns only you: school materials, trips, leisure time activities, clothes and so on. There are some special things going on in this month which you have to be aware of:

- One long weekend, during which your youth group plans to go to the countryside.
- Yearly class trip. There is a possibility to ask the school board to subsidise the trip for some students, if they write a letter asking for support.
- In your Spanish class you will read your first Spanish novel. Your class decided to read a book not available in the school library. Your teacher recommends buying the edition with added vocabulary lists.
- An opera night with the whole class is planned by the music teacher (to watch the opera your class is talking about in music lessons at the moment).
- You have to buy some new clothes. You need new jeans and shoes. Your shoes already have holes and your parents are complaining a lot about them.





## Role cards

### Character 1

You are 15 years old and you live with your parents in small apartment in the city. Your father works every night from 5pm to 1am in the kitchen of a small restaurant. Your mother cleans offices in the evenings. You are part of a youth group that meets every week and goes on camps and hikes several times a year. You love listening to music and you like meeting your friends.

You receive 120 Euro a month from your parents and you have to pay everything from it – clothes, school material, school meals, trips and of course leisure time activities.

### Character 2

You are 15 years old and you live with your parents in an apartment in the city. Your mother is a kindergarten teacher, your father works for the city administration.

You are part of a youth group that meets every week and goes on camps and hikes several times a year. You love listening to music and you like meeting your friends.

You receive 300 Euro a month from your parents and you have to pay for everything from it – clothes, school material, school meals, trips and of course leisure time activities.

### Character 3

You are 15 years old and you live with your parents in a house in the city. Your mother used to work as a teacher, but she doesn't work anymore to have more time for her child. Your father is a managing director in a company.

You are part of a youth group that meets every week and goes on camps and hikes several times a year. You love listening to music and you like meeting your friends.

You receive 600 Euro a month from your parents and you have to pay for everything from it – clothes, school material, school meals, trips and of course leisure time activities.



## Price list

|  |                                     |
|--|-------------------------------------|
| Levi's jeans   | 90 Euro                             |
| No-name jeans  | 20 Euro                             |
| Sandals you have seen in the ads on TV   | 70 Euro                             |
| No-name sandals  | 10 Euro                             |
| Pack of 5 T-Shirts, different colours  | 10 Euro                             |
| T-shirt of your favourite band   | 20 Euro                             |
| T-shirt from second hand shop (with old band on it)                            | 5 Euro                              |
| Spanish book with vocabulary   | 20 Euro                             |
| Spanish book normal edition  | 7 Euro                              |
| Notebooks and pens for this month  | 4 Euro                              |
| School trip (with the possibility to ask the school board to pay half for you) | 100 Euro                            |
| Weekend trip with your youth group over the long weekend                       | 50 Euro                             |
| Private lessons to get better at Spanish                                       | 15 Euro a week<br>= 60 Euro a month |
| School meals for 15 days   | 2 Euro per day<br>= 30 Euro         |
| Football or volleyball team  | 20 Euro per month                   |
| Piano lessons  | 100 Euro per month                  |
| Candy bar  | 50 Cent                             |
| Cinema ticket  | 8 Euro                              |
| Opera ticket   | 25 Euro                             |
| Having a coffee from the cafeteria in the breaks                               | 50 Cent per coffee                  |
| Buying a weekly teen magazine  | 1.50 Euro per week                  |





# Education

## Questions for reflection / discussion

1. Do all children in your country have the same chances to get a good education?
2. What is a good education?
3. Why do some students drop out of school?
4. Are schools the best place to get an education?



## Education

### **Goal 2** Achieve universal primary education

**Target** Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Enrolment in primary education is rising, but in 2008 only 89% of children worldwide attended a primary school.

There are many barriers to enrolment, but the most significant one is poverty. The risk of not attending school is 3.5 times higher for girls in the poorest households than for girls in the richest households. Fees for primary school are of course the biggest obstacle for poor families. After the abolition of primary school fees in Burundi in 1999 for example, three times more children enrolled in school. Today enrolment is almost universal in the country (99%).



Girls are still less likely to go to primary school, especially in rural areas, where tradition plays a bigger role and girls have to help more in the household and with subsistence farming. Generally there are often not enough teachers and schools in rural areas, which often makes attending school on a regular basis very difficult.

Besides being poor and being a girl, being disabled is often the reason why children do not go to primary school. In Malawi and Tanzania for example, a disabled child is two times more likely to never attend school. In developed countries, too, disabilities are still a major obstacle in the educational system. In Bulgaria and Romania, where

universal primary education is almost achieved for children without disabilities, only 57% of children with disabilities attend primary school.

In Europe, Roma young people and travelers are strongly disadvantaged in the education system. They often attend segregated schools, have very high drop-out rates and a high rate of absenteeism. Access to all forms of education is more difficult for them because of poverty, poor health and racism in schools. Enrolment in primary school is not enough – the course of primary education must be completed. This remains a big challenge especially in the poorest countries, with 30% of all children drop out before the final year. Besides this, many children are enrolled in school, but cannot attend regularly and are therefore not even able to read and write after completing primary school, also in Europe.

MDG 2 is focused on access to primary education. This is of course the basis for everything else in this field, but for young people other aspects are equally important: Quality of education and access to secondary and tertiary education need more attention. Quality education of teachers is lacking in many parts of the world, leading to bad teaching. Teachers are very badly paid in many countries, leading to a lack of teachers and a lack of motivation of those who chose this profession despite low salaries. Hidden costs are also a financial burden for many families in developing and developed countries. Lots of parents cannot afford to pay for school equipment, trips, books or extracurricular activities of their children. In most countries, access to tertiary education is clearly a question of money, with very high university fees or the lack of affordable housing for students.





## Local projects on education

### Preventing drop-out from schools (Bangladesh Youth Educational Foundation)

Kushtia is a border town in Bangladesh, in which many children work as drug smugglers or are sent by their parents to work in factories. The parents don't know about the importance of education and the children have to help earning money. Every year thousands of children drop out from school to become child labourers. The education system in Bangladesh does not take the social situation of the students into account. No extra-curricular activities are offered, and for most students it is impossible to afford educational materials.

BYEF trained 20 peer educators in several seminars to work in three different areas: Some of them organised activities to raise awareness about the importance of education. Another group organised a motivational programme for child labourers and their parents, so that they were willing to send their children back to school. A third group organised fun extra-curricular activities in schools, to motivate students to stay in the education system.



### Literacy education with street children (KKSP, Indonesia)

Street children are one of the most vulnerable groups in Medan, Indonesia. Out of the 900 street children in the city, 60% are illiterate. Some of them have almost no access to formal education, while others do not believe formal education can help them to face their real world. Both lead them to a situation where they are trapped in poverty with little hope of breaking out of the cycle. The children are heavily stigmatised in the city. KKSP wants to bring together street children and other young people, so that they can learn from each other and stop the stigmatisation. They trained street children and university students as peer educators to run a literacy campaign. The young people have developed modules to teach reading and writing and they are now running their literacy programme for street children in Medan.



### Send your daughters to school (Antar Bharati, India)

One of the biggest problems in rural India regarding education is the unequal access to education between boys and girls. Many girls don't go to school or drop out of school at a very young age because their parents don't want them to continue their education. The girls mostly don't know about their right to education.

The peer educators from Antar Bharati, Ruchima and Umakant, decided that the easiest way to improve access to education would be to approach girls and their parents directly. They went from door to door in their town and talked with parents about why they don't send their daughters to school. In a simple conversation they were able to convince some of them that their daughters' education is valuable. Some of the daughters are now back in school. They also met with girls to discuss what is important to them and what they could do together to improve their situation.



## Exclusion from school activities

**Theme** Access to quality education

**Age group** 12 -17

**Group size** up to 35 participants

**Time** 90 minutes

### Overview

MDG 2 is about universal primary education: All boys and girls should complete a full course of primary education. But equal access to education does not mean that everyone also has equal chances to receive a good education in school. Although most countries do not have school fees anymore, many activities in school cost money and are not affordable for every child.

## Objectives

- To reflect on access to quality education within educational systems
- To identify barriers to full participation in education and ways to overcome them

## Material and room

- One piece of A3 paper per participant
- Coloured pencils, pens
- Flip chart paper
- Markers
- One very big piece of paper (or several pieces of flip chart paper stuck together)
- Post-it notes in 4 different colours
- A big table or several tables put together, or enough space on the floor to put several pieces of flip chart paper

## Preparation

No special preparation required

## Instructions

1. Give one piece of A3 paper to each participant. Ask them to draw what will happen in their school during the year. They should include not only the lessons, but everything that might happen, such as school trips, daily breakfast, Chinese class, chess Olympics, class trips, help with homework etc. They should leave a column on one side of the paper free. (15 minutes)
2. Ask the participants to write all the activities that cost money next to their drawing. This can be direct costs, such as fees, or indirect costs, if they need something for the activity that costs money, such as a chess board for the chess class. Remember to include transport costs to get home after special activities. Ask them to colour everything in the drawing red that is not accessible if they don't have enough money. (10 minutes)



3. Form small groups of 3 or 4 people. The participants should share what they have drawn:
  - What are the differences between their pictures?
  - What different activities are offered, and which of them are completely free? (15 minutes)
4. In the same groups, the participants should discuss what other reasons can lead to exclusion from the activities offered in schools (e.g. disabilities). Write them on the drawings, next to the activity.
5. The whole group should come back together. Ask the participants to share all the activities that are not accessible to everyone. Write them on different pieces of paper. (10 minutes)
6. Put a long piece of paper or several pieces of flip chart paper on the floor or on a big table. Lay the papers with the restricted activities on the big piece of paper. The participants should be able to walk around this space. They should write the consequences of not participating in these activities (e.g. not going on the school trip leads to not having friends in school). The participants should also write the consequences of the consequences (e.g. not having friends in school leads to having nobody to help with homework, or feeling sad). (15 minutes)
7. After a while, everyone should step back from the big paper and have a look at what has been written. The facilitator can summarise it. (10 minutes)
8. Discuss in the big group what can be changed in order to overcome these different barriers to participation in school activities and who can change it (pupils, parents, teachers, government). Every proposal is written on a post-it and clustered on a wall. Use different colours for pupils, parents, teacher, government. (15 minutes)



### Access to education: Frozen images

**Theme** Access to education

**Age group** 13 +

**Group size** 15-30

**Time** 90 minutes

#### Overview

This activity explores the core issue of MDG 2: access to primary education for children. The participants will form 'frozen images' to show why many children cannot go to school and discuss the images.

### Objectives

- To explore barriers faced by children in accessing primary education

### Material and room

- Flip chart paper and markers

### Instructions

1. In small groups discuss why a child might not be able to attend a primary school. They should think about a child in different circumstances: living in Europe, living in Africa, living in a city and in the countryside. They should take notes on a flip chart. They should not only write keywords (such as 'no money'), but come up with more details (e.g. no money to pay for school fees; no money to pay for the bus to go to school; no money for school materials). (20 minutes)
2. They should choose two of the reasons they came up with and symbolise these two reasons in two 'frozen images' (statues). They should include all group members to form the frozen images. If you have more than four small groups, each group should only form one frozen image. (15 minutes)
3. Each group presents their frozen images and the others guess what is shown.
4. When they have guessed right, ask the participants to think about how this situation can be changed and what can be done so that this child can go to school. When a participant can think of something, they should go to the frozen image and change it, so that it shows the solution. They can move the people in the frozen image or add other people to the image.
5. Ask the other participants to guess what the new frozen image shows and discuss the proposed solution. (40 minutes)

### Debriefing

- Ask for other reasons why children cannot go to school and add to your list.
- What consequences does it have if someone cannot attend school?
- Is this a problem limited to developing countries?



## Treasured rights

**Theme** Children's rights; education

**Age group** 8-12

**Group size** 10-20

**Time** 120 minutes

### Overview

Many children are not aware that they have rights. Education is very important in upholding children's and young people's rights. In this workshop their rights are introduced through fun and challenging activities.

## Objectives

- To introduce the participants to children's rights
- To discuss the importance of children's rights
- To explore the link between MDG 2 and children's rights

## Material and room

- Wide outside space or seminar house
- Flash cards of children's rights

## Preparation

- Copy the children's rights flash cards and cut them out.
- Prepare different routes to the four different rally stations

## Instructions

1. Spread the children's rights flash cards on the floor. Ask each child to choose one card and explain what they see on the card.
2. Explain that all children have the right to what they see on the cards. Explain what 'right' means. (20 minutes)
3. Form groups of four or five children.
4. Explain that the groups should follow the directions to different stations laid out in the house or the campsite (Each group should have a different itinerary, so they don't arrive at the same time at one station).
5. During the treasure hunt, all group members have to hold hands, so that they stay together for the whole time.
6. When a group arrives at a station, they receive one of the flash cards from a facilitator and have to fulfill a task related to the right shown on the card.
7. After having been to all stations, the groups come back to the meeting point. (60 minutes)
8. When all groups are back at the meeting point, they present their results to the whole group. (20 minutes)



## Debriefing (15 minutes)

- What do you think about the rights that you got from the treasure game?
- Should all children have access to them?
- What is the most important right for you?
- How is education linked to all the other rights?

## Station tasks

### Station 1

Draw as many situations showing the opposite of your right as you can. You have 10 minutes to do this.

### Station 2

Make a human statue based on your right. You will have to present it later to the whole group.

### Station 3

Prepare a song or dance based on your right. You will have to show your song or dance after arriving back at the center.

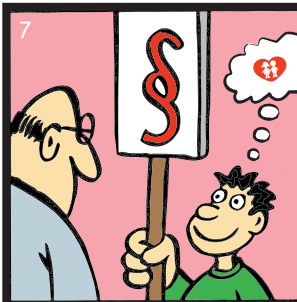
### Station 4

Prepare a theatre performance based on this right.

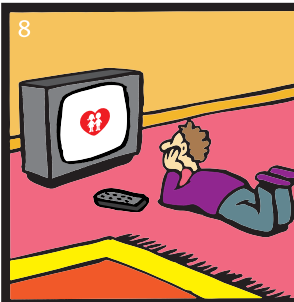
## Flash cards



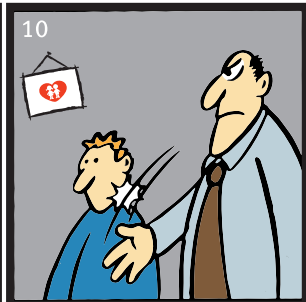
Right to join a group



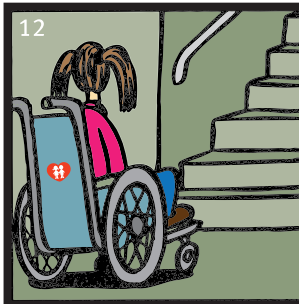
Right to be heard



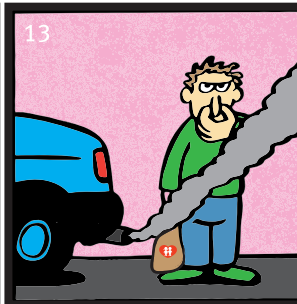
Right to information



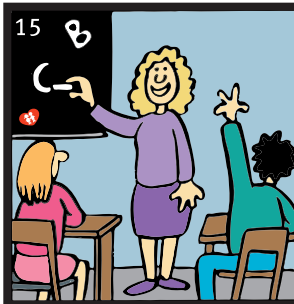
Right to be safe



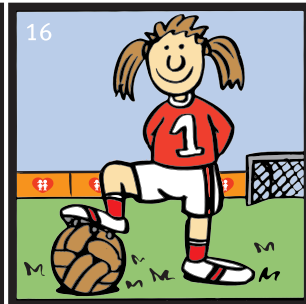
Right to non-discrimination



Right to a clean environment



Right to education



Right to play

Pictures © Kinderfreunde Austria





# Equality

## Questions for reflection / discussion

1. Do you think men and women have the same chances in your country?
2. What would have to change for women to have equal chances?
3. Which other groups don't have the same rights or the same chances in society?
4. What can be done to ensure all people are equal in our society?



## Equality

### Goal 3 Promote gender equality

**Target** Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015

Gender equality is very closely linked to every Millennium Development Goal. Women suffer more than men from poverty, have more limited access to education and are more affected by health problems due to a lack of access to reproductive health services.

The world community has clearly not achieved its aim to eliminate gender disparity in primary and secondary education by 2005. On average globally, 96 girls for every 100 boys are enrolled in primary school, and 95 girls for every 100 boys in secondary education. Although the global average looks promising, in many countries – especially in Sub-Saharan Africa, Western Asia and Southern Asia - girls are often still forced to stay at home because they have to work or the family does not have the means to pay for schooling.

'Achieving gender equality' goes far beyond primary education. Gender inequalities are deeply rooted into our cultures and are reproduced in all parts of society. Women are extremely hard-working; most of them not only work to feed their families, but also do the housekeeping and take care of the children. Employed women face enormous disparities in terms of salaries and social benefits, in all sectors. In the developing world, many more women than men grow all the food for the family, but don't receive any income at all for this work.

Women are also less likely to reach top positions – in the developed and the developing world alike. Globally, only one in four senior officials or managers is a woman. In only 3 out of 10 world regions women hold more than 30% of high-level positions.



In politics too, women are underrepresented. In 2010, only 19% of members of national parliaments are women. This is more than the 11% in 1995, but still very far away from parity. In Rwanda, Sweden and South Africa the percentage of women in parliament is the highest. In the Comoros in East Africa, the Federal States of Micronesia and Saudi Arabia, no women at all have seats in parliament. In 2010, just 12 of 151 elected heads of state are women.

MDG 3 is reduced to equality between women and men. This is very important, but equality has to be achieved between all people. You will also

find a simulation exercise about equality for immigrants in this section – another group facing severe discrimination, no matter to which country they emigrate.



When I went to talk to people in my town who don't send their daughters to school, some parents agreed listening to me which motivated and inspired me a lot (Ruchima).



## Local projects on equality

### Empowerment of young mothers in Mauritius (MFM-SEI)

Many women in Mauritius are not aware of their possibilities in life and don't realise that they can gain more independence from their families and husbands if they get an education and are able to work. Young mothers are especially at risk and usually stay at home and don't participate much in society.

The two Mauritian participants of Peers without Frontiers wanted to empower their peers to take more ownership of their lives. They first invited young mothers to join activities such as going to the beach or dancing, so that they would be willing to become more active and join a group. They have now started to run a series of women's rights workshops, because their peers have asked for that. They also plan to organise workshops in which the young women can learn skills such as embroidery or sewing, so that they have the possibility to earn their own money.



### Sharing the chair (SJD die Falken, Germany)

The board of Bine's German Falcon district is male-dominated, women are mostly absent from the decision-making process. All active members of the district agreed to establish a concept where one woman and one man share the role of a board member, so that the leadership becomes gender-balanced. Since no woman saw herself in such a position, Bine developed her project to empower female members to take responsibility and power and feel good with it. She brought together a group of interested women who learned more about feminism and the links between capitalism and



sexism-patriarchy-heteronormativity in a relaxed atmosphere. They developed workshops on these topics for younger members of the organisation and were inspired and motivated by a female expert in this field. At the annual strategy meeting of the district, women and men discussed together what the future decision-making process should look like, so that all can feel comfortable being part of it.

### Immigration to Europe (Esplac, Catalonia)

Inequalities do not only exist between boys and girls, but also between other groups in society. In the past few years, more and more immigrants have arrived in Catalonia. Many people see immigration as a problem and racist political parties are becoming more popular. The social and economic inequality between immigrants and Catalonians is very high.

The peer educators from Esplac wanted to involve the young people in their





youth clubs in a process of action, reflection and discussion against discrimination of immigrants in Barcelona. In a simulation game, the teenagers experienced in a very active way the obstacles immigrants face when they arrive in Catalonia, they realised how immigrants feel discriminated against and how difficult it is to live in a society with fixed social classes.

The simulation has taken place several times already and always leads to long discussions about the reasons for immigration, the system of immigration policy, discrimination and prejudices and what every single person can do to solve some of these problems.

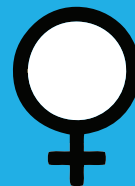
### Gender and sexuality rights education (Woodcraft Folk, UK)

The Woodcraft Folk as an organisation aims to combat all types of discrimination by using education, and yet the PwF participants felt that homophobia still existed in the organisation and was largely unchallenged among young people. Their project consists of three group night sessions for the group of nine to twelve year olds, and another three for the group of thirteen to sixteen year olds to create discussions on gender and LGBTQ issues (lesbian, gay, bisexual, trans and queer). For each group they designed a simulation game in which the young people play out the challenges women face in different parts of the globe. In the weeks before, the young people were given opportunities to talk about gender in their own lives. In the younger group, this allowed a fantastic opportunity for the girls to tell the boys how they felt about not being allowed to play football with them. LGBTQ issues have been tackled in further conversations with both groups. The style of the conversations has highlighted to everyone the degree to which homophobia exists unchallenged in primary schools.



Participation in Peers without Frontiers has been enjoyable and surprising at lots of different moments. For me the best experiences have been designing the workshops and games for running in our Woodcraft groups. The discussions that we had with our young people put forward positive messages and empowered them to spread these messages further (Emma).





## The gender divide

**Theme** World economic system; gender equality

**Age group** 16 +

**Group size** 12-25

**Time** 90 minutes minimum

### Overview

In this simulation game the participants experience the gender divide in the economic sphere throughout the world.

## Objectives

- To experience the different workload of men and women
- To reflect upon gender inequalities in the economic system
- To reflect upon economic inequalities between different parts of the world

## Material and room

- 6 x scissors
- 6 x pencils
- 6 x different coloured pencils (yellow, green, red, blue, purple, orange – or others, if you don't have these)
- 6 x pencil sharpeners
- 30 x sheets of A4 paper
- 5 x rulers
- A watch to time the days
- 3 facilitators (a game leader, a banker and a World Forum facilitator)

## Preparation

- Copy the role cards and instructions for each group.
- Copy the 'day sheet' for the banker.

## Instructions

1. Divide the group into six smaller groups.
2. Give each group a pair of scissors, a pencil, a coloured pencil in their colour, sheets of A4 paper and a pencil sharpener. Each group except group 1 receives a ruler. Their colours are: Group 1: yellow; group 2: green; group 3: red; group 4: blue; group 5: purple; group 6: orange.
3. Explain that in the game the six groups each represent a woman or a man situated in a different country, experiencing a variety of social, religious and political pressures. Two groups form a couple (a man and a woman) coming from one world region. The groups are not specific to



any country or culture, but their circumstances are based upon a broad range of real life scenarios that affect women's and men's lives today.

A two-week period is simulated, with each day lasting five minutes. One practice day can be played before the week starts.

4. Each group has to produce a certain amount of credits each day to survive. The credits are symbolised by paper shapes which have to be cut out and coloured.  
The amount each group has to produce is different and relative to the different workloads expected of a woman and a man around the world.  
Make sure everyone understands the rules and produces the right shapes in the practice round.
5. Before each day is finished, each group must take their credits to the bank in order to progress without a forfeit. Some groups have to produce credits for their partner groups. If they don't produce the amount asked for, they and their partner groups will get a forfeit.
6. It is forbidden to work between the days. In this time the game leader will let all groups know how the others are doing and announce possible meetings or forfeits.
7. During the weekends, a World Forum will take place with representatives from each group. It gives the players the possibility to discuss what is happening and possibly change the rules of the game. The game ends with a World Forum including all participants.

### Banker

One facilitator takes the role of a banker. The banker needs the 'day sheet'. It is a breakdown of what credits are expected from each group. A representative from each group must give the required shapes to the banker who will then mark off the relevant square on the chart.

The banker must be strict in accepting the shapes. Bad sizing or colouring may result in shapes not being accepted. It is up to the Banker to use their judgement as to how strict they are with particular groups.

### Game leader

The Game leader is the timekeeper and general facilitator for the game. The game leader has to make sure that everyone plays according to the rules. After the game leader has called 'end of day', they announce how each group has done and announce possible forfeits if a group didn't produce enough credits.

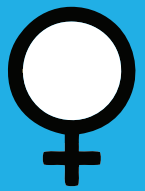
### World Forum facilitator

The World Forum facilitator organises and chairs the World Forum which takes place during the weekends (days 3/4 and 7/8).

- Group 1:** Represented by group 2 - no vote
- Group 2:** One representative for groups 1+2 - no vote
- Group 3:** One representative - one vote
- Group 4:** As many representatives as they like - two votes
- Group 5+6:** One representative for groups 5+6 - two votes

At the end of the second day of each weekend, every group may propose one change in the rules, apart from group 4 who can make two proposals. These are then voted upon and the new rule made





into law upon a 2/3 majority. Any new laws will be adhered to in the morning of the next day (days 5 and 9).

Group 2 cannot take part in the second day's proceedings. They can however write a proposal during the first day which the other groups will vote upon.

## Final World Forum

To stimulate discussion for everyone and to allow everyone to take part in a World Forum, all members of each group will participate on days 11 and 12. For 10 minutes, each group will discuss amongst themselves one new law that they would like to propose. Each group's presentation has to be exactly 1 minute long.

After each presentation, there will then be a vote on the new laws. Every person gets a vote each; however group 4's count x 3 and group 1 and 2's only count for 1/2 a vote.

## Debriefing

- How did you feel at various points during the game?
- Which countries did you feel you were in?
- Is there anything you feel you would have liked to change within the game?
- Are there any similarities between the game and experiences you had in real life?
- Do you conform to any of the gender roles within the game?
- Do you think the world's international institutions such as the U.N, Security Council, World Bank, World Trade Organisation are biased to support men or women or the level of development in a country?
- Can you write a list of gender stereotypes or examples of personal experiences where men and women have been treated differently in the economic sphere? Also can you think of any expectations of men and women that has particularly to do with their gender?
- Do you feel you would like to confront global gender stereotypes, and if so how?

## Important notes

As with all role play/simulation activities they are never played the same way twice and different people and groups may react in very different ways. It is very important that the game leader is able to adapt the game as they see fit. The World Forum encourages people to change the rules of the game, so also the Banker and World Forum Facilitator must be prepared to adapt.



## Instructions for groups

### Group 1

You are a woman. You share a ruler with Group 2, your husband. Your colour is yellow. Someone from your husband's group will represent you at the World Forums on the weekends. They do not have to discuss the conference with you. Each day lasts exactly 5 minutes. There will be an announcement by the game leader after each day has finished. The new day will not start until the announcement is over. It is forbidden to work while the day is over and the game leader is speaking. You must give in your daily quota before the end of each day. This chart shows you how much you have to produce each day in order to survive. One yellow rectangle (2cm x 3cm) counts as 10 credits.

| Training day             | Day 1<br>weekday         | Day 2<br>weekday         | Day 3<br>weekend         | Day 4<br>weekend         | Day 5<br>weekday         |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself |
|                          | 50 credits for group 2   | 50 credits for group 2   | 50 credits for group 2   | 50 credits for group 2   | 50 credits for group 2   |

| Day 6<br>weekday         | Day 7<br>weekend         | Day 8<br>weekend         | Day 9<br>weekend         | Day 10<br>weekend        | World Forum for everyone |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself |                          |
| 50 credits for group 2   |                          |                          | 50 credits for group 2   | 50 credits for group 2   |                          |

### Group 2

You are a man. You share a ruler with Group 1, your wife. Your colour is green. Someone of your group can represent your group and group 1 at the World Forums on the weekends. You will have the chance to make one proposal for each World Forum. This will be proposed, written down and then voted on by the other groups on the second day. You will not have a vote that counts or be present for the vote. Group 1 knows there is a World Forum, but it is up to you if you want to listen to any requests they may have. Each day lasts exactly 5 minutes. There will be an announcement by the game leader after each day has finished. The new day will not start until the announcement is over. It is forbidden to work while the day is over and the game leader is speaking. You must give in your daily quota before the end of each day. This chart shows you how much you have to produce each day in order to survive. One green rectangle (2cm x 3 cm) counts as 10 credits.

| Training day             | Day 1<br>weekday         | Day 2<br>weekday         | Day 3<br>weekend         | Day 4<br>weekend         | Day 5<br>weekday         |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself |

| Day 6<br>weekday         | Day 7<br>weekend         | Day 8<br>weekend         | Day 9<br>weekend         | Day 10<br>weekend        | World Forum for everyone |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | 150 credits for yourself |                          |



### Group 3

You are Group 3, a woman married to Group 4, a man. Your colour is red. One person from your group has the opportunity to represent your group at the World Forums and has one vote. Each day lasts exactly 5 minutes. There will be an announcement by the game leader after each day has finished. The new day will not start until the announcement is over. It is forbidden to work while the day is over and the game leader is speaking. You must give in your daily quota before the end of each day. This chart shows you how much you have to produce for yourself and for your husband each day to survive. One red rectangle (2cm x 3 cm) counts as 50 credits.

| Training day             | Day 1<br>weekday         | Day 2<br>weekday         | Day 3<br>weekend         | Day 4<br>weekend         | Day 5<br>weekday            |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 150 credits for yourself | 150 credits for yourself | 150 credits for yourself |                          |                          | 150 credits for yourself    |
|                          | 50 credits for group 4   | 50 credits for group 4   | 50 credits for group 4   | 50 credits for group 4   | 50 credits for group 4      |
| Day 6<br>weekday         | Day 7<br>weekend         | Day 8<br>weekend         | Day 9<br>weekend         | Day 10<br>weekend        | World Forum<br>for everyone |
| 150 credits for yourself |                          |                          | 150 credits for yourself | 150 credits for yourself |                             |
| 50 credits for group 4   | 50 credits for group 4   | 50 credits for group 4   | 50 credits for group 4   | 50 credits for group 4   |                             |

### Group 4

You are Group 4, a man married to Group 3, a woman. Your colour is blue. You can send as many representatives as you want to the World Forum, but you only have two votes. Each day lasts exactly 5 minutes. There will be an announcement by the game leader after each day has finished. The new day will not start until the announcement is over. It is forbidden to work while the day is over and the game leader is speaking. You must give in your daily quota before the end of each day. This chart shows you how much you have to produce each day to survive. One blue rectangle (2cm x 3 cm) counts as 50 credits.

| Training day             | Day 1<br>weekday         | Day 2<br>weekday         | Day 3<br>weekend         | Day 4<br>weekend         | Day 5<br>weekday            |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 150 credits for yourself | 150 credits for yourself | 150 credits for yourself | Day off                  | Day off                  | 150 credits for yourself    |
| Day 6<br>weekday         | Day 7<br>weekend         | Day 8<br>weekend         | Day 9<br>weekend         | Day 10<br>weekend        | World Forum<br>for everyone |
| 150 credits for yourself | Day off                  | Day off                  | 150 credits for yourself | 150 credits for yourself |                             |



## Group 5

You are Group 5, a woman. You are in a long-term relationship with Group 6, a man. Your colour is purple. At the World Forum on the weekends, one person from either group 5 or 6 may participate and has two votes. You must discuss with group 6 to decide who shall be chosen. Each day lasts exactly 5 minutes. There will be an announcement by the game leader after each day has finished. The new day will not start until the announcement is over. It is forbidden to work while the day is over and the game leader is speaking. You must give in your daily quota before the end of each day. This chart shows you how much you have to produce for you and your partner each day to survive. One purple rectangle (2xm x 3 cm) counts as 40 credits.

| Training day             | Day 1<br>weekday        | Day 2<br>weekday        | Day 3<br>weekend        | Day 4<br>weekend        | Day 5<br>weekday            |
|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------------|
| 160 credits for yourself | 80 credits for yourself | 80 credits for yourself |                         | Day off                 | 80 credits for yourself     |
|                          | 80 credits for group 6  | 80 credits for group 6  | 80 credits for group 6  |                         | 80 credits for group 6      |
| Day 6<br>weekday         | Day 7<br>weekend        | Day 8<br>weekend        | Day 9<br>weekend        | Day 10<br>weekend       | World Forum<br>for everyone |
| 80 credits for yourself  |                         | Day off                 | 80 credits for yourself | 80 credits for yourself |                             |
| 80 credits for group 6   | 80 credits for group 6  |                         | 80 credits for group 6  | 80 credits for group 6  |                             |

## Group 6

You are Group 6, a man. You are in a long-term relationship with Group 5, a woman. Your colour is orange. At the World Forum on the weekends, one person from either group 5 or 6 may participate and has two votes. You must discuss with group 6 to decide who shall be chosen. Each day lasts exactly 5 minutes. There will be an announcement by the game leader after each day has finished. The new day will not start until the announcement is over. It is forbidden to work while the day is over and the game leader is speaking. You must give in your daily quota before the end of each day. This chart shows you how much you have to produce for you and your partner each day to survive. One orange rectangle (2xm x 3 cm) counts as 40 credits.

| Training day             | Day 1<br>weekday        | Day 2<br>weekday        | Day 3<br>weekend        | Day 4<br>weekend        | Day 5<br>weekday            |
|--------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------------|
| 160 credits for yourself | 80 credits for yourself | 80 credits for yourself | Day off                 | 80 credits for yourself | 80 credits for yourself     |
|                          | 80 credits for group 5  | 80 credits for group 5  |                         | 80 credits for group 5  | 80 credits for group 5      |
| Day 6<br>weekday         | Day 7<br>weekend        | Day 8<br>weekend        | Day 9<br>weekend        | Day 10<br>weekend       | World Forum<br>for everyone |
| 80 credits for yourself  | Day off                 |                         | 80 credits for yourself | 80 credits for yourself |                             |
| 80 credits for group 6   |                         | 80 credits for group 5  | 80 credits for group 5  | 80 credits for group 5  |                             |



## 'Day sheet' for the banker

- Group 1 – yellow; each shape is worth 10 credits
- Group 2 – green; each shape is worth 10 credits
- Group 3 – red; each shape is worth 50 credits
- Group 4 – blue; each shape is worth 50 credits
- Group 5 – purple; each shape is worth 40 credits
- Group 6 – orange; each shape is worth 40 credits

|                          | Group 1  | Group 2                    | Group 3  | Group 4                    | Group 5   | Group 6   |
|--------------------------|--|----------------------------|--|----------------------------|---|---|
| <b>Training day</b>      | 150 credits for themselves                           | 150 credits for themselves | 150 credits for themselves                           | 150 credits for themselves | 160 credits for themselves                          | 160 credits for themselves                          |
| <b>Day 1 weekday</b>     | 150 credits for themselves<br>50 credits for group 2 | 150 credits for themselves | 150 credits for themselves<br>50 credits for group 4 | 150 credits for themselves | 80 credits for themselves<br>80 credits for group 6 | 80 credits for themselves<br>80 credits for group 5 |
| <b>Day 2 weekday</b>     | 150 credits for themselves<br>50 credits for group 2 | 150 credits for themselves | 150 credits for themselves<br>50 credits for group 4 | 150 credits for themselves | 80 credits for themselves<br>80 credits for group 6 | 80 credits for themselves<br>80 credits for group 5 |
| <b>Day 3 weekend</b>     | 150 credits for themselves<br>50 credits for group 2 | 150 credits for themselves | 50 credits for group 4                               | Day off                    | 80 credits for group 6                              | Day off   |
| <b>Day 4 weekend</b>     | 150 credits for themselves<br>50 credits for group 2 | 150 credits for themselves | 50 credits for group 4                               | Day off                    | Day off   | 80 credits for group 5                              |
| <b>Day 5 weekday</b>     | 150 credits for themselves<br>50 credits for group 2 | 150 credits for themselves | 150 credits for themselves<br>50 credits for group 4 | 150 credits for themselves | 80 credits for themselves<br>80 credits for group 6 | 80 credits for themselves<br>80 credits for group 5 |
| <b>Day 6 weekday</b>     | 150 credits for themselves<br>50 credits for group 2 | 150 credits for themselves | 150 credits for themselves<br>50 credits for group 4 | 150 credits for themselves | 80 credits for themselves<br>80 credits for group 6 | 80 credits for themselves<br>80 credits for group 5 |
| <b>Day 7 weekend</b>     | 150 credits for themselves                           | 150 credits for themselves | 50 credits for group 4                               | Day off                    | 80 credits for group 6                              | Day off   |
| <b>Day 8 weekend</b>     | 150 credits for themselves                           | 150 credits for themselves | 50 credits for group 4                               | Day off                    | Day off   | 80 credits for group 5                              |
| <b>Day 9 weekday</b>     | 150 credits for themselves<br>50 for group 2         | 150 credits for themselves | 150 credits for themselves<br>50 credits for group 4 | 150 credits for themselves | 80 credits for themselves<br>80 credits for group 6 | 80 credits for themselves<br>80 credits for group 5 |
| <b>Day 10 weekday</b>    | 150 credits for themselves<br>50 for group 2         | 150 credits for themselves | 150 credits for themselves<br>50 credits for group 4 | 150 credits for themselves | 80 credits for themselves<br>80 credits for group 6 | 80 credits for themselves<br>80 credits for group 5 |
| World Forum for everyone |  |                            |  |                            |   |   |



### Forfeits (if groups fail to deliver credits)

#### Group 1 and 2

In three countries (the Comoros, Federal States of Micronesia, and Saudi Arabia), the number of women in parliament is 0. Because of the lack of female representation in government, a law has been passed and your land has been taken away from you. There is nothing you can do about it. Your means to produce have dramatically decreased. This means that group 1 needs to produce 200 credits to survive the next two days in addition to any other work you need to do for yourselves or other groups.

#### Group 1 and 2

Women do two-thirds of the world's work, but receive only 10% of the world's income. Group 2 has gone away looking for paid work. While they are away, Group 1 still has to provide for their family and look after the crops. This means group 1 need to produce 240 credits to survive the next two days in addition to any other work you need to do for yourselves or other groups.

#### Group 1 and 2

A foreign force has invaded your country in the name of freedom. You are forced to leave your home and everything you own. 80% of the world's 27 million refugees are women. This means group 1 needs to produce 250 credits to survive the next two days in addition to any other work you need to do for yourselves or other groups.

#### Group 3 and 4

You live in North America. One year out of college women earn 20% less than men and 10 years later 31% less. Unfortunately your job is taken by a less qualified but male friend of the manager. You must produce 200 credits per day for the next 3 days in addition to any other work you need to do for yourselves or other groups.

#### Group 3 and 4

The United Kingdom comes 49th (out of 154 countries) in terms of women's representation in parliament. Unfortunately you are underrepresented in parliament. A new proposed law promoting gender equality has been defeated. You must produce an additional 260 credits for the next three days.

#### Group 5 and 6

You live in Peru, one of two countries where women are more active in starting a business than men. Fortunately your new business venture is very successful. You do not need to change the amount of credits you produce.





## Girls, boys and gender equality

**Theme** Gender equality

**Age group** 9 – 12

**Group size** 10 – 20

**Time** 60 minutes

### Overview

In this workshop the participants will think about gender stereotypes by drawing and will experience gender inequality in an active way.

## Objective

- To give the participants an introduction to gender equality

## Material and room

- Paper and pens
- Rubbish bags and string

## Instructions

### Drawing (30 minutes)

1. Ask the girls to draw pictures of a typical boy, and the boys to draw pictures of a typical girl.
2. Then ask the girls to draw pictures of a girl and the boys to draw pictures of a boy. Collect all pictures in the middle of the room.
3. Discuss:
  - What do the pictures of girls and boys have in common?
  - Compare the pictures. Do they agree with how the other gender sees them?
  - Do they agree with how the other gender sees them?

### Inequality race (10 minutes)

4. Form groups of three or four people.
5. In each race, three groups will compete against each other. One group is called 'girls' (but is a mixed group), one group is called 'boys' and one group is called 'neither-nors' (explain that there are some people who don't fit in these categories because they for example were born with male and female genitals or don't feel they fit into male or female 'boxes'). The 'neither-nors' have their legs tied to each other. The 'girls' have to put their legs into the trash bags and jump in the race. The 'boys' don't get any obstacles.

### Debriefing (20 minutes)

- Who won? Who lost?
- How did you feel in your role?
- Does this have anything to do with reality?
- Is equality better than this? Why?



## Expectations of boys and girls

**Theme** Gender equality

**Age group** 12-16

**Group size** 10 – 20

**Time** 60 minutes

### Overview

This workshop is designed to discuss gender roles in a challenging format. It features discussion of gender roles as they are and how they have changed over time, to show that they are socially constructed.

## Objective

- To reflect on gender and gender inequality in the participants' daily life and in their groups

## Material and room

- Flipchart paper
- Markers
- Old and new magazine images (search online for old magazine images)
- Scissors
- Glue

## Preparation

Search for old and new magazines with pictures of women and men in them, showing gender stereotypes at different times.

## Instructions

1. Split the group into groups of 5. Half the groups make mind-maps of 'what is expected of boys'; the other groups of 'what is expected of girls'. They come back together and present their ideas to the others. The group can discuss if they agree with what has been said.
2. Introduce the term 'stereotype'. Ask what is expected of girls or boys because of stereotypes.
3. Gather some images from old and new magazines.  
Make large posters which have 'I agree with' and 'I disagree with' on them. Ask the participants to find images from the magazine articles or pictures they agree or disagree with in regard to how men and women are shown. Ask the participants to cut them out and stick them on the posters.
4. Debrief with the group. The following questions may help to guide the group:
  - Why did you choose the images you chose?
  - How have images of women and men changed over time?
  - Do you think any of the images are accurate?
  - Where do these images come from?
  - Is gender something that is simply in our genes?
  - How does society affect our gender?



## Immigration to Europe

**Theme** Equality, immigration

**Age group** 12 - 18

**Group size** 15-40

**Time** 135 minutes

### Overview

This simulation exercise leads the participants through different stages symbolising the different obstacles immigrants face when they arrive in a new country.

## Objectives

- To experience the obstacles immigrants face when arriving in a new country
- To reflect on discrimination towards immigrants
- To identify possible approaches to fight against discrimination of immigrants

## Material and room

- A big outdoor space
- Obstacles (e.g. chairs and tables)
- String (to put between two trees)
- Stamps (made from sticky tape coloured in two different colours)
- 3 flags (symbolised by scarves)

## Preparation

- Prepare an 'obstacle course': a path with chairs or tables placed as obstacles. You can also include a 'spider web' made out of string with holes big enough for the participants to fit through.
- Put a rope between two trees (about 1.5m high).
- Prepare 60 'stamps' – 30 in one colour, 30 in another, made from coloured sticky tape.
- Look up immigration rules in your country.

## Instructions

Explain that in the next 1.5 hours the participants will have to fulfil a series of tasks representing the challenges immigrants face when they try to move to and settle down in a new country. In some they will work together, in others they will compete against each other. The aim is to fulfil all tasks which will enable you to have a good life in the new country. Don't tell the participants what the different tasks symbolise.

### Task 1: (symbolising getting to the new country)

The participants go in pairs and have to pass the 'obstacle course'. A facilitator is observing the obstacle course and can send participants back to the start for no reason, or stop them moving through the course.



### Task 2: (bureaucracy to receive a resident permit)

The participants are told to take off some of their clothes, put them all together and order them from dark to light colours. Then they have to form a word with all their clothes. (e.g. 'Immigration' or the name of the country you are in).

### Task 3: (receive a work permit and find a job)

The participants have to cross a 'wall' made of a rope between two trees, about 1.5m high. They cannot touch the rope. They can help each other, but everyone has only two attempts. A facilitator takes notes about who needed one attempt, who needed two attempts and who didn't succeed.

### Task 4: War of stamps (advancement in society)

There are three groups representing different social classes. The groups have two or three different missions to accomplish:

- Steal flags from the other two groups
- Put stamps on a piece of paper from a higher social group in order to advance to their level.
- Protect their flag and their sheet

Every social group has a flag (e.g. a scarf). In the beginning of the game, they have five minutes to hide their flag. During the rest of the game, all groups try to find the flags of the other two groups.

- The middle class and the upper class both have a sheet of paper which is put on a tree / wall.
- The lower class has to put 20 stamps on the sheet of the middle class.
- The middle class has to put 10 stamps on the sheet of the upper class.
- The middle class and the upper class have to defend their sheets, so that the class below cannot put all their stamps on the sheet. They are not allowed to use force when defending – they can defend their sheet through standing in front of it, but no one should be allowed to push others around or use other forms of violence.

The game is over when one group has accomplished the tasks.

### Debriefing

- How do you feel now?
- Did you feel disadvantaged in the game?
- What was the most difficult step for you in the game?
- What did you enjoy most?
- What could the different steps symbolise in the life of an immigrant?
- What are the different steps an immigrant has to take when arriving in a new country? (It might be useful to look up the immigration rules in your country to add to the discussion).
- Why is it so difficult to become a citizen and advance as an immigrant?
- Why do people emigrate, despite all the difficulties they face in the new country?
- Is immigration good or bad? (For whom, and why?)
- What can you do to support immigrants?



# Health

## Questions for reflection / discussion

1. Do all people have the same access to health care in your country? If not, why not? (Money? Distance from a clinic/ hospital? Time? Education? Other reasons?)
2. Can you talk about sex and sexually transmitted infections with your family, friends, youth workers or teachers?
3. Do you know how you can contract HIV?
4. Do you think immunisation against certain diseases should be mandatory for everyone?
5. Would you know what to do when someone is giving birth? What do people do when there is no medical support available?



## Health

- |                |  |
|----------------|--|
| <b>Goal 4</b>  | <b>Reduce child mortality</b>  |
| <b>Target</b>  | Reduce by two-thirds, by 2015, the under-five mortality rate   |
| <b>Goal 5</b>  | <b>Improve maternal health</b>   |
| <b>Targets</b> | Reduce by three-quarters, by 2015, the maternal mortality ratio<br>Achieve, by 2015, universal access to reproductive health |
| <b>Goal 6</b>  | <b>Combat HIV/AIDS, malaria and other diseases</b>   |
| <b>Target</b>  | Have halted by 2015 and begun to reverse the spread of HIV/AIDS major diseases   |

Goals 3, 4, 5 and 6 are closely related to each other and the Peers without Frontiers project treated them together in order to emphasise the main aspect: Affordable access to health care is essential for everyone across the world, no matter if it is in a small village in Niger or in a big city in Europe. Millions of people die unnecessarily each year due to a lack of affordable medicines, poor access to medical professionals and a lack of information. Children and women – especially mothers – suffer the most from this lack of health care. Although many improvements in the field of health have been made in the last 10 years, the number of children dying under the age of five, the maternal mortality ratio and the number of people infected by HIV/AIDS, Malaria and Tuberculosis is still very high.

In 2008, 8.8 million children died under the age of five. This is 28 percent less than 1990, but considering that most died from easily preventable

or treatable illnesses, one might wonder why progress hasn't been faster in the last 10 years.

Often a simple mosquito net to protect against malaria or an immunisation can prevent a child's death. Incorrect marketing from big companies leads women to feed their babies milk powder instead of breast-feeding them. Milk powder is expensive so often it is mixed with too much or with dirty water. This means that the babies either don't get enough nutrition or they get ill with diarrhoea. With too few doctors who can inform parents how to treat diarrhoea, it is one of the most dangerous childhood diseases in the developing world.

The health of mothers or pregnant women is one area in which the gap between rich and poor is the most obvious. This is not only the case between developed and developing countries, but also between rich and poor households within developed and developing countries. In devel-

oped countries, almost all births are attended by professional health personnel and the risk for the mother is very low, even during complicated births. In developing countries, less than 50% of all women receive such care. In de-



Above all I have learned that I am not alone in the world, that there are many more people like me who believe that change is possible. I have made friends. I realised that there are many different ways to do what I am doing, that a weekend with kids is not only a weekend, but much more (Eugeni).





veloping countries, women in the richest households are three times more likely to receive professional care during childbirth as women in the poorest households.

Easier access to modern contraceptives by women who want to delay or avoid pregnancy would improve maternal health and reduce the number of women dying in childbirth. Unfortunately, the use of contraceptives also reveals high disparities between different parts of society. Contraceptive use is four times higher among women with secondary education than among those with no education. This means that women for whom giving birth is the most dangerous are the ones who are the least informed about or have least access to contraceptives.

HIV/AIDS remains the world's leading infectious killer, although the global average of new infections decreased over the last years. Prevalence is still highest in Africa (72% of all new HIV infec-

tions in 2008), but the rate of new infections is rising in Eastern Europe and Central Asia. Many more people infected with HIV now have access to medicine that can help them; unfortunately these drugs, which have to be taken every day, are still very expensive and not available everywhere. HIV can easily be prevented by using condoms, but in most developing countries, the majority of young people fail to use them as a result of religion, culture, lack of awareness or poverty. Social change is essential to tackle all the problems associated with AIDS. People infected with HIV and their children are often socially excluded because of stereotypes against them. They are denied access to basic services such as education and opportunities to play. Children orphaned by AIDS are at greater risk of abuse and neglect. Often HIV is transmitted because of gender-based violence, which is still tolerated in too many parts of the world.

It was great to see that so many people are conscious about the problems in other parts of the world. It's great that they all do their best to meet, discuss and try to solve problems with every means possible, always involving children. It's so good to be part of that, especially today when many people don't even care for their neighbours (Sachita).





### Local projects on health

#### Peer education for behavioural change (Pionniers du Senegal)

HIV/AIDS is a big problem in Senegal, but due to cultural and religious taboos it is not easy to discuss the issue openly. The Senegalese Pionniers are currently running a large-scale awareness-raising campaign about the danger of HIV/AIDS and explaining to young people how they can protect themselves by small behavioural changes. In local youth groups in the most affected region in Senegal, the young people are educated about HIV/AIDS and are encouraged to participate in voluntary AIDS tests. The local population is also involved in awareness-raising activities and the summer camps focussed on the topic. The teenagers organise many activities by themselves, so that they have a safe space to discuss sexuality and HIV/AIDS. The peer educators also distribute condoms to the young people, because their availability is limited in the country.



#### HIV prevention in Mozambique (AJUPIS)



The peer educators in Mozambique wanted to reach people where they are. This is why they decided to run their activities at markets and during football games – two places where many people come together and like to be entertained. During weekly markets, the group from AJUPIS performs theatre plays about how HIV is spread, about the danger of the infection and about ways to protect themselves. They organise football tournaments where the players wear T-shirts with messages against HIV/AIDS; the peer educators talk with the spectators about the risks of HIV/AIDS.

In the break they inform everyone about HIV prevention via loudspeakers. AJUPIS also runs workshops in schools and community centres for people living with HIV/AIDS.



## True or false?

**Theme** HIV/AIDS

**Age group** 12-17 (but this activity requires a high level of sensitivity so it is recommended to only use it with a young group if you know them well)

**Group size** 10-35

**Time** 60 minutes

### Overview

In this activity the participants will get an overview of the different ways of transmission of HIV and discuss them.

## Objectives

- To identify ways of HIV transmission
- To stimulate discussion on HIV transmission and its stigma

## Material and room

- 2 pieces of paper with true and false written on them

## Preparation

- Prepare signs that read 'true' and 'false' on opposite sides of the room.

## Instructions

1. Explain to the group that you will read out a series of statements, one at a time. Ask them to think about whether they think the statement is true or false, and move to the appropriate side of the room. It is all right to stay in the middle if they are uncertain.
2. Read the first statement. Once everyone has chosen a side, ask them to meet one person near them and discuss why they are standing where they are.
3. Now ask people to choose one person standing as far away from them as possible, and to discuss the statement with them, explaining why each has chosen to be where they are.
4. Ask a pair to share what they discussed. Explain the statement if needed.
5. Repeat the procedure with as many statements as time allows.

## Debriefing

- What issues are you most confused about? Which questions need further clarification? (Ask especially about the questions where more people stood on the wrong side).
- Are you afraid of being infected?
- What do you think about people living with HIV/AIDS?
- Would you consider being tested for HIV? Why?



### Statements

**Injecting drugs will give you HIV.**

*False: Only if the needle is contaminated with HIV (for example if someone with HIV has used it previously)*

**You cannot get HIV from toilet seats.**

*True: There are no known cases of HIV infection via toilet seats. For HIV to be caught, bodily fluids must have been 'exchanged' (the virus cannot survive outside its host for long)*

**Married people don't become infected with HIV.**

*False: This depends on the partners involved. If either of them injects drugs using contaminated needles or has unprotected sex with infected partners outside the marriage (or before the marriage), both are at risk.*

**You will become infected with HIV by sleeping around.**

*False: Sleeping around is not in itself risky, but having unprotected sex with an infected person is. By using condoms properly and by avoiding sex with penetration, you can substantially reduce the risk of infection.*

**Women are safe from HIV as long as they use a contraceptive.**

*False: Only condoms offer women protection against HIV and even condoms cannot offer complete safety. Other forms of contraception do not offer protection from HIV.*

**You can become infected with HIV from sharing toothbrushes.**

*False: There is no evidence of transmission via this route, but it is sensible not to share toothbrushes for general health reasons.*

**If you only have sex with people who look very healthy, you won't become infected with HIV.**

*False: Most people living with HIV look perfectly healthy. Being infected with HIV doesn't mean that you have AIDS immediately. You can live healthily for a very long time before getting AIDS.*

**If you only have sex with people you know, you won't become infected with HIV.**

*False: Knowing someone well offers no reliable guide to whether or not they are infected with HIV.*

**Anal sex between two men is less risky than anal sex between a man and a woman.**

*False: Anal sex is equally risky regardless of whether it takes place between two men or a man and a woman.*



## **You can become infected with HIV from kissing.**

*False: HIV has been found in saliva, but the amount of the virus present in saliva is extremely small. There is no evidence of transmission in this way, although kissing when there are sores or cuts in the mouth may pose some risk.*

## **You can become infected from oral sex.**

*True: During oral sex, HIV may enter the body through the mouth if there are any cuts or tears inside the mouth due to injury or gum disease. People taking sperm into their mouths are more vulnerable than those ejaculating. However, oral sex poses much less of a risk of infection than vaginal or anal sex, especially if sperm is not taken into the mouth.*

## **Condoms stop you becoming infected with HIV.**

*True: Condoms used properly will help to prevent transmission of HIV from an infected partner to an uninfected partner. Condoms are not 100% safe though. Use a lubricant which is water based, as oil based lubricants can weaken the condom. Check the sell by date when buying condoms.*

## **Breastfeeding can transmit HIV.**

*True: The breast milk of infected women contains a small amount of HIV.*

## **You can get HIV by receiving a transfusion of HIV-contaminated blood.**

*True: However, all of the blood that is donated in most countries is screened for HIV, and only blood that is HIV negative is used for transfusions.*

## **A person can get HIV from mosquito bites.**

*False: Mosquito bites cause other diseases, such as malaria, but they do not transmit HIV.*

## **All children born to HIV-positive women will get HIV.**

*False: During pregnancy, the placenta is usually a good barrier between the mother and the baby and keeps infected blood cells away from the baby. However, an HIV-positive mother may infect her baby if there is damage to the placenta during childbirth, or via breastfeeding.*



### Maternal health board game

|            |                                |
|------------|--------------------------------|
| Theme      | Maternal health                |
| Age group  | 10 +                           |
| Group size | 2-8, or play in several groups |
| Time       | 30-45 min                      |

#### Overview

This activity explores the key issue of MDG 5: the reduction of maternal mortality and improvement of maternal health. In the board game, participants will be asked to think about the options effecting how a mother is supported in terms of health care through pregnancy.

### Objectives

- To explore what happens during pregnancy
- To develop an understanding of different care for different people
- To see the risks to maternal health, if care is not provided

### Material and room

- Either the board below copied or sheets of paper stuck on the ground with 1-40 written on them.
- A dice and playing pieces for each player
- Chance cards
- Role cards

### Preparation

- Copy the cards (if possible chances and roles on different coloured paper) and put them in two piles in the middle of the playing area.
- Copy the board, or stick numbers from 1-40 on the floor.

### Instructions

1. Explain that each player is a pregnant woman. Each player should take a role card, this will determine who they are and what choices they have to make.
2. Each player should roll a dice to see who goes first. The one with the highest number starts.
3. In turns the players roll the dice and move forward the number of places on the dice.
4. If a player lands on an even number square, then they should pick up a 'chance' card. Each chance card explains a scenario.
5. Using the role card that the player picked up at the beginning, he or she should then follow the instructions on the chance card and either move forward, stay still, move backwards or return to the start.
6. Some chance cards will ask the players to change roles. When one of these cards is picked up,





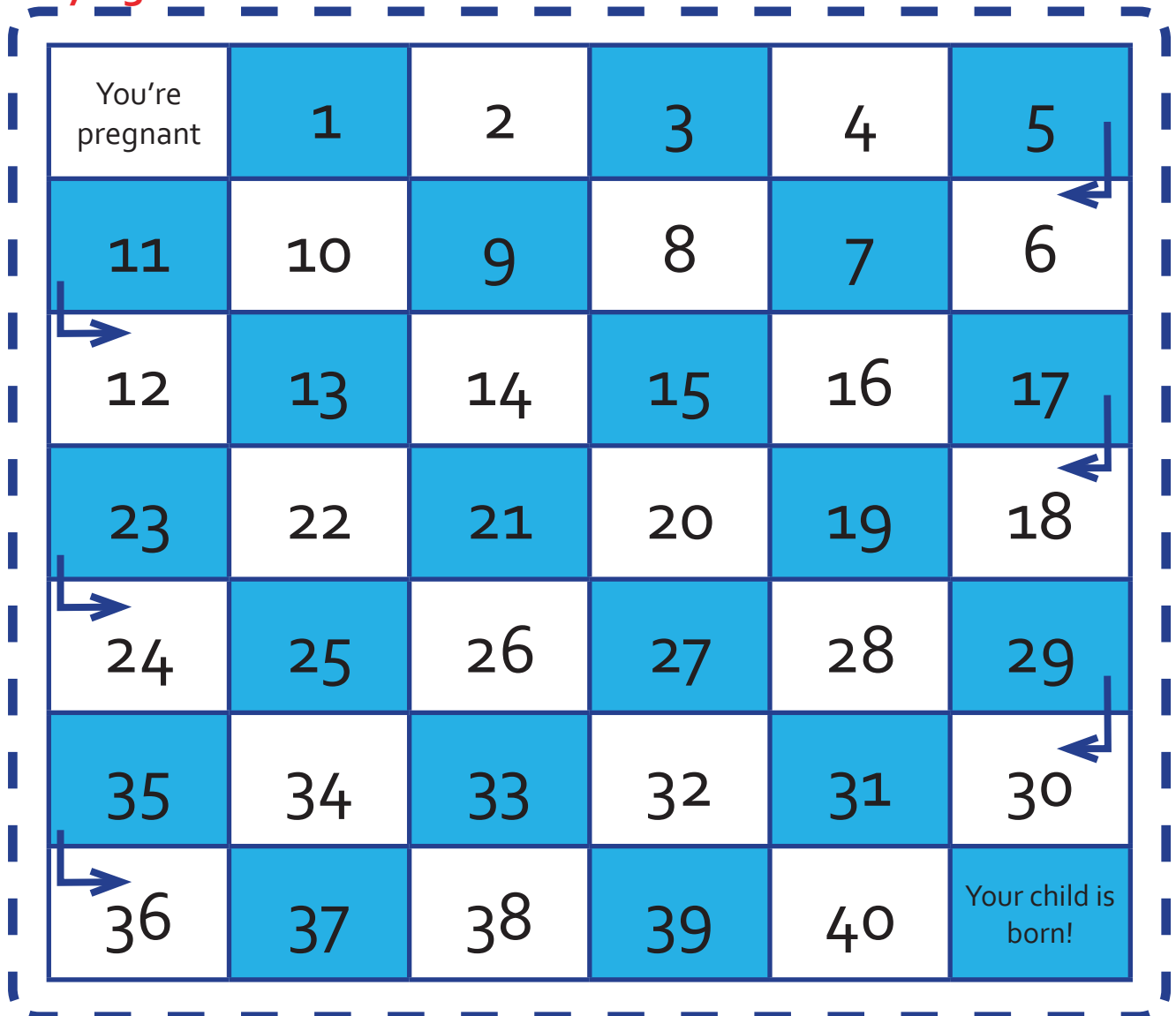
all the players should put back their role cards. The cards should be shuffled and then re-distributed. Then the players continue the game in their new roles.

7. The game ends when one person passes square 40.

### Debriefing

- Was it easier or harder in some situations to get further around the board?
- How does this replicate (copy) real life?
- Maternal mortality is one of the worst performing Millennium Development Goals. Why do you think it is so hard to fight against mortality (death) or morbidity (women getting ill due to pregnancy)? Explain that when they had to start from the beginning again, it indicated mortality. Where they had to move back it indicated morbidity and were they moved forward it indicated advanced health treatment to ease pregnancy.
- What could be done to reduce mortality or morbidity?

### Playing board





## Role cards

|   |   |  |   |
|---|---|--|---|
| You are wealthy and have access to full medical treatment during pregnancy and birth.   | You are not wealthy, but you live in a country that will give you full treatment during pregnancy and birth.  | You have access to only limited treatment during pregnancy. There will be a trained midwife but no other medical support during birth.                             | Your nearest medical centre is 3 hours walk away; you will visit it once during the pregnancy. During the birth a non-trained 'community' worker will help.       |
| You have no money to access any treatment. During the birth there will be only your non-trained mother.   | You can afford regular check-ups during pregnancy, although the nearest medical support is 3 hours drive away. During birth the local doctor will be there.       | You have access to regular medical treatment. You plan to give birth at home with the aid of a trained midwife.  | You have limited access to medical treatment before birth, but during birth you will go into hospital for full medical treatment.                                 |
| You will have only limited medical treatment during pregnancy, but during birth you go to hospital – the hospital however has limited access to medical equipment.                      | You live in a place that has limited medical resources, but offers free access to trained midwives during pregnancy and birth. No other facilities are available. | You are wealthy and have access to full medical treatment during pregnancy and birth.  | You are not wealthy, but you live in a country that will give you full treatment during pregnancy and birth.  |
| You have access to only limited treatment during pregnancy. There will be a trained midwife but no other medical support during birth.  | Your nearest medical centre is 3 hours walk away. You will visit it once during the pregnancy. During the birth a non-trained 'community' worker will help.       | You will have only limited medical treatment during pregnancy, but during birth you go to hospital – the hospital however has limited access to medical equipment. | You live in a place that has limited medical resources, but offers free access to trained midwives during pregnancy and birth. No other facilities are available. |
| You have no money to access any treatment. During the birth there will be only your non-trained mother. If you miss-carry (the baby dies during pregnancy), it will bring shame to you. | You can afford regular check-ups during pregnancy. Although the nearest medical support is 3 hours drive away, during pregnancy the local doctor will be there.   | You have access to regular medical treatment. You plan to give birth at home with the aid of a trained midwife.  | You have limited access to medical treatment before birth, but during birth you will go into hospital for full medical treatment.                                 |



## Chance cards

|  |  |  |   |
|--|--|--|---|
| <b>All change roles</b>  | <b>All change roles</b>  | <b>Your blood pressure is high.</b><br>3 places forward if you are checked and treated.<br>Don't move if you are checked, but not treated.<br>3 places back if you have no idea that your blood pressure is high.          | <b>You get ill with Rubella (German Measles)</b><br>5 places forward if you are vaccinated already.<br>Don't move if you get treatment.<br>3 places back if you don't get treatment.                          |
| <b>You faint and need medical attention.</b><br>3 places forward if you receive it straight away.<br>Don't move if you receive it after some travel.<br>3 places back if you don't receive it. | <b>You think you are pregnant.</b><br>3 places forward if a doctor can confirm.<br>3 places back if you have no access to a doctor.                            | <b>You have early contractions caused by dehydration.</b><br>3 places forward if you have access to clean water.<br>Don't move if you have to walk to get clean water.<br>3 places back if you don't receive clean water.  | <b>During the birth there are complications.</b><br>2 places forward if you have full medical support.<br>Don't move if you get non-medical help.<br>3 places back if you don't receive help.                 |
| <b>You need a check-up.</b><br>3 places forward if you receive it straight away.<br>Don't move if you have to travel a long way.<br>2 places back if you can't afford it or access it.         | <b>You need caesarian during birth.</b><br>3 places forward if you are in a hospital and receive it straight away.<br>Go to the start if you don't receive it. | <b>You don't get enough vitamin D and your baby is at risk of diseases.</b><br>3 places forward if you receive supplements.<br>Don't move if you have a balanced diet.<br>3 places back if you don't increase your intake. | <b>You experience bleeding.</b><br>3 places forward if you go to the hospital.<br>2 places back if you travel a long distance or get non-medical support.<br>Go to the start if you can't afford to get help. |



|  |   |  |  |
|--|---|--|--|
| <p><b>You are under-weight.</b><br/>3 places forward if someone tells you this is problematic and you can afford to eat more.<br/>3 places back if you cannot afford to eat more.</p>  | <p><b>You have severe morning sickness.</b><br/>3 places forward if you can take time off and you have people around who take care of you. Don't move if you can reduce working hours, but no one is taking care of you.<br/>3 places back if you cannot change your way of life.</p> | <p><b>You feel very tired.</b><br/><br/>3 places forward if your doctor prescribes iron supplement against tiredness.<br/><br/>Don't move if you don't do anything.</p>  | <p><b>You have a urinary tract infection.</b><br/>3 places forward if your doctor saw this at a regular check-up and treats it. Don't move if you went to a doctor after you felt severe pain.<br/>Go to the start if you lose your baby because you didn't receive treatment.</p> |
| <p><b>The baby is born dead.</b><br/>3 places forward if you receive counseling support.<br/>Don't move if you get nothing.<br/>3 places back if you are accused of deliberately mis-carrying.</p>                             | <p><b>You give birth too early, the baby cannot breathe alone.</b><br/><br/>3 places forward if the baby is taken care of in hospital.<br/><br/>Go to the start if no one can help the baby.</p>  | <p><b>Labour lasts more than 20 hours and you risk exhaustion and uterine infection.</b> 3 places forward if you receive care and medicine.<br/>Don't move if someone takes care of you, but you don't receive medicine.<br/>3 places back if no one can help you.</p> | <p><b>The baby is born feet first. It is difficult to get it out.</b><br/>3 places forward if more than one trained midwife or doctor is around.<br/>1 place forward if one trained doctor or midwife is around.<br/>2 places back if no trained doctor or midwife is around.</p>  |
| <p><b>You want to abort.</b><br/>3 places forward if a doctor does this in a hospital.<br/>Don't move if you can pay a doctor to do this in secret at home.<br/>5 places back if a non-trained community member does this.</p> | <p><b>Your baby is at risk of spina bifida if you don't increase your folic acid intake.</b><br/>3 places forward if you can afford to take supplements.<br/>3 places back if you can't.</p>  | <p><b>You're a smoker. Your baby is at risk.</b><br/>3 places forward if you were offered support and gave up before pregnancy.<br/>Stay still if you had no support but gave up.<br/>3 places back if you were not informed of the risk.</p>                          | <p><b>You are not ready to be a parent.</b><br/>3 places forward if you know about and can access contraception.<br/>Stay still if you don't have access to contraception.</p>   |



## Immunisation game

**Theme** Child mortality

**Age group** 10-15

**Group size** 10-20. If more, divide the group into groups not bigger than 20 people

**Time** 70 minutes

### Overview

The activity explores the impact of immunisation and the impact of not having them. Starting with a simulation of how diseases can spread and how immunisation can slow this down, the activity then moves to a discussion on the wider context of reducing child mortality.

## Objectives

- To explore the impact of immunisation
- To raise awareness of the importance of immunisation

## Materials

- Score card
- Red felt tip pens (enough for each person)
- Black felt tip pens (enough for each person)
- Tokens (enough for 20% of participants to have 10 each)
- Envelopes (for everyone)

## Preparation

- Prepare one envelope for each participant: Put a score card and a felt tip in each envelope: A red felt tip in one of the envelopes and black felt tips in all the others. Put 10 tokens each in 20% of envelopes (not the one with a red pen).
- Set up a table at one end of the room with the sign "Health Centre" above it.
- A facilitator should sit there to 'sell' cures and vaccines. A vaccination costs 1 token. Vaccination is only available in round 2 and 3. A cure costs 5 tokens for people without vaccination and 2 tokens for people with vaccination.
- Copy the score cards for everyone.

## Instructions

In this activity there are three rounds, each one building on the last. Don't tell the participants about the different rounds at the start, but take the group step by step through the game.

1. Explain that this is a game about how curable diseases can spread through populations without immunisation.
2. Explain that the aim of the game is to meet as many people as possible without being infected by them. If you are infected, you have to go to the 'health centre' to get cured.
3. Hand out the envelopes.



### Round 1 (15 minutes)

4. Ask the participants to walk round the room. They have to meet everyone (it is not possible to avoid meeting somehow), shake each other's hand and introduce each other. When two people meet, they put a cross on each other's score cards with the felt tips in their envelopes. A red mark means that they are infected. If someone gets a red mark, he or she has to go to the health centre. At the health centre participants have two options:
  - They can pay to be treated if they have enough tokens to pay for a treatment. The facilitator at the health centre will tell the prices of a treatment. These people can be reinfected.
  - If they don't get treated, their black felt tip will be swapped for a red one. With the red felt tip they will infect people they meet.
5. This is repeated until everyone has had enough time to meet everyone else.
6. Ask who got infected. Did anyone manage to avoid being infected?
7. Take in all the tokens and re-issue them back to 20% of the people (again 10 tokens each). Everyone gets back their black pen apart from one person who at random should only get a red pen.

### Round 2 (15 minutes)

8. The rules are the same as in round 1, but people can buy vaccinations. Vaccinated people don't get ill unless they have three red marks on their score card. The vaccine reduces the cost of treatment from 5 to 2 tokens.
9. The health centre marks the score cards of the vaccinated people with 'vaccinated'.
10. Play the game until everyone has met everybody.
11. Ask who got infected and who was vaccinated.
12. Take in all the tokens and re-issue them back to 20% of the people (10 tokens each). Take in all pens. Everyone gets back their black pen apart from one person, who at random should get a red one.

### Round 3 (20 minutes)

13. Ask the group to get together. The task is now to get as few infections as possible.
14. Ask the group to work out a way to reduce the infection rate for everyone.
15. Play until everyone has had enough time to meet everyone else again.

### Debriefing (20 minutes)

- How many people were infected in the final round?
- What happened to the disease in round one, two and three?
- Which was the best way to get rid of the disease?
- How did people feel when they couldn't get treated?
- What happens in their homes when they get ill?
- What do they think happens to children from places where health care is not free?

Today many people cannot get vaccinated because they don't have the money for it. Remember that when large numbers of people aren't vaccinated, it also puts at risk those who are. The vaccine isn't perfect; it just makes it easier for the body to fight the infection.

- What do you think we could do to make sure that everyone in the world gets access to vaccines?





## Score cards

### Round 1

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### Round 2

Vaccinated? ☐ Yes ☐ No (to be filled in by health centre after paying for vaccination)

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### Round 3

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# Environmental sustainability

## Questions for reflection / discussion

1. How do you see the world in 50 years?
2. Who should take more responsibility to do something for the environment - governments or individuals?
3. Do you think all countries should apply the same environmental standards to their industries?



## Environmental sustainability

### Goal 7 Ensure environmental sustainability

#### Targets

Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources

Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation

By 2020 to have achieved a significant improvement in the lives of at least 100 million slum dwellers

The four targets of goal number 7 show how far the field of environmental sustainability stretches and how environmental degradation affects especially the poorest people. If climate change is not slowed down and natural resources are not used in a sustainable way, children and young people will have to struggle with severe consequences in some years. But this is not only a problem of the future. Evidence of climate change is all around: there is too little water in many places all around the world, others are very often flooded. These natural catastrophes are created by humans; they are a direct consequence of climate change and environmental destruction.

Climate change is caused by a heavy increase of greenhouse gases which heat up the atmosphere of the earth. The carbon dioxide concentration is today over 30% higher than before we started burning fossil fuels for energy and transportation during the Industrial Revolution. Methane concentrations are also rising steadily, due amongst other things to the global increase in meat consumption. In total, global emissions of greenhouse gases increased by 70% between 1970 and 2004 and the temperature is rising twice as fast as it did 100 years ago.

"So what?", you might ask. "What's wrong with having a warmer summer?" This change in our

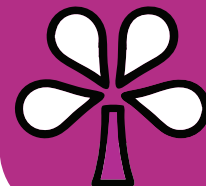
climate has a big impact on ecosystems around the world. The higher temperature causes lack of water, which destroys harvests and leads to hunger. It causes a quicker melting of glaciers, leading to frequent flooding also in the richer North. It leads to a rise in the sea-level which puts whole countries at risk and destroys biodiversity. Billions of people rely directly on diverse species for their livelihoods and for their survival. 17,000 species were at risk of extinction in 2004. This is not only caused by climate change, but also by pollution, high rates of consumption and deforestation.

These worrying changes are mostly caused by richer countries who can afford a very high level of con-

sumption, but the consequences are most noticeable in the poorer global South. They suffer most from lack of water and millions have to flee to big cities because of a lack of food in the countryside. More than 1 billion people live in slums all over the world; many of them are 'environmental refugees'.

884 million people don't have access to safe drinking water. This has improved over the last 10 years, but the number is still shockingly high. Polluted drinking water causes higher child mortality and diseases, but water shortages can also lead to conflict and war, when people start fighting about scarce drinking water resources.





## Local projects on environmental sustainability

### Queer Climate (Rote Falken/ Kinderfreunde Austria)

The Austrian Rote Falken/ Kinderfreunde are not very active in the fields of sustainable development and gender and sexuality education, although in both there is still a lot to do in Austria. The Peers without Frontiers peer educators are building up an empowering structure for young people who want to work on these two topics. They are collecting methods on sustainable development and gender and sexuality and plan to make them available to volunteers in the organisation. By creating a group of people working on this, they will also support each other to run workshops in camps and youth groups.



### Recriarte (Mirim Brasil)

In their peer education project 'Recriarte', Mirim Brasil cooperated with a school to reach as many young people as possible. They wanted to raise environmental awareness among the school students and train them on environmental issues, so they can have a positive influence on their friends and their families. The group also created a school garden in which they plant fruits and vegetables to be part of their school meals and actively learn about ecological farming. An important element of the project is the mainstreaming of gender equality throughout the activities. They maintain a constant link between sustainability and gender equality, ensuring that their peers reflect on issues such as the division of labour in rural areas and the school garden.



### Attack of the TEEC (Manque Chile)

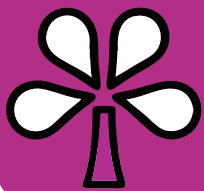
In the city of La Higuera in Chile, two thermo electric energy companies (TEEC) are planning to build coal and water power plants. If they are built, the environment will be heavily polluted and the eco-system will change, because the water will be taken from the sea and returned to the sea at a much higher temperature.

The citizens of La Higuera do not complain about this because of their low level of education and the employment possibilities offered by TEEC. The government does not inform the population about the negative impact the power plants will have in the region.

Maria Jose and Daniel from Manque Chile developed a creative way to educate children about the environmental problems and to inform the whole city about what is going on. Children took part in drawing workshops where they reflected about how they can take care of the environment. After having been







informed about the TEEC, they developed a creative 'information plaza' on the impact of the TEEC which took place on the main square in the city. Now they are thinking about more ways to disseminate the information together with the children.

### Young leaders training course (Nuoret Kotkat, Finland)

At a training course for new youth leaders aged 13 to 16, the peer educators worked with the young people on sustainable development and equality, since those were the political issues closest to young people's everyday lives. Equality should not only be seen as a gender issue, but also in regard to ethnic origin, sexuality and other minority groups. The young people were encouraged to reflect on what they can do in their organisation, and how can they act as peer educators also with people outside of the organisation. They were provided with a set of games and fun methods to discuss these topics with their peers.



This project is part of the fight to achieve a humankind more conscious about the future and our society. It is based on values such as tolerance, social justice, freedom, dignity, citizenship, peace, democracy, equality, humanism, and above all solidarity (Abdoulaye).





## The importance of bees

**Theme** Environmental sustainability

**Age group** 12-15

**Group size** 10-30

**Time** 2 hours

### Overview

A fun workshop of games and energisers to introduce the relatively new issue of the declining bee population, pointing out that the smallest creature can have a great impact. The decline of the bee population is an issue of great concern for pollination and crop production. The workshop can lead to discussions about pesticides and food supply and links to ethics and equality. Building a bee hive once the participants have understood the importance of bees is an empowering and constructive approach to sustainable development.

## Objectives

- To present sustainability issues in a proactive, optimistic, empowering format
- To focus more specifically on the importance of bees to sustainability, using this case study to prompt discussion of wider issues

## Material and room

- Masking tape
- Pens
- Flip chart paper
- Drills
- Saw
- Wooden post (48cm x 7.5cm x 7.5cm) (one per bee hive)
- Wooden plank (76cm x 12.5cm x 2cm) (one per bee hive)
- Copies of the bee quiz

## Preparation

- Copy the bee quiz for each group.

## Instructions

1. Bee energiser 1 (5 minutes):  
Ask the participants to hum and move their arms like bees while moving through the room. Say a number and the participants must group together in that number, communicating only by buzzing. Say "spread out" and the participants have to move again before building another group with another number. Participants must communicate by humming louder and beating their wings.



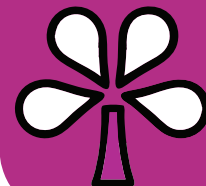
2. What do you know about bees? (20 minutes)  
Small groups should collect what they know about bees. What do bees do? Why are they important? The groups present back and everything will be written on a flip chart. The facilitator adds to this and explains bee mortality and its causes and impacts (see information below).
3. Bee energiser 2 (5 minutes):  
The participants form a circle. Each area of the circle is given a note to hum as if they were bees. One participant stands in the centre and conducts a bee orchestra.
4. Bee quiz (20 minutes):  
Form small teams of 3 or 4 to solve the quiz. You can either give the whole quiz sheet to each group or use a projector to ask the whole group each question in turn like a 'pub quiz'. Give the solutions to the quiz.
5. Bee energiser 3: Honey bear game (10 minutes)  
Ask the participants to form a circle. One volunteers to be a honey bear and one is a bee. They act out these roles accordingly. The bear tries to catch the bee running around the circle. When the bear catches the bee, they switch roles. The bee can fly behind any person in the circle to turn them into a honey bear, and take their place in the circle. When this happens the bear becomes the bee.
6. Building the bee hive (60 minutes):  
Introduce safety procedures when using the drills and saw. You can build one bee hive all together or build several bee hives. Follow the instructions below.

### Why are bees so important?

Bees are of huge value as agents of cross-pollination and many plants are entirely dependent on particular kinds of bees for their reproduction (such as red clover, which is pollinated by the bumblebee, and many orchids). They pollinate around 80% of all agricultural crops. Without pollination by bees, we could not eat apples, nuts, peaches, strawberries, cherries, avocados, cucumbers, pumpkins and many other fruits and vegetables. Also the animals we eat have to eat plants pollinated by bees. About 1/3 of all our food depends directly or indirectly of bees.

In the last years, the bee population decreased massively (30-50 percent) in most parts of the world. Scientists are still wondering why bee mortality increased so much, but several reasons have been identified:

- Parasites nesting in bee hives kill whole bee populations. The 'Varroa-mite' particularly has been linked to bee mortality.
- Long transportation of bee populations to pollinate fields in other regions: This travelling can lead to deadly stress for the bees, and diseases are spread widely from one bee population to another.
- Insecticides used for agricultural pest control can kill bees.
- Artificial monocultures, leading to one-sided nutrition.
- More and more flowerless landscapes, offering too little food for bees
- One-sided selection in the breeding process and manipulation, leading to weaker immune-systems in bees



## Bee quiz

1. How many known bee species are there in the world?  
A: 300                      B: 1,000  
C: 5,000                    D: 20,000
2. On which continents are bees found?  
A: Africa and Europe  
B: Latin America, Asia and Australasia  
C: Europe, Asia and Africa  
D: Every continent except Antarctica
3. What is the size of the smallest bee?  
A: 2.1 mm long  
B: 3.5 mm long  
C: 4.6 mm long  
D: 5 mm long
4. Which one of these is not an enemy to bees?  
A: Bee-eater bird  
B: Beewolf  
C Dragonfly  
D Johnny bee good fly
5. There are three types of bees within a colony. What are they?  
..... bees,  
..... bees  
and ..... bees.
6. True or false: Only female bees sting?  
True                      False
7. How many million flowers do bees have to visit to make 0.5 kg of honey?  
A: 1 million              B: 2 million  
C: 3 million              D: 7 million
8. How do honey bees communicate?  
.....
9. What percentage of the crops we eat do bees pollinate?  
A: 10%                      B: 80%  
C: 50%                      D: 100%
10. How do bees choose which food source is better than another?  
A: They vote on which food source to concentrate on by moving nearer to signalise they support.  
B: The worker bees use their sense of smell to decide on behalf of the drone bees, who collect.  
C: The bees use their tails to point where they want to go.  
D: The bees beat their wings faster to create a louder humming noise when they are next to a food source they think the other bees should concentrate on.

## Answers

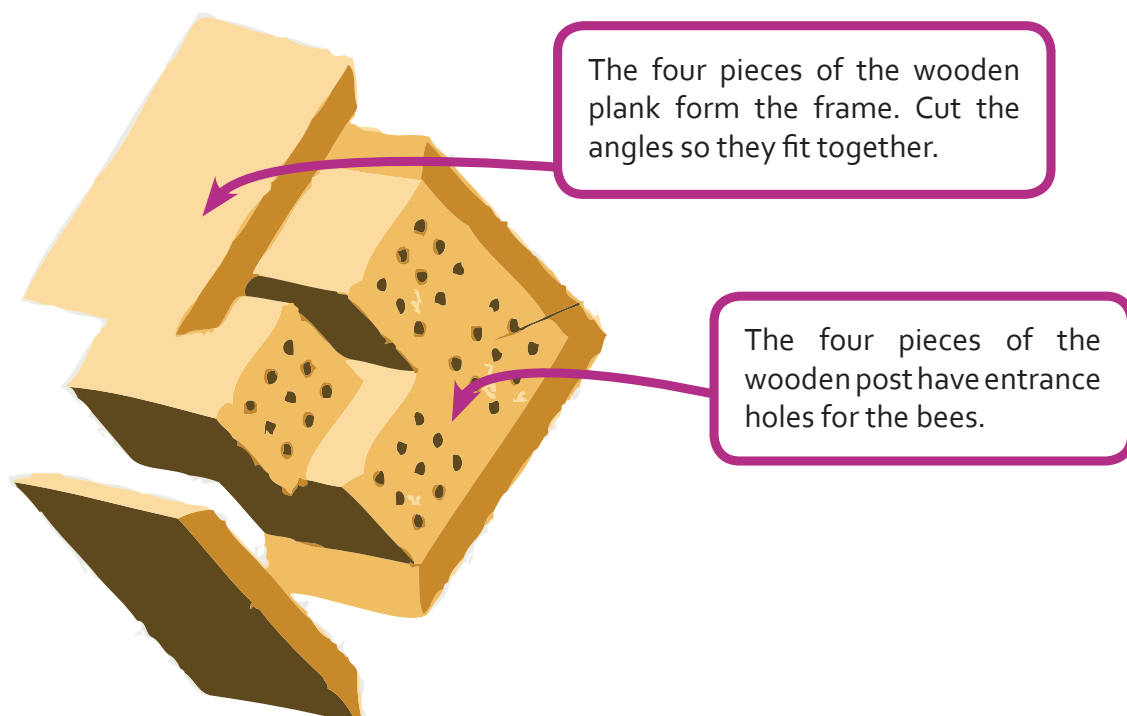
1. There are nearly 20,000 known species of bees in seven to nine recognised families. Many species are also undescribed, so that the actual number is probably higher.
2. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.
3. The smallest bee is *Trigona minima*, a stingless bee whose workers are about 2.1 mm (5/64") long. The largest bee in the world is *Megachile pluto*, a leafcutter bee whose females can attain a length of 39 mm (1.5").



4. The bee-eater bird
5. Bees live in colonies and there are three types of bees in each colony: the queen bee, the worker bee and the drone. The worker bee and the queen bee are both female.
6. Only female bees sting.
7. Honeybees visit about 2 million flowers to make half a kilo of honey.
8. Honeybees 'dance' to communicate.
9. Bees are responsible for pollinating 80% of the plants we use.
10. Bees vote on when to swarm, or which food source to concentrate on, and they vote by moving nearer the proposal they support.

### How to construct a bee hive?

1. Take a wooden post (48cm x 7.5cm x 7.5cm) and cut it into four similar pieces (all 12cm long).
2. Take a wooden plank (76cm x 12.5cm x 2cm) and also cut it into four similar pieces (all 19cm long). These four pieces are the frame of the bee hive. You want to put them together, so cut a small angle to ensure that they fit together (see the frame pieces on the picture below).
3. Drill 9 entrance holes in each post. The holes should have a diameter of 7-8mm and should be drilled to about 10cm. They should not go all the way through the post. This is where the bees will live.
4. Stick the four pieces of the frame together with all-purpose glue.
5. Install the frame securely on a wall.
6. Put the four posts inside the frame. They don't require any additional fixing if you have cut accurately.





## My ecological footprint

**Theme** Environmental sustainability

**Age group** 15+

**Group size** 10+

**Time** 45 minutes

### Overview

This activity shows participants how much their personal lifestyles impact on the ecosystem and gives a good basis for reflection on possible behavioural changes for a more sustainable lifestyle.

## Objectives

- To introduce the concept of the ecological footprint
- To understand how sustainable different personal behaviours are
- To discuss what behaviours we can change

## Material and room

- Big space where all participants can stand in a line and walk forwards up to 70 small steps
- Pen for each participant
- Questionnaire for each participant

## Preparation

- Copy the ecological footprint questionnaire for each participant.

## Instructions

1. Explain that in the following activity the participants will see how much their lifestyle impacts on our ecosystem. For each question, every participant should consider for themselves which answer to give. Remind them that this is not to make them feel guilty, but to show them in which areas improvements might be possible or might not be possible. If they are not sure which answer to give, they should estimate or else take the average answer.
2. All participants stand in one line. Everyone gets a copy of the questionnaire. One question at a time is read out and the participants step forwards according to the answer they give. They also mark their answer on the questionnaire.
3. Between the questions, you can ask if participants knew how big the carbon footprint of an activity was, and how they feel if they step forward a lot or very little.
4. After having read all the questions, make a circle. Give the participants time to individually sum up all their answers.
5. Explain what the numbers mean and let the participants compare their footprint with the global average.



### Debriefing

- How did it feel to always move on or be left behind?
- What behaviour could you change and which could you not change? Why?
- Is it a life choice or a necessity to save energy?
- What would you be ready to give up? Change?
- Where should we stand in the end?

### Explanation

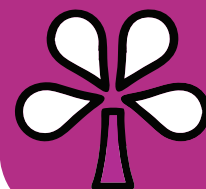
The ecological footprint quiz estimates the area of land and ocean required to support one's consumption of food, goods, services, housing and energy and assimilate one's waste. The ecological footprint is expressed in 'global hectares', which are standardised units taking into account the differences in biological productivity of various ecosystems impacted by consumption activities.

With many online programmes the ecological footprint can be calculated in detail. We use a very simple version where it is not necessary to know the exact figures of the energy consumption in your household.

### Ecological footprint questionnaire

| Housing  | Steps | Points |
|--|-------|--------|
| <b>How many people live in your household?</b>   |       |        |
| 1  | 3     | 30     |
| 2  | 2     | 25     |
| 3  | 2     | 20     |
| 4  | 1.5   | 15     |
| 5 or more  | 1     | 10     |
| <b>How is your house heated?</b>   |       |        |
| Natural gas  | 3     | 30     |
| Electricity  | 4     | 40     |
| Oil  | 5     | 50     |
| Renewable (solar, wind)  | 0     | 0      |
| <b>What type of home do you live in?</b>   |       |        |
| Apartment/ flat  | 2     | 20     |
| house  | 4     | 40     |
| <b>How many individual taps (in your kitchen, bathrooms, and outside) and toilets do you have in your house?</b> |       |        |
| Less than 3  | 0.5   | 5      |
| 3-5  | 1     | 10     |
| 6-8  | 1.5   | 15     |

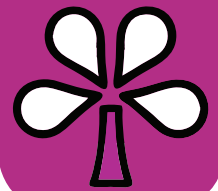




|   |      |     |
|---|------|-----|
| 8-10  | 2    | 20  |
| More than 10  | 2.5  | 25  |
| <b>Food</b>   |      |     |
| <b>How many meals per week do you eat meat or fish?</b>   |      |     |
| 0   | 0    | 0   |
| 1-3   | 1    | 10  |
| 4-6   | 2    | 20  |
| 7-10  | 3.5  | 35  |
| More than 10  | 5    | 50  |
| <b>How many meals do you eat per week prepared from fresh ingredients? (not 'ready' meals or frozen pizzas)</b> |      |     |
| Under 10  | 2.5  | 25  |
| 10-14   | 2    | 20  |
| 14-18   | 1.5  | 15  |
| More than 18  | 1    | 10  |
| More than 10  | 2.5  | 25  |
| <b>When purchasing your food items, does your family try to buy locally produced goods?</b>                     |      |     |
| Yes   | 2.5  | 25  |
| No  | 12.5 | 125 |
| Sometimes   | 5    | 50  |
| Rarely  | 10   | 100 |
| Don't know  | 7.5  | 75  |
| <b>Transportation</b>   |      |     |
| <b>If you or your family own/ use a car, what type of car is it?</b>  |      |     |
| Motorcycle  | 1.5  | 15  |
| Small compact   | 3.5  | 35  |
| Mid-sized   | 6    | 60  |
| Large   | 7.5  | 75  |
| Sports, 4 by 4 vehicle or mini van  | 10   | 100 |
| Pick-up truck or full-size van  | 13   | 130 |
| <b>How do you get to school/ work?</b>  |      |     |
| Car   | 5    | 50  |
| Public transport  | 2.5  | 25  |
| School bus  | 2    | 20  |
| Walk  | 0    | 0   |
| Bicycle, rollerblade or skateboard  | 0    | 0   |



|  |     |    |
|--|-----|----|
| <b>Where did you go on holiday/ vacation within the last year?</b>   |     |    |
| No vacation  | 0   | 0  |
| Own country, own region  | 1   | 10 |
| Own country, different region  | 3   | 30 |
| International  | 4   | 40 |
| Intercontinental   | 7   | 70 |
| <b>How many summer weekend trips do you take by car?</b>   |     |    |
| 0  | 0   | 0  |
| 1-3  | 1   | 10 |
| 4-6  | 2   | 20 |
| 7-9  | 3   | 30 |
| More than 9  | 4   | 40 |
| <b>Purchases</b>   |     |    |
| <b>How many large purchases (stereo, TV, computer, car...) has your household made in the last year?</b>   |     |    |
| 0  | 0   | 0  |
| 1-3  | 1.5 | 15 |
| 4-6  | 3   | 30 |
| More than 6  | 4.5 | 45 |
| 5 or more  | 1   | 10 |
| <b>Have you bought any energy-efficient products in the past year instead of non-energy efficient? (Light bulbs, fridges etc.)</b>   |     |    |
| Yes  | 0   | 0  |
| No   | 2.5 | 25 |
| <b>Waste</b>   |     |    |
| <b>Does your household try to reduce the amount of waste generated in the house? (eg. Buying food in bulk, refusing junk mail/ flyers, using reusable containers for storage...)</b> |     |    |
| Always   | 0   | 0  |
| Sometimes  | 1   | 10 |
| Rarely   | 2   | 20 |
| Never  | 3   | 30 |
| <b>Does your household compost?</b>  |     |    |
| Always   | 0   | 0  |
| Sometimes  | 1   | 10 |
| Rarely   | 1.5 | 15 |
| Never  | 2   | 20 |



| Does your household recycle paper, cans, bottles etc.?                         |     |    |
|--|-----|----|
| Always   | 0   | 0  |
| Sometimes  | 1   | 10 |
| Rarely   | 1.5 | 15 |
| Never  | 2   | 20 |
| How many rubbish bags of waste do you leave at the curb each week for pick-up? |     |    |
| 0  | 0   | 0  |
| One half-full garbage bag  | 0.5 | 5  |
| 1  | 1   | 10 |
| 2  | 2   | 20 |
| More than 2  | 3   | 30 |

Total your score by adding up the circled values from the above questions. For an estimate of your ecological footprint based on these questions use the key below.

- If your score is less than 150, your ecological footprint is smaller than 4 hectares.
- If your score is 150-350, your ecological footprint is between 4.0 hectares and 6.0 hectares
- If your score is 350-550, your ecological footprint is between 6.0 hectares and 7.8 hectares (about average for those from a Northern country)
- If your score is 550-750, your ecological footprint is between 7.8 and 10 hectares
- If your score is more than 750, your ecological footprint is greater than 10 hectares.

Available on earth are only 2.1 hectares per person. The average in the UK and Canada is 6 hectares, in Austria 5, in Nicaragua 3, in Sri Lanka 1.



### Treasure hunt: Is it all about reducing?

**Theme** Environmental sustainability

**Age group** 15+

**Group size** 15-35

**Time** 60 minutes

#### Overview

This activity is a very active way to look into some facts about global warming. The participants are sent on a treasure hunt to find questions on energy consumption and discuss the questions in small groups.

### Objectives

- To introduce the concepts of renewable and non-renewable energies
- To familiarise the participants with some facts about global warming and non-renewable energies

### Materials and room

- Questions on cards
- Prepared jigsaws made from different pictures
- A big enough space to move around and find the different questions (not all in one room!)

### Preparation

- Prepare questions about global warming (see examples below), each with 3 possible answers.
- Print three different pictures six times (if there are six groups!) and cut the copies of each picture into identical jigsaws (eight pieces if you have eight questions). You will have 18 jigsaws in total –six jigsaws each of three pictures. If you have fewer groups, make fewer jigsaws of each picture. Place similar pieces of each jigsaw into one envelope so you have three envelopes for each question.
- Hide the questions together with three envelopes (in each envelope pieces of a different picture, each envelope has A, B or C written on it to link with the possible answers) at different places in the workshop venue.

### Instructions

1. Form groups of three or four people
2. The groups should go around the venue and search for questions. When they have found a question, they need to decide which answer is right.
3. Then they take a jigsaw piece from the envelope on which their answer is marked and search for the next question.
4. If they have a full jigsaw together, all their answers were right. If the pieces do not fit, they can



go back and check the questions again. (There is the possibility that they were always wrong, but put one of the other jigsaws together fully. You can avoid this by having a positive message on the right jigsaw).

## Debriefing

- Come back together, present the jigsaws and go through the answers.
- Ask the groups which questions they found most difficult, most surprising or easiest.
- The facilitator gives and explains the right answers.

## Questions

- 1. The Arctic Circle will face the first-ice free summer by...**  
a) 2040                      b) 2090                      c) 2015
- 2. Which gas is not a green house gas (gas that warms up the earth)?**  
a) Neon                      b) Water vapour                      c) Carbon dioxide
- 3. What causes more green house gas emissions?**  
a) Eating meat                      b) Driving cars                      c) Paper production
- 4. How many trees does the average American use every year?**  
a) 7                      b) 70                      c) 700
- 5. What produces more CO<sub>2</sub>: a cup of tea or a couple of google searches?**  
a) Google                      b) Tea                      c) Both the same
- 6. How much water on earth is suitable for direct human use?**  
a) 0.007%                      b) 7%                      c) 0.7%
- 7. Who is the biggest polluter (CO<sub>2</sub>) per capita in the world?**  
a) Australia                      b) India                      c) Egypt
- 8. Which country cuts down most trees each year?**  
a) Guatemala                      b) Russia                      c) Brazil



### Answers

1. Some reports say 2013, but the date most scientists agree on is 2040. No ice will be left in the arctic circle in summer for the first time in human history.
2. Water is the biggest 'greenhouse' gas both in terms of quantity and intensity. However it returns back to earth and its effects are only temporary. Carbon dioxide is next in terms of quantity, but methane is higher in terms of intensity. Neon is not a green house gas of any significance.
3. The FAO (Food and Agriculture Organisation of the UN) revealed in 2006 that 18% of the world's entire greenhouse gas emissions come from rearing livestock. The transport sector (road transport) emits fewer greenhouse gases. The total transport figure is contested, because no one knows the effect of air travel (some scholars say that carbon released higher up in the air has a greater impact). In the US, paper production is number four in greenhouse gas emissions.
4. Trees are used for paper, wood and other products. In the USA, 2,000,000,000 trees are cut per year. This equals 7 trees per American.
5. On average, one google search uses 7 grams of CO<sub>2</sub> (carbon dioxide). The actual search itself only takes 0.2 grams, but all the wrong clicks and the clicks you make on the page you are looking for use energy as well. For a whole kettle of tea (6 cups), you need 15 grams of CO<sub>2</sub> (2.5 gram per cup of tea). So a google search produces more.
6. Less than 1% of the world's fresh water (0.007% of all water on earth) is accessible for direct human use.
7. Australians now emit 20.58 tons of CO<sub>2</sub> per person annually, whereas Americans emit 19.78 tons. Canada meanwhile emits 18.81 tons per person. In sharp contrast the emerging markets of China and India, considered two of the world's worst overall CO<sub>2</sub> polluters, annually emit 4.5 and 1.16 tons per person respectively.
8. Rainforests once covered 14% of the earth's land surface; now they cover a mere 6% and experts estimate that the last remaining rainforests could be consumed in less than 40 years. The Amazon Rainforest has been described as the "lungs of our planet" because it provides the essential service of continuously recycling carbon dioxide into oxygen. More than 20 percent of the world's oxygen is produced in the Amazon Rainforest. Commercial logging is the single largest cause of rainforest destruction, both directly and indirectly. Other activities destroying the rainforest include clearing land for grazing animals.





## Conclusion

It would be impossible to fit all information on peer education and the MDGs, and all possible workshop ideas, into a single-volume handbook. The MDGs cover an extremely wide range of topics and for each of them we could have collected several dozen workshops and added hundreds of statistics and best-practice examples.

But the aim of this publication is not to give you a ready-made and complete plan of what to do with your group on this topic, or to provide you with all the information the children and young people may ask for. It should rather be a first inspiration and support tool for your activities.

We hope that the workshops made your group more interested in the issue, so that they might want to search for more information together, or to plan activities contributing to the achievement of the MDGs. Although we think that it is first of all the responsibility of governments to undertake everything possible to make the MDGs a reality, there is a lot young people can do through their actions to create better living conditions for people in their neighbourhood and in other parts of the world.

You can also contribute to this toolbox with your ideas and experiences! In February 2011, our new website [www.ifm-sei.org](http://www.ifm-sei.org) will go online, with a searchable toolbox of educational methods and project ideas on many different issues. You can search in it for more activities on the MDGs, and you can also add useful material you have developed, or information on projects you have run with your group.

We hope that a community of contributors will emerge around the website, so that the global network of Peers without Frontiers continues to live.











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socialist educational international

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