



Based on the

BRIDGING CULTURES WORKSHOP

by Hope Foundation e.V.





Hope Foundation e.V.
Petersburger Str. 92
10247 Berlin

Phone: +49 30 290 071 92
Fax: +49 30 290 071 93
email: info@hope-found.org
website: www.hope-found.org

Editorial Staff:

Flóra Bajnay
Evie Dickinson
Judith Ellfeldt
Sophie Charleson
Smadar Lode

Graphic:

Fransiska Tirtoadisurja
Judith Ellfeldt

Auflage 3: 2022/2023

The Hope Foundation e.V. is solely responsible for the content of this publication; the positions presented here do not reflect the position of Engagement Global, the Senate Department for Economics, Energy and Public Enterprises and Stiftung Umverteilen.

Funded by Engagement Global

with funds of



TABLE OF CONTENT

Preface

Sustainable Development Goals - Introduction.....	01
A1 - Introductory Activity.....	02
A2 - SDG# 1: No Poverty.....	03
A3 - SDG# 2: Zero Hunger.....	04
A4 - SDG# 3: Good Health and Well-Being.....	05
A5 - SDG# 3: Good Health and Well-Being.....	06
A6 - SDG# 4: Quality Education.....	07
A7 - SDG# 4: Quality Education.....	08
A8 - SDG# 5: Gender Equality.....	09
A9 - SDG# 8: Decent work and Economic growth.....	10
A10 - SDG# 8: Decent work and Economic growth.....	11
A11 - SDG# 10: Reduced inequalities.....	12
A12 - SDG# 10: Reduced inequalities.....	13
A13 - SDG# 14: Life below water.....	14
A14 - SDG# 14: Life below water.....	15
Further Activities.....	16
Bridging Cultures - countries examples.....	17
BC 1 - Uganda: SDG#16.....	18
BC 2 - India: SDG#5.....	19
BC 3 - Brazil: SDG#13.....	20
BC 4 - Zimbabwe: SDG#5.....	21
BC 5 - South Africa: SDG#5.....	22
BC 6 - Ethiopia: SDG#2.....	24
BC 7 - Ethiopia: SDG#2.....	25
BC 8 - Ethiopia: SDG#13.....	26
Appendix.....	27





PREFACE

For the past years, the Hope Foundation has consecutively implemented the Bridging Cultures project in numerous high schools in Berlin. The impact of this project has been great.

Misunderstanding cultural values is a huge factor contributing to society's lack of perfect intercultural awareness. This has also extended to societies judging other societies sometimes ending up in hate, conflict and even war scenarios.

In the following document we have put together some background information, materials and work suggestions that will support you in developing the goals and effects of UN Sustainable Development Goals.

We hope you enjoy browsing through the handout and carrying out the activities.

We sincerely thank you for your participation and for the enthusiastic support of the school administration and the enthusiastic support of the teachers.

Enjoy the activities!
All the best



Gerald Bobga Fonkenmun
Founder and Director of Hope Foundation



INTRODUCTION



On the 1st of January 2016, the 17 Sustainable Development Goals, SDGs of the 2030 Agenda for Sustainable Development adopted by world leaders in September 2015 at a historic UN Summit -officially came into force. Over the next fifteen years, with these new Goals that apply to all parties, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The SDGs, also known as Global Goals, were built on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

Even though the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals. Countries have the primary responsibility to follow-up and review the progress made in implementing the Goals, which will require quality, accessible and timely data collection. Regional follow-up and review will be based on national-level analyses and contribute to follow-up and review at the global level.

Implementation and success will rely on the countries' own sustainable development policies, plans and programs, and will be led by countries. The Sustainable Development Goals will be a compass for aligning countries' plans with their global commitments. The new Goals are universal and apply to all countries.

A1

INTRODUCTORY ACTIVITY



Activity: Introduce each of the goals (either by the introductory video or after consulting the UN website, or both) to the pupils and summarise the aim of each goal. Then in pairs, or in groups, get the pupils to create a flowchart that puts the goals in order of what they think is the most important and shows which ones relate to each other. There is no correct way to do this, how they link to each other should be fairly self-explanatory.

Lesson Outcome:

The students should gain a deeper understanding of the SDGs as a whole and the way they relate to each other. They should see that the goals are dependent on each other and cannot be achieved in isolation.

Material:

<https://www.youtube.com/watch?v=5G0ndS3uRdo>

<http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

SDGs symbols in Appendix

Sustainable Infrastruktur of the SDGs (controllcard) in Appendix

Time: 50 min

A2 SDG#1: NO POVERTY



Activity:

Find and list all the countries that have hosted the FIFA World Cup.

Watch the video explaining why hosting the World Cup might be a bad idea for some countries and open a discussion about it.

Is hosting such an event really a bad idea for some countries?

Should the event be held in countries that have strong economies and infrastructure or in so-called developing countries to empower the locals?

Have students present pro and con arguments for which countries should host such an event; an alternative example could also be the Olympic Games or other international sporting events.

Arguments should include a country's economic situation, infrastructure, stadiums, development, increase in national debt, jobs, foreign trade and tourism. In addition, television, marketing, and licensing rights as well as time difference can also be considered. Finally, students should think about sustainable solutions.

Lesson Outcome:

Students learn about different aspects to consider when hosting such an event and the impact on the host countries. They also learn about the economic differences between countries and think about the future impact and influence on a country's economy and development.

Material(s):

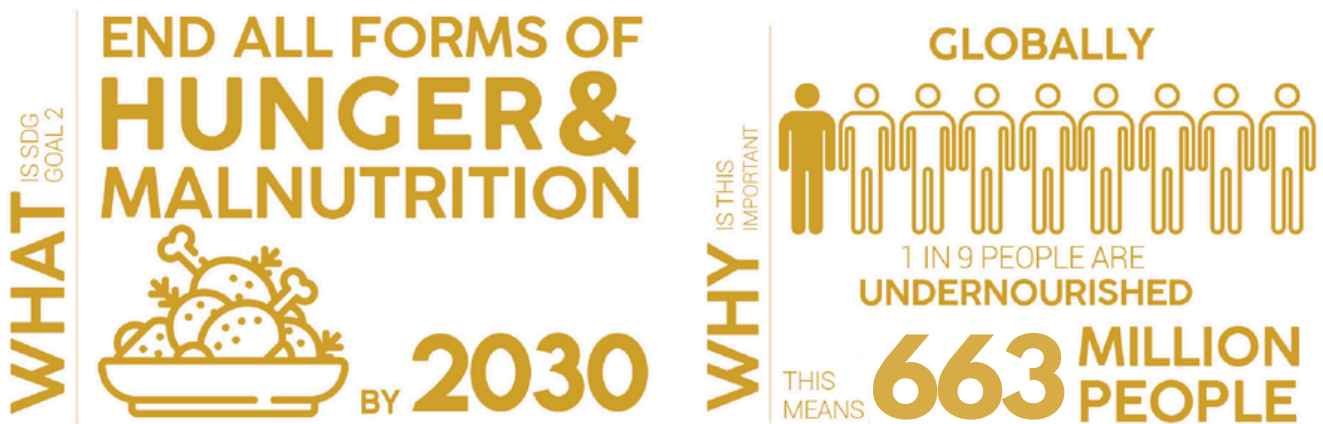
<https://www.cnbc.com/video/2022/11/10/why-it-may-not-pay-off-to-host-the-world-cup.html>

Time:

45 minutes



SDG#2: ZERO HUNGER



Activity:

1. The UN defines extreme poverty as living on US \$1.25 per day. That is roughly equivalent to 1,08€. Get the students to make a list of everything they spend money on and how much money they spend per day. Discuss how little they could buy in Germany for 1,08€.
2. Get the students to list places they have been on holiday and discuss whether or not their money went further in those places. For example, have they been to another country that uses the Euro? Could they buy more with 1€ in that country than in Germany? Have they been to countries that don't use the Euro? How did those compare?

Lesson Outcome:

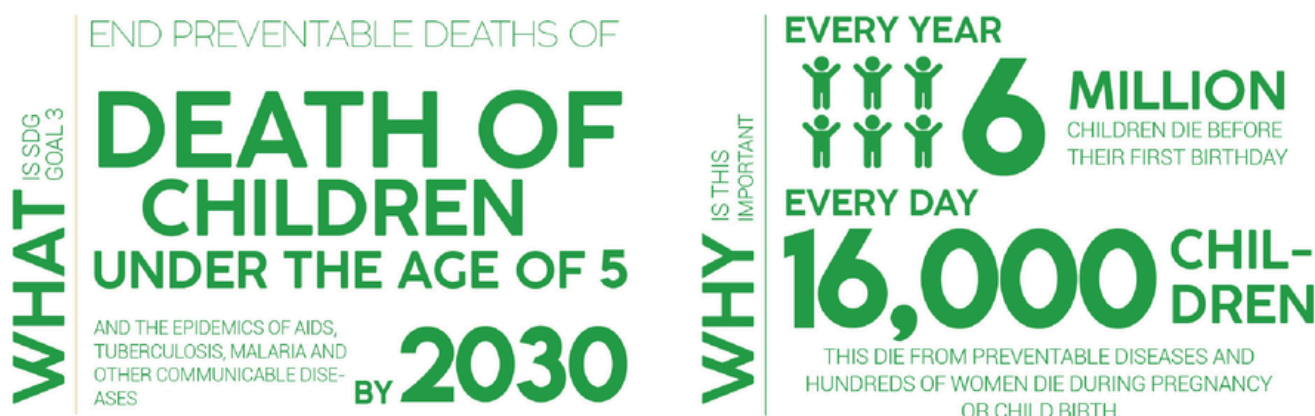
The students should gain an understanding of the actual worth of money and the difference in value between countries. They should reflect upon whether they think that the aims of this SDG go far enough.

Material (s): -

Time: 35 Minutes



SDG#3: GOOD HEALTH AND WELL-BEING



Activity: Split the students into groups of 3, assign one of the following countries to each group: United States of America, Brazil, Denmark, Hungary, Cameroon, Australia, Fiji, Indonesia, Pakistan, Egypt. Get the students to research infant mortality rate, life expectancy, maternal mortality rate and the prevalence of AIDs, TB and malaria in each of these countries. Ask them to make a summary and then report their finding back to the class. Get the class to put the countries on the blackboard in order of best health and wellbeing and discuss why they put them in that particular order.

Lesson Outcome:

The students should gain a deeper understanding of the nature of healthcare around the world and the inequality in healthcare between countries. The students should learn about the different health problems faced by developing countries in comparison to developed countries.

Material (s): -

Time: 40 Minutes

A5

SDG#3: GOOD HEALTH AND WELL-BEING



Activity: Get the students to read the article and watch the video on CNN on maternal health in the United States. Discuss with the students, why America has the worst maternal mortality rate in the developed world.

Lesson Outcome: The students should gain a deeper understanding of the nature of healthcare around the world and the inequality in healthcare between countries. The students should learn about the different health problems faced by developing countries in comparison to developed countries.

Material(s): <https://edition.cnn.com/2017/11/15/opinions/op-ed-christy-turlington-burns-every-mother-counts-2017/index.html>

Time: 40 Minutes



SDG#4: QUALITY EDUCATION



Activity: Read the articles about Boko Haram. Discuss with the students the reasons why they think Boko Haram is against education and what do they think the Nigerian government could do to stop them.

Lesson Outcome:

The students will learn about the various barriers that different minority groups face in accessing education. They should get a better understanding of the complex cultural and societal reasons for these barriers.

Material(s):

<https://www.bbc.com/news/world-africa-13809501>

<https://www.theguardian.com/world/2017/may/06/boko-haram-releases-dozens-of-kidnapped-chibok-schoolgirls>

<https://www.theguardian.com/world/2018/mar/21/boko-haram-returns-some-of-the-girls-it-kidnapped-last-month>

Time: 40 Minutes

A7 SDG#4: QUALITY EDUCATION



Activity: Read the article on diversity at Oxford University. Split the class to discuss why students from ethnic minorities face problems accessing higher education. Ask one group to think about the wider consequences of minorities not being able to access higher education. Ask the other group to come up with a list of things that universities could do to address the diversity problem. Come together at the end to share their thoughts.

Lesson Outcome:

The students will learn about the various barriers that different minority groups face in accessing education. They should get a better understanding of the complex cultural and societal reasons for these barriers.

Material(s):

<https://www.theguardian.com/education/2018/may/23/oxford-faces-anger-over-failure-to-improve-diversity-among-students>

Time: 25 Minutes



SDG#5: GENDER EQUALITY



Discussion:

For 5 minutes, ask the students to think about two examples of gender inequality or discrimination that they have seen, experienced, or heard about in their life and write them down. It's important that these are personal examples, even if they are from friends, family or a school context. They must then get into groups of 3-4 and spend 15 minutes sharing the examples with each other and see if there are any similarities between their experiences.

Activity:

After this discussion, each group has to share their examples and similarities with the whole class whilst the teacher writes them on the board for everyone to see. The teacher must then present the SDG 5 targets to the class using the poster material linked below. Following this, the teacher should return to the list of gender inequality examples recorded from the group discussion. One-by-one, the teacher must ask the students to collectively identify which targets are related to the personal examples.

Lessons outcome:

- Students recognize how gender inequality is a problem that almost everyone has seen or experienced in their life.
- Students learn about the 10 targets of SDG 5 and how women and girls are largely affected.
- Students can relate their personal experiences to the issues addressed by SDG 5.

Material:

SDG 5 Targets- in the appendix

Time: 45 minutes



SDG#8: DECENT WORK AND ECONOMIC GROWTH



WHAT IS SDG GOAL 8

ACHIEVE FULL, PRODUCTIVE
**EMPLOYMENT
AND
DECENT WORK**

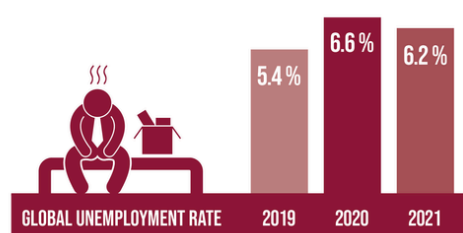


FOR ALL WOMEN AND MEN
BY **2030**

WHY IS THIS IMPORTANT

GLOBAL UNEMPLOYMENT

TO REMAIN ABOVE PRE-PANDEMIC
LEVEL UNTIL AT LEAST **2023**



Activity: Split the students into groups of 5. Give each of the students a roleplay card (you will find these at the back of the booklet). Within each group, there should be one child, one parent, one factory owner and one aid worker. The 3 grown ups have an objective of either getting their child to work at the factory or getting them to go to school. They have 20 minutes to persuade the student playing the child of their objective. At the end of the game, get the student playing the child to make a decision on whether they are going to work or going to go to school. Discuss as a class, what the students thought of the activity. Did they find the arguments convincing? What do they think could be done to ensure that every child goes to school?

Lesson Outcome:

The students will gain an understanding of the tough decisions faced by families in developing countries. They will learn that it's not a given that everyone gets to go to school.

Material(s): Roleplay cards in Appendix

Total: 40 minutes.



Activity: Watch the following videos to get a clearer picture of the decisions faced by child labourers and their families.

Lesson Outcome:

The students will gain an understanding of the tough decisions faced by families in developing countries.

Material(s):

Bolivia Child Labour, The New York Times: <https://www.youtube.com/watch?v=AiigMxu6Roc> (7:41)

Bangladesh Child Labour, BBC: <https://www.youtube.com/watch?v=dJiOSuG9gZ4> (7:40)

Total: 15 minutes.

A11 SDG#10: REDUCED INEQUALITIES



WHAT IS SDG GOAL 10

REDUCE INEQUALITY

WITHIN AND AMONG COUNTRIES

ENSURE THAT COUNTRIES HAVE LAWS THAT PROTECT

EVERYONE EQUALLY

WHY IS THIS IMPORTANT

INCOME INEQUALITY

BETWEEN COUNTRIES NOT ONLY A

HUGE BARRIER TO DEVELOPMENT

BUT ALSO STANDS IN THE WAY AS WELL

THIS DOES NOT JUST AFFECT DEVELOPING COUNTRIES, GERMANY IS ONE OF THE RICHEST, BUT ALSO ONE OF THE MOST UNEQUAL COUNTRIES IN THE WORLD.

Activity: Get the students to guess which countries produce the most refugees and which countries receive the most refugees and write them on the board. Then hand out to each student the 2 tables below. How does the reality differ from what the students guessed? Discuss with them whether they are surprised by the results and get the students to come up with 3 reasons why refugees generally move to neighbouring or close-by countries, i.e. lack of money for travel, shared culture/language with neighbouring country, strict border control at other countries.

Lesson Outcome:

The students will gain a better understanding of the power relationships between countries and their position of privilege as Europeans.

Material(s): Statistics in appendix

Time: 15 minutes

A12

SDG#10: REDUCED INEQUALITIES



Activity: Ask the students to think about Berlin and write down 3 positive things and 3 negative things about growing up in this city? Ask for a quick show of hands of students that want to move away from Berlin at some point in the future. What reasons do they give for this? Are there similarities between their reasons and the reasons of asylum seekers/refugees? What's the difference between migrant/expat/refugee?

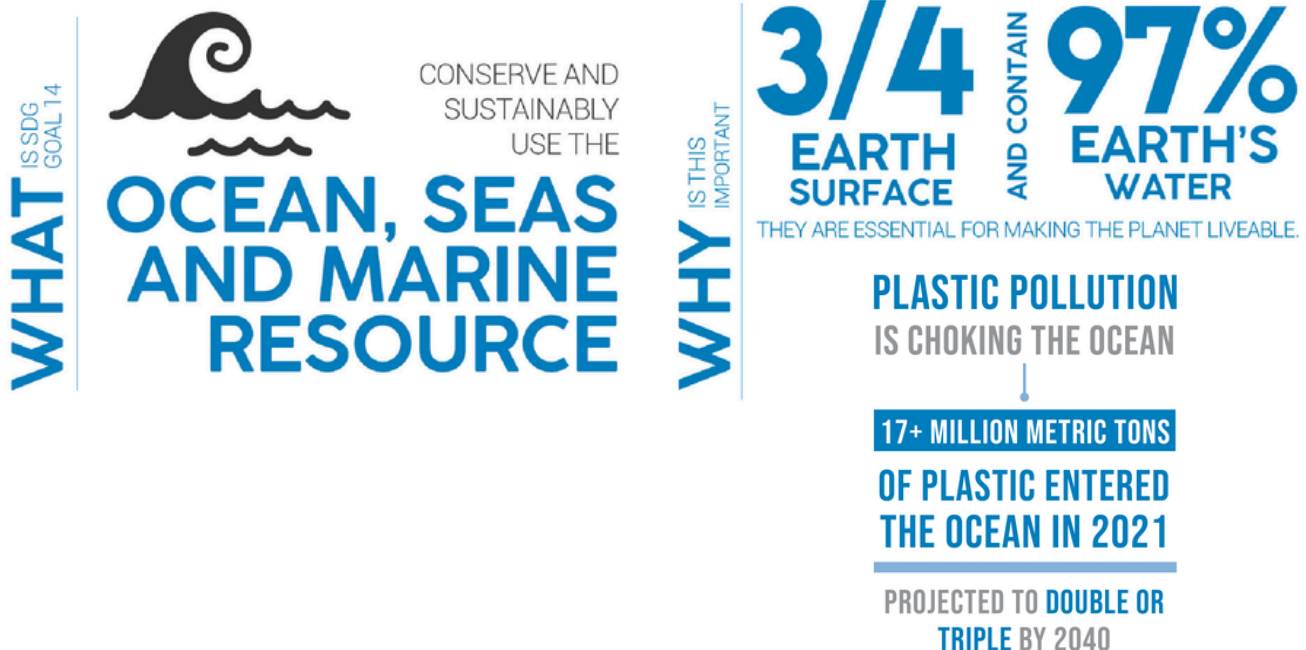
Lesson Outcome:

Material(s): Appendix

Time: 20 minutes

A13

SDG#14: LIFE BELOW WATER



Activity: Watch the video about plastic on Midway Island. Afterwards, get the students to come up with a list of things they use everyday that are plastic. Have a discussion about ways the students might use less plastic, i.e. bring a cloth bag to the supermarket, don't use plastic straws, reusable water bottles. Do the students think these are easy things to do and what could society do to encourage more people to do them?

Lesson Outcome:

The students will learn about how plastic moves around the oceans and ways they can reduce the amount of plastic they use.

Material(s):

<https://www.youtube.com/watch?v=1I7on22jA48>

Time: 25 Minutes

A14

SDG#14: LIFE BELOW WATER



Activity: Ask students to imagine they live on an island – get them to design it, what would it look like/smell like/what would you eat? They can draw or make a poster or even act it out. Then ask them what they think would happen to their island if sea levels were to rise, or if natural disasters such as hurricanes started occurring more often. How will that effect life on the island? How will it affect the food they eat, the work they can do?

Lesson Outcome:

The students will learn about how plastic moves around the oceans and ways they can reduce the amount of plastic they use.

Material(s):

materials for drawing, planning (pens, pencils, papers, etc)

Time: 25 Minutes

FURTHER ACTIVITIES

Activity:

Encourage the students to decide on one thing to do each week to contribute with achieving the SDGs. For example, a change in diet, reduce water use, reduce waste.

Get them to create a diary to note their progress and share their findings on how easy/hard it was to make each change.

Can they come up with ideas related to what society can do to make these changes easier? Give examples for them to follow. Are there things in your school that you can change?

Activity:

Plant a sustainable garden in the school playground, perhaps they could grow fruit and vegetables that can be used in the school cafeteria. Or plant wild flowers to attract bees. If there is nowhere to do this at school, encourage the children to find some space at home.

VIDEOS FOR ADDITIONAL INFORMATION:

Leave No One Behind: <https://www.youtube.com/watch?v=pBqe8JD62QE> (3:36 mins)

Hurdles: <https://www.youtube.com/watch?v=R51ijgtRqZU> (1:59 mins)

Germany's Sustainable Development Strategy:

<https://www.youtube.com/watch?v=HEQd9OyWhIU> (5:20 mins)

10 years on- Rwanda's Plastic Ban: <https://www.dw.com/en/10-years-on-rwandas-plastic-ban/av-43103671> (3:07 mins)

ARTICLES FOR ADDITIONAL INFORMATION:

Income inequality in Germany, The Spiegel:

<http://www.spiegel.de/international/business/inequality-and-wealth-distribution-in-germany-a-1190050.html>

Decline of Bees, The Guardian:

<https://www.theguardian.com/environment/2016/feb/26/decline-of-bees-poses-potential-risks-to-major-crops-says-un>

BC BRIDGING CULTURES: COUNTRIES EXCAMPLES



- **UGANDA**
- **INDIA**
- **BRAZIL**

- **ZIMBABWE**
- **SOUTH AFRICA**
- **ETHIOPIA**



This is an additional part to the Sustainable Development Goals Teaching Material, which includes activities from previous trainers' Bridging Cultures workshops that were conducted in various schools in Berlin.

We, as Hope Foundation, would like this to be a "living appendix", which will be updated continuously with new activities from the future trainers' of the Bridging Cultures Project.

BC1 SDG#16: PEACE, JUSTICE AND STRONG INSTITUTIONS



Uganda

BC2018

Faruku Maate Kibaba



Activity:

Groups enacting texts to understand the issues of corruption in Uganda:

The class is distributed in 2 groups of an equal number. Each group has to read the different texts in the appendix and answer the following question.

At the end each group is presenting the main information from the text and discussing the solutions.

Question:

Assuming you are a voted Member of Parliament in Uganda, what reforms would you suggest eliminating corruption in the country?

Material: 2 texts in appendix

Time: 20 minutes



BC2 SDG#5: GENDER EQUALITY

India

BC2019

Preeti Gujar



Activity:

Groups enacting newspaper articles to understand the issues of corruption in India:
The class is distributed in 3 groups of an equal number. Each group has to read the different articles in the appendix and answer the following question.
At the end each group is presenting the main information from the text and discussing the solutions.

Question:

Share with the class the three main gender inequalities which you observed in your newspaper article that you think/feel need to be addressed.

Lessons outcome:

Students learn about what women in India face especially in the remote/rural areas.
Students learn how the aspiration of young girls in India are changing.
The Students get sensitized to extreme realities in India and compare them to the situation in western countries.

Material:

Warm-up essay on the Indian context in appendix

Newspaper articles:

<https://timesofindia.indiatimes.com/city/jodhpur/panchayat-diktat-forces-girl-to-consume-poison/articleshow/66422127.cms>

<https://timesofindia.indiatimes.com/city/kochi/sabarimala-chief-priest-warns-of-violence-if-women-enter-temple-october-17/articleshow/66228273.cms>

<https://timesofindia.indiatimes.com/blogs/toi-editorials/girl-power-their-aspirations-soar-ahead-of-social-limits/>

Time: 30 minutes

BC3 SDG#13: CLIMATE ACTION



Brazil

BC2021

Norberto Simões Filho



Activity:

Trial simulation game about the impact of the building of one of Brazil's largest hydroelectric power plants on one of the indigenous territories.

- 1.Division into five groups: Government representatives; Indigenous groups representatives; German investors representatives; Population; Selected jury/judge
- 2.Development: each group takes on its own role and collects arguments to convince the jury of their point of view.
- 3.Exchange: Then Government and Indigenous can send 1 representative who can talk to the population and investors to coordinate their arguments (Pro and Con)
- 4.Trail: all groups come together, each group presents its arguments and the judge/jury lead the whole trail.
- 5.Verdict: Jury presents their verdict and recommendations.
6. Reality check- Belo Monte hydroelectric power plant (video)

Lesson outcome:

The goal of the activity is to form several groups with different opinions and interests about the construction of the power plant in Brazil and to simulate a trial. Initially, students work together to find convincing arguments (regardless of their personal opinion) to defend a certain agenda. Through the reality check and the different parties in the trial, students can better understand the complexity and impact of building such a power plant and the challenges involved in implementing SDG 13.

Materials:

- Background information and structure of the trial - in the appendix.
- Reality check- short video about the Belo Monte hydroelectric power plant https://www.youtube.com/watch?v=0itPSEe-gIU&t=1s&ab_channel=Mongabay
- Paper for writing comments and notes

Time: 45 minutes

BC4 SDG#5: GENDER EQUALITY



Zimbabwe

BC2022

Kim Kufazvineyi



Activity:

Groups enacting newspaper articles to understand the issues of gender inequality in Zimbabwe:

Split the class into three groups and have each group read an article highlighting the different types of gender inequalities that are faced by Zimbabwean women. Have them re enact the different scenarios to the rest of the group.

Question:

Share with the class the main gender inequalities which you observed in your newspaper article that you think/feel need to be addressed.

Lesson outcome

Students will have a more in depth look into the Zimbabwean social structure and its effect on Zimbabwean women.

Materials:

3 articles in the appendix

Time

40 minutes

BC5 SDG#5: EQUALITY EDUCATION



South Africa

BC2023

Somila Mjekula



Although education is available to all in South Africa, most public low-fee paying schools have poor infrastructure, insufficient facilities, water and sanitation crises, inadequate staff, limited teaching resources, and overcrowded classrooms. This is the result of apartheid history (policies on racial segregation) where good education was determined by race. In present times, quality education for South Africans is only available to those who can afford it, which is a small minority of the population. However, South Africa has hundreds of non-profit organisations working to support students in receiving better quality education through various community-based programmes.

Activity:

Distribute the case studies from the appendix among a group of 4-5 learners, and give each group 3 paper cards each. Each group should have a different case study. For 20 minutes, ask the students to read the case study and identify 3 useful/practical solutions from the study that benefit any of the SDG 4 targets and write them on each paper card. When they are done, each group will have to go up to the board or wall and stick the solution under the corresponding target. When presenting, each group should briefly summarise what the organisation does and explain why they think the solution they've chosen fits the specific target. Presentation should be no longer than 5 minutes per group.

Information:

Introduce SDG 4, and its accompanying targets using the poster material linked below. Go through each target individually and make sure the students understand the description of each target.

BC5 SDG#4: QUALITY EDUCATION



South Africa

Preparation:

Draw a table on a white board and write up all the SDG 4 targets (each block with a heading of the target) or use flipchart paper to write up each target and stick them on a wall.

Have a smart screen set up with sound to play a video.

Print out the case studies, enough for the number of groups you will split the class.

Have blank A5 paper cards, 3 per group where they can write the outcomes of their activity.

Have enough magnets, pins or sticky-tape to post the paper cards on the white board or wall.

For the teacher:

Each case study has several programmes that can benefit different targets. These have been outlined below for each organisation.

Access Music Project: Target 4.3 / Target 4.4 / Target 4.5 / Target 4.9

Awarenet: Target 4.1 / Target 4.3 / Target 4.4 / Target 4.A

Inkululeko: Target 4.1 / Target 4.4 / Target 4.6 / Target 4.9

Ubunono Foundation: Target 4.3 / Target 4.4 / Target 4.5 / Target 4.6 / Target 4.9

Lessons outcome:

- Students understand the historical factors that influenced the poor quality of education in South Africa
- Students learn about the 10 targets of SDG 4.
- Students see and learn about real-life organisations that are improving the quality of education for South African students.
- Students can identify different practical solutions that are used to meet the targets of SDG 4 in South Africa.

Material:

Masifunde video (optional): Search for 'Masifunde Changemaker Training' on YouTube

SDG 4 and Targets: <https://www.globalgoals.org/goals/4-quality-education/>

Case studies: See appendix BC5

Time: 45 minutes

BC6 SDG#2: ZERO HUNGER



Ethiopia

BC2023

Hiwot Bogale Kibret



Preparation:

The teacher explains SDG 2 targets and each of the indicators that are used to measure the targets. The teacher must ensure that all of the terms used in the indicators are understood by the students. In addition, the teacher should give background information about food habits, government policies and human rights in Ethiopia.

Activity:

The students are then divided into two groups and select one representative from each. The two contestants stand next to each other. The teacher then asks a question (for example this country has a very low Human Trophic Level) and the contestants must answer either Ethiopia or Germany very fast. The student who can answer first will earn a point for the group. At the end of the game, the indicators and achievements of both countries will be shown to the students and discussed further.

Lessons outcome:

- Students will learn that hunger is not only a result of poverty, climate change, or conflict and that women and children are negatively affected mainly due to traditional taboos.
- Students will also learn that despite the challenges, Ethiopia has achieved higher scores in some indicators

Material in the appendix:

- SDG 2 Targets
- Background information
- Activity questions Ethiopia- Germany
- SDG 2 indicators that show the measurements of both Ethiopia and Germany

Time: 20 minutes

BC7 SDG#2: ZERO HUNGER



Ethiopia

There are some disputes over certain government policies that affect food security directly or indirectly in Ethiopia. One of the most contentious ones is land rights and ownership, where the state is the sole owner of the land. While policymakers argue that land belongs to the citizens of Ethiopia and cannot be privately bought and sold, some scholars and human rights groups argue that this makes farmers vulnerable, insecure, and subject to evictions. Similarly, policymakers argue that giving up land for investment will ensure collective rights for the overall development of the country and provide income and food insecurity to small-scale farmers as they would get priority to get employment and will never have to worry about crop failure.

Activity:

The students will be divided into groups of three and make a role play. The first group will consist of policymakers (parliamentarians, ministers), the second group will consist of representatives of small-scale farmers who are to be evicted and the third group are investors with different interests in the land which they want to lease from the government. The three different groups will engage in a debate to justify their interests. The students have to come up with their own points of argument that can justify their claims. For instance, the policymakers could try to convince the farmers that they are better off giving up their lands as it will ensure income and food security, the farmers may argue that they have the right to choose, and the investors need to come up with appealing proposals that satisfy their interests as well as local needs.

Lessons outcome:

- Students will be able to understand, explore and criticize policies affecting food security in Ethiopia.
- Students will be able to understand the pros and cons of development-led evictions.
- Students will be able to propose solutions to food insecurity in Ethiopia from different angles

Material:

<https://www.nature.com/articles/s41599-021-00956-x>

Time: 45 minutes

BC8 SDG#13: CLIMATE ACTION



Ethiopia

Objective:

Although all countries contribute to greenhouse gas emissions and are affected by the negative consequences of climate change, the extent and degree of emissions and impacts differ significantly between countries. Though Ethiopia was found to have met SDG 13 the country is facing significant challenges in adapting to the effects of climate change. The objective of this activity is to enable students to understand the severity of climate change in Ethiopia.

Activity:

Students are asked to think of any adverse effects of climate change that they are aware of, have directly experienced, or know of someone who has and note them down. They then discuss their notes with the group as a whole. The teacher then plays a short video as an illustration of how Ethiopia has been affected by climate change, which has led to extreme weather conditions, floods, and drought. These harsh weather conditions are directly harming the livelihood of the population as the nation is agrarian and highly dependent on nature.

Lessons outcome:

- The students will realize that Ethiopia is disproportionately bearing the adverse effects of climate change despite low emissions
- Adapting to the effects of climate change is still a significant challenge beyond local capacity.
- Students will additionally realize that it is also a challenge for developed countries to reduce emissions
- Students will be encouraged to discuss further and find solutions to overcome the challenges of adaptation in Ethiopia and what can be done to reduce emissions in Germany

Material:

- SDG 13 Targets & Indicators - in the appendix
- Short videos of news extracts of extreme weather events in Ethiopia showing flooding and drought in different regions; Example: https://youtu.be/Xx_HKH3LRGA

Time: 20 minutes

APPENDIX



1 NO
POVERTY



2 ZERO
HUNGER



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



6 CLEAN WATER
AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



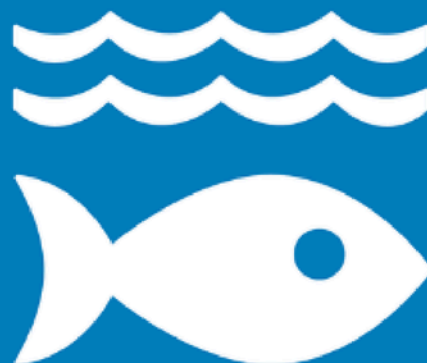
12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE
ACTION



14 LIFE
BELOW WATER



15 LIFE
ON LAND



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



17 PARTNERSHIPS
FOR THE GOALS



**SUSTAINABLE
DEVELOPMENT
GOALS**

End poverty in all its forms



End hunger, achieve food security and improved nutrition, and promote sustainable agriculture



Ensure healthy lives and promote well-being for all



Ensure quality education and learning opportunities for all



Achieve gender equality



Ensure availability, and sustainable management, of water and sanitation for all



Ensure access to affordable and clean energy for all

Enhances access to basic services

Sustainable Infrastructure

Supports inclusive growth



Promote sustainable growth, and productive employment and decent work for all



Promote resilient infrastructure and sustainable industrialization, and foster innovation



Reduce inequality within and among countries



Promote peaceful and inclusive societies, with access to justice and accountable institutions



Strengthen implementation and global partnership for sustainable development

Promotes environmental sustainability



Promote sustainable use of terrestrial ecosystems



Conserve and sustainably use marine resources



Take urgent action to combat climate change and its impacts



Ensure sustainable consumption and production patterns



Make cities and human settlements resilient and sustainable



TARGET 5-1



END DISCRIMINATION
AGAINST WOMEN AND
GIRLS

TARGET 5-2



END ALL VIOLENCE
AGAINST AND
EXPLOITATION OF
WOMEN AND GIRLS

TARGET 5-3



ELIMINATE FORCED
MARRIAGES AND
GENITAL MUTILATION

TARGET 5-4



VALUE UNPAID CARE
AND PROMOTE SHARED
DOMESTIC
RESPONSIBILITIES

TARGET 5-5



ENSURE FULL
PARTICIPATION IN
LEADERSHIP AND
DECISION-MAKING

TARGET 5-6



UNIVERSAL ACCESS TO
REPRODUCTIVE
HEALTH AND RIGHTS

TARGET 5-A



EQUAL RIGHTS TO
ECONOMIC RESOURCES,
PROPERTY OWNERSHIP
AND FINANCIAL
SERVICES

TARGET 5-B



PROMOTE
EMPOWERMENT OF
WOMEN THROUGH
TECHNOLOGY

TARGET 5-C



ADOPT AND
STRENGTHEN POLICIES
AND ENFORCEABLE
LEGISLATION FOR
GENDER EQUALITY

ROLEPLAY CARDS

FOR SDG#8 ACTIVITY

Parent:

You want your child to go to school, but you also know that one of your other children is sick. Without your child working, you won't be able to afford the medical costs.

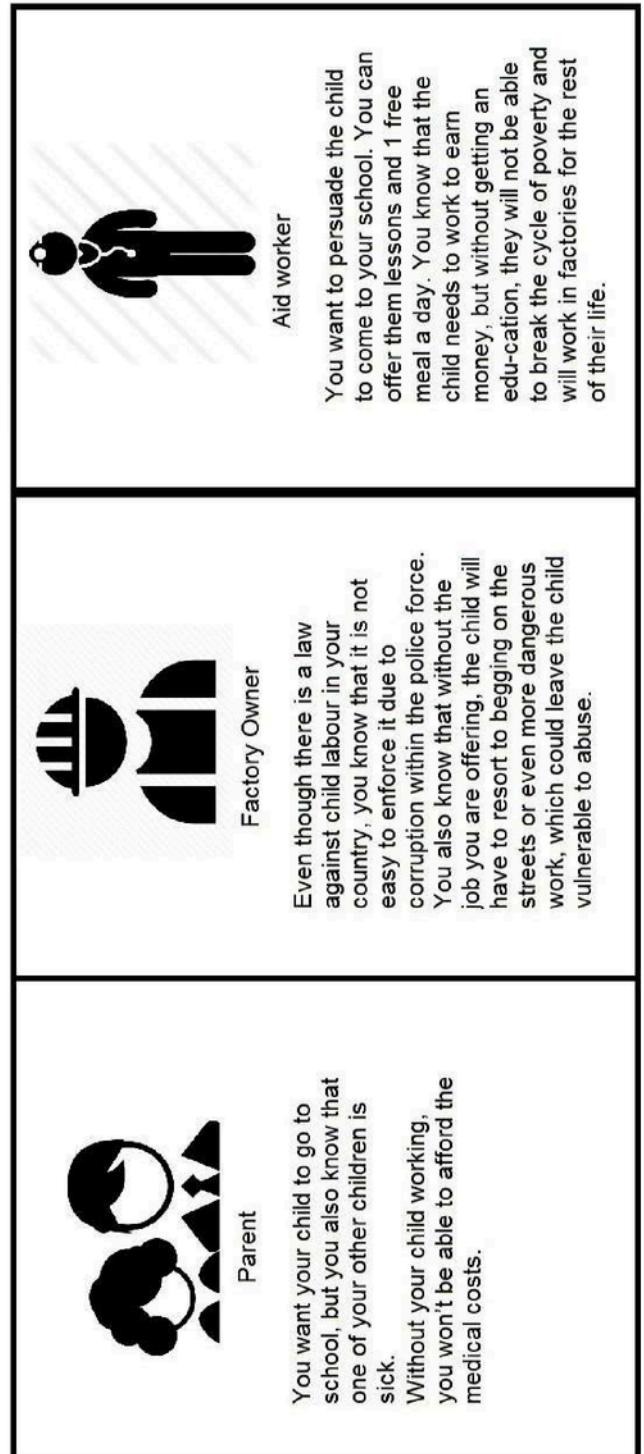
Factory Owner:

Even though there is a law against child labour in your country, you know that it is not easy to enforce it due to corruption within the police force. You also know that without the job you are offering, the child will have to resort to begging on the streets or even more dangerous work, which could leave the child vulnerable to abuse.

Aid Worker:

You want to persuade the child to come to your school. You can offer them lessons and 1 free meal a day. You know that the child needs to work to earn money, but without getting an education, they will not be able to break the cycle of poverty and will work in factories for the rest of their life.

Similar role play cards to be created ➡



Globally, the forcibly displaced population increased in 2017 by 2.9 million. By the end of the year, 68.5 million individuals were forcibly displaced worldwide as a result of persecution, conflict, or generalized violence. As a result, the world's forcibly displaced population remained yet again at a record high.

68.5

MILLION
FORCIBLY
DISPLACED
WORLDWIDE

as a result of
persecution, conflict, or
generalized violence

25.4 million refugees

19.9 million refugees under UNHCR's mandate

5.4 million Palestine refugees under UNRWA's mandate

40.0 million internally displaced people¹

3.1 million asylum-seekers

68%

Altogether, more than two-thirds (68 per cent) of all refugees worldwide came from just five countries:

Syrian Arab Republic	6.3 million
Afghanistan	2.6 million
South Sudan	2.4 million
Myanmar	1.2 million
Somalia	986,400

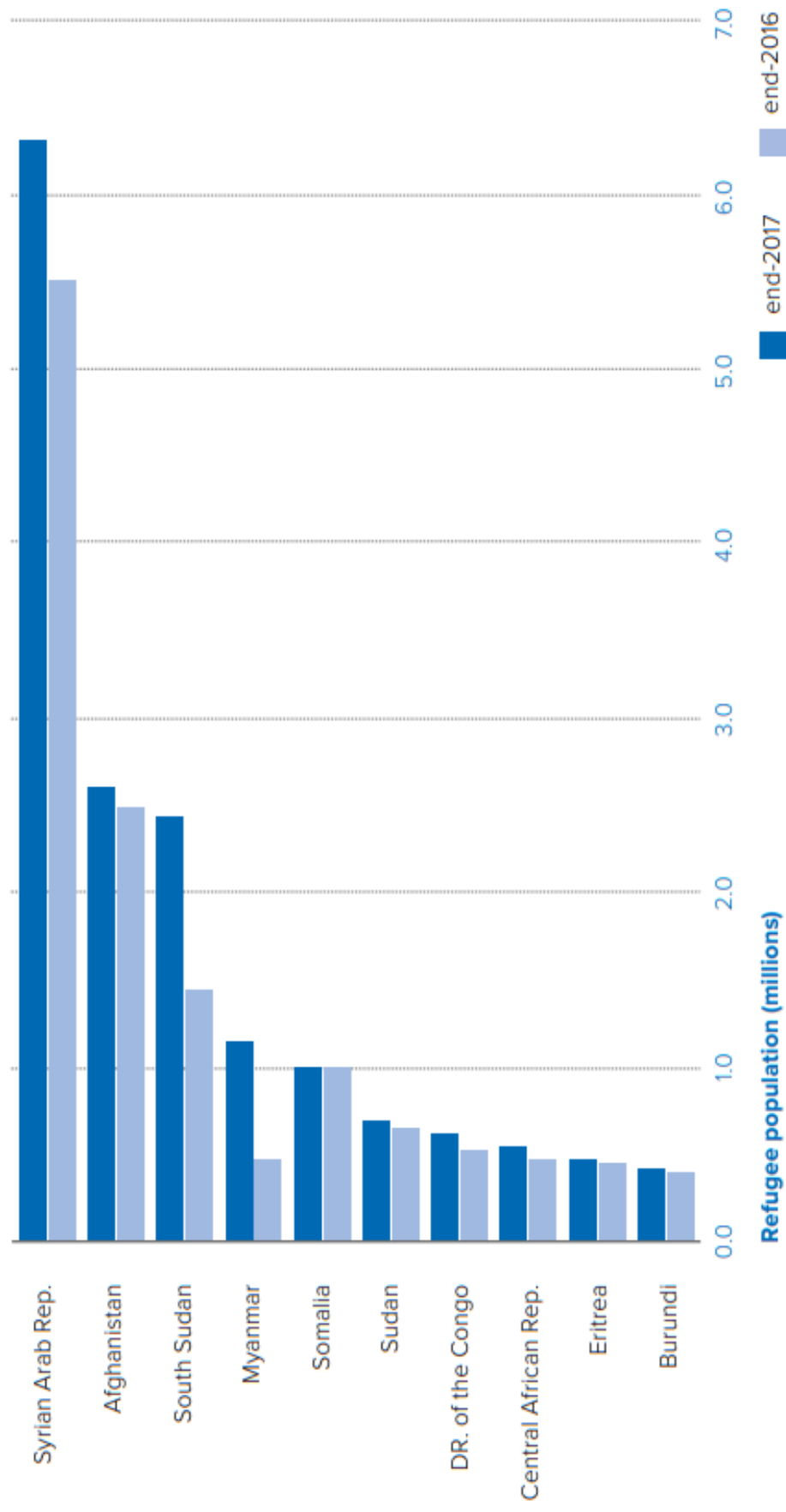
3.5

MILLION PEOPLE

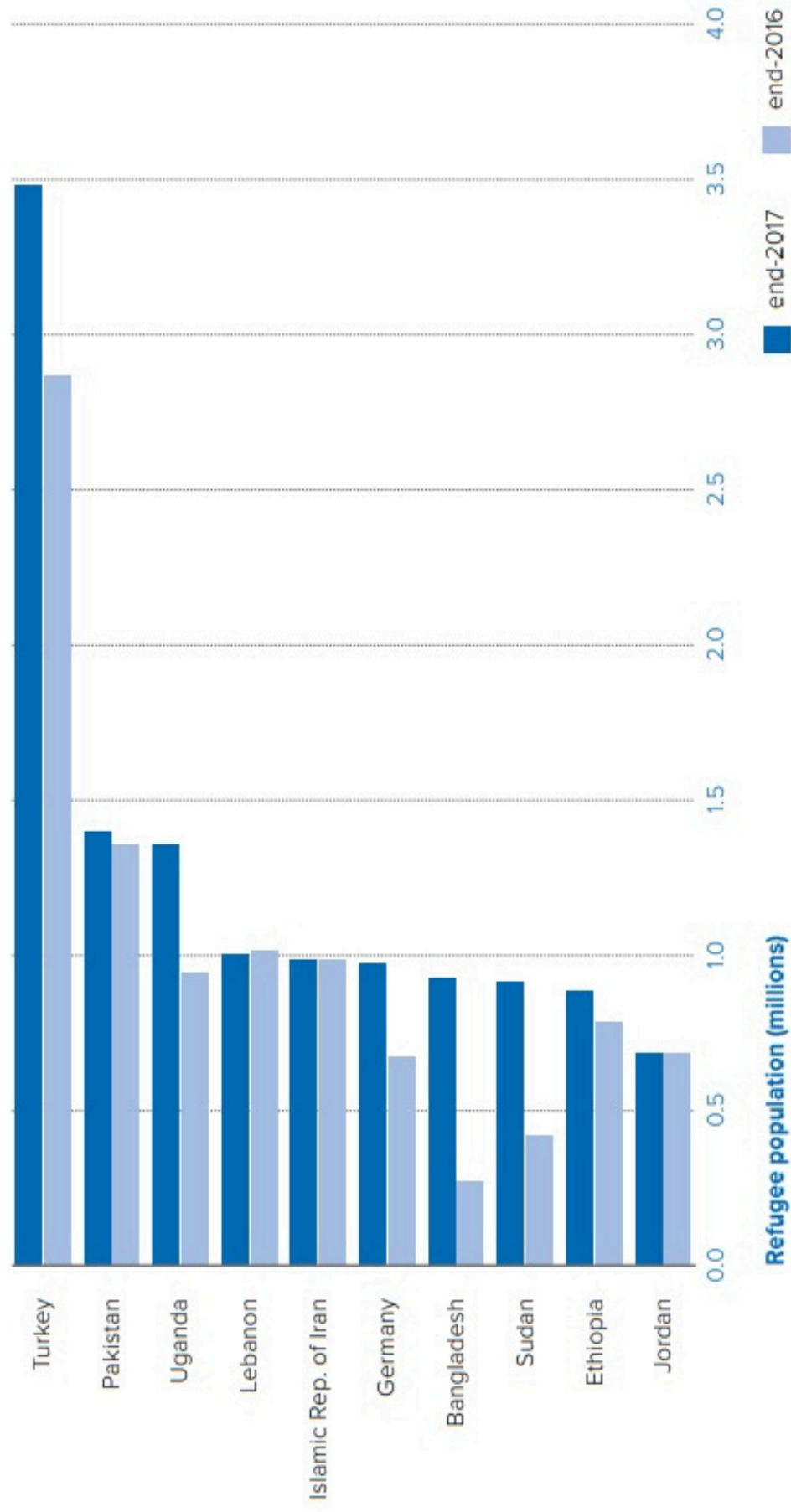
For the fourth consecutive year, Turkey hosted the largest number of refugees worldwide, with 3.5 million people. The main countries of asylum for refugees were:

Turkey	3.5 million
Pakistan	1.4 million
Uganda	1.4 million
Lebanon	998,900
Islamic Rep. of Iran	979,400
Germany	970,400
Bangladesh	932,200
Sudan	906,600

Major source countries of refugees



Major host countries of refugees



ASYLUM SEEKER

- Person who left their country in fear of persecution
- Not to be confused with refugee

REFUGEE

- **Forced** to leave their country
- Fleeing **armed conflict** or **persecution**
- Do not know where they will end up

ENVIROMENTAL MIGRANT

- Fleeing from **natural disaster**
- Still enjoys its government's protection

MIGRANT

- **Choose to move**
- **No direct threat** of prsecution or death
- Mainly to improve their lives
- **finding work**

Corruption in Uganda's Institutions

Uganda is ranked among the 10 most corrupt nations in the world with a gross figure of about 600 billion Uganda shillings lost to corruption every year.

The institutions handling corruption in Uganda are the most corrupt making it an irony to fight the deadly vice. The Police, the Judiciary and the Parliament are the most corrupt institution in Uganda and yet they would otherwise be charged with the responsibility of fighting it and providing watchdog functions. The Uganda Bureau of statistics in 2016 placed the Police as the most corrupt

Judicial System

There is a high risk of corruption in Uganda's judicial sector, in part due to political interference. About one in six companies indicate the court system is a major constraint to their ability to do business. Companies do not believe the judiciary is sufficiently independent and bribes and irregular payments in return for favorable judicial decisions are common. Nearly half of Ugandans perceive the judiciary as corrupt and also nearly half of those who have come into contact with the courts in the past twelve months indicate having paid a bribe. Bribery and political influence in the judiciary is mainly prevalent in the lower courts; the administration of justice is hampered by inadequate funding and staffing. Ugandan courts generally uphold the sanctity of contracts, though judicial corruption and procedural delays caused by well-connected defendants pose a serious challenge; government agencies are at times reluctant to honor judicial remedies issued by the courts. Foreign companies have complained that the legal process favors local companies (ICS 2017). Access to the court system is more difficult to obtain at the local level (BTI 2016). All commercial disputes must first go through a process of mediation to reduce the backlog in the court system (ICS 2017). The Center of Arbitration for Dispute Resolution (CADER) can assist in this process (ICS 2017). Enforcing a contract takes significantly less time and costs significantly less than the regional average. Chief Justice Bart Katureebe has acknowledged the extent of corruption in Ugandan society and the fact that it also infiltrates the judiciary. Katureebe indicated that in several cases, corrupt judicial officers have been found guilty by the courts, but were ultimately set free by the same corrupt system.

(The Ugandan Today, Apr. 2017)

Corruption in Uganda's Institutions

Police

Companies face a high risk of corruption when dealing with the Ugandan police. Corruption and impunity are pervasive in Uganda's police force; Companies report that they do not have sufficient trust in the reliability of the police services to protect them from crime and to enforce the law. Three in four Ugandans perceive the police to be corrupt. Over half of firms pay for private security and one in five firms indicate that crime, theft, and disorder are major constraints to their ability to do business. The police is among the country's most corrupt institutions, but members of the police rarely face investigations. The mechanism for reporting police abuses and misconduct is generally ineffective.

Public Services

Corruption risks are very high in Uganda's public services sector. Corruption remains endemic and is an accepted means of getting by in Uganda. Roughly a quarter of businesses report expecting to give gifts to public officials 'to get things done' and more than half expect to give gifts when getting an electric connection. Likewise, businesses report that bribery is very common in the process of obtaining public utilities. About two out of every five Ugandans reported paying a bribe in the preceding year. Public services are more effectively provided in the center of the country. Uganda's regulatory system is compliant with international standards, but bureaucratic hurdles impede its efficiency. Recruiting personnel is driven more by personal and political preferences than qualifications or efficiency. Uganda removed 5,500 'ghost workers' from its payroll in 2016. Starting a business takes almost twice as many steps as the regional average, but the total time required is in line with regional averages. Getting electricity takes six steps, which is in line with the regional average, while the necessary time it takes is only half the average of neighboring countries. The Uganda Investment Authority is in charge of vetting applications, deals with complaints, and helps foreign investors obtain necessary permits.

GENERAL INTRODUCTION TO THE INDIAN CONTEXT FOR SDG#5

INDIA IS A PATRIARCHAL COUNTRY



A stereotypical Indian woman – is always at work! She uses her time, energy and skill to deliver with utmost regularity basic needs to the family and in turn receives very little in food, recognition and respect for her efforts.

The basic criterion of a woman's existence in India:

1. She must learn to live with discrimination and deprivation from girlhood to old age;
2. Unequal relationship between men and women seems like a rule within the Indian households;
3. Women are discriminated against in the family itself:
 - Distribution of income;
 - Inheritance;
 - Lower consumption which leads to poorer health and lower education;
4. In many cases where women earn some income, they do not have control on the income and is often take away by those e.g.

alcoholic husbands who wish to control the women.

How the women survive the stress of traditional structure and value system within households in daily life is extremely difficult to capture and portray. Their condition of life has not improved with the rapid rate of economic growth and technological revolution. Unfortunately, in many cases the girls and women do not know that there might be another way of life for them. Many women are happy in this traditional role - leading a life dependent on the males of the family because it is a safe and comfortable zone to be in – no burden of earning a living or making decisions.

They have made peace with the situation they face. For us impartial observers these painful realities at ground level prove time and again how far the campaigns for Gender Equality and Equity really need to go, to bring substantial changes where it matters the most.

In city households today, both genders are trying to walk together on the middle path: sharing household chores, women are, also choosing vocations that were considered male domain, men, media and movements are contributing to, instead of badgering the idea of equality and equity of women.

No doubt, there has been a real progress over the years in achieving more equitable distribution between men and women the benefits of development. E.g. gender gaps in education and health have narrowed. Many campaigns have led to progress in building the capacities of women. However, there is still a gap in creating real opportunities for women to decide their destinies.

Trial Simulation game: Brazilian Government v. Indigenous

Goals:

solving the energy problem

By the end, jury should have a verdict, and might be able to declare next steps, bound by the court, and also appoint recommendations.

Time: 40 Minutes

Parties:

1. Government representatives
2. Indigenous groups representatives
3. German investors representatives
4. Population
5. Selected jury/judge

Initial Situation:

The Brazilian government needs to provide more energy for the country. People and industry across the country depend on it.

Decision of building a hydroelectric power plant in a branch of the Amazon River was made by the government. Not everyone is happy about it, though. The viable river where the power plant will be built on is in one indigenous territory, but the state is also allowed to do fair use of it. After the dam will be built, a large area will be flooded to serve as a water reservoir.

Deals were lawfully made, and constructions are at the very beginning, and have already started. The constructions should last 5 years until it starts operating, and 3 more until it is done and operating at its full capacity.

Things escalated and the Supreme Court is now hearing the sides before giving final approval.

Structure of the trial:

Preparation

Division into 5 groups. Read your roles and positions, before the Trial starts, the Jury will to leave the room.

Phase I Development

Discuss your point of view in your group and collect arguments to convince the jury of your point of view. Write all the collected argument on a piece of paper.

The Government and Indigenous should prepare at least one question to be answered by the other party, during the trial.

Phase II Exchange

Then Government and Indigenous can send 1 representative who can talk to the population and investors to coordinate their arguments (Pro and Con), see what they think. Remember to be fully in your designed role! Going back to the group you might adjust the way you will behave in the court.

Phase III Trial

Jury enters, and trial starts!

Jury (and judge) should control the time of speech and remain neutral during the Trial.

Government explains their side to the Jury. (2 minutes)

Indigenous representatives show their side to the Jury. (2 minutes)

Investors and People explain their situation and positioning. (2 minutes)

Both sides now can bring up people (Pros and Cons, 2 minutes each) to share their opinions and help in their respective sides, questions can be made (in the same format).

Phase IV Verdict

After everyone presented, jury is allowed to ask questions to any group.

Jury discuss (5 minutes max) in a separate room

Jury present their verdict and recommendations.

Trial Simulation game: Brazilian Government v. Indigenous

Groups - roles, agenda and background information

Government representatives

- The country needs more energy, and that power plant alone will provide enough for more than 20% of the whole country consumption.
- It is a big investment, but many people will benefit from it. Cheaper energy prices for electricity and will create jobs, and so on.
- It will bring us good contracts with investors to share the costs, which will also provide maintenance over time, and share profits.
- Violent protests happened near the dam construction side, even with fatalities.

More background:

The construction of the hydroelectric dam already started, the money from the investors is already there, it would be very bad to not continue and finish it. We are allowed to do fair use of the land! It will benefit a lot of people.

It was already decided by majority in the government, but as always in politics it never pleases everyone.

The higher number of voters live in the cities anyway.

Infrastructure of the country and reassure a good quality of life is part of the role of any government. And this is a long-term project that many people will benefit from.

Brazil is a huge country, the area for the power plant had to be there, but there is still a lot of forests in Brazil.

Write down the arguments for your side, and at least one question to ask the indigenous groups to try to solve the problem!



Indigenous groups representatives

- It is our homeland. We should have the exclusive rights to what is done in the region
- More than a piece of land, that region was always from our tribe, and we feel connected to the land. A big part of it will be flooded for building the power plant dam and change the way we are connected with the land
- It will attract more people for the region (workers, and so on) and it might cause even more damage to the environment
- We had to protest a lot to be heard, it is like the government do not care about us. Only after much work we had enough attention and finally this Trial.

More background:

The spirituality of native indigenous groups is connected to their land, their ancestors lived and are buried there.

Indigenous groups territories are better preserved than other areas. This means that the area will be better preserved than if the power plant is built there.

There is a debate of Human Rights: The relation with their land can be seen as part of their culture and history, taking it away could mean erase a part of their history.

Indigenous people in Brazil were brutally reduced with the first interactions with colonizers (from on XVI century), nowadays, only 0,4% of Brazilians are native Americans.

The Government can make use of the land, but is this use fair to the indigenous that were there?

Write down the arguments for your side and at least one question to ask the government.

Trial Simulation game: Brazilian Government v. Indigenous

Groups - roles, agenda and background information

Investors

- We are worried about the public image of our company. Things seemed fine at first, but the trial alone can have impacts on how people see us. In Brazil and in Germany.
- It is a major investment, long term (pay a lot now, having significant profits only after 10 years)
- It is an investment in a clean source of energy
- If we must stop now, we will have major losses, and future negotiations on Brazil will always be harder

More background:

Major Investors were Deutsche Bank and TÜV SÜD, the bank as good financial investment and TÜV will also be responsible for consulting and certification in the future, so it also means a long-term business partnership.

The conflict with the indigenous was unknown at first. The investors have to worry about future decisions and need to think long term. If things in the future will be fine and if they will have return on their investment.

Stopping now would mean losing the initial high investment.

In the end, the Government now have to decide if they break the deal or keep building.

Write down your positioning and explain your side to the jury



Population

- Energy costs in city are too high
- The numbers of people having benefits from it in the city are way higher than the number of people in the indigenous reserve. And the reserve will still be there
- Reducing the risk of power shortage
- With lower costs of electricity every small business and big business will have better chances
- Brazil should invest in other types of energy too
- It is far away from cities, the power plant generates more than enough energy, but there are losses in transporting it to big cities where most of it is going to be used
- Environmental issues? Loss of biodiversity: Blocking a river (fishes), flooding an area (plants and other animals)

More background:

There are good and bad points for the population, so you can even have different opinions inside the group and support the indigenous or the government. Or even be divided, having some people on one side, and others on the other side.

Most of the population of Brazil does not live in the Amazon region.

Some people can be more environmentalist, others might just be happy for cheaper electricity.

It will be good for the economy, and this way it can be good for the majority of people.

Indigenous groups are a minority in the country. Are these too much exclusive rights for them to have these reserves?

Write down the arguments for your side, that can either support or not the dam construction.

Feel free to cheer or boo after the other parties speak :)

Trial Simulation game: Brazilian Government v. Indigenous

Groups - roles, agenda and background information

Jury/Judge

- You must be impartial
- First everyone should present their sides, after that you will give them the word to ask questions
- You will allow them to do questions, always with a right to reply and one counter claim:

Question (1 minute)

Answer (1 minutes)

Reply (1 minute)

Counter Claim (1 minute)

- Your final decision needs to be taken based only on things discussed on the trial

Extra Information:

The supreme court is the final instance of judicial appeal in many countries. In Brazil this is also the case. Of course, International court exist, but it is always harder to enforce their decision, once they are not part of the judicial system.

Here you just will have to worry about what is being said on the Trial, take notes of the points presented to better take your decision.

While people are discussing their arguments, you may have some extra info on what a Supreme Court does: In Brazil, the Supreme Federal Tribunal (Supremo Tribunal Federal) is the highest court. It is both the constitutional court and the court of last resort in Brazilian law. It only reviews cases that may be unconstitutional or final habeas corpus pleads for criminal cases. It also judges, in original jurisdiction, cases involving members of congress, senators, ministers of state, members of the high courts and the President and Vice-President of the Republic. The Superior Court of Justice reviews State and Federal Circuit courts decisions for civil law and criminal law cases, when dealing with federal law or conflicting rulings. The Superior Labour Tribunal reviews cases involving labour law. The Superior Electoral Tribunal is the court of last resort of electoral law, and also oversees general elections. The Superior Military Tribunal is the highest court in matters of federal military law.

(Psst! If you want a sneak peak of a similar case, there was one of Belo Monte, but it was ruled by an international court! The Interamerican Court of Human Rights, you can look for it online)

Gender inequality in Zimbabwe: 3 articles

Article no.1

Girl (13) taken as fourth wife

The Herald (https://www.herald.co.zw/girl-13-taken-as-fourth-wife/#disqus_thread), 26 October 2022, Fungai Lupande recently in Muzarabani

At a time when the nation is still to come to terms with the death of 14-year-old Anna Machaya due to labour complications in Marange recently, another 13-year-old has reportedly been taken as a fourth wife of a 35-year-old Johanne Marange Apostolic sect follower.

The girl (name withheld) is said to have eloped early this month to live with Freddy Zonde. She was in Grade 7 at Muringazuva Primary School in Muzarabani.

But following the chorus of discontent that erupted after the death of Annah Machaya in Marange, the people of Mushinye Village, Ward 8 in Muzarabani, have raised concern over the marriage.

Realising that the protests could result in him being arrested for marrying an under-age girl, Zonde, believed to be a vendor, is said to have whisked the young wife to St Mary's, Chitungwiza.

Information on the marriage is being closely guarded by members of the community, which comprises mostly of the apostolic sect members.

The Herald visited the homestead of Zonde's parents and interviewed family members with assistance from ward councillor, Alderman Norman Chizeya.

Zonde's father, Samuel Zonde, confirmed the marriage.

"It is true (that he married). He took the girl and went with her to Harare. He thought that nothing would happen." He had no idea the case will stir a lot of interest.

"Most of the people talking about this issue are fighting my family," he said. The father added that there were no problems with the in-laws, and they are not opening up about the case to strangers. All the other three wives are at Zonde's father's homestead.

When The Herald later visited the homestead of the girl's parents, no one was home and all doors were locked. A villager who spoke on condition of anonymity said the community was angered by the marriage of Maria, adding that the girl's parents never spoke against the marriage or reported the matter to police, indicating they agreed to the union.

"To people, they are denying that she is married but we know that she eloped to the 35-year-old as the fourth wife. Her mother is at the forefront of the arranged marriage," he said.

"Initially, he wanted to marry the girl's sister, but he was beaten to her by another church member who came first and married her. Since the community started probing the issue, his cellphones are not reachable."

Alderman Chizeya said the girl's case was heartbreaking, and one of the many cases that go unrecorded. He added that ending child marriages was a key to achieving Vision 2030 and the police must follow-up on where the child was taken and take her back home so that she continues with education.

"The parents are involved and they must be held accountable. We must lead by example and we don't tolerate child marriages," he said.

Gender inequality in Zimbabwe: 3 articles

Article no.1

Village head, Mr Noah's Mashinye, said he was unaware of the marriage as the parties never approached him, although he has heard the rumour.

"I receive reports of such cases and we don't tolerate child marriages. I hear about the case in the grapevine but I don't deal with hearsay," said. Mr Mashinye

"We work closely with councillors, health officers and the neighbourhood watch members." The people involved (the husband and wife) never approached me. The alleged perpetrator does not stay in the village as he is based in Harare. Chief Muzarabani, born Alphonse Chuzu, said he had no idea about the case because such incidents were treated as top "secrets". The chief confirmed that child marriages among the Marange Apostolic sect were rife, adding that they had become a "culture", among sect members.

Married women in the sect allegedly sweet-talk young girls to join the marriage and become co-wives, said the chief. Chief Muzarabani added there was need to engage the church leader since he is revered, so that he could be encouraged to change the harmful practices happening within the church.

"The village has nine village heads all from the church and when we try to probe such incidents, they deny and say such things don't happen in their church," said Chief Muzarabani.

"Church members know about all the developments and the young girl and her parents agree."

The person who set such laws in the church is the only one who can repeal them. If not, all your prisons cells will be filled with the perpetrators and nothing will change. Chief Muzarabani spoke strongly against child marriages, which he said were detrimental to economic development.

"It is difficult to preside over these apostolic sect members before the traditional court for the child marriages cases because the practice is lawful in their church."

The only solution is to engage their leader and he is the only one who can liberate the congregants from such laws. Muzarabani topped the list of child marriages and due to awareness campaigns; we are witnessing a decline in the practice.

"Let these young girls grow; it is our duty as a community to protect them. Parents need to play a central role in securing the girl child," said Chief Muzarabani.

Gender inequality in Zimbabwe: 3 articles

Article no.2

Zimbabwe: Girls Deprived of Education - a Threatened Right

The Standard (<https://allafrica.com/stories/202012070837.html>), 6 December 2020,

By Social Commentary:With Moses Mugugunyeki

Most Zimbabwean girls living along the periphery of the country's borders with South Africa and Botswana treasure working in those countries as domestic workers or doing other menial jobs.

They consider going to foreign lands because they have been sidelined by parents when it comes to education.

The girls have been discriminated against as parents or guardians would send boys to school at their expense, leaving them vulnerable.

Due to the prejudice, the girls end up risking their lives, crossing illegally into South Africa or Botswana where most of them are employed as housemaids or do other jobs.

According to a recent Unicef report, globally, around 132 million girls are out of school.

Dudzile Moyo*, a Grade 7 pupil at Khahlu Primary School in Mangwe district, said unlike her peers, she wants to proceed to secondary school, but her parents think otherwise.

"My father told me that he will not pay for my school fees for secondary education," Moyo said.

"He said I should go to Botswana and look for a job just like other girls from the neighbourhood."

Moyo said despite her desire to pursue her dream of becoming a nurse, her father reckons paying fees for her two brothers already in secondary is the best option. Her dilemma is being faced by many girls of her age in Zimbabwe, who have been denied the opportunity to learn at the expense of the boy child.

Despite increasing international recognition that the education of girls is one of the most powerful tools for progress, girls suffer from discrimination when it comes to getting an education.

Issues of gender equality and discrimination of women and girls are brought to the fore as Zimbabwe joins the global community during a 16-day campaign meant to raise awareness on gender-based violence.

The United Nations system's 16 Days of Activism Against Gender-Based Violence kicked off on November 25 and ends on December 10. This year's campaigns run under the theme Orange the World: Fund, Respond, Prevent, Collect. According to the International Labour Organisation (ILO), of the 72 million primary school-age children out of school, 44 million are girls.

Zimbabwe's adult literacy rate of 96% makes it the highest in the region. However, women constitute 60% of the illiterate adult population and the school dropout rate, particularly among female students, still remains high.

Enrolment at secondary school level and tertiary institutions is also significantly lower for females than for males.

An official in the Education ministry in Matabeleland South province noted that most girls drop out when they reach secondary school with the majority of them migrating to either South Africa or Botswana, while a handful get married. "We have recorded high girls dropouts at secondary school and we attribute this to a number of factors," the official said.

"Some of these girls are forced out of school because parents would have failed to pay fees, while the majority choose to move across the borders."

In most communities, traditional practices coupled with poverty are the key drivers of gender inequalities, which result in families selecting boys over girls when it comes to further education.

Theresa Zhou (26), from Chiwenga village in Muzarabani North, was married off after completing Grade 7 of which she passed resoundingly. She said all her brothers and male relatives managed to go to secondary school with her uncle paying for their fees and none of them passed at O' Level.

"I could have done better if I had been given the opportunity," Zhou said.

Denying the girl child access to education is in violation of human rights instruments, particularly those on the principle of equality and discrimination.

Gender inequality in Zimbabwe: 3 articles

Article no.2

Girls' right to education is also protected by a number of international conventions, including the Universal Declaration of Human Rights, which provides that "everyone has the right to education".

In these conventions, the status of education as a basic human right has been reaffirmed highlighting the view that the right to education applies to both girls and women and is critical to combat discrimination in all its forms.

Today, over two-thirds of the world's 860 million illiterates are women. The ILO says failure to educate girls is costing developing countries US\$92 million.

Women and girl rights activist Lorraine Ndlovu-Sibanda said she saw nothing wrong in educating the girl child. "For those that sideline girls when it comes to education, it's retrogressive. At the end of the day, we don't know who would have done better, a boy or a girl, for we are created equally before God," Ndlovu-Sibanda said. "There is nothing wrong in investing in both girls and boys' education." She said there was need to raise awareness on such issues.

"There is need to go out there and hold gender sensitisation programmes, especially in rural areas where the practice is widespread," Ndlovu-Sibanda said.

Zimbabwe has reinforced its legal frameworks to ensure gender equality and equity while at the same time adopting measures to make the education system inclusive of girls. In the constitution, the provisions of the Unesco Convention against Discrimination in Education (1960) are guaranteed in various legislative pieces, including the Education Act, which articulate on children's fundamental right to education.

The country has also ratified various international conventions and declarations on discrimination and gender equality, notably the 1979 Convention against the Elimination of All Forms of Discrimination against Women (Cedaw), the Beijing Platform for Action (1995) as well as the Dakar Education for All Framework for Action.

Cedaw requires all states "to take all appropriate measures to eliminate discrimination against women by any person, organisation or enterprise."

The Beijing Platform for Action made specific reference to ensuring the right of women and girls to education, while the Dakar Education for All Framework for Action's Goal 5 aims at eliminating gender disparities in primary and secondary education.

On the migration of young girls to work as housemaids in South Africa and Botswana, sociologist Yotamu Chirwa said: "These migrations started long ago and today these families consider working in foreign lands to economically empower themselves while at the same time it brings pride to the family back home."

Zimbabwe Gender Commission CEO and gender activist Virginia Muwanigwa said Zimbabwe is intensifying advocacy for girls' right to education and the eradication of gender-based discrimination in communities.

Gender inequality in Zimbabwe: 4 articles

Article no.3

From Heaven to Hell in 12 Months: A GBV Survivor's Story

Health Times (<https://healthtimes.co.zw/2022/04/20/from-heaven-to-hell-in-12-months-a-gbv-survivors-story>)
April 20, 2022, Michael Gwarisa

NOMAGUGU Hurumba (22) is an orphan and a single mother to a three year old son. Growing up in Chiredzi especially after the demise of her parents was never easy. To compound her woes, when she was in Form 3, Noma had to drop out of school after her siblings had indicated that they were no longer able to shoulder her school fees burden.

She moved from Chiredzi to stay with her sister in Chipinge. However, persistent economic hardships in the country pushed her sister to move to neighbouring South Africa in search of employment, leaving Noma behind with her two children, one who was in grade one and another one who was doing form one. Unfortunately things did not go according to her sister's plans in South Africa as she also encountered challenges securing a well-paying job to sustain Noma and the kids she had left behind.

This meant that at times, she would struggle to send food and money back home. It was around this same time that Noma found love. "I fell in love with my boyfriend. We were deeply in love at first, it was like in the movies," said Noma during an interview with The HealthTimes in Chipinge recently. "He was a gentleman; he would at times buy us groceries, meal and other household stuff. However, when my sister got wind of it and learnt that at times I would spend nights at my boyfriend's place, she sent me away to go to and live with my boyfriend." Because he had shown some prince charming characteristics, Noma did not hesitate to elope to her boyfriend. However, upon her arrival, words that came out of his mouth revealed a different side to him. Unfortunately because of young love, Noma failed to read between the lines.

"Mvura haisangane ne Oiri (Water and Oil will never mix). That's what he said to me. I didn't know what that meant. I stayed there, things changed all of a sudden. He started bringing new girls to the house and sleeping with them on the same bed that I would be sleeping. At times I would sleep on the floor to give him space to do whatever he was doing with different women on the bed."

Noma fell pregnant around that time and when she informed her boyfriend, he chased her away saying he was a married man and he wanted to reconcile with his wife, whom he had had some misunderstanding with before. Noma refused to leave and this did not go down well with her boyfriend.

"He started starving me; he stopped even buying food for the house. I started moving from one house to another asking for food hand-outs. I tried informing my relatives about my predicament but none came to my rescue. With time, my boyfriend's wife came and they together moved to another location and I was left alone in an empty house with nowhere to start from, no money for rentals, no job and with no plan."

"I returned to marriage and this time because I had his baby, I thought things would be different. We only enjoyed each other for two weeks. The following weeks he became very abusive. He started beating me mercilessly every day. On more than one occasion, he pulled a knife at me threatening to kill me and slit my thought. He would smash my head against the wall. I saw it all.

"He did not even provide for his child. I started doing some menial jobs in the fields just to bring food on the table and to feed my baby. He would beat me for that. He would accuse me of sleeping around to get food yet I was just working in the fields. I thought of killing myself, I took a knife and went in the bush. I was determined to just slit my wrist and bleed to death," said Noma.

When she was in a secluded place and about to precede with the suicide, two men saw her and grabbed, stopping her from killing herself. They talked out of suicide and then directed her to the Family AIDS Caring Trust (FACT) team in Chipinge where she received counselling services.

South Africa Case Studies A

ACCESS MUSIC PROJECT (AMP)

Summary overview

Access Music Project (AMP) is Grahamstown music education centre working to connect young people with creative opportunities in partnership with 8 local schools. The organisation has been around for 7 years and functions as both an organization and a school. AMP was established in response to the problem of young potential musicians not having access to music studies. They began with marimba and drum classes and grew after partnering with various schools and purchasing more musical equipment. In many Grahamstown schools, music and art, in general, are not an option for study, and receive little priority. The opportunity to study music opens up a world of pathways for children who are talented and aspiring musicians.

The programme

AMP's model provides human and physical resources to serve learners from various under-resourced schools, enabling the creation of a well-equipped, diverse and high quality music programme for school learners. Engagement with arts provides a space where children can explore and develop critical and alternative ways of thinking and expression. AMP runs an after-school programme every weekday providing learners with theoretical, practical and individual music lessons in trombone, marimba, bass guitar, piano and drums. The organization currently runs five programmes, mainly,

- Foundation Programme: music education in primary schools including music training for in-service teachers
- Core programme: formal music studies for secondary school learners
- Doorways programme: active support to AMP graduates in transition to further study/career
- Internship programme: two-year internship at AMP as bridging gap to the creative industry
- Curriculum project: developing music courses relevant to SA cultural capital, music industry demands and tech-age.

The organization

AMP is a registered NPO with two permanent member staff, an intern, a board and 17 trained teachers. The two permanent staff members who coordinate the programmes, Shiloh and Gareth, are based at Joza Youth Hub where AMP offices are and where the programme runs. Gareth taught music at St. Andrews for 10yrs, was a high school music examiner for 3yrs, studied music and education in his post-grad. AMP's 2015 operations went smoothly due to good funding and sufficient organisational persons, although they worry they may not be able to sustain this without consistent funding: they have been funded by National Lottery twice & National Arts Fest, and have been trying to increase funding networks from corporate donors for sustainable funds. The organization has trained school teachers to increase capacity. Some of these teachers are volunteers (8) and others are paid (9). They are currently trying to find an organisational strategic system that works well despite irregular funding.

Conclusion

AMP is a much-needed creative outlet in the area of Grahamstown to provide under-resourced school learners with a high-quality centre of music education with a music curriculum that is relevant to the interests and social contexts of the learners. Moreover, it assist in providing a gateway for learners to be well trained and qualified to gain access to tertiary study and career paths, outside the strictly academic paths offered by extra-support and after-school programmes.

South Africa Case Studies B

Awarenet

Brief Overview

Awarenet strives to address the community needs of the Joza and Fingo townships in Grahamstown by providing accessibility to ICT infrastructure for school learners, teachers and community members, thereby strengthening educational outcomes, enabling technological innovation and creating increased access to information.

Awarenet has a sister organisation in Germany headed by the founder, Dr Anna Wertlen. Although stemming from a project that began in Germany and then replicated in Grahamstown community from 2011, Awarenet has entrenched itself in the local community and gained stability through its location at the Joza Youth Hub with a collective of other local NGOs. Awarenet is housed under Joza Youth Hub where it has a computer lab and an office to run the programme. For schools that have access to computers, the sessions take place at the school labs.

Programmes

Awarenet ICT focused programmes are motivated by the fact that public institutions such as schools and libraries in Grahamstown are either lacking in ICT infrastructure or do not make existing ICT infrastructure accessible to potential users. Therefore, Awarenet programme strives to address the needs of the community in general and school learners and teachers in particular, to making use of ICT.

- Students from 6 schools in Grahamstown partake in the Awarenet eLearning programme once a week for an hour after school, working on online and offline projects about health, music, sport, science, history and social services. These sessions occur at Joza Youth Hub for schools without computer labs, and offsite at the schools that do have PC labs. The programme targets grade 7-9 learners, reaching just over a hundred learners. Learners in the programme receive certificates for the different activities they excel at.
- Awarenet also hosts computer literacy training for teachers from two of the schools they work with (Archie Mbolekwa and Nombulelo Primary) and have developed an Awarenet curriculum that is used to assist teachers with subject related lessons in the classroom in order to better integrate ICT into teaching. This runs once a week, every Thursday. The training is co-developed with the Technical University of Dresden and funded by the Rotary Club of Pirna, Germany.

Value-add for learners and community members

Awarenet manage an Open Access Lab project where community members can use the computers for whatever they need to. This is meant to be a space to provide PC skills training and to allow students to do school assignments and for senior community members to practice their computer skills. In a techno-information society where technological literacy is becoming the key determining factor for the doors of opportunity available to citizens, the Open Access Lab provides a necessary avenue of immeasurable opportunity to its users. This project runs every day, where the lab is open between 3-5 weekdays and all day on weekends.

Sustainability

Awarenet functions as an NPO organization that is mainly funded by Rotary in Germany with smaller funding from individual donors such as Rhodes University and HCI Foundation which have helped the organisation achieve its programmatic outcomes year after year. Kjetil Torp has managed and coordinated the Awarenet programme for two years. For programme implementation, Awarenet recruits 8 volunteers from Rhodes University. Two young volunteers from Germany also stay for a year, with a new pair every year.

South Africa Case Studies C

Inkululeko

Brief Overview

Inkululeko has been a registered NGO since 2011 and works with high school students from 5 high schools in Grahamstown, offering academic support and valuable entrepreneurial skills. The programme targets grade 10-12 learners but also works with grade 8 learners from Ntsika Secondary School. About 30 learners are part of the programme and receive homework help, maths assistance and get involved in critical debates hosted at Rhodes university. Inkululeko helps learners to finish school and either move onto university or to equip them with a skill-set of critical business functions and entrepreneurial qualities for an alternative economic pathway upon completing matric.

Programmes

The programme runs for 2 hours everyday afterschool, at Ntsika Secondary School. On Wednesdays and Saturdays, learners struggling with Maths and Science receive extra classes at Ikamva Youth. The programme has partnerships with academic institutions such as the Rhodes University Office of Community Engagement and Social development that provides programme tutors, as well as the Syracuse University from the US (New York) that brings university students for a term to collaborate on community building projects with Inkululeko students.

Business training for students

The team began a social enterprise project in early 2016, funded by the John Ben Snow Memorial Trust. The project made use of an existing large storage container at Ntsika Secondary in order to open a 'Common Ground Café' at the school. Beyond functioning as a safe social meeting space for students to eat and play after school, the project is also a place where Inkululeko learners get practical experience in running and managing a business and attain the necessary entrepreneurial skills, under the guidance of Madoda. The generated profits from the food sold at the café support Inkululeko programmes. The team plans to expand the container and include printing and copy services for the community.

Partnerships

Above forming a stronger relationship with Rhodes University's volunteers and Community Engagement department, Inkululeko have also partnered with Ikamva Youth in Grahamstown to assist their learners who struggle specifically with Maths and Science, on Wednesdays and Saturdays. These partnerships have meant that Inkululeko learners receive concentrated and extended support that speaks to their strongest needs. As a result, the academic support programme saw more consistent attendance by learners, especially the senior grades. Their partnership with St. Andrews College has also provided the Inkululeko classroom with more computers to assist their learners with academic research.

As part of their revenue-generating model, the organisation has also fostered a partnership with another international academic institution, Bloomfield College, bringing their students to SA for a short period to interact with Inkululeko learners and their programmes. All these partnerships assist in bringing diverse resources to the organisation.

Financial support

Inkululeko currently has 75 individual donors which increased dramatically after they held an event at the South African Consulate in New York City in May 2018. These individual donors give funding which range from \$20 to \$3,000. Due to this, the organisation has managed to raise enough funding (R3,945,504.44) to cover and exceed their budget for the current financial year (R262,020.00).

South Africa Case Studies D

UBunono Foundation

Brief Overview

Established in 2013, UBunono Foundation was registered as an NPO focusing on Youth Development in 2014. The organization is situated in Uitenhage, with their target beneficiaries being poor communities. For support, they are partnered with institutions/stakeholders such as VW car manufacturing, Algoa FM and SANCA. They also help/participate in initiatives run by other organizations that speak to the vision and values of the foundation. The organisation currently runs five programmes five days a week that are centred around youth empowerment, leadership and growth, and are run by a team of 12 individuals who also act as programme facilitators. This team is trained by external and well-known organizations, namely Shine from Cape Town, Early Inspiration from Port Elizabeth, and Nalibali from Uitenhage. UBunono have the following active programmes:

1. Leadership Development Programme

Develops and strengthens the character of the youth by providing the right tools to sustain themselves and accomplish their goals. This is done through; workshops/seminars/dialogues, providing support and advice, mentorship programmes, peer support forums and sports, music, arts & culture activities.

2. Bursary Programme

This programme mobilises resources – sponsorships or financial support from government, corporate companies and individuals – to assist financially disadvantaged individuals who exhibit academic potential to further their education.

3. Life Skills Programme

The programme guides youth in order to make informed life decisions, and helps them feel empowered to develop a sense of self-worth, determination and realisation that they have purpose and can rise above any challenging circumstances.

4. Literacy Programme

The programme addresses the problem of a lack of afterschool recreational activities by offering a safe space for the youth to participate in recreational activities to improve their literacy. This programme also aims to create environments that are conducive to learning whilst partnering with local, minimally resourced schools.

Participants & Skills

UBunono's programmes work predominantly with learners from grades R-12, aged between 3 and 20. They do however also have a small number of young adults (post-school) who participate in two of their programmes, namely the Leadership Development programme and the Bursary programme. Some of the skills taught in this programme are, computer and Internet literacy, various communication etiquette (telephone, emails, interviews) and conflict resolution. Additionally, learners are given the opportunity to attend career guidance expos, education tours in different government institutions, job shadow, create CV's and job hunt. Such skills are so necessary especially for youth living in impoverished Eastern Cape communities who see no way out of their socio-economic challenges. This programme works with 60 learners and requires a lot of resources to manage and run.





TARGET 2-1  UNIVERSAL ACCESS TO SAFE AND NUTRITIOUS FOOD	TARGET 2-2  END ALL FORMS OF MALNUTRITION	TARGET 2-3  DOUBLE THE PRODUCTIVITY AND INCOMES OF SMALL-SCALE FOOD PRODUCERS	TARGET 2-4  SUSTAINABLE FOOD PRODUCTION AND RESILIENT AGRICULTURAL PRACTICES
TARGET 2-5  MAINTAIN THE GENETIC DIVERSITY IN FOOD PRODUCTION	TARGET 2-A  INVEST IN RURAL INFRASTRUCTURE, AGRICULTURAL RESEARCH, TECHNOLOGY AND GENE BANKS	TARGET 2-B  PREVENT AGRICULTURAL TRADE RESTRICTIONS, MARKET DISTORTIONS AND EXPORT SUBSIDIES	TARGET 2-C  ENSURE STABLE FOOD COMMODITY MARKETS AND TIMELY ACCESS TO INFORMATION

Zero Hunger, Ethiopia

Traditional Eating Habits:

Achieving Zero Hunger is the most difficult SDG that the world faces today, with the global South bearing the brunt of the consequences. Although it has been exacerbated by climate change, conflict, and COVID-19 in Ethiopia, other contributing factors make achieving this SDG even more difficult. Ethiopia has a very conservative and religious population and places strict restrictions on specific diets. Furthermore, in remote communities where the majority of the population resides, women and children eat less than men, and the nutritional needs of pregnant women are traditionally constructed. Hence, tradition disproportionately affects women and children and highly contributes to stunted and wasted growth.

On the other hand, traditional values including high regard for food, and responsible consumption positively contribute to the SDG2 targets. For example, due to the high indigenous knowledge and practice of organic farming, fewer harmful substances are added to food products that go into local markets and exports. In addition, it is taboo to throw away food, responsible consumption has been a long-standing moral value among communities.

Government Policies:

Ethiopia is an agrarian state, with the agricultural sector leading the economy and engaging over 75% of the population, most of whom are engaged in subsistence farming integrating both crops and livestock. Most of these farms are highly dependent on nature, where seasonal rainfalls affect crop yield, making a majority of the population vulnerable to climate change and other natural and manmade disasters. This has been proven to be true as the effects of Covid, internal conflict, and climate change left a devastating impact where over 20% of the population needed emergency food aid in 2022.

The government of Ethiopia has taken numerous steps to improve the agricultural sector since the 1990s. This includes the diversification of crops and expansion of large-scale private farms. While large-scale farms have contributed to the overall development of the agricultural sector, it has led to a mass eviction of farmers who have lost their land, with little compensation and without the skills and training to get employment in modern farms or other sectors.

Human Rights:

In Ethiopia, the right to food has not been constructed as a fundamental human right in a way that is interpreted by international human rights instruments. Hence some Ethiopian authors argue that unless food is considered an absolute human right, Zero Hunger can never be achieved in Ethiopia.

References: <https://journals.sagepub.com/doi/full/10.1177/20503121221133935>

The right to food

International Covenant on Economic Social and Cultural Rights

Article 11

1. The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing, and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international cooperation based on free consent.

2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international cooperation, the measures, including specific programs, which are needed:

(a) To improve methods of production, conservation, and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition, and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources;

(b) Taking into account the problems of both food-importing and food-exporting countries, to ensure an equitable distribution of world food supplies in relation to need.

Constitution of the Federal Democratic Republic of Ethiopia

Article 90. Social Objectives

1. To the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food, and social security

Activity questions, Ethiopia

Answer Ethiopia or Germany based on the indicators of achieving Zero Hunger

1. This country has the lowest prevalence of stunting in children
2. This country has a lower Human Trophic level
3. This country has a high prevalence of obesity
4. This country exports less hazardous pesticides
5. This country has a high cereal yield



Indicators

- ↓ Prevalence of undernourishment
- → Prevalence of stunting in children under 5 years of age
- → Prevalence of wasting in children under 5 years of age
- ↑ Prevalence of obesity, BMI ≥ 30
- ↑ Human Trophic Level
- ↓ Cereal yield
- → Sustainable Nitrogen Management Index
- ● Exports of hazardous pesticides



Indicators

- ↑ Prevalence of undernourishment
- ↑ Prevalence of stunting in children under 5 years of age
- ↑ Prevalence of wasting in children under 5 years of age
- ↓ Prevalence of obesity, BMI ≥ 30
- ↓ Human Trophic Level
- ↑ Cereal yield
- ↓ Sustainable Nitrogen Management Index
- ● Yield gap closure
- ● Exports of hazardous pesticides



TARGET 13-1	TARGET 13-2	TARGET 13-3	TARGET 13-A	TARGET 13-B
STRENGTHEN RESILIENCE AND ADAPTIVE CAPACITY TO CLIMATE RELATED DISASTERS	INTEGRATE CLIMATE CHANGE MEASURES INTO POLICIES AND PLANNING	BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE	IMPLEMENT THE UN FRAMEWORK CONVENTION ON CLIMATE CHANGE	PROMOTE MECHANISMS TO RAISE CAPACITY FOR CLIMATE PLANNING AND MANAGEMENT



Indicators

- ↑ CO₂ emissions from fossil fuel combustion and cement production
- ↑ CO₂ emissions embodied in imports
- ● CO₂ emissions embodied in fossil fuel exports



Hope Foundation
Petersburger Str. 92
10247 Berlin

www.hope-found.org