



Global Responsibility Education



A collection of non-formal methods within Human Rights, Climate Change, Poverty and Global Health

This compendium of methods is intended to help youth workers to promote Global Responsibility amongst young people.

The compendium has been developed as part of the project Global Footprints, coordinated by the Danish United Nations Association and co-funded by the Erasmus+ programme of the European Union.



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About the Danish United Nations Association

UNA Denmark is a cross-political non-governmental organisation that takes a critical and constructive stance to questions relating to the UN. The objective of UNA Denmark is to encourage public interest in the UN and to increase the understanding for interdependence of the nations and their joint responsibility for international development.

UNA Denmark cooperates locally, nationally and globally with politicians, organisations and the United Nations Associations of other countries. Within the main issues, UNA Denmark is seeking to influence the political decision making processes and to inform the Danish public about UN-related issues.



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Signature explanation



Objectives of the method



Material needed for the exercise



Duration



Group size



Target group

1. Human Rights



UN Photo/Jean-Marc Ferré

Method n° 1



Human Rights Bingo (quiz)



Objectives:

- To learn about universal human rights and their relevance for everyone, everywhere.
- To develop listening and critical thinking skills.
- To encourage respect for other people and their opinions.



Materials and preparation:

- One copy of the quiz sheet and a pencil per person
- Flipchart paper and markers
- Make a copy of the quiz sheet on a large sheet of paper or flipchart paper.
- Familiarise yourself with the basic rights listed in the Universal Declaration of Human Rights and the Convention on the Rights of the Child.



60 minutes



From 8 participants



From 13 years

Instructions

The method uses a quiz as variation of the game, Bingo!, in which people share their knowledge and experiences on human rights.

Hand out the quiz sheets and pencils. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box.

The pairs then split and find others to pair up with. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question.

Whoever gets an answer in every box first shouts out "Bingo!" they win.

Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage.

When the chart is complete, go back and discuss the answers in each box more fully.

Debriefing:

Debrief based upon the questions below:

- Were all the questions related to human rights? Which rights?
- Which questions were the hardest to answer? Why?
- Which questions were the most controversial?
- How did people know about human rights and human rights violations?
- How can small, local actions address global human rights issues?
- What can you, as young people, do to raise awareness on human rights issues?

- What can we do to protect human rights?
- Do we have a responsibility to address issues that are happening far away from where we live? Why/why not?
- Do our local actions ever contribute to global human rights violations? If yes, when? What can we do about that?

Key messages:

Our local actions can have global effects. Think about your global footprints and promote human rights.

Follow up suggestions:

Take one or two of the answers that provoked controversy and discuss the real-life dilemmas that there are when trying to develop a culture of respect for human rights.

Acknowledgements:

This method was reproduced from "Compass. A manual on human rights education with young people", Council of Europe, 3rd edition.

Printouts:

The name of a document that proclaims human rights	A special right all children should have	A song / film / book about human rights
A right denied to some people in your country	A human right that has been denied to you personally	An organisation that fights for human rights
A duty we all have in relation to our human rights	An example of discrimination	A right sometimes denied to women
Someone who fights for human rights	A violation of the right to life	An example of how someone's right to privacy may be violated
A human right that is often denied to young people	A group or community whose freedom from discrimination is often violated in your country	An example of a violation of the right to a safe environment in your community

Method n° 2



Religion and Culture vs Human Rights (group work)



Objectives:

- To reflect upon the value of culture, but understand that some cultural practices are harmful and infringe upon human rights.
- Reflect upon ways to eliminate harmful cultural practices.
- To value the need to protect human rights.



Materials and preparation:

- Printout of the Universal Declaration of Human Rights
- Flipchart
- Markers



90 minutes



Any



From 13 years

Instructions

This activity aims to make the participants reflect upon how harmful cultural practices violate basic human rights.

Introduction: 15 minutes

Make a short introduction to universal human rights and ask the participants which human rights they can list. Introduce them to the Universal Declaration of Human Rights and highlight Article 22:

“Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality;”

and Article 27 (1):

“Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.”

Explain to the participants that cultural rights is an important component of human rights but that they are not unlimited, as they must not infringe other human rights (see UNESCO, <http://www.unesco.org/new/en/culture/themes/culture-and-development/the-future-we-want-the-role-of-culture/culture-and-human-rights/>).

In plenary, make a brainstorm on harmful cultural practices which will serve as the basis for the group work.

Group work: 45 minutes

Divide the participants into groups of 4-6 people.

Handout a copy of the Universal Declaration of Human Rights and a piece of flipchart paper for each group. (The text of the declaration can be downloaded at <http://www.un.org/en/universal-declaration-human-rights/>).

Ask the groups to identify a harmful cultural habit that is practiced within their country. Ask the groups to find out which human rights are being violated through the cultural practice that they have identified.

Ask the participants to discuss why this harmful cultural practice exists and why it is still being practiced despite the harm it causes. Ask the groups to think of solutions to stop this harmful practice.

Ask the groups to present their findings in plenary.

As a conclusion to the activity and the discussion of culture and human rights, you can use this video: The Elders, “Hina Jilani: ‘cultural understanding’ does not mean condoning harmful practices,” <https://www.youtube.com/watch?v=D54izlcBjeA>.

Debriefing:

Gather the participants and discuss the importance of eliminating harmful cultural practices and the ways in which young people can help in that process. Ask the participants questions such as:

- When is a cultural practice considered harmful?
- Who is affected by harmful cultural practices? Is it only those that are direct victims of the harmful practice that are affected?
- What are the local and global impacts on cultural harmful practices?
- What can be done to minimize or eliminate harmful

cultural practices?

- Would it work to ban these practices? Why/why not?
- Do we have a global responsibility in combatting harmful cultural practices? Why/why not?
- If yes, what can individuals or youth organizations do to fight harmful cultural practices?
- How can young people raise awareness upon harmful cultural practices?
- Which local actions can we do to make sustainable global footprints in this regard?

Key messages:

Cultural rights are important, but cultural practices that are harmful and infringe human rights should not be tolerated.

Method n° 3



Girls not Brides



Objectives:

- To identify and understand drivers of child marriage.
- To reflect upon the global impact of child marriage.



Materials and preparation:

- Flipchart
- Tape
- Markers
- Projector
- A computer
- Internet access



2 hours



Up to 30 participants



Age 14-25

Instructions

Start by asking the young people whether they know any girls who got married before the legal marriage age. Ask them what they think about child marriage and how big this phenomenon is present in their country.

Present the fact situation by using data from Girls not Brides website specific to your country <https://www.girlsnotbrides.org/where-does-it-happen/>.

Ask the group what do they think about these numbers: are they big, acceptable, worrying?

Conduct a group discussion to identify the causes/ drivers of child marriage in your country. You may also find specific information for your country on the website www.girlsnotbrides.org. As drivers you may identify cultural practices, poverty, religion beliefs, lack of education, gender inequalities.

Ask the participants to identify consequences of child marriage in regards to Health, Economy, Education, Human Rights. Learn about the impact of child marriage from <https://www.girlsnotbrides.org/what-is-the-impact/>. You may identify as consequences complications in pregnancy and childbirth, domestic violence, poverty.

Divide the participants in groups of 4-5. Give them a list of Sustainable Development Goals (SDG). If the group is not familiar with the Goals, give them a short introduction. Find information at: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

Ask the group to identify SDGs hindered by child marriage. Ask them to explain why and how child marriage affects the achievement of these Goals.

Give each group time to present their findings. Summarise the findings. If you have access to internet and a projector, conclude with the video "Ending child marriage is key to achieving the SDGs" (https://www.youtube.com/watch?time_continue=70&v=OHjqASt2C5w).

Debriefing:

- What did you learn from this exercise?
- How do you look at child marriage now?
- Who is benefiting from child marriage?
- Who is harmed by child marriage?
- Is child marriage, in any way, related to Human Rights? What Human Rights are violated through child marriage?
- Who is responsible to end child marriage?
- Can you prevent child marriage of girls in your family, neighbourhood? What is needed to change this practice in your country?
- Why is it important to end child marriage at home and globally?

Key messages:

Child marriage affects not only the girl going into marriage, but also the world. We do not stop poverty through child marriage but enhance it. Education is important in preventing child marriage.

Tips for facilitators:

The method can be modified to address other consequences of child marriage, e.g. what Human Rights are violated by child marriage. See Resource List for inspiration.

Method nº 4



The Story of a King and a Queen



Objectives:

- To examine the lives of men and women in a comparative way.
- To initiate a discussion on the possibility of reversal of gender roles and qualities.



Materials and preparation:

A ball



45 minutes



From 5 participants



Ages 15 to 25

Instructions

Ask the group to form a circle. Explain to them that they are going to construct biographies of two imaginary people, first the queen, then the king.

Give a ball to someone in the group. Ask the person to throw it, quickly, to anyone in the group. The person catching the ball has to say something about the life of the queen, but by describing events (from birth to death) they associate with the king's life. (Example: "The queen enjoyed war and the sight of blood.")

The person then throws the ball to another participant, who has to say something about the king's life, but describing something they associate with the queen. (Example: "The king always stayed behind the curtains in the inner quarters.")

As the ball passes hands, a story is built by reversing the roles and qualities of the king and queen.

Debriefing:

As a group, go through the life events of the king and queen and discuss how the exercise was: easy or difficult. Ask the following questions:

- Did they find the exercise amusing? If so, why?
- What are the roles expected of men and women? Which of these are natural and which of these are learned?
- Why do we find it funny when these roles are reversed?
- Do the roles have to be so different? Why are they different?
- What Human Rights are challenged by gender stereotypes?
- Does gender stereotyping have a social and economic impact? Why?

Key messages:

Everyone's potential should be allowed to flourish.

Tips for Facilitators:

You can continue with a second part on this exercise where you divide the participants in groups and ask them to work a presentation on how gender stereotyping have a social and economic impact.

Acknowledgements:

This is an adjusted method from "CARE Gender, Equity, and Diversity Training Materials. Module 4: Gender Training". CARE's Gender Equity and Diversity Training Materials. Copyright 2014 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.

Method n° 5



Access to Medicaments



Objectives:

- To raise awareness about the right to health, particularly access to affordable medicine and the treatment and prevention of HIV/AIDS.
- To foster solidarity and ideals of justice.



Materials and preparation:

- Flipcharts and pens
- Trial role cards
- Instructions for small group work, one per participant
- Small cards (10 cm by 6 cm), one red and one green card per participant
- Space for plenary and small group work
- For part 1:
 - Make copies of the trial role cards. You need one role card per person.
- For part 2:
 - Make copies of the instructions for small group work, one per participant.
 - Make one red and one green card per participant.



3 hours



16-40 participants



Ages 15 to 25

Instructions

This activity is a simulation based on the 2001 “AIDS drug” trial in South Africa. It addresses issues of:

- HIV/AIDS and access to medicines
- How to resolve conflicting claims to rights

The activity addresses as well the right to health, the rights to life and dignity, the right to the protection of the moral and material interests resulting from scientific production.

This activity is in two parts. Part 1 is a simulation of the trial and part 2 is a consensus-building phase.

Part 1. The trial (total time 65 minutes)

Set the scene. HIV/AIDS is a very serious epidemic throughout the world. It is a big issue in South Africa where millions of poor people are suffering and dying unnecessarily because they cannot afford the expensive drugs they need. Their only alternative is to use cheaper copies of the drugs. The leading pharmaceutical companies are against this. They wish to protect their property rights and so they have joined forces to prevent any State from copying their products and selling them at cheaper prices. They have started legal action against the South African Government, which is distributing and selling cheaper copies of anti-HIV/AIDS drugs.

Explain that participants will be involved in simulating the first part – or the preliminary hearing – of a trial that took place in South Africa in 2001. The questions are: Is the right to property a valid argument to jeopardise the right to life and dignity of a group of people? Are the rights to life and health a valid argument for overriding the right to property?

Divide the participants into four groups to represent Pharma Inc., the South African Government, members

of the Treatment Action Campaign and Judges.

Distribute the trial role cards to the appropriate groups. Give the groups 25 minutes to read their role cards and prepare their cases and/or questions for the trial. Each group must also select a spokesperson to represent the group and one or two resource persons to back the spokesperson up and help answer questions during the trial.

Once each group is ready, invite people to come back into plenary. They should remain in their four groups.

Now Pharma Inc., the S.A. Government and TAC each have 5 minutes to present their positions and raise any questions. The judges should introduce each of the groups and in turn give them the opportunity to speak.

The judges themselves now have 10 minutes to address any questions raised by the groups, to answer any procedural questions posed to them and to summarise the different arguments and positions.

Part 2. Consensus-building phase (total time 100 minutes)

Ask participants to divide themselves into small groups, each of four people. In each group there should be one former member of Pharma Inc., one former member of the S.A. Government, one former TAC group member and one former judge.

Hand out the copies of the instructions for small groups, and one red and one green card to each participant. Check that everyone understands what they have to do and that they know the purpose of the coloured cards and how to use them.

Give the groups 30 minutes to try to reach a consensus on how to resolve the conflicting claims.

Call everyone back into plenary and ask them to report back on the results of their discussions. Give each group 5 minutes to present their report. Note the main solutions and issues on a flip chart. When all groups have reported their positions/solutions, move on to a discussion about the decision-making process.

How easy was it to reach a consensus?

What are the strengths and weaknesses of this approach?

Was there a tension between trying to agree a solution and trying to include all members of the group in the decision?

Which were the most burning issues?

You could ask: You may like to end this phase of the activity by reading out the following extract from the court's ruling on 19 April, 2001.

"The purpose (...) to promote cheaper access to drugs (...) is a commendable purpose, and, in the context of the HIV/AIDS epidemic, a constitutional obligation of the highest order linked to the duty of the State to respect, protect, promote and fulfil a number of fundamental rights including the rights to human dignity and life (held to be the source of all other rights) (...) There is no merit to the (...) challenges to the Act made by the applicants (i.e. pharmaceutical companies)."

Debriefing:

The evaluation already started during the discussions in part 2. Now continue by encouraging the participants to reflect on the overall process and then go on to identify the key human rights issues behind the trial. Key questions may include:

- Had participants heard about this case before?
- What were their first thoughts about the case at the beginning of the activity?
- How did participants' understanding of the issues change as the activity proceeded?
- How do people compare the two forms of decision-making process, the adversarial and the consensus? Which produces the most satisfactory results? How do you define a successful result?
- What were the key human rights issues behind the trial?
- It often happens that claims to different human rights have to be weighed against each other. How would you prioritise different claims? What criteria would you use?
- What are the implications of the outcome of the trial for HIV positive people where you live? For instance, are generic medicines available?
- What is being done to inform the public about HIV/AIDS where you live? What more

could and should be done?

Key messages:

HIV is a major global health problem. Although there is no cure for HIV infection, drugs can control the virus and help prevent transmission. Thus, people with HIV, and those at substantial risk, can enjoy healthy, long and productive lives.

Acknowledgements:

This method was reproduced and adjusted from "Compass. A manual on human rights education with young people", Council of Europe, 3rd edition.

Printouts:

Trial role card: Pharma Inc.

You are a group of senior Pharma Inc. executives. Your company is one of the world's leading producers of pharmaceuticals. You have bought the rights for the commercialisation of key HIV- and AIDS-related medicines. You need to maintain your profit margin and to please your shareholders. Thus you wish to protect the company's right to set the selling price of your products, keeping in mind the research costs, production costs, and the wages of your work-force. To allow another company to simply copy and sell your products at a lower price would jeopardise your profit and the sustainability of your company. You have therefore joined forces with other leading pharmaceutical companies to prevent any State from allowing the copying and selling of your products at cheaper prices, and to sue them if necessary. You have started legal action against the South African Government.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

Trial role card: South African Government

You are senior officials in the South African Government. Your government is trying to respond to the request of the pharmaceutical companies who have started legal action against you. Pharma Inc. is trying to prevent any State from allowing the copying and selling of their products at cheaper prices, that is, below the retail price of their own products. In principle you agree with Pharma Inc's. position.

However, popular movements, led by the Treatment Action Campaign (TAC), claim that it is a constitutional obligation by the State to provide cheap access to drugs, particularly in the context of the HIV/AIDS epidemic. You have responded to popular political pressure and have started to allow the import of cheaper (copied) drugs from countries such as Indonesia.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

Trial role card: Treatment Action Campaign (TAC)

You are a group of activists representing the Treatment Action Campaign (TAC), South Africa. The Campaign claims that the State has the responsibility to provide cheap access to drugs, particularly in the context of the HIV/AIDS epidemic. The government has responded and has started importing cheaper drugs.

You also claim that it is the responsibility of the State to make financial provisions for patients and organisations struggling with HIV/AIDS diseases. However, the South African Government has been brought to trial by pharmaceutical companies to prevent any copying and selling of their products at cheaper prices. Therefore, you have decided to join forces with the government to defend the role of the State in providing cheap access to drugs.

You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

Trial role cards: Journalists (Optional – see “variations” below)

You are a group of journalists and you are in charge of covering the trial. Your task is to report on the trial and present all points of views. You have access to the separate meetings organised by the different parties: judges, TAC, South African Government and Pharma Inc. When you attend the meetings you may only observe; you may not disturb, interrupt or contribute to the work of the groups. You may, however, carry out individual interviews if it does not disturb the process of the meetings. You can also take pictures and you will have access to a computer, printer and the Internet to produce your work.

You will present the results of your work at the end of the trial. You can choose the format, for instance a blog, a tweet, a newspaper article or a radio or TV broadcast. You will have 10 minutes to present your report.

Trial role card: Judges

You are the group of judges who are presiding over the attempt by leading pharmaceutical companies to prosecute the South African Government and to prevent it from allowing the copying and selling of their products at cheaper prices. Activists representing the Treatment Action Campaign (TAC) are defending the government position.

Your role is to invite the three parties in turn to present their respective positions. At the end of the presentations you should not make a judgement or come to conclusions. Your job is to help to clarify issues and to summarise the arguments in support of the conflicting claims.

The core of the problem is how to resolve conflicting claims to human rights. The defence (the government and TAC) claim the rights to life and dignity, and the prosecution (Pharma Inc.) claim the right to property. The official court records put it like this:

"The rights to life and dignity are the most important of all human rights, and the source of all other personal rights. By committing ourselves to a society founded on the recognition of human rights, we are required to value these two rights above all others. And this must be demonstrated by the State in everything that it does, including the way it punishes criminals."

Versus

"The right to property is protected by section 25 of the South African Constitution which states the following: "Property 25 (1) No one may be deprived of property except in terms of law of general application, and no law may permit arbitrary deprivation of property".

You should prepare questions to the three parties. You will have ten minutes to ask your questions and listen to the answers.

Instructions to the small groups for part 2

You are a group of four people, each one a representative of one of the four parties:

- Pharma Inc.
- The South African Government
- Activists representing the Treatment Action Campaign (TAC)
- The judges in the case.

Instructions

1. In turn, each person should identify themselves and the party they represent, that is, the role they are playing.
2. Next, each person should indicate their feelings about the situation at the end of the trial. If they think that it will be easy to find a solution, they should show a green card, and if they think it will be difficult they should show a red card. (The purpose of using the cards is to help everyone be more aware of how the consensus-building process is going.)
3. Now your task is to try to come to a satisfactory decision, based on consensus among the four members. You should take the discussion in rounds. The judge chairs the discussion and presents his/her position last.
 - Round one: state your position
 - Round two: present your ideas for a solution
 - Round three: negotiate on the proposed solution
4. Listen carefully to each other. At the end of each contribution you should show your colour card to indicate how you now feel about the prospects for reaching a satisfactory solution.
5. At the end of the consensus process, choose one person to report the results back in plenary.

Method n° 6



Imagine this...



Objectives:

- To create empathy with those different (e.g. LGBT/Albino).
- To understand where believes about LGBT/Albino come from.
- To inspire a critical opinion upon cultural and religion believes.



Materials and preparation:

- Computer for music
- Speakers (optional)



60 minutes



From 5 participants and up



Ages 15 to 25

Instructions

This exercise encourages the participants to think about what life is like for someone who may perceive themselves as gay, lesbian, bi-sexual or transgender.

You will take the participants through an imaginary process. Create a comfortable atmosphere. Have participants sit comfortable in circle, on the floor. Put some soft music. Do some breath in exercise to prepare the group. When the group is ready, read the followings out-loud to the group:

"Close your eyes. Imagine that you have met the perfect person...a soul mate. You love spending time with them... they make you laugh...they make you complete. You ache when you are away from this person for an extended period of time. You are totally and completely content and happy, and could think of nothing better than spending the rest of your life with this person...telling and proclaiming to the whole world your love for this one special someone. There is only one catch, though...you can't tell ANYONE!! You can't bring this person home to meet your parents and family, and you can't tell any of your other friends about this person.

Think about how this would make you feel?

Now imagine that you are sitting alone in your residence hall room, and you are cuddling with this special person. A group of your "friends" from down the hall come knocking at the door. You and that special someone jump to opposite sides of the couch before telling them to come in. They are so excited. They know that you never really "go out" and they say they have found a wonderful "date" for you.

How does this make you feel? How does this make your "special someone" feel?? What do you do?? Do you go?? Do you not go?"

Allow a minute, then ask the group to open their eyes. Continue with debriefing.

Debriefing:

- How did this exercise make you feel?
- What would you wish for the characters in the story?
- Can this be a real situation? Do you know anyone in a similar situation? How do you feel about that?
- How would you feel to be judged for your feelings?
- Who is the character in the story? (After participants' inputs, reveal that the person was a LGBT).
- What are the believes about LGBT people? Where do these believes come from?
- When did you first time heard about LGBT people? What where you told? By whom? How that experience influenced your opinion on LGBT?
- Who are the local opinion influencers on LGBT?
- Is it just to deny someone the right to private life?
- Are judgements on LGBT a human rights issue? Why? Why not?

Key messages:

"To deny people their human rights is to challenge their very humanity." (Nelson Mandela)

Tips for facilitators:

Addressing LGBT rights in your context may be risky. Make sure to create an environment where everybody's opinion can be voiced and respected.

Find in the Resource List of this Compendium links to other methods to discuss the rights of LBGT. You may use this method to discuss Albinism.

Acknowledgments:

This an adjusted method from University of Southern California, Lesbian Gay Bisexual Transgender Resource Center. See: <https://lgbtrc.usc.edu/education/activities/>.

2. Climate Change



UN Photo/WFP/Phil Behan

Method n° 1



Drama about Pollution



Objectives:

- To address local pollution issues.
- To engage youth in finding solutions to pollution problems through theatre, music or dance.



Materials and preparation:

- Time to observe and discuss with local community before the drama
- Space for conducting the drama
- An audience for theatre performance
- Theatre group needs to identify the critical issues around local pollution and prepare the drama.



2 hrs



10 -25 years old



From 25 persons and up

Instructions

Divide participants in groups of 6-8 to form the theatre groups.

Have the theatre groups to identify local pollution issues through observation and by asking local community members. Local issues could for example be waste disposal, recycling, industrial pollution, how individuals/communities can minimize waste, avoiding use of banned material.

Have the theatre groups to prepare and give the audience an introduction to the local pollution issue.

Debate with audience about the pollution issue and the performance – focus on global perspective, local vs. global. Encourage participants/audience to come up with 10 examples of how they can make a difference in relation to the theme. The debate should conclude with agreements on action points on how to deal with the local pollution issues.

Debriefing:

After the debate, the facilitator should sum-up the action points and give the participants an opportunity to express their thoughts about the drama. You may ask the following questions:

- What did you see/observed?
- What would you say is the most important thing you learned from this experience?
- What will you do differently in your daily life as a result of this experience?
- What can you do to address the pollution issue in our communities?

Key messages:

Environmental conservation is vital. Pollution directly affects the health and welfare of individuals and communities. Everyone has a responsibility to take action on pollution.

Method n° 2



Clean-up Campaign



Objective:

To raise awareness about the effects of environmental pollution and clean up the local community.



Materials and preparation:

- Promotional materials to promote the event in advance (banners, flyers, posters, radio and TV, social media)
- Gloves, bags, bins
- Prepare and promote the event in advance in the local community, e.g. via posters, flyers, radio, TV, social media.



3-8 hrs



Youth (age 10-25) in local area affected by waste or pollution



From 2 persons and up

Instructions

The method explores the extent to which members of the local community engage themselves in environmental protection.

Choose a theme for the event, if relevant. Advertise the event one month in advance through social media, posters, radio, TV and other available communication channels. Relevant information material could include facts about decomposition of waste, incl. a timeline of how long it takes for different kinds of waste to decompose (e.g. apple core, cigarette butt, plastic bottle).

If relevant, ask participants to keep a diary of their waste pattern for a period of time before the event. What have they discarded? Why was it discarded? Could it have been used for something else or by someone else?

Contact district health offices or others to get gloves and sanitation equipment, e.g. hand-sanitizer. Bring a first aid kit in case of accidents.

Choose an area that needs to be cleaned up. Coordinate with owners or government officials from the selected area.

On the day of the event, brief volunteers and hand out equipment. Ensure that the event is carried through safely. If possible, introduce an element of competition, e.g. "Create with your trash" (reuse suitable trash for art etc). If participants have kept a diary, discuss the waste patterns and how they can change these.

Take pictures from the event to post on social media, in newsletters etc.

Observe how many members of the local community get involved in the campaign.

Debriefing:

After the clean-up, gather the participants for a discussion about the significance of the event, their involvement and impacts of pollution. Base the debriefing on the following questions:

- What thoughts did the activity trigger in you?
- What motivated you to continue cleaning the area? What does it mean to you?
- What is the local impact of environmental pollution? What are the global effects of local pollution?
- What can be done to address these effects?
- What will you do differently in your daily life as a result of this experience?
- What do you think about the participation of local community in the clean-up? Did people engage themselves?
- What do you think about the number of people who got involved? Why do you think we got this number of people?
- What can we do to increase the awareness on collective responsibility in our communities?

Key messages:

Pollution directly affects the health and welfare of individuals and communities. Everyone has a responsibility to take action on pollution.

Method n° 3



Case Competition



Objectives:

- Encourage the youth to take an active role in the prevention of pollution.
- Promote innovation and teamwork.



Materials and preparation:

- Promotional materials to promote the event in advance (banners, flyers, posters, radio and TV, social media)
- Prizes for 1st, 2nd and 3rd place winners in 3 age categories
- Venue and entertainment for prize awarding ceremony
- Refreshments, if possible
- Prepare and promote the event in advance in the local community, e.g. via posters, flyers, radio, TV, social media.



4 weeks incl. a 3 week deadline for competition



Three age groups: 12-15, 16-20, 21-25



2 - 10 participants per case

Instructions

Ask the youth to develop innovative solutions for waste disposal and environmental conservation. The best three proposals in each age category wins a prize.

Communicate the competition to target group, including deadline of 3 weeks. If possible, collaborate with local library or other institutions to reach your target group.

Set up committee to judge the participant entries and find winners in each category.

Organize an award ceremony, including entertainment and refreshments, if possible Winners will have time to present their case during the ceremony. Find prominent figure to facilitate the event.

Find prizes for all winners, e.g. in collaboration with local sponsors (preferably, something sustainable that makes a positive difference, e.g. a tree to plant on a central place).

Announce winners through communication channels.

Follow up on the ideas from the cases and support the groups in implementing their projects.

Debriefing:

Evaluate the number of groups participating and the quality of the cases. Debrief with the group based on the following questions:

- What motivated you to take part in the competition?
- What struck you the most in relation to the ideas in the competition?
- What has inspired you regarding today's event?
- Who do you think is responsible of taking action on pollution? Why?

- What can be done to get the society actively engaged in addressing global issues?

Key messages:

Everyone has a responsibility to take action on pollution. Innovate to save the environment.

Method n° 4



Role play on Deforestation



Objectives:

- To create awareness of the dangers of deforestation.
- To encourage the youth to take part in conserving and replanting forests.



Materials and preparation:

- A list of characters, including their positions and statements on deforestation
- Positions and statements should be short to allow the participants to prepare for their role in 10-15 minutes.
- Prepare a list of characters for the role play based on local issues.



1-2 hrs



Youth (age 15-20) in local area affected by deforestation



2 - 10 participants per case

Instructions

Create a list of characters relevant for the local deforestation. Characters can include:

- a woman fetching firewood ("I need firewood to cook and feed my family");
- a man making charcoal ("I need firewood to make a business and earn money");
- a man burning bricks ("I need firewood for burning bricks");
- a local government official ("we're considering a ban against cutting down trees in this area");
- an environmentalist ("cutting down trees will hurt your environment and cause long-term damage to the wildlife, agriculture and water supply");
- a person promoting new and more efficient technologies ("this new highly efficient oven will minimize your firewood usage considerably");
- a woman selling mushrooms from the local forest ("my mushrooms grow on the trees you're cutting down, so you're killing my source of income");
- and a youth leader ("you're cutting down trees and destroying MY future").

Alternative 1:

The fashion industry is a major polluter. Characters in this regard could be:

- employee at recycling station ("the amount of clothes being discarded has increased significantly");
- environmentalist consumer ("I only buy eco-friendly clothes or recycled clothes");
- bad consumer ("I buy new clothes every month and throw it out after I've used it a few times");
- worker at clothing factory in Bangladesh ("I'm paid very little to work under questionable conditions 6 days a week").

Alternative 2:

The palm oil industry is a major polluter. Characters in this regard could be:

- young person buying a Big Mac at McDonald's ("I don't care if they cut down rain forests to grow palms

for oil, I just want my burger");

- zookeeper at orangutan rehabilitation centre ("orangutans are losing their natural habitat because rain forests are being cut down to plant palm oil trees");
- worker at palm oil plantation ("I'm paid very little to work under questionable conditions 6 days a week").

Divide the characters between the participants and give them 10-15 minutes to prepare. Ask the group to discuss deforestation based on their characters.

Questions can include:

- Why are you cutting down trees?
- What will be the consequences for you and others?
- What are the alternatives for cutting trees?

Alternative:

Ask all participants to mark all materials in the room that are likely to be made from local tree sources.

Discuss alternatives to cutting down trees.

Debriefing:

After the role play, ask the group to discuss the outcome and the insights they gained during the simulation. The following questions can be used:

- What struck you the most regarding the activity?
- Can you think of some examples that are primarily contributing to deforestation? What can be the possible solutions to these problems?
- What impacts do you think deforestation has on our community and on ecosystems?
- What did you learn as a result of this activity?
- What will you do differently starting today?

Key messages:

Deforestation affects everyone. Many people rely on forests in different ways.

Method n° 5



Community Dialogue



Objectives:

- To create awareness of the dangers of deforestation.
- To encourage youth to discuss and participate in forest conservation.
- To encourage communities to find local solutions to deforestation.



Materials and preparation:

- A piece of charcoal or a brick
- 1-2 facilitators and a venue
- Observe local area and detect issues that can be used as basis for the dialogue session.



90 minutes



Local community affected by deforestation. Age 15 and up



20-50 persons

Instructions

The facilitator opens a discussion about the use of charcoal or bricks and the connection between this to deforestation.

Facilitator asks participants how they are connected to charcoal or bricks and discusses the implications of their actions.

Lead a discussion about negative impact of their actions.

Have the participants to brainstorm ideas for action to address the challenges.

Debriefing:

After the activity, gather the participants in one circle and ask them the following questions:

- What struck you the most about today's discussion?
- What did you learn as a result of this activity?
- What is one word you can use to describe how you feel about today's activity?
- What will you do differently in your daily life as a result of this experience?
- What can be done to increase the sense of "global responsibility" in addressing environmental problems at the community level?

Key messages:

Our environment is our future. Everyone has a responsibility to take care of our environment.

Method n° 6



Tree Planting



Objectives:

- To create awareness of the dangers of deforestation.
- To encourage youth to take part in conserving and replanting forests.



Materials and preparation:

- Tree seedlings
- Shovels, gloves
- Promotional materials
- Promote the event in advance.



3-8 hours



Local community affected by deforestation. Age 6-16.



From 10 persons and up

Instructions

Choose a theme for the event, if relevant. If possible, organize the event in relation to a national event related to tree planting and/or environmental conservation. This will help amplify your event.

Advertise the event one month in advance through email, social media, posters, radio, TV and other available communication channels. If your event is tied up to a national event, make sure to benefit from this in your promotional activities. Relevant information material could include examples of people or groups who have successfully replanted areas and information on how you can regrow your green waste (e.g. regrow salad, selery etc. by placing the green waste in a little water).

If relevant, make sign up available.

Buy or find donors for tree seedlings, gloves, shovels. Bring a first aid kit in case of accidents. Organize drinks (and food) for volunteers.

Alternative: introduce an element of competition: the person/group who plants the most trees wins a rainforest certificate for 1000 m2 of rainforest.

Find a suited area for planting trees. Coordinate with owners or government officials from the selected area.

On the day of the event, brief volunteers and hand out equipment.

Take pictures from the event to post on social media, in newsletters etc.

Debriefing:

When the event is over, gather the participants to discuss the significance of the event and their involvement, as well as the impact of deforestation. Base the debriefing on the questions below:

- What problems do you think deforestation gives rise to?
- What motivated you to be actively involved in this activity? What does this mean to you?
- What products that you use daily contribute to deforestation? In what ways do these products lead to deforestation? What can you do about it?
- What can be done to prevent future deforestation at the global level?
- What could you say is the most important thing you learned today?

Key messages:

Deforestation is a lead factor to climate change, as the loss of trees prevents nature from absorbing greenhouse gases. Deforestation can also lead to soil erosion, loss of wildlife, and change in rain patterns. Everyone can help to create awareness about the dangers of deforestation and the importance of planting trees.

3. Global Health



UN Photo/Staton Winter

Method n° 1



Quiz on HIV and AIDS



Objectives:

- To reflect upon own knowledge of HIV/AIDS.
- To reflect upon how young people or organisations can create awareness on HIV/AIDS related issues.



Materials and preparation:

- Copies of the printouts (one copy per group of 4-6 participants)
- Flipchart paper
- Glue/tape
- Scissors



45 minutes



From 13 years



Any

Instructions

The aim of this activity is to make the participants reflect upon their own knowledge of HIV/AIDS as well as the access to information and treatment of HIV and AIDS in their country. There might be myths about HIV/AIDS that are difficult to challenge, and therefore, it is important to discuss and challenge these.

This activity is a quiz where participants will work in groups to match commonly asked questions regarding HIV/AIDS with the correct answers. The Q&A is from World Health Organisation (WHO).

Divide the participants into groups of 4-6 people.

Hand out one set of questions and answers on HIV/AIDS from the WHO online Q&A to each group.

Ask the participants to match the questions with the right answers and glue them to a flipchart paper.

When the groups have matched all the questions and answers, go through the answers and see if every group got the right answers.

Discuss each question. Did the participants know the answer already?

Debriefing:

After going through the questions, debrief the activity as a whole. Ask questions such as:

- Were there any of the answers that the participants knew already?
- Were there answers that surprised them?
- Did they learn anything new about HIV/AIDS?
- Why is it important to learn about HIV/AIDS?
- Is there any stigma attached to having HIV or AIDS? If yes, what can be done to change this?
- Are there any myths regarding HIV/AIDS in your country? If yes, how can these be challenged?
- Discuss what issues are most urgent in your country when it comes to HIV/AIDS. Is there enough knowledge upon protection from and treatment of HIV among youth? How is the access to antiretroviral drugs? Other issues?
- Is HIV/AIDS only a problem for those that are directly affected by it? Why/why not?
- Does the global community have a responsibility in combating HIV/AIDS? If so, how can that be done?
- Is there anything we, as young people, can do to help eliminate HIV/AIDS on a global scale?

Key messages:

Even though there has extensive attention to the issue of HIV/AIDS, myths related to HIV/AIDS are still persistent. You can do a difference in combatting these.

Question	Answer
What is HIV?	The human immunodeficiency virus (HIV) infects cells of the immune system, destroying or impairing their function. Infection with the virus results in progressive deterioration of the immune system, leading to “immune deficiency.” The immune system is considered deficient when it can no longer fulfil its role of fighting infection and disease. Infections associated with severe immunodeficiency are known as “opportunistic infections”, because they take advantage of a weakened immune system.
What is AIDS?	Acquired immunodeficiency syndrome (AIDS) is a term which applies to the most advanced stages of HIV infection. It is defined by the occurrence of any of more than 20 opportunistic infections or HIV-related cancers.
How is HIV transmitted?	HIV can be transmitted through unprotected sexual intercourse (vaginal or anal), and oral sex with an infected person; transfusion of contaminated blood; and the sharing of contaminated needles, syringes, surgical equipment or other sharp instruments. It may also be transmitted between a mother and her infant during pregnancy, childbirth and breastfeeding.
How many people are living with HIV?	According to estimates by WHO and UNAIDS, 36.7 million people were living with HIV globally at the end of 2015. That same year, some 2.1 million people became newly infected, and 1.1 million died of HIV-related causes.
How quickly does a person infected with HIV develop AIDS?	The length of time can vary widely between individuals. Left without treatment, the majority of people infected with HIV will develop signs of HIV-related illness within 5–10 years, although this can be shorter. The time between acquiring HIV and an AIDS diagnosis is usually between 10–15 years, but sometimes longer. Antiretroviral therapy (ART) can slow the disease progression by preventing the virus replicating and therefore decreasing the amount of virus in an infected person’s blood (known as the ‘viral load’).
How can I limit my risk of HIV transmission through sex?	<ul style="list-style-type: none"> • Use male or female condoms correctly each time you have sex. • Take antiretroviral drugs for pre-exposure prophylaxis of HIV (PrEP). • Practice only non-penetrative sex. • Remain faithful in a relationship with an uninfected equally faithful partner with no other risk behaviour.
Does male circumcision prevent HIV transmission?	<p>Male circumcision reduces the risk of female-to-male sexual transmission of HIV by around 60%.</p> <ul style="list-style-type: none"> • A one-time intervention, medical male circumcision provides life-long partial protection against HIV as well as other sexually transmitted infections. It should always be considered as part of a comprehensive HIV prevention package and should never replace other known methods of prevention, such as female and male condoms.
How effective are condoms in preventing HIV?	When used properly during every sexual intercourse, condoms are a proven means of preventing HIV infection in women and men. However, apart from abstinence, no protective method is 100% effective.

Question	Answer
What are antiretroviral drugs?	Drugs are used in the treatment and prevention of HIV infection. They fight HIV by stopping or interfering with the reproduction of the virus in the body, reducing the amount of virus in the body.
What is the current status of antiretroviral therapy (ART)?	By mid-2016, 18.2 million people were receiving HIV antiretroviral therapy (ART) globally. While this number illustrates a formidable success in HIV treatment scale up over the past decade, it accounts for only 46% of people who are eligible for ART. More than half of people who need treatment access are still waiting for it.
Is there a cure for HIV?	No, there is no cure for HIV. But with good and continued adherence to ART, the progression of HIV in the body can be slowed to a near half. Increasingly, people living with HIV can remain well and productive for extended periods of time, even in low-income countries. WHO now recommends treatment for all people living with HIV.
What other kinds of care do people living with HIV need?	In addition to ART, people with HIV often need counselling and psychosocial support. Access to good nutrition, safe water and basic hygiene can also help an HIV-infected person maintain a high quality of life.

Method n° 2 : Value clarification on HIV and AIDS



Objective:

To challenge participants' personal values, beliefs and opinions about HIV and AIDS.



Materials and preparation:

- Masking Tape
- 2 A4 sheets of white paper
- Markers



90 minutes



Age 15-24



20-30 participants

Instructions

The exercise gives insights upon participants personal values, beliefs about HIV and AIDS.

Take a masking tape in the front of the conference room. Strap the tape on the floor depicting a straight line separating the activity space in two.

Inform the participants that one side represents the YES, I AGREE statement and the other side represents the NO, I DISAGREE with the statement. If one is not sure if he/she agrees or does not agree with the statement should not go to either of the sides.

Read out loud and clearly a set of statements in relation to HIV/AIDS stigma and discrimination. See the printouts. After reading the first statement, ask the participants to position themselves on the line.

Ask participants to argue for the others to go to their side.

Give an opportunity for one or two members of each side to explain why they have decided to go to a particular side or to change side. Repeat for each statement.

Debriefing:

Get the group in circle and have them reflect on the exercise. You may use questions as below:

- What impact did the exercise have on you?
- What reflections did the exercise trigger in you?
- What questions were the most challenging ones? Why?
- What did you learn from the exercise?
- How personal values, beliefs and stigma are formed?
- What is the way to an informed opinion?
- What could be the consequences of stigma and discrimination against?
- Is it just to stigmatise and be stigmatised?

Key Messages:

No person needs to be discriminated against based on sex, age, place of origin and any other status.

Tips for facilitators:

Adjust the statements in the printout depending on your group and local believes.

Printouts:

AIDS is caused by HIV.

AIDS has spiritual causes (such as witchcraft attacks or loss of protection from ancestors through violating cultural taboos).

Voluntary medical male circumcision reduced the risk of sexual transmission of HIV from females to males by 60%.

It is a good idea to exclude people infected with HIV to avoid transmission of the virus.

AIDS increases because of LGBT people.

I will not get a HIV test because of shame and fear of exclusion.

HIV cannot be kept under control.

One can get HIV by having physical contact with an HIV patient, or even being in the same room/ enclosed area with a HIV patient.

Having AIDS leads indisputably to death.

Breastfeeding can lead to transfer of AIDS.

People with AIDS are generally immoral, they are for example prostitutes or gay.

Condoms may have AIDS worms.

Method n° 3 : HIV stigma and Discrimination



Objective:

To build participants' knowledge on HIV-related stigma and discrimination.



Materials and preparation:

- Masking tape
- Flip charts
- Markers



Max. 60 minutes



Age 15-24



20-30 persons

Instructions

Inform the participants about the objective of the exercise and encourage their active participation. Efforts will be committed to reemphasize the mutual respect amongst the members.

Divide randomly the participants into two groups. If you think that the issue is too sensitive to be discussed in mixed groups, make deliberate efforts to have male and female participants in separate groups.

Ask the groups to make a presentation on "Incidences of HIV-related stigma and discrimination in your community, effects on stigmatised groups". Give the group 30 minutes for the task.

Ask 1-2 representatives from each group to present their findings in plenary. Allow time for discussions and questions from the other groups.

Make a summary of the issues presented and continue with debriefing.

Debriefing:

- What stroke you the most regarding the incidents in the presentations?
- What emotions did the exercise trigger in you? Why?
- Have you experienced or witnessed any similar issues around you? What happened?
- How would you feel in the shoes of the persons with health problems subjected to stigmatisation? What effect would this have on you?
- What do you think this exercise was about?

Key Messages:

Imagine yourself in somebody else's shoes. How does it feel?

Method n° 4 : Harmful Cultural Practices



Objectives:

- To acknowledge the harmful cultural and religious practices in the context of HIV.
- To identify and find alternatives in the mitigation of harmful cultural and religious practices.



Materials and preparation:

- Masking tape, flip charts
- Markers, pens



2 hours



Age 15-24



20-30 participants

Instructions

This method uses arts to raise awareness upon harmful cultural and religion practices regarding HIV/AIDS.

On a piece of paper write the questions for the groups. You will have two papers with "Harmful Cultural and Religious practices evident in your community in regard to HIV/AIDS" and two papers with "How to mitigate against harmful cultural and religion practices regarding HIV/AIDS". Fold the papers so the writing is not visible.

Divide the participants in four groups. Instruct the groups that two of them will work on the question "Harmful Cultural and Religious practices evident in your community in regard to HIV/AIDS" and the other two - on the question "How to mitigate against harmful cultural and religion practices regarding HIV/AIDS".

Ask one representative from each group to pick up one of the folded papers containing the question.

Instruct the groups that they will have to use a form of arts to responds to their question, e.g. theatre play, drawing, music, poems, dance etc. Their presentations shall not exceed 10 minutes. Give the groups 45 minutes for preparation.

Have each group to present their work. Allow time for questions from the other groups.

Make a summary of the issues presented by the groups and proceed to debriefing.

Debriefing:

- What feelings did the exercise trigger in you? Why?
- Were there any harmful practices that you did not

- know about before the exercise? What was that? How did you feel about it?
- What stroke you the most?
- What can you do individually in your community combat harmful cultural and religious practices regarding HIV/AIDS?
- What was the purpose of this exercise?

Key Messages:

Promoting alternative solutions to harmful cultural and religious practices is essential to prevent discrimination based upon health problems.

Method n° 5 : Case study on ART



Objective:

To build skills of participants to effectively promote ART adherence for young people living with HIV.



Materials and preparation:

- Printed case study
- Flip charts, markers
- Masking tape



35 minutes



Age 15-24



30 participants, depending on setting

Instructions

The activity will be initiated in plenary by the facilitator and presentations will be done by the participants.

The facilitator will request for a volunteer to read out loudly and clearly the case study.

After reading the case study, the participants will be divided into 4 equal groups.

Case study:

Jane is a 15 years old student at a boarding school and has been taking ARVs without knowing. She was told by her parents that the medication she took from birth were actually asthma drugs which needed to be taken daily. One day a friend at school discovers that she has actually been taking ARVs.

Assign each group one of the questions below:

- What will you do if you were Jane's friend who discovered the ARV?
- What will you do if you were Jane's parents?
- What will you do if you were Jane's teacher?
- What will you do if you were Jane's medical practitioner?

Give the groups time to present their findings in plenary.

Debriefing:

- How do you feel about the exercise?
- What do you think about your group's role?
- What role do you think is the most difficult to be in? Why?
- What role do you think is the easiest to be in? Why?

- What thoughts and feelings did the groups' presentations triggered in you?
- What was the purpose of this exercise?

Key Messages:

The tendency of labelling people with health problems, or name calling, may cause stigmatising behaviours from the community.

Method n° 6 : Counterfeit Medicine



Objectives:

- To raise awareness about the health risks related to counterfeit medicine.
- To develop skills of communication, advocacy and campaigning.
- To foster youth participation on health issues.



Materials and preparation:

- Projector
- Access to internet and computers
- Flipchart paper



90 minutes



From 13 years



Any

Instructions

Play the video "Counterfeit medicine endangering Somali lives" from Al Jazeera: <http://video.aljazeera.com/channels/eng/videos/counterfeit-medicine-endangering-somali-lives/4336447391001.jsessionid=CF998C9980DFD36CD9D5EAF96D9EF149>.

Discuss the video and the issue of counterfeit drugs. How it is affecting global health? Refer to target 3.8 of the SDGs, which is to achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

Discuss youth participation on health issues. How can youth be involved in health issues at local, national and international levels?

Divide the participants into groups of 4-6 people. Ask them to research on the issue of counterfeit drugs in their country and find out what is being done to combat counterfeit drugs (e.g. by the government, community groups or NGOs).

Then ask the groups to discuss what they as individuals can do to raise awareness on the issue and combat counterfeit medicine. Ask the groups to create a campaign on the issue. Ask them to be creative and think about which message they want to send, how they will present it (video, online campaign, local meetings, etc.)

Present the ideas for campaigns in plenary. Evaluate the groups' campaigns and discuss how they can be implemented.

Vote on which campaign was the best/most convincing. Evaluate each campaign.

Debriefing:

Debrief upon the method by asking questions such as:

- Did you learn something new? If yes, what was the most important thing you learned?
- Was it interesting to create a campaign?
- Could the campaigns be further developed and carried out in your community?
- What are the risks related to counterfeit medicine? Why do you think that counterfeit medicine is so widespread?
- Is access to quality medicine a right that people can claim?
- Is access to quality medicine related to justice? If yes, who is responsible for ensuring access to quality medicine?
- Do young people have a responsibility to improve global health? Why/why not? What can we do in this regard?
- How can we as young people raise awareness upon this issue?

Key messages:

Universal access to healthcare is a priority of the global community, and through participation in decision-making we can help combat health-related issues.

Notes for Facilitators addressing HIV and AIDS:

Discussing HIV/AIDS, as well as cultural and religious practices may be challenging in some settings. Always ensure to create a space where the youth feel confident to speak and where their views are respected. As alternative or complimentary to the methods described above, the facilitator may invite a role model to speak to the youth on various subjects of interest, such as living with HIV, stigma and discrimination, harmful cultural practices.

If your organisation has the necessary settings to conduct a radio programme for young people, invite a specialist or a role model to speak on HIV/AIDS and other related issues.

4. Poverty and Migration



UN Photo/Eskinder Debebe

Method n° 1



13 Statements about Poverty – true or false? (Quiz)



Objectives:

- To learn about poverty and its causes and effects.
- To reflect upon the developments in poverty reduction.
- To reflect upon small actions that individuals can take to help eradicate poverty by 2030.



Materials and preparation:

- Copies of the printout for all the participants or a projector to show it on
- Familiarise yourself with the questions and answers.
- Familiarise yourself with the topic.



45 minutes



Any



Any

Instructions

In this quiz the participants will be presented to 13 statements about poverty. The participants must guess whether the statements are true or false.

Hand out the printouts. Ask the participants to mark whether they think that the statements are true or false.

When all the participants have marked their answers, go through each statement and ask how many thought the statement was true and how many thought it was false. Give them the right answer and discuss the answers.

For the last statement, discuss whether you can identify other local actions that you as individuals can take to help address the issue of poverty. If you have more time, you might want to follow up one some of these initiatives.

Debriefing:

Facilitate a debriefing session asking questions such as:

- Were the questions difficult?
- Did some of the answers surprise you? If yes, which ones and why?
- Did you learn anything new?
- What are the consequences of poverty?
- Is poverty an issue that affects all of us? How does it affect?
- What are the challenges to reduce poverty?
- What are the opportunities for poverty reduction?
- What impact might the local actions that you have discussed have?

Key messages:

Local actions can have global impact, and we all need to work together to achieve the targets of SDG 1.

Printouts:

Statements about poverty	True	False
1. Today more people live in extreme poverty than 20 years ago		
2. Children account for nearly half of the world's extreme poor		
3. Poverty is only about money		
4. 1 in 4 children are living in poverty in the world's richest countries		
5. In almost every country in the world children are more likely to live in poverty than adults		
6. Almost all countries in the world have child poverty data		
7. Most people living in poverty are covered by social protection		
8. Poverty is not a priority in the Sustainable Development Goals.		
9. High poverty rates are often found in small, fragile and conflict-affected countries.		
10. From 1999 to 2013, least progress in ending extreme poverty has been seen in Eastern and South-Eastern Asia.		
11. 42 per cent of people in sub-Saharan Africa continued to live in conditions of extreme poverty in 2013.		
12. More than 700 million people still live in extreme poverty.		
13. There is nothing I, as an individual, can do to reduce poverty.		

Answers for facilitator:

Statements about poverty	True	False
<p>1. Today more people live in extreme poverty than 20 years ago</p> <p><i>FALSE: Between 1990 and 2012, the proportion of people living in extreme poverty has more than halved. This means that today, there are 1 billion less people living in extreme poverty than what was the case 20 years ago. The first Millennium Development Goal's target of halving the poverty rate was reached in 2010 – 5 years prior to the deadline.</i></p>		X
<p>2. Children account for nearly half of the world's extreme poor</p> <p><i>TRUE: 47 percent of those living in extreme poverty are 18 years old or younger.</i></p>	X	
<p>3. Poverty is only about money</p> <p><i>FALSE: Poverty is multidimensional. Especially children are vulnerable to poverty that affects their access to nutrition, health, water, education or shelter. According to UNICEF, 2 in 3 children across 30 countries in sub-Saharan countries are deprived of two or more of these aspects.</i></p>		X
<p>4. 1 in 4 children are living in poverty in the world's richest countries</p> <p><i>TRUE: Child poverty is universal and needs a global response. Also children in rich countries are affected by poverty and in the EU, 26 million people are at risk of poverty or social exclusion.</i></p>	X	
<p>5. In almost every country in the world children are more likely to live in poverty than adults</p> <p><i>TRUE: Both when using the extreme poverty line and the Multidimensional Poverty Index, data shows that children are more likely to live in poverty.</i></p>	X	
<p>6. Almost all countries in the world have child poverty data</p> <p><i>FALSE: Data is essential for identifying and ending child poverty. Still, UNICEF's analysis shows that half of the world's countries have data on child poverty and often it is infrequently produced and reported. However, the SDGs present a unique opportunity to change this.</i></p>		X
<p>7. Most people living in poverty are covered by social protection</p> <p><i>FALSE: Although it is demonstrated that social protection programmes provide long-lasting benefits for many families and can protect them from vulnerability, only around 1/3 of the world's poorest are covered by social protection.</i></p>		X
<p>8. Poverty is not a priority in the Sustainable Development Goals.</p> <p><i>FALSE: Poverty is Goal 1 of the SDGs, and one of the targets is to eradicate extreme poverty by 2030.</i></p>		X

Statements about poverty	True	False
<p>9. High poverty rates are often found in small, fragile and conflict-affected countries.</p> <p><i>TRUE: Countries affected by poverty are particularly vulnerable to poverty.</i></p>	X	
<p>10. From 1999 to 2013, least progress in ending extreme poverty has been seen in Eastern and South-Eastern Asia.</p> <p><i>FALSE: Most progress has been seen in this region, where the rate declined from 35 per cent in 1999 to 3 per cent in 2013.</i></p>		X
<p>11. 42 per cent of people in sub-Saharan Africa continued to live in conditions of extreme poverty in 2013.</p> <p><i>TRUE</i></p>	X	
<p>12. More than 700 million people still live in extreme poverty.</p> <p><i>TRUE: Therefore, global efforts are necessary to ensure that those who are most vulnerable are lifted out of poverty. According to Jeffrey Sachs, the cost of ending extreme poverty is \$175 billion a year, representing less than 1 per cent of the world's riches countries' combined income.</i></p>	X	
<p>13. There is nothing I, as an individual, can do to reduce poverty.</p> <p><i>FALSE:</i> <i>The UN lists a range of things you can do to help achieve SDG 1:</i> <i>If you are a young person:</i></p> <ul style="list-style-type: none"> • <i>Active engagement in policymaking. By being actively engaged in policy and addressing issues of poverty, you can make sure that intergenerational knowledge is shared and that innovation and critical thinking are encouraged to support change.</i> <p><i>If you are part of the science and academic community:</i></p> <ul style="list-style-type: none"> • <i>If you are active in academia and education, you are part of a community that can lay a major role in raising awareness about the impact of poverty.</i> • <i>Science has provided crucial contributions to poverty reduction. Science provides the foundation for new and sustainable approaches, solutions and technologies that can help us tackle the challenges of reducing poverty and achieve sustainable.</i> <p><i>If you work in the private sector:</i></p> <ul style="list-style-type: none"> • <i>The private sector plays a crucial role on determining whether growth is inclusive and contributes to poverty reduction.</i> • <i>It can promote economic opportunities for the poor by focusing on the segments where most poor are active, such as micro and small enterprises and the informal sector.</i> 		X

Method n° 2



Local Actions to Global Poverty Issues (group work)



Objectives:

- Reflect upon local actions for reducing global poverty issues.
- To foster active citizenship and entrepreneurial initiatives on poverty reduction.



Materials and preparation:

- Familiarise yourself with SDG 1, End poverty in all its forms, and its targets.
- Familiarise yourself with the recent developments in poverty reduction.



1-3 days. The duration of this exercise depends on how much time you have and how much you want to go in depth with the projects. Reserve time to follow up on the impact of the projects.



Any



Any

Instructions

Introduce the participants to SDG 1: End poverty in all its forms everywhere, and its targets.

Discuss the developments in poverty reduction in recent years.

Facilitate a brainstorm on local actions that can be taken to eradicate extreme poverty globally. For example, it can be related to:

- Initiatives to support entrepreneurship in poverty-affected areas;
- Initiatives that support the development of products and services that can impact poverty reduction;
- Initiatives that supports quality education for children who do not have access to education;
- Initiatives that support youth in poverty-affected areas.

Discuss what they, as young people, can do in this process. It can be:

- Raise awareness to local or national policymakers;
- Raise awareness to relevant businesses;
- Raise awareness in the local community;
- Other ideas for local actions?

Divide the participants into groups of 4-6, based on the actions they want to take.

Ask the participants to be creative and work on their actions. As an example, they can make a video-message to local decision makers, businesses or the public, encouraging them to take specific actions to reduce poverty. Alternatively, they can write a letter or arrange a meeting with the local community or local influencers. It is the participants' imagination that sets the limits for their project.

Set a timeframe for the participants' projects. When they are finished with the preparations of their projects, the participants should seek out their target group (policymakers, business influencers, public, etc.) and present their projects.

Following the projects, take some time to follow up on each project and their impact. Did the participants manage to get positive responses from their target groups?

Debriefing:

Debrief the activity by asking questions such as:

- Did you learn anything new?
- Was the activity difficult?
- What was the impact of your project on those who you targeted?
- Could your project be further developed through partnerships between NGOs and the public and private sectors?
- Do you think that it is possible to achieve SDG 1 by 2030? Why/why not?
- What is needed for the world to be able achieve this target?

Key messages:

Individuals can have a global influence on poverty reduction.

Method n° 3



Gender Gap and Poverty (group work)



Objectives:

- To reflect upon gender gap and its impact on global economy.
- To reflect upon local gender stereotypes and their origins.
- To reflect upon obstacles in women empowerment.



Materials and preparation:

- Flipchart
- Markers
- Projector (optional)
- Inform yourself upon gender gap in the world and its impact on global economy. See the Resource List in this compendium (Africa Human Development Report 2016 and Gender Publication - Closing the Gender Gap: Act Now).



2 hours



Age 15-25



20-25 people

Instructions

Introduce the group to findings of international reports on gender gap and global impact by presenting that closing the gender gap, Africa could gain as much as US\$225 billion a year (United Nations). OECD estimates that closing the gap in the labour force by 2030, women could lift 100-150 million people out of hunger worldwide (<http://www.oecd.org/gender/closingthegap.htm>). Ask the participants to shortly tell what they think about these estimations. – 10 minutes

Lead a buzz discussion upon national and local gender stereotypes. Ask participants to name gender stereotypes and give an opinion upon how these stereotypes may have been born. Write the findings on a whiteboard or flipchart. – 5 minutes

Divide the participants in groups of 5. Ask each group to reflect and make a 5-minute presentation upon the obstacles hindering women empowerment. Assign each group a category of obstacles, for example social; cultural; gender roles; religion related. If you have a bigger group of participants, add other categories, such as women as an obstacle to their own empowerment.

Give the groups the option to make their presentations in a creative way, as for example, a role play, mimic, dance etc. – 35 minutes

Have each group present their findings. Allow time for questions from the other groups – 30 minutes.

With help from participants, make a summary of the findings and write them down on a whiteboard or flipchart. Conclude with debriefing.

Debriefing:

Have the group sitting comfortable in a circle. You may ask the following questions:

- What stroke you the most during this exercise?
- Is gender equality a trend or a need? Why?
- What woman do you know/heard of who crossed the stereotypes barrier? What is their legacy/impact? What can we learn from them?
- What can you teach others from this exercise?
- What lesson are you taking with you from this exercise?

Key messages:

Closing the gender gap is not only a matter of social justice, but also one of sustainable development and economic growth.

Method n° 4



Fight the Poverty Yourself



Objectives:

- To discuss entrepreneurship as a way to combat poverty.
- To encourage creative thinking and business ideas.
- To encourage youngsters in undertaking entrepreneurship venture.



Materials and preparation:

- Flipcharts
- Markers
- Projector
- Find examples of successful entrepreneurs in your region who started from down-below.
- Prepare a 5-minute presentation upon this, giving at least two names of entrepreneurs, their story and impact of their businesses today.



2 hours



Age 15-30



From 5 people

Instructions

Open the session with asking participants to reflect on their own skills. Ask them to list their skills and rank them from the strongest to the weakest. Ensure that they cover a broad range of skills, such as planning skills, personal skills, and health and safety skills, in addition to their technical skills. Let them work individually. -20 minutes

Ask them to gather in plenary and share these skills with the big group. -20 minutes.

Ask them to reflect on what are the needs they can observe in their community that would require their skills. Put them on a flip chart paper as they share their ideas. Then ask participants to match their strongest skills with the needs in the community by drawing lines between their skills and the needs. - 10 minutes

Divide the team into groups of 3 people, based on their similar thoughts/interests and community needs identified. The task in small groups is now to create the plan to initiate a business idea. - 30 minutes

When teams are back, give 5 minutes each to introduce their business ideas. - 20 minutes

Conclude the exercise by showing the example of successful entrepreneurs in your region who started from down below.

Debriefing:

- What did you learn about yourself through this exercise?
- Is entrepreneurship important? Why?
- Have you ever thought of starting a business? Did you start your business? If not, what are your barriers?
- Can you think of any other successful entrepreneurs who started with nothing?

- What do you think it took the successful entrepreneurs presented to start and succeed with their business?
- You have identified various problems in the community and related business ideas. Who shall put these ideas in practice?
- Do you think that small business can contribute to global wealth? How?

Key messages:

Means to combat poverty may just stay in our hands. If not you, then who? If not today, then when?

Acknowledgments:

This method was created based upon the method "My entrepreneurial competencies" from "Training Module on Entrepreneurship", developed by Beyond Barriers Association.

Method n° 5



Why Migration Occurs?



Objectives:

- To reflect upon reasons of migration.
- To inspire young people to seek opportunities and solutions for personal and local challenges.



Materials and preparation:

- Flipcharts
- Markers



2 hours



Age 15-25



From 4 people

Instructions

Introduce the topic of migration by asking the young people the questions below:

- Have you ever been abroad?
- Would you like to live and work in another country? Why/why not?
- Do you know anyone who lives in another country?
- Why do people decide to live and work abroad?
- Where would you go if you decided to move to another country? Why?

Encourage young people to share their ideas and experiences.

Conduct a discussion with the young people about reasons of migrations. Start by explaining that there are lots of reasons for people to move from one place to another. There are factors that make some people's countries unattractive, and there are factors that make other places attractive. These factors have been called push and pull factors.

Push factors are the reasons why people want to leave a place – things that push them away from their place of birth.

Pull factors are the reasons why people want to go to one place rather than another – things that pull them towards a place.

Now ask the young people to name various Push and Pull factors for which they would migrate (or people from their surroundings have migrated). Write down the factors on a flipchart or white board.

Examples of push and pull factors:

Push factors	Pull factors
Difficult living conditions	Affordable house/ flats
Government persecution	Good economic prospects
Unemployment	Good weather
War or social unrest	Safe streets
Poverty	Good schools and hospitals
No job opportunities	Presence of family and friends
Corruption	Cinemas, museums, theatres, concert halls
Lack of access to education	Cultural differences

Divide the young people in groups of 4. Ask each group to choose two of the push factors from the list created just before. Give the groups 45 minutes to work on the following questions:

1. How you, as individual, can contribute at combating through concrete actions the push factor? Is migration a solution?
2. What will be the local impact in your country and the local impact in the receiving country if you migrate?
3. What will be the local impact in your country if you take actions regarding your push factors?

When time is up, give each group 10 minutes to present their work in plenary. Allow time for questions

and feedback from the other groups.

Finally, if you have access to internet and a projector, show the video “Bob Marley’s Life Story: From slumdog to superstar, his music changed the world” about the life of Bob Marley who fought poverty through music: <https://www.youtube.com/watch?v=fkUDEavaa4E>.

Debriefing:

- What reflections did this exercise inspire in you?
- How do you look at migration after this exercise?
- Is migration a solution? Who will solve the local and national problems, if people leave their countries?
- What may be the impact on the receiving countries?
- When is migration unavoidable? When is migration an “easy solution”?
- Is there anyone responsible to solve our problems? To which degree?
- Are you responsible to take a stand? How can you do that?
- How does migration influence the world?

Key messages:

Let’s make the changes at home.

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