# GLOBAL EDUCATION TOOLKIT

Habitat for Humanity

SOLID GROUND
A GLOBAL ADVOCACY CAMPAIGN OF HABITAT FOR HUMANITY

This project is funded by the European Union

# LIST OF CONTENTS

# INTRODUCTION

**HOME AS A FOUNDATION**

A physical shelter is a crucial part of everyone's stability and foundational to the right to live somewhere in security, peace and dignity. **Every person deserves a decent place to live**. It can be a stabilizing factor for an individual and a driver of positive change for the life of a household. Building a house meets not only the immediate need for a shelter – it creates a self-reliance that allows people to cope with harsh living conditions or the vulnerability they experience due to poverty, social exclusion, inequalities, migration, climate change or natural disasters. **The right to adequate housing** is recognized in international legal instruments, starting with the Universal Declaration of Human Rights (1948), as a part of the right to an adequate standard of living. It contains **freedoms** like freedom from arbitrary interference (i.e. privacy), freedom to choose one's residence and freedom of movement. It also carries **entitlements** including rental security, non-discrimination, and land and property restitutions. Adequate housing is not only about the physical construction – four walls and a roof – it should meet certain minimum criteria such as: security of tenure; availability of services, materials, facilities and infrastructure; affordability; habitability; accessibility; location; and cultural adequacy.[1]

**Adequate housing** is an essential element in the **2030 Agenda for Sustainable Development** (Agenda 2030) and its **Sustainable Development Goals (SDG**s) announced in September 2015. SDGs aim in general and in particular to end extreme poverty, to fight global inequalities and to protect the environment. Safe, adequate and affordable housing has benefits for health, education and economic opportunity, and can be a ladder out of poverty.

**HABITAT FOR HUMANITY EUROPE, THE MIDDLE EAST AND AFRICA**

Habitat for Humanity is **a global nonprofit organization** that partners with people in communities all over the world to help them **build or improve a place they can call home**. Habitat homeowners help build their own homes alongside volunteers and pay an affordable mortgage. With your support, Habitat homeowners achieve the **strength, stability and independence** they need to build a better life for themselves and for their families.

Habitat's vision is "a world where everyone has a decent place to live". Habitat for Humanity Europe, Middle East and Africa is an area office based in Bratislava, Slovakia.

Housing problems in the region are varied and complex. Habitat for Humanity has a range of **solutions that are tailored** to help local people build a better future. For example, in African countries like Malawi, Zambia or South Africa, they might involve enabling small, **affordable loans** to build houses through housing microfinance initiatives. In Eastern Europe, the work focuses on **retrofitting / modernizing / refurbishing damaged or dilapidated housing** with community associations.

Habitat's experience, expertise and range of solutions make Habitat a **leader in the global housing sector**. To solve the "silent emergency", in which so many millions still suffer from poor housing conditions and deprivation, Habitat creates partnership with beneficiaries, volunteers, public and private sector partners, civil society and governments to bring about change to build strong and stable communities.

Working together with funders, donors, fellow faith organizations and people **in local communities** to help solve **their specific housing problems**. Habitat also seeks to influence the way housing and related shelter issues are assessed, prioritized and funded by local, national and international governments and intergovernmental forums.

Because the housing challenge is so large, no single organization can solve it alone. Because housing problems vary depending on where people live and who people are, no single product works everywhere.

This is why Habitat needs help from you as **funders**, **donors** and **volunteers**.

**VOLUNTEERING AND HABITAT FOR HUMANITY**

Since 1989, Habitat has been offering various opportunities to volunteers around the world, depending upon their interests: **building** one house or many houses at a time, **advocating** for policy while building, **disaster recovery**, minor and major **home repairs**, **energy efficiency** projects, working with **vulnerable populations** such as children or the disabled. The volunteer program in which volunteers travel abroad is called **Global Village**.

1. OHCHR, UN Habitat, The Right to Adequate Housing, Fact Sheet No. 21/Rev.1, p. 1-3.

A Habitat for Humanity Global Village trip is a **short-term service trip** during which you can volunteer abroad or in your home country. Through Habitat's Global Village trips, volunteers are able to serve abroad **in nearly 30 countries**.

These volunteer trips offer more than just an opportunity to swing a hammer. When traveling with Global Village, volunteers **experience the country** like a local, with the locals, meeting people from around the world.

Spending time with other cultures doesn't mean just exploring differences, but also **discovering commonalities**, without even speaking the language.

Participation in one of these trips helps support Habitat's ongoing homebuilding efforts. While a trip may last a week or more, financial, emotional and physical contributions can be life-changing for both those in the communities where we work and for the volunteer.

**BUILD SOLID GROUND PROJECT**
This toolkit was created as part of the Build Solid Ground Project, which is funded by a European Union grant under the Development Education and Awareness Raising program.

**By 2050**, the **world's urban population** is expected **to double**, making urbanization one of the most transformative trends of the 21st century. If managed well, it can be a powerful tool for economic development.

Under the leadership of **Habitat for Humanity**, **14 project partners** from seven EU countries have formed a consortium to inform, educate and engage EU citizens in global issues related to Sustainable Development Goals, mainly **SDG 11 on housing, sustainable urbanization and land rights**. This is a three-year project (2018–2020) with activities across **14 countries**. It plans to reach over **one million EU citizens**.

We want to hold governments accountable to the commitments they have made with the adoption of the **Sustainable Development Goals** (SDGs) and the **New Urban Agenda** (NUA) – two global frameworks that form a collective blueprint for sustainable urban development for decades to come. We want to **inform** Europeans about these commitments, **engage** them in supporting global housing and land issues, and show how our social, economic and environmental well-being depends on prosperity in the rest of the world.

2.  David Hicks, http://www.unesco.org/education/tlsf/mods/theme_c/popups/mod18t05s02.html

**What are the critical issues for people in cities?**
☞ **Land rights**: millions of people live in fear of losing a home since their right to the land is not documented.
☞ **Gender equality**: major gaps between the law and practice exist on women's land rights; closing these is crucial to eliminating extreme poverty.
☞ **Urbanization and slum upgrading**: people move to cities for work – one person in seven lives in a slum; property rights and technology could be one of the first steps in improving urban environments.
☞ **Migration and climate change**: people are increasingly being forced to leave their places of origin in search of new homes, and the affected host communities are under pressure to provide decent housing solutions.

**THE GLOBAL EDUCATION TOOLKIT**
This toolkit is an online educational resource that provides knowledge and educational tools on the issues of housing, land rights and sustainable urban development that are represented in the 2030 Agenda and in particular in SDG 11 (Make cities inclusive, safe, resilient and sustainable). These topics are linked to the overarching issues of poverty, gender equality, migration and climate change, and are presented through the experience of Habitat for Humanity and its partners worldwide.

**The purpose of the toolkit is to educate** teachers, educators, pupils and the wider public in Europe about global development needs and solutions for housing and land tenure in cities and to show interdependencies between Europe and the Global South. In order **to engage**, it offers a variety of learning methods, tools and materials on housing, land rights and SDG 11 as main topics interlinked with the cross-cutting issues of gender equality, migration and climate change.

The toolkit follows the Global Education approach, which is understood as a form of education that: "enables people to understand the links between their own lives and those of people throughout the world; increases understanding of the economic, cultural, political and environmental influences which shape our lives; develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives; works towards achieving a more just and sustainable world in which power and resources are more equitably shared."[2] Service-learning is a complementary educational approach that combines learning objectives with community service. It allows activities and projects to be developed that engage people in acting for more sustainable cities, relations and interactions.

**THEMATIC OUTLINE OF THE TOOLKIT**
The toolkit is a comprehensive but simple overview of housing, urbanization and land rights' issues, and encompasses the following aspects, presented in **six thematic chapters**:

The key to understanding the above topics is **the concept of habitat**, a geographic location where environmental, economic, and social processes merge. The notion of place allows sustainability and sustainable development to be translated from the abstract and theoretical into specific projects and actions. It also makes it possible to highlight the complexity of processes such as migration, urbanization and climate change, and global challenges such as slum upgrading, sustainable urban development and gender equality. Finally, the spatial focus gives an opportunity to explore, examine and share the rich diversity of ecosystems, but also the variety of human actions, cultures and approaches.

The classic definition of **sustainable development** describes a development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. **Habitat's perspective** broadens the perspective on sustainability and enriches the above definitions with the following notion: the sustainable development of one location and community should limit the opportunities of neither future generations nor different locations and communities.

Regardless of the environmental challenges and social stress brought by cities, **urban areas** remain places of hope and dreams – migrants are continuously attracted by them, thus increasing pressure on the environment. These are also cities where spectacular consumption is concentrated, which seriously deepens the urban ecological footprint. In the 21st century, in order to achieve any progress towards sustainable development, **cities need to be put at the forefront of sustainable development**, and urban sustainability has to be put centre-stage of the contemporary development agenda.

Additionally, due to natural population growth in, and migration to, a number of megacities, the spread of **informal settlements (slums)** and their upgrading is a challenge of special significance. As the urban population increases, so too does the absolute number of slum dwellers, now amounting to nearly 830 million. Understanding the nature of slums and their multidimensional role in contemporary urban areas is necessary in order to achieve sustainable development as expressed in the **11th Sustainable Development Goal** and in ⌂ **The New Urban Agenda**, which was an outcome of ⌂ **Habitat III**. Informal settlements are also spaces where the issue

of land rights, usually associated with rural areas, echoes strongly with urban environments. The land is an important asset among other natural resource capital, and it is highly gender-sensitive. Land rights distribution is influenced by gender roles and, as many experts have pointed out, the way land rights are defined in most societies is crucial to an understanding of economic development and thus of sustainable development patterns.

Urban areas are attracting the majority of migrants, both internal and international. **Rural-to-urban migration** has traditionally been related to economic conditions. However, in recent years (as in years to come) one has to take into account new spatial mobility – forced migration flows triggered by the consequences of **climate change**. These movements will affect multiple places in a twofold way: some will lose people as they become uninhabitable; some will gain population as they become desirable migration destinations.

Finally, all of the above mentioned processes manifest at the level of the household, the community, the nation and the globe. From each of these perspectives one deals with the different forms of social relations and inequalities that emerge. The most fundamental dimension of inequalities expressed differently in various places is gender inequality and dynamically changing gender roles.

**METHODOLOGY**

This toolkit is designed to meet the needs of **teachers** and **non-formal educators** teaching pupils/students between 15 and 18 years old. The publication can also serve youth leaders, volunteers and trainers who bring topics of housing and sustainable development to the wider interested European public.

Each chapter contains a thematic **overview** with some background information on the topic and some **practical guidelines** for conducting an educational activity, and is presented in different forms of lesson plans, single exercises, and propositions for a research project and an educational field activity. Both parts prepare the user of the toolkit to include a chosen topic into their teaching, or an educational activity inside or outside of the school.

The proposed educational activities and research ideas illustrate how to conduct **global education** and **service-learning**. Both approaches trigger reflection, open a discussion over cases from different parts of the world and engage a European audience in housing, land rights and sustainable urban development.

The toolkit is designed to be:
- **Ready-to-use**; the user will find all necessary information and handouts to meet the aim of the lesson or activity.
- **Relevant to young people** and a wider audience through the variety of methods by which different types of

potential groups are addressed in a user-friendly manner.
- **Practical and experiential**; introduced by a wide range of exercises, discussion models, follow-up questions, graphic presentations of complex issues, and project ideas to launch.
- **Suitable for a formal or non-formal system** by including instructions and follow-up activities for different levels of engagement and knowledge.
- **Adaptable** to a variety of groups from different countries, social groups and backgrounds and supported by different complementary parts that use varied teaching methods to introduce a single topic.

The toolkit's activities use **participatory methods** of teaching, combined with **experience-based** exercises in line with the general model of **learning through understanding** and **reflection followed by action**. It involves pupils and a wider, non-formal education audience in **critical thinking** in order to understand complex problems. A further exploration of the topics is achieved throughout the materials by suggested follow-up activities and suggested research and action projects.

All materials were reviewed and tested by teachers working in natural working environments with youngsters, in order to assure relevance and adaptability. Teacher consultation allowed the practical part to be tested and the level of difficulty to be adjusted to the targeted group of young people. Teacher feedback provided solutions to how to tackle complex themes and adapt them to the school environment.

Each chapter has been created and reviewed by a team of experts in the fields of adequate housing, sustainable urbanization, Global Education and educators from the ☞ Centre for Citizenship Education.

## SCOPE OF THE PRESENTED CASES
The toolkit has been created as part of the **Build Solid Ground Project**, and reflects the approach of Habitat for Humanity, which focuses on the shelter and housing aspect in all presented topics. The cases cited are examples of Habitat's work in different countries, and seek to present different aspects of housing and land rights issues connected with processes such as urbanization and slums upgrading, climate change and migration. The impact of the cross-cutting issues such as gender inequalities and sustainable development is also shown from the perspective of the right to adequate housing and the need for sustainable urbanization.

The adaptable nature of the toolkit allows the materials to be used and built upon by adding more cases and examples from other sources and organizations. The service learning approach used in the practical part of the toolkit leaves some space for each group to find and reach out to local organizations working in different fields.

## HOW TO USE THE TOOLKIT
Each of the **six thematic chapters** contains:
1 – An **Overview** of the topic that brings new aspects to light, with some historical and theoretical background. It allows the user to bring a new topic to the classroom without extensive additional research. It presents more aspects and subjects for discussion, some questions to be raised and a further reading list.
2 - The **Practical part** in each chapter consists of three lesson plans, three individual exercises, one suggested research project, and one suggested field project.

All chapters, as well as the different parts of the chapters, are **interlinked and complementary** to one another. They can be used independently, as a combination of different parts of the same chapter or applying selection of methods from different chapters, depending on educational goals and participant needs.

**Try different ways of using the presented materials:**
– **Start** adding **short activities and exercises to your usual educational work**; use some reading materials, ideas for discussion and research.
– **Enrich** your work by choosing **one of the lesson plans** or **action/research projects** that fits your needs and introduces one of the topics.
– **Introduce a new topic** into the curriculum or training by choosing **one of the chapters**; work in-depth on the chosen topic from different angles and perspectives using the overview, lesson plans, exercises and action/research project.
– **Combine different aspects** and activities, e.g. pick one of the practical activities from each chapter to **introduce all topics in different forms**, through reading (overview), practical activities (lesson plans, exercises), individual investigation in the local community (research project), activism or volunteering (action project).
– **Create a course of your own** and combine different elements throughout the six thematic chapters, e.g. combining different elements from all chapters, focusing on different skills:
- Reading and comprehension – overviews and lesson plans
- Reflection, discussion, practical skills – lesson plans and exercises
- Reflection and research – exercises and research projects
- Service-learning and engagement – research and action projects
- Research – overview and research project
  We encourage you to think outside the box and to search for the best way to involve your learners in global education on housing, land rights and sustainable urban development.

**ABBREVIATIONS:**

EU          – European Union
GDI         – Gender Development Index
GII         – Gender Inequality Index
HfH         – Habitat for Humanity
HRBA        – Human Rights Based Approach
NUA         – New Urban Agenda
SDG(s)      – Sustainable Development Goal(s)
SDG11       – 11th Sustainable Development Goal on sustainable urban development
UN          – United Nations
WASH        – Water, Sanitation and Hygiene

# 1.1 SUSTAINABLE DEVELOPMENT AND SUSTAINABLE DEVELOPMENT GOALS: OVERVIEW 👁

**Development is a key word in the contemporary world. In recent years, from multiple ideas about the social, economic and environmental change, sustainable development has emerged as the dominant notion. It drives our attention to the fact that the development of present generations cannot be allowed to limit future generations' potential for development. Moreover, it relates directly to the concept of habitat – a place to live that hosts individuals and communities and binds people with the environment. Sustainable development of habitats requires a localized approach, but there is also a common, global program – the 2030 Agenda for Sustainable Development, consisting of 17 Sustainable Development Goals.**

## THE DAWN OF DEVELOPMENT

Since January 1949, 70 years have already passed. At that time, on January 20th, 1949, the President of the United States, Harry S. Truman, delivered his second-term inaugural address. In the speech, besides statements directly related to US internal affairs, Truman explained the principles of global relations under Western, or simply American, leadership. He introduced the term *program for peace and freedom* and placed great attention on the notion of development. **Truman was the first leading politician to draw attention to fundamental disparities in global development, thus putting this issue in a symbolic and political perspective**. The famous quote by the US President is the following:

*[W]e must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas.[1]*

A new world was emerging out of the tragedy of the Second World War. At the same time, **development** was being introduced to the language of international relations and interactions. Truman's speech is still identified as the key moment in the development narrative when this concept was brought to the global scene. Truman also clearly defined the developed world benefiting from scientific advances and industrial progress and underdeveloped areas that were yet to enter the path of modern progress. This symbolic framework and language still overshadow our understanding of the world – many years later we still tend to think about the world as divided into *the developed* and *the developing*.

The Truman's underdeveloped areas covered most of Latin America and Asia and the whole continent of Africa, combining diverse places and cultures into one category constructed by the Western world – the underdeveloped. This perspective ignored significant differences between various places, regions and countries. It also completely disregarded the cultural richness and heterogeneity of the vast majority of the world.

The Truman's category of *underdeveloped* evolved over the course of the 20th century into the *Third World, Developing Countries, the Global South* and in recent years into *Middle and Low Income Countries*, as well as *emerging markets*. Each of these names has a separate meaning, but they have a common feature – they are non-Western, and are still labeled as less developed.

## THE INTERNATIONAL CAREER OF DEVELOPMENT

Nevertheless, in the late 1940s, Truman explained what he meant by underdevelopment and also stated the reasons for which the challenge of development inequalities was being introduced:

*More than half the people of the world are living in conditions approaching misery. Their food is inadequate. They are victims of disease. Their economic life is primitive and stagnant. Their poverty is a handicap and a threat both to them and to more prosperous areas. For the first time in history, humanity possesses the knowledge and skill to relieve the suffering of these people.[2]*

**It was not only the misery and poverty of more than half the people of the world that brought the subject to the discussion, but also a threat related to consequences of underdevelopment and potential responses**

1. Source: Harry S. Truman Presidential Library & Museum, *⟳Truman's Inaugural Address*
2. Source: Harry S. Truman Presidential Library & Museum, *⟳Truman's Inaugural Address*

coming from the Global South – **social unrest, conflicts, war**. It was also related with geopolitics after the Second World War and the rising Cold War rivalry. In that period, a number of different international institutions were established, including the World Bank, the International Monetary Fund (IMF) and – last but not least – the United Nations (UN). Since then, their objectives have included initiating and financing international cooperation for development in the countries of the Global South.

In the years that followed, the most significant process in terms of *underdeveloped areas* (to use Truman's phrase) was the dynamic collapse of the colonial empires. It was the period of the formal decolonization of Asia and Africa. The emergence of independent countries in Latin America had already taken place in the 19th century, but in 1945 there were about 70 sovereign states in the world, whereas today there are almost 200.

The concept of development became one of the central themes of international relations in the mid-20th century. This happened out of moral obligations, and out of real necessity in order to eradicate poverty. But it also happened because of decolonization, the emergence of multiple new countries, and the fear of the spread of communism and an expansion of the Soviet sphere of influence.

That is how the international career of development began and how it became a key word in the contemporary world.

## NAMING AND MEASURING DEVELOPMENT

In introducing, analyzing, and discussing global development, multiple names have been used. They include *the Third World* (the original naming), *Developing Countries*, and *the Global South* (used today).

By the end of 20th century the concept of the **Third World** was being used ever less frequently. Now it has become negative and is seen as a pejora-

tive and judgmental label. The notion of **Developing Countries** is also being criticized. It is one of the most famous businessmen and philanthropist – the founder of Microsoft, Bill Gates – who said that *developing countries* no longer makes any sense since it suggests that one single umbrella should be used to cover such different countries as, for example, China and Democratic Republic of the Congo.[3] The concept of **the Global South** remains in use as it allows non-Western regions of the world to be described without value judgments or rankings.

Nowadays, different divisions taken either from the World Bank or from the United Nations Development Programme (UNDP) are also widely in use. The first uses the following categories: **high-**, **middle-** and **low-income countries**, focusing on economic performance[4]. The latter uses the **Human Development Index**[5] (HDI) – an index that combines economic performance, life expectancy and data about education. According to the HDI ranking, the countries of the world are divided into the following categories: **very high, high, middle** and **low human development**.[6]

**The present categories (either used by the World Bank or by the UN) are instead focused on enhancing the similarities and common challenges that occur throughout the world, not the differences, as was the case in the past.**

3. Source: Olopade, Dayo. "The End of the 'Developing World'". ☞ *New York Times*, Feb. 28, 2014. For further discussion look at the World Economic Forum ☞ *Article*.

4. The World Bank classifies countries into income groups using Gross National Income (GNI) *per capita* as a basic measurement. There are four income groups: low, lower-middle, upper-middle, and high. The classification is updated annually. Currently there are 34 low-income, 47 lower-middle, 56 upper-middle and 81 high-income economies in the world. ☞ *Source*.

5. For most recent HDI findings go to ☞ *Human Development Reports* HDI country profiles can be found here ☞ *Human Development Reports website*. Also check alternative ways of measuring development, e.g.: ☞ *Happy Planet Index* or ☞ *Social Progress Index*.

6. Human Development Index is usually evaluated as a more precise measurement of actual development than purely economic indices (e.g. Gross Domestic Product, Gross National Product, Gross National Income). The HDI is a component index based on GNI *per capita* (standard of living), life expectancy (quality of life, health, quality of the environment), and mean as well as expected years of schooling (education). The UNDP claims that *the HDI was created to emphasize that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone*. ☞ *Source*

## FROM INDUSTRIALIZATION TO SUSTAINABLE DEVELOPMENT

Following the emergence of the concept of development and the dynamic transformation of the political map of the world, the first initiatives and programs were implemented to ignite and foster economic growth in *the Third World*, as the majority of the world used to be described. **The first international programs devoted to development emphasized electrification and industrialization. At the time, economic growth and industrialization were equivalent to development.** This approach towards supporting underdeveloped areas coming out of the darkness of the colonial era resonated strongly throughout development programs and agendas until the 1990s. Consequently, the majority of international efforts and financing was focused on the issues of growth and the economic aspects of development, ignoring the social, cultural, and especially environmental aspects of this process. Only the end of the 20th century witnessed a shift towards more inclusive language focusing on other spheres of development.

The 1960s, 1970s and 1980s were certainly a period of intellectual ferment. At the time, multiple new ways of understanding development emerged, including:
- The postcolonial perspective highlighting development disparities between developed and developing countries;

- Gender, indigenous or minority perspectives;
- Alternative approaches, e.g. the idea of de-growth;
- Approaches pointing attention to the negative consequences of development, with special emphasis on environmental degradation.

One entirely new notion in the late 1960s and early 1970s was the concept of limits. It collided with the earlier perception of development as an endless change – an ultimate promise of a better and more prosperous future – and as a process without negative consequences or limitations. In 1972 *The Limits to Growth* report was published and highlighted the finite nature of resources, consumption and the conventional model of development. As Figure 1 shows, the limits to growth examined the relation between a constantly growing global population (a.k.a. *the population bomb*) and resources consumption, as well as generated pollution and emissions. According to this model the hitherto mode of development was destructive and within a few dozen years would bring catastrophic consequences leading to war, famine, dramatic increases in death rates and rapid population decline.

The 1972 report became a wake-up call and together with other publications, models, predictions and debates gradually led to the emergence of new concepts. The new ideas started to take into account the external development consequences (be it social or environmental), as well as the restrictions and limitations of the process itself.

Consequently, **in 1987, the United Nations World Commission on Environment and Development published the report** *Our Common Future*, **in which for the first time the concept of sustainable development was defined**. The report contains what has already become a classic definition: it reads as follows:

*Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.[7]*

7. Source: UN, ☞ *Our Common Future*.



pollution · industrial output *per capita* · resources · services *per capita* · deaths · food *per capita* · births · population
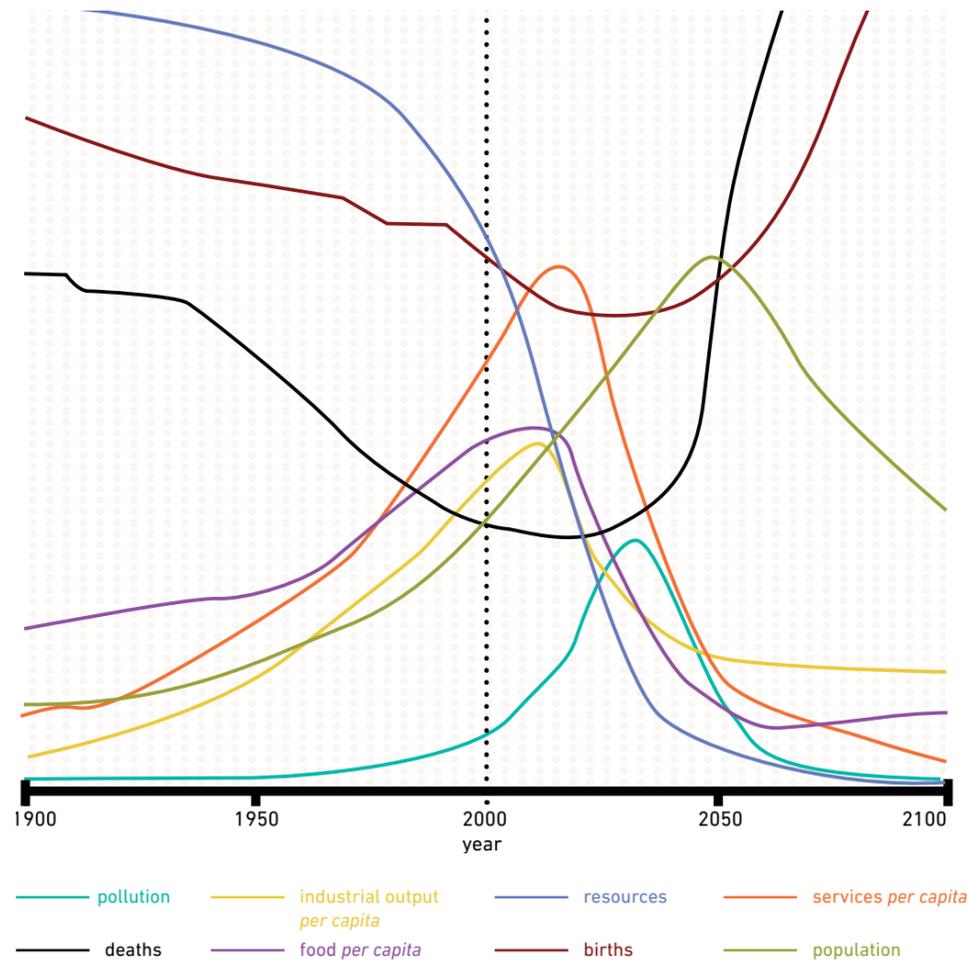
Figure 1. The original projections of the limits-to-growth model examining the relation of a growing population to resources and pollution. Source: Hall, Charles and Day, John. 2009. "Revisiting the Limits to Growth After Peak Oil". *American Scientist* 97(3)

The report not only defined the new notion of development, but also drove attention towards the limitations and major challenges of development on a global scale. Since its publication, the idea of sustainable development has gradually evolved, but it has certainly become a dominant and mainstream way of defining development.

To think about: what is your definition of development? What are, in your opinion, the ingredients necessary to achieve human development? (See exercise: ☞ *What I stand for*)

The original notion of sustainability was strictly related to the environment, finite resources, and the ecological capacity of the planet. However, the contemporary understanding of sustainable development is much broader. **The current, complex approach identifies three spheres of sustainability: society, economy and environment** (Figure 2). Additionally, the necessity of sustainability within these three spheres is underlined. Not only are the unbalanced use of resources and environmental degradation seen as unsustainable; so too is a society built on inequalities if it does not provide all of its members with public services, opportunities and dignity. The same can be said of an economy that generates growth but does not create solid grounds for employment and distribution of wealth.
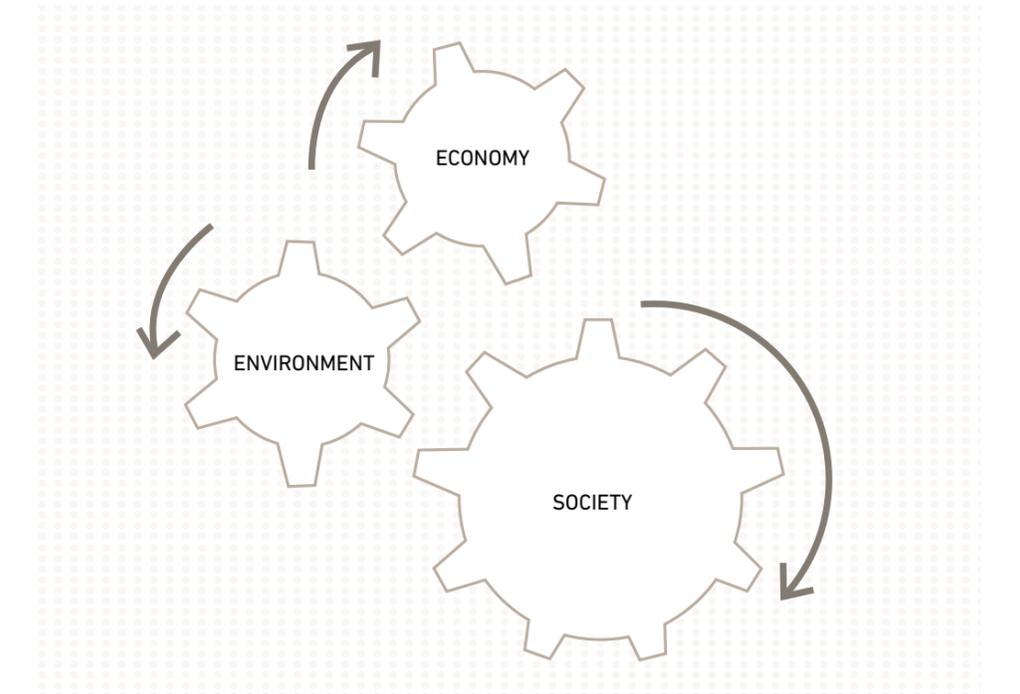


Figure 2. Contemporary understanding of sustainable development. Source: own work

**Consequently, today's notion of sustainable development has become a broad and complex concept and can cover issues such as:**
- **Environment:** ecological capacity, biodiversity, pollution and emissions, resources stewardship, mitigation and adaptation to climate change

- **Economy:** growth, efficiency, competitiveness, innovativeness, creativity, stability, employment, poverty and wealth distribution
- **Society:** safety, food and water security, proper shelter and housing, education and healthcare, equity and equality, cohesion, mobility, empowerment and participation, dignity and identity

The contemporary understanding of development stresses that human actions and environment are interrelated. Habitats and ecosystems are a continuum. Moreover, the human paths of development are limited not by our past, but by our future, and our actions should consider the planetary burden we leave to future generations.

## HUMAN DEVELOPMENT AND THE SHIFT FROM A DIVIDED WORLD INTO A COMMON WORLD

As the concept of development evolved, so too its agendas changed. The 1990s brought a revolutionary change that ended with the Millennium Summit of the United Nations in September 2000. At that time, UN member states agreed to adopt a new development agenda – the Millennium Development Goals (MDGs).

The novelty of the Millennium Agenda was that it placed the idea of human development in the foreground, rather than economic growth and industrialization. As shown in Figure 3 the MDGs consisted of eight goals. Six clearly focused on basic challenges related to poverty, hunger, primary education and basic healthcare. The seventh echoed the existing notion of sustainable development and the eighth was about ensuring support and financing for the implementation of the MDGs.

Clearly, the majority of the goals was dedicated to developing countries. They were based on the assumption that without solving basic and urgent social challenges, it will not be possible to achieve economic development and thus improve the quality of life. Even though between 2000 and 2015 not all of the targets identified by the MDGs were met, there was clear and **unquestionable progress.**

Figure 3. *Millennium Development Goals*. Source: UNDP

In the report summarizing the MDGs, Ban Ki-Moon, the former Secretary-General of the UN, opened the foreword with the following words:

*The global mobilization behind the Millennium Development Goals has produced the most successful anti-poverty movement in history.[8]*

8. Source: UN, *The Millennium Development Goals Report 2015*.
9. Source: UN, *Sustainable Development Goals Knowledge Platform*.

Eradicating absolute poverty (living on $1.25 or less per day) was put at the center of the Millenium Agenda. To realize how serious this challenge was, it is enough to recall Truman's *more than half the people of the world* or to remember that in 1990 the global share of people living in extreme poverty was as high as 36% and amounted to almost 50% (!) in developing countries. Throughout the first 15 years of the 21st century this dropped to 11% of the global population.[9]

**The progress made is obvious and it should be emphasized** that it was achieved despite continuous population growth. Table 1 presents the MDGs and selected achievements, as well as remaining challenges.

| MDGS | PROGRESS | EXISTING CHALLENGES |
|---|---|---|
| **MDG 1:** Eradicate Extreme Poverty and Hunger | Globally the number of people living in extreme poverty has fallen from 1.9 billion in 1990 to 836 million in 2015. | The share of people living in absolute poverty is still 40% in Sub-Saharan Africa. The proportion of undernourished people in the world is 11%. |
| **MDG 2:** Achieve Universal Primary Education | The primary school enrolment rate in developing regions reached 91%, up from 83% in 2000. | Drop outs (especially of girls): Still about 60 million primary-school-age children (6–11 years old) are missing from classrooms. |
| **MDG 3:** Promote Gender Equality and Empower Women | About two-thirds of developing countries achieved gender parity in primary education. | Gender parity in secondary education; Political empowerment of women; Pay gap between men and women across the world |
| **MDG 4:** Reduce Child Mortality | The global under-five mortality rate has declined by more than half since 1990, dropping from 90 to 43 deaths per 1,000 live births. | Still, 16,000 children under five continue to die every day from preventable causes. |
| **MDG 5:** Improve Maternal Health | The maternal mortality ratio has been cut nearly in half. | Still, an estimated 300,000 maternal deaths occurred in 2015. |
| **MDG 6:** Combat HIV/AIDS, Malaria and Other Diseases | The number of new HIV infections fell by 40% between 2000 and 2013 | Still around 200 million cases of malaria are reported annually. |
| **MDG 7:** Ensure Environmental Sustainability | 2.6 billion people gained access to improved drinking water. 2.1 billion people have gained access to improved sanitation. | In 2015, 29% of the global population lacked safely managed drinking water supplies, and 61% were without safely managed sanitation services. |
| **MDG 8:** Develop a Global Partnership for Development | Official Development Assistance (ODA) to developing countries increased by 66% in real terms between 2000 and 2014. | Still, many countries haven't reach their planned contribution to ODA. |

Table 1. Progress and challenges related with Millennium Development Goals
Sources: UN, Sustainable *Development Knowledge Platform*, *World Vision International*, UNESCO *No Girl Left Behind*.

The 20th century witnessed dynamic changes in geography of development. Many countries managed to trigger and maintain human development. Some entered a path of unprecedented economic growth (especially the Asian Tigers – Hong Kong, the Republic of Korea, Singapore and Taiwan – closely followed by the People's Republic of China and other South-East Asian countries). Additionally, the first years of the 21st century were a period not only of the implementation of the Millennium Agenda, but also of rapid global changes mostly related to globalization and its consequences, both economic and environmental.

Therefore, **the positive change that occurred in the world dates back to post-war times, but clearly it is the last 25 years that have brought significant improvement in human development.**

According to the UN,[10] of 141 countries for which there is continuous HDI between 1990 and 2013, 16 moved from low human development to the medium group and one is already in the high group (China). Of the 45 countries in the medium group in 1990, 29 are in the high human
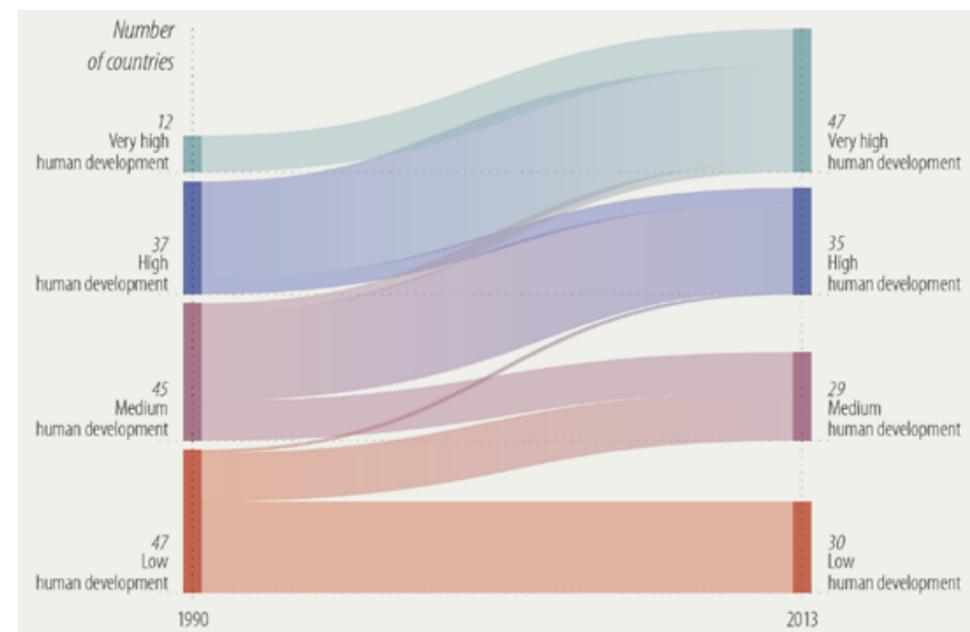
development group and three (Argentina, Croatia and Saudi Arabia) are in the very high human development group. Finally, and impressively, 32 countries that were in the high human development group in 1990 (nearly 90%) are now in the very high human development group.[11] These changes can be observed in Figure 4.

Consequently, the world at the end of the second decade of the 21st century can certainly not be described in black-and-white terms, as it used to be. **It is not divided into the *developed* and the *underdeveloped* – it has become a far more diversified, heterogeneous and complex puzzle.**

## SUSTAINABLE DEVELOPMENT GOALS

As 2015 – the deadline for the implementation of the MDGs – approached, a new global development program was sought within the UN and among the Member States. The ambition was to continue implementing those MDGs that had not been met and to respond to the challenges of the second and third decade of the 21st century.

The debate on the new global development agenda went beyond diplomats' offices and experts' conferences. Preparations were accompanied by both a critical analysis of the MDGs and a number of activities, including the usage of social media, involving various social groups in the discussion. The turning point was the UN Conference on Sustainable Development in Rio de Janeiro in 2012, where Member States took a strategic decision regarding the new development agenda. Finally, **in September 2015 The 2030 Agenda for Sustainable Development, containing 17 Sustainable Development Goals (SDGs), was passed.**

The Agenda 2030 is, therefore, the outcome of past experiences, attempts to meet contemporary challenges (e.g. the complete eradication of poverty and hunger, ensuring environmental sustainability and climate protection, addressing urban sustainability issues, etc.), as well as the effect of a fairly broad debate taking into account the voices of politicians

and academics, but also representatives of civil society and business. The time perspective for the new agenda is 2030. The fundamental novelty of the SDGs as compared to the MDGs is their universal character. **Sustainable Development Goals are not a program of development assistance dedicated to the Global South, but apply to all countries of the world regardless of their level of socio-economic development**.

Naturally, the SDGs are not a recipe for a perfect world. Similarly, the Millennium Agenda did not make all the problems of developing countries disappear. Despite significant progress having been achieved between 2000 and 2015, as described above, there are still nearly 800 million people living in extreme poverty, almost the same number of people worldwide is undernourished, over 600 million people are deprived of access to safe drinking water, 2.4 billion people do not have access to basic sanitation services such as toilets or latrines, and urban slums host nearly 830 million inhabitants.[12] There are many more serious challenges, and these figures continue to be shocking.

Nevertheless, it is worth noting that **the MDGs and SDGs neither were, nor are, a list of wishful thinking, but a set of specific, monitored and carefully measured tasks that focus the efforts of the international community**. It also seems important to be realistic and to remember the famous quote from Dag Hammarskjöld – the second UN Secretary-General – who said in 1954:
*The United Nations was not created in order to bring us to heaven, but in order to save us from hell.*[13]

In the context of this quote one has to admit that the Sustainable Development Agenda 2030 is an ambitious program and some of

10. Source UNDP, ☞ *Human Development Report 2014*.
11. Similar changes can be tracked in the World Bank income groups. Between 1990 and 2018 the number of low-income countries decreased from 49 to 34, and at the same time the number of high-income economies increased from 41 to 81. Source: Neil, Fantom and Serajuddin, Umar. 2016. "The World Bank's Classification of Countries by Income". ☞ *Policy Research Working Paper 7528*. ☞ *World Bank*.
12. Source: UN, ☞ *Sustainable Development Goals Knowledge Platform*.
13. Source: ☞ Dag Hammarskjöld Foundation.



Figure 4. Progress to higher human development groups since 1990. Source: UNDP, *Human Development Report 2014*, http://hdr.undp.org/en/content/human-development-report-2014

the specific targets making up the 17 goals require intense effort to be achieved. Figure 5 shows the full list of 17 Sustainable Development Goals. ☞ Appendix: List of Sustainable Development Goals.

> 💡 To think about: how realistic are Sustainable Development Goals? In your opinion, what are the chances for the world to achieve them?



Figure 5. Sustainable Development Goals. ☞ Source: UNDP.

The Sustainable Development Goals clearly highlight the complexity of the contemporary understanding of development. The 17 goals consist of multiple economic, social and environmental objectives. They also refer to culture, urbanization and human rights. Nevertheless, the major goal still remains the complete eradication of absolute poverty (SDG 1) and hunger (SDG 2), setting the following key targets:[14]

14. Source: ☞ UN, Sustainable Development Goals Knowledge Platform,

- *By 2030, eradicate extreme poverty for all people everywhere*

and

- *By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.*

The SDGs should be, and are, open for critical analysis. However, it has to be underlined that the **17 SDGs can be seen as ingredients of contemporary sustainable development**. We have come a long way since the one-dimensional post-war definition of development that was related exclusively to economic growth. There has also been a significant evolution since the turn of the century, when development appeared to have different characteristics for the Global North and the Global South. Nowadays it is clear that despite the variety, scale and significance of the development challenges, when seen from multiple local, habitat-based perspectives, there are common elements. Whether healthcare, education, safe shelter, decent work, mitigation and adaptation to climate change, biodiversity, or the variety of issues related to cities – these are common needs, common challenges, and common goals.

## SUMMARY, FURTHER READING, LINKS

**SUMMARY:**

- The idea of development has changed significantly throughout the years.
- Nowadays the most significant concept is sustainable development.
- Sustainable development is defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- The end of the 20th century and the beginning of the 21st century brought significant progress in human development, lifting millions of people out of extreme poverty.
- The contemporary global development agenda consists of 17 Sustainable Development Goals.

**FURTHER READING:**
- Rosling, Hans. 2018. ☞ *Factfulness: Ten Reasons We're Wrong About the World and Why Things Are Better Than You Think*. Flatiron Books. New York
- Sachs, Jeffrey. 2015. ☞ *The Age of Sustainable Development*. Columbia University Press. New York

**LINKS:**
- ☞ The United Nations Sustainable Development Knowledge Platform:
- ☞ The SDGs tracker
- ☞ The SDGs mobile application
- ☞ Gapminder Foundation showing progress in human development
- ☞ TED talks on SDGs
- ☞ Global Human Development Indicators and Country Profiles

# 1.2 SUSTAINABLE DEVELOPMENT AND SUSTAINABLE DEVELOPMENT GOALS: PRACTICAL PART ✎

## LESSON PLAN 1: THE SDGs AND HUMAN RIGHTS

### 👁 OVERVIEW:
The lesson plan aims to introduce the concept of the Sustainable Development Goals [ ☞ LINK: overview] in the context of human rights. It presents connections between several initiatives of the United Nations towards protecting human rights globally and eradicating poverty and dealing with specific problems on the ground (e.g. limited access to water and sanitation facilities) based on the Water, Sanitation and Hygiene (⚑ WASH) projects in Malawi.

### 🎯 OBJECTIVES:
1. To discover what kind of global challenges have been addressed in the SDGs and how they are connected to human rights
2. To discuss how the WASH projects are connected with the SDGs and the concept of sustainable development
3. To learn what work on poverty and inequalities looks like from the perspective of a non-governmental actor such as Habitat for Humanity

### 🕐 Time: 60 minutes

### ✎ MATERIALS:
• Paper, old newspaper for cutting, drawing and writing materials. Cards with human rights for each team – [Appendix 1]
• Description of the case – [Appendix 2]

### 📋 PREPARATION:
Prepare the handouts and space for work in groups. You may use ☞Exercise: Charades with SDGs as a additional warming up activity for the group who may be new to the topic of the SDGs.

### ⚠ INSTRUCTIONS:
1. Introduction of the SDGs and human rights – 20 mins [ ☞ LINK: overview]

Before you start, watch together the short animation – ☞ Malala introducing the The Worlds Largest Lesson – it is about the interconnections between people in the world and explains how ending poverty and fighting climate change and inequalities go hand-in-hand in achieving a sustainable and fairer world.

Make sure that the group recognizes the symbols of the Sustainable Development Goals – use one of the many visuals available, such as: ☞ The Global Goals.

Distribute cards with "human rights" from the Universal Declaration of Human Rights (1948) and the list of SDGs (Appendix: List of Sustainable Development Goals), and ask them to connect them with the SDGs – work in pairs or small groups.

📋 *Optional: Add a time limit – ask participants to find as many connections as possible in 5–10 minutes (with argumentation) or ask them to pick three goals and list as many human rights as possible with argumentation.*

Ask each group/pair to be ready to present a human rights connection for each SDG –you can screen it to make it more visual – 2–3 examples of connection per goal, if there is some Global Goal without a connection found, give a moment to discuss it and propose something together.

2. Work in groups on the WASH project case – 30 mins
Divide the participants into three teams and distribute the drawing materials and the handout about the projects in Malawi [Appendix 2].

Each group discusses different aspects of the Sustainable Development Goals: 1) ending poverty, 2) combating inequalities and 3) protection of the environment.

Ask each group to read the material and to together create a front page for a newspaper with headlines focusing on the project in Malawi and its connection with one of the three aspects of SDGs. Encourage groups to be creative and develop titles, draw pictures, write short news items and headlines, but all about the project and the main issue for their group.

Every group shares their work results as authors and reporters who are presenting a new issue of the newspaper to the editorial team (the rest of the group can ask questions and add some comments). Each group has 3 minutes to present the results of the work.

After all the presentations and Questions and Answers are finished, ask if participants have an idea about a water-and-sanitation-related project in their own community, or neighborhood. Suggest that they could report on some of this in their school or local newspaper, or that they can create something together, the way it was done today.

3. Debriefing and reflections – 10 mins
Ask participants how they feel about what they learned and discussed today. Allow for a moment of silent reflection, and then ask everyone to take a posture/face, without any sound, to express this feeling. It could be anything, they can change place, sit, stand or lie (within the limits of the space and others' space).

After a moment ask everyone to move around slowly and, still without making any sound, to look at each other. When this is done, ask everyone to shake off the body, and thank everyone for their cooperation.

👆 **SUGGESTIONS FOR FOLLOW-UP:**
• Start a ☞ Research Project: Sustainable Development and SDGs.
• Check what kind of targets are under each goal, choose one goal to support. It is a good way to start, and to take specific action (see the ☞ Action project!: Activity planning).
• Participants can continue their newspaper, or prepare material for a local or school newspaper to present the ideas they learned about, or local aspects connected to SDGs.
• Learn more and join the campaign for SDGs:
    • ☞ The lazy person's guide to saving the world
    • ☞ Download an application to your phone to learn more about the SDGs
    • ☞ Status of SDG progress

**Appendices:**
• **Appendix 1:** Adapted list of Human Rights from UDHR (Universal Declaration of Human Rights)
• **Appendix 2:** WASH projects in the peri-urban community of Lilongwe, Malawi

# APPENDIX 1: ADAPTED LIST OF HUMAN RIGHTS FROM UDHR (UNIVERSAL DECLARATION OF HUMAN RIGHTS)

| NON-DISCRIMINATION | RIGHT TO LIFE, LIBERTY AND SECURITY OF PERSON | FREEDOM FROM SLAVERY | FREEDOM FROM TORTURE |
|---|---|---|---|
| You Have Rights No Matter Where You Go | Equal Before the Law | Your Human Rights are Protected by Law | No Unfair Detainment, Imprisonment or Exile |
| Right to Marry and Start a Family | The Right to Seek a Safe Place to Live | Innocent Till Proven Guilty | The Law is the Same for Everyone |
| Right to a Nationality | Freedom to Move | Right to Privacy | Right to Fair Trial |
| Right to Your Own Things | Freedom of Thought/Belief | Freedom of Expression | Freedom to Join Associations and Meet Others |
| Right to Participate in the Government of Your Own Country | Right to Social Security (affordable housing, medicine, education, childcare) | Workers' Rights (fair wage for work, and right to join a trade union) | Responsibility to Respect the Rights of Others |
| Food and Shelter for All | The Right to Education | A Fair and Free World | Right to Play/Rest |
| No-one Can Take Away Your Human Rights. | Freedom and Equality in Dignity and Rights | Right to a Standard of Living Adequate to Your Health and Well-being | Right to Share in Your Community's Cultural Life |

Mtsiriza Sanitation & Hygiene Improvement Project, Habitat for Humanity Malawi

The project was conducted in agreement with Habitat for Humanity Germany to improve the health conditions of the residents of Mtsiriza, Lilongwe City in Malawi. The project was supported by the Federal Ministry for Economic Cooperation and Development (BMZ) of the German Government.

The project was implemented in Mtsiriza, 📎 **a low-income**, 📎 **peri-urban**, 📎 **informal settlement** in the western part of Lilongwe City, the capital city of Malawi. It has a population of 39,549, most of whom have poor access to 📎 **improved sanitation**. The project's goal was to improve the health of the residents of Mtsiriza through better treatment of fecal matter and promotion of improved hygiene practices by December, 2017. This was achieved through: construction of latrines and hand-washing facilities at schools, sanitation training in schools, training on puberty education and menstrual hygiene management, sanitation and hygiene community-awareness campaigns and health-promotion talks, dissemination of hygiene and sanitation messages through IEC materials, and other means.

Mtsiriza, Mtandire Sanitation & Hygiene Improvement Project, Habitat for Humanity Malawi

Currently, HFH Malawi is implementing a WASH project in the two Low-Income Areas (LIAs) of **Mtsiriza and Mtandire** in Lilongwe City. After the successful implementation of a WASH project in Mtsiriza (described above). HFHM would like to learn from the previous project and scale up WASH interventions in Mtsiriza and its neighboring township of Mtandire. These two townships are situated to the west of Lilongwe city within the city boundaries. This project attends to problems related to water supply, further problems related to sanitation, and new activities related to hygiene practices.

Mtsiriza and Mtandire are located in West Lilongwe. Mtsiriza has a population of 39,549 (15,109 male and 24,200 female). Mtandire has a population of 23,155 (11,345 male and 11,810 female). These two settlements have traditionally been small, agricultural villages that underwent rapid urbanization in the last few decades. They are characterized by very high population density, practically no urban infrastructure (paved roads, drainage, sewerage, public lighting), a shortage of land, and high rates of poverty. Most people from these areas earn their living through small-scale businesses such as selling charcoal and casual work. Many of them have gardens that they cultivate to feed their families. A few people have employment outside these settlements, at factories or companies in the city. Most people from these areas survive on less than two euros a day. The housing stock consists mainly of small adobe buildings. Homes are typically of less than 30 m² and buildings with more than one story are extremely rare. Due to shortage of land and the rapid growth of the population of these settlements, many people rent their homes, especially poorer residents and newcomers – if these people want to improve their homes (with, for example, improved sanitation structures), they have to convince their landlords. Landlords on the other hand do not appear incentivized to improve these homes.

The project will be addressing WASH needs in two informal settlements in Lilongwe (Mtsiriza and Mtandire). The locations are characterized by extremely low income, rapid growth, high population density, and an almost complete lack of urban infrastructure. There are two government schools in the project area, which have high numbers of learners and are seriously underfinanced, and are hence struggling to provide basic WASH services to their learners. The WASH situation in the community is critical as a result of poor infrastructure and poor sanitation and hygiene practices. These problems lead to frequent instances of water- and vector-borne diseases both among learners and the general community.

The project seeks to address the following issues:
- Due to continued (albeit improved) shortage of hygienic latrines, children at Mtsiriza primary school still lack adequate access, which leads to open defecation and disease.
- Girls at both schools lack access to girl-friendly latrines when they have their periods, which causes distress, humiliation and absenteeism.
- Also, stigma and prejudice related to menstruation persist at both schools, creating additional challenges for girls in puberty, and aggravating their problems.
- Water is scarce both for drinking and for hand washing at both schools; learners fail to wash their hands at critical times and beg for drinking water in the neighborhood, both of which cause serious health risks.
- The schools are seriously underfunded, which makes it extremely difficult for them to maintain their physical assets and to ensure the provision of the most basic WASH services to their students.

- Premises are not protected at Mtsiriza primary school, which poses a serious risk to the sustainability of previous and current project results and leads to open defecation by strangers; all of these jeopardize any results related to improved sanitation and hygiene.
- Inhabitants of newer parts of the settlements lack access to safe water.
- Hygiene and sanitation practices are generally poor, causing frequent occurrences and fast spreading of water-borne and vector-borne diseases (notably, these two settlements were among the very few places in Lilongwe that had cholera cases in the last rainy season 2017–18). Eleven (11) cases were reported in these two areas during the 2017/18 rainy season, according to the report from the Health Surveillance Assistants (HSAs).
- Village Health Committees in Mtsiriza and Mtandire have never received the training necessary to carry out their duties, which makes it difficult for them to do their work.

## LESSON PLAN 2: WORLD CAFÉ DISCUSSION ON THE SUSTAINABLE DEVELOPMENT GOALS

### 👁 OVERVIEW:
The lesson aims to encourage in-depth discussion about Sustainable Development Goals [☞ LINK: overview] and the role of different actors in the world. The World Café method facilitates large and small groups in reflecting on complex problems – such as poverty, inequalities and climate changes – from different angles. The scenario is designed for a group with a basic understanding of sustainable development and an ability to recognize different actors in international relations.

### 🎯 OBJECTIVES:
1. To discuss in-depth the nature of sustainable development and SDGs
2. To discover and discuss the responsibilities in achieving SDGs held by governments, organizations, business and individuals
3. To exercise the ability to discuss the responsibilities and practical aspects of sustainable development

### 🕐 TIME: 60–90 minutes (depending on group size)

### ✂ MATERIALS:
- Whiteboard or sheet of paper to write down the main question
- Prompter and audio equipment (optional)
- One poster per table and one set of color markers per table
- Information sheet per table, Appendix 1

### 📋 PREPARATION
Prepare a space in a cafeteria style with enough place to move around and to sit at the tables, number the tables and prepare enough cards for every participant, as in Appendix 1. You may prepare some drinks and snacks for each table.

*Optional: To screen the video in the beginning of the session, prepare prompter and audio equipment.*

You may put on each table a short description of rules (BOX: Rules of the World Café discussion), information about different actors [Appendix 1] and a list of SDGs (Appendix: List of Sustainable Development Goals), available for download from: ☞ LINK 1, or ☞ LINK 2

More information: ☞ World Café Method

### ⚠ INSTRUCTIONS
1. Welcoming and introduction – 10 mins
On entering, ask each participant to choose a small card with the number of a table to sit at during each round.

*Optional: Card can also indicate different roles to play during discussion, such as reporter, note-taker, facilitator, the person who starts the conversation, etc.*

Invite participants to sit at one of the prepared tables, according to the number on the card they chose.

If there is a technical possibility, screen and watch together an animation about sustainable development: ☞ What is Sustainable Development?. You may also prepare a brief introduction based on that video and a subchapter: Sustainale Development Goals, [☞ LINK: overview] (adjusted to the knowledge level of the group).

Explain that today you will be discussing the main purpose of the Sustainable Development Goals. Read out the main question: How can we end extreme poverty, inequalities and climate change by 2030? – write it down to make it visible for everyone. Make sure that everyone understands the question.

**Rules of the World Café discussion:**
- There are three rounds of discussion, and all of them address a main question: How can we ........................... (☞ different actors) support ............................................................ (to be chosen: implementation of the SDGs/ending extreme poverty/inequalities/climate change) by 2030?

- Each round of the discussion lasts 15–20 minutes, after which, every person changes seat to another table (as indicated on a card). Everyone should change seat, but it can be done in different directions. Still, try to keep a similar number of participants at each table every round.

- Each round answers the main question in general. However, in each round participants focus on one of the three aspects of sustainable development: 1) environment, 2) economy and 3) society (as explained in the animation video).

- At every table there is a sign with a number indicating one of the actors responsible for achieving SDGs. Discussion by each table must take into consideration the actor indicated on the sign. Different strategies can be applied; the participants can try to take the perspective of that actor or think what that actor should do.

- Some of the participants have a special role to play as indicated on the cards chosen in the beginning of the session.

- A person responsible for note-taking should write down the main conclusion on a poster and leave it for the next group. There is a person responsible for reporting back to the group in the end based on the poster, there is a person who keeps an eye on the time, one who starts conversation, and one who facilitates the discussion, (there may be more roles to assign).

2. World Café – 45–60 mins

Repeat the main question: How can we end extreme poverty, inequalities and climate change by 2030? (See the introduction to this chapter for the definitions and some more information about SDGs.)

Announce round 1, then round 2 and round 3. Three minutes before each round ends, remind participants to write down some conclusions on the posters or for the reporters to gather some main points to report back. Each table has to think about different actors and their role and responsibilities. Information about each actor can be printed out with SDGs [Appendix 1].

3. Debriefing and reflection – 10–20 mins

First invite reporters, who were responsible for gathering conclusions to report back; start with one actor and pass to the next.

Gather everyone and ask them to stand up and answer the questions below by showing with their hands the level of agreement (hands up) or disagreement (hands down).

• I learned a lot.
• I have more questions than I had in the beginning.
• I keep thinking of the discussion we had in round 1/2/3.
• I need more information.
• This was hard to follow up.
• We need more time to discuss.
• We should know more.
• This was not practical, these are just ideas and theory.
• I want to make some changes on my own.
• I liked my special role (optional).

☝ **SUGGESTIONS FOR FOLLOW-UP:**

• To learn more about the interlinked nature of Sustainable Development Goals, visit: ☞ The Sustainable Development Goals Report 2018
• After discussion, or at home, every participant can watch a video about the role of every person: ☞ World's Largest Lesson
• Start a project; start by researching what you like the most and figure out how you can protect natural resources and work in your family, community and country (see Exercise 3 – What I stand for?).
• Collect the posters, add graphic and design and share with others in your school or community. Reporters and other participants can write an article for the local newspaper.
• Try the same scenario in your community; invite different actors in your community, such as representative of the local authorities, scientists, teachers, business owners, seniors, youngsters, young employees and parents. Young people can be host at each table to explain the global goals and to take notes from the discussion.

**APPENDICES:**

• **Appendix 1:** Actors for each table

**– Government**
You can think about national or local government in your own country, and what it is doing in terms of poverty, climate change and inequalities. Governments have many opportunities to act globally, regionally and locally and are driven by people – politicians, experts, parties, social movements, citizens and institutions. Think what they should do to reach the SDGs by 2030.

**– United Nations**
This is a global organization that aims to work for international peace, ending poverty and promoting human rights. It has initiated debates around sustainable development and SDGs. UN organizations work in every aspect of life and Sustainable Development Goals such as poverty, health, education, food security, law, humanitarian disasters, e.g. UNICEF, UNESCO, WHO, UN OCHA.

**– Non-governmental organizations/civil society (international and national)**
These include any organization or movement that works between the household, the private sector and the state (or, generally, public administration) to negotiate matters of public concern. They can work on any issue or challenge. There are international NGOs working in many countries, such as Habitat for Humanity, or local associations working for the good of their own local community. Very often, organizations cooperate with each other, create partnerships and work together with governments, business and individuals.

**– Business**
Each company is interconnected through their supply chain, services, transportation and customers with different countries and environments. Companies (big and small, local and global) have a responsibility for human rights in every country they operate in. They are responsible for all the people working for them, and for those being subcontracted or employed at the site where their raw materials are extracted. They are responsible for ensuring the human rights of all employees (including of those working for subcontractors), and of communities affected by their production, transportation, extraction of raw materials, waste and customers.

**– Individuals**
Think how many different social and professional roles we have. We are all citizens, consumers, residents, and part of a local community and the world. For example, our consumer choices have many impacts, as does the way we treat other people, animals and the environment.

# LESSON PLAN 3: HOUSING, EDUCATION AND THE SDGs

## 👁 OVERVIEW

The lesson plan aims to encourage exploration of the idea behind housing and educational projects in underprivileged communities designed to break the cycle of poverty and to address inequalities. Participants discover how education can help children from underprivileged communities, through discussion and group work on a story from Romania where a Community Center (Day Care) helps children to improve in education (Appendix 2).

## 🕐 TIME: 90 minutes

## 🎯 OBJECTIVES:

1. To understand and discuss the role of education in breaking the cycle of poverty.
2. To discover how a project on housing for vulnerable communities supports achieving SDGs
3. To practice argumentation and exercise listening to other points of view, which are crucial for critical thinking.

## ⚔ MATERIALS:

- Projector and audio equipment
- "NO" and "YES" signs
- Print-out of information from Appendix 1 and 2
- Materials to draw a comic or graphic presentation of the small group work
- Dice and questions assigned to each number for debriefing

## 📋 PREPARATION:

Prepare the space for the screening and small group work. Prepare the materials to hand out to working groups under discussion.

## ⚠ INSTRUCTIONS

1. Welcoming and Introduction – 5 mins

Ask the participants what the cycle of poverty is – what do they understand by the phrase?

Gather all different kinds of ideas, ask for examples: what are the symptoms and solutions?

You may use visuals, such as: 👉 Cycle of poverty or watch a video: 👉 Cutting the cycle of poverty

2. Different point of view – 20 mins
Place the "Yes" and "No" signs at two opposite ends of the room.

The participants stand in the middle and listen to the statements below. Next, participants place themselves next to the sign they agree with:

*Note: The exercise is to include new terminology connected to the topic of housing, poverty and sustainable development and to practice crucial skills of critical thinking and discussion. The aim is not to "get the correct answer", as most of the statements simplify such complex phenomena as poverty, sustainable development and access to education. See links to related materials for some additional information. Getting a high-school diploma is most important to break the cycle of poverty.*

## SUGGESTED SENTENCES TO READ OUT:

- The problem of poverty exists only in poor countries.
- Poverty depends on the individual abilities of a person to earn money.
- There are no slums in Europe.
- Sustainable development is mainly for rich people who can buy organic products.
- Sustainable development has nothing to do with education; it is mainly about the environment.
- A place to learn and play is as important as a school in improving educational performance.
- Lack of safe shelter/home deteriorates performance at schools.
- Children under 16 should not be allowed to work under any circumstances.
- Lack of access to education is typical for countries of the Global South.

### POVERTY

Poverty is a complex and global problem and eradicating it requires various approaches, such as those presented in the SDGs and various projects tackling different aspects of poverty in all kinds of countries.
See: 👉 "What is poverty" by Habitat for Humanity

### NO SLUMS IN EUROPE

See material about slums in European countries: 👉 Inside Europe's slums

## SUSTAINABLE DEVELOPMENT

The definition of sustainable development can vary and it used to be more connected to environmental protection. See how SD has been defined recently in the first chapter of ☞ Toolkit p.8.

## A LACK OF SAFE SHELTER OR HOME IS DAMAGING

Housing situation affects the whole household including children and their performance in school, as many studies suggest. Also see the story of Buftea community [Appendix 2].

## LACK OF ACCESS TO EDUCATION

The problem of access to education is connected with inequality, including in countries of the Global North. See videos in "Suggestions to follow up" below.

When everyone takes his or her place, some participants share their argumentation for their stance. After all the arguments there is a chance to change place. Repeat for each sentence. After a few rounds ask everyone to share their reflections on the exercise.

Sum up the discussions and underline the role of education and ⚑ adequate housing in fighting poverty and contributing to sustainable development. But there are no simple solutions, and there are symptoms of the complexity of poverty in the world.

3. Housing and the SDGs – 40 mins
Ask the participants to divide into small groups (3–5 persons). Explain that every group will receive a set of information and their task is to prepare a comic story for an imaginary character from Buftea – one of the beneficiaries of the future Community Center.

Every group receives materials, and discusses how the project is connected with the issue of housing in the five SDGs mentioned in Appendix 1.

The result of the discussion is presented as a graphic story of an imagined child (girl or boy) who lives in Buftea, where the center has been built. Each team presents their work and explains the thinking behind it.

4. Debriefing and reflection – 20 mins
Every participant answers a question from the list below. To randomly pick a question everyone draws a number or throws a dice and finishes the sentence assigned to each number:

1. One of the most interesting discoveries was …
2. The most challenging moment was …
3. The most important thing I learned …
4. If I could, I would change …
5. I am thinking now about …
6. My first thoughts at the end are …

🖐 **SUGGESTIONS FOR FOLLOW-UP:**
- Ask participants to watch one of the videos and prepare a mind map of the idea presented in the video:
  - We can end poverty, but this is why we haven't by Teva Sienicki: ☞ We can end poverty, but this is why we haven't
  - Education and inequalities: ☞ Education gap: The root of inequality
  - Education is a critical part of fighting poverty: ☞ Education Ends Poverty
- Suggest participants to find a person from their community, from a different generation, and listen about their childhood, their difficulties, what a normal day looked like. This can be presented as an interview in the local newspaper, or it could serve as a basis for another visual story.
- Continue with the Exercise 3: What I stand for?

**APPENDICES:**
- **Appendix 1:** Handout for group discussion
- **Appendix 2:** Description of the Project to Build a Community Center in Romania

**THE FIVE KEY HOUSING SDGs**

Goal 1: **No Poverty**

 • Adequate housing builds resilience and reduces vulnerability to economic, social and climate-related shocks and disasters.

 • Equal access to the economic resources of housing, and the ownership and control over land and the income it generates, promote sustainability.

Goal 5: **Gender Equality**

 • Equal access to housing protects women from discriminatory policies and practices related to land distribution, titling and inheritance.

Goal 6: **Clean Water and Sanitation**

• Access to clean water and sanitation are integral to safe, healthy, adequate housing.

Goal 7: **Affordable and Clean Energy**

 • Housing systems that are energy efficient and that use affordable, clean energy save costs and reduce air pollution and the effects of climate change.

Goal 11: **Sustainable Cities and Communities**

• Access to affordable, adequate, safe and inclusive housing and basic services increases resilience. Integrated housing frameworks support economic, social and environmental policy planning and infrastructure linkages across the urban–rural ecosystem.

In addition to serving as a driver for these five key SDGs, housing serves as a platform that contributes to a wide range of health, well-being and educational outcomes found in eight other goals.

Source: Sustainable Development Goals. ☞ Housing ensures sustainable development, Habitat for Humanity

## 📎 APPENDIX 2: DESCRIPTION OF THE PROJECT TO BUILD A COMMUNITY CENTER IN ROMANIA

**INFORMATION ABOUT PROJECT IN ROMANIA (BASED ON INFORMATION FROM HABITAT FOR HUMANITY)**

What? Building the Community Center serves the children in Buftea, in order to facilitate their access to education. It helps to prevent school absenteeism and improves school performance through counseling, homework assistance, non-formal education, creative workshops and providing a daily hot meal.

Why? Education is crucial to break the cycle of poverty and important in building a better future. Children are those most affected by living in difficult conditions.

Where? Buftea Town, 20 km from Bucharest (the capital and the largest city of Romania).

Who? The center is built for underprivileged children and parents from two poor neighborhoods, Flamanzeni and Buciumeni, with a predominantly Roma population suffering from social exclusion and community segregation.

Habitat for Humanity Romania is managing the construction process of the center. Hercules Association is a local partner with 10 years' experience working with vulnerable children. It manages a similar center in Costesti, Arges County (300 beneficiaries per year). Local authorities provided the land on which the community center is being built free of charge.

**A DAY AT THE HERCULES DAY CENTER**

Hercules Center opens its gates at 8.30 am for Little Giants (secondary school children who go to school in the afternoon).

Geta greets them and makes sure that all of them are washed and have clean, dry clothes. If Geta's routine doesn't wake them up for good, Monica's nourishing breakfast will definitely energize them.

From 9.00, for two hours, the children do their homework and receive help on specific issues and subjects, should they encounter difficulties in school. Depending on the children's needs, Lavinia is helped by volunteer teachers from schools in the area and by volunteer former beneficiaries of the center or school students in the community.

Once homework is completed, children have time for educational and recreational activities coordinated by our educator Marian, an inexhaustible source of ideas for fun and games. Every day there is another main activity like "Reading Club", "English Day", "Mysteries of the Computer", etc.

12 o' clock is lunchtime for the Little Giants and the time when the noisy and energetic children of the "Dwarfs" group (younger children, having school in the morning) begin to arrive. Tired after school, the "Dwarfs" relax or play, before Monica calls them to the table. Then the program continues just as it did in the morning for the older kids: children do their homework and have at least an hour for educational activities.

At 4.30 pm children go home.

Source: Hercules Association

## ✏️ EXERCISE 1: HOW DO YOU UNDERSTAND SUSTAINABLE DEVELOPMENT?

### 🎯 OBJECTIVE:
To discuss sustainable development with a critical thinking approach and to discover how the concept of the sustainable development has been developed.
Time: 30 mins

### ⚔️ MATERIALS:
- Definitions and opinions on sustainable development printed on separate cards
- Poster-size paper and markers

### ⚠️ INSTRUCTIONS:
1. Brainstorming on meaning of development - 10 mins
Ask participants how they understand "development"; allow them to share different ideas without correcting or judging. Explain briefly about development and its transition into sustainable development as described in the overview.

2. Critical thinking and discussion in small groups - 20 mins
Distribute the same set of different quotes on sustainable development to each group; first it reads the quotes and discusses which concepts participants agree or disagree with. The results of the discussion in small groups are presented to the whole group. Facilitate the discussion as long as needed. There is no need to reach a consensus on one definition. The purpose of the discussion is to exchange and learn from each other. Use these quotes below or add some others:

*"We must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas."* – Harry Truman, 1949

*"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."* – the United Nations World Commission on Environment and Development, 1987

*"Our biggest challenge in this new century is to take an idea that seems abstract – sustainable development – and turn it into a reality for all the world's people."* – Kofi Annan

*"Surely we have a responsibility to leave for future generations a planet that is healthy and habitable by all species."* – Sir David Attenborough

*"At its essence, sustainability means ensuring prosperity and environmental protection without compromising the ability of future generations to meet their needs. A sustainable world is one where people can escape poverty and enjoy decent work without harming the earth's essential ecosystems and resources; where people can stay healthy and get the food and water they need; where everyone can access clean energy that doesn't contribute to climate change; where women and girls are afforded equal rights and equal opportunities."* – Ban Ki Moon

*"My concept of the development is that it should be defined by the people for whom it is supposed to be. It cannot be defined by Washington, it cannot be defined by politicians, it has to be defined by the community. If the community feels that letting the river flow is development, then let the river flow. If the community feels building the dam is good, then they can build it. But it shouldn't be that you are told and you have no right to decide."* – Vandana Shiva

3. Brainstorming on meaning of development - 10 mins
Ask participants how they understand "development"; allow them to share different ideas without correcting or judging. Explain briefly about development [ 👉 LINK: overview] and its transition into sustainable development as described in the overview [ 👉 LINK: overview].

4. Critical thinking and discussion in small groups - 20 mins
Distribute the same set of different quotes on sustainable development to each group; first it reads the quotes and discusses which concepts participants agree or disagree with. The results of the discussion in small groups are presented to the whole group. Facilitate the discussion as long as needed. There is no need to reach a consensus on one definition. The purpose of the discussion is to exchange and learn from each other. Use these quotes below or add some others:
Ask every participant what they learned from this discussion.

## ✎ EXERCISE 2: CHARADES WITH SDGs

### ⊙ OBJECTIVE:
The Charades game is used with the aims of presenting all 17 Sustainable Development Goals in an interactive and light-hearted manner and to show how they are interconnected. The exercise can be an opening session for further discussion of SDGs.

### ◷ TIME:
30 minutes

### ✗ MATERIALS:
- Signs with team names
- Cards with Sustainable Development Goals – Appendix 1
- Flip chart or white board, markets – if you decide instead to draw the phrases
- Diplomas or certificate for the winning team

### ! INSTRUCTIONS:
1. Preparation and welcoming – 2 mins
Prepare the room for charades with space for the teams and a prominent place for all to draw or act out the charades. Prepare a trophy or diplomas for the winning team(s).

Welcome everyone and explain that in the first part of the session you will play Team Charades about the Sustainable Development Goals [ ☞ LINK: overview].

*Note: The accuracy of the phrase itself is not so important, but the key word(s) and meaning of the goal is. To change the difficulty level, change timing or add a few phrases not related to the SDGs.*

2. Teams and rules of the game – 5 mins
Divide the group into teams, and agree on the order of presenting.

*Optional: Teams draw the name that assigns an order of presenting: 1) Problem solvers 2) Goal-keepers 3) Doers 4) Messengers 5) Reporters 6) Change makers.*

Explain some rules: each team delegates one person to select a card; a person can choose which method she/he will use - drawing or acting out - before seeing the card; speaking, making noises, pointing at things or people are not allowed; every person has the same amount of time.

3. The Charades – 18 mins
A player from the first team (according to above order) has to act out the charade, while his or her teammates have 1 minute to guess the correct answer. If they get it correct within the time limit, the team scores a point. Play till cards are all used up.

4. Debriefing and evaluation - 5 mins
Announce the winner, present the trophy/diploma and thank everyone for a good game. Finish the game.

Evaluate and ask what are the feelings and reactions to the game and the subjects – which was the hardest, the most surprising, and what was very easy or obvious.

**APPENDICES:**
• **Appendix 1:** SDGs charades – For acting out our drawing

## 📎 APPENDIX 1: SDGS CHARADES – FOR ACTING OUT OR DRAWING

| | | |
|---|---|---|
| No Poverty | Zero Hunger | Good Health and Well-being |
| Quality Education | Gender Equality | Clean Water and Sanitation |
| Affordable and Clean Energy | Decent Work and Economic Growth | Industry, Innovation and Infrastructure |
| Reduced Inequality | Sustainable Cities and Communities | Responsible Consumption and Production |
| Climate Action | Life Below Water | Life On Land |
| Strong Peace and Justice Institutions | Partnerships for the Goals | Sustainable Development Goals |

# ✎ EXERCISE 3: WHAT I STAND FOR

## 🎯 OBJECTIVE:
The exercise aims to empower and inspire an individual reflection on personal engagement and activism for the Sustainable Development Goals. It can be also an introduction to creating new ideas for engagement.

## ✂ MATERIALS:
• Paper and materials for a chosen/favorite artistic expression.
• Projector and computer (optional).

## 🕐 TIME:
30 minutes (or more)

## ⚠ INSTRUCTIONS:
1. Preparation: an artistic expression part – 10 mins
Ask participants to draw, or otherwise create, a representation of themselves. Let them express themselves artistically to keep every drawing personal and original.

*Note: The created shape of person should have a head (with eyes, nose and mouth), hands, legs and feet, marked heart and belly. All kinds of artistic expression methods are allowed like a drawing, a painting, a sketching, a paper cut-out, etc.*

Ask to leave some space to write down comments on the following points:
• Head ➔ What I think about; What interest me a lot; What I like to read about
• Hands ➔ What I like to do
• Heart ➔ What I feel
• Stomach ➔ What I am afraid of
• Feet ➔ What I stand for

You can decide with the group if participants wish to share their results or to keep them for themselves. It is important to focus on individual and personal reflection about your personal goals and preferences

2. Reflection on the SDGs – 15 mins

*Optional: If the group need it, remind briefly about the SDGs: watch short ☞ animation; hand out the list of SDGs, download app called "The Sustainable Development Goals" or screen or display ☞ graphic illustration of the SDGs.*

Each participant chooses one Goal that would be in line with their personal preferences and priorities.

Next, everyone thinks of one action or change of behavior that they could introduce themselves to support one of the SDGs. Everyone writes down a brief declaration inside a speech bubble added to the drawing.

3. Debriefing – 5 mins
Everyone shares the idea for his or her input for achieving SDGs. Ask each participant to write down one idea they would like to adopt for themselves.

Ask which idea(s) from other participants are interesting and can be applied.

Make your ☞ own headshot in SDG colors and join the movement online.

## RESEARCH PROJECT: SUSTAINABLE DEVELOPMENT AND SDGs

👁 **OVERVIEW:**

The session aims to prepare the participants to plan, start and conduct the research on the topics related to the WASH projects and SDGs. It allows for in-depth analysis and reflection on interconnections.

🕐 **TIME:**

90 minutes

⚠ **INSTRUCTIONS:**

1. Welcoming and Introduction – 10 mins
Ask participants: What kind of water related activities do you like most?

Allow them to bring as much ideas as they can, write down the answers in one column and explain that water is a crucial aspect of everyday life for every person. Then, ask what kind of problems with water exist in the world. Write down ideas in the second column.

*Optional: If needed, recap the idea of the SDGs, remind what the WASH projects looks like (e.g. WASH project in Malawi, ☞ LINK: Appendix 2: WASH projects in the peri-urban community of Lilongwe, Malawi) and why the water, sanitation and hygiene issues are important.*

2. Planning the research – 40 mins
Research questions:
Ask everyone to look at both columns and discuss in pairs a potential interesting  aspects of the water and its importance for different aspects in our life.

Let the pairs phrase a question that come to their mind in terms of SDGs, sustainable development and water. Ask to write them down. This is the **main research question**.

*Optional: You may suggest or present some questions like: Does access to clean water changes people's lives? Has water helped cities to develop cities throughout history (see ☞ materials)? Is the access to clean water and sanitation important for access to education and the future of children? Does our community can develop more ways to use water in a sustainable way?*

Then, ask participants to split the **main question** into **sub-question**s. Make sure that the sub-questions constitute a full breakdown of the main question.

Explain that there are different ways to plan research:
• Exploration (e.g. What the situation of water management looks like in my town): to shed light on some new challenging topic – investigating its roots, history and statistics.
• Description and comparison: to collect more information – collecting information on how the system is built in your community and what it looks like in another country, region or town.
• Explanation: to explain the roots of the problem – find some causal relation between industrialization and poverty and the problem of water in some countries.
Consequently, ask participants to think h**ow they can gather data and find the answer(s)**.

*Note: Allow participants to choose the method they want to apply to find answer for the Main Question, e.g. reading existing sources in the library or in the Internet (i.e. desk research); conducting interviews with local water management experts or other Key Informants (people who know a lot about the issue you want to research on); observing people's behaviors in a systematic way; conducting survey on how water is used in the local community and/or households (by measuring the amount of water used and the sources, etc.), keeping a daily diary of your own practices, etc.*

*It is encouraged to combine more than one method of data collection – desk research with face-to-face interviews, observations and survey, desk research from different sources, etc.*

Ask, to write down the chosen method(s), next to the Main Question and sub-questions.

Finally, request to discuss in pairs **how the results can be presented**; to whom you want to present your results – what would be your target group and channel?

Be creative: think of the public outreach – local media, radio or newspaper, social media, letters to a local company or local council, posters or leaflets with main findings.

3. Presentation of the research outline and feedback – 10 mins
Ask, every pair to briefly present a research concept (main question, sub-questions, methods, target and channel of publishing/presenting the results).

Request that rest of participants share their feedback, starting with one of statements:
1 - I like …, 2 - I dislike …, 3 - I think you can add/omit …  4 - I don't understand how …

# ⚙ ACTION PROJECT!: ACT ON SUSTAINABLE DEVELOPMENT AND SDGs

## 👁 OVERVIEW:

The proposed session aims to prepare participants to undertake a local action and to educate others about sustainable development by tackling real-life problems in their local community.

## 🎯 OBJECTIVE:

1. To encourage participants to engage with the SDGs in their local community.
2. To practice conceptualizing and planning a local community project.

## ⚠ INSTRUCTIONS:

1. Introduction – 10 mins
Introduce the nature of the SDGs (using on of the following: Lesson Plan 1: The SDGs and human rights, Lesson Plan 3: Housing, education and the SDGs, Exercise 1: How do you understand sustainable development?, Exercise 2: Charades with SDGs), provide reading materials from the 1.1 Overview)

Watch the animation 👉 "The World's Largest Lesson part 2" and discuss the role of each individual in achieving the SDGs.

2. Reflection and discussing ideas - 10 mins
Ask each participant to think of three reasons why the local authorities should care about the sustainable development [👉 LINK: overview]. Ask them to share at least one reason for as long as this does not become repetitive. Write down the ideas and keep it visible to everyone, for further inspiration.

Distribute a list of the 17 SDGs and assign one or two goals to each person (depending on group size). Ask everyone to think of at least one local action connected to this goal as:
- explorer (finding out more about the nature of it),
- inventor (thinking about solutions), or
- campaigner (raising awareness about SDGs in your community).

Pair up participants to discuss the ideas – each person gets feedback on their idea and provides feedback on their partner's.

📋 *Optional: participants create teams of explorers, inventors or campaigners and pick the goal(s) they would like to work on together in their community.*

3. Planning the action - 20 mins
Distribute paper, Post-it notes and markers/pencils. Request participants write down the final result – what will be achieved? For instance, less plastic in your local cafeteria, the local park will be cleaned, a screening in the local library of the animation you saw, organize a swap party, etc.

Next, ask them to think and write down answers for further work:
- what is the result you aim for? - **Goal**
- what steps you need take from the present moment until the desirable action is achieved (as indicated above)? - **Tasks**
- what is the time needed for this to happen? - **Timeframe/ Schedule**

📋 *Optional: In order to visualize the process of preparation - draw a line between the present moment and the described result, and fill in as many intermediate steps as possible to make it easier to plan and implement.*

When the steps/tasks are indicated, and time is assigned, think of people:
- who personally or what kind of resources you can gather to achieve the goal? - **Resources**
- how you want to reach the goal? Taking into account the time and resources you can have - **Method/ Activities**
- who you can involve? (e.g. your colleagues, family, community center, library, school, local government) - **Supporters**

Do you need to promote the event or action? What would be the best way? Think to whom you want to reach out, and plan promotion as one of the activities, if you haven't done so yet - **Promotion and media**

4. First presentation of the idea and the feedback - 15-25 mins
Ask participants to briefly present their ideas and what have they planned - according to the questions above. Request for the feedback from the others.

*Note: It is a first audience that can give an advice, critical notes and opinions that could be helpful in the further implementation. Some of the participants could offer their help.*

## 🤚 SUGGESTIONS TO FOLLOW UP:

- You may suggest having a regular meeting to evaluate progress and tackle problems.
- Create an online calendar with all events and actions for everyone to participate and spread the word.

# 2.1 SUSTAINABLE URBAN DEVELOPMENT: OVERVIEW 👁

**Since 2008, over 50% of global population lives in cities – humankind has become more urban than rural for the first time in its history. At the same time, cities contribute more than 80% to global GDP and over 70% to greenhouse gas emissions.[1] Regardless of the environmental challenges and social stress brought by cities, urban areas remain places of hope and dreams – migrants are continuously attracted to them. Sustainable development, if it is to be achieved in its full scope – social, economic and environmental – can happen only in cities and with cities.**

## THE URBAN WORLD

Historically and today, cities constitute centers of social, cultural and economic change. They are hotspots for the production of knowledge, innovation, technological development and economic growth, as well as decision making processes and political power. Cities have been, and are, cradles of civilization and of development. To name just a few examples: the ancient cities of Ur and Uruk in Mesopotamia, Alexandria in Egypt, Athens in Greece, Rome, Timbuktu in Mali, Harare in Ethiopia, Angkor in Cambodia, Teotihuacan in Mexico, Venice in late-medieval Europe, Manchester during the Industrial Revolution, and New York, London or Shanghai in the present-day global economy.

Regardless of the crucial role of cities, it was only the 19th century that witnessed a sudden growth in urban population in the Western world directly related with industrialization. However, this urbanization was just a preface to the massive 20th- and 21st-century urban growth experienced first in Latin America, then (and still) in Asia, and in the years to come in Africa.

Consequently, **at some point in the first decade of the 21st century the share of global population living in cities exceeded 50% – the majority of people now live in urban areas**. This has happened for the first time in our history. Mike Davies, the author of *Planet of Slums*, describes this moment as follows:

*Sometime (...) a woman will give birth in the Lagos slum of Ajegunle, a young man will flee his village in west Java for the bright lights of Jakarta, or a farmer will move his impoverished family into one of Lima's innumerable pueblos jovenes. The exact event is unimportant and it will pass entirely unnoticed. Nonetheless it will constitute a watershed in human history, comparable to the Neolithic or Industrial Revolutions. For the first time the urban population of the Earth will outnumber the rural.[2]*

Cities need to provide shelter and services for the growing number of people. They need to face the difficulties of density – they are habitats of large numbers of people concentrated in a relatively small area. They are also a stage on which strangers meet and differences clash, potentially leading to contrasting economic interests

1. Source: World Bank, ☞ *Urban Development*.
2. Source: Davis, Mike. 2006. *Planet of Slums*. Verso. New York
3. Hall, Peter. 1999. *Cities in Civilization. Culture, Innovation, and Urban Order*. Orion Books. London
4. Source: UN, ☞ *Department of Economic and Social Affairs*
5. For visuals of up-to-date and estimated urbanization, go to: ☞ *The Economist*

and cultural conflicts. Finally, since urban areas are permanent, the potential problems will not melt into the air – they will remain and accumulate.

## PLANETARY URBANIZATION

Urbanization has brought and still brings shelter, cultural flexibility, emancipation and empowerment, job opportunities, access to healthcare and education. Cities produce an effect called agglomeration benefits – benefits for individuals and societies emerging from living and working more closely together. It is cheaper for city authorities to provide inhabitants with basic public services (water, sanitation, electricity) and proper housing. It is also easier for people to commute, or to get to a doctor or a clinic. It is less expensive for companies to operate and more likely for people to find a job, get skills, communicate and be more innovative.[3] Additionally, cities allow for more effective climate change mitigation and adaptation strategies. For these reasons, the process of urbanization will also continue in low-income countries. The UN estimates that, by 2050, 68% of the world population will live in urban areas.[4,5]

However, urban areas are also an arena for various development challenges. To name just a few: inadequate housing, insufficient access to safe drinking water, lack of sanitation facilities, the spread of slums and informal settlements, issues related to land rights, crime, serious ecological footprint, severe greenhouse gas emissions, air pollution, etc.

Another layer of challenges is presented in the direct consequence of migration processes: cities gain new inhabitants through natural growth and because they continue to act as magnets for both domestic and international migrants.

<div style="background-color: yellow; padding: 1em;">
💡 To think about: Urbanization has both positive and negative consequences. In your opinion, to what extent do urban challenges outweigh urbanization benefits?
</div>

Naturally, the levels of urbanization vary significantly.[20] In high-income countries, the share of population living in cities is very high, at around 80%, and in some countries even 90% or more (e.g. The Netherlands 91%, Japan 91.5%, Argentina 91.7%, Belgium 97.9%). In the Global South, dynamic and in many cases uncontrolled urbanization first occurred in Latin America (starting in the 1960s). This region has become one of the most urbanized parts of the world (around 80% of people live in cities). The same process began in most of Asia in the 1980s and 1990s and it has just begun on a massive scale in Sub-Saharan Africa. In China and Indonesia around 55–57% of the population live in cities, making the share higher than for example in Romania (53%) and almost as high as in Poland (60.1%). At the same time **highly populated low- and middle-income countries[21] are experiencing population and urban growth and clearly prove the potential of planetary urbanization.**

Urbanization outcomes take various forms – small towns, mid-sized cities, agglomerations (mono-centric cities) and conurbations (polycentric urban areas), metropolitan areas, city-regions, and megacities (at least 10 million inhabitants). **Cities and megacities have become major hubs of economic growth and concentration of wealth. However, at the same time they are also areas of striking inequalities, urban poverty, and the negative effects of rapid urbanization.** According to the UN there are now 33 megacities globally and their number is projected to rise to 43 by 2030.[22] The majority of them (26 out of 33) are located in

the Global South (including Latin America and China, but excluding the Republic of Korea – see Figure 6). This trend will continue, with new megacities emerging in Asia (e.g. Ho Chi Minh City, Vietnam) and in Africa (e.g. Dar es Salaam, Tanzania, and Luanda, Angola). Megacities are habitats for nearly 7% of global population (around 500 million people), but the majority of urban dwellers (more than 25%) currently live in small cities of fewer than 500,000 inhabitants.
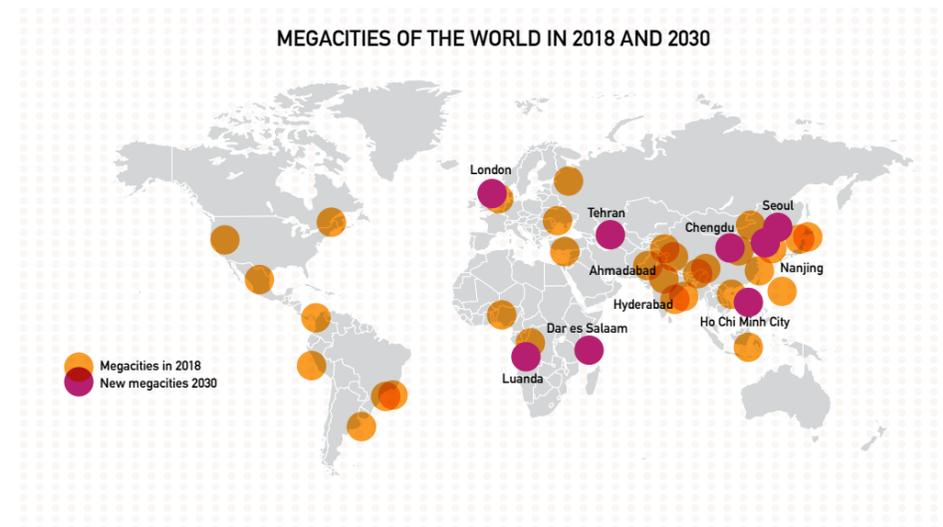


MEGACITIES OF THE WORLD IN 2018 AND 2030

Figure 6. Megacities of the world in 2018 and 2030. Source: UN, ☞ *The World's Cities in 2018*.

In parallel to urban growth, there are cities where urban decline is being observed. Around the world there are more than 50 cities that have lost some of their population in recent years. This process occurs due to suburbanization and counterurbanization – the movement of people to the rural–urban fringe, to commuter towns and to surrounding rural areas. It results in large-scale, low-density metropolitan areas becoming difficult to manage and characterized by unsustainable transportation schemes and high *per capita* levels of energy consumption. Such urban forms are usually located in high-income countries, but uncontrolled urban sprawl has also led to the emergence of unsustainable city-regions in the Global South – Mexico City in Mexico or Mumbai in India being classic examples.

Another reason behind urban decline might be natural disasters (e.g. New Orleans after hurricane Katrina) and the process of deindustrialization. The long-term loss of jobs in manufacturing, companies' withdrawal and bankruptcy can lead to urban decay or even urban collapse. The best known example is the American city of Detroit. The famous Motor City, as it used to be described, has lost nearly two-thirds of its peak population of the late 1950s, and in 2013 the city filed for bankruptcy. A similar process, though on a smaller scale, has also been observed in industrial cities in the former Soviet Bloc.

The above-mentioned examples prove that urban development challenges and sustainable urban development are not exclusively related with rapid urban expansion in the Global South, but they are a common issue for people living in countries of all income groups.

## SUSTAINABLE URBAN DEVELOPMENT

The concept of sustainable development is rooted in the late 1980s and since then it has become a mainstream and central notion of development. The growing role of cities as hubs of economic activity and political power and as habitats make it impossible to talk about sustainable development without raising the urban question. **If sustainable development is to be achieved, it can happen only with cities playing a significant role.**

The urban contribution to sustainability can be defined from multiple perspectives reflecting three basic dimensions of sustainable development, namely: the social, the economic and the environmental (Figure 2, p. 10). The urban perspective allows sustainability to be translated into specific, manageable and achievable actions. Cities, in other words, allow for a place-based

20. All data on urbanization and population sizes taken from the ☞ World Bank
21. Selected examples include: India (nearly 1.4 billion people), Pakistan (over 200 million), Nigeria (nearly 200 million), Bangladesh (nearly 170 million), Ethiopia (nearly 110 million), Philippines (107 million), Vietnam (nearly 100 million), Democratic Republic of the Congo (85 million).
22. Source: UN, ☞ *The World's Cities in 2018*.

approach, since they constitute habitats where all three spheres meet. Cities are also often evaluated as more efficient, ambitious, action-oriented and collaborative entities than national governments. For these reasons cities have become central in the discussion about sustainable development.

According to the United Nations, achieving the sustainability of cities should be based on the integration of four pillars: social development, economic development, environmental management, and urban governance. As shown in Figure 7 the four pillars for achieving urban sustainability consist of a variety of specific actions and tasks that should be implemented and achieved locally. The exact recipe should always reflect a city's history, existing preconditions and needs, as well as inhabitants' will and specific urban culture.

**Pillars for achieving sustainability of cities**



| Social development | Economic development | Environmental management | Urban governance |
|---|---|---|---|
| × Education and health | × Green productive growth | × Forest and soil management | × Planning and decentralization |
| × Food and nutrition | × Creation of decent employment | × Waste and recycling management | × Reduction of inequities |
| × Green housing and building | × Production and distribution of renewable energy | × Energy efficiency | × Strenthening of civil and political rights |
| × Water and sanitation | × Technology and innovation (R&D) | × Water management (including freshwater) | × Support of local, national, regional and global links |
| × Green energy access | | × Air quality conservation | |
| × Recreation areas and community support | | × Adaption to and mitigation of climate change | |

**Source:** UN/DESA Development Policy and Analysis Division

Figure 7. Pillars for achieving sustainability of cities. Source: UN, ☞ The World Economic and Social Survey. Sustainable Development Challenges 2013.

**Neither the globalization of uncontrolled, chaotic urbanization in the Global South, nor the spread of urbanization in the Global North resulting in a profound ecological footprint, is the solution for the urban world.** The first brings slums, poverty and low quality of life. The second means overconsumption of resources and environmental degradation. Additionally, both often comprise of severe inequalities. In this context, sustainable urban development based on inclusive urban policy is recognized as a potential balance between the quasi-urbanization of the South and hyper-urbanization of the North.

The International Council for Local Environmental Initiatives (ICLEI), also known as Local Governments for Sustainability – a global network of over 1,500 cities affiliated with the United Nations – defines the notion of sustainable urban development as follows:

*Sustainable cities work towards an environmentally, socially, and economically healthy and resilient habitat for existing populations, without compromising the ability of future generations to experience the same.*[23]

This description clearly echoes the definition of sustainable development (☞ LINK: overview) that explicitly underlined the needs and abilities of future generations as its point of reference. The above quote also has a discernibly more human-centered approach. Within the urban context there is a subtle shift in the concept of sustainable development towards being more focused on society and the social dimension of the process. Special emphasis is being put on inclusiveness, equality and equity, which play a vital role in contemporary sustainable urban development.

Moreover, in the most mature perspective on urban sustainability, the success of a given city is measured by the extent of opportunities and successes of its most vulnerable and least favored individuals and communities.

23. Source: ☞ ICLEI - Local Governments for Sustainability
24. The most recognizable examples include Masdar City in the United Arab Emirates, New Songdo in the Republic of Korea, and Tianjin Eco-City in China.
25. Source: Bilgrami, Zara. 2008. *Maverick mayor:* ☞ *'Eco-architecture not ego-architecture!'.* CNN.

Therefore, sustainable cities are not only expensive greenfield projects like eco-cities or smart-cities,[24] designed for people with specific skills or from selected social groups. The substance of urban sustainability is about transforming existing cities, with their heterogeneous communities, and providing all urban inhabitants with equal opportunities. Sustainable cities take into account the environmental dimension of development, but primarily and indisputably they provide shelter, fulfill basic needs, and ensure access to public services for all their inhabitants.

According to the Congress for the New Urbanism (CNU) – a network of urban planners and policy makers – sustainable cities should:
• Be diverse in functions and population;
• Be inclusive and participatory;
• Have walkable neighborhoods and host universally accessible public spaces;
• Prioritize public transit;
• Be framed by architecture and landscape design that celebrate local history, climate, ecology and building practice;
• Be focused on preserving the natural environment.

To think about: do you find the city you live in sustainable? What are the dimensions of your city that you would call "sustainable"? Which element of urban sustainability is most important from your perspective?

Cities can definitely provide many socio-economic benefits, as well as allowing for effective environmental management. By concentrating people, investment and resources (a process known as agglomeration that brings the aforementioned agglomeration benefits), cities enhance the possibilities for economic development, innovation and social interaction. Cities – as Jaime Lerner, former mayor of Brazilian Curitiba said – are not problems: they are the solutions.[25]

## THE URBAN CHALLENGE WITHIN DEVELOPMENT AGENDAS

The urban question was already noted in the Millennium Agenda, but in a very limited manner. Based on the experiences and difficulties of the late-20th-century urbanization, the MDGs tackled the issue of slums. In the year 2000 it was already clear that the uncontrolled growth of cities, as had taken place for example in Latin America, where the famous *favelas* would spread around cities, would lead to rising social and environmental problems. Ensuring environmental sustainability (MDG number 7) consisted of target 7.D focusing on *significant improvement in the lives of at least 100 million slum dwellers by 2020*.[26] Nevertheless, none of the other urban challenges discussed above was mentioned in the MDGs.

**In the course of implementation of the Millennium Agenda the proportion of population living in slums in developing-world cities declined from 46% to less than 30%, which clearly should be identified as progress.** However, in absolute terms the number of people living in slums grew from 690 million to 880 million.[27] This happened due to urban growth resulting from both natural increase and rural-to-urban migration. Therefore, the negative effects of urbanization were clearly present and the number of slum dwellers was simply the easiest measurement to capture out of all of the complex urban development challenges.

Consequently, as 2015 was approaching and the new development agenda was being negotiated, it was clear that sustainable development would need to be translated into the context of urban areas. The issues requiring attention were not limited to growth of slums and slum upgrading, but they needed to cover a variety of other urban challenges. As explained above, in the 21st century, in order to achieve any progress towards sustainable development, cities need to be put at the forefront of the development agenda. Therefore, **within the SDGs, a separate goal was dedicated to urban sustainability.**

## SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

The 11th Sustainable Development Goal aims at *making cities and human settlements inclusive, safe, resilient and sustainable*.[28] This broad statement addresses multiple issues that include the majority of contemporary urban challenges. As with all of the SDGs, specific goals and targets are not limited to the cities of the Global South, but are related with the problems of diverse urban environments. The main targets within SDG 11 specific to cities are the following:[29]

- *By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums;*
- *By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons;*
- *By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries;*
- *By 2030, reduce the adverse* per capita *environmental impact of cities, including by paying special attention to air quality and municipal and other waste management;*
- *By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.*

As one can see, the range of issues covered is very wide – **housing, basic services, slums upgrading, transportation, participatory urban governance, air quality, waste management, green and public spaces**, etc. However, what is even more significant is the constant referring to the need for **inclusiveness**. It is mentioned a number of times that special attention should be given when addressing the needs of the most vulnerable urban inhabitants: women, children, the elderly and persons with disabilities.

26. Source: UN, *Millennium Development Goals*
27. Source: UN, *The Millennium Development Goals Report 2015*
28. Source: UN, *Sustainable Development*
29. Ibid.

It goes to show how crucial and central the notion of social inclusiveness is within urban sustainable development.

SDG 11 expresses the dream of the perfect city (*inclusive, safe, resilient and sustainable*). Therefore, it can be evaluated critically as difficult and challenging, just like the other Agenda 2030 goals. However, this goal proves a political will and is equipped with specific indicators that allow for measuring progress. It also seems to be rational to treat SDG 11 and all of its targets as a roadmap indicating the direction for sustainable urban development. Moreover, the targets of SDG 11 define a common understanding of **sustainable urban development**.

Multiple different initiatives, actions and projects implemented by local governments and by civil society organizations in cities worldwide are currently leading along the pathway towards SDG 11 targets.

To think about: how is your city doing in hitting the SDG 11 targets?

## HABITAT III AND THE NEW URBAN AGENDA

The United Nations has been engaged in urban and human settlements issues and organized three major conferences dedicated to human settlements (one every 20 years):

1. Vancouver, Canada in 1976;
2. Istanbul, Turkey in 1996;
3. Quito, Ecuador in 2016, called Habitat III.

The outcome of the third Habitat Conference was a new urban manifesto – New Urban Agenda (NUA). NUA is not a legally binding agreement for governments but a declaration of principles. However, both Habitat III

and NUA had symbolic and political significance. The conference and its outcome set the mood in which urban challenges are being analyzed and addressed. It also creates guidelines for public spending on urban development.

**The *New Urban* Agenda, being an official document of the UN, is quite innovative and written with extensive use of the language of human rights**. It clearly emphasizes economic, social, cultural, political and environmental equality within the urban context. It is also **based on the concept of the right to the city** – a concept taken from a 1967 essay by Henri Lefebvre, the French sociologist and philosopher. Habitat III used the notion of the right to the city to explain:

*...the vision of cities for all, referring to the equal use and enjoyment of cities and human settlements, seeking to promote inclusivity and ensure that all inhabitants, of present and future generations, without discrimination of any kind, are able to inhabit and produce just, safe, healthy, accessible, affordable, resilient and sustainable cities and human settlements to foster prosperity and quality of life for all.*[30]

The message coming from this declaration is universalistic. The NUA also underlines the fact that its implementation would significantly contribute to the localization of Agenda 2030. In other words, **NUA can be treated as a framework for a place-based or habitat-based understanding of sustainable development**.

The New Urban Agenda being so deeply rooted in the concept of the right to the city brings serious intellectual, but also political and practical, consequences. The document envisions four mechanisms needed to implement the expressed and desired aims.
These are:
- Integrated urban policies based on the sustainability paradigm;

- Urban governance that empowers and includes all urban stakeholders;
- Reintroduced long-term and integrated spatial planning and urban zoning allowing for more optimal use of urban forms;
- Effective financing frameworks.

Finally, it is vital to realize what profound, or even revolutionary, changes the NUA might bring, if implemented seriously and constantly. It is worth referring to David Harvey – one of the most recognizable academics and critical thinkers working on cities since the 1970s:

*The right to the city is, therefore, far more than a right of individual or group access to the resources that the city embodies: it is a right to change and reinvent the city more after our hearts' desire. It is, moreover, a collective rather than an individual right, since reinventing the city inevitably depends upon the exercise of a collective power over the processes of urbanization. The freedom to make and remake ourselves and our cities is (...) one of the most precious yet most neglected of our human rights.*[31]

Therefore, the *right to the city* means that we are the city – every urban dweller, urban inhabitant, urban citizen.

## SUMMARY, FURTHER READING, LINKS

**Summary:**
- Most people in the world live in cities, and urbanization will most likely continue.
- Most urban growth comes from the cities of the Global South.
- Present-day urbanization brings positive and negative consequences. It is also very challenging due to its pace and scale, especially in the context of slums.
- Urban sustainability is at the forefront of sustainable development.
- The UN put special emphasis on cities and habitats – it is expressed within SDG 11 and by the New Urban Agenda.

**FURTHER READING:**
- Wheeler, Stephen and Beatley, Timothy (eds.). 2014. ☞ *The Sustainable Urban Development Reader*. *Third Edition.* Routledge. New York

**LINKS:**
- ☞ The New Urban Agenda
- ☞ UN Habitat
- ☞ Urban Agenda for the EU. Pact of Amsterdam
- ☞ The Charter of the New Urbanism
- ☞ Visual showing up-to-date and estimated urbanization
- ☞ TED talks on urban sustainability

30. ☞ New Urban Agenda
31. Harvey, David. 2012. *Rebel Cities. From the Right to the City to the Urban Revolution.* Verso. London

# 2.2 SUSTAINABLE URBAN DEVELOPMENT: PRACTICAL PART

## LESSON PLAN 1: WALK IN SEARCH OF SUSTAINABILITY

### 👁 OVERVIEW:

This lesson can be conducted outside as it includes a guideline for field observation and planning of local action for a more sustainable community. The scenario focuses on selected aspects of sustainability and the different needs of inhabitants and aims to encourage young people to engage at the local level.

### 🎯 OBJECTIVES:

1. To learn about different aspects of sustainability in practice and to discover the relevance of SDG 11 at the local level.
2. To map sustainable places and services in your town/city/neighborhood and gather information about potential improvements.
3. To practice the ability of guided observation, analysis and action planning based on assessment and evidence on the ground.

### 🕐 TIME:

60–80 minutes (depends on the time for the walk)

### ⚒ MATERIALS/RESOURCES TO BE USED:

- Different colored markers (depending on how many teams you choose to have).
- Print out materials in appendix for each team.
- Optional, a printed map of the area or a selected maps app.

### 📋 PREPARATION:

The whole session can happen outside, entirely or partially. You may use printed maps.

As an introduction to this session, together watch the video about SDG 11 *Sustainable Cities*, or ask participants to watch at home before the walk.

👉 Learning about SDG 11

You may also distribute information on SDG 11 for the teams [ 👉 LINK: overview].

### 💬 INSTRUCTIONS:

1. Welcoming and introduction – 10 mins

Welcome and gather participants in a circle in the main square of the city, town, or neighborhood and ask participants how they understand a sustainable city; ask for some examples from real life. If needed recap SDG 11 and its targets [ 👉 LINK: overview].

To divide into groups, invite everyone to randomly draw a colored marker from a bag without seeing it. People with the same colored markers will work together in a team.

- Explain the rules of the walk:
- Each team will get a guideline for the observation [ 👉 Appendix 1].
- Each team will collect answers during the walk-through observation, participation, talks with residents, customers or employees.
- Each team can use map to navigate.

Each team has the same amount of time to come back to the same spot with as many answers as possible.

Distribute maps and handouts to each team and start the clock.

2. Field observation – 30–40 mins

Each team can start from different corners of the meeting point and each team can go in 4 different directions. Make sure that everyone understands the quest, and has the required equipment, handout [Appendix 1], maps and timer.

*Optional: team members can have different roles: leader, person reporting back, investigators, note takers, navigators.*

After the assigned time, all teams meet again in the meeting point to present the results of the investigation.

3. Group discussion – 15 mins
All teams sit in one circle with the results. Facilitator conducts a group discussion using the questions below:
• What place turns out to be most sustainable and accessible? Why?
• Which of the places/services are the least sustainable according to your observations? What was the problem?
• Is there equal access to different services and places for people with different abilities?
• What interesting solution(s) did you find for more green, sustainable, fair and accessible space/services in the area?
• What kind of change or improvement have you planned for your team? How do you want to do it?
• Is there any overlap between the ideas or can you use each other's help to be more efficient?

4. Debriefing and reflection – 5 mins
Ask participants to stand one more time in a circle and demonstrate with their legs/bodies how much they agree/disagree (high/low) with the following statements:
• I liked the walk and hanging around with my team.
• I want to make some changes in our neighbourhood.
• I think we should start talking more about how to be more sustainable.
• I feel uncomfortable discovering all the problems and limitations today.

Ask if there are any other reflections that someone would like to share with others.

✋ **SUGGESTIONS FOR FOLLOW-UP:**
• Organise more walks to plan more actions, to visit more places, and to engage more groups in your area, town or city. [LINK: 👉 Appendix 1]
• Plan an awareness-raising campaign based on the information gathered or an advocacy campaign for the local authorities or other decision makers.
• Check out other community initiatives here: 👉 Goal 11
• Watch some inspirational videos: 👉 7 principles for building better cities, SDG 11 Sustainable Cities.
• Volunteer locally or abroad with Habitat for Humanity in a program helping build a world where everyone has a decent place to live with Habitat for Humanity: 👉 LINK.

**APPENDICES:**
• **Appendix 1:** Handout for teams

**Walk** in one of the neighborhoods of your town or city and find as many examples as you can of the elements of sustainability and connections with other countries through products, and find out whether different groups can enjoy the city.

**Find a place** that meets some of the criteria of **sustainability** that serves a community without harming the environment or other people elsewhere. Examples for these criteria could be: using clean energy, saving water, serving local food, sustainable waste management, recycling, upcycling or reusing old materials, minimising carbon footprint (you may download one of the applications calculating "Carbon Footprint"), respecting animal rights, having fair trade and organic products, ban on plastics, and serving tap water, etc. In general, the place needs to take responsibility for its impact on the environment, people and economy – locally and globally.

After, some observation or asking some additional questions, **write down the results** of your "Investigation table".

Then **discuss** your results based on the questions in the table below. Afterwards, you will share the results of your enquiry with the others.

**Do you think that there is a space for improvement/change in one or more of the places?** Write down some ideas regarding what could be changed and improved for more sustainability in the community. (*Think about whether the improvements need systematic change or individual reactions, e.g. why does a museum building have no waste segregation: is it a lack of policy or providers in the whole area OR did the museum not implement an existing waste segregation program in the neighborhood.*)

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**How can you change some observed problems?** Think of a single action for your team, with some support; however, it should be realistic, specific and achievable within a certain timeframe.

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**Who will be your supporter?** Think about who the decision maker is regarding the issue you want to address (local government, residents, business owner, customers, etc.), who can join you in your campaign/action (who cares and is influential) and who is most affected by the lack of services or sustainable approach.

Decision makers: ...........................................................................................

...................................................................................................................

...................................................................................................................

Potential supporters: ....................................................................................

Influential people who care: ...........................................................................

**How could you find support from local civil society** (a local association, a foundation, informal active groups, a committee of residents) and local media?

## 📎 APPENDIX 1: HANDOUT FOR TEAMS

| Name a place/service that ... | What kind of sustainable criteria does it meet? | Does it sell, use or serve products from other countries? Name some. (To be aware of the links with other countries) | Accessible to children and the elderly | Accessible to persons with a disability | Affordable for persons with low income |
|---|---|---|---|---|---|
| ... represents local culture or preserves local heritage ................................. | | | | | |
| ... serves organic, seasonal and local food and beverages .................................... | | | | | |
| ... is a public environmentally-friendly green space .................................... | | | | | |
| ... allows a person to relax and breathe fresh, clean air ............................... | | | | | |
| ... collects rubbish for recycling .................................... | | | | | |
| ... allows for low-emission transportation .................................... | | | | | |
| .... encourages residents to meet, interact .................................... | | | | | |

## LESSON PLAN 2: OXFORD DEBATE

### 👁 OVERVIEW:
The Oxford debate focuses on presenting positive and challenging aspects of sustainable cities and the role of local government. There are two teams who argue for and against the following statement: "Sustainable development depends on cities and local governments who care about the planet and its inhabitants ." The debate allows the involvement of different local community stakeholders and opens up a discussion and dialog on sustainable housing in the local community.

### ⌖ OBJECTIVES:
1. To discuss different aspects of the ⬚ **New Urban Agenda** and SDG 11 from the local community perspective.
2. To discover different implications of SDG 11 for local communities in the Global South and Global North [ ☞ LINK: overview].
3. To practice critical thinking and building argumentation about sustainable cities and their role in sustainable development.

### 🕐 TIME:
45 minutes (debate) and preparation to debate (home assignment).

### ⚒ MATERIALS/ RESOURCES TO BE USED:
• Additional materials and links for the teams [Appendix 1]

### 📄 PREPARATION:
Make sure that each participant has a role to play during the debate as: members of a debating team, reporters, photojournalists, activists, facilitator(s).

Decide how to divide the participants into teams and roles: randomly or otherwise.

Distribute the materials electronically [Appendix 1] to all participants with the links for teams, reporters and activists to prepare for the debate.

Invite an audience from outside – from a school, local decision makers, residents in your community and/or institutions, local decision makers. A ticket for the debate is a ballot paper to vote for the winning team.

Explain that members of opposite teams should not communicate about the main arguments before the debate. Encourage teams to prepare and do research to prepare a 2-minute opening statement for the debate.

Prepare the space for the debate, podium for speakers, tables for each team to prepare counter arguments during the breaks.

Print or screen some posters for all the SDGs and/or SDG 11 in particular, as a reminder.

### ⚠ INSTRUCTIONS:
1. Instruction for home assignment and rules for the debate – 5 mins

An Oxford debate is a method of debating a motion from two opposing points of view. The motion for this debate is: **"Sustainable development depends on cities and local governments who care about the planet and its inhabitants."**

*Note: The aim of the statement is to introduce some crucial terms like "affordable housing" and "role of local governments/cities" and to connect them with sustainable development. A statement needs to work also after negation, without inciting counterproductive messages that would undermine the whole concept of sustainability, and allow more detailed, ambitious discussion.*

**Explain main rules of debate:**
Explain that both teams will try to convince the audience. One team wants them to agree with the above statement and the other team will try to undermine the logic of it (it could be only one element of the statement).

The debate starts with a 2-minute presentation of main arguments for each team, which they are allowed to prepare ahead. The statement must include the main arguments but not all of them (to keep something for the next rounds). Argumentation can be based on suggested materials as well as personal research, as both teams receive the same materials.

After opening statements from both teams, there will be two rounds that address further arguments or counter arguments to opponents. It is good to prepare some potential counter arguments ahead of time.

📋 *Optional: If there are other roles assigned – reporters and activists – teams need to be prepared for the questions from reporters and activists in the audience.*

At the end of the debate, the audience will vote (with their debate tickets) on which argument was more convincing and well-delivered.

Only one representative can speak at once, but it could be a different person in every round. No interruptions or comments during the presentation of the other team are allowed. Teams can refer to arguments brought up by the other team in their next round.

Each team receives the same list of references and links for building their argument (in Appendix 1), and both teams are allowed to do research, prepare counter arguments for the presenter during debate and consult amongst themselves on how to develop their argument in breaks between the rounds of argumentation.

**SUGGESTED ROLES:**

**Timekeepe**r – a person who keeps time and facilitates the debate (it doesn't need to be a teacher).

**Teams** – each team decides who is playing which role, during the debate it can change, a person who was supposed to present can start to take notes on an opponent's argumentation, or to build new arguments.

**Invited audience** – at the end they will vote for the team who was more convincing in their argumentation.

*Optional: For the bigger groups, you may add the following roles for participants:*

**Reporters** – persons in the audience who stay objective and will present both side of the argumentation in a fair way after the debate; they also will get the handout.

**Activists** – persons who support one of the sides; they know just the motion and can ask questions and comment during the breaks.

2. Welcome teams and the audience and explain major rules – 5 mins

3. Oxford Debate – 30 mins
Invite teams to present their opening statements and then continue with rounds:
• 2 × 2 mins: Round 1 – first statement for each team (4 mins)
• 2 mins: Break – recap for teams
• 2 × 3 mins: II round – counter argumentation for each team (6 mins)
• 2 minutes: Break – questions from the reporters and activists.
• 2 × 3 mins: III round – responses from teams (6 mins)
• 2 × 1 min: closing remarks for each team

To close, the audience can vote anonymously for the team whose argument was more convincing: Ask the audience to throw their ticket into the box of the team who was more convincing with their argumentation and performance.

Reveal the scores and announce the winning team.

4. Closing remarks from the facilitator – 5 mins
Sum up the debate; congratulate the whole group for their work as a part of the teams, reporters and activists.

**SUGGESTIONS FOR FOLLOW-UP:**
• Reporters write articles and do a photo report of the debate.
• Activists prepare campaign posters to promote and advocate for more sustainable solutions for the local community. Team members can support activists and reporters, and campaign for housing solutions and sustainable cities. Check out different views and opinions on sustainable cities: ☞ What makes a city sustainable?
• The groups create a petition or campaign to local decision makers and local government regarding responsibilities and opportunities. Inspiration can be taken from some of the voices here: ☞ Building Sustainable Cities & Communities.

**APPENDICES:**
• **Appendix 1:** Handout for teams – sustainable cities

You could say that "cities are assets, solutions and drivers of economic and social development". While cities occupy approximately only 2% of the total land, they contribute 70% of Global Domestic Product and global economy. Cities are also responsible for 60% of global energy consumption, 70% of greenhouse gas emissions, and 70% of global waste. [Source: ☞ Habitat III - UN Habitat]

On different aspects of urbanization and cities [ ☞ LINK: overview]. **Sustainable cities** from different points of view: ☞ What makes a city sustainable?

**The New Urban Agenda** – full document available ☞ here; you may watch a ☞ short video [ ☞ LINK: overview]

**About Sustainable Development Goal 11 – make cities inclusive**, **safe**, **resilient and sustainable**, **read** ☞ here. [LINK: ☞ overview]

Participatory urban planning is one of the ways to tackle **urban sprawl**, **segregation and carbon emissions**. Strategic public investments must go hand-in-hand with strategic funding mechanisms and supporting governance systems. For more, see the ☞ UN Habitat website

**Local government responsibilities for SDG 11** – read an online guide on the website of United Cities and Local Governments, ☞ here.

**Affordable housing** and building sustainable communities can be crucial in order to tackle major global challenges such as poverty reduction, employment opportunities, education and crime reduction. [Source: Habitat for Humanity].

Housing issues in GB: ☞ Habitat For Humanity Homes Volunteer and ☞ housing poverty in Romania.

A selection of materials on sustainable city solutions:
• Smart Cities: ☞ Solving Urban Problems Using Technology
• ☞ 7 principles for building better cities | Peter Calthorpe

## LESSON PLAN 3: CITIES QUIZ AND MIND MAPPING

### 👁 OVERVIEW:

The lesson uses a quiz with the aim of encouraging participants to learn some facts and information on urbanization, the New Urban Agenda and sustainable cities. It helps learners discover some facts and actions being implemented in different countries. The second part allows learners to process the information and to find out about the work of Habitat for Humanity in fighting housing poverty and inequalities.

### 🎯 OBJECTIVES:

1. To learn and review some information about cities, urbanization and the New Urban Agenda.
2. To discover more about sustainable housing as a way to tackle issues such as poverty and inequality in different countries.

### 🕐 TIME: 60–90 minutes

### ⚔ MATERIALS/ RESOURCES TO BE USED:

- Printed questions in envelopes with a single letter from the password written on them (hidden around).
- Materials based on Appendix 2; participants can use device with internet connection to open the links, for example school computer or laptop.
- Big sheets of paper per pair and colored markers OR laptop/computers to draw a mind map online.

### 📋 PREPARATION:

- 6 envelopes with individual questions [Appendix 1] are hidden around the classroom, building or outside. You may give some tips that might be connected to the topic of "housing" or "sustainability". Each envelope has one letter from the password C-I-T-I-E-S written on it. The letters indicate the order in which the envelopes should be opened.
- On a whiteboard or screen, you may draw a sample of a mind map as an inspiration.

### ⚠ INSTRUCTIONS:

1. Welcome and Quiz – 30–40 mins

Announce that there are 6 envelopes hidden in the area (classroom), and they need to find them and bring them back. Assign 5–10 minutes for searching and ask learners to bring the envelopes without opening them. After collecting all envelopes, together find out what the password might be, based on the letters written on each envelope.

The password is: **CITIES**

*Note: If there are difficulties with finding out the password. You may use a tip relevant for the participants.*

Ask the first person to open the envelope with "C" and read out the question. Everyone can answer, while discussing, analysing the problem mentioned, etc. Continue in the same way with the rest of the envelopes.

Explain any doubts about the question, or terms that are not clear, based on the overview for this chapter [👉 LINK: overview].

Ask participants why cities are important for sustainable development and what houses should look like in sustainable cities.

Sum up that sustainable housing is a part of sustainable cities and sustainable development, and you will get some more practical views on the matter based on the work of one organization working on housing issues – Habitat for Humanity International.

2. Mind Mapping – 20–30 mins

Explain to participants how mind mapping works: the main problem/subject should be in the center and relevant subtopics around, with even more subtopics (explanatory terms). It should organise the gathered information and show relationships between the main topic and subtopics.

*Optional: There are several free applications online to create mind maps, e.g. 👉 LINK, propose this tool for participants if you don't want to use paper and markers.*

Distribute the materials about Habitat's projects on housing based on **Appendix 2** and ask participants to create a mind map with **Sustainable housing** written in the center. Based on their knowledge and additional materials, they need to discuss, brainstorm and present how they understand "Sustainable housing".

After finishing, ask each pair to present their main concept in 2–3 sentences based on their mind map – there is no need to present each part of the map.

3. Debriefing and reflection – 10 mins

Ask participants to finish one of the sentences allowing them to share the reflection after the session:

I feel that…., I think that…., I was thinking that…, I am starting to …….., I discovered …………

### 👆 SUGGESTIONS FOR FOLLOW-UP:

View Habitat's history at 👉 Habitat website to see how an idea by a few people grew into an international organization working globally.

### APPENDICES:

- **Appendix 1:** Quiz – questions with answers
- **Appendix 2:** Materials for mind mapping

**I. C:** How much of the global population has lived in cities since 2008?
a) approximately 35%
b) 10–15%
c) over 50%
d) almost 80%

**II. I:** True or False?: Cities contribute to more than 70% of greenhouse gas emissions.

**III.** T: Habitat III is:
a) the name of an organization working on housing issues.
b) another name for the New Urban Agenda.
c) a conference on housing and sustainable development in 2016.
d) a new TV series from Netflix about different ways of life in cities.

**IV. I:** Where do more than 25% of urban dwellers live?
a) Towns of fewer than 50,000 inhabitants.
b) Small cities of fewer than 500,000 inhabitants.
c) Towns of fewer than 15,000 inhabitants
d) Megacities

**V. E:** Connect ancient cities with modern-day countries:

| 1. Ur and Uruk | A. Ethiopia |
|---|---|
| 2. Timbuktu | B. Iraq |
| 3. Harar | C. Mexico |
| 4. Angkor | D. Mali |
| 5. Teotihuacan | E. Cambodia |

**VI. S:** Complete the definition: ……………………………………………………………… work towards an environmentally, ……………………………………………………… and economically healthy and resilient habitat for existing popula-tions, without compromising the ability of ……………………………………………… to experience the same.

a. future generations, b. sustainable cities, c. socially

Answers:
I. C, II. True, III. C, IV. B, V. 1B, 2D, 3A, 4E, 5C, VI. b, c, a

# ✎ APPENDIX 2: MATERIALS FOR THE MIND MAPPING

In a rapidly urbanizing world, access to adequate and affordable housing is a key priority for all governments. However, the concept of housing requires a new understanding to address the issues of slums prevention, economic and human development, and climate change. Housing should no longer be regarded as simply a roof over one's head: today it plays a crucial role in achieving sustainable development [Source: ☞ UNHabitat] [ ☞ LINK: overview].

Check out the work of Habitat for Humanity in various countries, using the following links:

**Habitat for Humanity International** (HfH) works on housing poverty in different countries, through different approaches, depending on available solutions and systems, and the problems vulnerable people are facing. HfH builds and renovates affordable homes to alleviate housing poverty. This is a core activity, but it is much more; HfH offers affordable loans, involves volunteers, runs advocacy campaigns and carries out various other activities.

Read more: ☞ Habitat for Humanity International

**Habitat for Humanity UK:** helps build, refurbish and renovate empty homes, which benefits the whole community, and in particular those in need. In some cases the renovated house can be rented or sold at an affordable rate to those in housing need. Often the work on the ground is done by volunteers – to improve accommodation belonging to other charities working with disadvantaged groups such as the disabled and the homeless.
Read more: ☞ Habitat for Humanity Great Britain

**Habitat for Humanity in Poland** started a project called "Trampoline". The "Trampoline" project involves the development of seven apartments in unused attic space, which are rented to young people at a low and affordable rate for up to two years. This supports their transition from foster care to autonomous living. In addition to housing, beneficiaries receive finance and energy efficiency training, as well as some assistance with first employment opportunities.
Read more: ☞ Habitat for Humanity in Poland

**Habitat for Humanity Kenya** supports people like Mary, and this is her story:
Mary is a disabled widow and mother who lost four of her six children to HIV/AIDS. She lives with her daughter-in-law and together they care for seven children. Mary is a small-scale gardener and the proceeds from her business meet only the family's basic needs. In her old house, the rusty and leaking roof used to be a great problem when it rained; the family had to move things in the house to keep them dry, and sometimes couldn't sleep when everything would get wet, especially their bedding. Today, Mary and her family live in a Habitat house built with the help of Habitat volunteers.
Read more: ☞ Habitat for Humanity Kenya

## ✎ EXERCISE 1: COMPACT CITIES

### ⊕ OBJECTIVE:
The exercise allows a model or city plan to be created indicating different elements representing the idea of Compact Cities.

### 🕒 TIME:
30–60 minutes (depending on materials used)

### ✂ MATERIALS:
• Drawing materials, or materials needed for building a model – card, paper, scissors, glue, pencils, markers, etc.

### ⚠ INSTRUCTIONS:
1. Introduce definition of Compact Cities – 5 mins
Distribute the materials and present the definition in a place visible to everyone while working:

"Compact cities" or "smart growth" – represents urban development that is compact, resource-efficient (*Which resources in the city is it important to use efficiently?*) and less dependent on the use of private cars (*What are the alternatives to using a car?*). It aims to promote walking and cycling, historical preservation, mixed-income housing that helps reduce social and class segregation (*How can different groups / denominations / individuals, families and elderly people be included in one neighbourhood?*), allows for diversity of housing and mobility and allows people to lead different lifestyles (*How can different lifestyles be encouraged?*). [Source: Habitat III Glossary]

2. Work in pairs or small groups – 20–45 mins
Ask learners to work in pairs to indicate what visible elements mentioned in the definition could be represented in their work on a city plan or 3D model. The aim is not to focus on the definition itself but to be inspired by it to create some attempt at a visual representation of a Compact City.

Ask them to develop the idea, by adding what they would like to see as part of this kind of city, and to start working in pairs or small groups on a city plan or model.

3. Presentation of work – 5 mins

### ✋ SUGGESTIONS FOR FOLLOW-UP:
• Organize an exhibition of works for a public audience, with an explanation of what a Compact City can be.

# ✏️ EXERCISE 2: HOUSING PROJECTS AROUND THE WORLD

## 🎯 OBJECTIVE:
To present and discuss projects on housing in Global North and Global South countries and to learn about housing poverty and different solutions.

## 🕐 TIME: 30 minutes

## ✂️ MATERIALS:
• Equipment to watch the videos and check out the website.

## ⚠️ INSTRUCTIONS:
1. Introduction – 10 minutes
Watch the videos on the work of Habitat for Humanity and some projects tackling housing poverty from countries in different parts of the globe – the Global South and the Global North [ 👉 LINK: overview].
Videos and stories can be watched by participants at home, on the big screen during the lesson before starting the snowballing.
Why is home important in breaking the cycle of poverty – 👉 here
Housing poverty in Romania – 👉 here
Story of the Bennet family, US – 👉 here
Story of Rani from India – 👉 here

2. Snowballing discussion – 20 minutes
Snowballing is a discussion technique that involves participants working first in pairs, then in groups of four, and then in groups of eight and in the end the conclusions are presented in a plenary.

In pairs – 3 minutes: ask learners to discuss in pairs the similarities and differences between the projects: what have you observed to be specific to the different stories?

In pairs of pairs – 5 minutes: compare your observations, write down observations and conclusions you all agree on.

In groups of eight – 10 minutes: discuss different observations and exchange opinions about them, and choose 3 main points on the watched video and housing poverty in different countries and projects.

In the plenary: representative(s) of groups present the conclusions for their discussion.

## ✏️ EXERCISE 3: MORE GREEN SPACES IN OUR CITY

### 🎯 OBJECTIVE:
The exercise aims to translate some sustainable ideas from SDG 11 and the New Urban Agenda into practical aspects of life – like more green spaces and sustainable use of recreational spaces.

### 🕐 TIME: 30 minutes

### ✂️ MATERIALS:
Map per pair or small group.

### ⚠️ INSTRUCTIONS:
1. Introduction and explanation of rules – 3 mins
Explain the aim of the exercise and put participants into pairs or small groups.

2. Mapping potential spaces – 15 mins
Ask participants to launch the map application and identify major green areas within your city/neighborhood.

Next, identify spaces that can be turned to green or recreational purposes, or existing ones that can be enhanced and made more sustainable. These include green areas and spaces between parks, pocket parks, or park connectors – green corridors along existing streets that connect existing green areas, as well as some recreational objects such as water fountains or boulevards.

Encourage groups/pairs to brainstorm and think outside the box, what kind of recreational character and sustainable potential do these often-forgotten places have? How can they be brought back to the community as green areas accessible to different social groups?

3. Presentation of ideas to the rest of the class – 10 mins
Participants present their ideas; each idea is listed for voting on which will be discussed and planned in detail.

4. Voting – 5 mins
All participants have 3 votes, and can use them together (3 votes for 1 idea) or separately on 2 or 3 ideas. The idea that gathers the most attention will be discussed in terms of how it could be introduced into practice.

5. Discussion on potential realization and partners – 3 mins
It doesn't need to be directly implemented by participants – it can be proposed to the local government as a petition, as a part of participatory urban planning, a case for a local organization, company nearby etc.

# RESEARCH PROJECT: SUSTAINABLE URBAN DEVELOPMENT

## 👁️ 🎯 OVERVIEW AND OBJECTIVES:

The research project is based on both desk research and field work. The goal is to identify and understand one of the basic dimensions of sustainable urban development – public transport.

## 🕐 TIME:

- 2 sessions of 20–30 minutes in classroom (kick-off and conclusions) or two classes (45 minutes each) in the case of implementing the full version of the project
- Desk and field research (interviews, observations and getting to know and understand the geographic context) as a home assignment

## ⚠️ INSTRUCTION:

The project can be carried out in its full version, or can be limited only to desk research and class work. It can be also extended with the Action Project!

1. Background knowledge:
During the first lesson the concept of public transport and its contribution to sustainable urban development should be explained.

Different systems of public transport can include buses (including Bus Rapid Transit – BRT), multiple low-emission rail systems: trams, LRT (Light Rail Transit), trains, metros and cable cars, as well as boats and ferries. In recent years multiple systems of public bikes have also been developed.[1] Finally, in low-income countries there are also quasi-formal or informal transportation systems that are based on multiple private minibuses.

1. More information and inspirations to be found: ☞ here

Public transport is more effective and sustainable than using individual vehicles. It limits the amount of space that is being occupied for commuting purposes, and reduces greenhouse gas emissions and air pollution (especially all rail systems). Additionally, public transport is one of the basic public services for allowing for a more inclusive and equal city, where urban mobility is available to all groups of urban inhabitants.

2. Desk research:
All students should look at their city's plans and public transport schemes. All systems can be used: formal, quasi-formal and informal. Students can use printed and online materials. Students can also study some statistical findings about the use of public transport in their city (if such data is available). The goal is to identify the means of public transport used and to check (or estimate) how popular they are. Students can also look for well connected areas, as well as areas of transportation exclusion.

3. Research question:
Based on the gathered information, students formulate their research questions, e.g. *How sustainable is transport in our city?* or *In what ways does using public transport contribute to sustainable urban development / sustainable cities?* or *Why do people choose public transport*?

📋 *Optional: based on the gathered data, students can prepare posters describing the density, range and popularity of public transport.*

4. Preliminary analysis:
Students identify major hotspots or transit hubs in their cities (e.g. central train/bus station, intersection of major transportation lines, etc.).

5. Field research – survey:
Then, using a simple questionnaire [Appendix 1] students gather some primary data in the previously selected public transport hotspots. Students should work in teams of 2–3 people. Students can also collect a certain number of surveys (e.g. 10 per team), but a proper research methodology is not the goal – the activity is more about students' engagement and basic field work experience.

6. Analysis and conclusions:
After data collection exercises, students summarise the outcomes. Depending on the situation, students might simply comment on their findings in class or prepare some more formal written research report. The gathered data can also be exchanged between student groups.

This project can also be used in the context of some formal curriculum requirements or assessments (e.g. Internal Assessment in International Baccalaureate Diploma Program).

**APPENDICES:**
- **Appendix 1:** Questionnaire

**QUESTIONNAIRE**

1. How often do you use public transport?
   a) Occasionally or never
   b) A few times a month
   c) 2–3 times a week
   d) On a daily basis

2. Why do you use public transport?
   a) For economic reasons – it is cheaper
   b) Because it is convenient
   c) For environmental reasons
   d) Because I have no other options
   e) For other reasons …………………

3. How satisfied are you with public transport?
Mark your answer on scale from 1 to 5, where 1 means "I am not satisfied at all," and 5 means "I am fully satisfied."
   1          2          3          4          5

Additional relevant observations:

..............................................................................................................................................................................................

..............................................................................................................................................................................................

Gender:

..............................................................................................................................................................................................

Age/profession group: pupil/student, economically active (not study-ing, 20–65 years old), senior dependant (above 65 years old)

Means of transportation:

..............................................................................................................................................................................................

# ✳ ACTION PROJECT!: SUSTAINABLE URBAN DEVELOPMENT

## 🎯 OBJECTIVES:

To organize an awareness-raising campaign about public transport and its implications for the city. The action/campaign aims to support and promote public and communal transportation as an import element of a more sustainable city. It may be a follow-up to the research project described above.

## 🔲 INSTRUCTIONS:

1. Initiating the project
You may start with the Research Project exercise in this chapter as a first phase of the preparation for the action.

Another way to start is to conduct brief desk research on different campaign videos focusing on sustainable cities and public transport, such as ☞ Campaign in Toronto.

Watch it and brainstorm: how you can reach a wider public, other students, your neighbors?

Based on the information gathered throughout the research students prepare messages and then think about the channel and type of visual materials to encourage people to use public transport.

2. Planning
Decide who you are targeting and how you can reach them (depending on resources available and time). What kind of promotional materials can students prepare? It might be a poster, a leaflet, a simple website, a social media video or a set of pictures and hashtags to be used in social media.

Students can work in smaller groups (3–4 people) if the task is easy or in larger teams in the case of a more complicated assignment.

Materials prepared by students can also be tested in the school.

3. Launch the campaign
Try to reach your target group through social media, your network and public space.

# 3.1 URBANIZATION AND SLUM UPGRADING: OVERVIEW 👁

**The second half of the 20th century and turn of the 21st century were periods of dynamic urbaniation. Cities have always been centers of culture, commerce, innovation and power. However, within the last few dozen years they have also become major places of residence, as well as major centers of population growth. Regardless of the different roots, dynamics and forms of urbanization throughout the world, cities experience a certain set of challenges related to living conditions, quality of urban environment, and opportunities for urban inhabitants. Slums are the most striking examples of urban problems. They are usually located in cities of middle- and low-income countries, but can also be found in urban areas of high-income countries.**

## DIFFERENT PATHS OF URBANIZATION

Urbanization had become a crucial dimension of humanity by the end of the 18th century. The European Industrial Revolution, combined with imperialism and colonialism, led to a concentration of capital and people in cities. In 1800, less than 5% of the world's population (approximately 50 million people) lived in urban areas, and the level of urbanization was quite similar around the world. However, in the course of industrialization, Western cities gradually gained a significant number of inhabitants.

Early manufacturing introduced some improved tools and machinery, and more effective farming techniques that led to increased agricultural productivity in rural areas. It allowed cities to be supplied with

food and triggered a migration of surplus rural labor to urban areas. The migrants coming to cities were cheap labor and were objects of exploitation, but people found employment opportunities in mines, factories, steel plants, power plants, etc. Consequently, in the Western world, urbanization was synonymous with industrialization. These two processes stretched over at least 150 years and transformed Western societies from rural to urban and led to the development of cities. In 1950 the share of people living in cities in more developed regions already exceeded 50% (see Figure 8).
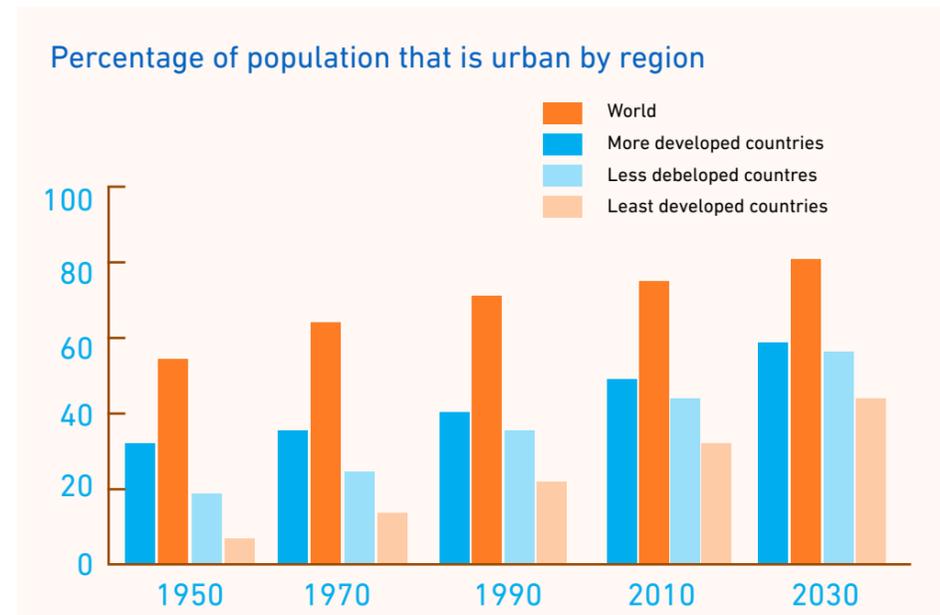
**Percentage of population that is urban by region**

Legend:
- World
- More developed countries
- Less debeloped countres
- Least developed countries

Figure 8. Percentage of population living in urban areas. Source: UN, ☞ Urban Millennium.

The second half of the 20th century and the early 21st brought profound urbanization of the Global South (see Figure 8). However, this path of urbanization had a different course, nature and dynamics compared with the countries of the Global North.

The cities of Latin America, Asia and Africa in most cases grew dramatically without the symbiotic relationship of urbanization and industrialization (cities in the People's Republic of China are a significant exception). **Whereas the urban growth in high-income countries was a result of economic growth, the urbanization in the majority of middle- and low-income countries has been a consequence of demographic growth** that has preceded economic development. Consequently, urban areas throughout the majority of the world attracted a massive number of people despite the lack of adequate economic and development opportunities.

**The 1960s witnessed the fastest population growth in human history.** At the time the average fertility rate (number of live births per one women) in middle- and low-income countries remained as high as nearly six[1] and the rate of natural increase (difference between the number of births and the number of deaths recorded over a period of time, expressed as a percentage) peaked in 1966 at over 2.4% annually.[2] The demographic boom that occurred in the Global South after the Second World War

1. Now (the latest data comes from 2016) this is 2.57 live births per woman and continues to decline. Source: ☞ World Bank.
2. Now (the latest data comes from 2016) this is 1.27% annually. Source: ☞ World Bank. The percentages given (2.4% for 1966 and 1.27% for 2016) mean year-to-year population growth.

led to rural-to-urban migrations. This movement was triggered by the **lack of job opportunities in rural areas, poverty, and in many cases food and water shortages**. These factors pushed a significant number of people to cities in search of a better future. The majority of these migrants shared at least some hope of employment and the prospect of access to schools, health clinics, mains water and the kinds of public facilities and services that were often unavailable in rural areas (e.g. electricity).

Overall, **the cities of the Global South absorbed over 80% of the new city dwellers added to the world's population since 1960** and the share of people living in cities in middle- and low-income countries rose from around 20% in 1960 to 50% in 2017.[3] In absolute values this means that the urban population of the Global South went from 500 million in 1960 to 3.1 billion people today – it grew over six-fold and is still rising (see Figure 9).
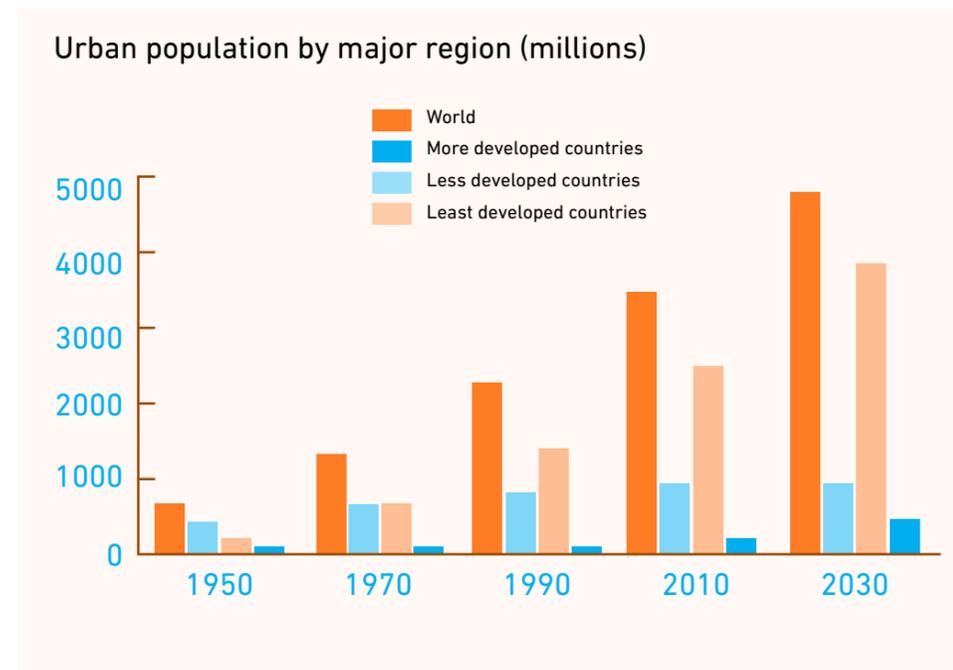


Figure 9. Number of people living in urban areas. Source: UN, *Urban Millennium*.

One of the most striking examples of this extreme urbanization is the city of Mexico, which in the beginning of the 1970s experienced a quasi-invasion of migrants from rural areas – there were over 20,000 people daily trying to settle in the city and its immediate surroundings.[4]

Most of the cities of the Global South, other than being spots offering hope, have failed to offer the newcomers the benefits of urban life. To many, instead of gradual improvement, safe shelter, stable and adequate provision of public services, the urbanization of middle- and low-income countries in many cases meant **relocation of poverty – from rural to urban areas**. There have been some examples of urbanization accompanied by economic growth, but their number is limited. The examples are mining towns (e.g. Tete in Mozambique), cities established in the course of planned, government-led industrialization (e.g. Ciudad Guyana in Venezuela) and, finally, urban areas benefiting from relocation of manufacturing and recent industrialization (e.g. Tijuana in Mexico or multiple Chinese cities, with Shenzhen being the most recognisable example).
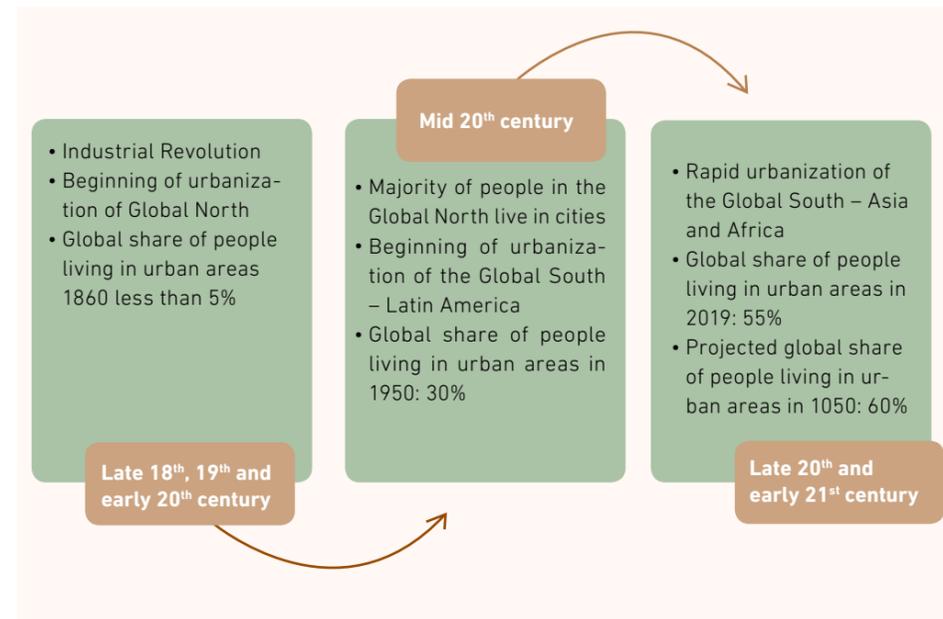


Figure 10. Paths of urbanization. Source: own work

## PATTERNS OF URBAN FORMS AND CHALLENGES

This relationship between urbanization and industrialization in the Global North resulted in an urban form that can be observed in industrialised countries. Usually the historic center and Central Business District (CBD) are now surrounded by some post-industrial areas with housing originally dedicated to the working class. Further out, the cities reach peripheral districts and suburbs usually inhabited by the middle and upper-middle classes. Even though each city is different, in high-income countries the majority of urban challenges are related either to post-industrial areas characterised by urban decay or to degraded and under-invested housing areas. These include former working class estates, as well as more recent residential areas usually inhabited by low-income groups, migrants, minorities and marginalised communities.

In parallel, the fast and uncontrolled growth of cities in the Global South resulted in a different urban form, in which the central urban area (being the original settlement, village or in many cases the colonial town) was becoming surrounded by informal and squatter settlements – so called slums.

These traditional models in the Global North and Global South have been influenced and transformed by late-20th-century and contemporary urban processes, namely:
- The introduction of social housing throughout cities;
- The relocation of economic activities with-

3. Source: ⌐ World Bank.
4. Source: Czerny, Mirosława. 2014. *Stare i nowe w przestrzeni miast Ameryki Łacińskiej. Aktorzy i kontestatorzy zmian*. Wydawnictwa Uniwersytetu Warszawskiego. Warszawa

in cities and the arrival of office, retail and industrial parks outside of city centers, sometimes even outside of cities (edge-cities);

- The advent of metropolitan areas based on a further push towards the suburbs and commuter areas and towns (rural areas and smaller towns surrounding a large city from which inhabitants commute on a daily basis to this city), where there are gated communities usually dedicated to emerging middle and upper-middle class.

**However, one phenomenon that is more striking in cities of middle- and low-income countries than in cities located in high-income countries is severe inequalities**.

Therefore, key urban challenges of the Global South are related with chaotic, spontaneous (unplanned) urbanization, or even the urbanization of poverty (the aforementioned relocation of poverty from rural to urban areas). These processes result in the creation of slums and the severe fragmentation of urban areas, reflecting social disparities embedded in societies of the Global South.

> To think about: are there any post-industrial areas in your city? If so, where are they located? Where are the most deprived areas in your city? Does your city host any areas that can be described as slums?

## SLUMS: THE EFFECT OF UNINTENDED, UNCONTROLLED AND UNPLANNED URBANIZATION

Originally, the notion of slums was used to describe the run-down and underinvested old residential areas devoted to the working class in classical industrial cities (e.g. in Manchester or Liverpool, UK). Still some cities of high-income countries experience the existence of

slums. However, nowadays the word "slum" refers to an urban phenomenon associated mostly with the chaotic urbanization resulting from rural overpopulation and poverty in the Global South. These areas take different forms and they carry different names, e.g. squatter settlements, informal settlements, shanty towns or, simply, slums.

The urban newcomers searching for employment opportunities or simply for better living conditions have been facing insufficient housing opportunities or a simple lack of financial resources. Consequently, in a desperate search for shelter they would settle on land that was neither owned nor rented by its occupants. **Such residential developments were originally (and in many areas still are) deprived of any basic services. There has been no water provision, sanitation, or electricity, not even to mention such facilities as healthcare, education or transportation**.

Additionally, these urban settlements are usually located in areas in which the city authorities and businesses have taken no interest. They include spots that are remote (on the outskirts), difficult to access, or suffering from unfavorable conditions such as steep hillsides, mountain slopes, swamps, flood plains, or waste land and landfills. They have also usually been constructed using any materials that come to hand, such as planks, cardboard, tarpaper, thatch, mud and corrugated iron.[5] Some regular construction materials (e.g. bricks) would rather be used later, for further development of slums and households.

Inevitably, the number of people that live in slums is significant – these are areas characterised by overpopulation and extreme population density.[6] The proportion of urban population living in slums differs between regions and, according to the International Organization for Migration,[7] the lowest share

5. Source: Knox, Paul L. and Marston, Sallie A. 2004. *Human Geography. Places and Regions in Global Context.* Pearson Education. Upper Saddle River
6. There are many different estimates – it is also very difficult to gather precise and accurate data on the matter.
7. Source: IOM, World Migration Report 2015. ↗ Migrants and Cities: New Partnerships to Manage Mobility
8. Source: ↗ World Economic Forum; Habitat for Humanity.
9. Source: UN, ↗ Sustainable Development Goals Knowledge Platform.

is in North Africa (13%), while in Latin America it is around 25%, in South-East and South Asia approximately 33%, and in Sub-Saharan Africa the number is the highest, reaching more than 60%.

Usually the following are identified as the largest slums in the world:[8]
- Khayelitsha in Cape Town (South Africa): 400,000 inhabitants
- Kibera in Nairobi (Kenya): 700,000 inhabitants
- Dharavi in Mumbai (India): 1 million inhabitants
- Ciudad Neza in Mexico City (Mexico): 1.2 million inhabitants
- Orangi Town in Karachi (Pakistan): 2.4 million inhabitants

According to the latest findings published by the UN,[9] between 1990 and 2014, the proportion of the urban population living in slums dropped from 46% to nearly 30% in developing regions and 23% worldwide. The improvement occurred thanks to slum upgrading, overall economic growth and urban development. However, at the same time the actual number of people living in slums increased from nearly 700 million to over 880 million. This is due to constant rural-to-urban migrations, as well as natural population increase in the slums themselves – the majority of migrants are either young adults or teenagers, which accelerates population growth. Consequently, there are more and more people living in cities including slums (hence the increase in absolute values), but the share of people living in slums is declining (hence the decline in relative values). These numbers are shown in Figure 11.

**Urban population living in slums (millions) and proportion of urban population living in slums (percentage), developing regions, 1990-2014**
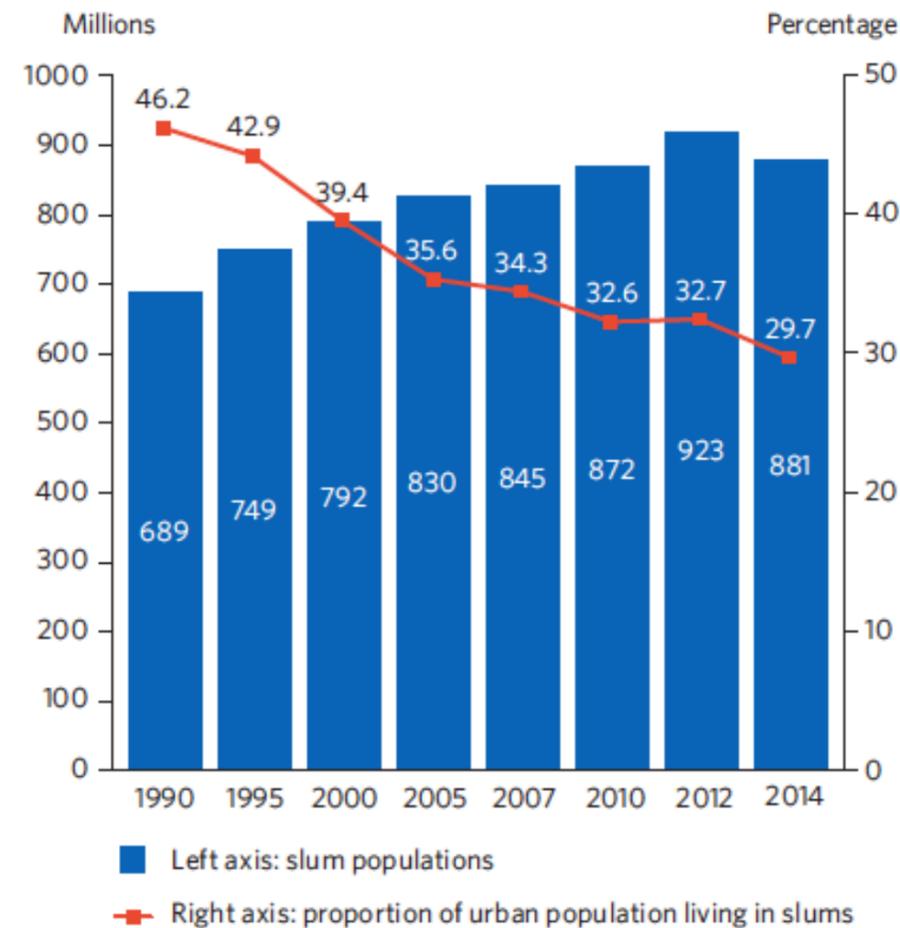


Figure 11. Urban population living in slums. Source: UN, The Millennium Development Goals Report 2015

## SLUM UPGRADING AND HOUSING

Some informal settlements have been undergoing transformation and have gradually been equipped with basic infrastructure (dirt and paved roads, piped water, electricity, some sewage and sanitation systems), as well as amenities and facilities (clinics or schools). However, these development processes are costly, time consuming and take decades to complete. Also, they are not introduced everywhere, and in most cases they are incomplete, fragmented, and do not serve the entire community – usually the most vulnerable are the last to experience upgrading or do not experience it at all. Upgrading public infrastructure improves living conditions, but usually does not tackle the issue of housing, which remains poor in quality. Additionally, due to their unregulated legal status, many of these settlements have been areas of clearance, removal, reclamation or land grabbing. Finally, the rural-to-urban migration continues and the rate of urban growth remains highest in low-income countries.[10]

Consequently, **the United Nations identified slums as one of the fundamental challenges to human development**. This issue has been included in both development agendas: the Millennium Development Goals (MDG 7) and the Sustainable Development Goals (SDG 11). The first target within SDG 11 is the following: *By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.*[11]

Also, the issue of housing has been named as one of the central challenges by the Habitat III UN conference, which puts housing at the center of the *New Urban Agenda* (NUA).[12] The major problem has been identified as follows: *affordable housing is inadequate and adequate housing is unaffordable. There is definitely a need to recognize that housing issues are closely related to human rights and targeting the most poor and vulnerable groups is crucial if the situation is not to deteriorate.*

10. Cities in low-income countries are still gaining a significant number of people at an average rate of approximately 4% a year, and will continue to in the years to come. Source: ☞ The World Bank

11. Source: UN, ☞ Sustainable Development Goals Knowledge Platform.

12. Source: UN, 2017, ☞ Habitat III Issue Papers, The succeeding quotes come from the same publication.

13. One of the best recognizable projects of this kind is the Kenya Slum Upgrading Program (KENSUP) jointly carried out by UN-Habitat, Government of Kenya and Cities Alliance. The program was initiated in 2001, and one of the first implementation areas was Kibera in Nairobi. Constructing multiple new houses outside of the original slum led to unplanned consequences: new apartments turned out to be expensive and most of them ended up being rented out by the slum dwellers, allowing them to generate some profits. Also, the inhabitants rejected new locations, as they were deprived of the dense social relations and business opportunities hosted by the original slum. Sources: ☞ LINK 1, ☞ LINK 2, ☞ LINK 3

According to the NUA, cities need more inclusive and context-based building policies and initiatives adapted to the reality of social and economic conditions, especially in low-income countries. Such an approach should encourage **the provision of more sustainable housing. It should be based on locally produced construction inputs and maximized use of local know-how, materials, components and labor**. The overall goals should be to benefit both local communities (through improved housing) and local businesses (through new economic opportunities).

Such approach is a novelty derived from past experiences including failed slum upgrading projects that proved how important it is to **recognize the voice and rights of local communities**. In the past some of the initiatives targeted at providing people with housing involved relocation (also forced resettlement and slum clearance), depriving the inhabitants of their social networks and local, informal businesses of their clientele and, finally, increasing costs for poor urban dwellers.[13]

Finally, as mentioned before, it should also be noticed that while urban informality and today's slums are definitely more present in cities of the Global South, **housing informality and substandard living conditions can also be found in the Global North**.

## SUMMARY, FURTHER READING, LINKS

### SUMMARY:

- Urbanization in the Global North and in the Global South has had different backgrounds and dynamics and results in different urban forms
- Most urban dwellers in the world (over 3 billion of over 4 billion people) live in the cities of the Global South
- The urban world of the Global South is characterized by dynamic growth, but also by serious challenges related with slums and urban inequalities
- One of the major challenges for human development is slum upgrading

**FURTHER READING:**

- Davies, Mike. 2006. *Planet of Slums*. Verso. London
- Miraftab, Faranak and Kudva, Neema (eds.). 2015. *Cities of the Global South Reader*. Routledge. New York

**LINKS:**

- ☞ Sustainable Development Goal 11
- ☞ The New Urban Agenda
- ☞ Visualization showing up-to-date and estimated urbanization
- ☞ Slum upgrading by the Cities Alliance
- ☞ UN Habitat on housing and slum upgrading
- ☞ World Health Organization on slum upgrading
- ☞ TED talk on the power of informal economy
- ☞ TED talk on the hidden opportunities of the informal economy

# 3.2 URBANIZATION AND SLUM UPGRADING: PRACTICAL PART ⚔

## LESSON PLAN 1: INFORMAL SETTLEMENTS

### 👁 OVERVIEW:

This lesson should be conducted in the classroom and serves as an introduction to Slums and Slum Upgrading themes. The scenario consists of a class presentation, working individually or in pairs, and class discussion, as well as viewing videos and pictures. It aims at familiarising learners with slums and understanding the role these habitats play and challenges they face.

### 🎯 OBJECTIVES:

1. To learn about slums and informal settlements.
2. To realize the scale of the challenge related with slums and informal settlements in the cities of the Global South.
3. To practice analysis, critical thinking and the ability to take multiple perspectives.

### 🕐 TIME:

60 minutes

### ⚔ MATERIALS/ RESOURCES TO BE USED:

- Multimedia projector, computer with internet access
- Printed contour/outline map of the world (with country borders); map available: ☞ here
- Sheets of paper, and pens or colored pens

### 📋 PREPARATION:

Prepare basic information about slums as delivered in the overview [☞ LINK: overview]. or print the summary available in Appendix 1.

Make sure the following materials are available:
1. Article with video and pictures: ☞ LINK
2. Pictures: ☞ LINK
3. Pictures: ☞ LINK
4. Article with pictures: ☞ LINK
5. Video: ☞ LINK
6. Video: ☞ LINK
7. Photo essay: ☞ LINK

*Note: Instead of multiple materials presenting slums from different parts of the world you can use an example of slums and slum upgrading projects implemented in Addis Ababa and other towns in Ethiopia. Details can be found:* ☞ *here.*

### ❗ INSTRUCTIONS:

1. Welcoming – 5 mins
Welcome the students and introduce the aim of the class. Distribute the materials (maps and sheets of paper together with pens).

2. Introduction to slums – 15 mins
Ask participants to define "slum" – the goal is to gather a couple of answers/definitions/descriptions. You can write on the board the most common phrases and characteristics cited by students. After a short brainstorming watch the video: ☞ What is a slum?

The goals is to come to the conclusion that:

*The word "slum" is often used to describe informal settlements within cities that have inadequate housing and squalid, miserable living conditions. They are often overcrowded, with many people crammed into very small living spaces*[14]

Then together view selected pictures from different slums from one of the sources listed above (links 1, 2, or 3) or from a reliable source you are familiar with.

Based on the watched materials ask students to divide the sheets of paper in half and ask them to write down negative aspects, disadvantages and major challenges that slums face in the first column. The students can work either individually or in pairs. After 2–3 minutes have an ideas-sharing session with students and ask them to comment on their findings.

Make sure that the following characteristics are listed:
- Lack of tenure security, lack of adequate housing
- Overcrowding (high population density)

14. Source: ☞ Cities Alliance

- Poor living conditions, deficits in basic services (water supply, sanitation, electricity, healthcare, education)
- Unemployment or underemployment
- High levels of poverty
- Hazardous locations

After the session summarize this part with a couple of basic facts about slums:[15]
- 1.6 billion people live without adequate shelter
- 1 in 7 people on the planet currently lives in a slum (~900 million people)
- 1 in 4 people will live in a slum by 2030, according to current estimates
- 1 in 3 urban residents live in slums in developing countries
- In some countries, as much as 90% of the urban population lives in slums

3. The largest slums – 15 mins
Then, together, watch two videos describing the largest slums in the world and their major challenges (links 5 and 6):
- ☞ These are the world's five biggest slums
- ☞ Inside The World's Biggest Slums

After watching the video ask the students to mark the cities where the largest slums are located on the contour maps (Cape Town, Republic of South Africa; Nairobi, Kenya; Dharavi, Mumbai; Mexico City, Mexico; Karachi, Pakistan).

15. Source: ☞ Habitat for Humanity

Students should annotate their maps with some extra information about each of the slums, e.g.: the name of the slum (Khayelitsha, Kibera, Dharavi, Ciudad Neza, Orangi Town), estimated number of inhabitants, with the name of a city in the students' home country of the same size; major slum challenge, etc.

4. Slums of despair and hope – 15 mins
Watch together the following photo essay from ☞ The Guardian: link 7 and comment on each of the pictures in terms of reasons why people would settle and live in slums despite the poor living conditions. Point out that these settlements fulfil a certain role – they are habitats and they host social relations, as well as providing economic opportunities for people with no other alternatives.

Before viewing the pictures ask students to write down in the second column of their sheets some opportunities that slums might create that come to their minds while watching the photo essay. Make sure that students understand that these opportunities do not change / improve poor living conditions (and especially housing) in the slums. Students can use different colors to differentiate between the two columns.

5. Conclusions – 10 mins
Ask students what they learnt about slums. Point out that slums, being one of the major global challenges in the 21st century, are habitats of poor living conditions even if they create some opportunities for their inhabitants. Underline that the quality of housing conditions and service provision in slums require constant improvement. Also, please direct students' attention to the fact that any action targeted at slum upgrading needs first and foremost to take into account the slum dwellers and their needs.

Ask if there are any reflections that someone would like to share with the others.

**APPENDICES:**
- **Appendix 1:** Summary regarding slums

## 📎 APPENDIX 1: SUMMARY REGARDING SLUMS

Originally, the notion of slums was used to describe the run-down and underinvested old residential areas devoted to the working class in industrial cities (e.g. in Manchester or Liverpool, UK). Still, some cities in high-income countries host slums. However, nowadays the word "slum" is mostly used to describe various low-quality housing areas in cities of the Global South. This phenomenon is associated with chaotic urbanization resulting from rural overpopulation and poverty. Therefore, contemporary slums can be related either to degraded and underinvested old residential areas (e.g. postcolonial districts, large-scale multifamily social housing) or with chaotic, self-made housing usually constructed using any materials that come to hand (informal settlements, shanty towns). The latter also suffer from unfavorable locations including urban peripheries, difficult-to-access areas, or unsafe environmental conditions such as steep hillsides, mountain slopes, swamps, flood plains, or waste land and landfills.

Slums do not offer adequate public services – water supply and sanitation, electricity, waste disposal, education, healthcare and transportation. However, the most crucial aspect of slums is inadequate housing (which might also be unsafe). They are also areas of overpopulation and high population density.

According to the UN, the proportion of the urban population living in slums amounts to nearly 30% in the Global South and 23% worldwide. This means that there are over 880 million slum dwellers in the world.

## LESSON PLAN 2: MAPPING THE CHALLENGES

### ◈ OVERVIEW:
This lesson should be conducted in the classroom, but can be combined with a trip around a city (either before or after the class, depending on abilities and local conditions). The trip is not a necessary part of the class. The scenario consists of a class presentation, a workshop, and a class discussion. It aims to identify and understand disfavored and marginalized urban areas.

### ◈ OBJECTIVES:
1. To learn about slums, informal settlements, areas of urban decay and poverty, and urban areas prone to natural disasters.
2. To link the above information with SDG 11.
3. To map disfavoured urban areas and identify their disadvantages and challenges.
4. To understand the multifaceted nature of disfavoured urban areas.
5. To practise reflection, critical thinking, and the ability of guided observation, as well as action/engagement planning.

### ◔ TIME:
90 minutes

### ✄ MATERIALS/RESOURCES TO BE USED:
• Multimedia projector, computer with Internet access or printed version of SDG 11 targets (☞ LINK) that can be distributed among students.
• Printed map of students' home city.

### ▤ PREPARATION:
This session should take place after the first scenario or different lesson that would explain and introduce SDGs – SDG 11 in particular – and the challenge of slums.

*Note: The choice of urban areas used for this lesson should depend on the location of the school and local/specific conditions in the given city/town. The areas identified and analyzed by the students might include slums (e.g. slums of Addis Ababa in Ethiopia), poor/underinvested residential areas (e.g. Stara Praga in Warsaw, Poland), post–industrial areas, but also zones impacted by natural disasters or prone to such events (e.g. urban areas in the Philippines).*

### ▣ INSTRUCTIONS:
1. Welcoming and introduction – 15 mins
Welcome the participants and explain the nature of the class – a common search for disfavoured urban areas and their challenges. Then, students can work either individually or in pairs.

Distribute print maps and SDG 11 targets to each student or each pair of students.

2. Mind mapping – 30 mins
Ask students (each one or each pair) to mark areas and/or spots of slums, informal settlements, areas of urban decay and/or poverty, disfavoured and/or marginalised urban areas, areas prone to natural disasters, etc. – use the notion that is most appropriate to your city.

Other than marking on the map, students should also give reasons for their choices. Recommend students use the following expressions/explanations:
I believe / I assume / I know that XYZ *area/spot* is overcrowded, dangerous, poor, offers inadequate housing, suffers from a high unemployment, suffers from poverty, lacks (or experiences deficits in) public services (i.e. water supply, sanitation, electricity, healthcare, education, public transport), has been or can be impacted by natural disasters (e.g. flooding).

Once students have marked the areas, have a roundtable discussion:
• Have any areas/spots been repeated?
• What are the reasons behind choices?
• What are the differences between the statements "I believe…", "I assume…", "I know…"?
• How biased are the students' choices?

Use the students' choices to explain different patterns of urbanization and urban challenges in the Global North and in the Global South. Disfavored urban areas are usually either related with:
• post–industrial urban decay or marginalised housing communities in the Global North;
• rapid rural–to–urban migration resulting in the creation of slums and informal settlements in the Global South, or
• locations being prone to natural disasters (global phenomena).

This issue is explained in the Overview [ ☞ LINK: overview].

The student's choice is most likely to be related to the specific nature/history of your city, which should also be noted and commented on.

3. Mapping challenges and solutions – 30 mins
Ask students to name major challenges for the areas they have marked. The challenges might be:
• Economic (e.g.: unemployment, poverty)
• Social (e.g.: danger, inadequate housing, lack of/deficits in public services)
• Environmental (e.g.: areas prone to natural disasters, or experiencing poor quality of natural environment)

Based on materials about SDG 11, students should also identify the target (from 11.1 to 11.7 taken from the UN ☞ website) that is the most suitable for the areas of their choice and the identified challenges.

Organize a second roundtable discussion dedicated to identifying major challenges and SDG 11 targets. Throughout the discussion, along with the challenges, list potential solutions – make sure they are written down and visible to all of the students. You can use some supporting examples to show potential solutions (e.g. ☞ Habitat for Humanity in Ethiopia, ☞ Brochure, ☞ Story)

4. Conclusions – 15 mins
Closing remarks should be dedicated to the nature of and reasons behind students' choices – were there any common areas and/or are there any common denominators for the chosen areas? Once again, refer to students' potential bias in making their choices.

Also make sure you point out the fact that many urban areas can suffer from multiple challenges at the same time. It is a good moment to link this issue with the three spheres of sustainable development (society, economy and the environment) and the holistic nature of this concept.

Finally, regardless of the city you are in, you might underline the common nature of the SDGs (with special emphasis on SDG 11), and the global need to tackle the issue of deprived, underinvested and disfavored urban areas.

Ask if there are any other reflections that anyone would like to share with the others.

🖑 **SUGGESTIONS FOR FOLLOW–UP:**
• Organize a walk/trip to one of the selected areas (if it did not happen before the class) to get some personal and/or field research experience. This option depends on the local conditions of your city.

• Organize the second class with the materials prepared by the students (maps) and derived conclusions (challenges and SDG 11 targets). The goal of the second class is to name/plan a set of actions and initiatives that can be taken in areas of students' choice in order to meet selected SDG 11 targets. The second class can also include identifying stakeholders needed to address the selected issue – local community, local leaders, NGOs, local businesses, local authorities, fundraisers, tourists, etc.

**APPENDICES:**
• **Appendix 1:** Case studies for group work
and
• **Appendix 2:** Three case studies from Ethiopia for group work (from Exercise 2: What do Anisa, Woynishet and Tringo have in common?)

## 1. POLAND: "TRAMPOLINE" PILOT PROJECT

In the years 2014–2016, Habitat for Humanity Poland realized the "Trampoline" pilot project in cooperation with the Orionine Fathers' Center for Juvenile Social Reintegration in Warsaw – Anin. With the help of business partners, an unused attic space was bought in an apartment block in the Warsaw district of Praga – Północ. A complex of 7 studio apartments was developed which are rented on a rotating basis to young adults who leave the Orionine Fathers' Center. They can stay in supportive housing for a maximum of 2 years. The apartments are affordable but not free, as the residents need to cover the monthly costs of utilities and administrative charges.



Figure 12. Poland on the map ( ☞ Nuclear Vacuum CC)

The residents are not left alone on their way towards autonomy, as they are supported by a tutor from the Orionine Fathers' Center who lives next door.

The renovation works at the attic were realized with the support of future residents, as well as local and international volunteers, including corporate volunteers and participants in Global Village, Habitat's international volunteering program.

Supportive housing is needed as foster alumni struggle to find housing, and it often happens that they move from foster care to homeless shelters. The scale of the problem is significant, as 27,000 young people currently live in children's homes and foster care centers in Poland. If they are not helped to find affordable housing and – more importantly – if they are not provided with more comprehensive support (so they can complete their education or therapy), there is a risk that about 90% of them will return to dysfunctional environments.

## 2. PHILIPPINES: OVERCOMING ODDS

Anghelina Mano is a woman whose challenges used to seem endless. Living with her husband and three sons, she used to feel that her worries outweighed the good that was in her family. They lived in a small apartment, but were evicted because they couldn't pay the rent: the family income wasn't enough. With nowhere else to go, they set up a rickety shanty by the banks of the Pasig River, literally living on the edge. "You can see the river through the holes in our floor." They were most at risk when there were storms. The one storm they would never forget was Typhoon Onday (Ketsana) in 2009. "We were afraid for our lives," Anghelina said, as she recounted the day the typhoon dumped 455 millimeters of rain – equivalent to an average month's worth – in just 24 hours, causing massive flooding in many parts of Metro Manila, including Pasig, where Angelina's riverside shanty was. She recalled how they had to put on a brave face for their youngest son, who was still unaware of the day–to–day hardships his parents were enduring. That, along with living in a declared danger zone, was a difficult burden to bear.

So when the Pasig City government offered a relocation option to families living along the river, the Manos pounced on the opportunity. And after years of waiting, hardship and coping with challenges, in 2013 they finally moved into their new home in Habitat's Pasig I community in Barangay Pingabuhatan. Her family's transformation after the move was evident: Anghelina's children, who were diligent students to begin with, finally had a place to study in comfort. And Anghelina and her husband now had a real home they could call their own, no longer fearing for their safety or worrying about high rent, unsafe conditions and the threat of eviction. "We no longer have to worry about [huge] monthly fees anymore. We are now assured that we have a home," Anghelina exclaimed. Their eldest son is now a respected city traffic enforcer and owns his own home, and their second child is a technical and maintenance employee in Pasig City's Hospital. Her husband was able to land a job in City Hall, with a salary more than enough to provide for their everyday needs and their youngest son's tuition. As for Anghelina, she has become a leader in their community.

# LESSON PLAN 3: SUSTAINABLE LIVES IN URBANIZED CITIES

## 👁 OVERVIEW:

The lesson focuses on crucial indicators of a prosperous life in urbanized cities around the world and how to achieve such lives through global and individual actions. Students draw their conclusions from real–life stories of people from different countries. The class practices peer–to–peer learning and team work. Decent housing is presented as a human right.

## 🎯 OBJECTIVES:

1. To realize which factors are crucial for a prosperous life in urbanized cities and how they are connected.
2. To engage in finding personal and global solutions that lead to a prosperous life for all a city's inhabitants.
3. To practice peer–to–peer learning and team work.

## 🕐 TIME:

60 minutes

## ✂ MATERIALS:

- 3 case studies from 👉 Appendix 1 (one for each group).
- 3 A3 blank sheets.
- color pens.
- quotation from the Universal Declaration of Human Rights (article 25).

## 📋 PREPARATION:

Prepare basic information about your home city, its population, how it has grown over the years, and the reasons behind its growth. Read about the negative effects of urbanization delivered in the overview [ 👉 LINK: overview].

## 💬 INSTRUCTIONS:

1. Welcoming and introduction – 10 mins
Welcome participants, present the objectives of the lesson and check if they understand them. Ask if they have any questions.

Start the class discussion about the challenges of the rapid growth of cities. You can use the following questions:
- How many people live in your city?
- How fast did it grow?
- What were the major reasons behind this growth?
- Can you name some challenges that occurred as a result of its growth? Write down the challenges that students name. At the end, underline the challenges connected to access to decent housing (houses with affordable rent, in good technical condition, etc.) or add some if they didn't appear during the class discussion.

Present Article 25 from the *Universal Declaration of Human Rights* not mentioning to the students the name of the document.

*Article 25.*
*(1) Everyone has the right to a standard of living adequate for the health and well–being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.*

Ask the students what the text is about. If not brought up during the class discussion, mention access to food, clothing, medical care, necessary social services and, especially, housing, as basic human rights. Ask students to provide the source of the short text. Summarize the basic information about the Universal Declaration of Human Rights as described below:

Human rights violations over the centuries, and finally the crimes of World War II in particular, led to the international community adopting the Universal Declaration of Human Rights (UDHR). This historic document was adopted by the United Nations General Assembly on 10 December 1948. The Declaration consists of 30 articles affirming an individual's rights, which influenced most national constitutions and became a foundation for various national and international laws and treaties.

2. Main part: Jigsaw technique – 40 mins
Divide your class into 3 or 6 groups, depending on number of students. Each team receives one of three different case studies from Appendix 1.

*Note: In the case of 6 groups, each case study will be given to two groups. The aim is to learn from each other, and in the end to complete the final task together. Learn more about the jigsaw technique on the following websites:* 👉 *LINK 1,* 👉 *LINK 2*

### a. Round 1 – 10 minutes

Firstly, in their original groups, students become familiar with the texts and gain knowledge in the area of the following questions. Every team member has to be prepared to pass the information to others as they will create new groups afterwards.
- Why did the people described in the case study find themselves in this situation?
- How was help given to them; what support did they receive?
- What is their life situation now; what has changed?

### b. Round 2. – 10 minutes

In the next part of the task, each group is divided into three sub–groups, which then merge into new groups (you can do this by assigning each group's members the numbers 1, 2 and 3, and then grouping all the 1s together, the 2s together, etc., so that each new group has at least one member from each of the original groups). Each member of a new group

then has different knowledge to pass on to the members of the new group. Participants listen to each other's statements and can take simple notes. The statement regarding a single case study lasts 3 minutes.

**c. Round 3. – 10 minutes**
Students return to their original groups and are asked to perform their final task together: to indicate what factors affect a prosperous human life in cities and to find five interdependencies between them.

Factors that students might indicate:
safety, own house / affordable rent, clean environment (water, air, etc.), healthy affordable food, access to education, access to work, access to medical services, access to sanitation, a safe and stable environment, convenient transportation, access to green areas, an integrated community, support from family, support from (local) government, affordable energy, equal treatment, etc.

**d. Presentation of the completed tasks – 10 minutes**
Each original group presents the results of their work.

3. Debriefing and reflection: snowballing – 10 mins
Explain to participants that they are being called to be young advisors at a UN summit. Divide the class into three parts, then into pairs and assign one challenge to them:
- *How can all people be provided with access to adequate, safe and affordable housing and basic services?*
- *How can inclusiveness and participation in the planning and management of cities around the world be increased?*
- *How can the negative impact that cities have on their own environment and the environment around them be reduced?*

Ask them to think of one solution or action that can be implemented globally and one on an individual level. After some time request pairs to merge into fours, exchange their ideas and find two more, for both global and personal action. Allow students to share some of their findings in a plenary.

👆 **SUGGESTIONS FOR FOLLOW–UP:**
How to support implementation of the SDGs
- School volunteering with the Habitat for Humanity Poland Foundation: 👉 video
- What you can do: 👉 LINK

Learn more about sustainable cities
- Sustainable Development Goals Explained: 👉 Sustainable Cities & Communities
- TED–Ed, 👉 Urbanization and the future of cities

**APPENDICES:**
- **Appendix 1:** Case studies for group work (from Lesson Plan 1: Mapping the challenges)
and
- **Appendix 2:** Three case studies from Ethiopia for group work (from Exercise 2: What do Anisa, Woynishet and Tringo have in common?)

## ✎ EXERCISE 1: THE URBAN "ONION"

### 🎯 OBJECTIVE:

The exercise aims to support a meaningful discussion around people's needs and aspirations in the context of urbanization and slum upgrading issues and pupils' attitudes towards them.

### 🕐 TIME:

25–30 minutes

### ⚒ MATERIALS

• Questions to be read out aloud during the exercise (point 2 of the instruction).

### 📋 PREPARATION:

The exercise requires some space in the classroom to allow students to form two concentric circles – layers of the "onion".

### ⚠ INSTRUCTIONS:

1. Preparation of the group – 3 mins

This discussion technique known as "an onion" or "inside/outside circles" serves as a tool to share your views and information with a variety of peers in a structured manner. Divide participants into two groups; one of the groups stands in the inner circle and the other one in the outside one. Students should face each other and on your signal start discussing the issue that you bring in with a question. For each question they have one minute and after it, again on your signal, the outside circle moves one step to the right and, having new pairs, you may ask the next question. Sample questions: What makes people happy? What do people need to develop their skills or interests? How are the needs of people around the world the same and different? What are our expectations towards people living in informal settlements / blocks of flats / family–houses outside of cities? Whom do you see when you imagine a "slum dweller"? What kind of jobs do people do living in a slum? Is living in slums an opportunity or a poverty trap?

*Note: You may add your own questions as well – up to ten altogether for the exercise, building up the level of questions' challenge.*

2. Questioning in circles – 10 mins

Start asking the questions and manage time effectively – stop after each minute, ask the circle to move and ask the next question from your list. Make students aware that they should have the same opportunities to share their views and use that one minute for both voices.

3. Reflection sharing in a plenary – 5–7 mins

After the last question encourage students to share some reflections about their short conversations in a plenary. Ask pupils to find the connection between their conversations and the term "slum upgrading". Make sure students understand it and explain briefly if needed, or invite a student to do so. Ensure that pupils notice what their perspective and their stance is on the topic – it might differ significantly for example if they were born or grew up in some other places or circumstances.

4. Summary – 5–7 mins

Sum up the discussion with some closing questions: what needs might be answered by slum upgrading programs? What challenges might be faced?

### 👆 SUGGESTIONS FOR FOLLOW–UP:

• Go through the infographic "How Do Housing Conditions Compare Around the World?" and compare its data and findings with the situation in your home country. ( ☞ Clima Door)
• How would you understand "upgrading" of your family home? What would you change and how would it affect your needs and aspirations?

## ✏️ EXERCISE 2: WHAT DO ANISA, WOYNISHET AND TRINGO HAVE IN COMMON?

### 🎯 OBJECTIVE:
To reflect on the impact of improving living conditions of slum dwellers based on the example of Ethiopia and its urbanization processes.

### 🕐 TIME:
20–25 minutes

### ✂️ MATERIALS:
• Materials students need for their presentations or case studies – printed copies or the means to screen them on a projector.

### 📋 PREPARATION:
Ask students to do some initial research at home before the exercise is conducted. Their task is to find information about projects implemented by Habitat for Humanity in Ethiopia and some basic information about the country and its urbanization processes. Let them choose how they will present the information during the lesson but set the duration of their presentation (up to 10 minutes). You may also allocate some more time during the lesson to let them do it in the classroom (an additional 15–20 minutes).

### ⚠️ INSTRUCTIONS:
1. Introduction – 10 mins
Collect from students the basic facts about Ethiopia in the context of urbanization that they have gathered. Depending on the preparation phase and the final arrangements with your students you may complement those facts with some more detailed information. Make sure students are familiar with the biggest challenges related to ☞ housing conditions in Ethiopia (and its capital city – Addis Ababa) and mention the Urban Slum Upgrading Project implemented by ☞ Habitat for Humanity Ethiopia, which was designed to "assist vulnerable slum dwellers to get access to improved housing and sanitation facilities through renovation of houses, construction of communal toilets, communal water points, walkways and ditches".

2. Reading the case studies – 5–8 mins
Invite students to read three case studies (Appendix 1: Three case studies from Ethiopia for group work) – stories of 3 Ethiopian families: Woynishet Dejene, Tringo Tafese and Anisa, whose living conditions have changed thanks to the program. Depending on the group and available time, you may ask everyone to read all three case studies or to give one to each of three groups.

3. Reflection and discussion – 5–7 mins
Ask students to explain how the living conditions of each family have changed and what had the biggest influence and impact on its situation. Reflect together about the future consequences of such projects in terms of fulfilling the SDGs and of the rapid urbanization processes around the world (including population growth).

### 👆 SUGGESTIONS FOR FOLLOW–UP:
• Find some information about the "Build Solid Ground" project implemented by Habitat for Humanity. What is its main goal? Search on the Internet for some other slum upgrading projects and organizations and create a mind map with basic information about each of them. You might use some online tools for this purpose, such as: ☞ www.mindmeister.com or ☞ www.mindmup.com.

### APPENDICES:
• **Appendix 2:** Three case studies from Ethiopia for group work

### 1. ETHIOPIA: "I QUIT MY EDUCATION BUT I HAVE A NEW HOME"

Woynishet Dejene, 23, was brought to Fitche town by her mother eight years ago. She has a disability that affects both of her legs; she couldn't live in rural areas. She came to Fitche to get treatment at Fitche CBR and to learn. She used to live in a rented home, and her mother was responsible for the rent. However, her mother couldn't pay the rent and Woynishet had to live with her relatives in Fitche town. The relatives didn't accept Woynishet with a fully open heart. *"I was always worried about where I could live,"* she said.

Now, Woynishet has been living in a new home since November 2016. She explained that she didn't believe that she could get her own home. She said, *"I quit my education because I can't walk long distances but I am so happy that I live in a new home."* She gets grain and other food items from her mother. These are the only items she has to live on.

The new home is convenient for Woynishet. She has a toilet and a kitchen that she shares with another family. She can walk around and cook food supported by a crutch. Woynishet hopes to earn a small income for her daily bread. *"As I now have enough room, I am thinking to sew clothes with different designs and sell them,"* she stated.



**Figure 13. Woynishet Dejene sitting in front of her house, Source: Habitat for Humanity**

**2. ETHIOPIA: "LIVING IN AN UNSAFE HOUSE WAS MY CRITICAL CHALLENGE"**

Tringo Tafese, 39, doesn't have the income to cover daily expenses for her family. She lives with her mother, who is ill. She earns $14 per month working as a daily laborer. She was paying 30% of her income on house rental. Tringo, her mother and son moved to a new house constructed by Habitat in July 2016. She shared her impressions of the new home:

*"When I move to the new home with my mom, I feel that I started a new life with better hope. It was difficult to take care of my mother in a rented home. I was worrying about the rent every month. Now, we live in our own home with full freedom. We have a toilet, a kitchen and free space to do various things. As new home owners, we start to live as a new community and we help each other in our social life. Living in an old and unsafe rented home was my critical challenge. I think the new home creates the opportunity to improve my living conditions."*



**Figure 14. Tringo Tafese with her family outside their new house, Source: Habitat for Humanity**

## ✎ APPENDIX 2: THREE CASE STUDIES FROM ETHIOPIA FOR GROUP WORK

**3. ETHIOPIA: "MY CHILDREN AND I FEEL AS IF WE ARE STARTING IN A NEW WORLD"**

Anisa lives in Bisidimo town in eastern Ethiopia. As symptoms of leprosy appeared on her skin, Anisa left her family in fear of discrimination from the community. She used to live in an old shack with her three children. The chika (mud) wall was cracked and the roof was poorly covered with grass. The family was exposed to rain and wind. There was no separate kitchen and Anisa used to cook in the same shack with the risk of the grass–covered walls catching fire. The floor was full of dust, compromising their health.

*"My fear was that the house might collapse while we were asleep,"* Anisa said.

Her family is among those who have been included in Habitat Ethiopia's vulnerable housing project. Now they have two large clean rooms, a kitchen and a toilet.

*"My children and I feel as if we are starting in a new world, starting a new life. My fear is gone,"* Anisa said."

## ✎ EXERCISE 3: HOUSING ALTERNATIVES

### 🎯 OBJECTIVE:
To present alternative solutions to housing challenges faced by people who cannot afford their own space, cannot live fully independently or need support with their daily activities.

### 🕐 TIME:
30–35 minutes

### ✂ MATERIALS
• Board or flipchart, markers, picture of a trampoline.

### 📋 PREPARATION:
Print or screen a picture of a trampoline.

### ⚠ INSTRUCTIONS:
1. Brainstorm on housing alternatives – 5 mins
Ask students what different forms of home or shelter they know of, and allow them to share all of their ideas (without excluding any of their ideas). Write them on a board or a flipchart and add your own ideas at the end to complete the list. You may encounter such ideas as: tents, cooperatives, micro houses, modular housing, communal / collective homes, tiny apartments, public houses, etc.

2. Choosing the alternatives – 15 mins
Let the students create groups of 3 or 4 people. They then choose a housing alternative they would like to try, and invent and adopt a role or persona whose life has led them to live in that form of housing – why do they need this type of home (they act as a group and develop a single role for all group members). When decided, they need to reflect on what their reasons were for taking that direction. Some groups may share it with others in a plenary, and after the discussion everyone should get out of the role (for example by taking an "invisible shower" and flushing away the emotions the may have appeared during the exercise).

3. Discussion – 6 mins
In the same groups, ask students to discuss why people might decide to choose the mentioned housing options and what the life circumstances of those people are – who usually decides for each of them? Make sure people with different needs are mentioned.

4. A home as a trampoline to a new life – 10–13 mins
Show students a picture of a trampoline and ask the question: Can a home become a trampoline to your new life? Ask pupils to raise their hands if their answer is "yes" and check which answer prevails.

Introduce pupils to the supportive housing project called "Trampoline" implemented in Poland by Habitat for Humanity and the Orionine Fathers' Center for Juvenile Social Reintegration in Warsaw – Anin (☞ Appendix 1: 2. Poland: "Trampoline" pilot project, from Lesson Plan 1: Mapping the challenges). Ask pupils why it is needed and collect their comments about it. Encourage them to search on the Internet for some more such initiatives targeting young people.

### 🖐 SUGGESTIONS FOR FOLLOW–UP:
• Think about the advantages and disadvantages of each housing alternative discussed during the exercise. Which alternatives would you choose for yourself and in what circumstances?

Watch the TED Talk by Anna Rosling Rönnlund: ☞ "See how the rest of the world lives, organized by income" (11:47) and write a note summing up 4 ways to be less ignorant about the world.

# RESEARCH PROJECT: URBAN DEPRIVATION

## 👁 🎯 OVERVIEW AND OBJECTIVES:

The research project is based on both desk research and field work. The goal is to identify and understand selected characteristics of urban deprivation. Potential subjects that might be observed in the Global North and Global South include urban decay, urban poverty, slums and urban informal economy, as well as urban inequalities.

## 🕐 TIME:

- 1 sessions of 45 minutes in classroom for kick off
- Desk and field research (observations, getting to know and understand the geographic context, and preparing the photo essay) as a home assignment
- 1 session of 45 minutes for presentation and conclusions

*Note: The project can be carried out in a number of versions – covering one of the topics, selected ones, or all of them (urban decay, urban poverty, slums and urban informal economy, urban inequalities). The students should work in small groups (2–3 people) and each group can explore a separate topic or all of the groups can work on one. The organization of the project depends on the city (and its local conditions), as well as the group (size, interests, internal relations). This research project can also be extended with the Action Project.*

The research project will be based on a photo essay. Information and examples of this visual storytelling method can be found here:
- 👉 Photo Essay: Definition, Themes & Examples
- 👉 What Is a Photo Essay?
- 👉 Photo Essays

## ⚠ INSTRUCTIONS:

1. Background knowledge:
This research project should be implemented after introducing topics and challenges related to urbanization, urban decay and slums. In order to do so, lesson plans from this Toolkit can be used, as well as other trustworthy tools and methods.

The first meeting (kick off) should be dedicated to refreshing / summarizing major issues regarding themes of urbanization and slums. The key issues to be pointed out are the following:
- Urbanization brings both positive consequences (agglomeration benefits) and negative (overpopulation, urban stress).
- Cities around the world experience challenges related to deindustrialization and suburbanization, resulting in urban decay of central areas and degraded residential areas, or uncontrolled rural-to-urban migration resulting in the advent of slums and urban poverty.

The second part of the meeting should be dedicated to explaining the task: creating a photo essay. Some information on this technique should be provided, and topics to be considered should be introduced:
- Urban decay (e.g.: 👉 LINK 1, 👉 LINK 2)
- Urban poverty (e.g.: 👉 LINK)
- Urban informal economy (e.g.: 👉 LINK)
- Urban inequalities and fragmentation (e.g.: 👉 LINK)
The choice of topics depends on local conditions, accessibility, safety, etc., as well as the personal interest of the students.

2. The task:
To prepare a photo essay related to their desk research on one of the topics using a local urban area to portray the urban challenge

3. Desk research:
All students should look at the selected topics and identify and research them from a global perspective (*What are the reasons, consequences and scale of a given phenomenon?*), as well from a local perspective (*What is the local manifestation of a given phenomenon?*)

4. Field research – working on the task:
Then, using cameras or mobile phones, students work in small groups (2–3 people) to go and take pictures, and later they prepare a photo essay based on their choice of pictures supplemented with a short description. Please note that working on the photo essay can happen only if it is entirely safe for the students. Should students choose a topic that is associated with risk or danger, it cannot be accepted by the teacher.

5. Presentation and discussion:
The final stage takes place in class – the students present their photo essays and discussion on the outcome is moderated by the teacher. The goal is not to select the best photo essay, but to identify the global–local relationship (global challenge – local manifestation) and to value the different perspectives.

# ✿ ACTION PROJECT!: VERNISSAGE FOR AWARENESS

## ⌖ OBJECTIVE:

To organize a school- or local exhibition based on the pictures taken while working on the photo essay. The exhibition aims at raising public awareness and can be combined with short presentations/talks delivered by students ("vernissage"). The school is expected to get involved in this activity by supporting the preparation of the required materials and allowing students to present their work and be recognized by the school community.

## ⚠ INSTRUCTIONS:

1. Research Project
You should start with the Research Project presented in this chapter as a first phase of the preparation for the action. While working on the Research Project students should be informed that they will have a chance to present their work to a wider public.

After completing the Research Project, if student teams agree, the photo essay can be printed out with a short description and posted in the school's common/public space.

2. Exhibition and awareness-raising campaign
Such a presentation should raise the school community's awareness of different forms of urban deprivation and urban stress. Additionally, an action project of this kind allows for community engagement, as well as recognition of the work carried out by the students.

# 4.1 GENDER EQUALITY: OVERVIEW 👁

**Gender being a social and cultural construct that differentiates females from males is one of the most powerful concepts in the contemporary world. Gender equality is now being identified as one of the major contributors to human development. It not only allows women to reach their full potential, but it leads to more prosperous, harmonious and sustainable societies as a whole. Nevertheless, gender disparities still exist and can be observed on a habitat level. Key issues are related to housing, property rights, access to public services, education and healthcare, as well as unpaid and care work.**

## WHAT IS *GENDER* IN THE 21ST CENTURY?

Margaret Mead, an anthropologist, studied three Samoan societies (in the South Pacific Ocean) and found that while females and males were present in all communities under study, each society assigned different roles to women and men. Based on this observation she derived a logical conclusion – **the social roles played by females and males are a product of culture. Therefore, they can vary, change, be negotiated and be transformed. Nowadays the notion of gender has become a mainstream political and development concept.**

Gender can be analyzed from three major perspectives: gender identities (who we feel we are); gender roles (*what society expects from us*); and, finally, gender equality and disparities in social life (*how gender roles influence our opportunities*). In all three spheres the crucial element is the fact that gender identities, roles or inequalities are not connected with biological sex. Therefore, **gender should be considered a social and cultural construct**. It refers to cultural differences and social roles associated with men and women, not to biological differences.

From a development perspective, gender roles and inequalities are crucial. The roles traditionally associated with either men or women influence a variety of choices available to members of a given community or society. Consequently, gender perspective recognizes that job opportunities, obligations, access to income and wealth (including housing), legal framework, etc. are not a product of nature. They are not determined by biological sex, but by socially constructed gender. Therefore, **certain unjust and unequal practices that treat men and women differently can be a subject of change**.

## GENDER EQUALITY AND DEVELOPMENT

Gender equality was included in the Millennium Development Goals (MDG 3 – *To promote gender equality and empower women*) and it is also clearly outlined within the Sustainable Development Goals (SDG 5 – Gender equality). Gender-related issues are also present throughout the official UN development agendas. All of the 17 SDGs can be achieved only if applied equally to men and women.

Within SDG 5, which is dedicated to gender equality, there are nine main targets.[1] They call for ending all forms of discrimination and harmful actions related to traditional practices (such as child marriage, early marriage and forced marriage, and female genital mutilation), and for ending all forms of violence. SDG 5 also recognizes the need to ensure women's access to sexual and reproductive health, as well as to leadership and decision-making. Finally, **the targets include issues clearly related to habitat perspective**, namely:
- Recognizing and valuing unpaid care and domestic work
- Giving women equal rights and access to ownership and control over land and other forms of property.

> 💡 **To think about: which targets of SDG 5 are most related to your community?**

Gender equality has been incorporated into the mainstream sustainable development agenda. Even if criticized by conservative and patriarchal political actors, gender remains one of the key and crucial dimensions of human development. Kofi Annan, the former UN Secretary-General, said:[2] *Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.*

1. Source: UN, ↗ Sustainable Development Knowledge Platform
2. Source: UN, ↗ Press Release, 1998

## THE GLOBAL CHALLENGE OF GENDER EQUALITY

Malala Yousafzai – the Pakistani schoolgirl who survived a Taliban assassination attempt – spoke at the UN headquarters, pointing out a simple truth:[3]

*We cannot all succeed when half of us are held back.*

It is possible to picture the significance of gender equality using three basic examples. Firstly, there is a correlation between mothers' level of education and survival rate of children.[4] Providing girls and women with even a basic education has a direct impact on maternal health, and, consequently, on infant and child mortality rates.

Secondly, in multiple communities in Sub-Saharan Africa and South Asia the traditional division of gender roles leaves water supply on women's shoulders. Consequently, women and their daughters in many cases have to walk miles a day to provide households with fresh water. Such obligations increase the school drop-out rate for girls, depriving them of full educational opportunities. Later, this translates into fewer chances on the labor market, a higher chance of early marriage, perpetuation of the social hierarchy and lower chances of poverty reduction.[5]

Thirdly, a similar mechanism occurs when schools lack sanitation facilities and are not prepared for basic hygiene practices. This also strongly influences girls' drop-out rate.[6] Therefore, basic investments in water supply systems (piped water delivered to households, or at least public standpipes) and in basic sanitation (latrines and hand washing facilities at schools) can influence not only the quality of life, but also have long-term consequences for eradicating gender disparities.

These three basic examples prove how **gender equality and the role of women are interrelated with social change and how deeply embedded these processes are in the matrix of human development.**

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To think about: what are other examples of relationships between the role of women, women's empowerment, gender inequalities and different spheres of human development?

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The different dimensions of gender inequalities are usually divided into four groups:

- Educational attainment
- Health and survival
- Economic participation and opportunity
- Political empowerment

Such a framework is adopted by numerous indices used to measure gender inequality (e.g. Global Gender Gap Index,[7] Gender Development Index,[8] Gender Inequality Index[9]). Over recent decades, a major effort has been put into the first two challenges. Consequently, within these two dimensions there has been significant progress.

Most countries have closed the gender gap in primary and secondary education. However, still, in countries that have not reached parity, particularly in Sub-Saharan Africa, the Middle East and South Asia, girls are still more likely to be disadvantaged than boys. Also, women still make up two thirds of the global illiterate population (530 million of 850 million people).[10]

When it comes to economic opportunities, it is clear that throughout the world – in low-, middle- and high-income countries – fewer women

3. Source: ☞ The Guardian
4. Source: UN, 2007, ☞ "Education Is Key to Reducing Child Mortality: The Link Between Maternal Health and Education", UN Chronicle Vol. XLIV No. 4/2007
5. Source: ☞ Water.org
6. Source: ☞ The Guardian
7. For more information, go to Global Gender Gap Report published by the ☞ World Economic Forum
8. For more information, go to Gender Development Index published by the United Nations Development Program, which is part of the ☞ Human Development Index framework. For data and countries' ranking go to the ☞ website.
9. For more information, go to ☞ Gender Inequality Index. Similarly, this index is published by the UNDP together with Human Development Index. For data and country rankings, go to the ☞ website.
10. Source: ☞ UNESCO
11. Source: UN, ☞ The Millennium Development Goals Report 2015.
12. Sources: UN, ☞ The Sustainable Development Goals Report 2018; World Economic Forum, ☞ The Global Gender Gap Report 2016.
13. Source: UN, ☞ Sustainable Development Knowledge Platform.
14. Source: United Cities and Local Governments, ☞ From SDGs to Habitat III. The Role of Local Governments in Promoting Gender Equality for Sustainability.

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than men are engaged in paid employment. As of 2015, about 50% of all working-age women (aged 15 and above) were in the labor force, compared to 77% of men. The regional differences are striking and the numbers are the lowest in the Middle East and South Asia, at less than 20%.[11] **At the same time, it is clear that the average female working day is significantly longer than the male one, but women spend roughly three to four times as many hours in unpaid domestic and care work as men.**[12]

Of the four dimensions, the most challenging situation continues to be in the sphere of political empowerment. According to the UN, women have gained ground in parliamentary representation in nearly 90% of the 174 countries under study. At the same time, the average proportion of women in parliament has nearly doubled. Yet still only one in five parliamentary members are women and, in the case of government positions (ministers and prime ministers), the number is even lower.[13]

A similar situation is related to local governments that usually have a direct influence on living conditions, access to housing and basic social services. Globally, 20% of local councillors and fewer than 5% of the world's mayors are women.[14]

Women's political empowerment on all levels – central, regional, municipal and local – is not an abstract idea. Women's perspectives and voices directly influence the legal framework and governance practice. They impact all analyzed spheres, but specifically the fundamental issues of access to housing and housing policies, tenure and land rights, as well as provision of basic public services.

## GENDER EQUALITY, HABITATS AND HOUSING

SDG 5 (*Achieve gender equality and empower all women and girls*) outlined above is directly focused on gender equality. However, most of the targets are also related to SDG 11 (Make cities and human settlements

inclusive, safe, resilient and sustainable) and multiple other goals. The crucial element is the relationship between gender equality and habitats. None of the major spheres of gender inequalities take place in abstract space; they happen somewhere – they have a local and location-specific dimension (see Figure 15). Habitats host social constructs and processes, including gender relations and disparities. Gender inequalities start at home and they are primarily about home – who does what, who has what obligations and what rights, and also where home is located and how it is related with other focal points of everyday life. Therefore, a habitat-based approach allows specific situations to be identified in which gender inequalities can be observed and challenged.

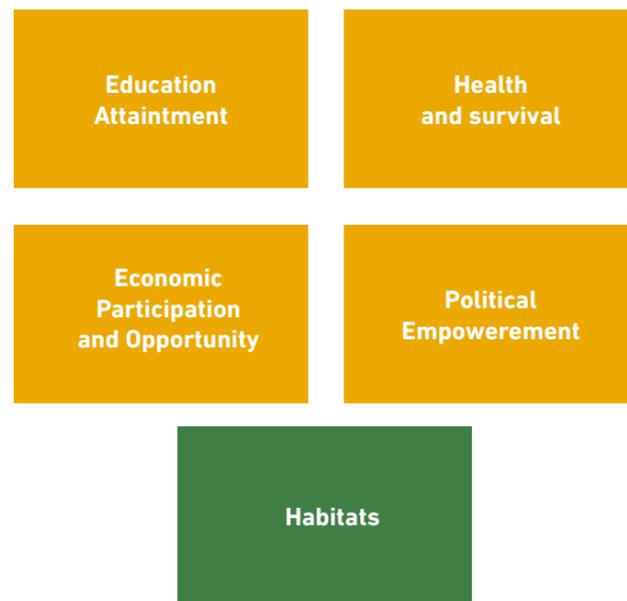| Education Attainment | Health and survival |
|---|---|
| Economic Participation and Opportunity | Political Empowerement |

**Habitats**

Figure 15. Habitats as a basis for gender relations. Source: own work

From a habitat-based perspective there are multiple issues that can be examined in the gender context. Firstly, **it should be underlined that housing is largely a women's issue as it is mostly women who are primarily responsible for sustaining and maintaining the home, the family and the household**. Even though the need to have a shelter

concerns men as much as it concerns women, in most cultures it is still women who take the fulfilment of this need on themselves, maintain the housing for their families – parents, children and male counterparts. For many women, even if they work outside the home in either the informal or formal waged economy they still do the majority of the work related to the raising of children, looking after family and relatives, food preparation, washing, cleaning and supporting family well-being. **All of these obligations and responsibilities are distributed unevenly between genders and are directly related to adequate and affordable housing**.

Therefore, it is of crucial importance that women not only have physical shelter, but especially that they have access to adequate and affordable housing, be a decision maker on that matter within a household, and – last but not least – enjoy equal legal status in the context of real estate. However, in many traditional societies women are still not entitled to hold the legal title to land or real estate equally with men. Such a legal framework makes them dependent on male counterparts and other male family members. According to UN Habitat,[15] due to

*patriarchy and women's subordination in many societies, women's relationship to home is not shaped by themselves as much as it is mediated by their relationship to men – that is, through their father, grandfather, uncle, husband/partner or son. Historically, and in many countries even today, the house is legally in the name of the man or so-called "breadwinner" and not in the name of both the man and the woman as co-owners.*

This makes women dependent on men in relation to the basic and primary resource – the home. The reason behind this may be related to differences in legal systems, but these have been subject to change. For example, in the majority of countries in Sub-Saharan Africa (36 of 46) inheritance rights are now equal for men and women. This means that the legal code provides for equal treatment of male and female children and of male and female surviving spouses. Over the past two decades,

many African countries have implemented reforms to strengthen women's statutory rights over land and other property.[16]

However, this shift towards greater gender equality in the formal legal code does not necessarily extend to customs and traditions. Traditional gender roles and customs are embedded in social practices, and in many cases home ownership is associated with men. This is not only the case in Sub-Saharan Africa or South Asia, but also in high-income countries. Changes within this field take place much more slowly, as they require a cultural shift. Consequently, women are less likely to own both land and housing. For example, research carried out in Ghana, Kenya, and Uganda clearly showed that, regardless of legal framework, most women can only access housing through a relationship to males[17]. According to the World Bank research on Sub-Saharan Africa, the gap in housing ownership is especially high, with only 13% of women claiming sole ownership compared to 39% of men (both genders aged 20–49). This gap narrows when joint ownership is included, with 43% of women and 55% of men claiming they have sole or joint ownership of some housing. This results in approximately 20 million fewer women than men having any housing ownership in this part of the world.

Unequal access to housing is also related to the pay gap (the difference in average income between men and women). This also applies to high-income countries. For example, according to the European Commission the gender pay gap in the EU still averages around 16%,[18] making women less likely to become independent owners of real estate. Also, since women are more likely to be engaged in unpaid work and informal economic activities, it clearly leaves them with fewer resources (time and capital) to secure adequate housing.

15. Source: UN-HABITAT, 2014, ☞ Women and housing: Towards inclusive Cities.
16. Source: Gaddis, Isis. Lahoti, Rahul. Li, Wenjie. 2018, ☞ "Gender Gaps in Property Ownership in Sub-Saharan Africa", World Bank Policy Research Working Paper 8573.
17. Source: UN-HABITAT, 2013, Gender Issue Guide. Housing and Slum Upgrading.
18. Source: European Commission, ☞ The gender pay gap situation in the EU

Additionally, a lack of proper and direct access to housing means that in the case of ending a relationship, or death of male counterparts, women are often deprived of their own homes. The same can happen as a result of uneven and unjust inheritance laws, as has been mentioned before. Women might be avoided while male descendants are being favored, leading to the process of disinheritance. A similar outcome might also come as a result of domestic violence against women. If the right to the property is limited to the man, a woman and her children might lose their home when the only way for her to defend herself is to leave her partner or husband.

**Consequently, gender inequality in the context of housing is of a double nature – women's home-based responsibilities do not come with legal ownership or legal power**.

Moreover, since women are traditionally responsible for care work, as well as provision of food and water, it makes them more vulnerable to any risks related with securing basic needs. Consequently, **women are more dependent on habitats in both dimensions: human and environmental**. Access to water and sanitation and any changes in related infrastructure, food production and conditions for agriculture, diffusion of infectious diseases, changing climatic conditions – all of these influence not only women as individuals, but also them fulfilling their gender roles within a society. **There is a gender bias in the complex relationship between humans and habitats making women more vulnerable to any changes in this field**.

**The division of labor between men and women shows how significant investments, projects and actions targeted at habitats, housing and households (where most of women's work takes place) are for achieving gender equality**. The same applies to improvements in providing basic services – water supply, sanitation, as well as access to education and healthcare, which also remain women's duties.

Paradoxically, this issue has been recognized as both a challenge and an opportunity within critical feminist approaches to development, namely in ecofeminism. **Ecofeminism points out that in the course of history women were responsible for carrying out basic tasks of society** with special emphasis on water and food supply, housing, and all the care work (towards children, the sick, and the elderly) **which makes them crucial stakeholders in meeting contemporary development challenges**. Identifying the crucial role of women in meeting development goals makes ecofeminism less of an idealistic worldview and moves it towards the center of the contemporary gender and development debate. Some echoes of this approach can be found in Agenda 2030, where the gender dimension is present in multiple SDGs, as has been explained before [ ☞ LINK: overview].

Finally, one of the key aspects of achieving gender equality is associated with **urbanization and urban planning**. Cities offer new forms of social mobilization and inclusion, freedom of expression, wider participation and influence in politics and policy. Also, greater cultural diversity and openness found in urban areas can undo traditional social norms disfavoring women, as well as gender stereotypes and customs that hold women back.

According to the UN,[19] **urbanization, if organized and properly managed, can lead to a more harmonious and inclusive society and the empowerment of women**. Cities do offer women growing opportunities for education and engagement in professional activities (in services, industries and the informal sector), as well as in decision-making processes (local/municipal authorities). At the same time, urbanization might also contribute to gender inequalities by forcing women to work in poor conditions and exposing them to pay gaps.

There is evidence that women use urban services, access urban environments, and are impacted by cities differently than men.[20] The needs of women and girls related to land use and social mix, distribution of services, community and public housing, accessibility, commuting,

mobility, and especially safety and security, are key for more inclusive urbanization.

The house and its location have a direct impact on the quality of life of its inhabitants. The same is true for the spatial organization of the city, its infrastructure and land-use patterns. **It turns out that considering women's perspective on urban planning allows for more "everyday" urban design**. This concept, originally explored and developed in Sweden in the late 1970s, is now being identified as one of the conditions for creating more sustainable and inclusive cities.[21] "Everyday" urban design usually means more compact cities and neighborhoods emphasising the interdependence between housing location and access to jobs (proximity), mixed-use urban planning (accessibility of different urban functions), investment priorities given to public transport and public services (e.g. education and healthcare), and the design of safe, accessible and walkable public spaces. **Women simply have different expectations and experiences of cities than men – rather as habitats and places to live, and not areas of competition**. Consequently, it is crucial to include women not only in everyday experience of urban life, but also in urban planning and governance.

Concluding, the gender perspective is one of the most fundamental for understanding human development. Gender inequalities are observed in multiple spheres of social life, but they play a crucial role in the context of habitats. Housing, division of labor, access to basic services and infrastructure provision, as well as urban planning, are different fields in which severe disparities are being observed. It is where women's perspective is necessary in order to achieve sustainable development.

19. Source: UN, 2017, ☞ Habitat III Issue Papers
20. Source: UN-HABITAT, 2012, ☞ Gender and Urban Planning: Issues and Trends
21. Source: UN-HABITAT, 2014, ☞ Women and housing: Towards inclusive Cities

# SUMMARY, LINKS

**SUMMARY:**
- Gender is a complex issue and can be analyzed from the perspective of identity, roles and equality
- Gender equality has become one of the key issues and drivers of human sustainable development
- Recent years have seen improvement in some areas of gender inequalities, namely access to education and healthcare, although serious disparities remain
- One of the major challenges is related to habitats and housing – this is where gender inequalities can be observed on a daily basis and they influence everyday life
- Habitat- and housing-based gender inequalities are about legal framework (tenure and inheritance rights), division of labor, access to basic services and infrastructure provision, as well as urban planning

**LINKS:**
- ☞ Sustainable Development Goal 5
- ☞ TED talks on gender equality

# 4.2 GENDER EQUALITY: PRACTICAL PART ✎

## LESSON PLAN 1: STORYTELLING – WOMEN AND HOUSING. WHAT SUPPORTS GENDER EQUALITY?

### 👁 OVERVIEW:

This lesson plan helps identify the important moments, actions and turns of events in the lives of women and girls who get out of poverty by fulfilling their right to adequate housing. In different cultures housing poverty affects women more as their predominant space of activities is the home. Lack of basic services such as water, sanitary facilities, electricity, healthcare and education affect women because of their reproductive role as mothers and caregivers in many places. Lack of access puts more burden on those who are responsible for collecting water, or wood for fire, and are threatened by disease because of open defecation and by lack of personal safety under dark.

### ⌖ OBJECTIVES:

1. To learn about the connections between housing poverty and ☞ gender equality.
2. To practice storytelling without prejudice or stereotypical thinking, instead creating new ways of looking at the problem and building empathy for people in need.
3. To discuss new ideas and solutions enhancing gender equality in different aspects of life, starting from 🔖 adequate housing.

### 🕐 TIME:

90–130 minutes

### ✖ MATERIALS:

- Screening equipment.
- Printed handout on the Context (☞ Appendix 1).
- Printed suggestions cards - 1 set for each group (☞ Appendix 2).
- Writing materials (paper, pencils, pens).
- Map of the world (optional).

### 📋 PREPARATION:

Prepare a space for screening and then working on stories in groups. Print out the materials for the group work on the stories.

### ⚠ INSTRUCTIONS:

1. Welcome and brainstorming – 10 mins
Ask about the names of their favorite storyteller or writer (from abroad). Write down the names and countries they are from. Identify countries on the map, if you have a chance.

Reflect on how many writers are from the Global South countries and how many of them are women. Reflect on the results and ask participants what they think.

2. Screening of the lecture or excerpts of it – 20–40 mins
Watch the lecture ☞ "The danger of a single story" by Chimamanda Ngozi Adichie.

📋 *Optional: You may ask students to watch it before the class, and start with the next point of the scenario.*

Open the floor to reactions by asking:
- What are the crucial elements of positive storytelling according to Ngozi Adichie?
- Why is it important not to stick to a single story?
- How are a single story and stereotypes created, and why could they be harmful?

3. Housing and Sanitation crisis in India – 15 mins
Divide the group into small teams of 4–5 persons, each group gets the context first (Appendix 1) – ask them to read it together. Answer any clarification questions and, if appropriate, allow some independent online research about the area and some additional facts on context . Ask each group to think about the following questions:
**Why are women more affected by the problem of lack of access to adequate living conditions, including housing, water and sanitation?**

**What can support gender equality? What events, moments in life might be crucial in order for women to enjoy a decent life?**

**4. Creative writing exercise in small groups – 25 mins**

Then each team will write a creative story of Leila, a girl who lives in Bawana, near New Delhi (India). Starting with the same beginning: **It was Sunday. The sun was bright and it looked like a sign for a nice day. Leila opened her eyes and started thinking about the first day in the new house.**

Rules of group creative writing (write up in a place visible to everyone):
- The story needs to be written from her perspective – it should focus on Leila and her observations, e.g. using "I" can be helpful or 3rd person narration ("she") with an insight into Leila's thoughts and feelings.
- Each group gets the same starting sentence for the story of Leila. Then each person adds one sentence, trying to compile a single, coherent storyline.
- The storyline, new characters and the place she is from and other details are based on everyone's imagination and creativity.
- Remember that we are trying to be creative with that story and to find something new and exciting.
- There is no place for lack of respect or violent language in the story.
- At some point, every group needs to use at least 1 card with a plot suggestion or the end of the story. When you ask for the card you need to incorporate it into your story (cards based on Appendix 2).
- You may ask for a maximum of 3 suggestion cards. Each needs to be incorporated into your story.

Each team starts with the same story opening and works for a minimum of 15 minutes on the story (depending on how much time you have).

**5. Reading of the stories – 10–20 mins**

Every team reads their story. Encourage everyone to share impressions on the story itself, and point out that there are no right or wrong versions. All ideas present different imaginary storylines, which shows how different stories can be told.

**6. Debriefing and reflection – 10–20 mins**

Depends on how different or similar the stories are; ask participants to reflect on the process of writing:

- Do we have, in general, only one single story of Leila, or more? Why so?
- What are the reasons behind the endings you chose for your character? Are these happy or sad endings. Why?
- How did you feel as the authors? What did you take into consideration when making your storytelling choices?
- Where did you take the ideas from to develop the story?
- Do you think some of the stories could happen in real life to a girl in India?
- How did you present the female characters in your stories?
- Did you use information from a previous exercise? Do you think that it could happen in real life?

🖐 **SUGGESTIONS FOR FOLLOW–UP:**
- Develop, edit and add some more ideas and publish the stories in your local or school newsletter or on the website/blog of your school, center or organization.
- Read and discuss the book "I Am Malala: How One Girl Stood Up for Education and Changed the World", by Malala Yousafzai.

**APPENDICES:**
- **Appendix 1:** Context of the informal settlement
- **Appendix 2:** Suggestion cards

# ✎ APPENDIX 1: CONTEXT OF THE INFORMAL SETTLEMENT

**BAWANA, INDIA (INFORMATION COURTESY OF ☞ HUMANS FOR HUMANITY INDIA)**

**In India, we face a dual crisis:**

| Housing crisis: | Sanitation crisis: |
| --- | --- |
| – 3.6 million families lack adequate housing in India. | – An estimated 69% of people in India still lack access to improved sanitation facilities. |
| – 60% of India's population lives in inhuman conditions. | – 600 million people (i.e. 50% of the population) in India practice open defecation. |
| – 108 million dwellings are temporary or in very bad condition. | – 30% of marginalized women are assaulted every year because of a lack of basic sanitation that forces them to go outside to isolated places where they can be attacked. |
| | – Poor sanitation endangers mothers' and children's lives and health, and makes girls vulnerable to school drop–out or limits access to education. |

**Bawana** is one of the biggest settlement colonies in Delhi, situated in the north–west of the city.
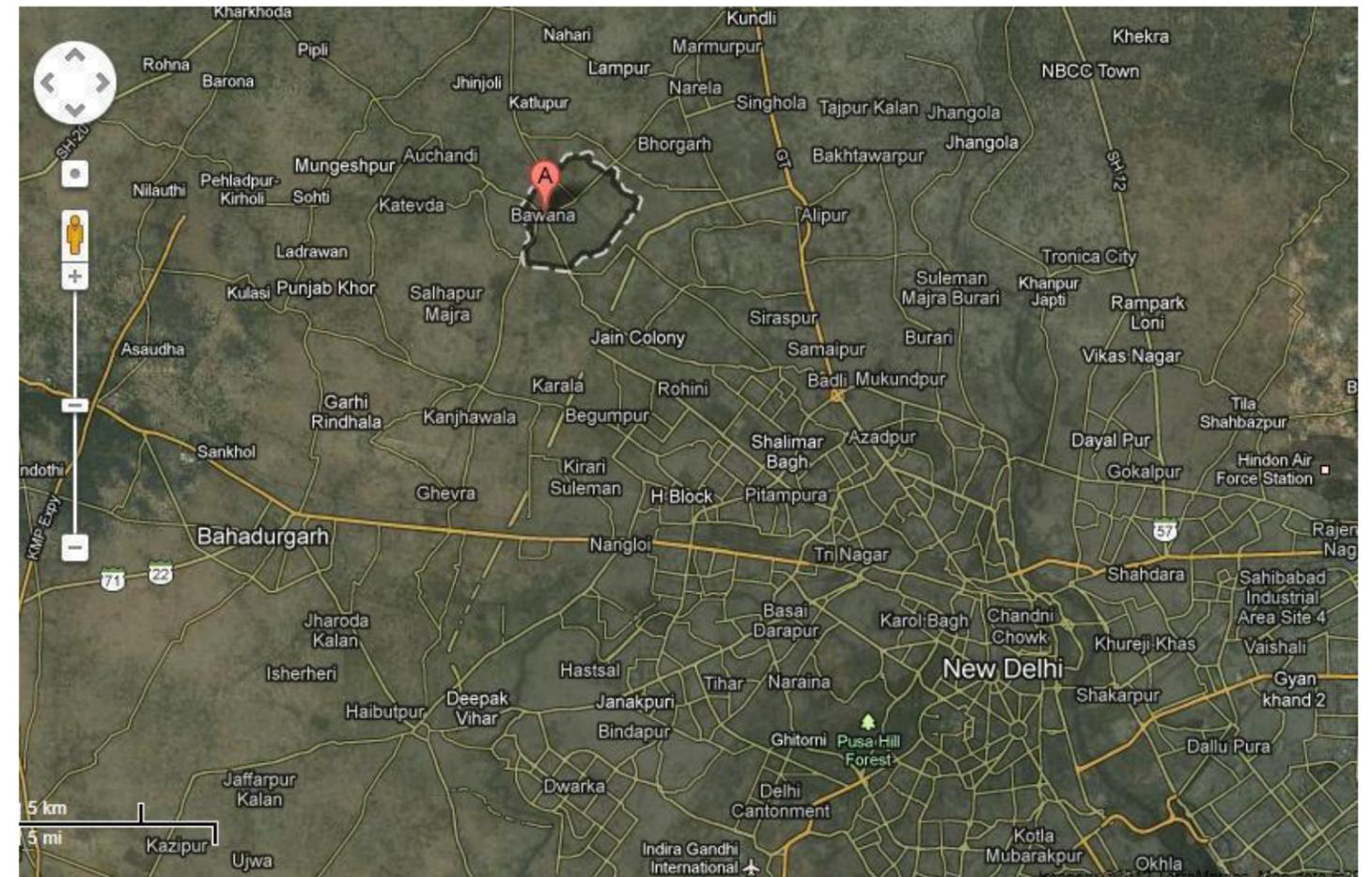


Figure 16. Bawana, Source: Google maps

Bawana's residents were affected by the Delhi beautification projects before the Commonwealth Games – the international multi–sport event involving athletes from the ☞ Commonwealth of Nations (53 countries from Asia, Australia, Africa, the Americas and Europe).

Since 2006 about 200,000 families have been evicted from other slum settlements. Many residents live in this colony in one–room tenements. Caught in a vicious cycle of misery, several homes here have no toilets or drinking water facility. Basic services, such as garbage collection and healthcare facilities, are rudimentary but dysfunctional at best. As a result, incidences of water–borne and respiratory diseases are high.

Habitat for Humanity India works on several issues responding to the housing crisis through projects on Decent Shelter, ⚑ WASH (Water, Sanitation and Hygiene), Disaster Risk Reduction and Response and ☞ Global Village Programs (Volunteering).

Housing improves household health and well–being, leading to increased time spent seeking work or attending school; this contributes to family income and education, both of which are essential to breaking the cycle of poverty. The process of providing housing focuses on building community cohesion that in turn can lead to systemic change, more broadly reducing vulnerability to the cycle of poverty.

## ✎ APPENDIX 2: SUGGESTION CARDS

Print the cards (one set of cards for each team) and ask each team to choose one card as they begin working on the story. Teams are allowed to choose maximum 2 additional suggestion cards.

| | | |
|---|---|---|
| Today is the last day of the summer holidays.<br><br>Leila thinks about tomorrow, when she has her first day at school. | This is the first day that Leila has woken up in her own room. | Leila waits for her parents to visit her.<br><br>They work in the factory and she is staying with her grandparents. |
| It is her first morning in her new home.<br><br>She thinks about the old place they lived in. | Today, she doesn't need to go to the water well with her mum to collect water.<br><br>Instead, she is going to …. | Her sister became old enough to marry and everyone is waiting for a potential groom to come with a proposal. |
| She didn't have a good night.<br><br>She woke up in the middle of the night and in the dark went outside to relieve herself. | She feels pain in her stomach, and doesn't feel well.<br><br>This is a common health problem in her family, as they don't have clean water in the house. | Today is her sister's wedding.<br><br>Yesterday, the workers installed a water fountain in their house. They don't need to go outside to bring water to the house. |
| In the end, grandma says:<br><br>*With this house I want to give my grandchildren a good future. A good life full of health, and enough space for them to study and for them to work in a big office.* | Leila thinks about her dream:<br><br>*Was this a good sign for her and her sisters? Is she ready for this?* | The day seems never to end.<br><br>It is long, and Leila is very tired. She prefers not to go to school, and stays to help her mum and sisters. |
| Mum looks at little Leila and says:<br><br>*Now we have a home. You will not suffer as I did…* | Leila was watching from far away; her father Mohammed and mother Fatima were talking quietly. | The new neighbors have a daughter exactly Leila's age. |
| She smiles and goes with the other kids to play behind the house. | Leila's brothers have come back for one day from working in Bawana Industrial Zone.<br><br>The family sits together and listens to their stories. | Having their own home is a dream come true for all of Leila's family.<br><br>They had lived in a rented home for all these years. |

## LESSON PLAN 2: VOLUNTEERING IN A HOUSING PROJECT

👁 **OVERVIEW:**

This lesson plan aims to present female personal engagement and volunteering in projects for housing in Global South countries, where the importance of gender equality cannot be overestimated. Positive, female role models can empower other women and break gender stereotypes. Thanks to the personal testimony of a volunteer and intern with Habitat for Humanity in Jordan, participants learn about the opportunities and challenges that exist in this kind of journey, and tackle common perceptions and stereotypes one might have about Jordan. It allows for reflection on the importance of personal understanding and connections with people who are in need and highlights that gender is often an invisible factor in successful cooperation.

🎯 **OBJECTIVES:**

1. To understand how volunteering allows one to experience the daily struggle many communities and groups face to protect their right to adequate housing.
2. To explore different options available via volunteering programs like the ☞ Global Village Program.
3. To reflect on different dimensions of the volunteering experience and how to support communities – what are the limitations and challenges?

🕐 **TIME:**

90 minutes (2×45 minutes)

⚒ **MATERIALS:**

• Printed letter (Appendix 1).
• Space and equipment for the presentation or panel debate (in case of invited guests).

📋 **PREPARATION:**

Print the letter. Invite a guest from a local association or organization who would like to answer some questions about volunteering.

⚠ **INSTRUCTIONS:**

1. Welcoming and Introduction – 10 mins
Ask your participants: What makes a great volunteer?
Create a common profile of a volunteer, e.g. in the format of a "Wanted!" poster.
Ask if the gender of the volunteer matters, address the answers that arise in a manner of gender equality and respect for different cultures.

2. Individual or pair work – 15 mins
Distribute the letter and ask everyone to read it and reflect on the following questions:
• How do I feel about the presented experience? Write down some adjectives that come to mind.
• Does the volunteer's gender matter in her work?
• What seems to be the hardest part of the experience?
• What are the most important and positive aspects of volunteering for Ellen?
• Which aspect is most surprising or difficult to comprehend for me?
• What are the conditions of housing for the local community?
• What does work in the housing project with Habitat look like according to Ellen?

3. Focus-group discussion on volunteering abroad – 20 mins
Start by asking everyone to share reflections based on the letter they read, in response to the questions above.

Then, ask participants to share their own experiences of volunteering abroad, and/or ask them to share their ideas on what is most important to prepare before the trip. What is it important to remember during the stay and how could it be used after?

*Note: you may take a break here, especially if you have invited guests in the second part.*

4. Present some options for volunteering locally and globally – 30 mins
Option 1: Invite a representative of national Habitat for Humanity to present the ⚑ **Global Village Program**.
Option 2: Invite a representative(s) from a local organization who can present an idea of volunteering, experience with volunteers, the legal framework in your country, and different volunteering opportunities. If it is possible to invite more representatives, expand it into a panel.
Option 3: Present the Global Village Program based on materials provided ☞ here and ask those participants who have a volunteering experience to share their lessons learned.

5. Debriefing and reflection – 15 mins
Ask participants to share their reflection on volunteering, both after this session and based on their experience. Ask participants to finish one of the following sentences:
To me, volunteering is …
Being a volunteer can be …
A volunteer can make …

✋ **SUGGESTIONS FOR FOLLOW-UP:**

• 1. Continue with the ☞ Action Project!: Women's unpaid household and care work in my town.
• 2. Discover how to help with dignity, learn more about ☞ Radi Aid – an initiative that presents the beneficiaries of the fundraising campaign – and watch the ☞ short video.
• 3. Discover options to volunteer with Habitat for Humanity through the ☞ Global Village project.

**APPENDICES:**

• **Appendix 1:** Letter (based on the volunteer testimonial)

## ✎ APPENDIX 1: LETTER (BASED ON THE TESTIMONIAL OF ELLEN – A HABITAT VOLUNTEER)

Friends!
I hope you are doing well; I have just come back from my second trip from Jordan and I want to tell you all about it, as it was a life experience I will never forget and I want to share it with others.

I first came to Ajlun in March 2018 as part of a program for first-year engineering students in our university. During the six days our group spent in the community, every morning we worked on building two full houses along with local builders and staff from Habitat for Humanity Jordan, while getting to know some of the families in the community.

I decided to come back to Jordan during the summer to work for Yanaba Women's Association, the community-based organization that hosted us in Ajlun, and that collaborates with Habitat for Humanity in implementing projects in the community.

I spent a total of five weeks living with Sana's mother-in-law (Sana is President of the Yanaba Women's association). In the houses around us, there were other members of the family living, including Sana and her family. The family was more than nice and welcoming, and although Sana was the only English speaker, all the other people made efforts to say even the couple of words they knew in English, just to make me feel at home.

In my first week I was concerned about the unclear schedule, the spontaneous duties I was given at different hours of the day, and the very minor responsibilities I had, which did not feel as fulfilling as I had expected; it was only a matter of patience until things started to change and all my concerns went away. Regardless of the language barrier (I am not an Arabic speaker), I would simply accept any invitation to go to the construction site and I was observing the work: installing windows, repairing the electrical system in the house, painting the walls, fixing the roof, installing solar water heaters, and even worked on the construction of the two houses that we started during our trip with the university in March.

I started to go more and more often to different houses that were under construction and I was eventually given responsibility. This way, I had the opportunity to visit different families, see the conditions they lived in, and get to know their life stories. I started to feel more and more connected to the community.

My main motivation for coming to Ajlun was based on my willingness to help. As an outsider, I had to learn to have the patience to first learn about the community before figuring out how I could help, so that I did not create even more problems trying to implement certain "solutions" that did not fit the context. Living with the family was the best way I could learn about the community and the association, and so I could eventually suggest ways in which I could contribute to their work. I had the opportunity to go and inspect all the work with an engineer from Jordan Green Building Council, who explained to me more clearly and in detail what new solutions were starting to be implemented in the community to use more environmental resources, reducing losses of both energy and money.

My experience in Jordan was about having many beliefs challenged, learning about the culture and religion in the Middle East, connecting to the families in the community, learning how to be comfortable in a family so different from mine yet so welcoming and warm-hearted, having the patience to get to know the community and the association despite any communication barrier in order to be able to offer my help, embracing a life that is so different from what I have experienced so far – yet which offered so many lessons and challenges that only contributed to my development.

At the end of my stay in Ajlun, I felt that I had managed to have a positive impact on other people's lives and contribute to the association, while they also taught me so many things and made me feel so welcome and connected to the family. My learning experience in Jordan cannot be called an internship, or a volunteer experience; it was a life experience, with beautiful moments spent with the family, challenges, lessons, happiness, and lots of fulfillment.

*Yours,*
*Ellen*

# LESSON PLAN 3: A NEW HOME – STORIES FROM JORDAN, MALAWI AND INDIA

## 👁 OVERVIEW:

Women are one of the most vulnerable groups in terms of land rights and housing in many countries. A patriarchal society and colonial past are important contexts in the observed disinheritance of women and girls from land and property rights. This lesson plan aims to present different personal stories of women and the importance of adequate housing.

## 🎯 OBJECTIVES:

1. To understand how 👉 different aspects of gender can affect the opportunity, chances and development of women and their families.
2. To reflect on the aspect of housing in impoverished communities, especially from the perspective of vulnerable groups and informal settlements.
3. To practice the ability to connect and be empathetic about the situation of women who are struggling for safe housing and a decent life.

## 🕐 TIME:

45–60 minutes

## ✂ MATERIALS:

- Profile for each group.
- Writing materials for notes.
- Phone/laptop with internet connection.

## 📋 PREPARATION:

Print stories from Appendix 1 and prepare a space for work in groups to involve everyone, as well as a space for presentation of the results.

## ⚠ INSTRUCTIONS:

1. Welcoming and Introduction – 10 mins
Ask participants to stand and vote on whether some statements are true or false, not whether they agree with them or not (hands up for yes and down for no). Allow opposite opinions to be shared in a plenary:
• Women are mainly responsible for sustaining and maintaining the home, the family, the household.
• Often, women are not entitled to hold the legal title to land or real estate.
• Women have different expectations of cities than men.

Sum up that these statements present 👉 problems that women face in different countries and globally. These are general trends and simplifications of complex situations and not universal descriptions of the situation of women as a group or a single person. Each of us could have different observations and experience from our daily life, and each statement should be treated as an opening thesis to be discussed in order to learn more about the problem itself.

2. Work with the different stories of women – 15–20 mins
Distribute the stories of **Sana, Mumderanji, Hanifa and Jehangir** to three different groups, each of which work on a different case.

📋 *Optional: You may prepare some information, maps of the countries of origin of the women – Jordan, Malawi and India – or allow one person to do some online research about the countries.*

Ask learners to read the profiles and answer some questions. The questions are phrased about one person, but may apply to more than one:
• Who am I reading about?
• Where does she live? Is it a city or a village? Does the country have a colonial history (was it a colony or did it have colonies)?
• How does the context of the country affect the situation of the presented person?
• What are the dreams and challenges of the main character?
• What role does home play in that story? How does the condition of the house affect her life?
• How do I relate to the story? Can I relate to it and find some similarities?
• What is different or hard to understand?

3. Reporting back – 10 minutes
Each group reports back according to the questions above and shares their thoughts on the story they have read.

4. Debriefing and reflection – 10–20 minutes
Ask participants to reflect on the stories they have learned about, and to share their most important or valuable aspects of the lesson.

## ✋ SUGGESTIONS FOR FOLLOW-UP:

- Continue the 👉 Research Project – use the stories as important data for your research.
- Learn more about 👉 The danger of a single story by Nigerian writer Chimamanda Ngozi Adichie.

## APPENDICES:

- **Appendix 1:** Personal stories

# ✎ APPENDIX 1: PERSONAL STORIES

**Sana Qadhat, Jordan, Yanaba Women's Association**[1]
In 2010, in a village near the city of Ajlun, a group of 14 women started a new journey, under the name of the Yanaba Women's Association, led by Sana Qadhat.

Sana is a woman guided by very strong values, persistence, and a dedication to serving her community. Inspired by another association that she worked in as a sign language teacher and noticing that there were many people in her community struggling to build a home or repair their damaged house, she reached out to the project manager of Habitat for Humanity Jordan, hoping for a future collaboration. In 2017, Sana received an award from the King of Jordan himself for the important projects she had led in her community. In 2017, the association started upgrading the processes of rehabilitation and house building, improving the quality of living, and reducing energy and money losses for impoverished communities.

Sana is a mother, a teacher, and the president of the association. She is a woman with experience and perseverance to learn from. She did not let the social context (gender roles in the society), some challenges and rejections, or her initial lack of experience stand in the way of her contributing to her community. The Yanaba Women's Association has changed the lives of many people in the communities around the city of Ajlun.

**Mumderanji, Malawi, beneficiary of the HfH housing project**[2]
Mumderanji has two children, 8-year-old Jeffrey and 11-year-old Modestar. She lost her husband in 2011. Mumderanji is also taking care of her four younger siblings, following the death of her mother. She used to live in a small house in very bad conditions and could not maintain it as she was often sick and thus unable to earn the money needed for even the simplest repairs.

The house eventually collapsed: "It was raining heavily that night. We woke up and were standing in the corner of the house when we heard a loud bang. One of the corners of the house fell in. We ran outside and in a few minutes, the whole house collapsed. We lost everything. The new house comes at a time we need it most."

1. Based on materials of Habitat for Humanity – Jordan.
2. Based on materials of Habitat for Humanity, ✐ LINK

In Malawi, poverty is prevalent and about four out of five families live in substandard homes with little hope of ever being able to afford a decent house. A typical home, for impoverished families in villages, is built of mud bricks with an unfixed floor and a roof that requires frequent repairs. The conditions put the families at high risk of all kinds of diseases, with leaky roofs making the mud floors attract insects.

**Hanifa Begum and Jehangir Bi**, Tippu Nagar in Bangalore, Karnataka, India
Hanifa Begum says, "We go out to work not just because we have to make ends meet but also because we have no space in the house to accommodate twelve of us together. So we leave our children with my in-laws and we stay over on worksites. We visit our children once a week." She says that the renovation of the house is not just a roof over their heads, but also fulfilling the dream of a mother to sleep with her children every night.

Jehangir Bi adds, "With leaking roofs and no space to accommodate all the family members to live together, we always yearned to have a bigger and stronger house. But all our other priorities couldn't be ignored." Talking about the difficulties she faced every day with the old home she described the situation, especially with rains: they had an asbestos roof and it was leaking all the time during rains. They needed to place buckets and pots around, while there was barely any place left with so many family members already. Children and infants kept falling sick. The hospital was a constant added cost because of that.

Jehangir Bi has had a really tough life bringing up and taking care of her family and her extended family members in such a small house. But now she says, "I have suffered enough. My husband has suffered enough. [...] But I want a good life for my grandchildren. With this house I want to give my grandchildren a good future. A good life full of health, enough space for them to study and be a big officer in a big office."

# ✎ EXERCISE 1: WHAT DOES *"GENDER"* MEAN?

**⚲👁 OBJECTIVES AND OVERVIEW**:
To introduce the concept of gender from three major perspectives: gender identities; gender roles and opportunities related with these roles; and, finally, gender equality and disparities in a social life. It can be used in different courses and added to other scenarios that often mis-use this popular term.

**🕐 TIME:**
25 minutes

**⚠ INSTRUCTIONS:**
1. Start with a question – 10 mins
What kinds of words describe the idea of "gender"? What does "gender" mean?

Introduce general notion of **gender** as a social and cultural construct of the culture/society we live in, and refer to social roles associated with men and women.

> 📋 *Optional: Introduce the profile of ☞ Margaret Mead, the anthropologist whose research laid the foundation for the concept of gender as a social construct.*

2. Deconstruction of the definition for better understanding – 15 mins
Present ☞ three dimensions that allow the dynamics of gender to be understood as a concept. Write down on the whiteboard or flipchart the following:
• Gender **identity**: who you feel you are (personal level)
• Gender **roles**: what society expects from us (community or group, and society)
• Gender **equality**: how gender roles influence my opportunities (personal)

Ask participants to add/stick answers to the whiteboard/flipchart.

Read them out, categorize and use them as the basis of a discussion of gender as an important aspect of inequalities and poverty.

To sum up, ask why gender and gender equality have become such an important concept in sustainable development?

## ✎ EXERCISE 2: WHAT ARE THE ROOTS OF GENDER INEQUALITY IN LAND RIGHTS?

**⚲ ◉ OBJECTIVES AND OVERVIEW:**
The exercise aims to provide a space and formula for a discussion of the causes of gender inequality in land and property rights. The motif of the tree allows for creativity and thinking outside the box.

**🕐 TIME:**
25 minutes

**✄ MATERIALS:**
– Picture of a tree – or a drawing on the whiteboard/flipchart.
– Color markers and/or Post-it notes.
– Handout or own presentation on ☞ eco-feminism as optional material.

**▯ INSTRUCTIONS:**
1. Introduction – 10 mins
Explain that you will brainstorm the causes and results of gender inequality and practices of disinheritance and discrimination that prevent women from owning homes and lands, and in participating in decision-making. Point out that in the course of history women were responsible for carrying out basic tasks of society, with special emphasis on water and food supply, housing, and all the care work (of children, the sick and the elderly) which makes them crucial stakeholders in decision-making about these aspects of social and political life.

2. Problem solving discussion – 15 minutes
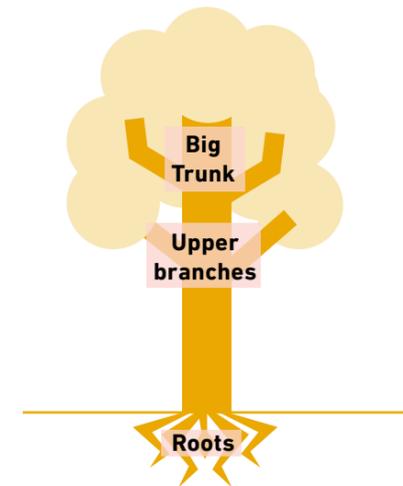


Present a drawing/picture of a big tree with:
**Big Trunk** – phrase the focal problem and write it in the middle, e.g. Women own less land and property and rarely participate in decision-making processes in many countries.
**Upper branches** – represent visible effects of the problem.
**Roots** – space for the causes of the problem.

Ask everyone to write down one cause/effect per Post-it note and to stick them to the designated areas – upper branches for effects and roots for causes.

*Optional: Introduce the idea of ecofeminism (as a new approach to the issue of sustainable development).*

3. Sum up the work and indicate the main aspects and how the new approaches (e.g. ecofeminism) tackle this problem.

## ✏️ EXERCISE 3: THE GIRL EFFECT

### 🎯👁 OBJECTIVES AND OVERVIEW:
The exercise aims to open up a discussion on the relevance of gender equality in the work towards a more sustainable and just world. Pair discussion allows for an in-depth understanding of the concept and connections between global challenges and gender equality.

### 🕐 TIME:
30 minutes

### ✂️ MATERIALS:
• Screening and audio equipment (laptop or phones) with internet connection.

### ⚠ INSTRUCTIONS:
1. Brainstorming – 5 mins
Ask the participants if they have heard of the Girl Effect, and what it means. Allow for brainstorming, all kinds of ideas are welcomed.

2. Screening of videos – 10 mins
After gathering different ideas explain that today you will be discussing how the Girl Effect connects access to education with breaking the cycle of poverty.
Screen the video on the ☞ Girl Effect.

3. Discussion in pairs – 15 mins
Screen or write down for everyone some indicators of ☞ gender inequality to inspire discussion:
• The **level of illiteracy** among women is higher than among men – globally 530 million women out of 850 million people.
• 50% of women (aged 15 and above) are in the **labor force**, compared to 77% of men.
• Women spend roughly three to four times more hours in **unpaid domestic and care work** than men.

Connect participants in pairs and ask them to discuss the following questions:
• Why is the girl in the center of the story?
• Why are women and girls more affected by lack of access to adequate living conditions (housing, water and toilet)?
• What elements make the story positive or negative in the end?

## RESEARCH PROJECT: HOW PRIVATE SPACE SUPPORTS GENDER EQUALITY

**⊙ OBJECTIVE:**

To encourage a personal quest and inquiry into topics of gender equality, women's empowerment and housing issues. The results can be presented in different formats.

**⚠ INSTRUCTIONS:**

1. Reflect on words.

Malala Yasouf spoke about the need for gender equality: "*We cannot all succeed when half of us are held back.*"

And quote from Virginia Woolf: "*A woman must have money and a room of her own if she is to write fiction.*" (Source: V. Woolf, "A Room of One's Own", see animation on that important text: here)

2. Conduct desk research, how can ⊞ **adequate housing** positively affect gender equality in these 4 categories of challenges: **education, health, economic participation** and **political empowerment**.

Read more on different challenges and ☞ the importance of habitat for gender equality:

• Check progress and indicators of ☞ Sustainable Goal 5 in 2018.
• Check out the ☞ Gender Development Index (GDI) for different countries.
• Check out the ☞ Gender Inequality Index (GII).

Analyze **how one's own space, time and resources, gained through access to adequate housing, empower women and bring them better prospects**.

Using the collected data, prepare a presentation in the preferred format on relations between owning a safe space (room) and the empowerment of women, i.e. how it helps in challenging the prejudices, stereotypes and social norms that limit women's access to social, economic and political life.

Based on your day-to-day observations, compare and analyze the gathered data and say how different aspects play a role in tackling the global challenge of lack of adequate housing and gender inequalities.

3. Prepare a presentation on the results of your research.
• Present the findings of the research and conclusions in your preferred format.

Share with the wider public through an article, poster or infographic in your local community.

# ⚙ ACTION PROJECT!: WOMEN'S UNPAID HOUSEHOLD AND CARE WORK IN MY TOWN

## 🎯 OBJECTIVE:

This scenario aims to prepare an awareness-raising campaign in your town or community regarding the unpaid work of women in the home. To plan and conduct the action for your community, participants need to understand the concept of gender equality. (See: ☞ exercise 1 and ☞ exercise 2 in this chapter or use the ☞ Overview as reading material and home preparation).

## 🕐 TIME:

45–60 minutes (for brainstorming and planning session)

## ✂ MATERIALS:

• Pictures from old newspapers or abstract drawings (more items than you have participants).
• Flip charts or papers and markers.

## ⚠ INSTRUCTIONS:

1. A circle of reflection – 10 mins
Spread some pictures from magazines, or abstract cards for creative thinking (e.g. Dixit).

Ask every participant to pick one "picture" that helps to visualize their thoughts on the phrase "women in the house".

Every person shares what she/he observes in terms of unpaid work women do in the household and what social roles presume for men and women in terms of taking care of the house. Present some ☞ statistics, and check if there are any for your country or town ("In developed and developing regions, fewer women than men are engaged in paid employment. As of 2015, about 50% of all working-age women (aged 15 and above) are in the labor force, compared to 77% of men.

2. Brainstorming on the action ideas – 15 mins
Ask participants to form small groups of 3–4 persons. Everyone thinks of the best idea for your town/community to deliver a message (to raise awareness) about observed discrimination patterns or unequal treatment, or obstacles to women/ girls presented by the mainstream perception of social roles for men and women.

Each group proceeds with 3-stage brainstorming:
A. Idea generation phase: everyone writes down their idea and can propose at least one,
B. Categorize the ideas: if they are similar, relatable or connected.
C. Vote on the idea you want to plan and implement.

3. Planning – 20 mins
• Each group decides on a title for the action and answers the following questions, trying to be specific:
• What are we doing and for what purpose? [Title and aim of the action]
• For whom is the action? [Target group(s)]
• Where can it be done, or with whom? [supporters – physical place, existing event, occasion, organization, etc.]
• What are the tasks and when should it be delivered? [Schedule of the preparation and action]
• Who is doing what? [Roles and responsibilities of each member of the team]

Each team shares with the rest of the participants the action title and the next step they need to do.

# 5.1 CLIMATE CHANGE AND MIGRATION: OVERVIEW 👁

**The Earth's climate is a complex system of interdependencies. The recently observed processes of climate change are mainly associated with human actions and global warming triggered by rising concentration of greenhouse gases in the atmosphere. This issue has become one of the key elements of development agendas, as climate change is already bringing serious environmental and socio-economic consequences. These relate to all spheres of life including housing and migration. The availability and quality of shelter is directly related to climatic conditions. Meanwhile, regardless of whether it is voluntary or forced, migration always involves establishing new habitats and looking for a new home. It seems that the changing climate is likely, along with other conditions, to become one of the major reasons for migration. At the same time both processes – resettlement and looking for a new home – are most challenging for the most vulnerable social groups.**

## CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT

In recent years climate change has become a widely discussed challenge. This term is being used by activists, journalists and politicians, as well as in everyday conversations. Climate change is covered by mainstream media, in social media discussions, by political agendas, in international treaties and by actions undertaken by NGOs. It has also become one of the core themes within international debates and development discourse. Of those, we could mention the **Paris Accord**[1] (also known as Paris Agreement) or **Sustainable Development Goal number 13** (Climate Action).

Apart from the discussion on the causes of climate change and mitigation initiatives, additional focus is put on adapting to climate change consequences and adaptation strategies. In many cases these include housing issues, as well as resettlement, migration and the need to search for a new home. In this context it should be noticed that climate change consequences are related with a variety of other SDGs besides goal 13. Climate influences food and water availability (goals 2 and 6), health (3) and gender relations (5). It is clearly related with energy production (7) and economic activities (8, 9, 12), as well as with biodiversity (14 and 15). Finally, it directly influences the basis of human existence – habitats and homes (SDG number 11).

## CLIMATE, THE GREENHOUSE EFFECT AND THE ENHANCED GREENHOUSE EFFECT

**Variations in climate** throughout the world influence not only weather patterns, but also water availability, food production, land-use, energy consumption, demand for manufactured goods, tourism and recreation, patterns of disease, **population distribution, habitats and migration**.

**The planet's climate**, which is defined as:[2] *average weather conditions throughout the seasons over a fairly wide or very extensive area of the Earth's surface and considered over many years (usually 30 to 35 years)* **is mostly influenced by the atmospheric energy**

1. The Paris Accord, agreed during 2015 UN conference, is a global, intergovernmental agreement on the reduction of human contribution to climate change. The governments agreed a long-term goal of keeping the increase in global average temperature to well below 2°C above pre-industrial levels, with the aim of limiting the increase to 1.5°C and to achieving peak global GhG emissions as soon as possible.
2. Source: Clark. N., Audrey. 1998. *Dictionary of Geography*. Penguin Books. London

**balance**. The most significant factor influencing this is the structure of the atmosphere itself. Besides the major gases (nitrogen, oxygen, argon) the atmosphere also consists of **greenhouse gases** (GhGs), mostly water vapor ($H_2O$), carbon dioxide ($CO_2$), methane ($CH_4$), nitrous oxide ($N_2O$), and chlorofluorocarbons (aerosols) (CFCs). **These gases allow short-wave energy from the Sun (insolation) to pass through the atmosphere and reach the Earth's surface. However, they trap some of the outgoing long-wave radiation.** Consequently, this heats the planet. This process, known as the **greenhouse effect** (GhE) (see Figure 12), is
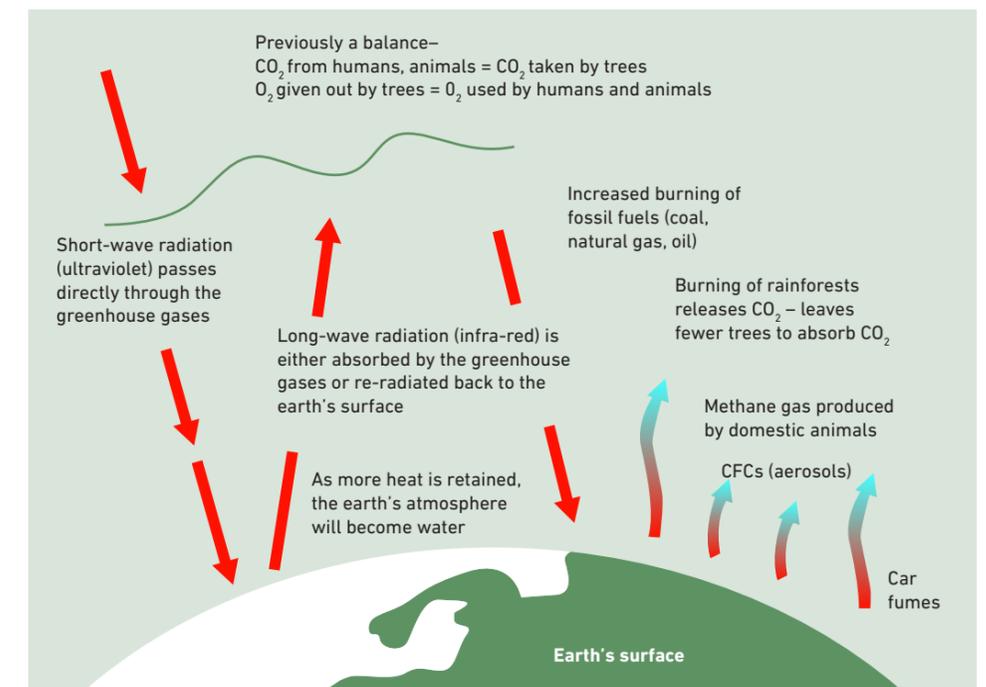


Figure 17. The greenhouse effect and enhanced greenhouse effect. Source: Nagle, Garrett and Cooke, Briony. 2017. *Geography Course Companion*. 2nd Edition. Oxford University Press. Oxford. p. 429

a natural phenomenon that warms up the Earth by 22–30℃ above what it would be without it. The greenhouse effect allows life on Earth as we know it to exist and is also observed on other planets and moons in the Solar System (especially on Venus).

The contemporary challenge, however, is related with the **enhanced greenhouse effect** (see Figure 12). This is based on the same mechanism as the natural GhE, but results from increased concentration of greenhouse gases (GhGs) from human activities. The enhanced greenhouse effect increases the average temperature of the Earth's surface, which is known as **global warming**. According to the Intergovernmental Panel on Climate Change[3] (IPCC), which is the *United Nations body for assessing the science related to climate change,*[4] anthropogenic greenhouse *gas emissions are extremely likely (95–100% of probability[3]) to have been the dominant cause of the observed warming since the mid-20th century.*[5]

The human-induced greenhouse gases occur due to human activity, namely: burning fossil fuels, land-use changes, and more extensive agriculture with special emphasis on animal breeding. Nowadays, on an annual basis, the major emitters are: China (28%), USA (14%) and the EU (10%) making these three contributors responsible for over 50% of total annual global emissions[6] (see Figure 13). The other major emitters are India, Russia, Japan, Brazil, Indonesia, Mexico and Iran. It is also clear that the majority of the $CO_2$ emissions are related to energy production (electricity and transportation combined) globally constituting around 70% of total emissions.

The *per capita* $CO_2$ emissions are strongly linked with GDP levels and are highest in the oil-rich countries of the Persian Gulf (e.g. Qatar, United Arab Emirates), some republics of Central Asia

3. IPCC was established in 1988 by the World Meteorological Organization (WMO) and the United Nations Environment Program (UNEP), and later endorsed by the United Nations General Assembly. The IPCC produces reports that contribute to the work of the United Nations Framework Convention on Climate Change (UNFCCC), the main international treaty on climate change.
4. Source: ☞ IPCC
5. The estimates of probability of human origins of the global warming have evolved from ~50% in the 1990 IPCC *First Assessment Report* to ~100% in the 2018 *Special Report*.
6. Source: IPCC, 2015, ☞ *Climate Change 2014. Synthesis Report*. This report is known as IPCC *Fifth Assessment Report*
7. Source: Ibid.
8. Source: IPCC, ☞ *Global warming of 1.5°C Special Report*
9. Based on: NASA, ☞ *What's in a name? Weather, global warming and climate change*

(e.g. Kazakhstan, Turkmenistan) and in high-income countries (with special emphasis on the USA, Australia and Canada) (see Figure 14). **Clearly, the distribution of GhG emissions, and – consequently – the human contribution to the global warming, in uneven**.

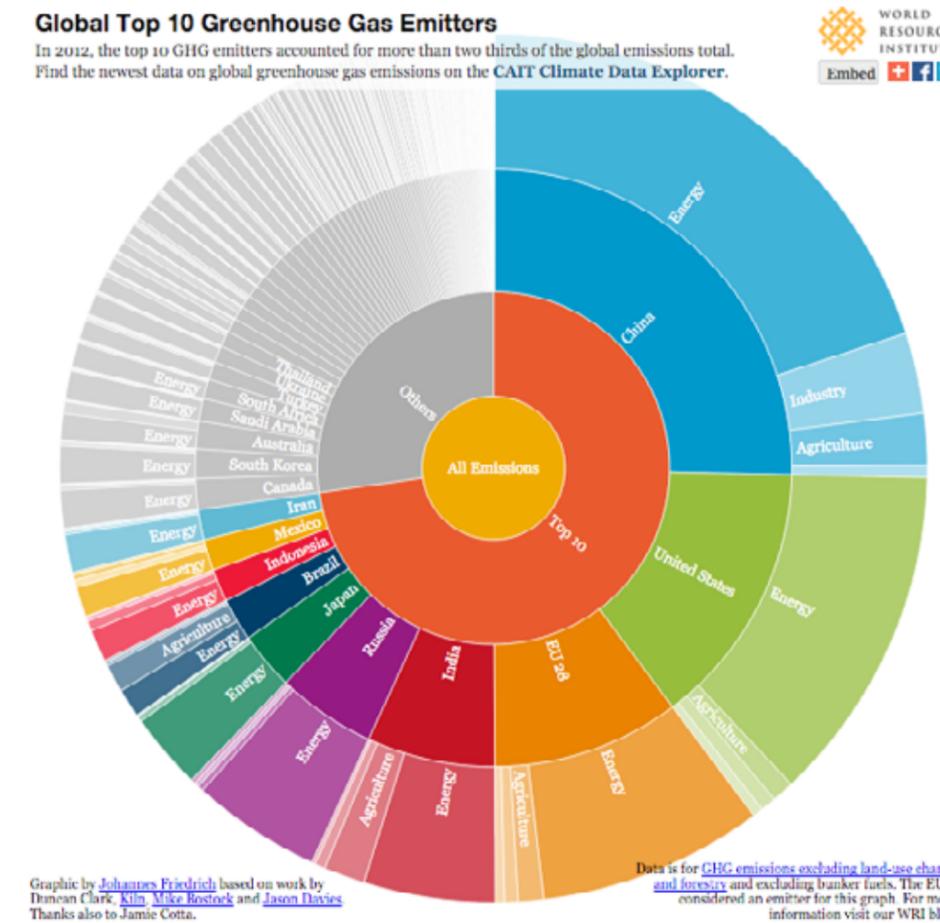> To think about: how does your country contribute to GhG emissions, both in absolute and relative (*per capita*) terms?



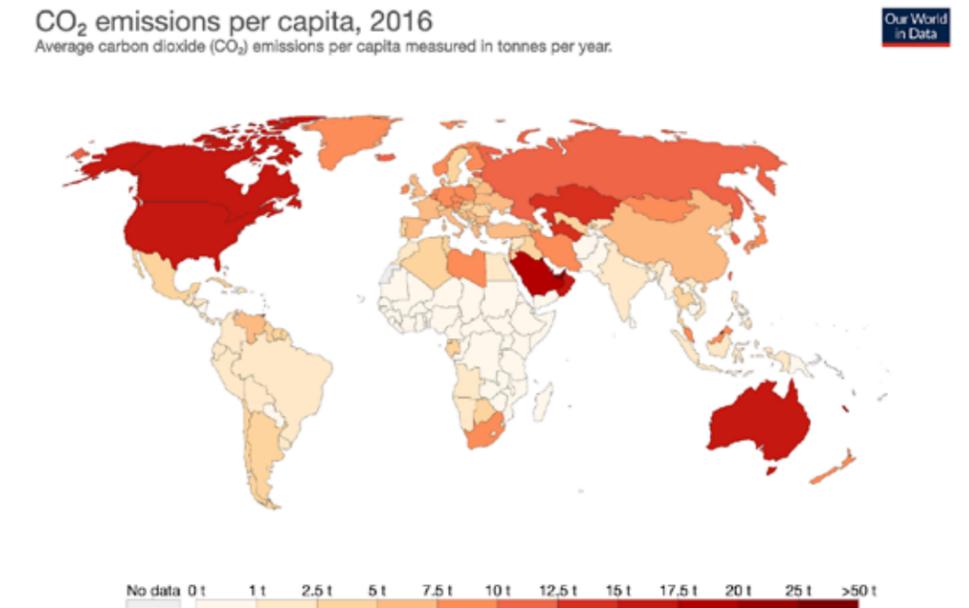Figure 18. Global top greenhouse gas emitters. Source: World Resources Institute, ☞ The Climate Access Indicators Tool



Figure 19. Annual average $CO_2$ emissions per capita. Source: University of Oxford, ☞ Our World in Data

## CLIMATE CHANGE CONSEQUENCES AND HUMAN RESPONSES: MITIGATION AND ADAPTATION

According to the IPCC:[8]
*Human activities are estimated to have caused approximately 1.0°C of global warming above pre-industrial levels, with a likely range of 0.8°C to 1.2°C. Global warming is likely to reach 1.5°C between 2030 and 2052 if it continues to increase at the current rate.*

**Global climate change can be defined as the changes in the global pattern of temperature and precipitation, sea levels, habitats and the incidence of extreme weather events** (like droughts, storms, floods)[9] Consequently, locally, climate change can bring either rising or declining temperatures, increases or decrease in rainfall or snowfall, changes in seasons throughout the year, and certainly more frequent and more intense extreme weather events. Overall, **the observed changes are bringing a less stable, less temperate and more extreme climate**.

Globally, two strategies are being developed in order to meet the challenge of climate change, namely **mitigation** and **adaptation**. Mitigation means attempting to reduce the causes of climate change, whereas adaptation involves initiatives and measures to reduce the vulnerability of human and natural systems to climate change. Mitigation strategies are focused on moving away from fossil fuels (decarbonization) and reducing GhG emissions. At the same time, regardless of mitigation efforts, **adaptation is focused on adjusting our habitats to cope with the consequences of climate change. These strategies might include housing related issues, overall habitat sustainability, and resettlement** (forced and voluntary migration).

The consequences of climate change are complex and vary depending on location. However, **their common denominator is reshaping human habitats, as well as forcing people to migrate. Also, these consequences will first and foremost impact the most vulnerable communities**. In this context the major globally important consequences are the following:

- Increases in the average temperatures of the polar ice caps and mountain glaciers cause them to melt, leading to **rising sea levels** which in turn result in coastal flooding and changes to coastlines. According to the IPCC[10] sea levels will rise by 0.3–0.8 m by 2100 depending on warming scenarios. **This will lead to the displacement of ~200 million people** (mainly in Bangladesh, Myanmar, low-lying Small Island Developing States (SIDS),[11] Egypt and The Netherlands).
- Higher concentrations of energy in the atmosphere will lead to **increased storm activity**, especially in the tropical and sub-tropical climate zones (where hurricanes, cyclones, and typhoons occur) leading to extremely strong winds, ocean surges, and flash floods. This will be a major challenge for coastline areas of the Caribbean Sea and the Gulf of Mexico, East Africa, South and South-East Asia, as well as in selected SIDS, **forcing people to either relocate, redesign their homes or rebuild them on a regular basis.**

10. Source: IPCC, ☞ Global warming of 1.5°C Special Report
11. The list of Small Islands Developing States: ☞ LINK
12. According to the International Energy Agency, buildings are responsible for 27% of CO2 emissions. Source: ☞ IEA website

- Due to increased temperatures there will be longer periods without precipitation, leading to **water shortages, droughts, heat waves, wildfires and desertification.** These phenomena will occur worldwide, but the most vulnerable areas are: north-eastern regions of South America, the west coast of North America, Southern Europe, the Sahel, South Africa, the Horn of Africa, the Middle East and southern Russia. **The strength of these phenomena will also force people to relocate in some of these areas** (especially in Africa and Asia).

## HOUSING AND CLIMATE CHANGE

Sustainable Development Goal 11 (Sustainable cities and communities) defines its first target as ensuring that all people have access to adequate, safe and affordable housing and basic services. Climate change is reshaping this basic sphere of life. Housing and shelter remain a basic need, offering protection against weather conditions, natural calamities, pest and insect invasion, and threats from others; initially from wild animals, but now mostly from other humans. **Housing has enabled human survival in a wide range of climatic and environmental conditions. But on the other hand, it is also significantly contributing to the human-induced enhanced greenhouse effect**.[12]

Housing is a contributor to energy consumption and associated greenhouse gas emissions, as well as contributing to air and water pollution. Energy consumption is related to basic domestic activities, such as water provision, sanitation, cooking and lighting, but also with the rising use of multiple electric and electronic devices. Energy usage and, consequently, household contributions to climate change, are on a rise – which is so due to population growth and the rising affluence of various societies. Another important dimension of housing-based energy consumption is related to either heating or cooling.

To think about: how does your household contribute to greenhouse gas emissions? How energy effective are your home appliances? Do you use renewable energy? How do you travel on a daily basis?

**Housing and climate change are also interrelated in the context of extreme weather events.** The frequency and intensity of storm activity, strong winds, sudden precipitation and heat waves are predicted to increase as climate change progresses. Consequently, the role of shelter will become more significant – in terms of its quality, durability and ability to withstand the changing environmental conditions.

An additional key issue is the physical location of housing – areas more prone to impacts of extreme weather events will become less stable, more dangerous and more difficult to support.

The environmental consequences of climate change (e.g. coastal and flash floods, landslides and other massive movements, as well as droughts) might often destroy housing. This, in turn, necessitates reconstruction or, in more extreme cases, resettlement. In areas that face the challenge of gradual but inevitable environmental changes, too, human shelters need to be redesigned and refurbished to meet the new conditions. Examples might include elevated houses in Bangladesh or Myanmar that are protected from flooding; shelters designed based on local architecture that allow for more shade and cooler indoor temperatures in the Middle East; or houses on the slopes of the Andes or the Himalayas constructed using more durable construction materials less prone to landslides. Housing worldwide will have to adjust to changing climatic conditions. However, this need may occur sooner and in a more direct way in areas more vulnerable to climate change (mostly those in tropical climate zones). It will also be a more serious and demanding challenge in the case of poor and the most vulnerable social groups.

In the light of climate change consequences, the existing necessity of providing housing with basic infrastructure and amenities might become greater and more urgent. As environmental conditions change, newly built and renovated housing, which need to be more resilient, is likely to demand modern solutions, and that they be implemented more quickly. This is especially true of water provision, sanitation and electricity. More advanced services would include heating and cooling. All such investments crucial to providing a decent quality of life and housing may increase energy demand. New housing improvements should always first take into account the needs of individuals and communities, but they should also not neglect the environmental burden and carbon footprint they trigger. Therefore, housing provision and improvements are related not only with climate issues, but also with energy production and its sources. These development challenges are clearly interrelated.

## MIGRATION AS A CONSEQUENCE OF AND ADAPTATION TO CLIMATE CHANGE

Housing-related challenges, if pushed to the extremes, might lead to migration. Therefore, migration – either voluntary or forced – can also be related to climate change. It can be seen as one of its crucial consequences, as well as an adaptation method. Some areas will become uninhabitable due to water and food shortages, too extreme temperatures, desertification, or high frequency and intensity of extreme weather events. Others will not be able to sustain the growing number of people for similar reasons. Finally, some habitats will disappear under rising seas. Each of these cases creates the need for habitat relocation and the search for a new home for individuals and communities.

Migration can be domestic and international, as well as voluntary and forced. This creates a four-dimensional matrix in which this process can be analyzed. Each of the categories within this matrix might include environmental migrants.[13] In the case of countries benefiting from diverse ecosystems and high adaptive capacity, migration is more likely to take place internally and as long as it is voluntary might, rather, be identified as an adaptation strategy. However, in more extreme environmental conditions (e.g. droughts, floods, rising sea levels) resettlement might happen internationally, or be forced, and could be identified solely as a climate change consequence.

> To think about: in what places and situations can climate-induced migration be identified as adaptation and in which as a consequence of climate change? Depending on the category, what kind of support might be needed by the migrants?

Today, one billion people are migrants – the majority migrate within their own country, but around 250 million are international migrants.[14] According to the International Organization for Migration (IOM) these numbers are very likely to increase and, along with traditional reasons for migration (mostly economic ones), environmental reasons are becoming more common. The number of migrants is expected to increase due to climate-change-related processes and disasters, but there are no reliable estimates on the exact number of climate-change-induced migrants. Future forecasts vary from 25 million to 1 billion environmental migrants by 2050, moving either within their countries or across borders on a permanent or temporary basis. 200 million is the most widely cited estimate.[15] On the other hand, the World Bank estimates that by 2050 – if no action is taken – there will be already over 140 million internal (domestic, within own country) climate migrants in Sub-Sa-

haran Africa, Latin America and South Asia.[16] Another UN body (the United Nations Convention to Combat Desertification) predicts that by mid-century another 135 million people may be displaced as a result of desertification.[17] Generally, the numbers vary; some estimates overlap, as the environmental processes are interrelated, but climate change is clearly likely to lead to unprecedented human displacements.[18]

As previously mentioned, one of the crucial dimensions of climate-related migration is forced resettlement. The most dramatic examples of such displacements are from low-lying areas in coastal zones and low-altitude, small islands – these are the areas that are gradually, yet permanently, being flooded by rising sea levels. Examples of such regions include the densely populated coastal zones of South and South-East Asia (namely in Bangladesh, Myanmar, Indonesia, and the Philippines), The Maldives in the Indian Ocean and multiple island states of the Central and Southern Pacific (e.g. Kiribati, Marshall Islands, Solomon Islands, Tuvalu).

## VULNERABILITY IN THE CONTEXT OF CLIMATE, HOUSING AND MIGRATIONS

Places that experience the urgent need to adapt human settlements to changing climatic conditions and that are potential areas of forced migration include:
• Low-lying areas, islands and coastal zones as explained above;
• Zones prone to river flooding (mostly in mountain valleys) that might be brought by sudden and extreme rainfalls. Examples include Andean countries, the southern slopes of the Himalayas in India and the

13. According to IOM Environmental, migrants are persons or groups of persons who, predominantly for reasons of sudden or progressive change in the environment that adversely affects their lives or living conditions, are obliged to leave their habitual homes, or choose to do so, either temporarily or permanently, and who move either within their country or abroad. This category includes climate change related migrations. ↪ Source: IOM
14. Source: IOM, 2017, ↪ World Migration Report 2018
15. Source: IOM, 2019, ↪ Migration and Climate Change. A Complex Nexus
16. Source: The World Bank, 2018, ↪ Groundswell: Preparing for Internal Climate Migration
17. Source: The World Bank, 2018, ↪ Groundswell: Preparing for Internal Climate Migration
18. Source: UNFCCC, 2018, ↪ Migration and Climate Change Need to Be Tackled Together

Hindu Kush region;

- **Regions prone to droughts** – rising temperatures are one of the key consequences of climate change that influence not only weather patterns, but especially water and food availability. Examples include Northern Mexico, the Sahel, South Africa, the Horn of Africa, the Middle East and multiple regions in Pakistan, Northern India and Northern Bangladesh;
- **Urban slums**, which areoften located in areas with unfavorable conditions, such as mountain slopes or flood plains, which makes them more vulnerable to negative impacts of climate change. Examples include the *favelas* on the slopes of Latin American cities, as well as shanty towns in low-lying areas of cities like Dhaka (Bangladesh), Manila (The Philippines) or Mumbai (India);
- **Refugee camps**, which might host an increasing number of forced migrants, including people displaced due to climate change.

In the context of forced migration there is one more important element, namely gaps in the international legal framework. In many cases people forced to leave their homes because of changing climate conditions are called climate refugees. However, legally, no such category exists. The UN's 1951 Refugee Convention specifies conditions that allow an individual to be recognized as a refugee and for him or her to be granted certain rights. The convention does not mention a single word on environmental conditions, which limits potential legal procedures and opportunities in the case of persons forcibly displaced as a result of climate change. This issue has been addressed by the UN and the EU,[19] but there has been no solution implemented yet.

19. Source: ☞ European Parliament

In all of the cases, climate change consequences, with special emphasis on housing adaptation and migrations, **will primarily and directly impact the most vulnerable and the weakest communities**, who depend directly on environmental conditions. This includes farmers and slum dwellers due to their places of residence, and women because of their direct involvement in water and food provision and taking care of housing (this issue is explained in the chapter on Gender Equality – ☞ LINK: overview. It is also the case with migrants uprooted from their habitats and needing to establish new lives and new homes in a different socio-economic (and in many cases environmental) context.

Concluding, it is important to understand the environment–housing–migration nexus, as climate change undoubtedly is already having and will continue to have an impact on human habitats and migrations. **It is likely that climate change will constitute a major reason for changes in human settlements and their distribution in the 21st century**.

## 6. SUMMARY, LINKS

**SUMMARY:**
- The recently observed climate change is caused by global warming, which has almost certainly been triggered by human actions related to rising concentrations of greenhouse gases.
- Climate change brings and will further bring serious consequences in weather patterns, the incidence and intensity of extreme weather events, and multiple socio-economic impacts.
- Some of the crucial climate change consequences are related with housing and migrations.

- These processes (housing adaptation and climate change related migrations) will be experienced by different areas and communities, but first and foremost they will impact the most vulnerable and weakest social groups.

**LINKS**
- TED talk on climate change causes, mechanisms and evidence: ☞ Why I must speak out about climate change.
- TED talk: ☞ Why climate change is a threat to human rights.

# 5.2 CLIMATE CHANGE AND MIGRATION: PRACTICAL PART ⚔

## LESSON PLAN 1: WHAT IS IT LIKE TO BE ...?

### 👁 OVERVIEW:
The lesson plan focuses on a person-centered perspective and people who might be affected most by the negative consequences of climate change and forced migration. Their situation depends on various factors such as economics and social status, being an environmentally forced migrant, refugee or someone losing home in the course of natural disasters. It uses two basic drama techniques.

### 🎯 OBJECTIVES:
1. To learn about different situations affected by the ☞ negative consequences of climate change and/or external reasons for migration.
2. To relate to the people affected and to imagine how a person in a difficult situation would feel working in a safe space.
3. To practice empathy and to allow the stories of migrants, refugees, and people affected by natural disasters to be told.

### 🕐 TIME:
90 minutes

### ⚔ MATERIALS (RESOURCES TO BE USED):
- Place the Rules in the visible place (☞ Appendix 1).
- Print and divide one story per group (☞ Appendix 2).
- Curtain; a big piece of material (optional).

### 📋 PREPARATION:
Prepare yourself to facilitate a **drama activity**; the proposed techniques are simple and involve a low level of improvisation. However, it is still good to read and see the linked materials (for first-time use of the techniques) – the details are very important.

- Prepare a space for the workflow, i.e. working in small groups, then presentation, then stage mode. If possible, provide some sort of stage curtain to make the experience of the "Freeze frames" more powerful.
- Here you can find an insight into how to use the first technique – ☞ freeze frames – and watch a ☞ video with instructions.

Here you can find a demonstration of how to work with the second technique – ☞ thoughts tracking/tapping.

### ⚠ INSTRUCTIONS:
1. Introduction and setting some ground rules – 10 mins
Explain that you will do a role-playing technique and it is important to agree on some ground rules that everyone will follow.

Present the rules printed below (Appendix 1) or write them down on a flipchart, adding anything else relevant to the needs of the participants. It is important to remember them during the whole exercise. Place them in a visible place.

Ask if everyone understands and agrees to these rules. Ask if there is anything missing.

*Note: Add some new rules, if there are some needs in your group , or that might be proposed by the participants. Everyone should give consent to the rules. This is intended to make the working environment safe and comfortable for everyone to participate.*

2. "Freeze Frames" preparation – 15 mins
**Divide participants** into working groups of 4–5 persons and distribute a description of the situations (Appendix 2) that the groups will need to present.

**Explain** that every group receives a description of the situation (Appendix 2) and they need to create 2 freeze frames (still images) with their bodies (i.e. without talking or moving), portraying the described situation using their imagination. It is supposed to look like a still image, or as if someone had pressed "pause" on a certain film scene. It must be an expressive scene, in order that the audience (the other groups) can guess the core problem, feelings, and relations between characters.

Every group needs to prepare two separate freeze frames for the scene presentation. It could show some continuity. Between each frame there will be time to move and adjust your posture to the next scene. Mention that while starting the drama, we focus on the acting and getting into

the situation and character. After the exercise, there will be a chance to share the views on the method, stories, etc., from the participants' perspective.

*Note: Be aware of two levels of reflection: 1) As a character (when the "thoughts tapping" stage is happening) or audience member watching the scene trying to understand what is happening. This should be shared during this part of the session; 2) As a participant in the role-play. If there is something to say that is not related to the scene, but performance-wise, organizational or an opinion on the topic, the method, the behavior of others (if the opinion can be expressed constructively) should wait for the discussion after the whole exercise or posed directly to the facilitator, who can judge how to deal with the issue.*

**Invite groups to work** on the scenes.

Participants have 10 minutes to discuss, plan two images and practice, without mentioning to others what kind of situation they are illustrating.

3. Presentation and "thought tracking (tapping)" – 40–50 mins
**Invite groups to present** and agree in what order and how they will present:
– Explain that after a first quick look at both prepared frames, there will be a moment for the audience to try to guess what it is about. Then the group will go back to their position and character from the first frame, and the facilitator will tap them on the shoulder asking "Who is your character?" "What is he/she feeling or thinking?" They need to speak in the first person as if they are the character and they should speak about this imagined situation (not about themselves taking part in the role-playing).
– Each group presents and the rest of the participants watch: between each frames there will be a short time to change positions while the audience closes their eyes for a better impression. You may use some sort of curtain to hide the actors in between the scenes.

– After the group has presented, the audience tries to guess the title of the story and give ideas of what could have happened.
– The members of the acting group listen, and do not engage with the audience.
– Ask the group to present the second scene again, then tap them on the shoulder and ask about their character "Who is your character?" and "What he/she is thinking or feeling?", as previously.
– After all characters have spoken; allow the audience again to share their vision of what is happening in this situation.
– Make sure that all has been said and allow the group to explain what kind of situation they were presenting.
– Move to the next group (the same rules apply).

4. Debriefing and reflection – 15–25 mins
Gather everyone into one circle.

Ask everyone to take off their "acting suit"– like a diving suit – which makes them think and feel as their character. Symbolic taking off of imaginary clothes is supposed to help to get out of character. This can also be done by physical movements to release any tension.

You can ask participants to make a motion that brings them back to their own perspective, and to look at the stories and scenes from this point of view now.

Then, ask everyone to say their name aloud – together at once or in the round.

*Note: If there is little time, let all the people make some sort of expressive movement with their body they need to, and say their real name. This allows you to skip the entire round.*

Then open up the floor for another reflection and comments:
– How was it to be part of a picture as a migrant, refugee, or being forced to leave your house with no certainty you will be able to go back?
– What was the most striking, interesting story, or part of a story, you saw today?
– Which story do you find most compelling and why?
– Was it easy or hard to walk in someone's shoes for a moment?
– What do you think could be added to these stories? How could you follow up?
– What is it like to be your character?
Give a space for some reflection, for those who want to share their opinion on the topic presented in the scenes.

👆 **SUGGESTIONS FOR FOLLOW-UP (IDEAS AND INSPIRATIONS – TOPIC-RELATED LINKS TO WATCH):**
• See more stories on ☞ Climate migrants here.

**APPENDICES:**
• **Appendix 1:** Basic Ground Rules
• **Appendix 2:** Description of the situation

## ✎ APPENDIX 1: BASIC GROUND RULES

Basic ground rules when using drama techniques:
– This is a role-playing game and imaginary context (inspired by some true stories) and imagined characters.
– Use your imagination to find out how the character would talk, behave and feel.
– Try to reach a personal understanding of the outlined situation.
– Do not pretend, but act as the character.
– Do not harm anyone (neither verbally nor physically) under any circumstances.
– Do not judge others' choices and decisions.
– Respect others and their feelings and boundaries.
– If you do not feel comfortable, note it and communicate with the group or facilitator/teacher.
Remember, it is not about the performance itself but the learning experience and bringing someone else's
experience to the class or group.

## ✎ APPENDIX 2: DESCRIPTION OF THE SITUATION

*Note: A snapshot of a situation is just an outline, the groups need to think about who they are in this scene, it could be a person, animal or an object. In order to present they can create fictional characters and names not mentioned in the story. The stories are based on information about real places and projects, but are not true stories.*

### 1. Refugees

Tawfiq's family runs away from Syria. They managed to escape the violence in their country and reached Lebanon. The living conditions couldn't be worse, and they hadn't expected much. Some basics like water, electricity and toilet would be enough. But it is not so eas in the overpopulated camps in the country with the highest refugee-to-resident ratio. His family joined other refugees living in improvised shelters in informal and tented settlements. It is uncomfortable and hard to imagine any future from here. Especially, when meeting some of the second- and third-generation Palestinian refugees who live in other neighborhoods that are not tents anymore but still look very poor and cramped. They too were forced to leave their houses a long time ago (1948 and 1967 mainly) and still live in harsh conditions, mistreated by the authorities with only basic support from international organizations.

### 2. Dream house

It is a big day in the village of Ma Kyet Su in Myanmar for the family of Aung Aung Si, who has received the key to their new flood-resilient bamboo house. The house is the type of elevated house that is resilient to flooding and heavy rains, which is very important in the tropical monsoon climate area. This is a dream house for the whole family. Today they celebrate with everyone who helped to build the house, including volunteers from other countries who decided to come and help with their hands. Everyone is happy and smiling, the new house has a verandah where many of the guests are gathered. This is a favorite place for the parents, who can rest in the shade with a view of the village. The children finally have enough space to play inside the house even in the rainy season. This is a day to remember.

### 3. Climate migrants

Mila's family lives in Tarawa, the capital of Kiribati, a state in Micronesia in the central Pacific Ocean. The capital is inhabited by half of the nation's population. But most of the island is less than six feet above sea level. Mila started high school in the last few years and she has big plans for tomorrow – a celebration with friends. Her parents are sitting and talking about the decision of their neighbors who have decided to leave their house and join their family in Australia. They think about what they will do if the rising water level starts to destroy their neighborhood. They have no family abroad, which means that they would need to depend on the good will of people here. Maybe they should wait for the world to rescue them? Or should they risk the hard life of a migrant with no connection in their country of refuge?

### 4. Lost Home

Sarah lost all her toys; her bicycle, her doll that closes its eyes, and the whole set of puppet show figures her brother and she would make a performance with for the whole family. Now, it is only herself and her mum waiting in the big white tent, full of people. She had hoped that she would be able to sleep. But the people moving around and talking all the time keep her awake. She doesn't want to lose sight of her mum. Sarah looks around. She can't complain even, because her mum is in a line waiting for arrival papers so that they can move to the transit center. There is no time to get rest or food. This tent is just a temporary one, so everyone is pressing to get to their arrival forms. Some people are tired, frustrated and angry. Most of them probably lost their homes; they are entering Europe; they want to be safe. She daydreams that she is in her home, and not in this tent in Macedonia.

### 5. In need of hope

Over the weekend, a powerful tropical cyclone swept through southern areas of Malawi and Mozambique. It also hit our village, and damaged homes. Probably our home too, we still have hope that we can run away to a safer place with the others. We listen to the news that new people arriving in our hideout bring as they arrive. They say that thousands of people have been displaced and dozens killed. The cyclone destroyed our crops and property, rains affected electricity generation causing blackouts so we cannot listen to the radio. Some roads and bridges were washed away, cutting off road access to some areas. So we are waiting for help to come.

# LESSON PLAN 2: DECENT SHELTER

## OVERVIEW:

The lesson plan focuses on migration and possible scenarios for migrants. The lesson will give young people the opportunity to see the bigger picture of migration as well as a single person's perspective. The situation of people depends on various factors such as economics and social status, or being an environmentally forced migrant, a refugee or someone losing their home in the course of natural disasters. We recommend working with photos and movies and working in groups. Lesson can be completed in 60 to 100 minutes.

## OBJECTIVES:

1. To learn about the reasons and lack of equal responsibility for climate change.
2. To see and understand the reasons and scale of climate migration as well as the needs of those who are first to experience the negative consequences, or will feel them in the near future.
3. To reflect on the solutions being offered now by governments to climate migrants.
4. Answer the question: What is a decent shelter?

## TIME:

60–100 minutes

## MATERIALS (RESOURCES TO BE USED):

- World map with $CO_2$ emissions and vulnerability to climate change (☞ Appendix 1).
- Hangouts "Four important questions" with questions for participant groups and additional information for teachers (☞ Appendix 2).
- Story of a first decent place in a refugee camp (☞ Appendix 3).
- Screening equipment.
- Board/flipchart and writing materials (markers, pencils, pens, paper).

## PREPARATION:

Prepare a space for screening and search for Youtube video: ☞ LINK.

Print out the materials for 4 groups.

Prepare additional information about support for climate migrants and migration you would like to present during the lesson. You can use the overview of this chapter or materials from ☞ Habitat for Humanity.

## INSTRUCTIONS:

1. Introduction activity – 10 mins
Split class into 4 groups. Everyone should be able to view the video and work in a group. Give each group the map from Appendix 1, and give the participants 2 minutes to reflect on the map. Ask: Do you have any reflections? Do you understand the graphic? Let every willing participant share their opinion. Then ask two quick questions (let the whole class answer):

- Who (which countries or parts of the globe) contributes most to $CO_2$ emissions?
- Who will be the most impacted by climate change?

Ask the class if they agree with the conclusion that the responsibility for climate change and the requirement to deal with the impact of climate change are not distributed equally.

*Optional: In case some of the participants disagree, allow them to share why they feel differently.*

2. Present the topic of today's lesson – 4 mins
Use the opening activity to lead in to the lesson. Tell participants that today you would like to talk with them about climate migration, which is migration caused by climate change.

Present the 4 main questions for the next 25 minutes, by distributing each question to each group (Appendix 2) and write the questions on the board (with the possibility to add some more information later).

*Optional: You can also print the questions, with ready answers for yourself to help participants with answering the questions later (Appendix 2).*

3. Screening of the video – 6 mins
Suggest that groups collect the answers they got from the video.

4. Discussion in groups and with whole class – 20 mins
After screening give groups three additional minutes to reflect on answers. If they find it helpful they can also use the previous map as an additional source of information.

Start from general impressions of the video (What surprised them?). Give participants the opportunity to share their feelings if they need to.

Next, read the first question written on the board:

- Why do people migrate (is it a new phenomenon)?

Ask participants about their answers (from the video or map, or based on their own knowledge). First let Group 1 share their answers, then let the rest of the class add all relevant ideas.

Repeat the same pattern of collecting answers for each question. Encourage discussion among participants during every question (ask if everyone agrees with the answer; does anyone have anything new to add?). At the end you can record any information that is still lacking (in the form of questions) in the materials provided in Appendix 2 and your own knowledge. Continue the same way with the rest of the questions and groups:

- Who migrates (and how many people)?
- Where can migrants go?
- Can climate migrants expect any type of support (governmental, non-profit)?

5. Focus now on one story of climate migrants who received some form of support in a refugee camp – 20 mins
Start with the summary information about migration:

- Migration can be domestic and international as well as voluntary and forced. Voluntary migration might be an adaptation strategy to a possible threat in the (near) future, due to climate change. Forced migration due to extreme environmental conditions (e.g. droughts, floods, rising sea levels) is considered a climate change consequence.
- Places that are potential areas of forced migration related with climate change include refugee camps, which might attract larger numbers of people. Most of the time people who are forced to take this solution go through hardship, travel in very difficult conditions, and finally reach overcrowded camps. Often the waiting time for getting to the camp is days or weeks.
- Climate migrants escape from climate change consequences that, often, they didn't cause.

After a short introduction, distribute 2 stories from Appendix 3. Split the stories: give the first one to two groups, and the second story to the other two groups.

Ask participants to read the information and mark or write:
- Who appeared in the story.
- What the needs of the people in the story were.
- What conditions they stayed in.

Ask two representatives of each group to present the story "Before we reached the habitat tent" and "First decent place" (including sharing the marked or written down information).

Start from general impressions of the stories:
- What was surprising in these stories? Give participants the opportunity to share their impressions if they need to.
- What was the difference between the stories?
- What was the form of support?

2. Debriefing and Reflection: snowball method – 15 mins
As a closing activity ask participants what conditions make a shelter decent.
1. Each participant has 2 minutes to think about it alone.
2. Next, participants form groups of three and discuss answers to the same question.
3. At the end the whole class discuss answers to the question and writes them on the board – 10 minutes.

## ☝ SUGGESTIONS FOR FOLLOW-UP:
- Learn more about global warming and climate change. Use the overview of this chapter or watch videos from ☞ this channel.
- Learn more about two main strategies developed in order to meet the challenge of climate change – mitigation and adaptation – from this overview in this chapter. Analyze how these strategies are developed in your country/city. Adaptation in Europe: ☞ LINK.

## APPENDICES:
- **Appendix 1:** World map with $CO_2$ emissions and vulnerability to climate change
- **Appendix 2:** Hangouts "Four important questions"
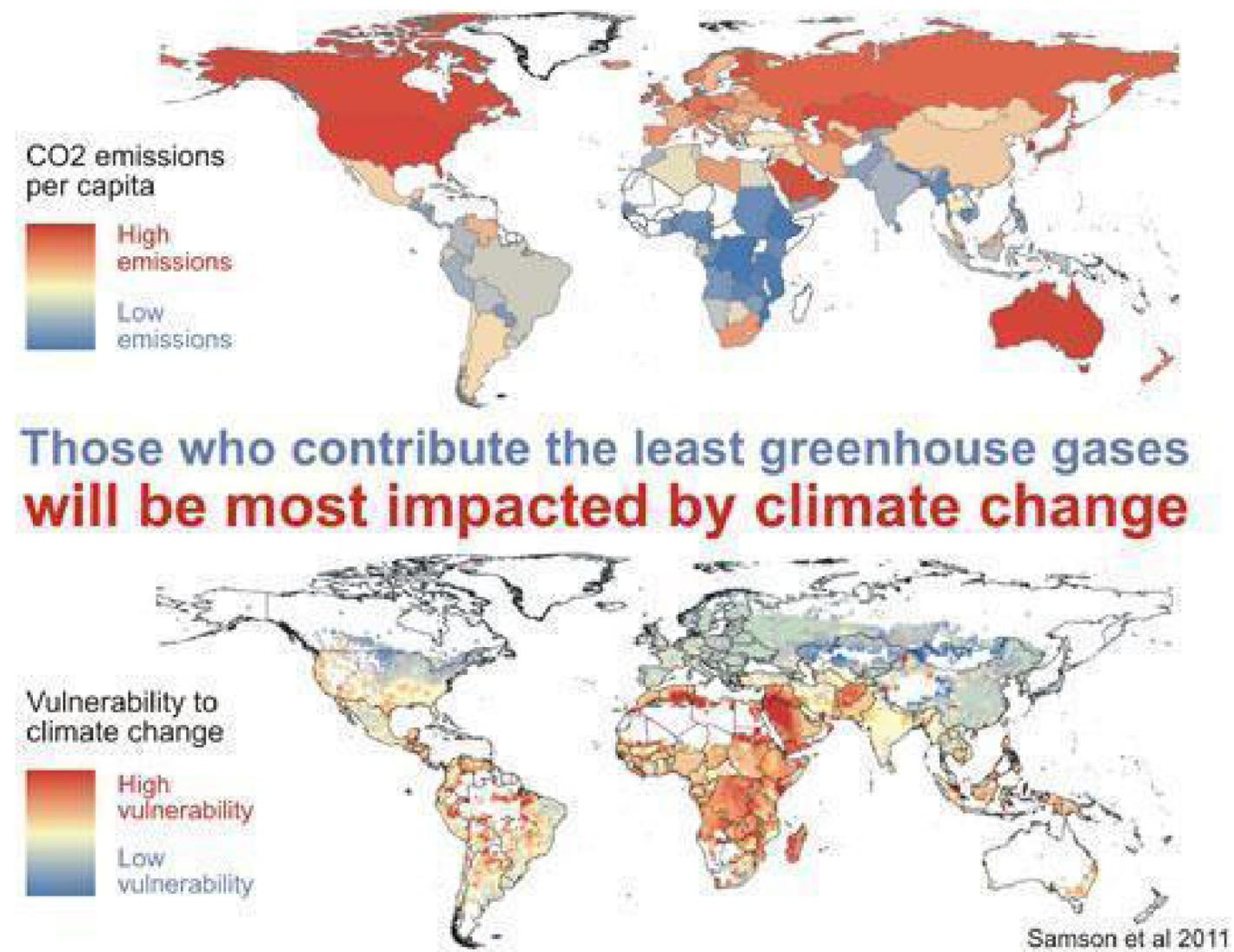- **Appendix 3:** "First Decent Place"

Figure 20. Per capita emissions vs. vulnerability to climate change, from Samson et al. (2011), 👉 LINK

## ✎ APPENDIX 2: HANGOUTS "FOUR IMPORTANT QUESTIONS":

":

**1. Questions for participants:**

| |
|---|
| Group 1: Why do people migrate (is it a new phenomenon)? |
| Group 2: Who migrates (and how many people)? |
| Group 3. Where can migrants go? What are the challenges of migration? |
| Group 4. Can climate migrants expect any type of support (governmental, non-profit)? |

# ✎ APPENDIX 2: HANGOUTS "FOUR IMPORTANT QUESTIONS":

**2. Information for teachers**

| |
|---|
| Group 1: Why do people migrate (is it a new phenomenon)? |
| Reasons for migration in the past and now are similar: better conditions, better life. Climate change (this time mainly caused by human activities), changing environment and conditions, floods, rising sea level, droughts, erosion, lack of food (inability to maintain crops or livestock, no more fish in the sea) and sudden disasters all force people to move out of their homes. It is not the first time in history that people have migrated. Migration has been part of (modern) human history for 200,000 years. |

| |
|---|
| Group 2: Who migrates (and how many people)? |
| Everyone can. Those most likely to migrate first are people living in vulnerable areas, e.g. places just above sea level, like Bangladesh. Slower climate changes, too, will eventually affect people, e.g. Miami (and all coastal cities) and the rise in sea level, lack of fish in the sea (due to higher ocean temperatures), droughts in Ethiopia, and erosion and flooding in Alaska and Fiji, and other islands, such as the Marshals Islands, and so on. |
| 18 million people left their house because of storms, floods or droughts in 2017. It is estimated that in 30 years 200 million will have been forced to leave their houses, 25 million to 1 billion might be displaced by 2050. |

| |
|---|
| Group 3: Where can migrants go? What are the challenges of migration? |
| People can move to another place inside their country, or move abroad to search for a safer place to live. This process will be easier for more wealthy countries like the USA, where people will probably move from coastal cities to inland areas. The Marshall Islands may be forced to move their entire population to a different country, because their land may disappear under the water. |
| Migrants from other countries (especially low-income ones) affected by climate change will also seek shelter abroad. The number of people who will have to migrate is very large. For communities where the migrants end up, the influx of people may stress infrastructure, trigger prejudices, and change the structure of neighborhoods, cities and the country. |

| |
|---|
| Group 4: Can climate migrants expect any type of support (governmental, non-profit)? |
| Some cities, islands or villages are preparing themselves for migration in advance – it is a very expensive process. Some have already moved out of their villages to other places (with the support of the National Government). For example, Fiji is studying the most vulnerable areas and preparing relocation guidelines (research, education, preparation). |
| Migrating is a complicated process when people move to another country. Currently, climate can't be cited as a reason for asylum or refugee status. |
| Additional information: Internationally supported, structured migration programs, in which a country prepares to welcome migrants from abroad, are also being developed, e.g. in Australia and New Zealand or USA [ ☞ LINK: overview]. There are also many NGOs that are trying to support migrants, e.g. if they end up in a refugee camp. |

## ✎ APPENDIX 3: "FIRST DECENT PLACE"

**GEVGELIJA, MACEDONIA. AUTUMN 2015**
**Before reaching the habitat tent**

Refugees keeping themselves warm during the night

The Massoud family waiting to get into a Habitat tent



Figure 21. Refugees keeping themselves warm during the night and the Massoud family waiting to get into a Habitat tent, Source: Habitat for Humanity

"People are lying on what is left of the grass near the transit center. From a distance, on a sunny day, they look like they are having a picnic. But when you come closer you realize that there are no toilets here and the smell is unbearable. Every ten meters there are extinguished fires. To withstand the freezing tempera-tures at night, refugees light fires, maintaining them until sunrise. Among the dead fires on the grass, we found the Massoud family. Four-year-old Peritan, who can't walk or talk, was lying on a golden foil sheet, in order not to be in direct contact with the cold ground. Refugees who were here before them had used the foil to protect themselves from the rain, and had left it there. Lilav, eight, and Yasser, six, are running around while their parents explain that the situation is very difficult for them…"

**FIRST DECENT PLACE**



Figure 22. The Habitat tent is helping refugees make their transfer more bearable, Source: Habitat for Humanity

*Where can I change my baby's diaper?* This was our first contact with the migrants as we entered the Habitat tent. A mother with a crying two-month-old in her arms came up to us at the tent entrance. This tent, set outside of the refugee transit center in Gevgelija by Habitat for Humanity Macedonia, serves as a shelter for refugees while they wait to register before entering the transit center. Close to the border, it is the first decent place in Macedonia where they can take a break. […][I]n the tent there are benches on which ref-ugees can rest while waiting to be enrolled. They will then be able to enter the transit center where they will find a place to rest, food, water and sanitation. We helped a mother who desperately needed to change her baby's diaper. She was able to enter the center faster and we showed her where she could get some help, and find diapers and clothes for her baby inside the transit center.

## LESSON PLAN 3: FORCED MIGRATION AND CLIMATE-CHANGE-RELATED MIGRATION INFOGRAPHICS

### 👁 OVERVIEW:
The lesson plan focuses on selected examples of forced migrations including climate-change-induced displacements. Forced migrants are relocated from their habitats due to human conflicts or for environmental reasons. The latter category is becoming more important, and migration caused by climate change consequences is likely to affect increasing numbers of people. In parallel, the lesson focuses on practicing the skills of creating and responding to visual stimuli. Ever more information (especially in social media) is being turned into visual materials (pictures with comments, videos, infographics). For this reason it is important to equip the young with skills related with such materials. The students will be asked to prepare their own infographics (using online tools), present them, and – finally – discuss them with the whole group.

*Note: This lesson should be carried out after introducing the topic of migration and/or climate change and forced environmental migrations.*

### ⌖ OBJECTIVES:
1. To learn about different reasons for forced migrations, including climate change related displacement.
2. To imagine the situation of forced migrants and portray it visually.
3. To practice skills related to reading and reacting to visual stimuli; to practice skills related with Theory of Knowledge and/or Critical Thinking.
4. Finally, to play with online tools for producing infographics.

### 🕐 TIME:
90 minutes (or 135 minutes)

### ⚔ MATERIALS:
- Computer with a projector.
- Computers with internet access for students (working in groups of 2–3).
- Ability to email materials to students (or using any other online communication tool).
- Board/flip chart with markers.

### 📋 PREPARATION:
Prepare yourself with information on forced migration, including climate-change-induced displacement, based on topics and links listed below:

#### FORCED MIGRATION
**The Syrian refugees crisis that peaked in 2015**
- http://www.bbc.com/news/world-europe-34131911
- https://www.theguardian.com/world/2017/mar/30/syrian-refugee-number-passes-5m-mark-un-reveals
- http://www.unhcr.org/syria-emergency.html
- http://data.unhcr.org/syrianrefugees/regional.php

**The 2017 Rohingya refugee crisis**
- https://www.theguardian.com/world/rohingya
- https://www.theguardian.com/artanddesign/2017/oct/03/the-boat-crashed-to-shore-tipping-everyone-out-photographing-rohingya-refugees-myanmar-bangladesh
- https://www.nytimes.com/2017/10/25/learning/lesson-plans/teaching-about-the-rohingya-crisis-in-myanmar-with-the-new-york-times.html
- http://www.unhcr.org/rohingya-emergency.html

#### CLIMATE-CHANGE-RELATED FORCED MIGRATION
**Displacement and potential migration caused by climate change (Maldives, Pacific Islands)**
- https://www.theguardian.com/environment/2014/jul/01/kiribati-climate-change-fiji-vanua-levu
- https://www.theguardian.com/vital-signs/2014/sep/15/cllmate-change-refugees-un-storms-natural-disasters-sea-levels-environment
- https://www.theguardian.com/global-development-professionals-network/gallery/2016/feb/15/pacific-islands-sinking-states-climate-change
- https://www.theguardian.com/environment/2017/may/08/australia-and-nz-should-allow-open-migration-for-pacific-islanders-threatened-by-climate-says-report
- https://www.theguardian.com/world/2017/may/14/our-country-will-vanish-pacific-islanders-bring-desperate-message-to-australia
- https://www.theguardian.com/world/2017/oct/31/new-zealand-considers-creating-climate-change-refugee-visas
- https://www.theguardian.com/environment/2017/nov/02/climate-change-will-create-worlds-biggest-refugee-crisis
- http://www.sameworld.eu/en/discover-the-project/environmental-migrant

**Climate-change-induced displacement in Bangladesh**
- https://www.theguardian.com/global-development/2018/jan/04/bangladesh-climate-refugees-john-vidal-photo-essay

Also familiarize yourself with some existing infographics from one of the sources below:
- https://www.iom.int/press-room/infographics
- https://www.odi.org/opinion/10470-infographics-climate-change-migration-and-displacement
- https://environmentalmigration.iom.int/infographics
- https://refugeesmigrants.un.org/infographics

### ⚠ INSTRUCTIONS:
1. Introduction and explaining the activity and the task
Explain the topic and goal of the class. This class should take place after at least one class on migration and climate change, so students are familiar with the topics and vocabulary.

2. Present one or a couple of infographics on selected topics from a reliable source (you can use one of the infographics listed above). While presenting the material, explain the contents (introduce the topic), but also direct students' attention to the following elements of the infographics:

- Use and tone of language and images (not only what is written, but also how it is phrased, where emphasis is put)
- Data presentation (e.g. charts, numbers)
- Use of pictograms (if there are any and, if so, what do they communicate?)
- Use of colors (e.g. bright colors vs. dark colors, use of "alarming" colors like red and orange, usage of "calming" colors like green and blue)

Reliability, use of sources and quotes

On the board/flip chart, write key phrases (language and images, data, pictograms, colors, sources) explaining that the students will have to use and analyze these elements in their infographics.

3. Divide students into groups of 2–3; they will be working on infographics in groups.

4. Present the list of topics, divide the work and distribute the materials. The topics can include one of the proposed themes either from forced migration or from climate-change-induced migration categories, but they may also include other topics that are relevant to your groups, school, location, etc.

The materials for the students to work on should simply include a list of links to reliable online sources. You can simply send the list of links to students or post it on an e-learning platform (or cloud-based software), if your school happens to use one. Of course students should be invited to use some additional sources.

5. Present online tools that can be used by the students to prepare their own infographics.
The recommended tools are:
- ☞ Canva
- ☞ Piktochart
- ☞ Venngage

*Note: All of these are easy to navigate and can be used by the students themselves. Of course, you are welcome to recommend other tools you may know.*

6. Students' work (not more than 30 minutes should be allocated to this task).
While students are working on their infographics, check their progress, give assistance or advice as needed. Encourage students to use pictures and images, as well as data findings in their infographics.

7. Presentation and discussion.
*Optional: if there is not enough time for this part, students can finish their infographics at home, and presentation and discussion can take place in the next lesson.*

Make sure that every team has the same amount of time to present their infographics. They should explain their topic (the contents) simply using their work. At the same time the group's role is to check the infographics against using previously defined criteria (see step 2). Please explain beforehand and, with the group, pay extra attention to how content is presented in infographics. The group's effort (except for the topics themselves) should focus on identifying and discussing ways in which visual material can influence its viewers. Give space for some reflection and comments, and suggestions for changing or improving the infographics.

Make sure that every team gets a round of applause.

Comment on all of the work by the end of the class.

# ✎ EXERCISE 1: CLIMATE CHANGE AND MIGRATION

## ⌖ OBJECTIVE:
The exercise introduces the process of climate change and migration. It helps learners to understand why there are different narratives and to deal with some misconceptions in the public discourse.

## 🕑 TIME:
30 minutes

## ▣ INSTRUCTIONS:
1. Introduction – 5 mins
Ask participants what climate change is [ ☞ LINK: overview] and what migration is [ ⚑ LINK: dictionary].
Revisit definitions or examples from the overview, if needed.
Present a graphic explaining how the enhanced Greenhouse Effect contributes to climate change.
[ ☞ LINK: overview].

2. "Wandering posters": work in small groups – 20 mins
Divide the participants into 4 smaller groups and distribute poster-size paper and markers, with a title indicating one of the **potential areas of forced migration related to climate change [☞ LINK: overview]**:
- Low-lying areas, islands, and coastal zones
- Regions prone to river flooding and droughts
- Urban slums
- Refugee camps

and the three questions below, with some spaces in between to write answers:
– How could this area be affected by climate change?
– What can be done to mitigate climate change (i.e. reduce the causes of climate change)?
– What is being done to ☞ adapt to climate change (i.e. reduce the vulnerability of human and natural systems to climate change)?

Each group starts with one of the questions on their posters, and after 5 minutes they give it to the next group, and receive the poster from the other group. Each round is 3–5 minutes, and each group needs to contribute to every poster.

Each group ends with the poster they started with, now also filled by the other groups. Each group can add additional information on the poster, to complete it.

3. Presentation – 5 mins
In a plenary, each group presents the result of the work based on their poster.

# ✎ EXERCISE 2: WHY SOME AREAS BECOME LESS HABITABLE

## ⌖ OBJECTIVE:
Work on a diagram aims to help learners analyze the reasons why some habitats are disappearing and people are migrating (voluntarily or forcibly). A Fishbone (Ishikawa) Diagram helps in focusing on the main causes, not the symptoms, of a problem.

## ⏱ TIME:
25 minutes

## ⚒ MATERIALS:
– Big sheets of paper and markers.
– Handout or part of the Overview to read beforehand [ ☞ LINK: overview].

## ▤ PREPARATION:
Participants should have a basic understanding of the concept of climate change, and how it affects people's lives and homes. Share part of the Overview or conduct this exercise as part of a longer learning process [ ☞ LINK: introduction].
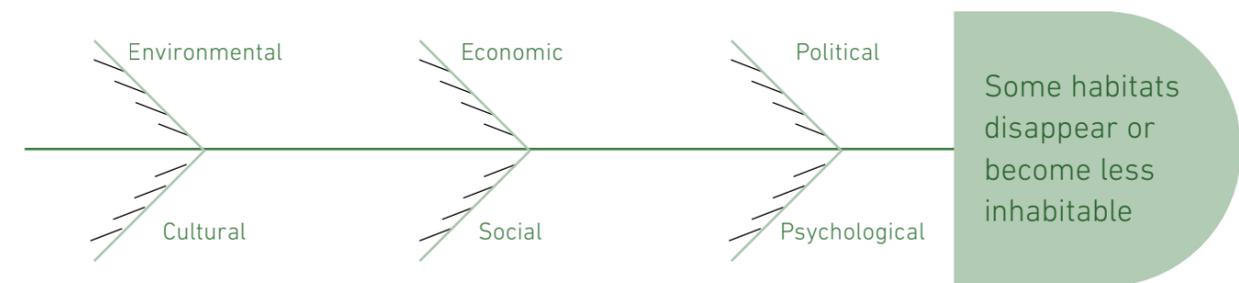
## ⊞ INSTRUCTIONS:
1 – Introduction – Depends on the group's level of knowledge – 5 mins
Ask what would make a place hard to live in, and what would make them leave their home.

2 – Fishbone Diagram – 15 mins (in pairs or small groups)
Ask learners to draw a Fishbone Diagram – as presented here, and fill in the causes in different categories:



Present the problem: Some places (habitats) disappear or become uninhabitable – ask learners to write in the "head" of the fish and continue with the main categories of causes – political, environmental (natural), economic, social, cultural and psychological. Ask them to find at least 4 specific causes in each category and write them on the side of the big bones, the smallest black ones.

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## ✎ EXERCISE 3: THOSE MOST AT RISK OF EXTREME WEATHER EVENTS

**⊙ OBJECTIVE:**
To present what disaster risk reduction and response is and how some communities must build their lives from ruin to recovery.

**🕐 TIME:**
30 minutes

**! INSTRUCTIONS:**
1. Brainstorming – 5 mins
Ask participants to give examples of countries that might be most affected by changing weather patterns and why. What are the factors in being most endangered?

2. Most affected countries – 15 mins
**Introduce** the ☞ Global Climate Risk Index as an ongoing assessment and analysis of the places most affected by the impacts of weather-related loss events (storms, flood, heat waves, etc.). According to the data gathered by the Index between 1998 and 2017, Puerto Rico, Honduras and Myanmar were the 3 countries most affected by extreme weather events in this period.

**Introduce**, how the ☞ Global South is affected by climate change and climate change consequences.
[ ☞ LINK: overview]

3. Divide participants into 3 groups, each preparing a short presentation on each country and its situation in terms of climate change, based on the information provided and online research:
On ☞ Myanmar and ☞ climate change consequences and ☞ housing solutions.

On Puerto Rico, ☞ climate change consequences and ☞ disaster response interventions.

On ☞ Honduras, climate change ☞ consequences affecting rural communities and ☞ response.

4. Presentation and discussion – 10 mins
Go back to the discussion from the beginning of the session: what are the common factors that make some countries more vulnerable to certain climate change consequences?

Every group presents for 3 minutes and explains to the others **how changing weather patterns affect the country of their brief analysis**.

## RESEARCH PROJECT: GLOBAL RESPONSIBILITY

### 🎯 OBJECTIVE:

To inspire more in-depth comparison of what countries and regions contribute to global warming and how the responsibility for climate action should be distributed.

### ✂️ MATERIALS:

- Computer with internet access – for research and preparing presentation.
- Poster-size paper and drawing tools (if presenting as a poster).

### 📖 INSTRUCTIONS:

1 – Watch the 👉 speech by Greta Thunberg on people's responsibility and 👉 how climate change affects the housing sector in areas endangered by climate-related natural disasters.

*Optional: If the group haven't done it before: Present how $CO_2$ emissions to the atmosphere are contributing to the enhanced Greenhouse Effect and how this leads to the increase in the Earth's average surface temperature, known as global warming (Based on the 👉 overview).*

2 – See what regions' and countries' contribution to $CO_2$ emissions look like, using interactive, multidimensional data sets and a user-friendly online 👉 data visualization tool.

E.g. see the 👉 "Bubbles" representation for all regions and analyze what kind of trends we can observe in the contribution of each country (*per capita*) to $CO_2$ emissions:

3 – Conceptualize the research – research question and outcomes (in pairs or individually).

Think of one of the following research questions and how you want to present the result of your analysis as a short paper or visual presentation (electronic presentation, poster):

How does your country contribute to GhG emissions compared to Global South countries?

How do European countries contribute to GhGs and how should this affect their responsibility in comparison to African or Asian regions?

4 – Discuss in pairs or do your own analysis of what the data you gathered can tell you about the matter. Write down the main arguments, find more evidence, and suggest some recommendations.

5 – Prepare a visual presentation using PowerPoint, 👉 Prezi or equivalent presentation software or poster. Present it to the audience (e.g. others participants, classmates or a public event).

## ⚙ ACTION PROJECT!: CLIMATE CHANGE AND MIGRATION – BE HEARD

**⊙ OBJECTIVE:**

To build on previous work with the topic of the consequences of climate change and migration; includes different ways of engaging.

**📋 PREPARATION:**

Share materials with participants to inspire the initial brainstorming, using:

• ☞ Overview
• Articles on the ☞ impact on the Global South and ☞ Natural Disaster Management
• Online visual data resource: ☞ GapMinder

**⚠ INSTRUCTIONS:**

1 – Research before the action

*Optional: If you think it is necessary, conduct an introductory talk on climate change and migration, including definitions explaining both.*

What is the response to Climate Change and Migration in your country and/or town? Investigate the reactions and policies of your country or your local government.

Split into 2 or 4 groups to investigate the two issues (2 groups), and at the two different levels (4 groups):

1.1 – How is your country responding to climate change?

1.2 – How is your local council responding to climate change?

2.1 – What are the policies of your country in terms of migration?

2.2 – What are the policies of your local council in terms of migration?

2 – Report back and discussion

Each group presents what else can be done, in a plenary; each group shares their opinion based on their brief research.

*Optional: Present some inspirations below or find local initiatives:*

• Actions for climate, UNDP: ☞ here
• Campaigning in the European Union – ☞ here
• Online Petition – ☞ here
• Global grassroots movement like Climate Justice Alliance – ☞ here

3 – Crafting the demands

After discussion, divide the participants into two teams – one working on Migration and the other on Climate Change.

Ask each group to think of demands that could be made to the local/regional government and the national government. Pick the governmental institution, department, political representative or executive (e.g. Parliamentarians or Ministry) that should receive your letter or petition (find out if you have a tool for petitioning as civil society and, if applicable, use it).

Draft a letter and/or petition, and list those who should receive it.

Each group is responsible for sending the letter to the political or governmental representative of their choice – divide the responsibilities among all participants – to practice contacting political representatives via letter/email.

# 6.1 LAND RIGHTS: OVERVIEW 👁

**Land is a basic resource that is fundamental to human habitats and livelihoods. Consequently, land rights, so rights (i.e. rights to use, control and transfer a parcel of land) are crucial for shelter and housing, food security, poverty reduction and human development. Land also carries a cultural and identity-related meaning. For these reasons land rights can be analyzed from the perspective of human rights. Securing these rights is particularly important in helping to reverse three types of phenomenon: gender discrimination; social exclusion of vulnerable groups (including indigenous people, landless peasants, slum dwellers, minorities); and wider social and economic inequalities.**

## LAND AS A BASIC RESOURCE

The amount of land on Earth is limited and does not increase. There are some exceptions to this rule, e.g. artificial islands constructed in the Netherlands, Japan, China or the United Arab Emirates, as well as famous airports, e.g. in Hong Kong, Shanghai or the Maldives. However, except for these extraordinary investments, land remains a basic limited-quantity resource that serves multiple functions and is desired by many users.

**Land is a basis for shelter and a decent home in both urban and rural areas, which makes it fundamental to human life and human dignity**. At the same time, land provides the ability to satisfy one of the basic

human needs – food. Finally, land is necessary for other economic purposes and allows natural resources to be used. Therefore, land can be defined as one of the basic resources.

Throughout the world, access to land is defined differently. It depends on culture and traditions, gender roles, the ethnic structure of a society, land-use patterns, level of urbanization, economic performance, strength of institutions, political system, and – *last but not least* – legal framework. Consequently, access to land is usually based on traditional communal rights and customs or on the modern idea of individual, private ownership. However, it is limited by a number of consequences of the aspects of social life listed above. These limitations are especially severe in the context of vulnerable, disfavored or marginalized social groups (e.g. women, indigenous people, minorities). Land rights also continue to be a subject of profound and dramatic changes (e.g. land reforms, rapid urbanization), as well as ongoing negotiations and evolution (e.g. changing gender roles in the context of tenure and inheritance laws).

Land, therefore, is a realm of habitats, but it is also a sphere of production and extraction, exploitation, competition, speculation, and capital accumulation. In a nutshell: **land is vital and land is political**. There are different social groups and other actors, as well as processes and dimensions, for which land is a subject of constant changes, negotiations or simply struggle.

**GROUPS of special interest:** landless peasants, slum dwellers, people living in poverty, women, indigenous people, minorities, migrants and refugees

**Actors:** individuals, communities, local and regional authorities (traditional and modern) government, international institutions, NGOs, YNCs, investors and speculators

**LAND**

**Dimensions:** shelter and housing provision, location of human settlements, agriculture and food production, location of natural resources, extraction and manufacturing, investments and speculation

**Processes:** population growth, rising demand for food, climate change, soil degradation and desertification, push for biofuels, urbanization, economic growth and human development
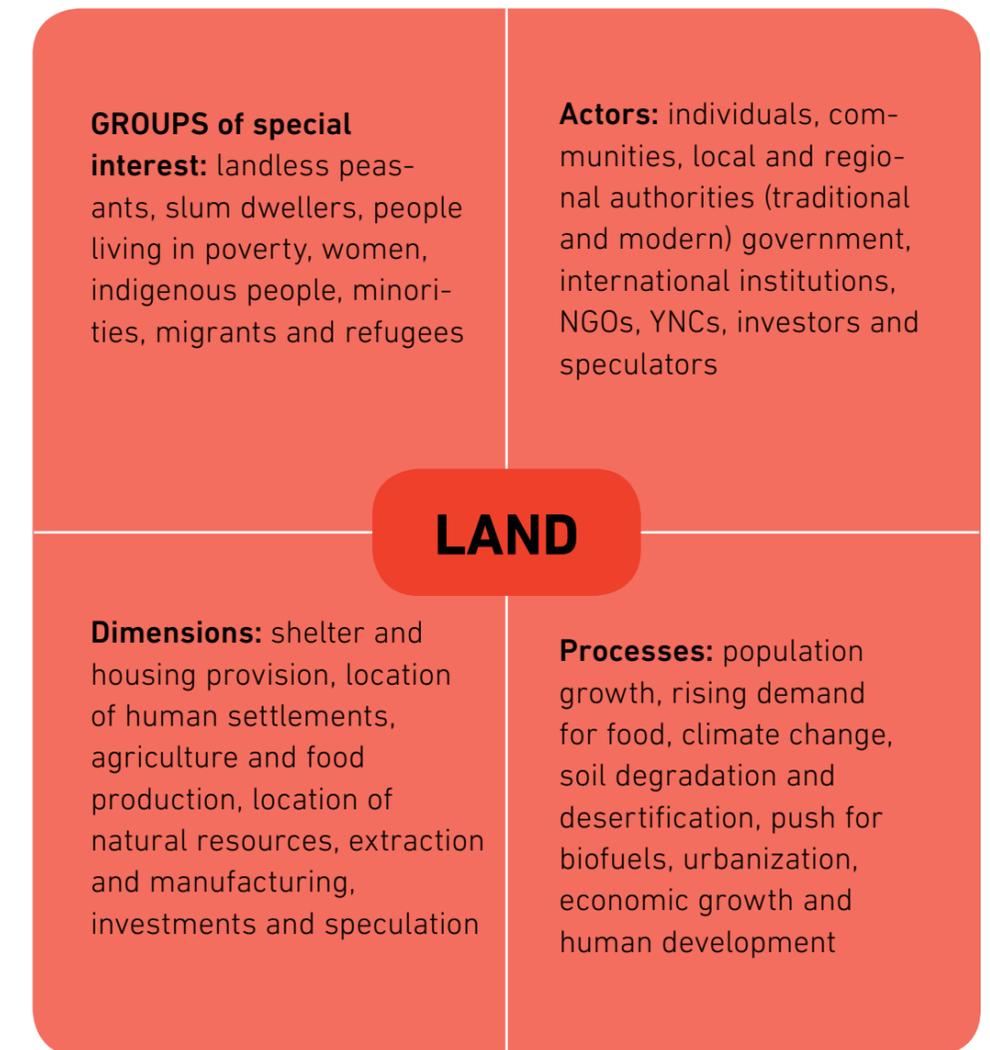
Figure 23. Land matrix. Source: own work

As shown in Figure 23, land issues form a multidimensional matrix in which different groups, actors, dimensions and processes meet. Clearly the ongoing population growth combined with rising demand for food put additional pressure on land – more territory is needed to host more people, and more arable land and grazing grounds are also needed to ensure food security. This is especially significant in areas of rapid population growth and high population density (e.g. certain countries in Sub-Saharan Africa like Nigeria or Ethiopia, and in South Asia – India and Bangladesh).

Also, as shown in previous chapters (☞ Sustainable Development, ☞ Sustainable Urban Development, ☞ Urbanization and Slum Upgrading), the world has been experiencing economic growth and rapid urbanization especially in low- and middle-income countries. This brings at least three different consequences related to land.

Firstly, economic growth is often combined with extraction of natural resources (different forms of mining), **manufacturing** or **development mega-projects** (dams and power plants, transportation infrastructure such as roads, airports or sea ports, etc.). In all of these cases additional demand for land is created especially in areas that are rich in resources or easily accessible (e.g. coastal zones, lowlands, river valleys). Consequently, forced resettlements might take place. Moreover, these areas become less usable for food production, which is a serious challenge, as explained above.

Secondly, as urbanization progresses, more people come to live in cities, which means not only more demand on housing in urban areas, **greater population density**, and the potential

2. Movement of people away from the city center and central districts to the edge of the city. It results in the creation of suburbs – outer (peripheral), usually socially homogeneous, residential districts constituting a continuous built-up area and leading to spatial expansion of the city.
3. Movement of people away from urban areas to the countryside, commuter villages or small towns. This results in growth of metropolitan regions with fragmented built-up areas.
4. Source: UN, *Sustainable Development Goals Knowledge Platform*, ☞ *SDG*
5. Source: UN, *Sustainable Development Goals Knowledge Platform*, ☞ SDG 2
6. Source: UN, *Sustainable Development Goals Knowledge Platform*, ☞ SDG 5
7. Source: Gilbert, Jérémie. 2013. "Land Rights as Human Rights: The Case for a Specific Right to Land". International *Journal on Human Rights. Vol. 10, no. 18*

**creation of slums**, but also more pressure on the land directly around cities.

Finally, along with economic growth and urbanization there are **land-use changes** combined with **increased land prices**. There is more competition for empty and inhabited plots, which leads to higher real-estate prices, more new private investments, increased speculation, and in extreme cases, forced removal of the poor (e.g. slum clearance). The emerging middle class also expects more infrastructure development by municipal authorities. Both vacant land and poor residential areas, depending on their location, may need to give way to new roads or public investments. Also, in many cases, the beneficiaries of economic growth pursue the *American Dream*, meaning owning a car. Consequently, urban areas spread into the surrounding countryside (suburbanization[2] and counterurbanization[3]) creating extra demand for land, as well as limiting the amount of arable land.

On the other hand, in rural areas there is also population growth and growing demand for arable land. At the same time, TNCs (Transnational Corporations) and foreign investors expand their activities by **buying and leasing land** in order to introduce **large-scale agriculture** including **biofuel production**. These, in turn, push people out of the countryside, leading to further rural-to-urban migration and, consequently, further pressure on access to urban land and housing. Additionally, the processes of **climate change**, which are examined in detail in this chapter [☞ LINK: overview], limit habitable and arable land, making it even more precious.

• The above list goes to show how complicated, complex and interdependent land-related challenges are. Clearly, in the context of all of these processes, access to land and the right to use it is becoming central to sustainable development, and to Agenda 2030 specifically. **Even though land-related issues have not been identified as a separate SDG, they are present throughout the development agenda**.

Land-related targets and indicators can be found under SDGs 1 (*No poverty*), 2 (*Zero hunger*), 5 (*Gender equality*), 11 (*Sustainable cities and communities*) and 15 (*Life on land*). Crucial examples include:
• Target 1.4: *By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services,* **ownership and control over land** *and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.*[4]
• Target 2.3: *By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through* **secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.**[5]
• Target 5.A: *Undertake reforms to give women equal rights to economic resources, as well as* **access to ownership and control over land** *and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.*[6]

Equal access to land across genders, ethnicities, and wealth groups, ability to use land for settlement and economic activities, and environmental quality of land (as an ecosystem) are key strains in the SDGs. Therefore, **land in the Agenda 2030 is a cross-cutting (horizontal) issue and one of the dimensions critical for achieving the development goals**.

## THE GLOBAL CHALLENGE OF LAND RIGHTS

Land rights are the rights to use, control, and transfer a parcel of land. They include rights to: occupy, enjoy and use land and resources; restrict or exclude others from land; transfer, sell, purchase, grant or loan; inherit and bequeath; develop or improve; rent or sublet; and benefit from improved land values or rental income.[7] These rights can be associated with individuals, but also with a community, and can be executed

partially and in various forms. Within this context one of the central issues is tenure rights. They can be defined as:

> the relationship, whether legally or customarily defined, among individuals, groups of individuals or peoples with respect to land [...]. In simple terms, land tenure systems determine who can use what resources for how long, and under what conditions.[8]

**In many countries, tenure rights (as well as inheritance rights) are often made up of multiple layers of rules, laws, customs, traditions, beliefs, perceptions and regulations**. Therefore, these rights are often based on hierarchical systems where the poorest, least educated and weakest do not hold security of land tenure. Controlling the rights to land has historically been an instrument of oppression, exploitation, and colonization. One example is the Republic of South Africa, where land rights were one of the central pieces of the system of apartheid. **Access to land still works as a significant vehicle for different forms of social and economic exclusion**. This can especially be seen in the case of women (e.g. in Saudi Arabia or Mali), indigenous people (e.g. in Brazil, Kenya or Tanzania), landless peasants (e.g. in Brazil) and poor urban dwellers (in the slums of low-income countries).

In many countries legal systems securing private property and ownership of land were introduced in the context of severe pre-existing injustice related to either a feudal past or colonial oppression. Consequently, some land laws actually protected the historically rooted disparities, since only the wealthy and powerful landlords had official land titles.[9] In many countries this led to land reforms – the division of agricultural land and its reallocation to landless people – that were and still are supposed

to *correct historic injustices and to distribute land more equitably*.[10] These issues continue to be socially and politically significant, especially in Latin America, where multiple social movements of landless peasants emerged. One of the most recognizable example is the Landless Workers' Movement (Portuguese: *Movimento dos Trabalhadores Sem Terra*, MST) established in 1984 in Brazil.

Moreover, modern legal systems, once introduced, coexist with customs, traditions and religious systems (as is the case in, for example, more traditional Muslim countries). Consequently, on the level of a community, household and in the private sphere in general, some discriminatory rules and practices still exist, regardless of the official law. In many cases these undermine equitable access to land for women and girls (inheritance rights and laws do apply to children, though they come into effect when the children reach legal age).

At the same time, statutory law may entirely fail to recognize tenure rights exercised as customary or subsidiary tenure (e.g. in the case of indigenous peoples, or seasonal use of land by nomadic communities). Consequently, some of the social groups whose livelihood directly depends on access to land might be legally excluded from the tenure rights system.

Finally, in the case of rural-to-urban migration the phenomenon of informal settlements is ongoing. Urban newcomers often become slum dwellers, who face significant obstacles to owning or obtaining the rights to land. These obstacles are economic (not enough financial resources), or related to the existing law, urban planning, and land-use patterns. According to Cities Alliance, the UN-led global network of governments, associations of local authorities, multilateral institutions, NGOs, universities, and private sector representatives:[11]

*Land markets in urban areas are frequently dysfunctional, and inappropriate standards or regulations make it nearly impossible for local authorities to find enough well-located, serviceable and affordable land for the residents of overcrowded slum settlements.*

Consequently, according to the World Bank **only 30% of the world's population has a legally registered title to their land.**[12] Moreover, UN Habitat estimates that **hundreds of millions of urban poor, as well as 200 million living in rural areas, are entirely landless**[13] according to both legal and customary frameworks.

## LAND RIGHTS UNDERSTOOD AS HUMAN RIGHTS

Our understanding of land should also not be limited to it being just another commodity that can simply be owned (along with other elements of the ecosystem like flora, fauna and natural resources). Legally, land rights are usually categorized under property laws, tenure agreements, planning regulations, and land management, **but they are not recognized as a human right**. This is the case in most national legal systems, as well as in international law.

In recent years, however, land rights are increasingly being defined in a more complex and sophisticated way. The Office of the High Commissioner for Human Rights of the United Nations (OHCHR) aims to promote understanding of land issues from a different perspective:[14]

*Land is not a mere commodity, but an essential element for the realization of many human rights.*

**In this understanding, land rights are a key human rights issue**.[15] As explained above, they constitute the basis for access to food, housing and development, and without access to land many people find themselves in a situation of great economical insecurity. Additionally, the UN Declaration on the Right to Development literally states:[16]

8. Source: ☞ FAO
9. Source: Gilbert, Jérémie. 2013. "Land Rights as Human Rights: The Case for a Specific Right to Land". *International Journal on Human Rights*. Vol. 10, no. 18
10. Source: ☞ FAO
11. Source: ☞ Cities Alliance
12. Source: The World Bank, 2017, ☞ *Why Secure Land Rights Matter*
13. Source: UN Habitat, 2008, ☞ *Secure Land Rights for All*
14. Source: OHCHR, 2015, ☞ Land and Human Rights, Standards and Application
15. This approach is being adopted now by multiple international organizations, such as other UN agencies (e.g. UN Habitat) and the World Bank.
16. Source: UN, 1986, ☞ Declaration on the Right to Development

*The human right to development also implies the full realization of the right of peoples to […]* full sovereignty over **all their natural wealth and resources**.

Whereas the right to food, housing and development are being recognized as fundamental and human rights, the means to secure these needs – land rights – are not. Moreover, in many communities access to land also plays a crucial symbolic role and has a deeper meaning stretching beyond economic activities. Land represents not only a very valuable economic asset, but also a source of identity and culture.

It is especially significant for indigenous peoples. Different communities have argued that their culture is deeply rooted in a relationship with the land. They have stressed that the places they occupy are the source not only of their economic livelihood but also of their spiritual, cultural and social identity. Therefore, in the relationship between land and indigenous people, what is at stake is not only economic resources and opportunities (including water and food provision) but their very existence.[17] This is especially important when indigenous communities traditionally live in areas that happen to be rich in resources, e.g. in Botswana (diamonds), in Brazil (rainforest resources), Democratic Republic of Congo (cobalt), but also in the United States (shale gas) and Canada (oil).

Finally, land rights are essential in addressing pre-conflict, conflict and post-conflict situations. They are crucial in conflicts (or potential conflict) over land and its resources (e.g. South Sudan[18]); political control over certain territory (e.g. Syria[19]), and occupation (e.g. Palestine[20]). They are also vital in addressing post-conflict situations and resolving consequences of ⚑ **land-grabbing** and the returning of forcibly displaced persons. In the case of the Occupied Palestinian Territories and Israel, limiting access to land and expropriation of land translate into oppression and direct violations of human rights.[21]

A human-rights-based approach to land rights is therefore essential in addressing three major phenomena: social exclusion of vulnerable groups; wider social and economic inequalities; and gender discrimination.

## LAND RIGHTS AS A GENDER ISSUE

As mentioned in the subchapter **The global challenge of land rights, the gender dimension of land rights is one of the most profound. Therefore, land rights have been recognized as one of the keys for achieving gender equality.**[22] As shown in the Gender Equality Overview [ ☞ LINK: overview] women's tenure rights are often dependent on their relationship with men (including marital status). In high-, middle-, and low-income countries alike, the legal security of tenure for women is often dependent on the men they are associated with.[23]

This has serious consequences for women themselves, but also for the society as a whole. Women's legal title to real estate usually means a more secure future for their children. Additionally, in the countryside, feminine ownership of land translates into higher food security and productivity. **There is a direct relationship between women's right to land, economic empowerment, food security and poverty reduction**.

According to the Food and Agricultural Organization (FAO) of the United Nations, regardless of the type of indicator used (ownership, decision-making, management, economic rights and benefits), women are significantly disadvantaged relative to men with regard to their land rights. USAID Land and Urban Office estimates that:
- in Sub-Saharan Africa, women comprise 48.7% of agricultural labor, but only 15% of agricultural land holders;
- in Asia (excluding Japan), the equivalent numbers are 42% and 11%;
- in Latin America they are 20% and 18%;
- in the Middle East and North Africa, 40% and 5%.

Globally, fewer than 15% of all landholders are women. According to FAO data, in the case of agricultural land, these disparities can be observed across the world, including in high-income countries.

Women's access to land is affected by many factors, such as the formal legal system, custom, religion, status within the domestic unit, economy and education. This can be observed in rural areas, but also in urban areas. However, urban women tend on average to be more educated and more independent, and hence the share of real estate owned by women is more likely to be higher in cities than in the countryside. Nevertheless, it is significantly lower than for men. World Bank findings show that secure tenure rights for women in cities increase their engagement in economic (including informal economy) and business activities and is a means of alleviating poverty.

Women play a critical role in supporting their households and communities in achieving food security and overall well-being. **Therefore, women's ownership of land and real estate can potentially be transformative – it is crucial for women's empowerment, but also for building secure and resilient communities**.

## LAND-GRABBING

Besides lack of adequate tenure rights, which is rooted in history and socio-economics, as well as in cultural disparities, there is one more contemporary issue that deepens the challenge of

17. Source: Gilbert, Jérémie. 2013. "Land Rights as Human Rights: The Case for a Specific Right to Land". *International Journal on Human Rights*. Vol. 10, no. 18
18. Attempts at land reform and competition for resources were some of the conditions of civil conflict in South Sudan. For more details go to: ☞ here
19. The civil war in Syria started in 2011 and led to a deadly struggle between multiple actors to gain control over the territory of the country. The main sides were government-led Syrian Armed Forces, Hezbollah, the Free Syrian Army, the Al-Nusra Front, and Islamic State of Iraq and the Levant.
20. Israeli laws and military orders were used to gradually expand this state and seize Palestinian land. For more details go to: ☞ here.
21. Source: Gilbert, Jérémie. 2013. "Land Rights as Human Rights: The Case for a Specific Right to Land". *International Journal on Human Rights*. Vol. 10, no. 18
22. For example, one of the targets of SDG 5 (Gender Equality) is the following: *Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws*.
23. Source: UN, 2003, *Special Rapporteur on adequate housing. Study on women and adequate housing.*

securing land rights and access to land. In a number of low-income countries, especially in Sub-Saharan Africa, land-grabbing has been on the rise since the year 2000. This term is used to describe controversial large-scale land acquisition by a foreign investor or by a party from outside the local community. Worldwide, the majority of investors involved in land-grabbing come from three groups: large emerging countries (Brazil, China, India, Malaysia, Republic of South Africa and Republic of Korea); states rich in fossil fuels in the Persian Gulf; and countries in the *Global North* (the USA, and European countries). However, smaller purchases also happen due to the rising economic power of local financial elites. Land deals focus on two major types of land – croplands and forests – and since 2000 have covered more than 50 million hectares.

The process of land-grabbing is usually targeted at countries that are low-income or middle-income, with weak land institutions and insufficient tenure security (e.g. Democratic Republic of Congo, Ethiopia, Ghana, Nigeria, South Sudan, Madagascar and Mozambique, but also Brazil, Philippines and Indonesia). Globally, the acquired land is mostly used for: non-food crops, including biofuels (49%); food production (food crops – 34%); mineral extraction; tourism; and land speculation.

The investors are competing with local farming communities for land. Such competition threatens not only local food producers, but also local consumers, since most of the land deals take place where there is a relatively high population density and strong demand for food. According to *The Guardian*, up to 550 million people could have been fed, if the land taken by foreign investors had been used for food production. It also needs to be underlined that these deals often violate the land rights of local communities, especially of indigenous groups, whose rights in many cases are of a customary nature, not legal.

Land is a basis for human development, starting from key issues like access to water and food, and establishing shelter. There are multiple inequalities in land rights, especially among weak and vulnerable social groups.

## SUMMARY, LINKS

**SUMMARY:**
- Land is a basic resource that is fundamental for human habitats and livelihoods, and also carries a deep cultural meaning, especially for indigenous peoples.
- Securing land rights is crucial for shelter and housing, food security, poverty reduction and human development.
- Changes in defining land rights in the 21st century are related with a human-rights-based approach and with recognizing the crucial role of land rights in realizing basic human rights.
- It is essential to introduce and implement secure and more equitable land rights for less powerful and more vulnerable social groups: women, the poor, landless peasants, slum dwellers, indigenous communities and minorities.

**LINKS**
- ☞ UN Land and Human Rights
- ☞ UN Habitat Land rights
- ☞ UNDP The Right to Land
- ☞ Land Grabbing in Africa, the new colonialism
- Ugandan farmers take on palm oil giants over land grab claims by *The Guardian:* ☞ HERE

# 6.2 LAND RIGHTS: PRACTICAL PART ✎

## LESSON PLAN 1: INVESTIGATION INTO LAND-RELATED ISSUES IN KENYA ("MANTLE OF THE EXPERT")

### 👁 OVERVIEW:
The lesson aims to introduce participants into a fictional story, using a drama technique called "Mantle of the expert", where they are experts in a chosen field. The story focuses on land-related issues in Kenya and it allows in-depth investigation into the issue of land rights in the postcolonial context. The scenario outlines the fictional context and the starting point for the participants, which is presented by the facilitator to support the participants' further investigation. It is an exciting approach that allows for discovery, for practicing such skills as writing, reading, research, collaborating and problem solving, and for learning about the topic of land rights and housing.

### ⚐ OBJECTIVES:
1. To discover and experiment with decision making and taking on responsibilities as experts in a challenging situation, in a safe space created by the introduced fictional context and drama method rules.
2. To explore land-related issues in the postcolonial context, based on the presented case from Kenya.
3. To practice the skills of critical thinking, research, inquiry and independent analysis.

### 🕐 TIME:
90–120 minutes

### ✎ MATERIALS:
- A fictional context, which is introduced to participants as a **letter**, **or email or delivered personally** by the client representative (facilitator/teacher) – [ ☞ Appendix 1].
- Access to different drawing materials and tools; computer with internet access, and some applications needed for report writing, drawing, sending emails.
- Maps of Africa, Western Africa Region and Kenya – try to find maps from different periods (colonial time and after gaining independence in 1963).
- Some materials printed as inspiration [ ☞ Appendix 2].

### 📄 PREPARATION:
To work with a complex drama technique:
"Mantle of the expert" is a drama technique that involves the creation of a fictional world (inspired by true stories) where participants take on roles of experts in a designated field. This allows them to increase their engagement and confidence. It is one way of using drama for teaching. Drama as an approach in teaching allows participants to use their imagination to explore complex problems based on real life events, and their own creativity using the medium of unscripted drama. It allows the triggering of critical thinking, creativity and discovery among students.

The lesson plan provides step-by-step guidance on how to implement the technique. Still, along with the drama approach, it is not fully scripted. It requires some level of understanding of how to facilitate a group during drama, including allowing participants to find out different connections, conclusions and tasks on their own, without direct guidance from the teacher.

Learn more about this educational approach – ☞ Mantle of the expert – originating from the work of ☞ Dorothy Heathcote. It is recommended that beginners in this technique watch a webinar by a practitioner ☞ here and/or read more about the method, e.g. ☞ here.

📋 *Optional: For beginners in drama methodology, it is recommended to familiarize yourself with this approach by conducting lesson plan 1: ☞ Lesson Plan 1: How is it to be …?, which introduces individual basic drama techniques.*

Prepare all potentially needed materials to be ready for sending easily as links to the participants or as printouts. This should not require of participants any knowledge they might not have, but they should act and think like scientists – doing research, debating, writing up their thoughts and discussing with others, as well as finding information.

*Note: The outcome of the session (produced by the participants) could be an outline or preliminary report with a plan what should be investigated and preliminary observations, as well as a final report with some conclusions and recommendations – depending on how advanced the group is.*

*The aim is to pursue inquiry and maintain keep good research quality rather than pretending to know and filling in made-up facts or information.*

### 🗨 INSTRUCTIONS:
1. Welcoming and setting the rules – 10–15 mins
**Explain** that today all participants are part of a fictional team of experts commissioned to prepare **an expert opinion on land-related issues in Kenya**. It will happen according to the method called "Mantle of the expert" where all participants are part of the same fictional story.

**The team of experts (all participants)** needs to work together collaboratively to figure out different aspects of the story, and elements that need more research or reading. The team needs to collect information, to prepare new materials, notes and even maps or plans, and to write down all discussions and research results that need to be reported back to the client via email/letter/face-to-face meeting with its representative (the teacher/facilitator).

**Participants are allowed to step out of the fiction** to make sure they understand the terms, words, situation, and, if they need assistance from the teacher, he/she steps out and then re-starts the plot again. If someone needs help with vocabulary, or understanding the task, a teacher (facilitator) can help, not necessarily by providing an answer, but maybe by suggesting the way to find out, or another solution.

**Not all the required information is provided**, as the participants are experts, and experts usually do research, collect data, record, observe events, ask questions, discuss, and plan ahead for the next steps. Each person has his/her responsibility and does his/her best to fulfill their role, by acting as an expert.

*Note: Works like storytelling: based on some information, participants create a story by acting it out.*

After providing a basic explanation and instruction, **set some Ground Rules together** [ ☞ LINK: Appendix 1].

*Note: Make sure participants are aware that they are involved in a fiction, and that it is allowed to stop and restart the plot. In the fictional context, a facilitator/teacher is not the leader of the expert team but a client representative, who receives and evaluates the investigation results.*

*There are several links, materials and aspects that may be handy in developing the story if the topic is too abstract. Still, it is advised to leave space for participants to use their imaginations, guess, discuss and propose logical solutions, as this helps them feel better in the role of expert, and builds their confidence.*

2. Team work: mantle of the expert – 45–60 mins
**Start** and **Introduce** yourself as a representative of **the client** – an organization called "Land and Houses" that works in Kenya with some communities whose land rights are being denied.

The first assignment for all participants:

To choose the discipline they want to represent, present a few examples, but still participants can be an expert in any chosen discipline that might be useful, according to their preference: e.g. geography, law, history, social science, ethnography.

*Optional (for bigger groups): you may suggest creating sub-teams of experts in the same discipline.*

Present the **Commission (☞ Appendix 1)** – or distribute it via email or printed letter.

In short, the participants need to prepare the expert opinion/report on land rights in Kenya and answer a question – why are there problems with land rights, as in the situation of Zawadi Khalwale and her siblings (mentioned in the Commission) whose land tenure is vulnerable.

**Start the assignment**, allowing participants to decide how they want to work on it, and who is taking which responsibility. Allow for some brainstorming and independent work.

**During the session**, based on observation of the workflow, **you can intervene with new requests from the client** (via email or through the representative, ask for a progress report, or add new facts or an aspect that has not yet been covered). You can also introduce yourself as an expert in one of the topics whom they should contact and interview for this report. While in the fiction, you should not act as a teacher but as part of the fiction (created together with participants), unless it is paused to answer some questions from the group.

During the session, keep in mind different options the commissioned team to interact with the client. Also, announce a deadline by which the client needs to receive a write-up of the report (it could be a draft report or final report with some conclusions).

**To introduce some tension**, help to develop the story and mobilize the participants, you may add some new information/requests, such as:
– "Some people claim ownership of Zawadi's land and want to take it back. They are gathering in front of the house."
– "The client, wants you to explain the historical context of land rights in Kenya and how this affects the legal system or issues of land registration."
– "The local government met with the parties and has started a negotiation."
– "The client wants you to investigate additional information on land rights in Kenya." Use the links in ☞ Appendix 2.
– "The client reminds you about the deadline, and the need for a preliminary report."
*Note: Request that the expert opinion contains a record of references, and write-ups – in order to know where the participants took their information from, and to avoid them just using stereotypes and prejudices.*

3. Research results (deadline) – 15 mins
After receiving the report (or other outcome – could be as notes or a presentation), the client representative needs to give some sort of feedback, e.g. participants watch the facilitator while he/she reads the report and shares comments about the quality (elaborates on good points as well as gaps and potential for further work).

You may ask for a presentation of the report and to discuss the results in some sort of roundtable meeting. The participants need to feel that their work is being treated seriously and is acknowledged. If there are some important aspects missing, you may ask for them to be added.

*Optional: If you are planning to continue the work started with this session and with this method, you may pose some questions for further research.*

After presentation, you may open the floor to discussion between the experts on the most important aspects of land-related conflicts and issues.

4. Debriefing and reflection – 20–30 mins
Ask everyone to share:
• How did you feel as an expert? What was challenging or new?
How did you work? What was the process? Did you use knowledge you already have or did you prefer to discover new facts?

Remember that it is not the final product that is most important, but the team work and discovering or practicing the skills of critical thinking, inquiry and analysis.

**SUGGESTIONS FOR FOLLOW-UP:**
• Depending on the level of understanding of the issue that the participants reach, you may suggest a continuation, and repeat the session, with participants picking up from where they left off, after having done some more research.

**APPENDICES:**
• **Appendix 1:** Fictional context – starting point for Mantle of the Expert
• **Appendix 2:** Supporting materials for the teacher

**The client:** Land and Houses (referred to as "the organization"), an international organization working on land rights in Kenya and elsewhere.

**The task:** Land and Houses is looking for a team of experts who are able to investigate and propose how to proceed in the case of real-life conflicts arising from the lack of ⚑ **land tenure security**, especially in the case of vulnerable groups in Kenya.

**The recent and ongoing case of Zawadi Khalwale** from Laikipia County (Kenya), who received support from the organization in the form of the title to a plot of land for her and her younger siblings, who had been made homeless after the death of their parents. The representative of the organization in the field say that the plot of the land was registered under the name of a person who was moved by the situation of Zawadi Khwale and her siblings, and who had therefore decided to donate the land to her. At that point, nobody else had had a claim to it. As soon as a group of volunteers from the organization started bringing materials to build the house, some other person made a claim for the same plot of land, presenting old registration papers. There had been many changes in the registry in the colonial past, as well as different political turbulences, so this kind of situation can happen, and is usually mediated.

The organization wants to find a solution, and requests some guidelines. The organization decided to ask for your expert opinion to evaluate the situation, and to suggest how it might be solved and how to avoid it in the future. The client doesn't want to escalate the situation, as there is already a lot of tension.

**A team needs to** present an expertise opinion and options to prevent similar cases. There is an opportunity to start mediation with the support of local county officials (who are responsible for the registry of land in their territory). Also, some long-term solutions are needed for how we can advocate for some institutional changes.

The team of experts from different fields should provide a broader perspective for further decision-making, based on their expertise and their research into the roots of the problem, geography and land tenure patterns, social relations and inequalities in land access.

**The report deadline and its exact scope** should be decided between the team and client representatives.

# 📎 APPENDIX 2: SUPPORTING MATERIALS FOR THE TEACHER

The teacher/facilitator can introduce new aspects, facts or analysis based on the materials below as an addition to the team, and can guide, shape or direct gently, but not taking the lead away from the participants.

The opinion on **the historical background** of land-related conflicts in Kenya: 👉 LINK.

Country Facts on Kenya: 👉 here.

Habitat for Humanity Kenya: 👉 here

Focus on land in Kenya: 👉 here

A report from UNHabitat, including the case of Kenya, available 👉 here and 👉 here.

Land portal - Kenya 👉 here

GROOTS - a national movement of grassroots women-led community-based groups and Self Help Groups in Kenya. 👉 here

IDLO - an intergovernmental organization devoted to promoting the rule of law 👉 here

The Kenya Land Alliance 👉 here

Article: The Community Land Act in Kenya Opportunities and Challenges for Communities 👉 here

## LESSON PLAN 2: WHO DOES THE LAND BELONG TO?

### 👁 OVERVIEW:

This lesson plan allows participants to identify the importance of land and rights to land. Through simulation and a real-life story participants will have the opportunity to reflect on the topic and to gain knowledge.

### ⊕ OBJECTIVES:

1. To learn about the role of land in human life and the importance of land rights.
2. To reflect on other people's situations by playing different actors in matters of land rights.
3. To discuss the engagement of different people and institutions in the process of providing a legal framework that would secure equal access to land and tenure rights for the most vulnerable groups.

### 🕐 TIME:

90 minutes

### ✂ MATERIALS:

• Printed handouts.
• Small ball.
• Writing materials (paper, pencils, pens).

### 📋 PREPARATION:

• Arrange the space for the simulation.
• Print out the materials for the class.
• Learn more about the work of NGOs specializing in upgrading housing, infrastructure, and claiming rights to manage and conserve the natural resources of local communities. This will help you support participants in the role of non-governmental organizations.

For example: *The Community Empowerment and Development Team (CEDT)*. More examples in ☞ Suggestions for follow-up. The organization's mission is to empower local communities and make them the center of all decision-making. Areas in which support is given: providing knowledge and skills; pro-poor technical training and advice on Low-Cost Housing and Infrastructure; strengthening relationships with local authorities; assistance in long-term development and sustainability of communities, participation in Local Governance and Commune Planning, and Collaborative Management of Natural Resources; Technical Advice on Housing Solution Options (re-blocking, readjustment, land sharing and relocation) and Tenure Security. More information: ☞ LINK.

### ⚠ INSTRUCTIONS:

1. Opening activity: What is the topic of today's lesson? – 10 mins
Print or screen Appendix 1 and show the figure to the whole class [☞ LINK: overview]. Ask students to read the information and guess what should be in the middle of it. Let the class guess until they get the right answer.

Tell the class that today's topic is Land and Land Rights. Ask students to explain how they understand *Land rights*, and let participants share their knowledge/opinion.

2. Simulation: "Who does the land belong to?" – 40 mins
Explain to the class that they will take a part in a simulation of a fictional situation, but similar cases and problems happen in real life quite often.

The class will simulate a meeting in the office of a local authority: the meeting was arranged by a non-governmental organization that supports the local community. For two months, residents of the village have been invaded by an investor who wants to buy the land.

Create 4 groups (you can divide participants as suggested or adjust the size of groups to your class):
• Local authority (max. 3 people)
• Local community (10 or more people)
• Non-governmental organization (6 or more people)
• Agricultural investor (max. 3 people)
Ask each group to read the roles and prepare for the meeting. Ask participants to get into their roles: a description of their character will be given, as well as their goal [☞ Appendix 2].

Encourage students to arrange the class and create some props and additional materials supporting their characters.

Give the class 15 minutes to prepare, then ask the class to start meeting according to the description (meeting is led by the local authority). Give the class freedom to act as they planned, but be sure the meeting finishes with the "local authority" decision. (There is no good or bad decision in a simulation.)

Making the decision finishes the exercise. Ask participants to sit in a circle and invite them to discuss: tell the class that now they have finished the simulation, and the whole class comes back to reality. Ask participants:
• How they felt in the simulation and as their character?
• Whether they are satisfied with the final decision.
• What was the role of land and access to land?

3. Real-life example – 15 mins

Present the real-life example of land issues: ☞ Appendix 3. Let one person read the story. Then stick the story on the board and around the story write 4 points:

1. Who took part in the story?
2. What was the issue?
3. What kind of solutions were presented in the story?
4. What did the land and land rights mean to the main person in the story?

Write down the answers to the questions. End the exercise with the information (or similar):

"Land rights are a key human rights issue […] [t]hey constitute the basis for access to food, housing and development, and without access to land many peoples find themselves in a situation of great economic insecurity." [☞ LINK: overview]

4. Debriefing and reflection – 10 mins

Ask the class:

• Did something surprise you during the lesson?
• Did you learn something new or did you use your own knowledge?
• What information or thought could you take from this class?

Call on students by throwing a ball to one and asking that student the first question. Then that student throws the ball to another participant, who answers the same question (situation repeats 3–4 times). When you want to ask another question, the ball comes back to you. Repeat the process until all questions are answered.

☞ **SUGGESTIONS FOR FOLLOW-UP:**

• Get to know the issue of land-grabbing better. Read articles:
  • ☞ New York Times
  • ☞ Friends of the Earth Europe
  • ☞ The GRAIN Organization
• Get to know the organizations and movements protecting and claiming land rights:
  • ☞ Asian NGO Coalition
  • ☞ Association for rural advancement
  • ☞ Namati Innovations in legal empowerment
  • ☞ IWGIA  global human rights organisation
  • ☞ Solid Ground Campaign and Habitat for Humanity

**APPENDICES:**

• **Appendix 1:** Lesson topic
• **Appendix 2:** Simulation: "Who does the land belong to?"
• **Appendix 3:** Fulfilling one's dream

**GROUPS of special interest:** landless peasants, slum dwellers, people living in poverty, women, indigenous people, minorities, migrants and refugees

**Actors:** individuals, communities, local and regional authorities (traditional and modern), government, international institutions, NGOs, YNCs, investors and speculators

**Dimensions:** shelter and housing provision, location of human settlements, agriculture and food production, location of natural resources, extraction and manufacturing, investement and speculation

**Processes:** population growth, rising demand for food, climate change, soil degradation and desertification, push for biofuels, urbanization, economic growth and human development

**Local authority of _____ (name your municipality)**

You are representatives of the government authorities in the area. Today you will be visited by three groups – the local community, a non-governmental organization and a business investor.

You have already heard that there is a foreign investor interested in the area – a big agricultural company. They are interested in resources in the area, and want to buy the land of the whole village – it is a great amount of money. There are rumors it is a threat to the local community, but you are not sure whether it is true. The company promised additional money just for you, if you support their claim to the land. The truth is that probably most of the food produced will be exported to the investing country, but your institution will have some profit from the investment.

There is also the local community. People who live in the village have low incomes and produce locally, while some partially work in the informal sector. They are a slightly closed community, and you don't know much about them. They don't know the law; they build informal settlements in the village without asking for permission. You know that they will protest, but the village is just 50 people (or maybe it is not that small a number).

1. Open the meeting and ask the participants to introduce themselves.
2. Ask why they asked for a meeting with you.

Your goal for today is to close this case and decide which side your institution will side with, or maybe there is a way to bring together the two groups and cooperate with both?

Write down your questions and the information you need to make the decision.

**Local community**

You are here, because YOU – the community – can lose your land and your homes (a widow with three babies, a family of six, your elderly neighbors and single fathers with two sons, and the rest of the people: all of your peace, hopes and hard work are in danger). Those are the reasons you came here to exercise your rights. Unfortunately you do not fully understand the rights or the relevant laws. You also feel threatened by the Investor: one month ago he came to the village and said he wanted to buy part of the land in the village, but he won't hire local people – when you disagreed, he said that you couldn't win against him. Also, strangers come to the village from time to time and observe you. In this situation the community feels very isolated and hopeless, but the organization appeared out of nowhere and promised to help.

1. Write down the reasons why you came here, let a couple of people from the community talk and share their needs.
2. You can present some images of your village.

**Non-governmental organization**

You want to support the local community today. You see land violations as the most prominent and prevalent form of human rights violations in the area, and these involve land grabs or related acts – the sale of public land to private entities, and the appropriation of land for economic projects. Although there is a Land Law in existence, **the provisions of the law and its related sub-decrees are often violated in the course of these land transfers**.

For you, land rights are human rights: to quote the United Nations "Land is not a mere commodity, but an essential element for the realization of many human rights."

Your organization supports: Community Mapping and Documentation, Commune Planning, public awareness of activists who are advocating for their own and their communities' land rights, and communities that have been harmed by land policies. You will protect the local community.

1. Talk with the local community once again, and together create a strategy for the meeting. Think how you can protect the local community. What actions and declarations can protect people and the land?

**Agricultural Investor (some people call you a Land Grabber)**

You are a group from a large agricultural company from another continent. It is not your first case in this country, and not the first plantation you want to start abroad. For investments you target countries that are among the poorest, with weak land institutions and insufficient security. Meanwhile, you have a group of lawyers and big capital as one of your arguments in every meeting with local authorities. You went to the village and gave them an offer – they can sell you a part of their land and some of them, maybe, will be hired by you. They refused, so now you plan to buy "the whole village" and show those people who the winner is here … or maybe you should make another offer and try to solve the situation peacefully?

1. Present your investments and interests.
2. Try to persuade the local authority to support your cause.

Kim Tem was born in Svay Rieng province, which is very close to the Cambodia–Vietnam border, and be-cause of poverty, she decided to migrate to Battambang in 1993 with high hopes that this would be a new start. Unfortunately, this was not the case. "After moving to Battambang, we didn't acquire a house, but we aimed to save money, little by little, to buy a plot of land and build our own home," she said. Both Kim Tem and her husband Kim Dav, who was a carpenter, worked extra hard to earn enough to pay rent and their daily expenses. She raised pigs and worked as a cleaner. "We both didn't earn much, but we were eventually able to afford to buy a plot of land. However, we were torn when we found out that the land we had bought was illegal land on state property. And while we dealt with this major challenge, my husband died of malnutrition and fatigue in 2009," Kim Tem bravely recalled.

In 2005, Kim Lem joined the Ponleu Prek Preah Sdach community group. In this community, she started to save through the saving group and advocated with the government for their housing rights. Ten years later, in 2015, that community was approved for on-site development. This happened because a partner, NGO CEDT, played an essential role in advocating provincial and municipality levels and in building the community's capacity to promote and conduct community planning. The government demarcated the land and Kim Tem's land plot was divided into two pieces – one for her and one for another family. "Land sharing was the best solution for me to have legal and secure land," said Kim Tem.

"Even if my land is smaller than my previous one, I am still so happy because it is now truly legal," she added. By late 2016, Kim Tem was selected by HFHI-Cambodia to receive a 100-percent grant to build her own house. Her house was completed in November 2017 together with international volunteers who came to join the Cambodia Big Build. "It was one of the happiest days of my life! My daughter and son, who is already married, have moved in to live with me. This house will belong to my grandchildren, who are now looking after me," Kim Tem said.



Figure 24. Kim Tem, from Cambodia, in front of her new house. Source: Habitat for Humanity

# LESSON PLAN 3: LAND FOR ALL.
# TOWARDS THE CHANGE

## 👁 OVERVIEW:

Students will learn that land rights are a cross-cutting issue and a horizontal development challenge, and will examine how exactly it stands among the Sustainable Development Goals. In order to strengthen their motivation and sense of self-agency young people get to know and explore different case studies presenting successful land-related movements, actions and projects that have appeared or been introduced in different regions of the world. Students reflect on their own and their school's possible engagement in raising the cause of land rights as fundamental to human life and dignity.

## ⌖ OBJECTIVES:

1. To understand the cross-cutting character of land rights issues and their place among the Sustainable Development Goals.
2. To learn about successful actions that individuals and organizations undertake around the world in order to secure the land for its inhabitants.
3. To reflect on possible local actions that students may initiate to bring the cause of land rights to the public.

## 🕐 TIME:

60 minutes

## ✂ MATERIALS:

- 6 flipchart sheets.
- Color pens.
- 2 printouts of Appendix 1: Work sheet – Stories of change (for distribution among 6 groups of students)
- 👉 Appendix: List of Sustainable Development Goals.

## 📋 PREPARATION:

The lesson requires previous knowledge of the topic of land rights, so it is advisable to conduct the lesson after the introductory one from this toolkit. A basic understanding of Sustainable Development Goals is also needed. In advance, divide students into six groups (in which they will work during classes) and ask each team to collect and bring educational and informational materials on specific SDGs (groups 1 & 2: SDGs 1, 13, 17; groups 3 & 4: SDGs 2, 5, 16; groups 5 & 6: SDGs: 10, 11, 15). Some possible resources are listed in Appendix 1. You can also give students materials from the SDGs appendix at the end of this toolkit.

## INSTRUCTIONS

1. Welcoming and Introduction - 5 mins
Welcome students to the class, present the objectives of the lesson and check if they understand them. Ask if they have any questions.

Show the SDGs chart to the students. Explain to them that even though land-related issues have not been identified as a separate SDG, they are present throughout the development agenda. This shows how complicated, complex and interdependent land-related challenges are. Access to land and the right to use it is becoming central to sustainable development, and to Agenda 2030 specifically.

2. Main part - 45 mins
**SDG DIAGRAM (15 MINUTES)**
Ask students to work in the six groups in which they prepared the materials on SDGs for the lesson. Present the task, which is to **discover the interconnections between SDGs and land rights issues**.

Ask teams to fill in the diagram you sketch on the board.

After groups finish their work, complete an exemplary diagram with your students in a plenary. Allow each group to present one of the interconnections they came up with. Remember to indicate the interconnections that are presented in the overview. Additionally, you can find more reliable resources referring to the topic in the follow-up section.
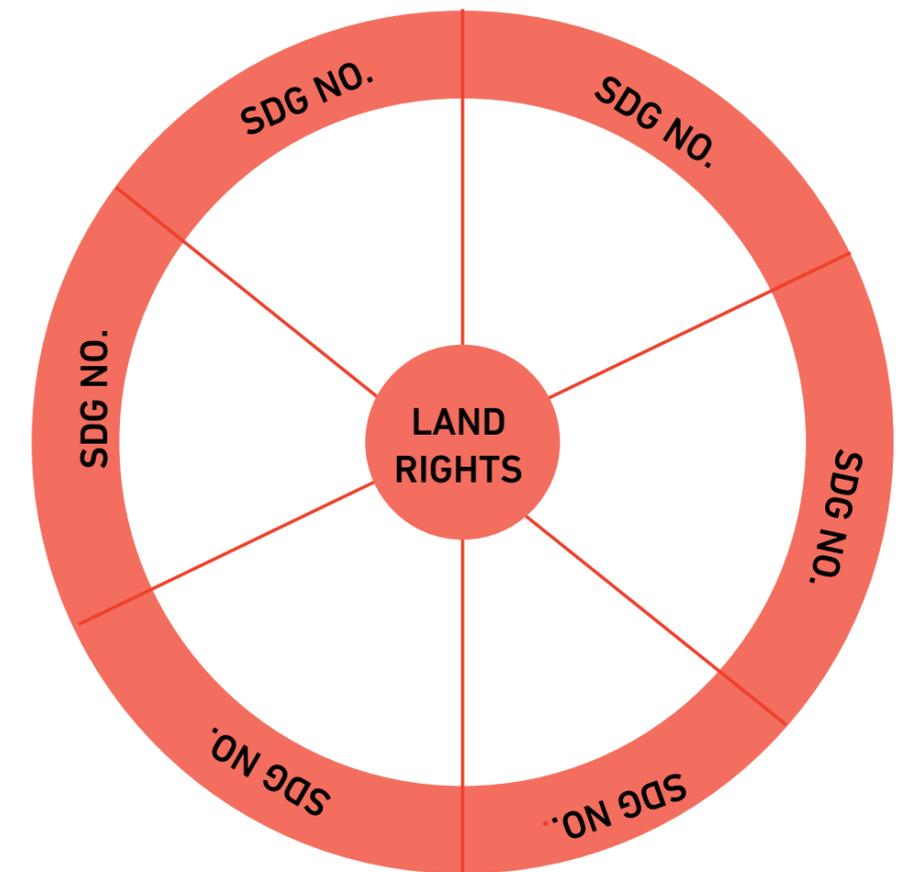
### 3. Stories of change – flying posters activity - 30 mins

Tell students that they will work in the same six groups; each group will receive one of three different work sheets (groups 1 & 2 will receive set 1, groups 3 & 4 will receive set 2, and groups 5 & 6 will get set 3). The work sheets contain excerpts from articles describing successful land-related movements, actions and projects that have appeared or been introduced in different regions of the world [☞ Appendix 1]. Explain to the class that they will work using the flying posters method and their task is to add the specific information from their work sheet to the posters. Groups 1, 3 and 5 will work on three posters, and groups 2, 4 and 6 will work on their own versions of the same three posters. Explain that each group will work on one poster for a time, and then the poster will be passed to another group, and then another, so that each poster contains the information from all three work sheets. This should result in two parallel sets of three posters. Then give each group a blank poster presenting the issues to be developed (5 minutes):

| 1st poster: | 2nd poster: | 3rd poster: |
|---|---|---|
| VULNERABLE GROUPS: | SUPPORTERS: | SUCCESS FACTORS: |
| Which group was affected? How vulnerable was it? | Who helped the affected group? | What has changed? |
| What was the challenge? Why were the land rights endangered? | What exactly happened? What type of action was taken? | Why was the action successful? |

Invite groups to start the exercise. Every 5 minutes, ask each group to pass the poster in the indicated direction to the next group, so that they can complete the entries of their predecessors. Repeat this action three times (15 minutes).

Ask each group to choose a representative who will present the content of the poster their group is holding to the whole class. Groups that speak second on a particular poster only add information that has not appeared before.

### 4. Debriefing and reflection - 10 mins

Ask students which land-related issue they think is the most important now? Invite them to work in pairs and create a slogan for a school awareness-raising campaign. Allow students to share some of their ideas in a plenary. Pin all the slogans on the wall in the classroom.

### ✋ SUGGESTIONS FOR FOLLOW-UP:

• More information on interconnections between land issues and SDGs: ☞ LINK,
• ☞ The Lazy Person's Guide to Saving the World,
• Audiovisual materials from International Land Coalition: ☞ LINK,
• Think, what are the tasks that are going to be implemented in the specific SDGs in order to secure access to land for all people?

### APPENDICES:

• **Appendix 1:** Recommended resources on Sustainable Development Goals
• **Appendix 2:** Work sheet – Stories of change

# ✎ APPENDIX 1: RECOMMENDED RESOURCES ON SUSTAINABLE DEVELOPMENT GOALS

- UN ☞ platform,
- World's Largest Lesson: ☞ LINK,
- Act for SDGs: ☞ LINK,
- The Sustainable Development Goals ☞ Brochure.

## ✎ APPENDIX 2: WORK SHEET – STORIES OF CHANGE

**SET 1:** Groups 1 & 2

### Securing women's land rights in Nicaragua

*Nicaraguan rural women face multiple barriers to access to land. Women are discriminated against in divorce or inheritance in predominantly patrilineal communities. A lot of single mothers in rural areas are sustenance farmers, yet they do not have access to land. Women not only face barriers to accessing land due to lack of finance to buy land or disinheritance, but also due to traditional mechanisms for landless farmers, such as renting or sharecropping.*

*(…) Irish catholic agency, Trócaire and their local partner organization engaged in a five-tier intervention to address barriers to women's access to land. The project focused on enhancing women's access to land through purchase, leasing, sharecropping, inheritance and land registration. To achieve this, Trócaire focused on raising women's awareness about their land rights, and assisting them in accessing finance, land and other resources.*

*(…) Rural women now have more resources to buy, rent, crop share, inherit or legalize their land rights. Their incomes and livelihoods have improved, and their agricultural products have diversified, thanks to increased access to land. This has led to improved food and nutrition security, improved income, strengthened livelihoods and more investment in their homes and families.*

*As a result of the project's advocacy component, women's land rights are receiving attention in national debates, and there is increased awareness about the plight of women's access to land.*

Source: ☞ International Land Coalition

### Saving the Maasai's land

*For 20 years, the Tanzanian government has been trying to evict the Maasai from their lands to make room for rich kings and princes from the Middle East to shoot prized wildlife.*

*Activists from Avaaz network funded hard-hitting adverts in local papers, got CNN and Al Jazeera reporting on the ground, and supported traditional leaders in camping outside the Prime Minister's office for three weeks. When reports surfaced that the government was set to renege on its pledge, they sprung back into action with 2.3 million signing a petition and taking to social media, forcing the Tanzanian President to promise on Twitter that the government would never "evict the Maasai people from their ancestral land".*

*Later, Avaaz funded the first year of operations to create a conservancy that would allow the Maasai to join their land together and protect the surrounding environment. Now the community is transformed by new opportunities – from employment to increased health, clean energy systems and wildlife. Even elephants and giraffes have returned to the area!*

Source: ☞ avaaz.org

**SET 2:** Groups 3 & 4

**"Wheels of hope" motorbike campaign tackles unlawful occupation of common land in India**

*With rapid industrialization and privatization, common land in Gujarat (India) is being acquired at a rapid pace. This is affecting the ability of pastoralists (shepherds), who are dependent on the commons for their livelihoods, to raise livestock. Due to the acquisition of common lands, pastoralists are unable to maintain their livestock, and this is discouraging youth from taking up the pastoralist way of life.*

*Local NGO Maldhari Rural Action Group (MARAG) worked with local communities to launch "Wheels of Hope" (...). During the campaign, activists covered a distance of 1,200 km in nine districts and 25 blocks on their motorbikes over eight days. The campaign sought to challenge the occupation of common lands and to establish that they belong to those who depend on them for their livelihoods. It also sought to provide secure land tenure for community members, especially young pastoralists living in Gujarat. In response to the land-grabbing they have experienced, communities in Gujarat have campaigned for land to be allocated and titles registered for every family and their livestock.*

*(...) In response, the government accepted that acquisition of common grazing lands was taking place, and resolved to work with MARAG and the pastoral community to protect the grazing commons.*

*The government passed a resolution to protect common grazing land, and also issued a notification that community members who use pasturelands, particularly pastoralists and women, will receive land titles. As a result, MARAG has made 7,000 applications on behalf of community members.*

Source: ☞ International Land Coalition

**Will writing in Zambia**

Habitat for Humanity Zambia has a deliberate program in partnership with Women and Law in Southern Africa aimed at raising beneficiary families' awareness of the importance of having a written will to protect their houses. This is particularly important because, in some tribes in Zambia, once the breadwinner dies, family members take advantage and begin to grab property left by the deceased person. In the worst cases, if the breadwinner was a man, his family would assume that his wife had something to do with his death, so she couldn't inherit the property he had worked hard for. The orphaned children are then left with little or no inheritance and in some cases this results in homelessness. Happily, research shows that this traditional practice is slowly reducing, but it is still important not to leave anything to chance.

HFHZ holds community discussions to engage families in will writing and inheritance-rights-awareness meetings. The law society institution of Ireland brings their volunteers on trips to build houses but also to offer their skills and knowledge. So far, two structured community meetings have been held, in 2015 and 2016, and they went very well.

Source: Habitat for Humanity Zambia

## 📎 APPENDIX 2: WORK SHEET – STORIES OF CHANGE

**SET 3:** Groups 5 & 6

**Participatory 3D mapping supports ancestral domain claims**

*Indigenous communities in the Philippines have close ties to the land and their ancestral domain encompasses the areas where they have acted as stewards since times immemorial, which include forests, rivers, and agricultural and coastal areas. Land is not only seen as a means of production and livelihood, but also as part of indigenous peoples' spiritual and cultural tradition. A legal framework for the recognition of the rights of indigenous peoples over their ancestral domains, named the Indigenous Peoples Rights Act (IPRA), was passed in 1997.*

*The Philippines Association for Intercultural Development (PAFID) has used participatory 3D mapping to facilitate the legal recognition of ancestral domain claims in Mindanao. Participatory 3D modeling is a community-based process in which community members depict land cover, resource use and other environmental features on a scaled and geo-referenced 3D cardboard model of the territory in question. The model integrates geographical data with local knowledge of natural resource use. Data depicted by the community on the models can be extracted, digitized and incorporated into a Geographic Information System (GIS). The participatory 3D modeling of ancestral land has proven to be an effective tool to increase community awareness of their rights regarding ancestral domains, to empower local communities to participate meaningfully in spatial planning, to inform the local government on the customary tenure of land and forests, and to foster a culture of collaboration between stakeholders. PAFID is a social development organization that has been assisting Philippine indigenous communities to secure or recover traditional lands and waters since 1967. Since 1989, PAFID and its partners have surveyed and mapped a total of 1,195,935 hectares of ancestral domains in the Philippines.*

Source: ☞ International Land Coalition

**Land grabbing in Madagascar: the Daewoo Logistics Corporation case**

This African island has been the setting for some of the most controversial cases of land-grabbing without "any benefit" for the local population (…). After independence, the governments that followed initiated reforms that, while recognizing the right of indigenous communities to inherit lands, also allowed the state and private investors, especially foreigners, to "usurp" lands, expropriating them from local farmers and shepherds. The South Korean company attempted in 2008 to exploit this opportunity by trying to secure 1.3 million hectares of land to produce corn and palm oil. When news of the agreement began circulating in the Malagasy and international media, discontent began to rise within the population, mainly because the details of the transaction were not clear: "Over time, attention and protests became increasingly vocal and the highly publicized sale of the ancestral lands became an open condemnation of the Malagasy government and President Marc Ravalomanana," writes professor Liliana Mosca (an Italian researcher who studied the case of Madagascar). On March 8, 2009, the protests led to the fall of the government. After Ravalomanana, Andry Rajoelina came to power, the then mayor of the capital, Antananarivo. One of his first acts was the cancellation of the agreement with Daewoo. According to Mosca, the episode has caused many land-grabbing "projects to fail", "more than half related to foreign investors. Those who have gone ahead, were mostly for the cultivation of jatropha."

Tomasso Perrone, 12.09.2014, Source: ☞ LINK

# ✎ EXERCISE 1: THE IMPORTANCE OF LAND AS A BASIC RESOURCE

## ⌖ OBJECTIVE:
To present the importance of land as a resource and access to land tenure from the perspective of the most vulnerable groups. It is an opening exercise to start a discussion on land rights.

## ⏱ TIME:
30 minutes

## ✄ MATERIALS:
• Handouts based on overview [ ☞ LINK: overview].
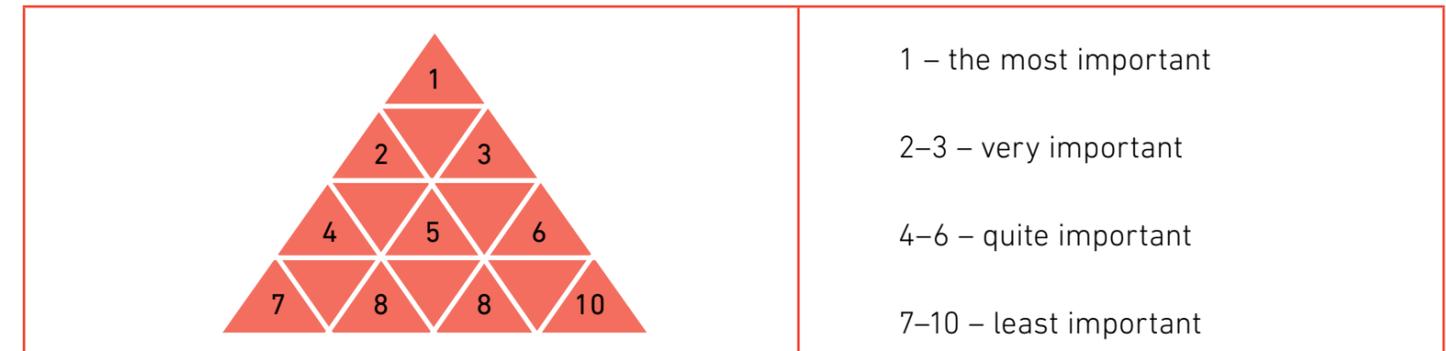• Post-it cards, pens and a prioritizing pyramid scheme drawn on the whiteboard.

## ⚠ INSTRUCTIONS:
1. Brainstorming the importance of land as a resource – 10 mins
Ask everyone to take 3 post-it cards and think **why land is important to people**, each of three reasons should be written down separately on post-it cards. List them together, and categorize them (if similar).

2. Prioritizing in different groups – 15 mins
Divide participants into small groups to think about the reasons why land is important to the existence of different groups: women, farmers, slum dwellers, indigenous people, minorities, migrants and refugees.

Each group creates their own pyramid, as suggested below:

| | |
|---|---|
| (pyramid diagram with numbers 1 at top; 2, 3; 4, 5, 6; 7, 8, 8, 10) | 1 – the most important |
| | 2–3 – very important |
| | 4–6 – quite important |
| | 7–10 – least important |

If there are some missing reasons for a particular group, allow it to be added and marked with an asterisk, as this can indicate how we usually think about land importance from our own perspective. Ask groups to present the results of the group discussion in a plenary.

3. Presentation by groups – 5 mins
Present the results of each group's discussion and prioritization.

# ✏️ EXERCISE 2: GUIDED DISCUSSION ON LAND AND PROPERTY RIGHTS

## 🎯 OBJECTIVE:

To guide the participants through analysis of the problem of access to land in the Global South countries. The activity practices discussion, analysis and understanding of complex issues of land rights and housing.

## 🕐 TIME:

25 minutes

## ✂️ MATERIALS:

• A discussion flowchart on the whiteboard (for group work) or as a printed scheme (for individual work).
• Post-it papers for participants' input.

## 📋 PREPARATION:

Prepare handouts based on the overview of how problems with land tenure depend on national context [👉 LINK: overview].

## ⚠️ INSTRUCTIONS:

1. Introduction – 5 mins
Review some important facts, relations and statistics on land tenure in the Global South based on the overview. Distribute some information from the overview – different parts can be distributed to different sections of the class, in order to have different inputs.

2. Guided discussion and analysis – 20 mins
Draw the discussion flowchart as below:

| 1. How is it now? | Problem to discuss: | 2. How should it be? |
|---|---|---|
| – | **"Hundreds of millions of urban poor, as well as 200 million living in rural areas, are entirely landless".** | – |
| – | | – |
| – | **3. Why it is not as it should be?** | – |
| – | – | |
| – | – | **4. Conclusions:** |
| | – | |
| | – | – |
| | | – |
| | | – |

(1.) Ask participants to prepare some answers to the problem, starting from the current situation, collect the inputs (use post-its or write it down), read them aloud. (2.)Then, collect the inputs for the ideal situation. (3.) Read it out loud, and ask students to think about how it should be, and (4.) conclusions.

Sum up the results.

# ✎ EXERCISE 3: SIX THINKING HATS DISCUSSION ON WOMEN'S LAND RIGHTS

## ⌖ OBJECTIVE:
The exercise focuses on the limitations faced by women in terms of the land and property rights, and discuss them using the ☞ Six Thinking Hats approach, which helps in investigating a problem from different angles and practicing different style of thinking and argumentation.

## 🕐 TIME:
40 minutes

## ✂ MATERIALS:
- Projector and audio equipment to watch video.
- Description of ☞ Six Thinking Hats for groups and adequate color cards for dividing participants.
- Handouts from the overview regarding different styles of arguments (thinking hats).

## ⚠ INSTRUCTIONS:
1. Screening and discussion – 5 mins
Video on ☞ land rights from the Solid Ground Project, Habitat for Humanity.

2. Preparation for discussion – 15 mins
Present **Six Thinking Hats** and explain that each group needs to **prepare a position** on the statement: *Increasing land and property rights for women is a crucial first step toward ending poverty housing.* (☞ Source)

Each group needs to focus on arguments, wording and evidence in keeping with the style of the hats:
- **White Hat:** Information: consider only hard evidence; facts and statistics.
- **Red Hat:** Emotions: intuitive reactions or expressions of feelings.
- **Black Hat:** Judgment: identification of mistakes or barriers, looking for a mismatch.
- **Yellow Hat:** Positive view: identification of opportunities, looking for harmony.
- **Green Hat:** Creativity: provocative statements and new ways of thinking about the problem.
- **Blue Hat:** Thinking: thinking of thinking, self-awareness and different ways of approaching the problem.

3. Discussion between the Six Thinking Hats – 10 mins
**1st round** of opening statements from all groups (positioning the group's view on the issue),

**2nd round** of responses to other groups and

**3rd round** of conclusions.

4. Reflection on different styles of argumentation – 5 mins
Ask participants to share how they feel about the style and how it can affect looking for solutions when actors are using different approaches without realizing.

# RESEARCH PROJECT: LAND AND PROPERTY RIGHTS

**⌖ OBJECTIVE:**
To prepare a research paper on "Land and property rights as a crucial aspect of sustainable urban development", including analysis of different aspects of land rights that can be crucial to respecting the human right to development and the right to adequate housing, and to the actors involved, the people affected and possible solutions/actions.

**⚑ INSTRUCTIONS:**
1. Introduction to the topic
Present the excerpts of the overview on land rights from the human rights perspective [☞ LINK: overview), and review what sustainable urban development means [☞ LINK: overview].

Screen the ☞ investigation video on land-grabbing as an example of violation of human rights.

Present external resources, such as: an advocacy campaign in the ☞ Solid Ground campaign, an example of the ☞ grassroots global initiative, ☞ SDG 11 (Sustainable cities and communities) and ☞ Business and land rights.

2. Decide on the main research hypothesis
Using different sources of data and information, think of the problem that **1 billion people in cities around the world lack secure land rights, and think how this affects sustainable urban development**.

Define how land rights are important in cities and informal settlements (⌂ **slums**).

Focus on the most important aspects of land and property rights.

Think about the roles and responsibilities of:
• international corporations (business),
• local communities affected by land-grabbing,
• states and local government in countries affected by land rights issues,
• international actors, e.g. the European Union.

3. Develop recommendations
Based on analysis and main conclusions on the impact and roles of different actors, create a paper on the subject.

4. Written or visual presentation of the paper

# ⚙ ACTION PROJECT!: ADVOCACY IN SOCIAL MEDIA

## 🎯 OBJECTIVE:

It is suggested to engage locally or individually in advocacy in social media and on other communication platforms used by young people. The aims is to use social media to inform others, and to promote the Solid Ground Campaign as an example of a campaign that a school or group can be involved in, in order to work in favor of land and property rights in the world.

## ⚒ MATERIALS:

• Drawing materials, paper

*Optional: if you want to promote your campaign also through leaflets or posters.*

• Computer software for presentations, simple graphic design or meme creation to be shared on social media platforms.

## 💬 INSTRUCTIONS:

1. Introduce the campaign
Solid Ground campaign – ☞ Solid Ground Campaign

A global advocacy campaign to mobilize existing and new supporters to influence policy makers toward promoting policies and systems that improve access to land for shelter.

Allow participants to do online research and check out the available resources on the website, and ask them to collect some facts, information or cases they think could be powerful to share with their local community and network.

2. Brainstorming
Brainstorm the best ideas on **how to mobilize the local community and/or a social network to support the campaign**, and how you can support the campaign. Then vote on the best ideas using the procedure LINK: ☞ Research Project.

Decide on a few exemplary messages about why your peers should care about justice and land rights. Think of potential spaces (online and real life) where it could be promoted and who could support in sharing your message (youtubers, influencers, local authorities).

3. Preparation
Divide the roles and responsibility in implementation team(s), identify tasks and schedule them.

Prepare: images with quotations or numbers/statistics presenting the problem you care about and which will allow you to present the case in an attractive manner; a list of hashtags; a list of people you should tag to raise its popularity.

# ⚑ DICTIONARY

**Adequate housing** – a shelter that meets a set of conditions for housing, i.e. security of tenure, and availability of services, materials, facilities and infrastructure. Housing is not adequate if its occupants do not have safe drinking water, adequate sanitation, energy for cooking, etc. Adequacy also means affordability, habitability as protection against the cold, heat, rain, etc., as well as the accessibility, location and cultural adequacy of the house.

**Agglomeration benefits** – the benefits to individuals and societies that emerge from living and working more closely together. These usually relate to benefits of urbanization.

**Climate change** – the changes in the global patterns of temperature and rainfall, sea levels, habitats and the incidence of extreme weather events like droughts, floods, storms and heat waves, which bring potential water and food insecurity, desertification and loss of biodiversity.

**Deindustrialization** – the long-term decline in employment in manufacturing; decline of industries in a given area.

**Equality** – a state of being equal, especially in status, rights, and opportunities. Equality before the law constitutes a fundamental principle of international human rights law and is an essential element of human dignity.

**Equity** – the quality of being fair and impartial. In the context of sustainable development, this takes into account the starting point in order to even up the chance to reach equal access to opportunities, rights and status.

**Gender** – a social and cultural construct referring to cultural differences and social roles associated with men and women, not to biological differences.

**Gender equality** – a state of equal access to resources and opportunities regardless of gender, including economic participation and decision-making on different levels from personal through local and national to global level.

**Global education** – a creative approach to bringing change in the world through an active learning process based on the universal values of tolerance, solidarity, equality, justice, inclusion, cooperation and non-violence.

**Habitat III** – the third United Nations Conference on Housing and Sustainable Urban Development that took place in Quito, Ecuador, in 2016. The conference deliberated on important urban challenges, i.e. how to manage cities, towns and villages for sustainable development, and resulted in adopting the New Urban Agenda.

**Human Rights Based Approach** – HRBA – the concept of development projects referring to human rights standards at all stages of implementation and planning. It seeks to redress the discriminatory practices and unjust distributions of power that impede development progress.

**Informal economy** – a diverse set of economic activities, enterprises, and jobs (based on both self-employment and wage employment) that are not registered and regulated by the state.

**Land-grabbing** – controversial large-scale land acquisition or long-term leasing by a foreign investor or a party considered an outsider by the local community.

**Land tenure** – rules of land ownership agreed and/or created over time by societies. Rules of land tenure define how rights to land are to be allocated, what the rules of use, control, and transfer of the land are, as well as associated responsibilities and restraints.

**Megacities** – urban areas of at least 10 million inhabitants.

**(Human) Migration** – a movement of people that can be domestic or international, voluntary or forced. Migration might be an adaptation strategy to various possible threats in the (near) future. Forced migration is a result of human-induced actions or natural disasters that force people to leave their habitat in search of a safe place.

**New Urban Agenda (NUA)** – adopted at the United Nations Conference on Housing and Sustainable Urban Development (Habitat III). It is a document presenting a vision for a well-managed urbanization that could

become a powerful tool for sustainable development. It is not a legally binding treaty but a declaration of how to support sustainable urbanization. NUA emphasizes economic, social, cultural, political and environmental equality within the urban context. It is also based on the concept of the *right to the city*.

**Peri-urban areas** – landscapes of fragmented urban and rural characteristics, also called outskirts or the hinterland. Areas that emerge – between a city or town and the countryside – in the process of gradual urbanization of rural areas. This term is also used to describe the rural–urban transition zone where urban and rural land uses mix.

**Poverty cycle** – a phenomenon showing the complex nature of poverty that has a tendency to be inherited, and that influences the life cycle of generations of impoverished families and communities. It is a result of certain conditions and lack of opportunities.
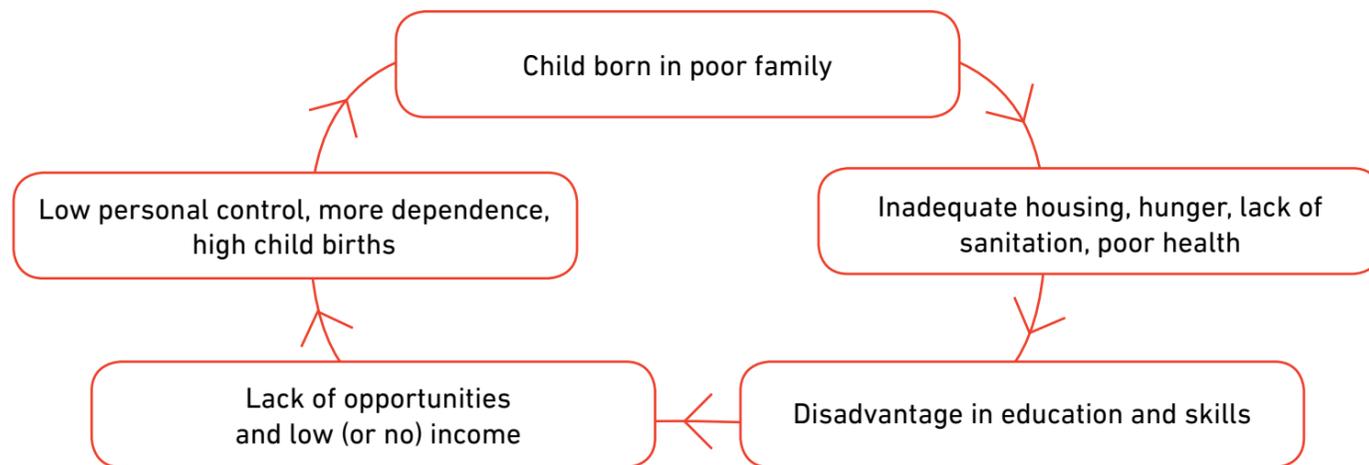


Figure 25. Cycle of poverty. Source: own work

**Sustainable development** – development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The current approach identifies three spheres of sustainability: society, economy and environment.

**Refugee** – a person who has been forced to leave his/her country in order to escape war, civil conflict or persecution. The status has been defined in international law in 1951, that a refugee is a person who has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group. Most likely, they cannot return home or are afraid to do so.

**Secure tenure** – the ability to use and control the use of land without the fear of eviction or penalty. It is the peace of mind of knowing that your home will not be taken away without warning.

**Sanitation** – the basic need for access to clean toilets and hygiene measures in order to stay healthy. Inadequate sanitation together with water scarcity or poor water quality can negatively impact people's lives, including their health, food security, livelihood choices and educational opportunities, especially those from poor families and vulnerable communities.

**Service-learning** – is an educational approach that combines learning objectives with community service in order to provide learning experiences while meeting societal needs.

**Slum (*also* informal settlement)** – originally an underinvested and degraded working class residential area. Nowadays, a highly populated urban residential area consisting mostly of closely packed, decrepit housing units with deteriorated or incomplete infrastructure and basic services, inhabited primarily by impoverished persons, and in most cases lacking secure tenure.

**Suburbanization** – the outward growth (expansion) of towns and cities to engulf surrounding villages and rural areas.

**Urbanization** – the process by which an increasing percentage of a population comes to live in towns and cities. It may involve rural–urban migration, natural increase or changing administrative status. *Also*: overall growth and development of cities resulting in land-use changes.

**Urbanization of poverty** – a rising share of the poor living in urban areas. Urbanization resulting from the poor in rural areas, deprived of adequate economic growth and job creation, migrating to urban areas. It often results in them coming to slums and informal settlements.

**Vulnerable group (community)** – any group who might be at higher risk of being subjected to discriminatory practices, violence, natural or environmental disasters, or economic hardship than other groups.

**WASH** – all types of interventions (such as programs, campaigns and projects) in the development cooperation and humanitarian aid sector that focus on issues of Water, Sanitation and Hygiene. *Also*: the UN-founded cluster for the coordination of efforts by different actors who working on improving access to clean water, sanitation and hygiene around the world.

32. Source: United Nations
☞ website.

**Goal 1: End poverty in all its forms everywhere**

1.1 By 2030, eradicate extreme poverty for all people everywhere: currently measured as people living on less than $1.25 a day.

1.2 By 2030, reduce by at least half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.

1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.

More information about SDG 1 on the UN ☞ website.

**Goal 2: Zero Hunger**

2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.

2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters, and that progressively improve land and soil quality.

More information about SDG 2 on the UN ☞ website.

**Goal 3: Ensure healthy lives and promote well-being for all of all ages**

3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.

3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.

3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.

3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment, and promote mental health and well-being.

More information about SDG 3 on the UN ☞ website.

**Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

More information about SDG 4 on the UN ☞ website.

**Goal 5: Achieve gender equality and empower all women and girls**

5.1 End all forms of discrimination against all women and girls everywhere.

5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

More information about SDG 5 on the UN ☞ website.

**Goal 6: Ensure access to water and sanitation for all**

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all.

6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.

More information about SDG 6 on the UN ☞ website.

**Goal 7: Ensure access to affordable, reliable, sustainable and modern energy**

7.1 By 2030, ensure universal access to affordable, reliable and modern energy services.

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix.

7.3 By 2030, double the global rate of improvement in energy efficiency.

7.A By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology.

More information about SDG 7 on the UN ☞ website.
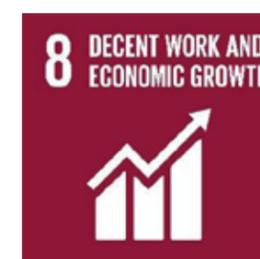
**Goal 8: Promote inclusive and sustainable economic growth, employment and decent work for all**

8.1 Sustain *per capita* economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth *per annum* in the least developed countries.

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value-added and labor-intensive sectors.

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.

8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavor to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programs on sustainable consumption and production, with developed countries taking the lead.

More information about SDG 8 on the UN ☞ website.

**Goal 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation**

9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.

9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries.

9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets.

9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.

More information about SDG 9 on the UN 👉 website.

**Goal 10: Reduce inequality within and among countries**

10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality.

More information about SDG 10 on the UN 👉 website.

**Goal 11: Make cities inclusive, safe, resilient and sustainable**

11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.

11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.

11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

More information about SDG 11 on the UN 👉 website.

**Goal 12: Ensure sustainable consumption and production patterns**

12.1 Implement the 10-year framework of programs on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries.

12.2 By 2030, achieve the sustainable management and efficient use of natural resources.

12.3 By 2030, halve *per capita* global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses.

12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment.

More information about SDG 12 on the UN 👉 website.

**Goal 13: Take urgent action to combat climate change and its impacts**

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

13.2 Integrate climate change measures into national policies, strategies and planning.

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

13.4 Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible.

More information about SDG 13 on the UN 👉 website.

**Goal 14: Conserve and sustainably use the oceans, seas and marine resources**

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.

14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans.

14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels.

14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics.

More information about SDG 14 on the UN 👉 website.

**Goal 15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss**

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements.

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally.

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land-degradation-neutral world.

15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development.

More information about SDG 15 on the UN 👉 website.

**Goal 16: Promote just, peaceful and inclusive societies**

16.1 Significantly reduce all forms of violence and related death rates everywhere.

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children.

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all.

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime.

More information about SDG 16 on the UN 👉 website.

**Goal 17: Revitalize the global partnership for sustainable development**

17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection.

17.2 Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries. ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries.

17.3 Mobilize additional financial resources for developing countries from multiple sources.

17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress.

More information about SDG 17 on the UN 👉 website.

The **Global Education Toolkit** is an online educational resource that provides knowledge and educational tools on the issues of housing, land rights and sustainable urban development that are represented in the 2030 Agenda and in particular in SDG 11 (make cities inclusive, safe, resilient and sustainable). These topics are linked to the overarching issues of **poverty**, **gender equality**, **migration** and **climate change**, and are presented through the experience of Habitat for Humanity and its partners worldwide.

**Project partners:**
👉 **Alaturi de Voi Foundation, Romania**
👉 **Dublin Institute of Technology, Ireland**
👉 **Engineers Without Borders, Ireland**
👉 **Foundation for Africa, Hungary**
👉 **Habitat for Humanity Bulgaria**
👉 **Habitat for Humanity Ireland**
👉 **Habitat for Humanity Northern Ireland**
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👉 **Habitat for Humanity Poland**
👉 **Habitat for Humanity Romania**
👉 **Nadacia Habitat for Humanity, Slovakia**
👉 **Partners for Democratic Change, Slovakia**
👉 **Pro Vobis National Resource Center for Volunteerism, Romania**
👉 **Slovak Center for Communications and Development, Slovakia**

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