Climate for Peace
TOOLKIT

How to Organize Sustainable Workcamps

Climate For Peace
TOOLKIT

How to Organize Sustainable Workcamps

IMPRINT

Editors: Georg Adelmann, Balázs Kajor, Steffi Koch, Helena Poucki, Marta Sykut

Photos: Dagadi Aménouvévé, Elie Apéli, Ana-Maria Barbu, Nikhil Bhagwat, Zuzana Boudová, Kaledji Cathérine, Clara Cortadelles, Ines Cosić, Celia Diaz Box, Andrea Dutto, Geraldine Ghelli, Le Thi Bich Huyen, Amélie Jaquet, Sabina Jaworek, Linn Jenschovar, Minerva Jormola, Balázs Kajor, Olena Kasperovych, Oksana Kushniruk, Kuturevo Bear Refuge, Billy Lam, Milica Milović, Pavlo Misiura, Anna Mortimer, Zuzanna Naruszewicz, Natatè Mexico, Alessandro Prestigiovanni, Frida Puspasari, Oliver Ritter, Joela Rohlfing, Suderbyn Ecoby, Ela Suleymangil, Anna Torrents, Tom Urbanek, Teguh Dwi Wijaya, Daniel Wisniewski

Design: Balázs Kajor | **Logo:** Georg Adelmann

Special thanks to:
Sara Turra (international coordinator), Ela Suleymangil (proofreading), Ingrid ter Maat, Ana-Maria Barbu, Katrien Van den Berge, Amélie Jaquet, Milica Milović, Lynn Garrud, the International Secretariat staff and volunteers – Victoria Marinova, Marta Palau Alba, Beatrice Naldi, Ossi Lemström, Conrad Bernath, Mariia Ginzburg, and all other activists in SCI who offered inspiration and ideas for this toolkit and the wider campaign.

Printed at Kontaktprint Ltd, Hungary; on 100% recycled paper

This toolkit has been developed with the support of the European Youth Foundation of the Council of Europe, under the project 'Nonviolence Needs Nature – Let's face the challenge! Climate Justice, Participation and Inclusion: 2014 with SCI'. This project took place within the framework of the Create a Climate for Peace Campaign of SCI which also included the project 'Young Citizens Building Global Communities' with the support of the Youth in Action programme of the European Union.

The content of this toolkit is based upon the activities implemented within both projects, without which this toolkit would be incomplete.
All steps of the production of this toolkit have been funded by European Youth Foundation of the Council of Europe.

The sole responsibility for the content of this document lies with the authors. It does not necessarily reflect the opinion of the European Commission nor of the Council of Europe.

Published by: The Association of Service Civil International vzw | Belgielei 37, Antwerp 2018, Belgium

First edition: 2014

Youth in Action

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

TABLE OF CONTENTS

“Nobody on this planet is going to be untouched by the impacts of climate change.

Rajendra K. Pachauri,
chairman of the intergovernmental panel (IPCC)

INTRODUCTION

Dear activists,

This toolkit is part of the Create a Climate for Peace campaign – an ongoing endeavour by Service Civil International Branches, Partners and working groups to support and implement Climate Justice best practices in their activities and offices. In this toolkit we give background information on the campaign, climate justice, how SCI started implementing solutions and we suggest tools to enhance and spread skills necessary for sustaining this campaign. The publication is aimed at providing ideas, basic knowledge, practices and skills, inspiration and practical tools (study part) to support the educational activities within SCI on Climate Justice.

The present manual is published through SCI, in order to enable branches, partners, activists and members to use it in their projects, activities and workcamps. The content can support the mainstreaming of the topic within your branch and further activities, the collection of tools, workshops and ideas for a study part. The suggested activities vary in length, preparation time and level, meaning you can apply them according to the audience or participants of your diverse activities. Mostly we wish to inspire and increase the awareness within the movement and beyond on the topic, the manual is yours to use, as together we are the vehicles for change.

We encourage the reader to disseminate the toolkit among friends, participants and other like-minded organisations. The toolkit will be available in printed and online versions.

The toolkit tries to capture a wide range of ideas, knowledge and practices, if you have any suggestions to improve or enhance the content, please do not hesitate to contact us with your feedback!

THE CHALLENGE

Every chapter of history presents it's own challenges.
SCI was created to respond to such challenges: war, destruction, injustice and violence. In the last 100 years of commitment to building peace and promoting a culture of peace, SCI has reacted to post-war situations, natural catastrophes, ecological and social challenges.

Today climate change is for us what World War I was to Pierre Ceresole in the early 20th century: it presents a growing threat to peace,
nonviolence and human rights and survival of humanity. The climate is changing rapidly around the planet and this change is without question caused by humans[1]. Our fossil-fuel based economy and culture of consumerism is contributing significantly to this process.

Communities are already suffering from violence due to climate change related events. Syria[2] and Somalia are at the front-line as droughts[3] and famine[4] driven by the changing natural conditions contribute to civil unrest. We are expecting 150 million climate refugees to leave their homes by 2050[5]. Climate change related events contribute to destabilisation of governments and social cohesion in countries already struggling with variety of other challenges. Moreover, the consequences of our actions today will be borne by the future generations[6].

THE ROLE OF SCI

All this means that if we are serious and committed about living SCI's mission and values in a meaningful way, we have to answer the call for climate justice! This is especially important since the call is often coming from the impacted communities in the countries where SCI and its partners are active.
SCI branches and activists are working towards the new fossil fuel free, climate resilient future already. SCI supports the impacted and frontline communities with workcamps and educational activities bringing real change back to our local communities. We want to recognize them and also to multiply their ideas and ideals until they become standard.

[1] http://bit.ly/theguardian-ipcc-unsg
[2] http://bit.ly/nytimes-drought-syria
[3] http://bit.ly/livescience-cc-syrian-unrest
[4] http://bit.ly/bbc-cc-peace-un-warns
[5] http://bit.ly/theguardian-gw-climate-refugees
[6] http://bit.ly/bbc-price-future-generations-pay

The campaign intends to make the climate justice dimensions mainstream in SCI activities and through this make SCI a meaningful and active part of the solution to the multidimensional climate crisis.

KICK OFF 2014

During the initiating year 2014, to address climate justice, SCI worldwide:

- Joined the Climate for Peace Week of Action in spring
- Organized over 70 workcamps following Climate for Peace guidelines
- Promoted the campaign idea and workcamps among volunteers
- Held two international camp coordinator trainings focused on issues of sustainability and climate justice
- Supported local activists in organizing solidarity actions and educational events/workshops
- Mainstreamed the idea within the movement by organizing SCI meetings (EEM, NSPM, ICM) in a more sustainable manner
- Evaluated the impact: on the planet (footprint), on volunteers and communities (handprint)

The goal of the Create a Climate for Peace Campaign for 2014 was to unify the ongoing efforts and provide guidance for those who wanted to join the activities, so that together we can work for SCI's vision of the world. To learn from each other, motivate each other and be the sign of the transforming world to each other – we are the inspiring spark for the movement we need to see in the world!

CONSOLIDATING PRACTICES 2015

As the challenge continues, we have developed a continuation of the campaign. In the second year, we are focusing to enhance the mainstreaming of the topic climate justice, deepen the activists skills and knowledge to be the change and to cooperate more beyond the borders of SCI as an international movement, with like-minded organisations and stakeholders.

For the future of the Climate for Peace Campaign, during the consolidation year 2015 (and further), we envision the following activities for SCI:

- Organize and join Climate for Peace Workcamps: Our core activities and focus will stay with the worldwide workcamps and the educational parts within workcamps (study parts) to be strengthened with a clear focus on the campaign topic (Therefore we will circulate the toolkit in a printed version as well as an online version which is open to updates, for which we especially call upon the local branches to contribute to the root cause of the campaign by labeling (more) workcamps with a clear profile
- Educate ourselves and others: by organizing local activities, movie screenings with discussions, social media events, meetings and workshops (online or offline), seminars to mainstream the idea of climate justice within SCI
- Enhance capacity and inspire each other by setting up and joining national, regional and international seminars, youth exchanges, training courses and camp coordinator trainings with focus on sustainability and climate justice
- Continue the publication of our weekly Friday Updates[7]; and sharing interesting content (minutes, reports, tools and presentations that might be useful for the activities) on the dedicated webpage of the campaign[8] as well as in the SCI Member's Area.[9]
- Spread documentary videos of the campaign year 2014, created from footage from all our activities run throughout the year. These can be used within activities and for increasing the visibility of the campaign.
- Organize small scale projects with the new GAIA Microgrant

The list above is by no means exhaustive as activities will continue to arise after publication of this toolkit both from regional and national projects that are envisioned. Our aim is to keep you regularly updated and share the latest news with you!

This shall also be a call for every activist, local group and branch who is already planning some activities under the campaign for 2015 (or later) to send the coordination team a small note about it, so we can add it to the agenda.

[7] sciint.org/climate-justice-campaign/climate-for-peace-newsletters
[8] sciint.org/climate-justice-campaign
[9] ma.sciint.org/

BASICS OF CLIMATE SCIENCE

The science behind climate change is way too complex to fully describe it on one page. However, this page shall give a very rough idea on what it is and how different key terms relate to each other.

The temperature of the earth's surface is almost exclusively made up by radiation from the sun. The main amount of energy reaches us in the form of energy at specific wavelengths, which we call light – light is emitted by the sun, passes our atmosphere, hits the surface and the energy is transformed into another kind of energy, heat. This heat in return is radiated by our planet's surface but cannot as easily pass our atmosphere into space again due to so-called greenhouse gases – CO^2 and methane are famous examples. That effect in general keeps our planet from becoming really, really cold.

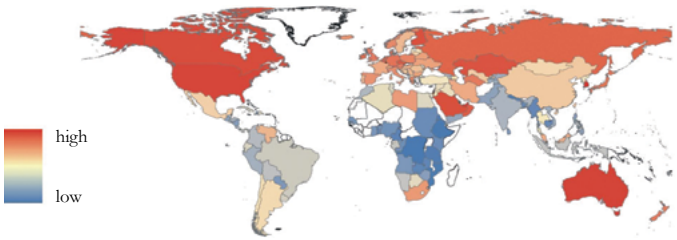
The amount of these greenhouse gases has steadily risen in the last decades due to industrialisation. And that means, more heat is kept inside the atmosphere as even though the sun provides the same amount of light, heat is less able to escape. The consequence is **global warming** – the mean temperature of our planet has been steadily rising.

That does not mean however, that it is becoming warmer everywhere. Climate is complex and patterns are changing right now, making some areas drier in summer and wetter in winters, intense storms are occurring more often in some places, floods are increasing as well as droughts. Due to the varied effects of global warming, the term **climate change** is preferred, to avoid the false image that out planet is becoming warmer everywhere, all the time.

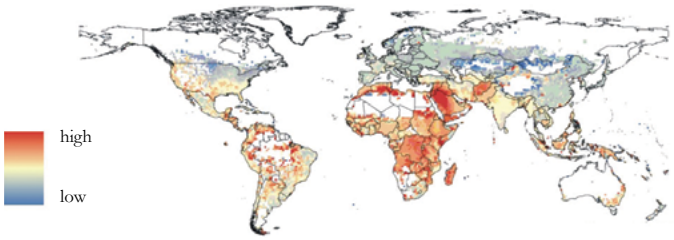
One challenge of climate change lies in its escalating nature. Its impact on life on this planet will rise a lot due to a number of non-linear factors like frozen methane being released as permafrosted soil is slowly warming up – in the ocean, a similar dynamic is already underway. Speaking of oceans, not only will they grow larger and swallow coastal areas, they are already becoming more acidic due to rising levels of CO^2 dissolved in the water. That endangers whole ecosystems and removes an important source of nourishment.

As the impact is not evenly distributed and does not adhere to the financial and social possibilities of different countries, it is necessary to briefly explain the term climate justice. Climate justice tries to create a better balance between those who caused climate change and profited from it (the industrialized nations) and areas that are currently or have already started suffering the consequences (usually poorer countries with fewer options to adapt to climate change and mitigate its damage). More on climate justice in the next section.

CO^2 emissions per capita



Vulnerability to climate change



Source: bit.ly/skepticalscience-graphics-vulnerable-countries (CC-BY 3.0)

CLIMATE JUSTICE

Climate justice considers climate change from an ethical point of view. The main point is that the countries of the Global North are responsible for most of the historical emissions of greenhouse gases (because the industrial revolution developed in the Global North), but it's the countries of the Global South that experience the impacts of climate change first (mainly extreme weather conditions), despite the fact they might never have had a chance to cause CO^2 emissions of any comparable amount.

On the previous page you can see a map that shows the inequality of climate change impacts. Countries marked in red are the most vulnerable to climate change impacts (like floods, rising sea levels and natural disasters escalated by global warming). They all belong to the Global South and joined the industrial revolution late, if at all. At the same time the richest countries are almost all marked in blue or light blue, which indicates smaller vulnerability (but none of them are free from the impacts of climate change! Just think about the heat wave in France in 2003, hurricane Katrina in the US in 2005 or the long lasting severe drought in Australia).

Motivated by the injustice of this situation where those who will suffer most are those who have contributed least to the problem, all people, institutions and governments should try to live with a fairer – which often means smaller – share of the world's resources.

"

We must also understand that to be neutral in the face of injustice is to side with the powerful. And that means that we can't talk about consumerism without differentiating between those who are driving it and those who are suffering from it; we can't talk about growth without distinguishing between those who gain from it and those who are losing out. We can't talk about climate change without being absolutely clear who it is that is driving the changes in our climate and who is suffering from them.[1]

[1] 'My environmentalism will be intersectional or it will be bullshit', Adam Ramsay, Open Democracy
http://opendemocracy.net/ourkingdom/adam-ramsay/my-environmentalism-will-be-intersectional-or-it-will-be-bullshit

Climate change is not just an environmental issue: it poses wider, systemic challenges to our financial system, health care and national security. So what does a sustainable lifestyle actually mean? Is it the act of segregating trash and cycling everywhere under 50 km? More community bonds, more time for each other, a healthier lifestyle, local living, more contact with nature, these acts show that lower-carbon lifestyles are associated, at least for some people, with a much broader vision of 'the good life', and benefits such as health, happiness, and community. Whether we call it degrowth, transition towns or transforming cultures, it is all about living better. You don't even have to believe in climate change to want to live in a low-carbon world, because of all the benefits it brings you, society and all living things.

Some of the solutions being promoted as sustainable only slow us down on the way to catastrophic climate change instead of stopping us. Using less packaging on a product is great, because today I will produce less trash. But if we don't stop using packaging altogether, the raw materials will be used and trashed sooner or later. So what does a real solution look like? For example its access to local produce, which doesn't have to be transported over hundreds of kilometers – shorter distances also require less or no packaging at all. Or policies, which make access to clean tap water easier than to bottled water. Or punishing companies dumping their waste without any safety treatment or producing appliances, which break or need to be replaced too often. Individual behaviours are crucial to achieve the change we need, but they need to turn into collective action. We need a system which makes sustainable choices obvious and easy, and the unsustainable ones expensive and unacceptable.

NON-VIOLENCE

Nonviolence broadly describes a range of interactions between people and is central to peaceful conflict solution. It incorporates attitudinal skills like mindfulness and empowerment and offers techniques to reconnect conflicting parties. In comparison to violent conflict resolution methods it leads to faster and more sustainable solutions with a lower amount of casualties and higher public support.

Nonviolent attitudes and behaviour can be learned both as an individual as well as a group. For individuals, exploring mindfulness, any kind of meditation technique and acquiring a non-judgemental and open-minded attitude are some of the most important requirements.

For groups, communication and decision making techniques are essential to sustain nonviolent interaction. Facilitation and consensus based decision systems help hearing everybody's voice and secure that the needs of all are satisfied to the necessary degree.

A failure to stay nonviolent has significant effects, the movement not only loses credibility and public support but it also provides justification to the opposing side to use violence.

For that reason, Mohandas K. Gandhi provided three notions of nonviolent attitude and behaviour to prepare and practice nonviolent action:

1. Ahimsa – Do everything you do with the intention of empowering yourself and others instead of harming them.

2. Satyagraha – Be sure that you are in a nonviolent struggle for a truth that benefits all. Do not push that truth upon others violently but rather help people understand gently – also be aware that you might have mistaken an idea for truth.

3. Tapasya – If suffering is unavoidable, take it upon yourself. Do not let others suffer for your own purpose or what you think should be their purpose and struggle.

Practicing these principles in everyday life can be very beneficial to nonviolent actors and for that reason, many peace organisations include similar techniques in their trainings for people to be sent into conflict regions. Combined, these principles try to make sure that all proposed and implemented solutions will be in accordance to the needs of all affected and give space for reflecting on errors and growing from them.

Service Civil International bases all its actions, including this campaign, on the understanding, that nonviolence is the only ethical and sustainable tool available for true social change. The success of this campaign therefore depends on the proper implementation of nonviolent tools. In many countries SCI has successfully helped abolish military service or at least helped to create peaceful alternatives.

India and the Philippines were freed from occupation using nonviolence, equal rights for people of all colours, religious beliefs and sexual orientations have been established in numerous countries thanks to the power of nonviolence. It is time we put it into practice to prevent climate change of catastrophic proportions.[1]

Pierre Ceresole | Switzerland, 1927

[1] Further information: http://bit.ly/gandhi-nonviolence-cc

CLIMATE AND PEACE

Climate change doesn't directly lead to violent conflicts, but its impacts (extreme weather conditions) create many conflict situations and the reduced availability of resources like water, food and fertile land make hostile confrontations more likely.[1]

> *"The relationship between climate change and violent conflict is complex, country-specific, and also localized within nations. The main impact pathways described in the literature include competition for scarce environmental resources, especially arable land and clean water, but also habitable land, which is likely to become scarcer, more crowded, and more costly if worst-case scenarios, especially of flooding, come to pass. Additionally, food insecurity could be an important triggering factor for conflict, as it has been in the past. The literature is also clear that climate change is expected to be the great multiplier of environmental deterioration, demographic displacements, and conflict threats. [2]*

Some of the most direct climate change impacts are related to access to farmland and water. Global warming is causing sea levels to rise, so coastal populations are forced to migrate (in extreme conditions, like the Tuvalu Islands, government buys land thousands of kilometers away to resettle the entire nation to a safer area). But climate change also leads to more severe droughts and desertification (arable land turning into waste land), so populations dependent on rainfall or irrigated agriculture will compete over water more fiercely. The situation is escalated by population growth and environmental degradation, leading to even less access to basic natural resources.

An example of this situation can be found in Syria, where a major drought in the Middle East (escalated by climate change) led to smaller harvests and rising food prices. This has been one of the driving factors that sparked the conflict in Syria[3].

But the issue goes far beyond Syrian borders. 'Egypt has demanded Ethiopia stop construction of a mega-dam on the Nile, vowing to protect its historical rights to the river at 'any cost'. The Egyptian authorities have called for a study into whether the project would reduce the river's flow. Jordan, which has the third lowest reserves in the region, is struggling with an influx of Syrian refugees. The country is undergoing power cuts because of water shortages. (...) The biggest worry today is sub-national conflicts – conflicts between farmers and cities, between ethnic groups, between pastoralists and farmers in Africa, between upstream users and downstream users on the same river."[4]

Other examples of difficult situations escalated by climate change are natural disasters, which are more likely because of the global warming. Thousands or even hundreds of thousands of people lose their lives and livelihoods in a result of events like hurricanes, massive wildfires or floods. These kinds of events will occur more often in the near future and SCI has to have a strategy to react in such cases, just as the organization did since the very beginning of its existence.

In addition, climate change is a 'threat multiplier' because it has the potential to exacerbate many of the challenges we already confront today – from infectious disease to armed insurgencies – and to produce new challenges in the future.

Certain changes in the climate of the Earth are already locked in the system – the ecosystem reacts very slow, sometimes with decades of delay. This means that even if we stop emitting all greenhouse gases immediately, we will still experience some climate change impacts for centuries to come. As those impacts are often related to extreme weather and long term changes in rainfall patterns, communities need to take them into consideration, to minimize negative impacts on infrastructure and human rights (like access to food, water and shelter).

Finally the issue of climate change is closely related to energy sources, e.g. there are reports[5] being published already showing how melting of the Arctic already causes tensions over who will get access to resources, which were until now hidden under the ice sheet.

Unfortunately what we are observing so far is just the beginning, as extreme weather events and extreme temperatures will escalate from one year to another. If humans won't cut carbon emissions by half until 2030 and then totally by 2050, there will be enough CO^2 in the atmosphere to raise the average temperature in the world by 6 degrees – what we see right now is world after the temperature rising by a bit less than 1 degree (compared to the pre-industrial era).

However climate change doesn't always have to be associated with violent conflict. A lot depends of how the system and society respond to situations of resource scarcity or natural disasters. Communities that are resilient (e.g. plant crops that are resistant to drought if threatened by desertification, or have a well developed bicycle infrastructure to replace car transport when oil is scarce) are more likely to manage the disruptions in a peaceful manner. Similarly political system which favors climate change preparedness and disaster response is more likely to create a context when conflicts can be resolved nonviolently or even avoided.

The role of SCI workcamps is especially important in that context. Every workcamp can be a step towards a more resilient community and can put pressure on the political system to be more climate-change-impact-proof.

Building sustainable communities and societies, which do not deplete natural resources (like oil and coal) but build strong networks of support and resilience is a necessary step for achieving a peaceful world.

The main two strategies promoted within the Create a Climate for Peace Campaign are:

- **MITIGATION:** supporting habits and solutions which help to lower greenhouse gas emissions and by this preventing further escalation of climate change (it should be implemented on individual as well as institutional level),

- **ADAPTATION:** supporting communities impacted by climate change and building solutions, which will help people live through climate change impacts (like food production more resistant to drought).

Sources, further information, recommended to see:

[1], [2] 'Climate Change and Violent Conflict: A critical literature review', Elen Messer, Oxfam America
http://bit.ly/oxfam-cc-conflicts

[3] You can find more first hand information on climate change and the impact it has already on the conflict in Syria in these videos:
http://yearsoflivingdangerously.com/story/climate-wars

[4] 'Why global water shortages pose threat of terror and war', Suzanne Goldenberg, The Guardian,
http://bit.ly/theguardian-water-shortages-terror-war

More info from here: http://bit.ly/ecowatch-un-report-cc-threat-security

[5] http://bit.ly/theguardian-cc-arctic-security

The following chapter outlines the two main aspects, mitigation & adaptation, and connected concepts, which SCI can work on with regards to climate justice and the Create a Climate for Peace campaign.

MITIGATION

WHAT IS MITIGATION?

Climate change mitigation aims at limiting the magnitude of climate change. As the scientific research proves greenhouse gases are the source of global warming, mitigation focuses on lowering the human-made greenhouse gas emissions (most importantly CO^2 coming from burning fossil fuels, intense farming and livestock rearing, destroying soil and forests), or creating carbon sinks (structures, which can keep carbon out of the atmosphere, like forests or certain types of soil).

Three basic ways to lower CO^2 emissions are[1]:

- increasing energy efficiency,
- closing down fossil-based industry (both mining for fossil fuels and using them in the process of production),
- replacing fossil fuels with low-emission energy sources

Energy efficiency does help, but only if we use the increased efficiency to lower energy consumption. This does not happen automatically but rather may lead to maintaining the energy usage levels while producing more (and then in the process needing more resources)[2].

For the reduction of greenhouse gas emissions, it is paramount, that the fossil based industry which spans from farmland fertilizers to transportation and conventional power plants is shut down and then replaced by an industry focusing on renewable materials like renewable energy – mostly hydro, solar and wind plants. Using agrofuels will not help, as they require mostly nearly as much energy to grow, harvest and process, as they return in the end[3].

Nuclear power options are neither renewable nor would they help creating sustainable societies. No country has of yet found a safe way at all to deal with nuclear waste – the costs are likely to be covered by society instead of the companies which gained the revenues. So for social and environmental reasons, nuclear power plants are not going to help us find a peaceful future.

MARKET BASED SOLUTIONS

Often lowering CO^2 emissions is seen as a threat to industrialized economies (mainly: mining, energy and transport). This is why market-based mechanisms were developed, allowing to move the mitigation efforts from one country to another. Emissions are being traded (when you are allowed to emit only certain amount of CO^2 and you can sell your right to emissions if you emit less, or you can buy extra ones if you emit more) and investments in low-emission technologies are made in countries of the Global South (e.g. offsetting).

Market-based solutions didn't bring the necessary change of cutting the amount of carbon we emit and what is most important – they fail to address the injustice, in which Global South countries pay the cleaning bill for the Global North[4]. People from the Global South have done little to cause the problem – but now they get to pay the price of industrialisation in the Global North. But the best way to **keep coal out of our atmosphere** is to keep it **safely buried underground**, instead of inventing 'clean coal' technologies or just trying to use it slower (these are fake solutions). After all, you can't solve the problem using the same way of thinking which created it.

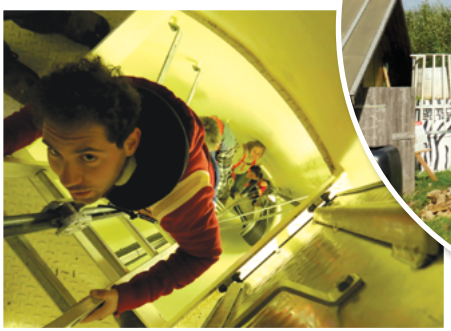
IS IT TOO LATE TO MITIGATE?

Slowly approach to mitigation is changing. Instead of mitigating (which is often associated with negative impact of economic growth), world politics turn to adaptation (also because it can generate economic growth in a more direct manner and some people say it is already way too late to think *only* about lowering emissions and we should just get ready to face the consequences of climate change the best we can). However mitigation remains a very important issue due to the concept of runaway climate change. Scientists believe that beyond certain level of greenhouse gases in the atmosphere, climate will start changing so much and so fast, that life on Earth won't be able to adapt to those changes.

Beyond that point mitigation will not make sense, because the changing climate will trigger series of other drastic changes and they will lead to feedback loops between elements of the ecosystems like freeing formerly frozen greenhouse gases in Siberia and on the sea floor (which means they will be accelerating each other[5]). In fact some scientists, like James Hansen from the Climate Change panel in NASA say that already the 1 degree rise (so what we already observed in global temperatures) is enough to trigger this effect and is leading to dangerous changes which are difficult to predict (and a runaway warming process might be one of them). However 2 degrees in global temperature rise is currently the political consensus of what is 'safe' for most humans to survive – those numbers are cynically balancing economical costs and life – already this means people losing their livelihoods and homes, islands and coastal areas being threatened.

WHO SHOULD MITIGATE?

If you don't leave your computer on stand by and your phone charger in the socket, you also mitigate by saving electricity. But this is just a small piece in a huge puzzle. As much as we can change our individual and communal ways of living, we need to push for changes to the world industry to really make a difference. However the big question under political discussion is: which countries should introduce these changes? Some leaders from countries in the Global South claim they need to get the chance to develop to the level achieved by the countries in the Global North. As the countries of the Global North are responsible for over 50% of the historical CO^2 emissions, they should be the ones to mitigate (they should pay their ecological debt) instead of the countries of the Global South. However experts notice that if every country in the Global South wants to reach the same standard of living as the average citizen of the Global North, we would produce so much greenhouse gases (GHG), that would put us way beyond any safe levels. So everybody needs to mitigate, but who should pay for the necessary technology? Again, many countries in the Global South remind the others in the Global North of their historical responsibility for climate change and call on them to put the necessary money on the table. What remains an obstacle is that countries of the Global North are concerned with losing their leading position on the world market by helping the Global South to become technologically more advanced.



TRAGEDY OF THE COMMONS

The issue of mitigation boils down to something very basic – question of managing resources. Who gets to use the oil and coal that are left and how? Who takes responsibility of the atmosphere? Natural resources are there for all humans and other creatures on Earth to sustain their life. However in some parts of the world humans deplete these resources, so that they don't have enough time to recreate. They want to be the first ones to get to them and they take more than necessary, because they don't want to trust, that other humans would leave enough for them. The process known as the tragedy of the commons leads humanity to unsustainable resource management, in which instead of common care of the life supporting water, energy sources or atmosphere, humanity pollutes, drains and dumps trash into them, turning them into waste.

SOUNDS FAMILIAR?

However being afraid of this transition to low-carbon economy might be unfounded. Some people even compare it to resistance to abolishing slavery, when same as today, the industry said it complies with what public demands and changing it will cause our economy to collapse[6]. Well, you know how this story has ended and so you can work out your own opinion on that topic. Unfortunately same as we didn't manage to fully eliminate slavery (e.g. in clothes factories of big chain stores), we can remain doubtful if the mitigation will ever bring real change that we need so urgently.

Examples in SCI workcamps

The Cloud Factory (Kosovo)

Most of Kosovo's energy comes from coal fired power plants which are situated near the capital. All inhabitants within 30 km radius suffer from the nearby coal power plants 'Kosovo A and B' which emit 25 tons of dust and smoke every hour. Smoke and dust, in addition to unprocessed liquids, have been carelessly released for decades, devastating air, soil and water. Just one power plant produces approximately 50 trucks of ash per month, remnants of burned coal. Workcamps in Gracanica have the goal to inspire volunteers to act for climate justice, and to initiate activities on awareness raising focusing on coal and alternative energies. Volunteers create games for kids in local educational center for Roma children, set up a small garden and paint a mural in the centre of the village.

Renewable Energy Camp (Switzerland)

The 'Energiewendefestival' (Energy Transition Festival) is organized in Switzerland by people who were previously active in the 'Klimacamp' and 'MenschenStrom gegen Atom' (Anti-nuclear power movement) and supported by lots of other organizations. Through the various activities they express their disagreement about fossil fuels (gas, coal) and nuclear power stations and promote using renewable energy sources, climate protection and an environmentally friendly way of living.

The festival part of the workcamp lasts three days and the volunteers help building and removing the infrastructure of the festival and prepare workshops for other participants of the festival. Volunteers can participate in workshops, discussions and study trips which provide specific information on various topics related to energy transition and building social movement.

Nature School Vlahi (Bulgaria)

Vlahi Nature School is a long-term initiative, based on the principles of sustainable living, volunteering and environmental education. Over 10 years of volunteer labour revived the old village school building, using traditional building techniques, combined with modern energy technologies in order to create a demonstration and education centre for sustainable lifestyle practices and interaction with nature.

The School features dry composting toilets, rainwater harvesting, drip irrigation, integrating the principles of sustainability and permaculture in the design of the garden and in the house, which contributes a lot to the reduction of the ecological footprint.

During workcamps volunteers help in building and renovating the school, setting up greenhouses in the garden to grow fruit and vegetables, building chicken runs, all of which are part of the permaculture garden as well as demonstration and educational components, corresponding to the philosophy of the Nature School to be a model for sustainable way of living. During workcamps volunteers can learn about biodiversity conservation and energy efficiency, and about traditional building techniques.

Urban Permacultural Garden (Mexico)

The Natate Permacultural Space is an area where volunteers put into practice principles of restoration, re-organization, and maintenance of a natural environment using, as much as possible, the elements that exist on the site, including wood, organic matter, traditional and worm composts, etc. Furthermore, this space functions as a demonstration site and meeting place for trainings in the areas of urban agriculture, recycling and re-use, and sustainable culture and practices. Volunteers investigate and use techniques that implement a thoughtful and effective transformation of the garden. They also take part in excursions to different parts of Chiapas to consult with local people with experience in medicinal plants and help in creating a space, which may act as a point of reference with regards to permaculture practices.

Sources, further information, recommended to see:

[1] Another concept is 'clean coal'. You can read this 2 page flyer created by Bankwatch to learn more about controversies around the idea.
bit.ly/clean-coal-no-such-thing

[2] Jevons Paradox about efficiency says that increasing efficiency of a production process doesn't lead to using fewer resources, but rather to using the same amount of resources to produce more. This is why energy efficiency is important, but can't exist without other solutions, which will ensure that industries and people end up using less energy and resources, instead of just increasing individual demand.
http://en.wikipedia.org/wiki/Jevons_paradox

[3] EROEI (Energy Returned on Energy Invested) is a measure which makes it possible to compare different energy sources. It shows how many energy units need to be invested in order to produce a unit of energy. Coal and oil still have best results of all energy sources (which makes it so difficult to replace them with other sources, although this is changing, as we are using up the easily accessible deposits of coal and oil), while some agrofuels have EROEI close to 1:1 and therefore require as much energy to harvest and process them as can be gained by burning them – in total therefore they do not produce any energy.
http://en.wikipedia.org/wiki/Energy_returned_on_energy_invested

[4] See Annie Leonard explain this mechanism in a simple and brilliant animation: 'The Story of Cap and Trade' (10 min).
http://storyofstuff.org/movies/story-of-cap-and-trade

[5] See more in an animate movie: 'Wake up, Freak out – then Get a Grip' (11 min)
http://bit.ly/wake-up-freak-out-getagrip

[6] Learn more: TED Talk, Polly Higgins: 'Ecocide, the 5th Crime Against Peace', (19 min)
http://bit.ly/tedtalks-james-hansen

ADAPTATION

Adaptation means dealing with change that is already happening. As the impacts of climate change are unfolding already, this is a necessary part of our work. An important aspect of adaptation is building resilience to further changes, as climate change is not going to stop next year but is a continuing process – therefore we do not only need to adapt to the changes already happening but prepare for future impacts by becoming more resilient. In that way we adapt to the present as well as to the future.
The latest report of the IPCC 2014 summarizes with regards to adaptation that >

"...while some may be able to adapt to some of these changes, this can only happen within limits. According to the IPCC, the world can no longer choose to either pollute and adapt, or to mitigate without adapting. We are now required to both manage the impacts hitting us already while preventing the impacts of the future."[1]

HOW DOES ADAPTATION WORK IN PRACTICE?

Humans have been adapting to their evolving environments throughout history by developing practices, cultures and livelihoods suited to local conditions. However, climate change raises the possibility that existing societies will experience climatic shifts that previous experience has not prepared them for.
Adaptation measures may be planned in advance or put in place spontaneously in response to a local pressure. They include individuals' behavioural shifts, sustainable communities, ecosystem-based adaptation, large-scale infrastructure changes as well as disaster relief.

Individual Behavioural Shifts

- using fewer resources like energy and water, e.g. by collecting rain water,
- farmers planting diverse crops instead of large monocultures,
- building self-sufficient homes,
- education and practice of permaculture, transition towns, alternative economies.

Ecosystem-based Adaptation (EbA)

Maintaining healthy ecosystems, on which we all depend, plays a significant role in helping people adapt to climate change, especially in 'poorer' countries. EbA includes ecosystem management activities to increase resilience and reduce the vulnerability of people and the environment to climate change.

"For instance, natural processes of soil erosion could be accelerated by the continuous and unsustainable farming and livestock practices. As a result of misuse, land can turn into a hard crust that does not allow for water to infiltrate and replenish underground water sources. Soon, the water levels in lakes and rivers would decline, shrink or disappear altogether." To counter these effects and instead promote sustainable farming practices, EbA has been used successfully in West Africa, India and Mexico[2].

Some of the key concepts of EbA were outlined in a paper by IUCN on EbA for instance [3]:

- Sustainable water management, where river basins, flood plains, and their associated vegetation are managed to provide water storage and flood regulation services;
- Disaster risk reduction, by for example nature restoration/ preservation of coastal habitats such as mangroves, which can be a particularly effective measure against storm-surges, saline intrusion and coastal erosion;
- Sustainable management of grasslands and rangelands, to enhance pastoral livelihoods and increase resilience to drought and flooding;
- Establishment of diverse agricultural systems, where using indigenous knowledge of specific crop and livestock varieties, maintaining genetic diversity of crops and livestock, and conserving diverse agricultural landscapes secures food provision in changing local climatic conditions;

[1] http://bit.ly/350org-ipcc-report
[2] http://bit.ly/unccd-eba
[3] Quoted from http://cmsdata.iucn.org/downloads/iucn_eba_brochure.pdf

Large scale infrastructure changes could be building defenses to protect against sea-level rise or improving the quality of road surfaces to withstand hotter temperatures and aligning building layouts in cities so that wind can enter and offer cooling.

Disaster relief

SCI has a rich history in post-disaster and relief workcamp programs. Already in the 1930s SCI organized numerous workcamps with 700 volunteers in areas affected by floods and landslides. In 1957 an emergency team for such situations was created. And in recent history, SCI Japan, SCI Bangladesh, SCI Sri Lanka, SCI Italy, VCV Serbia and others organized relief workcamps.

Taking into account that in the future the changing climate will bring more extreme events, such as this year's floods in the Balkans or Pakistan and India, a new collective approach will be needed. Working with impacted communities, immediately and long-term after disasters is an important duty of SCI, since workcamps can bring benefits unlike all other activities organized by rapid response teams or governmental organizations. Besides reconstruction work, SCI can do a lot in preventing or reducing the effects of trauma, especially among children and elderly people (who have lost everything and have little chance to rebuild a new life). SCI can keep the spirit of solidarity alive for a long period after disaster. SCI can raise awareness on causes of disasters (climate change impacts, destruction of nature, lack of responsibility from authorities etc.) and inform and educate people on how to organize and adapt to similar events in the future, and build resilience of their communities.

Examples in SCI workcamps

Mangkang camp (Indonesia)

The coastal fishing and farming village of Mangkang located in West Semarang is now in danger due to the erosion by the sea, the cutting mangroves by local people and heavy forces from the river flows. Previously, many kinds of fish and shrimps used to live there, but now since the condition of the mangrove forest is getting worse it is quite difficult to find the species anymore. Fishermen also need to go further into the ocean to fish and it means they need to do much more work. Volunteers help in planting mangrove and other trees on the beach, contribute to environmental education of local people and children at school visits where they teach how to protect their environment as well as their future, promoting the Create Climate for Peace Campaign in the city centre, and manage the mangrove fruits to become snacks or processed food.

Borders separate, nature connects (Serbia)

Special Nature Reserve Gornje Podunavlje, the area around Bački Monoštor, is a mosaic of forests, wet and dry meadows, alluvial lakes, oxbows, ponds and marshes formed by the river Danube and its formerly active meanders. Workcamps are being run in continuation of activities on habitat restoration projects and tourism development, which started as part of a WWF project. Volunteers work on habitat restoration, which includes cutting and removing an invasive species, hawthorns, which is overgrowing meadows. Simultaneously, volunteers make some tourist signs as well as bird houses, which are placed around the village to create environmental friendly atmosphere. Volunteers also take part in preparation of the local ethno fest.

Kemp (Belgium)

Kemp vzw is a nature and cultural-historical heritage organization. They contribute to the sustainable and ecological management of natural areas, mainly through sheep herding. Kemp vzw contributes to conserving monuments by renovating them and involving the broader public through educational activities. Recently they have been renovating a 19th century farm in a lovely nature reserve, in the middle of forest and fields, which is classified as a 'quiet zone' because of its natural value. The area also hosts Belgium's first wild camping spot!

The work mainly consists of dismantling part of the old farm as well as insulating and painting. Along with helping Maarten and the other sheep herders the volunteers will maintain the grass field, and renovate another building a bit further away next to a historic (but still used) water mill. The renovating work is rather hard, but you get to work in a wonderful environment. The classified trainers in ecological themes will teach you about ecological landscape conservation through sheep herding.

More ideas for workcamps on adaptation/resilience:

Often resilience is a matter of building specific things and institutions, which can bring these changes to communities, e.g. community gardens or urban farms, renewable energy cooperatives, tools exchange shops, babysitting cooperatives, community owned grocery shops or cooperatives, local currencies. All these ideas can be a starting point for a workcamp, where you invite local communities and international volunteers to think about ways the common space and safety can be improved, taking into consideration impacts that climate change will bring to the region.

Sources, further information, recommended to see:

Collection of examples (not workcamps)
http://bit.ly/tck3-climate-adaptation

Probably the most comprehensive collection of knowledge and resources regarding resilience available online: 'Building Thriving, Resilient Communities':
http://resilience.org.

HOLISTIC APPROACHES

Holistic approaches require at least two things – the creation of alternative systems which offer an exit-strategy to withdraw from harmful, exploiting economies and a spiritual connection which offers strength. This strength is necessary, since creating and sustaining alternative systems is not going to be easy, at times it will be frustrating and most of us are still quite used to consumerism as an answer to the problems of our times.

ALTERNATIVE SYSTEMS

The conflicts we have in our system, which had us ignore our impact on each other and nature boil down to one main issue: our economic system. In the current form it is based on economic growth (mostly measured in Gross Domestic Product, GDP). In very short words – the global economy needs to grow, or it will collapse. This ultimate and permanent goal of growing is causing many enterprises, companies, governments and individuals to focus on profit and growth primarily, while neglecting human dignity, human rights, health of the people and the planet.

We designed our economy to run on cheap oil, coal and gas. Using those resources our food is produced and delivered to our tables, our houses are being heated, we need the energy for our jobs and getting to the workplace, for our free time, the appliances we use and for communicating with each other (mobile phones are made using oil and internet requires servers to be powered somehow), and we produce everyday use objects and medicine.

Peak Oil describes this reliance on a non-renewable resource. In the near future we can't expect to be using as much oil as we are using today. By burning oil we are accelerating climate change and oil and coal are becoming more and more difficult and risky to extract (see the BP spill in the Gulf of Mexico) and more and more expensive.[1]

SUSTAINABLE COMMUNITIES

Global issues all end up being local problems. This is why communities trying to adapt to climate change are looking at contextual, local solutions, which also improve their resilience to further changes coming. Only projects tailored to local realities, needs and resources can be sustainable. This is the basis for thinking about community adaptation and resilience.

If you search online, look around yourself or even go back into the past, you will see that all the solutions necessary to live sustainably already exist. In fact there were times, when they were absolutely normal and common. The challenge now is to make them the 'new normal' again, so that they can replace the destructive, unsustainable practices. It doesn't mean returning to practices from the past, but rather learning from them and taking what can be useful in the new reality.

TRANSITION TOWNS provide one of many alternative approaches.[2] Activities cover community breweries, community bakeries, community energy projects, food growing groups and enterprises, building relationships in community by mobilizing your neighbors ('transition streets') and using art to promote alternatives. All of the above are making real difference in the communities. Increasingly, Transition groups are creating new jobs and livelihoods and vibrant, viable new enterprises that keep money local and boost resilience.

ECOVILLAGES also offer a concrete and fully sustainable, holistic solution to the problems of our current societies and go even further away from our current economical concepts. An ecovillage is an intentional or traditional community using local and participatory processes to regenerate their social and natural environment.[3]

All of the questions and issues around climate change and its impacts lead many people to think about how to design livelihoods, economies and policies, that will survive these changes.

[1], [2], [3] More information on the last page of the chapter (p27)

Community resilience basically means that even when faced with a crisis, a group of people is able to survive, overcome it and rebuild its strength. It is a proactive approach to managing climate change impacts on many different levels[4]:

- **economy**, which is not based on economic growth, doesn't depend on imported goods and cheap labour, but is local (and seasonal, when it comes to food), allows the money stay in the local community (e.g. local currencies), creates a meaningful role for all members of the community to contribute to its wellbeing,
- **environment**, which is not exploited and destroyed, but rather people live in harmony with it, take as much as they need (instead of want) and make sure the natural resources have enough time to recreate and it is left for future generations to enjoy it and benefit from it at least as much as the current generations are. Biodiversity is actively pursued and waste-management is facilitated in ways which do not pollute the environment.
- **society,** which isn't founded on competition and exploitation, but which uses much fewer natural resources to satisfy its needs (e.g. in terms of food transportation or cultivation). Social sustainability is promoted by mutual aid, integrating minorities and the focus on participative decision making approaches like consensus. Cultural and artistic enrichment and expression together with spiritual diversity are also an important aspect of any sustainable society.

Transition towns, ecovillages and similar approaches allow a glimpse into a positive future of our societies embracing simplicity – for SCI and our campaign supporting projects relying on these concepts is going to be very beneficial to prepare us for the challenges ahead and gather the necessary skills to deal with climate change.

All these alternative systems take into account several intertwined key concepts outlined below: Permaculture, Degrowth, Choice Editing and Collaborative Consumption.

PERMACULTURE

Permaculture is a system which aims at meeting diverse needs of humans in a way that benefits the environment at the same time. It can be implemented in very small scales, like a front yard garden, as well as to restore whole degraded ecosystems. Permaculture covers variety of issues, like water and soil, as well as how they are interrelated, just like in a natural ecosystem.
Knowing the interconnections might be even more important than knowledge in one of the areas, because it allows to design not only gardens or forests, but also to incorporate ponds, motorways or buildings in a way that all elements of the system will be advantageous to each other.

Permaculture is not only about food. It covers the issues of waste, energy, infrastructure, housing, as well as ways of managing your business or social life in a responsible way. By default its goal is to decrease the energy consumption and to produce less waste. The general rule of permaculture is that all excess products are directed towards improving the state of environment as well as people's lives.

You can design a park in a way that will not require big energy consumption: you won't need to use a lawnmower, use artificial fertilizers or synthetic pesticides. Often rainwater retention systems are an important part of permacultural design. It should be designed in a way which will make people feel comfortable in it, however there should also be areas where wild animals will find their refuge. In a well designed park there should also be areas for children and adult education.

Permaculture is often symbolized by a flower or a spiral, just like in the image on the next page that covers most important sections of permaculture.

There are numerous resources available online, like handbooks, videos, online courses.[5]

[4] Source: http://sites.ecovillage.org/en/article/dimensions-sustainability-0
[5] More information on the last page of the chapter (p27)

Permaculture Flower

"The permaculture journey begins with the Ethics and Design Principles and moves through the key domains required to create a sustainable culture. The spiral evolutionary path joins together these domains, initially at a personal and local level, and then proceeding to the collective and global level.

Some of the specific fields, design systems and solutions that have been associated with the wider view of permaculture are listed below."

Land & Nature Stewardship

- Bio-intensive gardening
- Forest gardening
- Seed saving
- Organic agriculture
- Biodynamics
- Natural Farming
- Keyline water harvesting
- Holistic Rangeland Management
- Natural Sequence Farming
- Agroforestry
- Nature-based forestry
- Integrated aquaculture
- Wild harvesting & hunting
- Gleaning

Building

- Passive solar design
- Natural construction materials
- Water harvesting & Waste Reuse
- Biotechture
- Earth sheltered construction
- Natural disaster resistant construction
- Owner building
- Pattern Language

Tools & Technology

- Reuse & creative recycling
- Hand Tools
- Bicycles and electric bikes
- Efficient & low pollution wood stoves
- Fuels from organic wastes
- Wood Gasification
- Bio-char from forest wastes
- Co-generation
- Micro-hydro & small scale wind
- Grid-tied renewable power generation
- Energy storage
- Transition engineering

Education & Culture

- Home Schooling
- Waldorf education
- Participatory arts and music
- Social ecology
- Action Research
- Transition culture

Health & Spiritual Well-being

- Home birth & Breast feeding
- Complementary & Wholistic Medicine
- Yoga, Tai Chi & other body/mind/spirit disciplines
- Spirit of place, indigenous cultural revival
- Dying with dignity

Finances & Economics

- Local and regional currencies
- Carpooling, Ride sharing & Car share
- Ethical Investment & Fair Trade
- Farmers markets & Community Supported Agriculture (CSA)
- WWOOFing & similar networks
- Tradable Energy Quotas
- Life Cycle Analysis & Emergy Accounting

Land Tenure & Community Governance

- Cooperatives & Body Corporates
- Cohousing & Ecovillages
- Native Title and traditional use rights
- Open Space Technology & Consensus Decision Making

Based on the works by:

permaculturepriciples.com

HOLMGREN DESIGN SERVICES
www.holmgren.com.au

DEGROWTH

Degrowth is the literal translation of 'décroissance', a French word meaning reduction. Launched by activists in 2001 as a challenge to growth, it became a missile word that sparks a contentious debate on the diagnosis and prognosis of our society. The main issue from that perspective is the need of our current economic system to grow endlessly – this of course is not sustainable in any system with a limited amount of resources. Therefore Degrowth as a concept challenges our current system and provides an alternative by focusing on sufficiency instead of efficiency and a needs-based consumption instead of pseudo-innovation driving over-consumption[6]. It enhances happiness by non-consumptive means, focusing on shared cultural and social practices. Thereby degrowth does not lead to less joy but rather connects us again with our real needs instead of artificially created consumption- and technology wants.[7]

Practical examples of degrowth:

1. Transition Town Totnes is a working example of the concept http://transitiontowntotnes.org – it has its own currency and uses alternative economic models as time banks and bartering and people grow their own food.
2. Slow movement looks at how time has become a commodity, sometimes referred to as 'time poverty' not having enough time to do what we would actually like to. As an antithesis to the fast life, fast food the slow movement looks at how we live our life and how this lifestyle affects our health our quality of life. http://slowmovement.com/
3. Everyday life examples of Degrowth:
   - Buy Nothing Day – challenging people not to shop for a day highlighting the impact of our consumerist behaviour on the environment and on other people that have their rights denied while manufacturing cheap goods. http://buynothingday.co.uk/
   - Deep Walking – the walks have the aim of inner search, simplicity and consumer awareness. http://deepwalking.org/documenti_en.php
   - Bartering – Trade School is an alternative learning community that runs on barter (you give the teacher something small in return for the class/workshop). Trade School helps people share skills, ideas, experiences and resources. http://tradeschool.coop

COLLABORATIVE CONSUMPTION

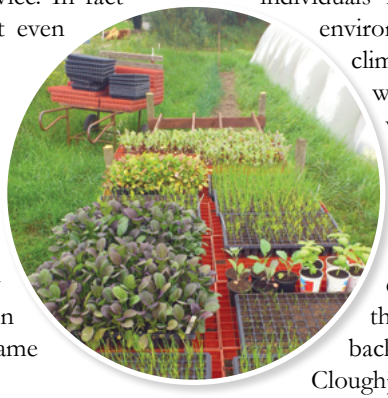
Collaborative consumption is about differentiation between needs and urges. A need is recognizing something that is actually important for your decent life. Urge is about following your desires, which are not necessary for survival, but are more related to pleasure or social status. Consumerist culture based on economic growth encourages buying more and rewards it by perceiving excessive consumption as a proof of higher status. Following their want people work more in order to buy more and as trivial as it already sounds, they neglect the social bonds.

There were times when it used to be normal to watch TV at your neighbours place, use the washing machine in the common laundry room in the basement or borrow tools from each other, rather than owning all these things. And now some people are going back to the collaborative-ownership way of thinking. If we look around ourselves it might turn out that many of the things we own we use once a week or once a month and they stay useless for the rest of time. So do you need to have your own washing machine or maybe it's enough that you had a washing machine conveniently located around the corner? French people are involved in Le Machine du Voisin (Neighbor's Washing Machine) movement, which is facilitated with an online scheduling platform. There are more and more carpooling (carsharing) portals, where people offer a place in their car for long and for short distances. More and more cities in the world offer systems of city bicycles, electric city cars or even free public transport. All to eliminate cars from the city centre and encourage healthier style of living. Clothes swapping parties are also a way to meet the needs of changing styles and weather without the necessity of buying clothes made by underpaid workers in distant countries. More and more often people exchange services in time banks, when after sharing your time and skill with somebody else you get a credit that you can use to reward somebody else who will share their skills with you. One of the most famous and most fun examples of collaborative consumption is couchsurfing.org – an online platform, which lets you find hosts offering their couches for travellers all over the world.

[6] An extended definition can be found at http://degrowth.org/definition-2
[7] More information on the last page of the chapter (p27)

CHOICE EDITING

Choice editing basically means that the situation is designed in a way which supports sustainable choices rather than the wasteful ones. Simple example is that if it was easy and fairly inexpensive to exchange a battery in your mobile for a new one, you would rather do that than consider buying a new device. In fact in some of the contemporary phones it's not even possible to get to the battery!



HOW CAN IT WORK IN A WORKCAMP?

- In the infopack you recommend, how to get to the workcamp venue by bus, carpooling or a bicycle. Some people might consider these options just because you did the research for them and they don't need to make the effort. You can even put in touch people travelling from the same direction, so the longer trip is more fun.
- When you ask about dietary preferences you can consider vegan/vegetarian as default, so that people only need to contact you if they really need to eat meat. This way the non-meat diet becomes the new normal at least for a group of people over a couple weeks.
- You can contact local food producers beforehand and make arrangements with them, so that during the workcamp it is easy to get local food – and for sure easier and more fun than going to a supermarket.
- You can clearly state that non-biodegradable cosmetics are not welcome in the workcamp (especially if water pipes don't end up in a water treatment facility!), explain why and offer local biodegradable alternatives at the location of the workcamp.

Examples in SCI workcamps

Cloughjordan Ecovillage (Ireland)

The workcamp 'Building Resilience' gives a chance to explore a community-based response to climate change, to develop an understanding of climate justice, and to understand the role individuals have in their own communities, homes and environments in addressing the unequal effect of climate change across our communities and the world. The project combines non-formal learning workshops and practical volunteering projects, in Ireland's only ecovillage, a unique project in the rural midlands of Ireland. The project also challenges volunteers to look at their own contribution to climate change, and to explore real alternatives. VSI actively encourages the participation of volunteers from diverse backgrounds in this project. Volunteers work on the Cloughjordan Community Farm (harvesting, weeding, etc.) and are accommodated on a community camp site, volunteers also support Cloughjordan's 'Month of Resilience' usually held in August with construction of compost toilets, outdoor showers, etc.

Suderbyn Ecovillage, Living Permaculture (Sweden)

The camp takes place in Suderbyn ekoby which is located on the island Gotland. Suderbyn is a young community founded in 2008 and based on ecological and sustainable lifestyle. At the moment 10 people live at Suderbyn and 2 long term volunteers. There are animals (cats, bees, chickens and ducks) and a common vegetable garden. During the summer, there are many visitors both from Sweden and abroad. In the community, there are small projects going on. Many of these are creatively using natural materials, such as wood, straw, clay and earth. The volunteers' practical work is directly linked to the daily life of the Suderbyn community: participants help in small projects using sustainable materials and learn about sustainable building and house maintenance. They also work in the community garden and learn about organic farming methods and sustainable food production. Participants are also involved in the design and implementation of a study part/workshop to be held in cooperation with the local community. The study parts of the workcamp are connected to climate justice, especially the permaculture principle.

Caravan for peace 'ALAFIA' (Togo)

The aim of this workcamp themed on international solidarity is to develop the culture of nonviolence in the hosting communities, a reflection for peace that faces violence in our circle of acquaintances. Agou-Gare community is situated 12 km from Kpalimé, Togo. The village is remarkable by its geographical particularity and its beautiful landscape. Therein lays the highest mountain in Togo (986m). The population is essentially dedicated to agriculture and offers a particular hospitality. It is also remarkable by its cultural diversity. The work by the volunteers consists in examining tools we already have and secondly conceiving other tools such as bulletin boards to the promotion of nonviolence and peace. The methods are interactive: volunteers work with the young people in the village to sensitize them about the culture of nonviolence through debates, dance demonstrations, singing workshops, sketch, theater, sport, drawing and a big caravan. The volunteers present the activities they created and raise further awareness in the local community, while inviting the local population and administrative authorities.

Granara Ecovillage Festival (Italy)

A 600 mt altitude rural village on Appennini mountain, Granara is an experiment of sustainable development of an open community. The activities concern solar and appropriate technologies, bio-architecture, holistic health care, environmental education, social activities, theatre and art workshops, nonviolence and promotion of ecological awareness of the inhabitants and hosts. Since 2001 Granara hosts a summer Theatre Festival, with theatre, art, ecology, and nonviolence workshops; theatre plays, concerts, exhibitions, conferences and discussion groups: two or three hundred people living, working, playing together in an intense, involving atmosphere. Much of the work is related to the preparation of the festival, such as putting the final touches to the Photovoltaic Workshop (clay and hemp plastering), renovating the 'Obelix': the circle of tables, gardening, renovating and building sun showers and compost-toilets (woodwork, digging, plumbing) in the budding Camping site. Aside from the practical skills (the use of clay in bio-architecture and some experimental techniques in woodworking, or the building of a proper compost-toilet), the workcamp has several study-evenings dedicated to themes related to ecology, appropriate technologies, the history of Granara.

Sources, further information, recommended to see:

[1] More on our fossil fuel-based society:
'You are here: The oil journey' (animation, 30 min, Post Carbon Institute)
Key elements to focus on in our transition to the new era economy: relocalize (there will be no more cheap fossil fuels to support the unsustainable transport, globalized production and distribution), rescale (tend to mechanisation reverses, we need to provide for ourselves, change expensive pharmaceuticals), conserve (do more with less – dry your clothes in the sun), share (collaborative consumption, enrich your social life), build resilience (bounce back after crises). More contented, more engaged society is what we need.
http://bit.ly/theoiljourney

[2] More on Transition Towns:

- There are countless ideas and initiatives on how to achieve sustainability and bring back the system into reasonable frames. The most popular network gathering many of them is the Transition Network, which started with the project Transition Town Totnes. http://transitionnetwork.org/
- If you want to learn, explore more, many resources are available online. You can start with watching a movie presenting a bunch of really cool, future-oriented, community-run transition initiatives around the world. Some of them are a part of the Transition movement, some are independent, but all inspiring and vital for the sustainable future we want to live in: In Transition 2.0. A story of resilience and hope in extraordinary times (68 mins). http://bit.ly/intransition_movie
- 'The Transition Handbook', by Transition Network founder Rob Hopkins, provides a vision and a model for a just, sustainable, and resilient world, by applying permaculture principles to redesign food, energy, and economic systems at the community level. http://transitionculture.org/shop/the-transition-handbook/

[3] More on Ecovillages:

- Information about Global Ecovillage Network and the ideas behind can be found at http://gen.ecovillage.org.
- A talk by Albert Bates about ecovillages strategic investments in adaptive responses to the climate change that also mitigate the damage by marginally reducing, or even reversing, the transfer of greenhouse gases to the atmosphere:
- http://bit.ly/ecovillage-responses

[4] Source: http://sites.ecovillage.org/en/article/dimensions-sustainability-0

[5] More on Permaculture:

- One of the best documentaries is 'Anima Mundi'. It shows permaculture as a holistic answer to peak oil and climate change and the Gaia theory as its philosophical background. http://bit.ly/anima-mundi-full
- Essence of Permaculture, by David Holmgren, is a summary of permaculture concepts and principles.
  http://permacultureprinciples.com/resources/free-downloads/
- Permawiki is a resource page for exchange of information about permaculture, sustainability, environmentalism and organic gardening and farming. http://permaculture.wikia.com/wiki/Permaculture_Wiki

[6] An extended definition can be found at http://degrowth.org/definition-2

[7] More on Degrowth:
Degrowth has been studied extensively since its introduction as a notion by Nicholas Georgescu-Roegen (1971) in the Entropy Law and the Economic Process in response to what he regarded as the irreversible damage inflicted by the politics of endless growth preached by neo-liberal economics. (Escaping from the economy: the politics of degrowth – Valerie Fournier) http://bit.ly/politics_of_degrowth

RECONNECTION WITH (OUR) NATURE THROUGH SPIRITUALITY

For a holistic approach to sustainable living, it is important to **connect to our inner values**. Otherwise we will not be able to really care about ourselves and our interaction with our ecosystem including the livelihood of other living beings we share this planet with in the present and future. Strengthening the spiritual connection helps our resilience and communal support in face of adversity. Without strong levels of resilience, the challenge of campaigning for climate justice might become too much. Political and social setbacks are going to happen and we will have to maintain our motivation and spirit against a pessimistic and cynical society.

A spiritual approach is nothing new to SCI, though we certainly do not promote any specific religion and instead chose to be open to people from all faiths and spiritual ways willing to work for peace. SCI's founder, Pierre Ceresole wrote in his diary in the 1920s:

"A tree is spring; a confusion of tiny interlacing twigs among which one sees a few tiny buds thrusting up here and there, harbingers of a new season.
A new grace, the grace of life renewed, of a flower – in a hard grey tangle of twigs."

We are those buds coming alive, revitalizing the peaceful spirit within humanity. Practicing spirituality by its many different expressions like prayer, meditation, silence, singing, etc. This can help us feel connected to each other and to the unifying purpose we are working towards.

In workcamps we could develop this spiritual dimension in different ways depending on the topic, host organisations, camp coordinators and volunteers.[1] Often it is as simple as focusing on the physical experience. That can be sand trickling through our fingers and reflecting on its different meanings, listening to the sounds of nature or really feeling the wind on ones skin and being grateful to have a body that allows us to feel as well as a planet and universe that enables us to exist in the first place.

Slowing down while exploring inner and outer experiences, streams of thoughts and stimuli can support this sense of connection to oneself, others and the environment. Just stopping for a moment from time to time to look around and wonder is one of the easiest ways to develop a sense for the spiritual – slowing down also allows to question what we are doing and why we are doing it and that helps stopping consumerist attitudes and behaviour. Instead we can positively and creatively learn to express ourselves in ways which encourage community, spirituality and joyful activities.

Concrete examples which could be practiced with volunteers:

- a morning yoga session
- waking up by singing/chanting
- (reflection) time for volunteers e.g. meditative silent walk in nature
- meditation as tool in study sessions (e.g. to reflect about something)
- peace circle to share truth, feelings and experiences (with talking stick)
- holding hands to connect with each other
- a silent minute to start a meeting (check-in)
- creating art with nature
- group dancing
- looking to the stars
- ceremonies to celebrate natural cycles e.g. full moon, midsummer
- sweat lodge
- storytelling around a campfire

Regarding deep ecology and the connection between all the species on this planet including humans, Arne Naess and George Sessions described eight principles:[2]

1. The well-being and flourishing of human and non-human life on Earth have value in themselves. These values are independent of the usefulness of the non-human world for human purposes.
2. Richness and diversity of life forms contribute to the realization of these values and are also values in themselves.
3. Humans have no right to reduce this richness and diversity except to satisfy vital needs.
4. The flourishing of human life and cultures is compatible with a substantial decrease of the human population. The flourishing of non-human life requires such a decrease.
5. Present human interference with the non-human world is excessive, and the situation is rapidly worsening.
6. The dominant socio-political living situation must therefore end. This will affect basic economic, technological, and ideological structures. The resulting state of affairs will be deeply different from the present.
7. The ideological change is mainly that of appreciating quality (dwelling in situations of inherent worth) rather than adhering to an increasingly higher standard of living. There will be a profound awareness of the difference between big and great.
8. Those who subscribe to the foregoing points have an obligation directly or indirectly to participate in the attempt to implement the necessary changes.

Several more concrete spiritual practices have been created worldwide to support sustainable eco-awareness from a spiritual perspective. Engaged Buddhism and Dark Green Religion are a few examples next to Deep Ecology above, that you might want to look up.[3]

Example in an SCI workcamp

Joga Ashram Centrum (Czech Republic)

The Ashram (Centre of Yoga in daily life) is a great place to escape the drowsy every day routine. Yoga, meditation and vegetarian cooking courses help volunteers get in touch with themselves and with the surroundings. A healthier lifestyle is encouraged and the many kinds of teas sold there make us travel all over the world. Yoga is the alpha and omega of this workcamp. There are several yoga sessions throughout the day, from refreshing in the mornings to relaxing in the afternoons. Volunteers usually do lots of manual work such as repairing stone walls, gardening, cutting and stacking wood, helping to cook vegetarian food in the kitchen. Additionally, volunteers can learn about yoga, its variations, and meditation in a location dedicated to it.

Iksan Culture Exchange, Buddhism (South Korea)

Iksan is at the heart of Jeolla Province, in South Korea and one of the main centers of Buddhism in Korea. Volunteers share their time and skills with Korean children in teaching a range of activities as well having the chance to learn and experience Buddhism and Korean culture. The workcamp is based within a youth culture house and a youth hostel, as well as a Buddhist temple that has over 100 years of history. Firstly, the participants will spend time meditating and practicing yoga while also cleaning around the temple (a traditional activity at many temple stays). Secondly, participants will plan and prepare various activities to undertake with children. The organizers believe Iksan can contribute for a positive change, while implementing the concept of 'Think Globally, Act Locally'.

Sources, further information, recommended to see:

[1] http://bit.ly/acamps_onspirituality offers more indepth reflections on the connection between workcamps and spirituality (though mostly written from the perspective of camps for children it might still be a valuable resource to look up).

[2] Source and more information:
http://deepecology.org/platform.htm
http://joannamacy.net/deepecology.html

[3] Extra materials, more on different ways of spirituality:
- Buddhist Peace Fellowship > http://buddhistpeacefellowship.org
- Dark Green religion > http://brontaylor.com/

SUSTAINABLE LIVING IN PRACTICE

In the last 15 years, several handbooks and guides on sustainable living on workcamps or in the office were created. IAL made Eco workcamp guidance and later on KVT published 3 eco-guides for camp leaders, for volunteers and for greener SCI offices.

1. Eco-guide for camp leaders

This guide represents a KVT's proposal for camp leaders who would like to spread the idea of environmental awareness among the volunteers, in a more interesting and interactive way, and make their camp as environmentally friendly as possible.
http://bit.ly/ecoguide-campleaders
It contains:

- environmental toolkit – collection of games and ideas for eco-sessions
- practical tips on how to make a more environmentally friendly camp

2. Eco-guide for volunteers

In this guide you can find a short introduction about environmental issues in SCI and the eco-messenger project, as well as solutions on how to implement more sustainable manners of everyday living, eating, consuming, travelling etc.
http://bit.ly/ecoguide-volunteers

3. Eco-guide for greener SCI offices

This part is a collection of different tips on how to make your own branch more environmentally friendly, starting from everyday work in the office to the decision making processes. Because the attitude and actions of each are crucial if we want to affect things on a local and global level.
http://bit.ly/ecoguide-scioffice

4. No-More-War Toolkit

This toolkit focuses on conflict resolution and nonviolence – the social sustainability within workcamps and how to achieve and train that practically in workcamps e.g. using nonviolent communication.
http://no-more-war.net/materials

At the Exchange Evaluation Meeting (EEM) in 2009, the Recommendation on Sustainable Living in Workcamps was adopted.
http://bit.ly/eem2009-sustainable

These guides and the Recommendation are great sources of information and ideas for sustainable living on your workcamp, and study sessions on sustainability, consumption, energy etc.

Other organizations have also published similar tools for learning that might give you some more inspiration.

For instance, the Young Federation of Greens created an online tool which consists of 7 chapters:
1. Green values and principles
2. Sustainable development
3. Diversity and Human rights
3. Green political activism
4. Team work and communication
5. Strategy and planning
6. Training skills and knowledge

Besides theoretical background, from a green political perspective, at the end of the chapters you can find outlines for workshop sessions, which can be used as inspiration.
http://bit.ly/mygreenpass

Another interesting online guide was prepared by International young Naturefriends and it covers environmental, social and economic sustainability in the workplace.
http://greentoolbox.org

FOOD

'Vegetarianism or Veganism for Peace' is not denying the pleasure of food essentially, as is usually envisioned when considering alternative diets.

For many years we have based parts of our diets in SCI workcamps, seminars and meetings, on vegetarianism; as we clearly face the fact that livestock based diet has a big(ger) impact on land-use, energy and water resources. We are looking for a thorough consideration of the impacts by our daily diets and the link to the values of SCI and sustainability. In particular workcamps, with a limited time-frame can be an inspiring space and possibility to discover, discuss and consider new positions, ideas and values in the respect of food. Our surroundings and harvest could serve us an enormous variety of food while abstaining from animal products. And a genuine vegetarian or vegan diet could become part of everyday life, beyond any workcamp experience within SCI.

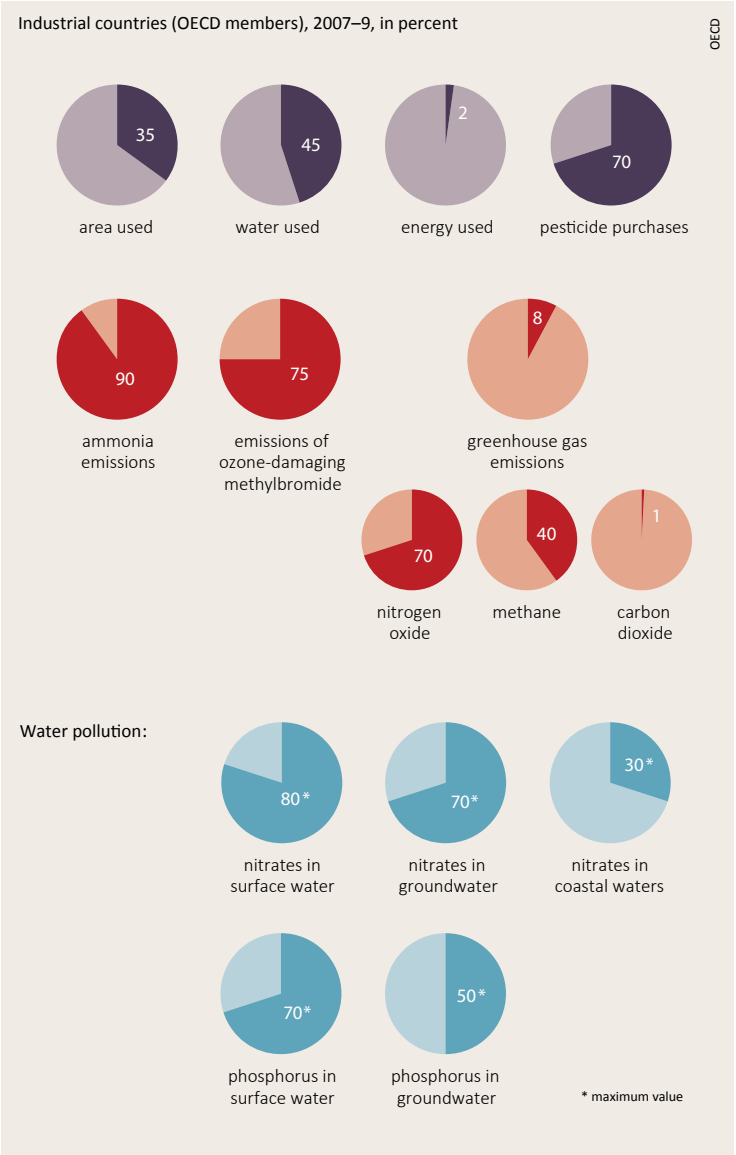
Global food security and environmental concerns around food production shall matter for each of us!

We need to consider more consciously the impact around western style diet and the resources needed globally to serve this diets demands: becoming vegan because of animal welfare or for health reasons we also need to become increasingly aware of the impact of diets), industrial production and farming, cannot be sustained in the present manner. We would need three planets the size of Earth to sustain our present western-style diet if the whole world were to adapt to it, as the population is expected to increase to 9 billion by 2050.

Vegetarian diets require about 1/6 of an acre to feed one person for one year, vegan diets are even more efficient. Meat requires about 20 times more land than a vegetarian diet and three times more water[1] – therefore going in the vegan direction is the most sustainable choice.

[1] Based on: 'Our food our future.' Earthsave., http://earthsave.org/pdf/ofof2006.pdf

Agriculture's share of total environmental impact



Graphics source: Meat Atlas | http://foeeurope.org/meat-atlas
Agriculture's share of total environmental impact, p22 | (CC-BY-SA 3.0)

In any animal based diet, water and land is firstly used to produce food for cattle, not directly to produce crops and food for humans (the intense usage of land contributes to soil erosion and happens under a high usage of pesticides). Throughout the years we created an artificial landscape (monocultures) through farming that served a western style diet with lots of meat, but clearly diminished the diversity of plant crops and farming cultures which lead to forests being burnt down to produce more meat.

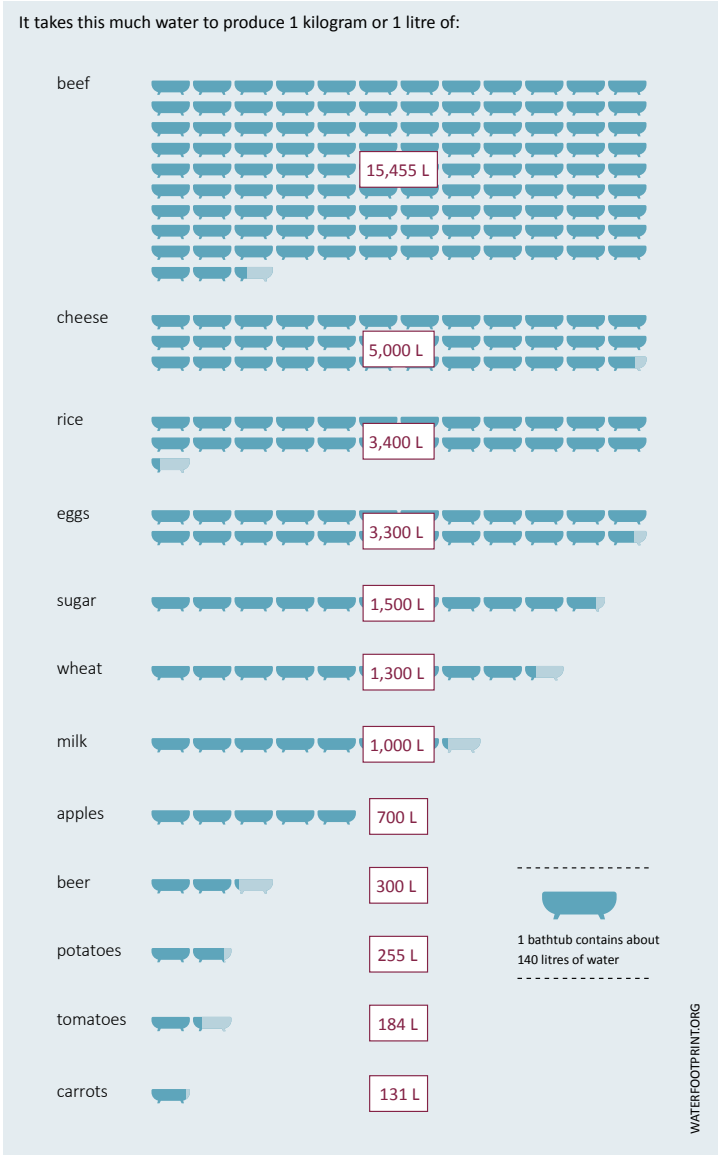
"The problem of animal agriculture is so acute that Cornell University researcher David Pimentel estimates that 80% of world deforestation is because of animal agriculture."[2]

The farmers livelihood would not be impacted, if we all became vegetarian/vegan, the way of farming would change, to benefit a greater sustainability and diversity in animals and crops and decrease the impact of land-use (build carbon sinks/captures in soil, beetle banks, biodiversity, wildlife etc.) All efforts should be aiming at the best possible use of farming land, maintaining biodiversity, using less water, land and decreasing impact while delivering the supplies needed to feed us.

Usually we think of the energy sector and especially flying as one of the sectors with the highest emission but the way we use animals, our global livestock production, is producing more greenhouse gas emissions than all forms of transportation together.

Our food and environment are closely linked; the way we eat, what we eat and what we throw away has a significant impact. Each and every step in the food chain from the fields to our daily plates and what we are throwing way at the end is producing greenhouse gases. According to the findings of the FAO (Food and Agriculture Organisation) animal agriculture (considering the complete production chain, from the farming, production, freight and refrigeration etc.) contributes about 18% of greenhouse gas emissions of the total GHG emission by human activities.[3]

Virtual water



Graphics source: Meat Atlas | http://foeeurope.org/meat-atlas
Virtual water, p29 | (CC-BY-SA 3.0)

[2] same source as [1]
[3] FAO: Livestock impacts on the environment.http://fao.org/ag/magazine/0612sp1.htm

The impact is not only visible in the amount of emissions, due to intense farming the amount of land available is decreasing, and the land itself is becoming more and more degraded as 70% of the worldwide agricultural land is used for livestock farming. We also face deforestation due to cattle farming (e.g. the majority of deforestation in the Amazonas region is used for farming and soy plantations for cattle food). Cattle are outnumbering people in many countries around the globe, cattle that produces lots of waste – according to the FAO a primary cause for water pollution. Diversity and the number of species is diminishing, native inhabitants are forced to seek refuge elsewhere as their indigenous land is occupied by the industrial farms.

Meat from land animals is not the only problematic source of food. Fishing, especially the large fishing industry, destroys fishing grounds until species become extinct and at the same time damages the environment. Trawling damages the ocean grounds and collateral damage to other species is high. Fish farms require antibiotics, which leads to antibiotic-resistant bacteria, endangering both fish and humans alike.

A sustainable diet shall be understood as a way to live in harmony with everybody and nature, where people chose food sources with respect to the impact of their eating habits on themselves, their environment, society and the planetary ecosystem.

It is a habit that we were brought up with, in most regions in the world to eat meat and fish and see this as normal, and most of us do not question this but the impact and suffering caused by this habit should be questioned! In factory and also free range farming animals are perceived as commodities. According to the FAO humans kill approx. 56 billion[4] farmed animals for food per year.

Therefore we have to consciously choose what we put on our plates and thrive to live in empathy and harmony with human, animals and nature as a whole.
Within our projects and workcamps we aim at being better educated about what is going on and how we can be the change, therefore linking our daily eating habits with the ideas of: healthy environment, food security, rising population, water and soil pollution, sustainability and growing empathy.

For your workcamps, be sincere with each other about the topic and raise awareness about the benefits of buying local and seasonal food items to be used for cooking.

In the workcamps you could:

- organize workshops on food-print (find out if certain labels are used in the region to identify fair trade or eco-friendly/ organic products)
- before the workcamp try to find a local farmer who could provide seasonal vegetables like potatoes, onions, cabbage, dairy products etc.
- ask local stores, bakeries or supermarkets if they participate in a kind of food-sharing or food-saving program and can provide you with food remainders at the end of the day
- try to reduce the amount of meat (and fish) eaten during the workcamp, and if you have to consume meat, at least be conscious about the kind of meat and fish you purchase (meat from a local farm where the animals are kept in accordance with their needs and without antibiotics, wild fish, not from any fish farm and species which are about to become extinct)
- try to cook only as much as you will eat, do it as energy efficient as possible (avoid storing goods in fridges, potatoes and similar veggies do not need to cook the whole time, heat the water till it boils and then turn off the heat and put blankets around the pot)
- when preparing hot dishes use a lid, to save the heat (energy)

Sources, further information, recommended to see:

Meat Atlas: http://foeeurope.org/meat-atlas
specifically: 'The climate costs of cattle', p34-35
Agriculture's share of total environmental impact, p22
Virtual water, p29
Green Toolbox: http://greentoolbox.org | specifically page 52-62
http://globalactionplan.com/empowerment
http://waterfootprint.org/?page=files/GlobalWaterFootprint
http://en.wikipedia.org/wiki/Environmental_impact_of_meat_production

[4] FAO, FAOSTAT Statistical Database, at apps.fao.org, updated 30 June 2007.

ACTIVITY FOR REFLECTION

All workcamps are different, but there are several things they all have in common. One of them is that **volunteers eat** – and they eat several times a day! This means that every day, several times a day, we make a choice which influences the world around us.

Below you can find several categories which are worth taking into consideration when buying food for the workcamp or planning the daily menu. The list covers not only aspects that impact the environment, but ones that impact our health. There are many and if you can meet the highest standards in all – it is amazing! However it is pretty difficult and in many places still impossible to do so. Still, it is worth to bare them in mind and to do the best possible in all categories. Also consider talking openly to your volunteers about the list – shopping for lunch can immediately become an opportunity to learn by doing!

What to think about when our goal is to reduce energy costs of the food that you eat?

(the higher amount of points assigned to each option, the more sustainable is the choice)

1. **The growing process:**
   - You have no idea where the fruit and veg were grown. You are not even sure if they are local or shipped from another continent. (0 points)
   - You know where the food was grown and you know how it was grown – using a lot of artificial fertilizers and pesticides, because it comes from an industrial farm. Also heavy machines burning lots of fuel were used in the growing process. (1 point)
   - You know that the food was grown locally, but still comes from an industrial farm with a heavy carbon footprint. (2 points)
   - Your food is grown locally in an organic farm (not necessarily a certified one). It is seasonal and only natural fertilizers were used. The farm is fairly small, so no heavy machinery was necessary. (3 points)

2. **Food storage:**
   - The food is not seasonal or not local – it was stored in energy intensive refrigerated magazines or shipped from afar (and sprayed with chemicals to help it ripe after already being harvested). (0 points)
   - The food is seasonal but brought from far away, so energy was used in the transportation process (for fuel and to store it in cool conditions). In this case chemicals were also used to control the ripping pace. (1 point)
   - The food is seasonal and local. It is harvested ongoing, delivered and consumed over a short period of time. There is no need to store it in he fridge for a long time, or it is stored in a natural cool of a basement. (2 points)

3. **Foodmiles, the distance between the field and your plates:**
   - The food is imported from far away, maybe even from another continent. You don't know much apart from that. (0 points)
   - The food has been transported in big quantity in a lorry. It is not local, but hasn't been transported with an airplane or ship. (1 point)
   - The food is local, but in order to have fresh produce you need to go every or every other day by car to get it from the market or from the farmer. The distance is more than 40 kilometers. (1 point)

- The food is local and it is being delivered in a big bulk every couple days. If the truck is not filled with food it can take other items to fill up the space. The car is a fuel-efficient delivery car. (2 points)
- You don't measure in foodmiles but foodfeet (or foodmeters). You just eat what you grow! (3 points)

4. Food processing:

- The food was bought ready made to be eaten. It just needs to be defrosted or taken out from a plastic bag. It was processed in a factory and it contains a lot of preservatives and additives. (0 points)
- The food is packed in plastic or another type of container. The list of ingredients list more than three items, many of them start with E and have a three digit number following it. However it is not a ready made meal – you will still compose the meal yourself. (1 point)
- The food was bought in the store and is packed in plastic or something similar (production of plastic is energy intensive and plastic is a pollutant, as it doesn't really biodegrade), however it has no artificial additives and is relatively fresh and unprocessed. (2 points)

- The food is fresh, you just need to put it in your basket or a cotton bag. It was not processed anyhow and has no artificial ingredients. Also it is local. (3 points)

5. Composition of diet:

- Your diet is based on meat – you have it with every meal. You just buy the meat, without knowing where and how it was produced. Meat production is more energy intensive than growing fruit and veg. In the US you need to invest 7 kcal of energy to produce 1 kcal of energy in meat. (0 points)
- You have meat every day, but only once a day. Sometimes you even organize meatless days. You avoid red meat, like veal, because it leads to the highest CO^2 emissions of all types of meat. (1 point)
- For the duration of the workcamp you all decided to go vegetarian or vegan. Just to try – maybe you will like it. You replaced meat with vegetables, fruit, bread and beans. (2 points)
- You are all vegetarian, or vegan. You take care that the food you eat is organic (no artificial fertilizers), seasonal (no extra energy for storage) and local (when possible, no need for extra transport). You take care that you diet is well composed. (3 points)

6. Shopping:

- You buy all or majority of your food in a supermarket, which offers low prices to customers, but also to food growers. It also uses a lot of energy for food storage and display. (0 points)
- You buy all or majority of your food at a local store, which mostly offers produce from national or local farmers (but not necessarily organic). It is a small venue which doesn't advertise a lot. Deliveries are rather frequent, so there is no need for much electricity consumption in food storage. (1 point)

- You buy your food at a local food cooperative or within a Community Supported Agriculture (CSA) project. All food is local and seasonal, delivered in big bulks once or couple times per week. The food is not always organic. (2 points)
- You buy your organic produce through a cooperative, CSA program or directly from the farmers. Other food items (like grains) you get through a consumers group from an organic wholesale system or through freeganism (using what supermarkets consider waste and throw away). (3 points)
- You don't shop – you just grow it all yourself! (3 points)

7. Food preservation:

- You buy a lot of food in advance and it is stored in a big fridge or freezer. (0 points)
- You buy a lot of food in advance and it is stored in a small, energy efficient fridge or freezer. (1 point)
- You buy food more frequently from local producers or distributors, so it stays in a fridge just for several hours. (2 points)
- You buy food more frequently. You store it in a cool place like a basement, or preserve it (e.g. ferment it and keep it on a shelf rather than in a freezer). (3 points)

8. Cooking:

- You cook the food in old, thick pots which need lots of energy to get hot. You don't have a lid for them, or you simply don't use it. In addition dishes that you prepare are very complicated and require several energy intensive stages of preparation and processing. (0 points)
- You cook in old, thick dishes, but you cook simple dishes and always remember to put a lid over your pots. (1 point)
- You take care to use fairly thin dishes, which get hot quickly and have nicely fitting lids. You choose simple, 'one pot – two stage' dishes which cook quickly and can easily be reused to make another dish the day after. (2 points)
- You eat raw, so cooking is not an issue. (3 points)

9. Food waste:

- You prefer to cook more than reasonable, because you can't imagine people still hungry after eating your lunch. Unfortunately there is no good way to store the leftovers, so they are being thrown away at the end of the day. (0 points)
- You cook more than necessary, but you encourage people to finish the food with dinner or have a good way to store leftovers for tomorrow. There is always some food that gets thrown away, but it's not much. (1 point)
- You cook just enough food, sometimes even a bit less than necessary, so as to avoid leftovers. If there is no way to avoid food waste it is being composted or fed to animals. (2 points)
- You make sure to reuse the leftovers from previous meals and try to make a bit less food than it seems necessary. If people are hungry after the main course they can still have fresh fruit. There are no leftovers from your cooking at the end of the day. Never. (3 points)

TRAVEL

Is it possible to organize a workcamp without having people **travel to it from afar?** Was there ever a workcamp to which nobody flew with an airplane (the top polluting means of transportation)?

If we want to avoid flying so much, what about workcamps in Ireland or in Indonesia?

These are all very valid questions and the carbon footprint of our travels is one of the biggest challenges that the organization is facing. After all we want to promote social cohesion as widely as possible and this experience would be far more limited if we did not reimburse people using airplanes or discouraged them from traveling from afar by any other means of transport to our projects. However this is not a reason to pretend this challenge did not exist.

Of course SCI doesn't want to 'shame and blame' people who travel to projects and meetings by plane, a fuel inefficient car, or an empty bus. It is not a competition about who emits less CO^2 in their travel. Still – we need to be aware of the impact we, as an international network, are having on the environment and think of ways of limiting it. There are several things you can think about when organizing a workcamp:

1. **Put the low-carbon travel tips in the infosheet.**
   Recommend pages which can help you estimate (!) the carbon footprint of your journey, ones that can help you plan your travel on-land and put people traveling from the same region in touch. Some people chose flying because they simply don't know alternatives exist, or because they don't want to travel far alone. Well, going for a workcamp is a great time to start trying new things!

2. **Organize a regional workcamp,** giving priority to people from your country and regions nearby, so that all volunteers can travel by bikes, carpooling, hitchhiking, buses or trains is one of the easiest ways to reduce the negative impact of our travels. Even the neighboring village can sometimes surprise you with its hidden treasures, so don't cross the close destinations out of recommended workcamps list!

3. **Encourage the incoming volunteers to stay for longer in your country,** especially if they are searching for more workcamps to visit. It doesn't really lower the actual carbon footprint of the trip, but maybe thanks to this the volunteer will avoid another flight to the next workcamp destination.

4. **Suggest to volunteers ways to lower their personal carbon footprint during the workcamp.**
   CO^2 emissions coming from airplanes are huge and dangerous to the climate, but everybody can try and lower their footprint with daily choices (e.g. going vegan during the workcamp, committing to not waste food, taking shorter showers, not buying unnecessary stuff or simply rejecting plastic bags at the shop, saving electricity and water on their kitchen duty day). These are all very small things and not enough to compensate for the emissions, however they contribute to rising awareness on our impacts.

5. **Turn the footprint into a handprint!**
   Organize an 'offsetting' action during or after the workcamp (doing something that actually contributes to lowering the amount of CO^2 in the atmosphere, not only not emitting it), like planting a guerilla garden, planting new trees (make sure to check what species are appropriate for your region and for the season). Or encourage the 'flyers' to organize a workshop about climate justice once they are back home. If a person has no prior workshop facilitation experience, they might even organize a vegan dinner for a bunch of friends, during which they will watch an inspiring documentary or talk about meaningful ways to engage in climate action. Be sure to make it fun!

RESOURCE USE

Besides food and travel, a major factor for any international workcamp is reducing your ecological footprint and impact on the planet by sustainable use of resources such as water, food, energy, and waste. While following some suggestions[1], keep in mind whichever changes you implement at your workcamp venue, do it in a sustainable manner and communicate with the owners about it.

WATER

The human right to water (life) means that every human has to have access to sufficient water for personal and domestic uses (between 50 and 100 litres of water per person per day), which must be clean, affordable, and physically accessible.

Water consumption on a workcamp can also be used for awareness raising, as most people take water for granted, as it flows from a tap seemingly forever. You can measure water consumption daily or weekly and discuss it with the group. Water consumption can always be reduced, unless a workcamp is already taking place in a sustainable community or a community with frequent water shortages. Besides basic advice (reducing consumption while cleaning dishes; water savers in the taps), there are several other aspects which should be taken into account:

- Water in plastic bottles should be avoided wherever possible. If water from the tap is not drinkable, workcamps should be provided with bigger tanks of water which can be refilled.
- Collect and use rain water for dish-washing and cleaning, organize a rain-water day
- Use biodegradable detergents and soaps (anything else might come back to you again through your water tap. natural vinegar can be a good agent for cleaning.)
- Agree with the group to take one short shower per day per person at most
- Reuse water from washing dishes and hands for toilet flushing possibly by collecting it in buckets

If the location allows, you could even build up a compost toilet which needs no water and provides fertilizers for soil, which could be given back to the web of life, by putting them around bushes and trees, several weeks after the workcamp.

ENERGY

'Save energy' has became a common statement on SCI workcamps and events, but besides being aware of the need to save energy, there are always tips for doing more. The amount of energy saved or used is as important as whether the power comes from ecological and sustainable sources or not.

There is a big difference whether energy comes from a nuclear or coal-fired power plant or windmills and solar panels. It's not the same if we burn coal or wood for heating or if the house we use is being heated by solar power alone (passive energy model). Therefore, choosing an energy efficient venue for a workcamp is the first step.

Besides the common agreement for saving energy (light bulbs, switching off devices instead of leaving them on stand-by, etc), you should think of:

- using solar energy for heating the water for dishes and shower
- using hands instead of devices and machines (for washing) whenever possible
- use legs and bikes for transport as much as possible
- using warmer sleeping bags to reduce heating

[1] Some of these recommendations come from the 'Recommendation on Sustainable Living in Workcamps' as agreed on during the EEM 2009. | see page 31

WASTE

Zero waste is our ideal scenario, but usually hard to implement. However, low-waste production should be a priority of every workcamp, even though reusing and recycling can help, but they are not enough.

At the very beginning you should consider buying only really necessary materials, tools, and groceries. Think about the needs instead of wants. Whatever you will need to buy for your workcamp, should be chosen according to these criteria:

- Package and size (less packaging – less waste, reusable packages like jars & bottles)
- Natural components which can be composted (paper, carton)
- Biodegradable leftovers (think about paint, materials...)
- Alternative options (fresh herbs for tea or tea bags)
- No plastic bags! Even if they are biodegradable, use your own cotton bags (or create some)
- Since your trash can be someone's else treasure, try to reuse and recycle any waste your workcamp will produce.
- Separate organic waste for composting
- Organize RecycleArt workshop (bottles, tetra-pack, cans, bags etc. can be reused in very creative ways)
- Re-use materials you can find in the workcamp venue, the nature around etc. for your study parts/ workshops, avoid using new paper or flipcharts – be creative!

As already mentioned, for bodily waste, you can build a composting toilet and feed plants with nutrients. They will be thankful.

For further information check out the Eco-guides referenced at the beginning of the chapter!

COMMUNAL LIVING

CONSENSUS

Consensus Decision Making is a powerful tool used by the peace movement. It adds to social sustainability by making sure that solutions are found which take into account all relevant perspectives and needs. While most people would generally agree with the idea of Consensus Decision Making, people often dismiss it as unrealistic or fail to realise its carefully developed process, which has evolved over many years. Formative to the way many peace activists work, Consensus Decision Making has grown from the philosophy of nonviolence and the belief that means must be consistent with ends, or the process is as important as the result.

It is quite obvious that we all have different needs. Sometimes it can become even more obvious if you are living together in a workcamp with a diverse group for a couple weeks. Conflicts can cause people to exercise their power over others and this power can come from various sources: a person is the camp coordinator, they speak better English than others, or they are more outspoken than others, or simply part of the group is tired and doesn't feel like getting into a big discussion, so others take advantage of it.

So that is life and we will always have to deal with situations like this.

But in a sustainable society we need to remember that apart from fulfilling our own needs, we want to make sure that others can meet their needs as well. And this is not always the case if decisions are made from the position of power.

Consensus is a way of making group decisions that take into consideration everybody's needs and opinions. It is not a compromise, where both sides agree to give up something (lose-lose situation). It also isn't about majority democracy, where the minority has to adjust to what the majority has decided. Instead consensus is about searching for creative solutions, which will allow to meet the needs of all sides (or which will be acceptable to all). Sometimes in this process participants might end up reviewing what they thought their needs were. Sometimes it might turn out to be a very long process of coming to terms with living in a vibrant society. It can also turn out that there are people with more experience or knowledge, who will use this to get their way, but consensus takes practice.

Nevertheless it allows to celebrate everybody's right to self-determination and strengthens the bonds within a community. It also helps to assure that nobody will be left behind or with fewer or no resources. In consensus, every person has the power to make changes in the system, and to prevent changes that they find unacceptable.

Consensus decision making requires active participation of all and good facilitation. You can read more about it on the link below[1] (a really useful guide that explains details about consensus in a concise way), but one element of consensus which is used more and more frequently in group discussions and decision making processes are the hand signals. They allow everybody in the group to feel that their opinions and feelings are being considered throughout the discussion and that you don't need to interrupt each other in order to express yourself.

[1] http://bit.ly/trapese-consensus

Workcamps are a very important opportunity to practice consensus decision making and allow everybody opportunity to decide how the group uses the resources: voluntary work, time, tools, money as well as how to achieve the goals set ahead of the workcamp participants.

Here are eight steps that you can take for gaining control over your life[2]

(related to participatory decision-making and consensus)

“

- Get to know your needs and desires and learn to express them.
- Learn to understand and respect the needs and desires of others.
- Refuse to exert power over others. Look at your relationships with your family, friends and colleagues.
- Start organizing collectively and without hierarchy – in community groups, in unions, at work.
- Start to say no when your boss is making unreasonable demands. Stop making demands of others.
- Learn about power and the true meaning of democracy. Get to grips with the ins and outs of consensus decision making.
- Share your knowledge and skills with the people around you.
- Don’t give up when the going gets rough. Work out what’s going wrong, make changes, experiment.

[2] – Seeds for Change collective, Handbook for Changing our World, chapter 3, p62

NONVIOLENT COMMUNICATION

Nonviolent Communication (NVC) is kind of a best practice of communication – based on the notion that we all share the same physical and social needs for food, warmth, understanding, shelter and validation, a form of language was created that helps identify and communicate these needs in nonviolent ways. The form is simple, yet powerfully transformative. Through the practice of NVC, we can learn to clarify what we are observing, what emotions we are feeling and how they relate to our needs, and what we want to ask of ourselves and others to help satisfy each others needs.

This is often expressed verbally in the following pattern either by ourselves or we can help others using this pattern:

1. Observation – What actually happened: When I see / hear... | What did you see / hear?

Here it is important to stick to what physically happened and not to interpret reasons behind other peoples actions. The main goal of the first step is to discern what happened from our interpretation – and since our brain is very fast at interpreting situations, this does require practice – and then to build on that understanding of each other in the next steps.

2. Feelings – I feel... | You feel... sad / happy / angry / content / relieved / thankful / irritated

This second step is meant to first become aware ourselves of how we feel. Feelings in NVC are all kinds of emotional reactions which do not contain indirect blame towards someone else. Also complex feelings like Love and Hate should be avoided, as they are very ambiguous and can mean lots of different things to people in different situations and therefore often do not help to communicate clearly. The feelings are important in NVC, as they give hints towards the satisfied / unsatisfied needs causing them. That is why communicating feelings often feels vulnerable – we communicate indirectly what we might want and need.

3. Needs – I have a need for... | You need...

In the NVC model the needs underline all that we do. Needs are preferably expressed positively as something we want to get. Needs are understood as being universal – we all share the same needs – only our current preferences and priorities differ due to our own history and situations.

4. Requests – Would you be willing to...? | You would like me to...?

After we are clear about the situation, feelings and their source needs, we are able to communicate requests that would help satisfy the identified needs.

Following these steps, NVC creates a path for healing and reconciliation and therefore is an essential but easy to follow tool for SCI activists to use – especially when conflicts arise, it can help a lot to bring clarity and restore empathy. For that to work, it is often important to listen to the other first – if both feel they want to talk first, then nobody would be listening.

Especially in the context of this campaign, NVC can be really helpful as it gives us a tool to understand people sceptical of climate change and climate justice better and connect to their needs. This will help us take each other more seriously and contribute to creating a common understanding of the importance of this campaigns and why it is so crucial to us.

Sources, further information, recommended to see:

More information about NVC, especially a very helpful list of feelings and needs can be found on: http://cnvc.org/ or in the very concise and easy to read book Nonviolent communication – A language for life by Marshall B. Rosenberg, which is also small enough to take with you to workcamps.

An interesting and short interview with Marshall Rosenberg on how he used NVC:
http://nonviolentcommunication.com/meet_marshall_rosenberg/mbr-video.htm

Also the No-More-War toolkit contains more examples and tools to use in workcamps related to NVC
http://no-more-war.net/materials/.

Here we present tools you can use directly within your activities and workcamps to talk about and deepen your understanding of climate justice. Also the handbooks and toolkits mentioned at the beginning of the previous chapter offer lots of useful tools.

To start using these tools, first we want to give you a workshop outline, how you can combine them all into one or several coherent sessions as an example of how to use them.

CLIMATE FOR PEACE WORKSHOP OUTLINE

GOAL: This workshop is designed to introduce participants to the concept of climate justice and some practical implications of it. It is one of the examples of combining tools provided in this publication into a more extensive program.

DURATION: Depending on the group size, around 2,5 hours
GROUP SIZE: Any size of group, but it will be easier with a bigger one

RESOURCES: print outs with case studies (Climate Justice Introduction), quotes about climate justice (Quote of the day), alternatively art supplies to create own definitions of climate justice, flipchart, markers, blank sheets of paper, small candy/matches/stones/other small objects to serve as points (Chocolate Field)

Videos to be used: We are not drowning – we are fighting; Enoughness; It always seems impossible until it is done

DESCRIPTION:

1. Climate Justice Introduction: Introduce the Create a Climate for Peace Campaign by providing the information from the Position Paper and the SCI and Climate Justice chapter or by using the Climate Justice Introduction activity. As a practical example of peoples' struggle against climate change you can show the Pacific Warriors video 'We are not drowning – we are fighting'.[1] (30 minutes)

2. Quote of the day: Invite participants to walk around the room and find quotes about climate justice. Ask everybody to chose the one that they feel best describes the concept. Ask each person to explain their choice. (20 minutes)

3. Climate justice definition: Ask participants to find a pair. Their task will be to create their own definition of climate justice – the way they understand it. It can be in any creative form: written down, theater performance, a drawing, living sculpture etc. Ask each pair to present their definition to others. Leave space for comments and clarifications. (20 minutes)

4. Positive thought shower: If you are planning to spend more time with the group or if the group is going to work for a few days together, it might make sense to collect ideas that help the group to work together in a sustainable and positive way. You can either just collect ideas so everyone is aware of what people need and want (20 minutes) or do the full exercise to reach consensus (60 minutes at least).

5. Chocolate Field: Play the simulation game and in discussion point to root causes and possible solutions to climate change and unsustainable lifestyles. To sum up you can screen the animation 'Enoughness'[2] (http://bit.ly/enoughness-video). Explain that sustainable management of resources, taking into consideration the needs (not wants) of various groups and individuals, is one of the ways to manage the climate crisis. When designing our activities we should also take this into consideration. (60 minutes)

6. Summing up: Make a conclusion depending on what turned out to be the most important for the group. Make sure to stress again that SCI activists have the resources to act for climate justice and that this is what the Create a Climate for Peace Campaign aims to support them with. To uplift the mood watch the short film 'It always seems impossible until it is done.'[3]

[1] http://bit.ly/350-pacific-warriors

[2] http://bit.ly/enoughness-video
[3] http://bit.ly/impossible-till-its-done

1. CLIMATE JUSTICE INTRODUCTION

GOAL:
To provide participants with real life examples of how climate change impacts peace and human rights around the globe. This activity can serve as an introduction to a workshop presenting the Create a Climate for Peace campaign or climate justice in general.

DURATION: 30 minutes
GROUP SIZE: any size

RESOURCES: study cases (see on the next pages), flipchart, sheets of paper, marker

DESCRIPTION:

1. Divide the group into pairs and give each pair one example of a study case. If you want you can also use examples from your region or search for more up to date information (examples below are up to date in the end of 2014).

2. Explain that the task of each pair is to read their example and talk to as many other pairs as possible trying to find a pattern according to which the case studies were selected.

3. If the group is small but you want to present more examples, each person/pair can get more than one example to analyse and compare with others.

4. After 10-15 minutes ask everybody to come back to their place and share their answers – what common element did they find. Write them down on sheets of paper. Possible answers: climate change (impacts), peace and conflict, human rights, food security, access to resources (water, land), future generations, (climate) refugees, natural disasters, environmental (in)justice, climate (in)justice.

5. Together create a map of thought (mindmap) using these answers.

6. Explain, that there are many dangerous and tragic impacts of climate change, but how do we prepare for them and how we cope with them is our choice. SCI is running Create a Climate for Peace Campaign to show, that together we can tackle impacts of climate change by a collective action, using workcamps as an opportunity to bring support and necessary change.

“

The people of Kiribati, a group of islands in the Pacific ocean particularly exposed to climate change, now own a possible refuge elsewhere. President Anote Tong has recently finalised the purchase of 20 sq km on Vanua Levu, one of the Fiji islands, about 2,000km away. Now Kiribati has taken action. “Kiribati is just the first on a list which could get longer as time passes,” says Ronald Jumeau, Seychelles ambassador at the United Nation. Within a few decades, small islands in the Pacific and Indian oceans risk being extensively or even completely submerged. For many of these countries, which are represented by the Alliance of Small Island States, the impacts of climate change are ‘irreparable’, as President of Kiribati Anote Tong has often stressed. “Whatever is agreed within the United States today, with China [the two largest sources of CO^2 emissions], it will not have a bearing on our future, because already, it’s too late for us... And so we are the canary. But hopefully, that experience will send a very strong message that we might be on the frontline today, but others will be on the frontline next,” he said in an interview on CNN last month.
(http://theguardian.com/environment/2014/jul/01/kiribati-climate-change-fiji-vanua-levu)

This summer, a family from the Polynesian island nation of Tuvalu became the world’s first to gain residency in another country as climate change refugees, the New Zealand Herald reports. The family submitted a residency application to the New Zealand government, stating that the ill-effects of climate change prevented them from returning home, where rising tides are causing salt water encroachment that pollutes Tuvalu’s drinking water. The application was approved making this the first case that climate change was successfully used to gain permanent entry into another country. With 150 to 300 million people predicted to be displaced by climate change by 2050, nations around the world will have to begin thinking seriously about these issues in the very near future.
(http://bit.ly/smithsonianmag_climate_refugees)

The people of Newtok, on the west coast of Alaska and about 400 miles south of the Bering Strait that separates the state from Russia, are living a slow-motion disaster that will end, very possibly within the next five years, with the entire village being washed away. The Ninglick River has steadily been eating away at the land, carrying off 100ft or more some years, in a process moving at unusual speed because of climate change. Eventually all of the villagers will have to leave, becoming America’s first climate change refugees. Exile is undeniable. A report by the US Army Corps of Engineers predicted that the highest point in the village – the school of Warner’s nightmare – could be underwater by 2017. There was no possible way to protect the village in place, the report concluded. A community of 350 people, all intimately connected to the land, will cease to exist, its inhabitants scattered to the villages and towns of western Alaska, Anchorage and beyond. It’s a choice confronting more than 180 native communities in Alaska, which are flooding and losing land because of the ice melt that is part of the changing climate.
(http://theguardian.com/environment/interactive/2013/may/13/newtok-alaska-climate-change-refugees)

The U.S. government and Gulf Coast states have consistently violated the human rights of hurricane victims since Hurricane Katrina killed about 1,800 people and caused widespread devastation after striking in August 2005, Amnesty International said Friday. The report, entitled ‘Un-Natural Disaster,’ said the treatment of hurricane victims and government actions in housing, health care and policing have prevented poor minority communities from rebuilding and returning to their homes on the Gulf Coast. In sum, government actions have amounted to human rights violations. Amnesty took particular aim at New Orleans, where public housing was bulldozed, hospitals have been slow to reopen and the criminal justice system has been plagued by police brutality, lengthy pretrial detentions and an underfunded indigent defense system. Some scientists believe that rising sea surface temperatures, an aspect of global warming, fuel the intensity of storms such as Katrina.
(http://huffingtonpost.com/2010/04/09/amnesty-international-hurricane-katrina-human-rights_n_531349.html)

Haiyan was the most powerful tropical cyclone to make landfall in recorded history. The devastation has been catastrophic, flattening homes, schools and hospitals and leaving thousands dead and 5.5 million children affected. It is the third time that disaster has struck the Philippine archipelago in less than 12 months. We cannot turn a blind eye to the stark reality; the reality that is climate change.

Leaving aside the appalling individual tragedies that have occurred we must see that these are flashes of the future. Climate change is contributing to these events becoming more intense. Hazards only become disasters when a population or society’s capacity to cope within existing resources is overwhelmed. As disasters intensify with increasing impacts of climate change, there must be an expansion of adaptation and resilience programmes in vulnerable countries to protect children from risk.
(http://theguardian.com/environment/blog/2013/nov/29/climate-change-extreme-weather-philippines-typhoon-haiyan)

Devastating flooding that has swamped one-fifth of Pakistan and left millions homeless is likely the worst natural disaster to date attributable to climate change, U.N. officials and climatologists are now openly saying. Records show that the famed Indus River was at its highest water level ever recorded in the 110 years since regular record-keeping began. Estimates put the number of displaced people at somewhere between 15 million and 20 million, and the government believes about 1,600 are confirmed dead. Most experts are still cautioning against tying any specific event directly to emissions of greenhouse gases. But scientists at the World Meteorological Organization (WMO) in Geneva say there’s no doubt that higher Atlantic Ocean temperatures contributed to the disaster begun late last month. Experts acknowledge that the scale of this disaster has been made worse by a history of deforestation and land-use changes in the affected areas.
(http://scientificamerican.com/article/is-the-flooding-in-pakist/)

Ebola may be more dramatic, but climate change is a bigger threat to public health. That’s the conclusion of the British Medical Journal (BMJ), a weekly peer-reviewed medical journal, publishing since 1840. In October 2014 it ran an editorial calling on the UN’s World Health Organization (WHO) to declare climate change a public health emergency. “Deaths from Ebola infection, tragic and frightening though they are, will pale into insignificance when compared with the mayhem we can expect for our children and grandchildren if the world does nothing to check its carbon emissions,” said the editorial, written by the magazine’s editor in chief Fiona Godlee. “Burning fossil fuels causes about seven million premature deaths from indoor and outdoor air pollution,” she said. “Smog in Beijing and other major cities is alerting the public and waking up our politicians in ways that the more invisible threat from carbon dioxide emissions has failed to do. Also in our hand is the substantial health dividend of more active and sustainable low carbon lifestyles: lower rates of obesity, heart disease, diabetes and cancer.”
(http://ecowatch.com/2014/10/02/climate-change-ebola-health-emergency/)

In a briefing document summarizing the IPCC report’s implications for health, now and in the future, the Global Climate & Health Alliance (GCHA) argues that there is still time to turn what has been called “the biggest global health threat of the 21st century” into one of our biggest opportunities to improve health. “We are already seeing serious threats to health from heat waves and bushfires in Australia, which are increasing due to climate change; but we know the worst impacts on health are being borne by those in developing nations,” said Dr. Liz Hanna, President of Climate and Health Alliance (Australia) “We can respond to this threat, and action now will prevent further harm. We call on our health and medical colleagues around the world to join us in demanding strong action to reduce emissions to limit these risks to health.”
(http://ecowatch.com/2014/04/03/health-professionals-demand-climate-action-ipcc-report/)

Malaria is one of the most common—and deadly—infectious diseases in the world, sickening more than 300 million people a year and killing over 600,000 people. But because it’s a mosquito-borne disease—the parasite that causes malaria is passed to human beings by mosquito bites—its range has been limited to warmer tropical areas, the so-called “malaria belt.” A new study in Science makes a strong case that as the climate warms, malaria will indeed be on the march, expanding its range to previously safe high-altitude territory, putting even more pressure on prevention campaigns—and if those fail, leading to more deaths. Malaria, like many infectious diseases, is first and foremost a problem of development and poverty—and when those are addressed, infections fall. But by expanding the range of malaria, climate change will make a tough challenge all the more difficult. It’s just one more way carbon can kill.
(http://time.com/14553/climate-change-expand-malaria/)

“

In a series of nine studies scientists looked at five major heat waves that occurred in 2013, in Europe, China, Korea, Japan, and Australia. In all five cases, “human-caused climate change—primarily through the burning of fossil fuels—was found to have clearly increased the severity and likelihood of those events,” the scientists wrote. Five independent research teams specifically drilled down on the heat wave in Australia, using a variety of analytical approaches. The results of those five studies are rather striking. In Australia, the number of “dangerously hot” days, when core body temperatures may increase by two degrees Celsius or more, threatening health, is projected to rise from the current four-six days per year, to as high as 33-45 days per year by 2070. Heat waves are likely to increase deaths among elderly or chronically sick people, young children, and the socially isolated. Europe’s 2003 heat wave – induced by climate change – resulted in 27,000 extra deaths.
(http://bit.ly/natgeo-climatechange-heatwaves)

The torrential rains and catastrophic floods that raged through parts of Bosnia and Herzegovina, Serbia, and Croatia were unprecedented in the historical record of the region, going back 120 years. But extreme weather events like this one are something communities may have to contend with more and more as the planet warms, experts say. The WMO has worked in the region to better train meteorologists to forecast extreme weather events and to improve communication between forecasters and civil authorities. The WMO’s efforts have, in part, been aimed at climate adaptation in the face of the effects of global warming. Extreme weather events like this one could become more common in the future in Europe, the latest report from the Intergovernmental Panel on Climate Change concluded. The Balkans have experienced quite a few climate extremes in recent years. The winter of 2011-2012 was one of the coldest, harshest winters in decades, and was followed by an extremely hot, dry summer that featured the worst drought in 40 years and helped fuel rampant wildfires.
(http://climatecentral.org/news/climate-context-balkans-flooding-17468)

Global warming may have contributed to low rain levels in Somalia in 2011 where tens of thousands died in a famine, research by British climate scientists suggests. Scientists with Britain’s weather service studied weather patterns in East Africa. The lack of the long rains in early 2011 was an effect of “the systematic warming due to influence on greenhouse gas concentrations,” said Peter Stott of Britain’s Met Office. The British government estimates that between 50,000 and 100,000 people died from the famine. But the new research doesn’t mean global warming directly caused those deaths. Ethiopia and Kenya were also affected by the lack of rains in 2011, but aid agencies were able to work more easily in those countries than in war-ravaged Somalia, where the al-Qaida-linked Islamic extremist group al-Shabab refused to allow food aid into the wide areas under its control.
(http://bit.ly/huffpost-somalia)

The conflict in Darfur has been driven by climate change and environmental degradation, which threaten to trigger a succession of new wars across Africa unless more is done to contain the damage, according to a UN report published in June 2007. “Darfur ... holds grim lessons for other countries at risk,” an 18-month study of Sudan by the UN Environment Programme (UNEP) concludes. With rainfall down by up to 30% over 40 years and the Sahara advancing by well over a mile every year, tensions between farmers and herders over disappearing pasture and evaporating water holes threaten to reignite the half-century war between north and south Sudan, held at bay by a precarious 2005 peace accord. The southern Nuba tribe, for example, have warned they could “restart the war” because Arab nomads – pushed southwards into their territory by drought – are cutting down trees to feed their camels.
(http://theguardian.com/environment/2007/jun/23/sudan.climatechange)

Bangladesh is the world’s most densely populated country. No one doubts that this low-lying, sea-surrounded, conflict-prone country will be subject to increasingly violent and destructive storms and floods under scenarios of climate change. Inundations could cut the country into thirds, significantly reduce land area available for habitation and agriculture, and also pollute waterways, reducing safe drinking water supplies and impacting fishing. All results of inundations would aggravate landlessness, displace millions of people, and spike migration within and beyond Bangladeshi borders. A one-meter rise in sea level will inundate 17 percent of the land and contaminate water sources.
Flooding would potentially displace 15 million people. Agricultural and fishing populations, in particular, on the move in response to demographic, economic, and environmental challenges, as well as to corrupt political policies and breakdown in rule of law, are associated with violence.
(Climate Change and Violent Conflict, Oxfam, 2010)

Global warming will force up to 150 million “climate refugees” to move to other countries in the next 40 years, a new report from the Environmental Justice Foundation (EJF) warns. In 2008 alone, more than 20 million people were displaced by climate-related natural disasters, including 800,000 people by cyclone Nargis in Asia, and almost 80,000 by heavy floods and rains in Brazil, the NGO said. The EJF claimed 500 million to 600 million people – nearly 10% of the world’s population – are at risk from displacement by climate change. Around 26 million have already had to move, a figure that the EJF predicts could grow to 150 million by 2050. “The majority of these people are likely to be internally displaced, migrating only within a short radius from their homes. Relatively few will migrate internationally to permanently resettle in other countries,” said the report’s authors. In the longer term, the report said, changes to weather patterns will lead to various problems, including desertification and sea-level rises that threaten to inundate low-lying areas and small island developing states.
(http://theguardian.com/environment/2009/nov/03/global-warming-climate-refugees)

In northern Mozambique, remunerative agricultural livelihood strategies, which can provide food and income, will be very important in building peace. Micro-level social, political, and spatial analysis should show at short and longer-term time scales what roles cassava, cotton, or other crops might play in this process, and also attend carefully to gender factors in food and agricultural income. There is still opportunity for outside agents of change, or agencies delivering “safety-net” food and livelihood security programs, to build on local coping mechanisms against drought and other climate change hazards.
(Climate Change and Violent Conflict, Oxfam, 2010)

Here are the facts: Women make up more than half of the world’s population. Women produce more than half of all food. In the Southern Hemisphere, where climate chaos clearly hit first, women walk ever further for essential water and firewood. We are already living the adverse effects of climate change. For women in regions of the world hit hardest, this means forcible displacement, devastating drought and floods that ruin harvests, water shortages, an increase in tropical diseases, and less food for them and their families. When women’s rights are not protected, more women than men die from disasters, most of which, these days, are climate related. More importantly, women are already implementing solutions in their communities. These solutions are simple, inexpensive and can grow or contract depending on the need. Women are organizing and protesting to defend their land, saving seeds, using solar panels on their huts and energy efficient cookstoves.
(http://ecowatch.com/2014/08/25/womens-rights-climate-change/)

Climate change has already cut into the global food supply and is fueling wars and natural disasters, but governments are unprepared to protect those most at risk, according to a report from the UN’s climate science panel. Climate change has ceased to be a distant threat and made an impact much closer to home, the report’s authors say. But it was the finding that climate change could threaten global food security that caught the attention “All aspects of food security are potentially affected by climate change,” the report said. The scientists said there was enough evidence to say for certain that climate change is affecting food production on land and sea. The rate of increase in crop yields is slowing – especially in wheat – raising doubts as to whether food production will keep up with the demand of a growing population. Changes in temperature and rainfall patterns could lead to food price rises of between 3% and 84% by 2050. The report also connected climate change to rising food prices and political instability, for instance the riots in Asia and Africa after food price shocks in 2008.
(http://bit.ly/theguardian-climatechange-foodsupply)

Syria’s current social unrest is, in the most direct sense, a reaction to a brutal and out-of-touch regime and a response to the political wave of change that began in Tunisia early last year. However, that’s not the whole story.

“

The past few years have seen a number of significant social, economic, environmental and climatic changes in Syria that have eroded the social contract between citizen and government in the country, have strengthened the case for the opposition movement, and irreparably damaged the legitimacy of the al-Assad regime. From 2006-2011, up to 60% of Syria's land experienced, in the terms of one expert, "the worst long-term drought and most severe set of crop failures since agricultural civilizations began in the Fertile Crescent many millennia ago." The human and economic costs are enormous. In 2009, the UN and IFRC reported that over 800,000 Syrians had lost their entire livelihood as a result of the droughts. Another study published in October 2011 in the Journal of Climate found strong and observable evidence that the recent prolonged period of drought in the Mediterranean littoral and the Middle East is linked to climate change.
(http://thinkprogress.org/climate/2012/03/03/437051/syria-climate-change-drought-social-unrest/)

Glaciers in the east and central regions of the Hindu Kush-Himalaya (HKH) region are retreating at an alarming rate according to a new report released this week by the National Research Council. The glaciers are the headwaters for rivers that provide fresh water and irrigation for as many as 1.5 billion people in Asia. "The number of disastrous droughts and extreme temperature events in Asia have more than doubled over the past twenty years and they are only expected to increase as climate change gets worse," stated Durwood Zaelke, President of the Institute for Governance and Sustainable Development. "This report underscores the need to take fast action to protect this critical region including rapid reductions of short-lived climate pollutants particularly black carbon." The report cautions that the causes for glacier melt are complex but are driven in large part by rising temperatures. Aerosols such as black carbon and desert dust are also significant contributors to warming in the region.
(http://enn.com/press_releases/4071)

A new paper released by Unicef UK – Climate Change, Child's Rights and Intergenerational Justice – makes it clear that climate change is not just an environmental problem, it is a human rights issue. In fact it's the biggest child rights problem of our time. With the potential rise of up to 160,000 child deaths a year in sub-Saharan Africa and South Asia directly resulting from climate change, it is children, the most vulnerable children, who will be caught at the centre of the storm. The idea of ensuring justice between those generations responsible for the effects of climate change and those who will have to pay the heaviest price for it, is still not being adequately reflected in climate change policy, with world leaders instead choosing to focus only on solutions that can accommodate their short-term national interests. At a global and national level, climate change responses must focus on long-term sustainable solutions to ensure the well-being and needs of future generations are met. This means minimising the impact on future generations caused by the current level of CO^2 emissions from the industrialised world. So we must stop borrowing from the future and act now, with world leaders putting the rights and needs of children at the core of the climate change policy.
(http://news.bbc.co.uk/2/hi/science/nature/8374965.stm)

Winter of 2014 was not a good one for farmers in the Fertile Crescent. A punishing drought hit most of Syria and northern Iraq during what's normally the wettest time of the year. Drought is becoming a fixture in the parched landscape, due to a drying trend of the Mediterranean and Middle East region fueled by global warming. Could there be a connection between climate change and the emerging conflict in Iraq? The short answer is a qualified yes, according to Frank Femia of the Center for Climate and Security, a Washington-based policy institute advised by senior retired military and national security leaders. He explained in a phone interview: "It's far too early, considering this is happening in real time, to figure out what is motivating ISIS and its members. Certainly, the natural resource stresses in the region make things worse. Terrorist organizations can try to control those resources and gain significant influence and power. You can't say climate change is causing ISIS to do what it's doing, but it [climate change] certainly has a role to play in the region."
(http://slate.com/articles/technology/future_tense/2014/06/isis_water_scarcity_is_climate_change_destabilizing_iraq.html)

In April 2014 the U.N. Intergovernmental Panel on Climate Change has just completed a series of landmark reports that chronicle an update to the current state of consensus science on climate change. In a sentence, here's what they found: On our current path, climate change could pose an irreversible, existential risk to civilization as we know it — but we can still fix it if we decide to work together. But in addition to the call for cooperation, the reports also shared an alarming new trend:
Climate change is already destabilizing nations and leading to wars. Climate change worsens the divide between haves and have-nots, hitting the poor the hardest. It can also drive up food prices and spawn megadisasters, creating refugees. Retired Navy Rear Adm. David Titley co-wrote an op-edfor Fox News: "The parallels between the political decisions regarding climate change we have made and the decisions that led Europe to World War One are striking – and sobering. The decisions made in 1914 reflected political policies pursued for short-term gains and benefits, coupled with institutional hubris, and a failure to imagine and understand the risks or to learn from recent history."
(http://slate.com/articles/technology/future_tense/2014/04/david_titley_climate_change_war_an_interview_with_the_retired_rear_admiral.html)

Never before in history have human beings been called on to act collectively in defence of the Earth. But today the science is clear: the sponge that cushions and sustains us, our environment, is already saturated with carbon. If we don't limit global warming to two degrees or less we are doomed to a period of unprecedented instability, insecurity and loss of species. As responsible citizens of the world – sisters and brothers of one family, the human family, God's family – we have a duty to persuade our leaders to lead us in a new direction: to help us abandon our collective addiction to fossil fuels. Reducing our carbon footprint is not just a technical scientific necessity; it has also emerged as the human rights challenge of our time. While global emissions have risen unchecked, real-world impacts have taken hold in earnest. The most devastating effects of climate change – deadly storms, heat waves, droughts, rising food prices and the advent of climate refugees – are being visited on the world's poor. Africans, who emit far less carbon than the people of any other continent, will pay the steepest price. It is a deep injustice.
(http://theguardian.com/commentisfree/2014/sep/21/desmond-tutu-climate-change-is-the-global-enemy)

One of the worst North American droughts in history could be getting a whole lot worse. The L.A. Times reported last week, "Drought has 14 communities on the brink of waterlessness." Combined with unusually warm temperatures and stagnant air conditions, the lack of precipitation has triggered a dangerous increase in wildfires and incidents of air pollution across the state. All across California, streams are drying up, crops are dying off and local communities are struggling to maintain access to water, thanks to 3 years of persistent drought conditions. Unfortunately, while the situation in California is already pretty bleak, it looks like things are only going to get worse. In fact, it's possible that all of the American southwest could soon be seeing the devastating drought conditions that Californians are facing. Human activity has made droughts longer and stronger in many places, including California. If we continue on our current path of unrestricted carbon pollution, we will be sharply increasing the chances of civilization-threatening mega-droughts here and abroad.
(http://thinkprogress.org/climate/2014/09/29/3573288/california-drought-that-all-climate-change/)

2. QUOTE OF THE DAY

This exercise is a variation of a tool designed by the Peace Messengers. Originally it focuses on peace and in this case it shifts towards sustainability, environment and climate justice.

GOAL: It is a good warming up exercise, that helps to open people up to discussion about impacts of climate change and what we can do about them. Alternatively you can use the definitions of climate justice to introduce the concept to the group.

DURATION:
around 30 minutes (varies depending on group size)

GROUP SIZE: any size

RESOURCES: Print outs with quotes provided below (or others), blank sheets of paper.

DESCRIPTION:
Before you start; copy, or print quotes about climate, sustainability and climate action (you can use the ones below, or use your favorite ones) and stick them to walls.

Give participants some time to find and read all the quotes.
The task of each person is to chose a quote that they feel most connected to. Alternatively you can also put some blank papers for people to add their own quotes that they identify with.

Ask everybody to share with others what is so special about the quote that they have picked. This can also be an introduction to a longer discussion.

Once the activity is finished, you can leave the quotes where they are, so they keep reminding people about the ideals behind their presence in the workcamp.

"

"Climate change was predicted to arrive tomorrow but it is happening today. For this reason, the moment for climate justice has arrived." (Tara Shine)

"Justice means all the generations living now have the right to a future life. That means those who are responsible for the emissions and the pollution have to take responsibility for the pollution." (Josef Sayer)

"How could I look my grandchildren in the eye and say I knew what was happening to the world and did nothing." (David Attenborough)

"We do not inherit the earth from our ancestors; we borrow it from our children." (Chief Seattle)

"Climate change is for real. We have just a small window of opportunity and it is closing rather rapidly. There is not a moment to lose." (Dr. Rajendra Pachauri, Intergovernmental Panel on Climate Change)

"The ultimate test of man's conscience may be his willingness to sacrifice something today for future generations whose words of thanks will not be heard." (Gaylord Nelson, founder of Earth Day)

"It is our collective and individual responsibility to protect and nurture the global family, to support its weaker members and to preserve and tend to the environment in which we all live." (Dalai Lama)

"People tend to focus on the here and now. The problem is that, once global warming is something that most people can feel in the course of their daily lives, it will be too late to prevent much larger, potentially catastrophic changes." (Elizabeth Kolbert)

"I am sympathetic to developing countries' concerns: because of our emissions it's their crops that will disappear; because of our inaction, it's their fields that turn to desert." (Senator John Kerry)

"There are no passengers on Spaceship Earth. We are all crew." (Marshall McLuhan)

"Twenty-five years ago people could be excused for not knowing much, or doing much, about climate change. Today we have no excuse." (Archbishop Desmond Tutu)

"While climate change alone does not cause conflict, it may act as an accelerant of instability or conflict, placing a burden on civilian institutions and militaries around the world." (Pentagon strategy review)

"For years we've tried to 'sell' climate change, but a lot of people aren't buying. Threats of climate hell haven't seemed to hold us back from running headlong towards it. We must build a visual and compelling vision of low carbon heaven. And this vision must be desirable." (Solitaire Townsend)

"Climate change is best viewed as a threat multiplier which exacerbates existing trends, tensions and instability. The core challenge is that climate change threatens to overburden states and regions which are already fragile and conflict prone." (High Representative and the European Commission)

"It's going to take more than changing light bulbs and buying hybrid cars. I believe it will take nothing less than a revolution... a revolution in our entire culture and way of thinking, so that we value nature and the future of my generation with every action we take." (Alec Loorz)

“

“We know it (meat eating) is indisputably the number one cause of global warming. So what does it mean exactly to be an environmentalist on a daily basis if you are not thinking about the number one cause of global warming or one of the top two or three causes of all other environmental problems? Does it mean you are necessarily someone who doesn't care about the environment? Obviously not, but it might mean you have a blind spot for something big.” (Jonathan Safran Foer)

“You can make a lot of speeches, but the real thing is when you dig a hole, plant a tree, give it water, and make it survive. That's what makes the difference.” (Wangari Muta Maathai)

“The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.” (Howard Zinn)

“Environment is what connects all people, no mater their nationality or religion. If we don't save it, we will all be doomed. But if we live up to the challenge and survive, we will survive together with everything to what we are tied through ecology – with other humans, other species, with everything that exists. And this will be peace.” (Alan Weisman)

CLIMATE JUSTICE VARIATION

The ability of populations to mitigate and adapt to the negative impacts of climate change are influenced by factors such as income, race, class, gender, capital and political representation among other social factors. As a result of the limited adaptive resources that low-income communities and communities of colour are likely to have, these populations are particularly vulnerable to the predicted impacts of climate change. Low-income people and people of colour, who have lower financial stability, less insurance resources, and less access to disaster risk awareness have been least abled to recover from environmental disasters. Additionally these populations have been prone to unequal distributions of disaster relief and recovery assistance.
A Twenty First Century U.S. Policy

Four Principles for Climate Justice
Industrialized society must redefine its relationship with the sacredness of Mother Earth:

- Leave Fossil Fuels in the Ground
- Demand Real and Effective Solutions
- Industrialized – Developed Countries Take Responsibility
- Living in a Good Way on Mother Earth

Indigenous Environmental Network

Climate Justice as Global Justice
The historical responsibility for the vast majority of greenhouse gas emissions lies with the industrialized countries of the Global North. Even though the primary responsibility of the North to reduce emissions has been recognized in the UN Climate Convention, the production and consumption habits of industrialized countries like the United States continue to threaten the survival of humanity and biodiversity globally. It is imperative that the North urgently shifts to a low carbon economy.
At the same time, in order to avoid the damaging carbon intensive model of industrialization, countries of the Global South are entitled to resources and technology to make a transition to a low-carbon economy that does not continue to subject them to crushing poverty. Indigenous Peoples, peasant communities, fisherfolk, and especially women in these communities, have been able to live harmoniously and sustainably with the Earth for millennia. They are now not only the most affected by climate change, but also the most affected by its false solutions, such as agrofuels, mega-dams, genetic modification, tree plantations and carbon offset schemes.
Global Justice Ecology Project

We must also understand that to be neutral in the face of injustice is to side with the powerful. And that means that we can't talk about consumerism without differentiating between those who are driving it and those who are suffering from it; we can't talk about growth without distinguishing between those who gain from it and those who are losing out. We can't talk about climate change without being absolutely clear who it is that is driving the changes in our climate and who is suffering from them.
“My environmentalism will be intersectional or it will be bullshit”, Adam Ramsay

As the coastal cities of Africa and Asia expand, many of their poorest residents are being pushed to the edges of liveable land and into the most dangerous zones for climate change. Their informal settlements cling to riverbanks and cluster in low-lying areas with poor drainage, few public services, and no protection from storm surges, sea-level rise, and flooding.
These communities – the poor in coastal cities and on low-lying islands – are among the world's most vulnerable to climate change and the least able to marshal the resources to adapt, a new report finds. They face a world where climate change will increasingly threaten the food supplies of Sub-Saharan Africa and the farm fields and water resources of South Asia and South East Asia within the next three decades, while extreme weather puts their homes and lives at risk.
“Turn Down The Heat”, The World Bank

Ecological sustenance can be assured only through the principle of being mindful of the welfare of others. Our survival is inextricably woven with that of others. In the long term, we cannot survive while others perish. (“Do not wish for others that which you do not wish for yourself, nor promise that which you do not fulfill”. Matthew 7:12).
The costs of climate change mitigation and adaptation must be borne based on historical and actual responsibility and the ability to pay. In other words, there is an obligation of the industrialised countries to pay their carbon debts but more urgently to stop the emission of greenhouse gases.
The current environmental and development crisis cannot be overcome through voluntary action only. Legally binding commitments are critical for the different issues of mitigation, adaptation, finance, development of technology and deforestation.
Unless decisive action is taken immediately, climate chaos will lead to increased human suffering and social upheaval condemning millions of people to hunger, disease, misery and death.
African Church Leaders' Statement on Climate Change

Climate justice includes a focus on the root causes of climate change and making the systemic changes that are therefore required, a commitment to address the disproportionate burden of the climate crisis on the poor and marginalized, a demand for participatory democracy in changing these systems which require dismantling the fossil fuel corporate power structure, and a commitment to reparations and thus a fair distribution of the world's wealth.
In the early 1980s some activists began focusing on the environmental destruction that disproportionately impacts low-income communities and communities of color, which gave rise to the environmental justice movement. Now, many people from the environmental justice movement are widening their focus to the issue of climate.
Peaceful Uprising

3. VALUES AT WORK (ADVANCED LEVEL)

GOAL: This activity provides space to reflect upon values that guide our societies. It helps diagnose which values are more popular and which we would like to be more present. It is meant for more advanced reflection on our activism and strategic thinking.

DURATION: 60 minutes
GROUP SIZE: any size
RESOURCES: post-it notes, pieces of papers with names of values (see the list below), flipchart, the chart of values (see below)

DESCRIPTION:

1. My rules: Ask the group to write down on separate pieces of paper the rules that they try to follow in life.

2. Everybody can share what they have written. Put the rules that were shared on a flipchart, trying to group them at the same time. Be particularly careful not to judge the answers.

3. Our rules?: After collecting several answers ask everybody to think, what are the rules that their societies follow nowadays. Participants can think about it in pairs or small groups and write their answers down on pieces of paper (make sure they are in a different color than in the first round). Ask them to present their answers and add them to the ones listed so far on the flipchart.

4. Distribute equal amount of names of values (see list below) among the pairs or groups. Ask participants to attach them to the rules listed so far. If there are two rules fitting the same value, put them together. Same if there are two values fitting one rule. If there are values that do not fit any of the rules, put them aside.

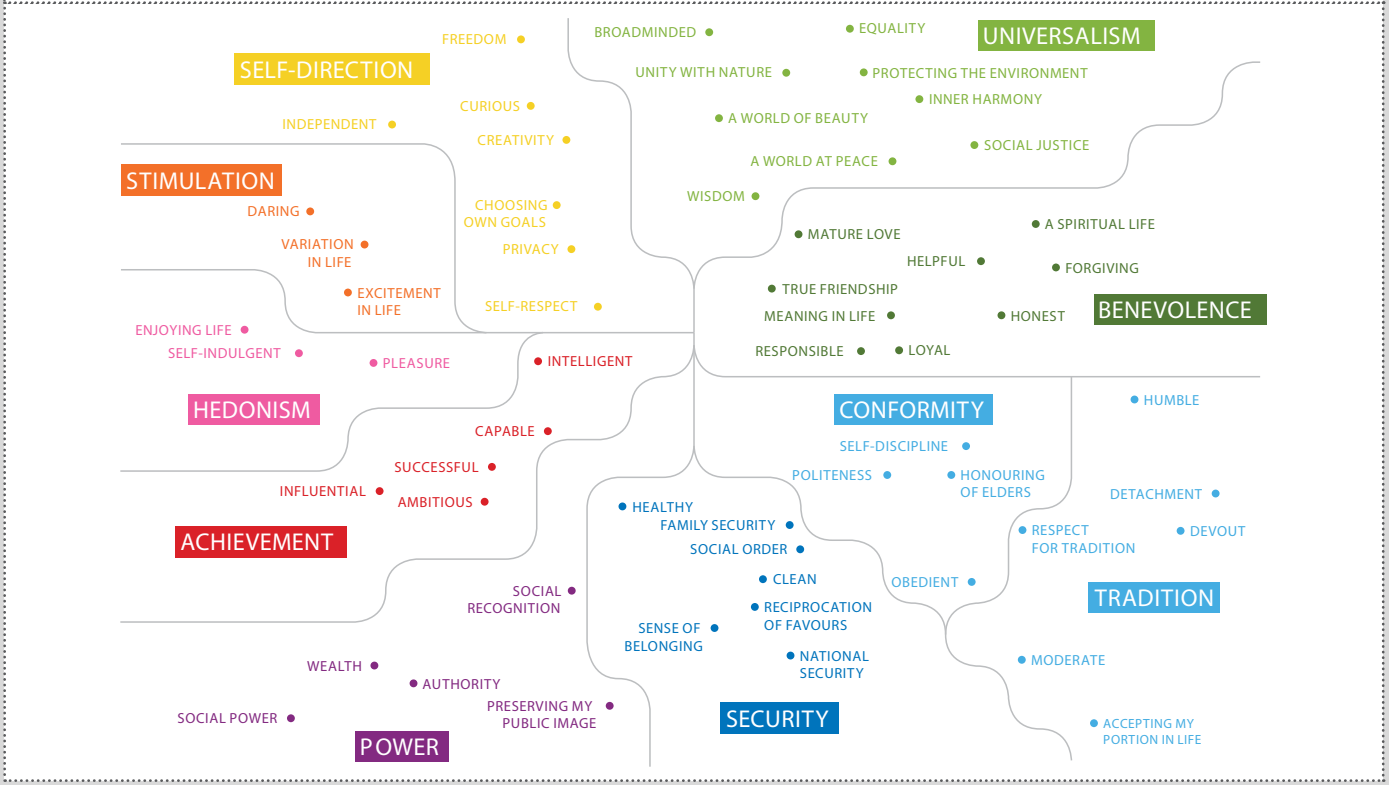
5. What are values?: Explain, that values are the 'invisible rules' which guide our individual and collective behavior. They are often internalized so much, that we don't notice them any more and we treat them as absolute and not disputable. But the fact is that it is also up to individuals to determine what values are accepted as common and respected.

6. Present the chart of values by the Common Cause (see below). Explain that the proximity of values means how likely they are to be followed together. Also if one value is stressed, it makes the neighboring values stronger and the opposing values weaker. Example: if we want to encourage people to care for the environment (value: protecting the environment), we should strengthen the values of peace, equality and social justice rather than wealth (economical benefit), social recognition or authority.

7. Which values to follow?: Try to arrange the listed rules according to where they fall on the chart below. Rules from which categories are more present in our societies? And which are dominant in our personal lives? Which values we would like to be more present in social life? What should we do, if we want them to be more recognized in our societies?

List of values with their explanations

A Spiritual Life – Emphasis on spiritual not material matters
A Varied Life – Filled with challenge, novelty and change
A World at Peace – Free of war and conflict
A World of Beauty – Beauty of nature and the arts
Accepting My Portion in Life – Submitting to life's circumstances
Ambitious – Hard working, aspiring
An Exciting Life – Stimulating experiences
Authority – The right to lead or command
Broadminded – Tolerant of different ideas and beliefs
Capable – Competent, effective, efficient
Choosing Own Goals – Selecting own purposes
Clean – Neat, tidy
Creativity – Uniqueness, imagination
Curious – Interested in everything, exploring
Daring – Seeking adventure, risk
Detachment – From worldly concerns
Devout – Holding to religious faith and belief
Enjoying Life – Enjoying food, sex, leisure, etc.
Equality – Equal opportunity for all
Family Security – Safety for loved ones
Forgiving – Willing to pardon others
Freedom – Freedom of action and thought
Healthy – Not being sick physically or mentally
Helpful – Working for the welfare of others
Honest – Genuine, sincere
Honouring of Elders – Showing respect
Humble – Modest, self effacing
Independent – Self reliant, self sufficient
Influential – Having an impact on people and events
Inner Harmony – At peace with myself
Intelligent – Logical, thinking
Loyal – Faithful to my friends, group
Mature Love -Deep emotional and spiritual intimacy
Meaning in Life – A purpose in life
Moderate – Avoiding extremes of feeling & action
National Security – Protection of my nation from enemies
Obedient – Dutiful, meeting obligations
Pleasure – Gratification of desires
Politeness – Courtesy, good manners
Preserving my Public Image – Protecting my 'face'
Privacy – The right to have a private sphere
Protecting the Environment – Preserving nature
Reciprocation of Favours – Avoidance of indebtedness
Respect for Tradition – Preservation of time honoured customs
Responsible – Dependable, reliable
Self Discipline – Self restraint, resistance to temptation
Self Respect – Belief in one's own worth
Self-Indulgent – Doing pleasant things
Sense of Belonging – Feeling that others care about me
Social Justice – Correcting injustice, care for the weak
Social Order – Stability of society
Social Power – Control over others, dominance
Social Recognition – Respect, approval by others
Successful – Achieving goals
True Friendship – Close, supportive friends
Unity with Nature – Fitting into nature
Wealth – Material possessions, money
Wisdom – A mature understanding of life



4. POSITIVE THOUGHT SHOWER

GOAL: Create a group contract to help respectful and sustainable group dynamics.

DURATION: 60 minutes

GROUP SIZE: any size

RESOURCES: post-it notes, big sheet of paper, pencils

This activity can serve as an unconventional way of introducing a group contract. It is especially recommended to focus on group decision making process. It can serve as a background to introduce rules of consensus to the group.

1. Ask participants to come up with ideas of behaviors or events which would make their workcamp experience amazing. In other words – how to create a wonderful workcamp. Each person can write them down on post-it notes or everybody can say their ideas out loud. Make sure to note them down on a big sheet of paper.

2. Together circle the ones that the group has an influence on.

3. Think of rules which can help such positive behaviors or events. Write them down on a separate sheet of paper. This will be your group contract / vision, so make sure everybody is comfortable with the points written down.

4. In the last stage focus especially on elements of group dynamics related to making decisions. Introduce the rules of consensus to everybody and ask the group if they want to follow them during the workcamp.

5. CHOCOLATE FIELD SIMULATION

INTRODUCTION

GOAL: Depending on questions asked after the game, it can serve different purposes. The game depicts the tragedy of the commons mechanism, helps the participants understand the rules of sustainable resource management and the need for participation by all social actors. However it can also serve as a more general metaphor on the values of cooperation

GROUP SIZE: up to around 20 people

DURATION: 20 minutes or more (depending on the number of rounds and times that you decide to play)

RESOURCES: calculator or an Excel sheet

DESCRIPTION:

1. Read the instructions for facilitators and for participants before the workshop. Prepare many small pieces of paper which are necessary during the game and stock up on (fair trade) candy or chocolates.
2. Explain to the group that they will now play a game, in which they will be blueberry collectors. They will work in groups.
3. Create small groups (there should be no more than 7 groups) and provide each with instructions. Ask everybody to read it. Make sure all instructions are clear.
4. In the meantime prepare a chart where you will keep track of the number of candy and a basket of candy, which will be handed out during the game.
5. Begin the first round. Allow 3 minutes for groups to discuss the strategy and then collect their declarations written down on pieces of paper. Calculate how many pieces of candy you should give to each group. Distribute the candies and then count how many blueberries 'regenerated' for the next round. Alternatively you can forbid the groups to communicate, especially in the beginning of the game.
6. You can play as long as there are blueberries in the field. If no more exist, end the game, explaining that the field was exploited. You can offer to play again, until groups work out a successful strategy to stay in the game.
7. After each round participants should be allowed some time to discuss what to do next. You should not suggest any solutions. All possible results are an important background for discussion.
8. After playing the last round, gather everybody in the plenary and discuss about the experience. You can use questions provided below.

INSTRUCTIONS FOR PARTICIPANTS

Once upon a time in the neighborhood, a blueberry field appeared instead of a regular meadow. The whole field is full of small bushes with blueberries growing on them. The blueberries are not edible, but it quickly turned out they have healing properties. A pharmaceutical company started buying them, and soon the entire local community started collecting the fruit. Every morning you meet nearby to go together into the field and collect blueberries. For every 15 kg of blueberries that you collect, the company pays you 1 piece of candy. Caution: The scientists are warning that if the blueberries are collected too fast they won't have enough time to grow back and the field will be gone.

- You play as a team.
- The game is divided into rounds.
- Your task is to collect as many pieces of candy as possible (you can eat them right away or save them for later).
- You begin with 300 kg of blueberries growing on the common field.
- After each round the amount of blueberries growing in the field increases by a certain percentage (you don't know how much).
- In each round each team decides how many blueberries they want to collect. You need to put this number on paper and hand it in to the facilitator of the game.
- For every 15 kg of blueberries that you collect, you will receive 1 piece of candy.
- If there are no blueberries left on the field, you lose the game.
- You will get the candy only if you have not exceeded the amount of blueberries growing on your field. If you try to gather more blueberries than there are available, you lose the game and get no candy.

INSTRUCTIONS FOR THE FACILITATOR

1. When you start there are 300 kg of blueberries growing in the field.
2. After each round the amount of blueberries increases by 10% compared to the blueberries left at the end of the round. Don't share this information with the group until the final discussion.
3. The round finishes when you inform everybody, how many kilos of blueberries were collected in the last round. You need to calculate the amount of blueberries gathered by all groups and check if there is any fruit still left. To know how many blueberries to add to the field, multiply the amount of blueberries left by 1,1 (like when calculating what is 110% of something). In the first round your calculation will look like this: [300 kg – (the mound of kilos of blueberries collected by all groups)] * 1,1.
4. If the blueberries are not gone, you give each group their candy (one piece per every 15 kg they gathered).
5. Once the resources are over, you should provide a debriefing and offer to play the game again.

A SIMPLE VARIATION OF THE GAME

(you don't need pieces of paper, calculator or sheets with instructions – just hand out the matches and explain the basic rules of the game):

- The group is divided into smaller groups (4 persons each).
- Each groups starts with 20 matches (or any other objects that are fairly uniform in shape and small).
- Tell the groups that at the end of each round you will double the number of matches left on the table (the ones that were not taken by anyone).
- The task of each person in the group is to collect matches for themselves.
- When the round begins, everybody takes as many matches as they decide and you add to each table as many matches as are left after everybody takes some.
- The group loses if at least one person is not able to take at least one match.

You can use the same questions in debriefing as in the basic version of the game.

QUESTIONS FOR DEBRIEFING

Asking about emotions

1. How did you feel playing the game?
2. Are you happy with the end results? If not, why? (At this point you should allow as much time as necessary to express negative emotions, as suppressing them will make it difficult to continue the discussion about the mechanisms in the game.)

Asking about the decision-making strategy

1. Are you surprised with how the game works?
2. You can analyze particular behaviors: a free rider (person, who uses the resources without thinking much about the situation of others, or can even acts tricky), an altruist, an individualist, cooperator. These are 4 possible types of behaviors. Caution: you should separate people's behavior in the game from people themselves.
3. How does the situation look if we take the point of view of an individual? How does it change if we look from the perspective of a group?

Asking about possible solutions

1. What needs to be done for everybody to collect the most candy?
2. How to achieve the situation, in which everybody wins?
3. How to switch from short-term to long-term thinking?

Asking about what does this game tells us about our everyday lives

- How can you meet your needs in a sustainable way? Make sure that everybody understands the term sustainability and sustainable consumption.

The tragedy of the commons is a popular mechanism, especially when large numbers of people have access to certain renewable goods. You can observe it in the case of forests that are cut faster than they can grow back, or fisheries that are being overfished all over the world.

Cards for declaring the number of blueberries collected by each group

Group nr	Round	Group nr	Round	Group nr	Round
Amount of blueberries		Amount of blueberries		Amount of blueberries	
Group nr	Round	Group nr	Round	Group nr	Round
Amount of blueberries		Amount of blueberries		Amount of blueberries	
Group nr	Round	Group nr	Round	Group nr	Round
Amount of blueberries		Amount of blueberries		Amount of blueberries	

6. HANDPRINT FOR FOOTPRINT

This activity is a simple way to collect knowledge, experiences and inspiration about sustainable living coming from the group. It can also help focus on certain priority actions which are worth trying out.

1. Ask the group to list ways in which people negatively influence the climate and environment (footprint). You can focus on the level of the workcamp (e.g. producing plastic waste – plastic is made of oil and mining for oil leads to CO^2 emissions, or having a leaking tap, which leads to wasting 2 liters of water a day), or you can think more globally. Write all ideas down on a flipchart paper.

2. Group the ideas and re-write them into one column on another piece of paper, e.g. wasting water, producing waste, being passive about other people's bad habits.

3. Now ask everybody to think of actions, which can work against the negative influence and for the benefit of the climate and environment (handprint). Everybody can work individually or in pairs (especially if the knowledge of the group is uneven). Each idea should be written down on a separate piece of paper.

4. Ask each person or pair to present their ideas to others and place it in an appropriate row on the flipcharts (opposite the negative action that it can compensate, e.g. if the idea is planting trees, it can be placed opposite wasting paper from the negative influence column). If there are more post-it notes with similar ideas, try to group them as they come.

5. Finally draw a scale like the one below and ask the group, where they would place the handprint actions. Identify simple and highly effective actions against complicated and risky ones. Are some better than others?

If you feel there are some important ideas missing, try guiding the group to them. Especially focus on going beyond just personal responsibility. People tend to assume personal responsibility instead of focusing on systemic and structural changes and the roles institutions play.

7. IDEA ON EVERY CORNER

This activity helps volunteers keep in mind the campaign theme and see their everyday habits in a new way. We tend to the world around us for granted and sometimes lack the time or attention to think about it critically. This simple, ongoing exercise is a first step to work against that trend.

1. Ask the participants to find something around them that does not affect the climate.

2. Probably this will be difficult, so the other part of the exercise is to identify items around that do affect the climate (either in the way they were produced, or are being used or when they will get disposed of).

3. Ask people to work in groups of three and walk around the area with post-it notes. When they see something that might affect the climate, they should stick a post-it note with a question to it, e.g. light switch – where does the electricity come from and how is it produced? Do all people around have the same access to it or do some suffer from energy poverty? Bookshelf – where is it from? Was it bought new or used and somebody renovated it?

4. This activity can last for the whole day. You can leave the post-its there for everybody to see and read. They can help people pose questions about their everyday consumption of goods that we often take for granted.

VARIATIONS:

A. Alternative version is that people come up with actions related to items around them trying to think of individual and collective actions related to it, e.g. light switch can mean paying more attention to save electricity, but also joining a group of people in my town protesting about an open pit coal mine project.

B. Another idea from 'Ecological Justice: A Call to Action'[1] handbook is setting up 'Food Stations':

These food stations could be set up with the intention of getting people to engage in initial conversations of what it takes to get the morning's edibles from their place of origin to the table at hand.

Some example food station questions are found below:

- Beverage Station – What is the journey that this coffee/tea/juice took to get here today? How much energy was spent to produce and transport it to where it is being used today?
- Pastries Station – How many different products are used to make the food you are eating? Are these produced locally or abroad?
- Fruits Station – Are the fruits at this table locally and organically grown? What are the benefits of such production?

[1] http://movementgeneration.org/mg-curriculum-manual-ecological-justice-a-call-to-action-2009/

8. THE WORLD WE WANT TO SEE

This exercise is a variation of a tool designed by the Peace Messengers. Originally it focuses on peace and in this case it shifts towards sustainability, environment and climate justice. It is a good introduction for discussion about activities which volunteers can develop after going back home.

For this exercise you will need several A3 sheets of paper, some markers, pens, pencils, crayons, glue stick, scissors and old magazines.

1. Tell the participants that every campaign, action, demonstration or project should have a goal. Often they are organized against something: to stop global warming, to block a new coal power plant, to revoke some law that is harming the environment. But we should also focus on what we want as an alternative, not only what we want to get rid of. This is why a vision of the bright future is so important. It is also more engaging to mobilize people around a positive vision, not just doom and gloom of what we need to fight against.

2. Ask the group to divide into subgroups of four people. Give each a set of materials: paper, magazines, scissors, markers, etc. Their task will be to imagine they are reading their favorite newspaper or blog or Facebook page in 20 years. What do they find there? What is the positive news of today in 20 years? Each group should prepare a front page or home page of that magazine or web page.

3. Present the results to each other and answer the questions coming from the group.

4. Ask if the authors are or were inspired to make any of the good news happen. If so, what would their next three steps need to be. Ask everybody to write these steps and take them away with them back home to save as inspiration after coming back from the workcamp.

5. Later you can hang your works in the form of a gallery.

6. You can also present the group with the amazing Fake New York Times project by the Yes Man. You can watch this speech by one of the authors, Steve Lambert.[1]

[1] http://bit.ly/Steve-Lambert-on-NYtimes

9. GLOBAL OWN GOALS (GOG)

This activity can serve as a background for discussion about the environmental impacts our world is facing. It provides a great motivation for discussion, so that workshop participants can learn about each other's points of view.

BACKGROUND, ORGANISATION AND RESOURCES

Young people are very aware of global environmental issues and are likely to have had lessons and undertaken projects during their compulsory schooling. This activity enables post-16 educators to build on that prior learning. Young people try to prioritise the top five global environmental 'own goals' where humans have damaged the planet. They can do further research, make presentations and discuss possible action as part of active citizenship. The idea of global 'own goals' is based on the WWF website and young people can compare their top five disasters to those of WWF.

AIMS OF THE ACTIVITY

- To identify the extent of prior knowledge and understanding about global environmental issues
- To raise awareness of some of the major global environmental issues which are part of sustainable development
- To encourage discussion of the relative priority which young people give to different global environmental issues.
- The use of the materials is as a discussion activity involving a priorities exercise.

Ask young people to read through the list of Global Own Goals to choose what they believe are the top 5 issues. They should then put them in rank order from 1 = most important, 2 = second most important... 5 = fifth most important. They will need to think of arguments as to why they have placed the global issues in this order. Allow no more than 10 minutes for the first part of the exercise.

Then ask the young people to move into groups of four or five. Their task is to discuss their rankings of the Global Own Goals using arguments as to why their top issue should be ranked at number 1. The group should work towards a consensus to agree the rank order of their own goals. Allow no more than 20 minutes for this part of the activity.

DEBRIEFING AND FOLLOW UP

In conclusion of this exercise a chart can be created for each group to put their agreed issues in rank order. The facilitator could highlight similarities and differences between groups, then ask groups to explain the different priorities, i.e. 'Why have you ranked A as more important than B?'

According to WWF the top five global own goals in rank order are:
1 = Global warming
2 = Invasive species
3 = Toxic chemicals and pollution
4 = Overfishing
5 = Wasting water.

The list of global own goals could be used as the basis for a survey of young people and their parents to find out if the generations differ in their views about these global environmental issues. They could also look at the commonalities and potential synergies to be achieved by tackling several issues at once.

Activity from the publication 'Happy planet: sustainable development and citizenship' available: http://eauc.org.uk/sorted/files/happy_planet.pdf

ASSESSMENT OPPORTUNITIES

Young people could be assessed on the quality of their research and presentations.

GOG – Global Own Goals

GOG A – Toxic chemicals and pollution

Undoubtedly synthetic chemicals have brought many benefits. But some chemicals are damaging wildlife and people – poisoning the planet. Between 1930 and 2000 global production of synthetic chemicals increased from 1 million to 400 million tonnes per year. The amount of pesticide sprayed on crops has increased by 26 times in the past 50 years.

GOG B – Overfishing

The 'Blue Planet' is turning into a wet desert. The global fishing fleet is 2.5 times larger than the oceans can support. Already 52% of the world's fisheries are fully exploited, 24% are over-exploited, depleted or recovering from collapse. Western countries' industrialised fleets are taking fish away from the poorer African coastline. We are landing smaller, younger fish and wiping out fish populations.

GOG C – Over-population and inequalities

There are arguably too many people on the planet using up too many of the world's scarce resources. However, resources are very unevenly distributed between rich and poor countries, and also within countries. The competition for scarce resources such as oil, water and fertile land is leading to war and the migrations of people in search of a better life.

GOG D – Nuclear power and nuclear weapons

The spread of nuclear power around the world increases the risk of nuclear accidents (such as Chernobyl) and terrorist attacks on power stations. The spread of nuclear weapons in the Middle East and other less stable countries increases the threat of the use of such weapons with potentially catastrophic effects on the planet.

GOG E – Invasive species

This own goal is when people take a species from one place on the planet and put it in another. This is usually because there is some pest we do not like and the new species solves the problem by eating the pest. But the problem is often that they do not have any predators in the new habitat and run rampant. A good example is the Nile perch which was introduced to Lake Victoria in Africa in 1954 to balance the drop in native fish stocks caused by over-fishing. The result was the extinction of 200 local fish species.

GOG F – Wasting water

Although one third of the world's population live in countries that experience water shortages, many countries do little to preserve or make proper use of water. This has led to increased amounts of floods and droughts in areas where there were no droughts. Rivers are dammed or diverted causing bad side effects. Millions of hectares of land have been polluted with salt and lakes have been killed.

GOG G – Global warming

Global warming leads to climate change. It is likely to change one third of plant and animal habitats by the end of this century. Climate change could result in the extinction of more than one million land-based species in the next 50 years. The rising sea level will make some islands disappear and lead to major coastal cities being flooded or disappearing under water.

10. PERMACULTURE CORE VALUES – PEOPLE CARE

GOAL: to understand the core values of permaculture and more specifically to reflect about People Care

DURATION: 15-30' (depending on explanation)

GROUP SIZE: max. 30

RESOURCES: three circular papers with personal needs, group needs and societal needs (as the heart of a flower). Papers to be put around like leaves.

DESCRIPTION: Explain the three core values of permaculture with a drawing and statements:

Earth Care – Rebuild natural capital
The Earth is a living, breathing entity. Without ongoing care and nurturing there will be consequences too big to ignore.

People Care – Look after self, kin and community.
If people's needs are met in compassionate and simple ways, the environment surrounding them will prosper.

Fairshare – Set limits and redistribute surplus
We are provided with times of abundance which enables us to share with others.

Exercise to go deeper into People Care: All participants can have one finger by a stick which they need to lift together. This is an example to go over to People Care and working together as a group.

There are three layers in People Care that fits within each other that can be explained with a drawing or for example with 3 different sized tree trunks:

- Personal (smallest)
- Group
- Societal (biggest)

All participants can think of one personal need, one group need and one societal need to write on a leaf (paper) and lay them around the circular paper. When all participants have done that, they all go and read in silence. The facilitator can ask questions about what they noticed.

Exercise Spiderweb: Stand in circle, say the name of another participant and for example what you appreciate in the person. Hold on to one end of the string and throw the ball of string to the other participant. In the end the facilitator asks everyone to look at how the string connects you all, like a spider's web. You depend on one another to keep this web firm and supportive. If anyone were to take their hand away from the web, that part of it would collapse. Each one is an important part of the group. Ask people to suggest how this spider's web exercise relates to our real lives.

After a few comments, ask everyone to lay their piece of string down on the ground. Gather up the string in a loose pile, so that it can be rewound later. Ask everyone to think about our dependence on one another – and our need to support one another.

To round off: stand in circle and close your eyes. The facilitator says 'open your eyes' and if two persons looks in each other eyes they form a pair.

In pairs: ask participants to talk about following questions while practicing deep listening (one speaks and the other only listens):

- What do I appreciate the most in myself?
- What do I appreciate the least in myself?

(questions depend on how well the group knows each other).

11. WORLD ENVIRONMENTAL GAME

This simulation game has been developed by the participants of a SCI advanced activist seminar, held in Berlin, July 2014 by SCI Germany, under the Create a Climate for Peace Campaign.

DURATION: 2 hours

NUMBER OF PARTICIPANTS: at least 6 (meaning pairs per 'Block')

AGE OF PARTICIPANTS: at least 12 years old

TARGET GROUP: high school students, workcamp/seminar participants

FOREWORD:
This is a simulation game which situates the players in a political decision making process regarding resource, production and pollution allocation. Hereby, the players form groups of state leaders referring to three major economic blocks classified and discriminated by their economic power in terms of genuine resources availability, grade of industrialization, living standard and costs, financial constitution and purchasing power (for more detailed information see Rules of the game). These three major blocks are separated in the common way into developed, developing and industrialized countries which is to question from political, social-economic as well as moral point of view. This should be discussed as part of the debriefing (for further information see Debriefing).

Good to know: The distinction between 'developed', 'developing' and 'industrialized' countries is based on the 'common view' that ignorant, unsustainable and devastating economic activity on expense of natural and social environment such as the so called 'free market capitalism' or 'neo-liberalism' is claimed to be set as the most desirable standard or principle of policy. Therefore, it does not make entirely sense to do so. However, distinction between the grade of development can be made in the realms of social security and welfare (such as access to education, health and public transport infrastructure), political stability and participation, food security, access to drinking water, violence as well as conflict management. These conditions refer to the so called 'Human Development Index' in contrast to the mainstream development perception which focuses only on gross domestic product, capital allocation, public debts and public funding as well as currency values and stability.

Within their respective political blocks the players face unequal and therefore unfair starting points which bound them to a certain limited range of decision making. Whereas the industrialized countries are well equipped with financial and economic power the lower developed countries have an advantage in resources. This may lead to different perceptions and evaluations of the simulated economic system and hence to different game strategies. The permanent pressure of living costs imposed on every block/group enforces the groups to start negotiations which each other about resources, financial investments and waste disposal. It may appear that certain countries (mis-)use their bargaining power to a certain extent.

The economic decisions of the countries affect the financial but also environmental situation. Production creates carbon emissions and waste. Pollution may cause natural disasters and pandemics, which refer to the control of the 'Agency'. Waste can be burned which again creates carbon emissions. Alternatively, modern recycling plants don't cause carbon emissions. Therefore, countries have to consider not only financial and economic but also environmental issues. It may happen that industrialized countries misuse their economic power by 'buying' the rights to dump their trash in other countries. It may pay off for lower developed countries to sell trash licenses in order to earn money for building factories or waste incineration plants.

'Luckily', the countries are not left alone but are facilitated by a 'neutral' institution which acts as world market, world bank, building authority, waste management authority and pollution observer. It is also empowered to initiate natural catastrophes or political events such as conflicts all of a sudden.

Under the conditions of the game and depending on the random events occurring different strategies can work out well for the countries. Some strategies may have a close link to reality while

others may be utopia. Whatever strategy is used by the players, it should be realised by the players and moderated by the game conductors (in the debriefing) whatsoever link can be seen in relation to actual global situation and conditions in reality.

1. INTRODUCTION AND WARM UP (10 minutes)

Iceberg-Game

At the beginning of the workshop roughly inform about climate change, the natural and human causes as well as the effects. Talk about the campaign and the organisational background.

As measure of warm up ask the participants to place themselves on papers representing ice shelves. Choose 1 to 3 volunteers to act as 'Global Warming', that is they take the 'Ice shelves' out of the game which means to reduce the surface for the players to stand on. Eventually there is only very little space left to stand on. A lot of people will have lost their living space. Those left, have to fight for the last remaining space and may try to help each other or themselves.

In the context of climate change this reflects the situation of many island inhabiting people who are threatened by rising sea levels or wildlife on arctic ice caps which is reduced more and more.

2. THE GAME (1,5 hours)

Rules and Procedure

Required material (Attention: the number mentioned does not necessarily have to be fixed as long as it is sufficient to play the game)

- Money: (Currency expressed in 'Credits' which keeps it neutral to any real existing currency):
  20 x 1C, 20 x 5C, 10 x 10C
- Factory-Cards: 10 x 'grey' (polluting) factories, 8 x 'green' (low polluting) factories
- Trash-Cards: 25 x Trash, 8 x Waste incineration plants, 5 x Recycling plants
- Resource-Cards: 32 x Resources
- Water with two transparent containers (to indicate the state of the climate, don't waste the water at the end but use to pour it into plants etc, otherwise use anything else instead of water which one can make use of for that purpose)

Set Up

- Form groups and divide them into 'Least Developed Countries', 'Developing Countries' and 'Industrialized Countries' (as mentioned in the Foreword, these are very critical terms, discuss it as part of debriefing!)

- Workshop facilitators will form the 'World Bank' which also serves as the 'World Market'
  The World Bank observes and controls production and resource usage, carbon emission, waste disposal as well as investments and buildings

- Each country will be handed out its individual initial endowments visible/noticeable to the other groups:
  - Least Developed: 5C, 20 Resources, 2 Trash
  - Developing: 20C, 10 Resources, 3 Trash
  - Industrialized: 50C, 2 Resources, 2 Trash

  The amount of resources is not limited to the initial endowments. The game facilitators should make it clear to all the players that additional amounts of resources will be provided at a certain point.

- A board will be put up in a place visible for all players on which each country's properties using the respective cards are depicted. Initially the countries are equipped with:
  - Least Developed: none
  - Developing: 1 factory
  - Industrialized: 3 factories, 1 waste incineration plant

Production and Sales are pooled into the same step of action and take place at the World Bank 'Office'. Production is done by processing resources and instantly creates earnings and carbon emissions. You may only process one unit of resource per factory and round. Link wise, you may only combust one unit of trash per incineration- or recycling plant and round. In order to keep an overview of which transactions and deals are done with the 'World Bank/World Market' you should have a price list visible for all with you. This list contains the costs and earnings of production and waste disposal, the costs for buildings as well as the welfare cost of living:

	Least Developed	Developing	Industrialized
Conventional Production	+1 C, +1 Trash, +2 Carbon, -1 Resource	+2 C, +1 Trash, +2 Carbon, -1 Resource	+3 C, +1 Trash, +2 Carbon, -1 Resource
Green Production	+1 C, +1 Trash, +1 Carbon, -1 Resource	+2 C, +1 Trash, +1 Carbon, -1 Resource	+3 C, +1 Trash, +1 Carbon, -1 Resource
Waste Incineration	-2 C, +1 Carbon, -1 Trash	-2 C, +1 Carbon, -1 Trash	-2 C, +1 Carbon, -1 Trash
Recycling	-2 C, -1 Trash	-2 C, -1 Trash	-2 C, -1 Trash
Grey/Green Factories	20 C /30 C	20 C /30 C	20 C /30 C
Incineration/Recycling Plant	15 C /25 C	15 C /25 C	15 C /25 C
Welfare costs of living	1 C	2 C	4 C

Procedure

- The game is divided into rounds of 8 minutes each
- During one round it is up to the players to interchange money, resources and trash among the countries as well as to transact businesses (such as production, waste disposal or investments) with the World Bank.
- The countries can negotiate about trade agreements and terms of trade and can make deals with each other (which can be facilitated by game coordinators)
- Newly bought factories or waste disposals will be depicted by putting the respective cards on the board
- The carbon emissions are composed in a common container visible to all players. Additionally produced carbons are depicted by adding a certain amount of water into the container. In case the container is full and water spills over the game is over for all groups since the planet's climate is going to collapse.
- At the end of each round each country has to pay its welfare costs
- In order to illustrate the environmental effects of economic activity the game facilitators in persona of World Bank can announce catastrophes randomly if the amount of trash or carbon appears to high to them and the efforts of environmental protection appears too low to them. These catastrophes mean costs in all or in selected countries in order to raise motivation.
- Link wise, prices can change during the game in order to stimulate specific changes on the market (e.g. multiplier effects of mass production)
- In case resources are going to zero of course additional resources will be provided ('exploitation discoveries' determined by the World Bank).
- The aims of the game are manifold and lead to several conflicts: raise earnings in order to raise standard of living, keep environmental pollution low, reduce inequalities between countries or regions, avoid climate collapse
- The game should clarify the connection between free market capitalism, environmental destruction and socio-economic inequalities.

3. DEBRIEFING (12 minutes)

After the game has finished give the group space to freely express their feelings about the game, discuss the strategies they have used and the context etc.

Questions to ask to the group and discussion context:

- For discussion about aims, meaning and background one can pick up points mentioned in the Foreword
- How did you feel? (as a single person, within your groups, in interaction with other groups)
- How did it work to make decisions within your group?
- What was your aim and your strategy to reach it?
- Why didn't you help each other or work together?
- Which game or topic related problems occurred during the game?
- Did you recognize any target conflicts or trade off?
- Do you think it is possible to stop climate change within the system of capitalism?
- Which solutions might arise out of these conflicts?
- What could you learn through participating in this game?

4. EVALUATION (8 minutes)

- What did you like about the game?
- What didn't you like about the game?
- Could this be/ is this comparable with reality?
- Do you think the different starting conditions were unfair? Why (not)?

5. CONSIDERATIONS FOR THE FACILITATOR

From the players' perspective:

- 40 minutes to play might be too short for implementation, because it takes time for the players to get into the game and its logic
- The principles of the game do not reflect reality in every sense
- Running fix costs for 'welfare orliving' push the players to act
- It should be announced right from the start that resources are renewable to some extent or that new resources may be found
- The duration of one round of 5 minutes could be too short to act (plan, discuss, negotiate, implement, produce, purchase...), in addition the time should be visible for all players
- Make the goals of the game very clear to players, e.g. is it desirable to earn as much money as feasible, to keep environmental damage to the lowest degree, to associate...?
- Give hints for the respective groups at the beginning on what to discuss or which necessary measures/steps of procedures are to be taken

From the game leaders' perspective:

- If the players don't respond to demands referring to the rules of the game (such as refuse to pay living costs as well as taking too much time for production decision making) this will be deducted from the time of the next round
- Play a tutorial round
- There should be a public, ceremonial hand out of the starter kit to each group in order to let all groups and players know about the different 'initial endowments
- Use sensitive language and watch/be careful with the language used concerning judging or valuing the behavior of players or groups in the game in contrast to certain misattributions on the situation of real existing countries which may lead to finger pointing, generalization and stereotypes such as 'in the game the group representing the least developed countries had difficulties to find ways to negotiate' instead of 'the least developed countries are doing nothing to improve their economic situation'

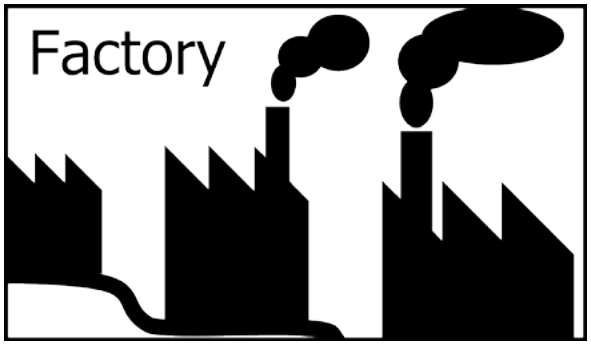
6. APPENDIX

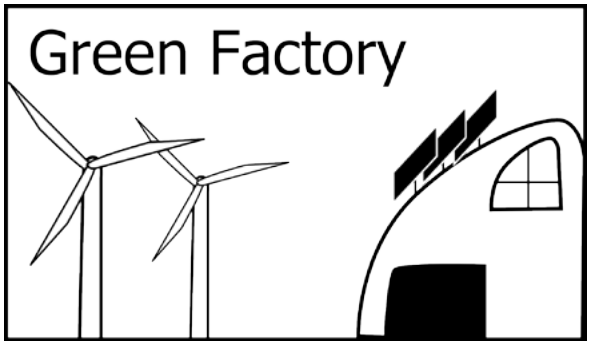
On the next page you can find the draft cards required for the game. You can photocopy or redraw them:

- App. 1. Resource and Trash cards
- App. 2. Common and Green Factory cards
- App. 3. Waste incineration and Recycling Plant cards
- App. 4. Money cards


Resources

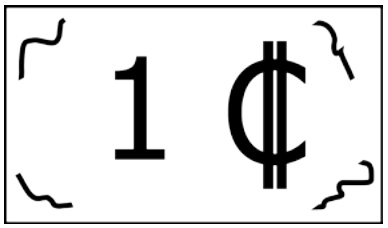

Waste

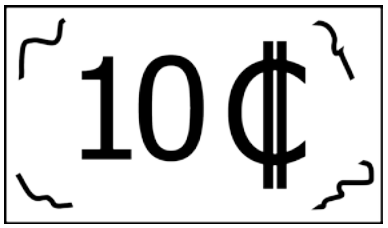

Factory

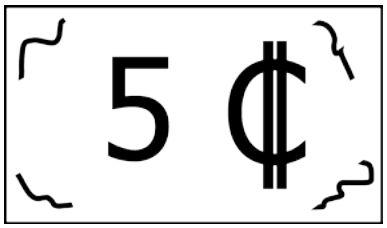

Green Factory


Waste Incinerator


Waste Recycling


1 ¢


10 ¢


5 ¢

RECOMMENDATIONS

INSPIRATIONAL & USEFUL WEBSITES, ARTICLES, PRESENTATIONS, VIDEOS

BASICS OF CLIMATE SCIENCE

Climate from 1880 to 2013 in 26 sec
http://climate.nasa.gov/climate_resource_center/28

The basics: a brief introduction to climate change
http://bit.ly/neaq-org-climatechange

Carbon Maps
http://index.nd-gain.org
http://carbonmap.org
http://bit.ly/cc-map-survival

350.org
This site provides presentations on climate science (and more) which can be used on workcamps, workshops or events.
http://350.org/resources/templates/

RealClimate
This is a commentary site on climate science by working climate scientists for the interested public and journalists. They aim to provide a quick response to developing stories and provide the context sometimes missing in mainstream commentary.
http://realclimate.org/

Rajendra Pachauri (IPCC chair)
[video] 3 min | "Human society will see sense on climate change."
http://bit.ly/theguardian-rajendra-pachauri

The day the world came together by 350.org
[video] 2 min | "On 24 October 2009, people in 181 countries came together to speak with one voice on the most urgent issue of our times: the climate crisis."
http://bit.ly/world-came-together

Climate change, poverty and environmental justice
[publication] What the IPCC scientists say about climate change impacts | http://bit.ly/ipcc-cc-impacts

Climate 101 with Bill Nye
[video] 4 min | Greenhouse effect and other climate change related processes simply explained
http://bit.ly/climate101-bill-nye

Climate haiku
[publication] IPCC report in 19 pages illustrated haiku
http://bit.ly/climate-haiku

Global Warming's Terrifying New Math
[article] From the issue of Rolling Stone Magazine by Bill McKibben (19 July 2012)
http://bit.ly/terrifying-new-math

Do the Math
[video] 42 min | "It's simple math: we can emit 565 more gigatons of carbon dioxide and stay below 2°C of warming – anything more than that risks catastrophe for life on earth. The only problem? Burning the fossil fuel that corporations now have in their reserves would result in emitting 2,795 gigatons of carbon dioxide – five times the safe amount."
http://math.350.org
http://act.350.org/signup/math-movie

Time to Connect the Dots
[publication] Infographics about climate change and extreme weather | http://climatedots.org/infographic/

Climate Change 2013: The Physical Science Basis
[video] 9 min | The IPCC has produced a video on its Fifth Assessment Report | http://bit.ly/cc-physical-science
More: http://youtube.com/user/IPCCGeneva/videos

Vicious Circle - narrated by John Hurt
[video] 2 min | A video for the campaign Save The Arctic by Greenpeace, which demand to the world leaders declare a global sanctuary around the North Pole
http://bit.ly/vicious-circle-save-thearctic

Wake up, freak out, than get a grip

[video] 11 min | "A short animated film about the feedback loops likely to lead to catastrophic climate change, by Leo Murray. The script, with extensive peer-reviewed references and additional information and links, is available at wakeupfreakout.org/ along with links to translations in more than twenty foreign languages."
http://bit.ly/wake-up-freak-out-getagrip

Six degrees can change the world

[video] 96 min | "NASA climate scientist James Hansen cautions that a global temperature increase of even two degrees Celsius represents a tipping point into a catastrophic climate scenario. This film ups the ante from there, postulating the effects of a six-degree increase – in sync with the higher range of scientists' warming predictions. Six Degrees explores the likely expansion of bad trends that are already troublesome under today's minor temperature increases: increasing desertification, forest stress, wild fires, and drought-stricken farmlands; disappearance of glaciers and ice caps; deforestation in the Amazon; increasing frequency of killer hurricanes like Katrina."
http://bit.ly/natgeo-6degrees

CLIMATE CHANGE IMPACTS

TckTckTck.org

[site] Loads of other interesting and useful information on climate change can be found at the online hub of the Global Call for Climate Action (GCCA) | tcktcktck.org.

Climate impacts by country 2030

[map] The Tck interactive maps focus on the direct impacts of climate change – as measured by 22 different indicators in 4 main categories: Disasters, Habitats, Health, Industry and Each country is scored with 22 indicators on a scale 1-8 for economic and mortality losses, both current (2010) and future (2030) impacts in units of US dollars.
http://tcktcktck.org/climate-impacts

Breakdown of regional impacts

[article] "GCCA made a breakdown of regional impacts from the IPCC's data for different areas across the globe. It includes data on the temperature rises that scientists have tracked and documented in various regions. It also includes predictions for how much temperatures will continue to rise across those regions, and how that warming will impact annual temperature averages, daily maximum temperatures, and precipitation averages."
bit.ly/tck3-regional-impacts

Climate impact facts hits prepared by 350.org

[publication] | http://350.org/resources/materials/

Climate Change and Human Rights

[video] 5 min | "The impacts of climate change through the eyes of those first and worst affected."
http://bit.ly/cc-humanrights

A climate of conflict

[publication] 48 pages | Link between climate change, peace and war. | http://bit.ly/international-alert-climate-conflict

Connecting Climate Change to Armed Conflicts

[article] | http://globalsolutions.org/blog/2012/08/connecting-climate-change-armed-conflict

In Quest to Understand Climate Change and Conflict, Avoid Simplification

[article] "Over the past few years, climate change has been increasingly portrayed as a threat to security and stability across the world."
March 18, 2014 By François Gemenne published on New Security Beat blog.
http://bit.ly/understand-cc-conflict

US military says climate change could increase wars, conflict

[article] "Besides warning of the geopolitical risks of climate change that could suck up more of the US' military resources, the Pentagon's climate study also highlighted the operational risks that water scarcity, rising sea levels and extreme weather could have on day-to-day operations and its bases."
http://bit.ly/cc-increase-conflicts

Does Climate Change Cause Conflict?

[article] "It really depends on who you ask." Mark Notaras from United Nations University
http://bit.ly/ourworld-cc-conflict

Conflicts fuelled by climate change causing new refugee crisis, warns UN

[article] "What we are witnessing is a trend in the world where more and more people feel threatened by conflict, threatened by their own government, threatened by other political, religious ethnic or social groups, threatened by nature and nature's retaliation against human aggression - climate change is the example of that. And also threatened by [...] a slowdown in global growth, plus structural change in energy and food markets,"
http://bit.ly/theguardian-cc-conflicts

FRONT-LINE COMMUNITIES

What is Environmental Migration and Who are Climate Refugees

[article] | http://bit.ly/greenconduct-climate-refugees

We are not drowning - We are fighting

[video] 3 min | Watch how the Pacific Warriors are fighting back against the rising tide of climate change.
http://bit.ly/350-pacific-warriors

My life as a refugee

[game] Available on smart phone platforms. By UNHCR
http://mylifeasarefugee.org/game.html

Climate Refugees in the South Pacific

[video] 6 min | "100,000 people still live on the 32 atolls that make up the south Pacific island nation of Kiribati, but global warming is causing sea levels to rise. The archipelago,which lies halfway between Australia and Hawaii, lies just two meters above sea level and is considered especially endangered. The first two atolls have already been submerged. Kiribati's president is faced with a dilemma: does he have to evacuate all the country's residents?" | http://bit.ly/climate-refugees-south-pacific

More on REDD and indigenous peoples

[site] Reduced Emissions from Deforestation and Forest Degradations (REDD) is a scheme aimed at mitigating climate change. It can offer opportunities for strengthening indigenous communities' forest tenure and income generation.
http://iwgia.org/environment-and-development/redd

Forest is life – A Story of Climate Change, Forest and Communities

[publication] "A comics book that discusses climate change and REDD from the perspective of indigenous communities. It is intended primarily for communities as a simple guide to help them understand climate change and REDD. It shows why and how the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) can be used to uphold and protect the rights of indigenous communities in REDD."
http://bit.ly/forest-is-life

Indigenous People

[site] "For indigenous peoples, climate change is not only an environmental issue but also a human rights issue and a question of cultural survival."
http://iwgia.org/environment-and-development/climate-change

COMMUNICATING CLIMATE CHANGE

Chasing ice

[video] 75 min | "Chasing Ice is the story of one man's mission to change the tide of history by gathering undeniable evidence of our changing planet. Within months of that first trip to Iceland, the photographer conceived the boldest expedition of his life: The Extreme Ice Survey. With a band of young adventurers in tow, Balog began deploying revolutionary time-lapse cameras across the brutal Arctic to capture a multi-year record of the world's changing glaciers."
http://chasingice.com/

Time-lapse proof of extreme ice loss

[video] 19 min | "Photographer James Balog shares new image sequences from the Extreme Ice Survey, a network of time-lapse cameras recording glaciers receding at an alarming rate, some of the most vivid evidence yet of climate change." – Ted Talks
http://bit.ly/timelapse-ice-photography

The History of Climate Change Negotiations in 83 seconds

[video] 83 sec | http://bit.ly/history-of-climatetalks

Rap News: Lord Monckton Rap Battles Al Gore

[video] 6 min | Funny way to demonstrate – "Episode before Copenhagen COP 15, revealing false solutions standing behind the global agreement efforts".
http://bit.ly/climate-rap-battle

Talking climate

[site] The gateway to research on climate change communication.
http://bit.ly/talkingclimate

Climate Change as a Health Issue

[article] "When the two combine, they are guaranteed to create headlines" | http://bit.ly/theguardian-cc-health

Interpreting news

[article] People interpret facts through the filter of their ideology (basically we hear what we want to hear and if we hear otherwise, we can diminish its meaning or make our brain understand the facts differently than rational)
http://bit.ly/huffpost-interpreting-news

Finding a Better Message on the Risks of Climate Change

[article] "To overcome polarization on the issue of climate change, Yale professor Dan Kahan says in an interview with e360, scientists and the media need to frame the science in ways that will resonate with the public. A message that makes people feel threatened, he says, simply will not be effective."
bit.ly/finding-better-message-cc

Right Here, Right Now. A Communications Guide to Climate Change Impacts

[publication] 48 pages | How to talk about climate change and extreme weather to the media.
http://bit.ly/righthere-rightnow

Why I must speak out about climate change

[video] 17 min | "Top climate scientist James Hansen tells the story of his involvement in the science of and debate over global climate change. In doing so he outlines the overwhelming evidence that change is happening and why that makes him deeply worried about the future." – Ted Talks
http://bit.ly/tedtalks-james-hansen

PEAK OIL AND DEGROWTH

You are here: the oil journey

[video] 30 min | "After a century of crude, it's time to refine our vision. The 20th century can be viewed through any of the three great trends of our time – economic growth, social progress, and environmental damage. But a fourth trend – growing energy use – underlies each of these, literally fueling the incredible journey we've been on in the last 100 years. And changes in the landscape of energy may well trigger a whole new journey for humanity. The legendary actor and narrator Peter Coyote tells the story of our oil journey. This is a customizable presentation you can use to tell your own journey and to invite new people to join the larger conversation." | http://bit.ly/theoiljourney

Who killed economic growth?

[video] 6 min | "You've probably heard this case made before, and it's a solid one: That cheap fossil fuels are the main driver of economic expansion, and have been ever since the industrial revolution. This video, put together by the Post Carbon Institute, argues that today's stagnant economy isn't just a slump – it's the new reality, thanks to the burgeoning demand for and shrinking supply of cheap fossil fuels."
http://bit.ly/who-killed-economic-growth

Don't worry, drive on

[video] 2 min | "In recent months we've seen a spate of assertions that peak oil is a worry of the past thanks to so-called 'new technologies' that can tap massive amounts of previously inaccessible stores of 'unconventional' oil. 'Don't worry, drive on' – we're told. We can fall for the oil industry hype and keep ourselves chained to a resource that's depleting and comes with ever increasing economic and environmental costs, or we can recognize that the days of cheap and abundant oil (not to mention coal and natural gas) are over."
http://bit.ly/dontworry-driveon

What's wrong with coal?

[video] 2 min | "From mining, to burning, to disposal, coal is wreaking havoc on our health and our planet. Powering our country by burning coal is dangerous. It's time to transition Beyond Coal to clean, renewable sources of energy. Learn more and take action." | http://bit.ly/whats-wrong-with-coal

300 Years of fossil fuels in 300 seconds

[video] 6 min | "Fossil fuels have powered human growth and ingenuity for centuries. Now that we're reaching the end of cheap and abundant oil and coal supplies, we're in for an exciting ride. While there's a real risk that we'll fall off a cliff, there's still time to control our transition to a post-carbon future."
http://bit.ly/300-years-fossil-fuels

How Cuba survived peak oil

[video] 53 min | "This is an American documentary film that explores the Special Period in Peacetime and its aftermath; the economic collapse and eventual recovery of Cuba following the fall of the Soviet Union in 1991. Following the dramatic steps taken by both the Cuban government and citizens, its major themes include urban agriculture, energy dependence, and sustainability." (Wikipedia)
http://bit.ly/power-of-community

PERMACULTURE

Overcoming the challenges of climate change

[article] "Permaculture design is being used in Malawi to turn around the effects of climate change. It is helping farmers beat malnutrition through diverse produce and rejuvenating the soil."
http://bit.ly/permaculture-overcoming-cc

Anima mundi

[video] 77 min | Anima Mundi is an innovative documentary about holistic approach to permaculture, peak oil, climate change and the Gaia theory. It is questioning current system and offering solutions and answers for transition to sustainable and just world.
http://bit.ly/anima-mundi-full

Garbage warrior (87 min)

[video] 87 min | "This is a film about architect Mike Reynolds, inventor of the Earthship style of building, and his fight to build off-the-grid self-sufficient communities. It follows Reynolds and how he developed the Earthship style of building and his struggle with the legislature of Taos, New Mexico, the location of his experimental Earthship community, in order to be allowed to build homes that do not match the structures of local building codes. The film concludes with a postscript showing Reynolds and his team of builders travelling to the Andaman Islands in the aftermath of the Boxing Day tsunami to assist the locals with disaster recovery and teaching them how to construct extremely low-cost homes."
http://garbagewarrior.com
http://bit.ly/watch-garbage-warrior

Dirt! The movie

[video] 80 min | "This is an insightful and timely film that tells the story of the glorious and unappreciated material beneath our feet. Inspired by William Bryant Logan's acclaimed book Dirt: The Ecstatic Skin of the Earth, Dirt! The Movie takes a humorous and substantial look into the history and current state of the living organic matter that we come from and will later return to. Dirt! The Movie will make you want to get dirty!"
http://dirtthemovie.org
http://bit.ly/watch-the-dirt-movie

Green gold

[video] 47 min | "It's possible to rehabilitate large-scale damaged ecosystems. –Environmental film maker John D. Liu documents large-scale ecosystem restoration projects in China, Africa, South America and the Middle East, highlighting the enormous benefits for people and planet of undertaking these efforts globally."
http://bit.ly/watch-green-gold-movie

Geoff Lawton on TEDtalk

[video] 18 min | "Geoff Lawton is an internationally – renowned permaculture educator, consultant and practitioner. He emigrated from England to Australia and later studied permaculture with Bill Mollison in Tasmania. He established the Permaculture Research Institute at Tagari Farm in New South Wales, Australia, a 147 acre farmstead previously developed by Mollison. Since 1985, Geoff has designed and implemented permaculture projects in 30 countries for private individuals and groups, communities, governments, aid organizations, & multinational corporations. He has taught the Permaculture Design Certificate course and designed permaculture projects in 30 countries. The Permaculture Research Institute supports the establishments of Permaculture Master Plan sites worldwide as demonstration sites and education centers that network their research information through."
http://bit.ly/tedtalks-permaculture-geoff-lawton

Natural farming with Masanobu Fukuoka

[video] 60 min | "Masanobu Fukuoka as a Japanese farmer and philosopher celebrated for his natural farming and re-vegetation of desertified lands. He was a proponent of no-till, no-herbicide grain cultivation farming methods traditional to many indigenous cultures from which he created a particular method of farming, commonly referred to as 'Natural Farming' or 'Do-nothing Farming'. He also rediscovered the technique for creating seed balls, which had been used in ancient times in the Middle East, Egypt and parts of North Africa. The technique was also used, for instance, in ancient Egypt to repair farms after the annual spring flooding of the Nile." | bit.ly/watch-natural-farming

STORY OF STUFF VIDEOS

The story of stuff

[video] 20 min | "A 20-minute, fast-paced, fact-filled look at the underside of our production and consumption patterns. The Story of Stuff exposes the connections between a huge number of environmental and social issues, and calls us together to create a more sustainable and just world. It'll teach you something, it'll make you laugh, and it just may change the way you look at all the stuff in your life forever."
http://storyofstuff.org/movies/story-of-stuff

The story of cap and trade

[video] 10 min | "The leading climate solution being discussed at Copenhagen and on Capitol Hill. Host Annie Leonard introduces the energy traders and Wall Street financiers at the heart of this scheme and reveals the 'devils in the details' in current cap and trade proposals: free permits to big polluters, fake offsets and distraction from what's really required to tackle the climate crisis."
http://storyofstuff.org/movies/story-of-cap-and-trade

The story of solutions

[video] 9 min | 'How to change the world' was never presented in a simpler, more compelling way! 'Story of...' is a series of short animations, which explain how different areas of our lives impact the environment and how it can be changed. Spoiler alert: it is all about citizens coming together and demanding the change we need to see in the world!
http://storyofstuff.org/movies/the-story-of-solutions

The story of change

[video] 6 min | "Over the past several decades, many environmental and social change efforts have come to reflect the centrality of shopping in our culture, suggesting change can be made – or is even best made – through alterations in our individual consumption patterns. These efforts – buy Fair Trade or organic, use a reusable bag, screw in a CFL lightbulb – are a great place to start, but they are a terrible place to stop, ignoring the real source of our power: coming together as engaged citizens. In The Story of Change, Annie Leonard argues that it's not bad shoppers who are putting our future at risk; it's bad policies and business practices. If we really want to change the world, we have to move beyond voting with our dollars and come together to demand rules that work. Annie takes viewers through an inspiring exploration of what effective changemaking has looked like through history, and shares the things you'll find whenever people get together and change the world: a big idea, a commitment to working together, and a whole lot of action."
http://storyofstuff.org/movies/story-of-change

INSPIRING DOCUMENTARIES

Enoughness

[video] 5 min | "How we see the world determines how we act. Western thought sees us at war with each other over resources. Indigenous philosophy, we are all related as individuals in balance with nature." | http://bit.ly/enoughness-video

Abuela grillo (´Grandma cricket´)

[video] 10 min | An old, but still very relevant video, showing how climate change can trigger escalation of conflict. It is an animated movie about the water wars in Cochabamba, Bolivia (January–April 2000). Abuela grillo is a tale from the Andes, and in this video used to highlight the water issues that led to a conflict between state and civilians in the city of Cochabamba (and eventually in La Paz and other cities as well). The water wars were about privatization of water, but there is a clear link to climate change as well, in fact, Cochabamba is facing water scarcity due to melting glaciers that take away the main source of water supply. The movie contains a beautiful indigenous song, symbolic for the oppression and suffering of a great part of the Bolivian people. | http://bit.ly/abuelagrillo

Meatrix

[video] 10 min | "Join Leo, the young pig who wonders if he is 'the one', Chickity, the feathered family farm defender, and Moopheus, the trench-coat-clad cow with a passion for green pastures as they expose the problems with factory farming while making the world safe for sustainable family farms. Meatrix is a trilogy of Matrix-spoof animated short films exploring agriculture corporations and the ugly truths behind our fast food nation. Vegetarians and Keanu Reeves fans have never had so much in common. Free your mind."
http://themeatrix.com

The man who planted trees

[video] 30 min | "This animated short film is a story about a shepherd's long and successful singlehanded effort to re-forest a desolate valley. The sense of mystery about the shepherd and his unflappable approach to life give the film a warm, intriguing feel, and the plot pacing ensures the viewer's attention never wanders. The animation style is wonderfully blurry and impressionistic, adding to the enigmatic effect. You won't regret giving this film a half-hour of your time."
http://bit.ly/man-who-planted-trees

The age of stupid

[video] 92 min | "The film begins in the year 2055 in a world ravaged by catastrophic climate change; London is flooded, Sydney is burning, Las Vegas has been swallowed up by desert, the Amazon rainforest has burnt up, snow has vanished from the Alps and nuclear war has laid waste to India. An unnamed archivist is entrusted with the safekeeping of humanity's surviving store of art and knowledge. Alone in his vast repository off the coast of the largely ice-free Arctic, he reviews archive footage from back 'when we could have saved ourselves', trying to discern where it all went wrong. Amid news reports of the gathering effects of climate change and global civilization teetering towards destruction, he alights on six stories of individuals whose lives in the early years of the 21st century seem to illustrate aspects of the impending catastrophe." (Wikipedia) "The Age of Stupid led to the formation of the 10:10 carbon reduction campaign which now operates in 45 countries (1010global.org)."
http://spannerfilms.net/films/ageofstupid

The island president

[video] 101 min | "It is a documentary film about the efforts of then-President of the Maldives Mohamed Nasheed to tackle rising sea levels resulting from climate change. After bringing democracy to the Maldives after thirty years of despotic rule, Nasheed is now faced with an even greater challenge: as one of the most low-lying countries in the world, a rise of three feet in sea level would submerge the 1200 islands of the Maldives enough to make them uninhabitable."
http://theislandpresident.com/

The 11th hour

[video] 92 min | "The 11th Hour confronts viewers with evidence of the indelible footprint that humans have left on this planet and the catastrophic effects of environmental problems like pollution, deforestation, over-mining of resources. The film explores the reasons for the fix we're in, fingering corporate greed, faulty public policy, bad leadership, and general ignorance of the issues. The 11th Hour finishes on a positive note, offering a discussion of solutions from a crack team of scientists, designers, and thinkers."
http://11thhourfilm.com

Green

[video] 48 min | "Multi award winning. Set in Indonesia. Meet Green, an orangutan and victim of human impact. Follow the devastating journey as her home is destroyed by logging, clearing for palm oil plantations, and the choking haze of rainforest fires. Hauntingly poetic and without narration, the film creatively depicts the effects of consumerism on tropical rainforests as we are faced with our personal accountability in the loss of the world's treasures."
http://bit.ly/green-indonesia-rainforest-orangutan

Taking root: the vision of Wangari Maathai

[video] 80 min | "Taking Root tells the dramatic story of Wangari Maathai, a Kenyan woman whose simple act of planting trees – LOTS of trees – grew into a nationwide movement to safeguard the environment, protect human rights, and defend democracy."
http://takingrootfilm.com

Baraka | Samsara

[video] 96 min | "Baraka is an incredible nonverbal film containing images of 24 countries from 6 continents, created by Ron Fricke and Mark Magidson, with music from Michael Stearns and others. The film has no plot, contains no actors and has no script. Instead, high quality 70mm images show some of the best, and worse, parts of nature and human life. Timelapse is used heavily to show everyday life from a different perspective. Baraka is often considered a spiritual film." | http://www.spiritofbaraka.com/baraka | ... and while wandering deep inside yourself, do not forget to watch its sequel: Samsara
http://www.barakasamsara.com

Food, inc.

[video] 94 min | "Food, Inc. lifts the shroud from our nation's food industry, exposing the highly mechanized underbelly that has been hidden from the American consumer – with the consent of the USDA and FDA. Our nation's food supply is now controlled by a handful of corporations and captured bureaucrats that routinely put profit ahead of consumer health, farmer livelihoods, worker safety, and pollution standards. Food, Inc. reveals surprising and often shocking truths about what we eat, how it's produced, and who we have become as a nation."
http://filmsforaction.org/watch/food_inc/

Good food

[video] "A collection of 16 short films on food and sustainability. From singing peanuts to teenage tomato-growers, the shorts will make you laugh, make you think, and inspire you to take action for a healthy, sustainable, and delicious future."
http://goodfoodthemovie.org

We are traffic!

[video] 49 min | "This movie chronicles the history and development of the 'Critical Mass' bicycle movement, one of the most spirited and dynamic social/political movements of the apathetic '90s. In over 200 cities, in 14 different countries, Critical Mass has now become a monthly ritual of reclaiming the streets by bicycle activists riding en masse. With traffic congestion, pollution, and road rage on the rise, growing numbers around the world are advocating for transportation alternatives, and Critical Mass is at the cutting edge of this mindset."
http://bit.ly/we-are-traffic-critical-mass

SCI KOSOVO – GAIA MOVIES

Plan C - Stop Motion, Art in Action II

[video] 2 min | This is our first stop motion, talking about ecological breakdown in the Kosovo region. First, there came a Power plant A than it was a B, and now we introduce you the Power plant C, and its potential social and ecological consequences.
http://bit.ly/plan-c-kosovo

Toxic fun

[video] 7 min | Made during Art in Action 2011, the films tells a story of families living in Plemetina, next to coal-fired power plants and extremely polluted river.
http://bit.ly/toxicfun

Kosovo B – The Impossible Film

[video] 12 min | Made during Art in Action 2011. The film tries to explore the story of coal power plants and the paradox of having communities nearby and even shelter for IDP from the last war.
http://bit.ly/kosovo-b

FRIENDS OF THE EARTH CAMPAIGNING VIDEOS

Biofuels: taking off in the wrong direction

[video] 4 min | "In Grobogan, central Java, the consequences of the global north's demand for biofuels is becoming clear. In this video, by Friends of the Earth Netherlands, the local people tell how their situation has deteriorated since they started growing jatropha for airlines like Lufthansa."
http://bit.ly/watch-biofuels

Not for sale: the fantasy of carbon offsetting

[video] 29 min | "Carbon trading involves the buying and selling of an artificial commodity, the right to emit greenhouse gases. It comes in two forms: 'cap and trade' and 'offsetting'. This video, produced by Friends of the Earth Indonesia, looks at the impact carbon trading is having on Indonesia – a country whose forests are on the receiving end of carbon finance."
http://bit.ly/watch-not-for-sale

Poison Fire – The impact of gas flaring in the Niger delta
[video] 29 min | "Poison Fire follows a team of local activists as they gather 'video testimonies' from communities on the impact of oils spills and gas flaring. We see creeks full of crude oil, devastated mangrove forests, wellheads that has been leaking gas and oil for months. We meet people whose survival is acutely threatened by the loss of farmland, fishing and drinking water and the health hazards of gas flaring."
http://bit.ly/watch-poison-fire

Tin mining destroys forests and coral reefs in Indonesia
[video] 6 min | "Mining for metals causes a lot of damage to the environment. Indonesia is a major tin producer. Tin is used for tin cans and electronics. It is produced by digging big holes in forest areas, and by dredging the sea bottom. International regulations for mining are non-existent. Friends of the Earth wants companies to be held responsible for the environmental impact of the metals they purchase."
http://bit.ly/tin-mining-indonesia

Killing Fields the battle to feed factory farms
[video] 12 min | "This ground breaking film investigates the impacts of growing soy in South America to feed factory farms in Europe. Our campaign gives people unwittingly caught up in this damaging chain hope that they can break out of it."
http://bit.ly/foe-killing-fields

The flood for climate justice
[video] 2 min | "More than five thousand people from around the world joined the Flood for Climate Justice on Saturday December 12 'flooding' the streets of Copenhagen demanding 'climate justice' and an end to offsetting carbon emissions."
http://bit.ly/flood-for-climatejustice

Dance for the climate
[video] 2 min | "In August 2009 over 10,000 people danced for the climate on Ostend Beach in Belgium. By joining this global movement and adding your own dance video to this site, you make your own statement that we have to act now on climate change."
http://bit.ly/dance-for-climatejustice

The Big Ask
[video] 4 min | "A short film made by Friends of the Earth in Belgium, with the help of award winning film director Nic Balthazar and 6,000 extras is helping spread the message that politicians must 'Act Now' to tackle climate change."
http://bit.ly/the-big-ask

GREENPEACE CAMPAIGNING VIDEOS

Thirst
[video] 7 min | "A short documentary exploring the effects of water shortage on people in Inner Mongolia. For ten years, the Chinese state-run organisation Shenhua has sucked this land dry, pumping the water out of these beautiful grasslands to use in fuel production. Once an abundant farming area, this region has become a barren desert, resulting in thousands of people losing their homes and livelihood."
http://bit.ly/greenpeace-thirst

A Homeless Polar Bear in London – ft. Jude Law and Radiohead
[video] 1:36 min
http://bit.ly/greenpeace-homeless-polar-bear

Save the Arctic and Free the Arctic 30
[video] 1 min | http://bit.ly/gp-arctic-animation

KitKat
[video] 1 min | "Ask Nestlé CEO to stop buying palm oil from destroyed rainforest" | http://bit.ly/gp-kitkat

LEGO - Shell
[video] 2 min | http://bit.ly/greenpeace-lego

The results: "In July Greenpeace launched a global campaign calling on Lego to end its co-promotion with Shell because we believed Shell is leading the race to exploit the Arctic's oil reserves under the rapidly melting sea ice. After overwhelming pressure from the campaign, Lego confirmed the end of its 50 year relationship with Shell."
http://bit.ly/theguardian-lego-shell-results

MORE INSPIRATION

People's Climate March 2014

[site] with inspiring videos.
"100+ world leaders gathered in NYC. 2646 solidarity events in 162 countries. The largest climate march in history."
http://peoplesclimate.org/

[photos] The contribution of SCI to People's Climate March in several countries: http://bit.ly/pplclimate_sci

UN Climate Summit Poem 'Dear Matafele Peinem'

[video] 3 min | "On 23 September 2014, 26 year old poet Kathy Jetnil-Kijiner, from the Marshall Islands, addressed the Opening Ceremony of the UN Secretary-General's Climate Summit. Kathy was selected from among over 500 civil society candidates in an open, global nomination process conducted by the UN Non-Governmental Liaison Service."
http://bit.ly/pacific-mother-un-conf-2014

The change

[video] 15 min | "The change is an educational cartoon meant for all public and audiences, especially the children. It attempts to explain in a simple and funny manner problems and solutions related to climate change, thus raising awareness and reaching more effectively the vulnerable groups."
bit.ly/watch-thechange

GLOSSARY

ADAPTATION
"Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities."
http://bit.ly/ipcc-glossary-ad

BIODIVERSITY
"Biodiversity (biological diversity) is the variation of life forms within a given ecosystem, biome, or for the entire Earth. Biodiversity is often used as a measure of the health of biological systems. The biodiversity found on Earth today consists of many millions of distinct biological species, which is the product of nearly 3.5 billion years of evolution."
http://bit.ly/glossary-biodiversity-ecounesco

CAMPAIGN
"An operation or series of operations energetically pursued to accomplish a purpose."
http://thefreedictionary.com/campaign

CARBON FOOTPRINT
"A carbon footprint is 'the total set of greenhouse gas (GHG) emissions caused by an organization, event or product'. For simplicity of reporting, it is often expressed in terms of the amount of carbon dioxide, or its equivalent of other GHGs, emitted."
http://en.wikipedia.org/wiki/Carbon_footprint

CARBON MARKET
"A popular but misleading term for a trading system through which countries may buy or sell units of greenhouse-gas emissions in an effort to meet their national limits on emissions, either under the Kyoto Protocol or under other agreements, such as that among member states of the European Union. The term comes from the fact that carbon dioxide is the predominant greenhouse gas and other gases are measured in units called 'carbon-dioxide equivalents'."
http://bit.ly/unfccc-int-glossary

CARBON OFFSETTING
"A carbon offset is a financial instrument aimed at a reduction in greenhouse gas emissions. Carbon offsets are measured in metric tons of carbon dioxide-equivalent (CO^2e) and may represent six primary categories of greenhouse gases. One carbon offset represents the reduction of one metric ton of carbon dioxide or its equivalent in other greenhouse gases."
http://en.wikipedia.org/wiki/Carbon_offset

CIVIL DISOBEDIENCE
"Civil disobedience is the active refusal to obey certain laws, demands and commands of a government, or of an occupying power international power. It is one of the primary methods of nonviolent resistance. In its most nonviolent form (in India, known as ahimsa or satyagraha) it could be said that it is compassion in the form of respectful disagreement."
http://tititudorancea.com/z/civil_disobedience.htm

CULTURE OF PEACE
"A culture of peace is an integral approach to preventing violence and violent conflicts, and an alternative to the culture of war and violence based on education for peace, the promotion of sustainable economic and social development, respect for human rights, equality between women and men, democratic participation, tolerance, the free flow of information and disarmament."
http://culture-of-peace.info/copoj/definition.html

CONSENSUS
"Consensus is defined in English as, firstly, general agreement and, secondly, group solidarity of belief or sentiment. A close equivalent phrase might be the 'collective agreement' of a group, keeping in mind that a high degree of variation is still possible among individuals, and certainly if there must be individual commitment to follow up the decision with action, this variation remains important."
http://bit.ly/glossary-consensus

CONSERVATION BIOLOGY

"Conservation biology is the scientific study of the nature and status of Earth's biodiversity with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction. It is an interdisciplinary subject drawing on sciences, economics, and the practice of natural resource management."
http://en.wikipedia.org/wiki/Conservation_biology

CONFERENCE OF THE PARTIES (COP)

"The supreme body of the UNFCCC (see later). It currently meets once a year to review the Convention's progress. The word 'conference' is not used here in the sense of 'meeting' but rather of 'association,' which explains the seemingly redundant expression 'fourth session of the Conference of the Parties'."
http://bit.ly/unfccc-int-glossary

DIRECT ACTION

"Direct action is politically motivated activity undertaken by individuals, groups, or governments to achieve political goals outside of normal social/political channels. Direct action can include nonviolent and violent activities which target persons, groups, or property deemed offensive to the direct action participant."
http://en.wikipedia.org/wiki/Direct_action

ECOLOGICAL FOOTPRINT

"The ecological footprint is a measure of human demand on the Earth's ecosystems. It compares human demand with planet Earth's ecological capacity to regenerate. It represents the amount of biologically productive land and sea area needed to regenerate the resources a human population consumes and to absorb and render harmless the corresponding waste."
http://en.wikipedia.org/wiki/Ecological_footprint

ECOLOGY

"Ecology is the interdisciplinary scientific study of the interactions between organisms and their environment. Ecology is also the study of ecosystems. Since ecology refers to any form of biodiversity, ecologists can conduct research on the smallest bacteria to the global flux of atmospheric gases that are regulated by photosynthesis and respiration as organisms breath in and out of the biosphere. Ecology is a recent discipline that emerged from the natural sciences in the late 19th century. Ecology is not synonymous with environment, environmentalism, or environmental science. Ecology is closely related to the disciplines of physiology, evolution, genetics and behavior."
http://en.wikipedia.org/wiki/Ecology

ECOSYSTEM

"Ecosystems describe the web or network of relations among organisms at different scales of organization."
http://bit.ly/glossary-ecosystem

ECOSYSTEM SERVICES

"Humankind benefits from a multitude of resources and processes that are supplied by natural ecosystems. Collectively, these benefits are known as ecosystem services and include products like clean drinking water and processes such as the decomposition of wastes."
http://en.wikipedia.org/wiki/Ecosystem_services

ENVIRONMENTAL JUSTICE

"Environmental justice (EJ) refers to inequitable environmental burdens borne by groups such as racial minorities, residents of economically disadvantaged areas, or residents of nations in the Global South. Environmental justice proponents generally view the environment as encompassing 'where we live, work, and play' (sometimes 'pray' and 'learn' are also included) and seek to redress inequitable distributions of environmental burdens (pollution, industrial facilities, crime, etc.) and equitably distribute access to environmental goods such as nutritious food, clean air and water, parks, recreation, health care, education, transportation, safe jobs, etc. Self-determination and participation in decision-making are key components of environmental justice."
http://en.wikipedia.org/wiki/Environmental_justice

ENVIRONMENTAL PROTECTION

"Environmental protection is a practice of protecting the environment, on individual, organisational or governmental level, for the benefit of the natural environment and (or) humans."
http://en.wikipedia.org/wiki/Environmental_protection

GAIA HYPOTHESIS

"The Gaia hypothesis is an ecological hypothesis proposing that the biosphere and the physical components of the Earth (atmosphere, cryosphere, hydrosphere and lithosphere) are closely integrated to form a complex interacting system that maintains the climatic and biogeochemical conditions on Earth in a preferred homeostasis. The hypothesis is frequently described as viewing the Earth as a single organism."
http://bit.ly/glossary-gaia

GLOBAL NORTH

"Instead of the hierarchical division into developed and developing countries or Third and First world we hereby use the concepts 'Global South' and 'Global North', not bearing any judgmental connotation. By writing them with a capital letter we want to make clear that we are dealing with a sociopolitical instead of a geographical concept. Global South hereby describes a position within the current world order that implies political and economic disadvantages. Global North on the other hand describes a currently advantaged and privileged position."
http://bit.ly/zugvogel-org-glossary

GLOBAL SOUTH

The terminology Global South describes a disadvantaged social, political and economic position in the global system. Global North on the opposite depicts a privileged position with advantages. The concept 'Global South–Global North' refers to the different experience with colonialism and exploitation, one in the position of the 'exploited' and the other as the 'exploitative' party.

The division is not merely geographical. Australia, for example, in majority belongs to the 'Global North' as does Germany, for example, but within both countries we can identify people/ groups of people that belong to the 'Global South', for example, Aboriginal people in Australia or undocumented migrants ('illegalized by law') in Germany. Accordingly we can also identify people/ groups of people in the 'Global South', who are profiting from the privileges of the 'Global North', for example German settlers in Namibia.

The concept attempts to depict diverse political positions in a global context, without valuing, stating a hierarchy, as terms like 'developed', 'developing countries' or 'Third World'.
/Translated from German.
Chandra-Milena Danielzik, Timo Kiesel, Daniel Bendix, Glokal e.V. Bildung für nachhaltige Ungleichheit?, Berlin 2013, page 11.

GREENHOUSE EFFECT

"The greenhouse effect is a process by which thermal radiation from a planetary surface is absorbed by atmospheric greenhouse gases and therefore is kept within the atmosphere, heating the planet. Earth's natural greenhouse effect makes life as we know it possible. However, human activities, primarily the burning of fossil fuels and clearing of forests, have intensified the natural greenhouse effect, causing global warming, also called anthropogenic global warming."
http://en.wikipedia.org/wiki/Greenhouse_effect

GREENHOUSE GASES (GHG)

"The atmospheric gases responsible for causing global warming and climate change. The major GHGs are carbon dioxide (CO^2), methane (CH4) and nitrous oxide (N20). Less prevalent – but very powerful – greenhouse gases are hydrofluorocarbons (HFCs), perfluorocarbons (PFCs) and sulphur hexafluoride (SF6)."
http://bit.ly/unfccc-int-glossary

INTERGOVERNMENTAL PANEL ON CLIMATE CHANGE (IPCC)

"Established in 1988 by the World Meteorological Organization and the UN Environment Programme, the IPCC surveys world-wide scientific and technical literature and publishes assessment reports that are widely recognized as the most credible existing sources of information on climate change. The IPCC is independent of the Convention."
http://bit.ly/unfccc-int-glossary

KYOTO PROTOCOL

"The first major attempt to address climate change by the UNFCCC resulted in the Kyoto Protocol. Negotiated in 1997, it set binding targets to reduce GHG emissions an average of 5.2% below 1990 levels by 2012. One hundred eighty-three countries, not including the U.S. ratified the Kyoto Protocol. It entered force in February 2005 and participating countries are meeting reduction targets in the first compliance period, which runs 2008–2012. The Protocol categorized countries into three groups dependent on their ability to reduce emissions."
bit.ly/glossary-kyoto-protocol

LIFE CYCLE ASSESSMENT

"A 'Life Cycle Assessment'('LCA', also known as 'life cycle analysis', 'ecobalance', and 'cradle-to-grave analysis') is the investigation and evaluation of the environmental impacts of a given product or service caused or necessitated by its existence."
http://bit.ly/glossary-lca

MITIGATION

"In the context of climate change, a human intervention to reduce the sources or enhance the sinks of greenhouse gases. Examples include using fossil fuels more efficiently for industrial processes or electricity generation, switching to solar energy or wind power, improving the insulation of buildings, and expanding forests and other 'sinks' to remove greater amounts of carbon dioxide from the atmosphere."
http://bit.ly/unfccc-int-glossary

NONVIOLENCE

Nonviolence broadly describes a range of learned interactions between people and is central to peaceful conflict solution. As a philosophical and strategical approach to conflicts, it offers diverse methods of working against injustice and oppression. These range from economic boycotts, to strikes and protest and persuasion. Gene Sharp famously made a series of books listing 198 nonviolent methods. In comparison to violent conflict resolution methods these lead to faster and more sustainable solutions with a lower amount of casualties and higher public support.

NONVIOLENT DIRECT ACTIONS

"Nonviolent direct action (NVDA) is any form of direct action that does not rely on violent tactics. Mohandas Gandhi's teachings of Satyagraha (or truth force) have inspired many practitioners of nonviolent direct action, although the use of nonviolence does not always imply an ideological commitment to pacifism."
http://en.wikipedia.org/wiki/Direct_action

SOCIAL CHANGE

"One of the most popular and succinct definitions of social change is supplied by Charles L. Harper in his Exploring social change (1993), where it is characterised as the 'significant alteration of social structure and cultural patterns through time.' He goes on to explain that this social structure is made up of 'a persistent network of social relationships' in which interaction between people or groups has become repetitive. The resultant changes can effect everything from population to the economy, which, as it so happens, alongside such others as industrialisation and shifting cultural norms and values, are also established agents of social change."
http://urbanministry.org/wiki/social-change

SUSTAINABLE DEVELOPMENT

"Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for future generations. The field of sustainable development can be conceptually broken into three constituent parts: environmental, economic and sociopolitical sustainability."
http://nrg4sd.org/sustainable-development

SUSTAINABLE LIVING

Sustainable living is a lifestyle that focuses on lower consumption and usage of resources both by individuals as well as societies to ensure that no resource is used faster than it can regenerate. This encompasses all of our lives activities including choices regarding transportation, energy usage, food diet, and housing.

UNFCCC

"The United Nations Framework Convention on Climate Change is an international environmental treaty (currently the only international climate policy venue with broad legitimacy, due in part to its virtually universal membership) negotiated at the United Nations Conference on Environment and Development (UNCED), informally known as the Earth Summit, held in Rio de Janeiro from 3 to 14 June 1992. The objective of the treaty is to 'stabilize greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system'."
http://bit.ly/wikipedia-unfccc

ANNEX

In 2014, SCI has already had an impact in areas such as mitigation, disaster relief and in building resilience to the impacts of climate change. There are already many SCI grassroots activities taking place all over the world and SCI wants to multiply these activities and make them a standard!

Within the framework of the Create a Climate for Peace Campaign SCI ran two projects in 2014.

1. Nonviolence Needs Nature – Let's face the challenge! Climate Justice, Participation and Inclusion: 2014 with SCI

This project was implemented mainly by the following SCI branches and partners: VKU Croatia, Gaia Kosovo, SCI Italy, SCI Austria, SCI Germany, VSI Ireland, VCV Serbia, IAL Sweden. The SCI International Secretariat had a coordinating role, together with the coordination team.

The aims of this project were raising awareness about climate change and climate justice, permaculture, peace and social inclusion and empowerment of youngsters with fewer opportunities, including Roma, refugees and asylum seekers who are living in Europe.

Non Violence Needs Nature started with a preparatory meeting that gathered all the main partners and took place in Kuterevo, Croatia, at the Bears Refuge. The meeting was followed by an international Youth Leader Training in April that took place in Rome, Italy at La Citta' dell'Utopia.

The objective of this event was to train 20 youth leaders, who will then run activities related to the Create a Climate for Peace Campaign during summer 2014. Participants learned about the main tools needed for the successful coordination of a camp (conflict resolution, understanding of different stages of the group in a camp, non violent communication, leadership and group dynamics etc.) while deepening some of the key topics related to the campaign. The participants developed and deepened their knowledge about climate change, sustainability, participation, climate justice and inclusion.

The training was run with the support of the Create a Climate for Peace Coordination team and several external experts.

After these two initial events three ideal Climate for Peace workcamps were organised. These workcamps functioned as pilot initiatives to stimulate branches and partners to realize more sustainable and inclusive volunteering projects. The ideal C4P workcamps took place in Sweden, Ireland and Kosovo.

Many SCI branches took the opportunity to get involved by organizing Climate for Peace workcamps with strong learning dimensions and plenty of opportunities to get involved and learn together with the local communities. An evaluation meeting was organised in Turkey in October 2014, with the final visibility event taking place in Serbia in December.

2. The Young Citizens Building Global Communities

The first steps for this project were made at the North South Platform Meeting in Belgium in 2013, and in 2014 the project 'Young Citizens Building Global Communities' co-financed by the European Commission continued these aims. The project was implemented by 23 SCI branches and partners on 4 continents.

These branches and partners were as follows: SCI Hong Kong, IVP Indonesia, SCI Bangladesh and VPV Vietnam held workcamps in Asia. SVI Mauritius, UPA Uganda, KVDA Kenya, VWAN Nigeria, and ASTOVOT Togo held workcamps in Africa. Natatè Mexico and Gotas de Agua organized workcamps in Latin America. SCI Germany, OWA Poland, SCI Catalonia, VSI Ireland, SCI Italy, KVT Finland, SCI Switzerland and IVS GB held workcamps in Europe. The SCI International Secretariat had a coordinating role, together with the coordination team.

The activities worked towards raising awareness of young people about climate injustice, and how sustainable lifestyles and active citizenship (through voluntary actions) can help to alleviate the unequal burdens on different regions in the world and on different populations, as created by climate change. The reflections on the Create a Climate for Peace campaign aim at stimulating youngsters in Europe and the Global South to take into consideration a broad concept of sustainability which is open, inclusive, respectful of (human and natural) diversity, and just.

SCI and its partners implemented various activities to achieve the project goals, among which Training for Youth Volunteer Coordinators in Nigeria "Young Citizens Building Global Communities – Lead for Nature in and with Peace" took place. The aim of this training was to enable volunteers, young people and youth workers to play an important role in shaping their future society and creating the changes they need to see in the world and the approach that all this can happen in peace, respect and cooperation with nature. Throughout the course one third of the sessions were dedicated to enhancing leadership skills, one third to a theme-centered learning experience and one third to networking and exchanging of knowledge.

Further focus was on implementing local voluntary actions in all participating countries, where young people put active citizenship into practice and in that way became more aware of issues related to climate justice and peace. The project closed with an Evaluation Meeting and Visibility Event in Poland.

"

There is the need for everyone to raise to the challenge of climate change, this need cannot be over emphasized, the future of the earth's climate depends on how quickly and effectively people can substantially reduce the activities that are warming the globe, since further emissions - that cannot be rolled back, will have much more devastating consequences on future generations. We have to advance our relationship with nature and quit, or as the case may be, reduce those lifestyles that constitute violence on our natural environment.

Femi Aganran /VWAN Nigeria

sciint.org/climate-justice-campaign

climate4peace@sciint.org

SCI
SERVICE CIVIL INTERNATIONAL