



Climate and Justice



Material for development
education

NETZ
বাংলাদেশ

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Dear readers, dear activists,

You are holding in your hands the revised version of NETZ’s educational booklet „Climate and Justice“. Climate and justice - these are words that are on everyone’s lips, and yet the global community has done far too little to date to limit global warming to well below 2 degrees, as agreed in the Paris Climate Agreement, and to contain further consequences of global warming. With our educational work, we want to play a part in offering people spaces for reflection and encouraging them to stand up for climate justice. With this educational booklet, we would like to provide you with methods and material for educational work that, on the one hand, shed light on the causes, the historical context and the power structures that lead to global warming. In addition, it is of particular concern to us to address people in their concrete life reality with our educational methods. We want to support critical reflection and political action.

Historically, global warming has been caused by societies in the Global North in particular, but it is societies in the Global South that are most affected by the consequences. NETZ is a German-Bangladeshi organization in which people from the Global North and the Global South work together. It supports projects in Bangladesh as well as educational and campaign work in Germany. When talking about climate justice and impacts of the climate crisis in Bangladesh in educational work in Germany, how can all perspectives be taken into account, how can the Global South be talked about in Germany without discrimination and stereotyping? How can global structures of injustice be addressed without using stereotypical perpetrator-victim attributions? How can we avoid using Bangladesh from a Northern perspective merely as a negative example of the impact of the climate crisis, and instead include voices from Bangladeshi society with their perspective on the climate crisis and their activism? And can people in the Global North talk about Bangladesh in a stereotype-free way at all?

In recent years, NETZ has done a lot of work on these and other questions that address power structures within the organization and questions about the visibility and weighting of perspectives. Within NETZ’s educational work, the focus has been particularly on the question of who talks about whom and how, and which perspectives find their way into educational work. This led to the desire in Germany to revise the existing methods booklet on the topic of climate crisis. Many volunteers and staff members of NETZ were involved in the development of this version, and both German and Bangladeshi perspectives have been incorporated. With the revised and new methods, we would like to give the opportunity to focus more on the historical embedding and power structures in the context of climate crisis in educational work on climate justice. Furthermore, the revised version offers a diversity of perspectives on the topic of climate justice and takes into account perspectives

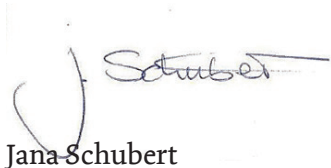
Key

	Time needed
	Number of participants
	Age recommendation
	Material needed
	Aim of the exercise
	Download link (working material)

from both the Global South and the Global North. Nevertheless, these can of course only represent a selection from the diverse voices of the climate movements in Germany and Bangladesh.

With this educational booklet, we hope to provide some impulses to initiate discussions, adopt a global perspective, and move into action with motivation and inspiration.

We hope you enjoy reading and carrying out the methods,

A handwritten signature in black ink, appearing to read 'J. Schubert', is positioned above the printed name 'Jana Schubert'. The signature is stylized with a large initial 'J'.

Jana Schubert

Who are we?

We are NETZ e.V., a team of employees and volunteers in Bangladesh and Germany, working for more justice in Bangladesh, India and worldwide for over 30 years. We stand for equality, basic education, human rights and a self-determined life.

NETZ has started an externally facilitated organizational development process in 2019, addressing, among other things, the question of how to increase awareness of colonial continuities in the organization as well as how to initiate related change processes. In addition to the project and public relations work, this discussion was particularly intense in the educational work. The main questions were whether it is possible to talk about Bangladesh in a stereotype-free way in educational work in Germany and which perspectives and topics should be included in educational work. At a workshop in Dhaka with board members as well as full-time staff from the offices in Dhaka and Wetzlar, the idea finally arose to establish a working group with regard to these questions, in which as many perspectives and positions as possible are represented within NETZ and which should jointly develop concrete solutions. Thus, within the organizational development process, the idea of the „Joint Platform“ emerged. Volunteers and staff from Germany and Bangladesh came together to discuss the future of NETZ's educational work and to develop it further. The revision of NETZ's climate brochure was chosen as a pilot project. We found it very valuable that perspectives from the board, the offices in Dhaka and Wetzlar, the AK Bildung as well as from active people in educational work were incorporated.



Exercise 1:

Picture and association



Brief description

Participants are asked to look at the pictures in teams of two or three and select those that interest, touch or perhaps irritate them. Afterwards, volunteers will present their picture:

- What do you think is in the picture?
- Why did you choose the picture?

Process description

The pictures can either be placed on the floor within the circle of chairs or hung on the walls with crepe tape as an „exhibition“.

Participants are given time to look at the pictures in pairs and choose the picture or pictures that particularly interest them, that they have questions about or which move them. Participants are encouraged to discuss the images in pairs or in small groups. Afterwards, the participants are asked to present the pictures and their thoughts about them in plenary.

The speaker will reflect what has been said and make additions or corrections if necessary (see "cheat sheet" for the pictures).

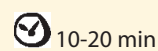
Not all pictures have to be discussed. The speaker gets an impression of the participants' previous knowledge and the topics that are of interest to the group.

Note

The speaker can determine the focus of the event by (pre-)selecting the pictures. After the round in the plenum, the speaker can take up

further pictures and discuss them with the participants in order to set priorities.

Some of the pictures will be used again in the following exercise "Introduction: Climate Quiz". If this exercise is to be carried out afterwards, it is a good idea to discuss these pictures in the introduction, if they have not been selected by the participants beforehand.



10-20 min

depending on the number of participants and interest in discussions



2-30 persons



12-99 years

depending on the age, the selection of images can be adjusted



Power Point with image selection

Information about the images



The participants reactivate their previous knowledge about climate change. The instructor gets an insight into the participants' existing knowledge.

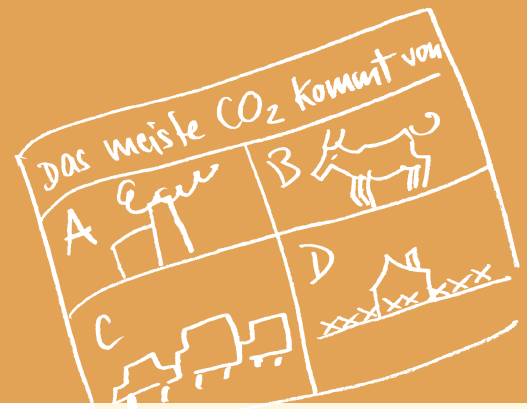


Working material for the exercise

www.bangladesch.org/bildungsheft/klima

Exercise 2:

Climate quiz




Brief description


The participants do an interactive quiz. In this method they come into contact with the concept of "climate justice".


Process description

Participants do an interactive quiz, which comes in the form of a Power Point presentation. Depending on the age of the participants, the form of interaction can be adapted. For younger participants, it is a good idea to combine the quiz with movement (e.g. "If you think A is right, you stand up, with B you stay seated"). For older participants, for example, different colored moderation cards can be used. Finally, the quiz asks the question "Is this fair?"

It is a good idea to give room to this discussion. A method that is suitable afterwards is the "world distribution game", in which the topic "justice" is taken up again and made comprehensible.


 30-40 min


 2-30 persons

 12-99 years

depending on the age, the Power Point with the quiz questions can be used in simple or advanced version




 Climate quiz Power Point

 Projector, laptop, loudspeakers



The participants reactivate and deepen their previous knowledge on climate change. They come into contact with the concept of "climate justice".

 Working material for the exercise:
www.bangladesch.org/bildungsheft/klima

Exercise 3:

World distribution game



Brief description

After the overview of reasons, effects and measures to protect our climate (methods 1 and 2), the focus is now on the social aspects of climate change, namely the demand for climate justice.

In this method, participants learn how population, wealth and CO₂ emissions are distributed globally and how they relate to each other. In two rounds the participants assign the population, the amount of available wealth and CO₂ emissions to each world region. The estimates are compared with the actual amount of distribution and the results are discussed.

Procedure

Preparation

If there are more than 15 participants, it is recommended to form at least 2 small groups. For each group, the card is laid out on a large table or on the floor. This can be done either with paper figures, -gold bars and -CO₂ plates, or with the participants as "world population", sweets as "wealth" and feet/shoes as "CO₂ footprint".

Implementation

The participants stand or sit around the map.

To get started, the participants collect the six populated world regions North America, South and Central America (incl. Mexico and the Caribbean), Europe/Eurasia (incl. Russia and CIS states), Africa, Asia (incl. Near and Middle

East), Oceania (incl. Australia) and locate them on the map.


In the first step, participants are asked to divide themselves into continent:


"If the world population consists of X people, how many live in the respective world regions?"

Here, "x" corresponds to the number of participants when those act as the "world population". Once the participants have agreed on a result, the speaker will dissolve the game using the table in the appendices. One after the other the world regions are read out and the correct number is given.

The difference between assumption and reality is briefly reflected upon with the participants.


As a second task, the participants distribute the paper-gold bars/sweets among the regions of the world as they assume the distribution of world wealth (GDP). In the case of Asia, it should be pointed out at the end of the activity that the GDP of very rich countries such as Singapore and Saudi Arabia is included here just as much as that of poorer countries. Once again, the game is evaluated using the attached table. When playing with sweets, they can be divided among the participants, who represent the world population of the continents. Some participants will receive more than one candy, some none.

 20-30 min


 6-30 persons


 9-99 years




 Solution table and material for the world distribution game

Per small group (max. 15 persons):

 1 x world map „Changing perspectives

 max. 15 x paper gold bars/candy (number corresponding to participants/distributed paper figures as world population)

 max. 15 x CO₂ plates (number corresponding to the number of participants/distributed paper figures as the world population)



Participants learn about the issue of climate injustice and understand the demand for climate justice.



Working material for the exercise:

www.bangladesch.org/bildungsheft/klima

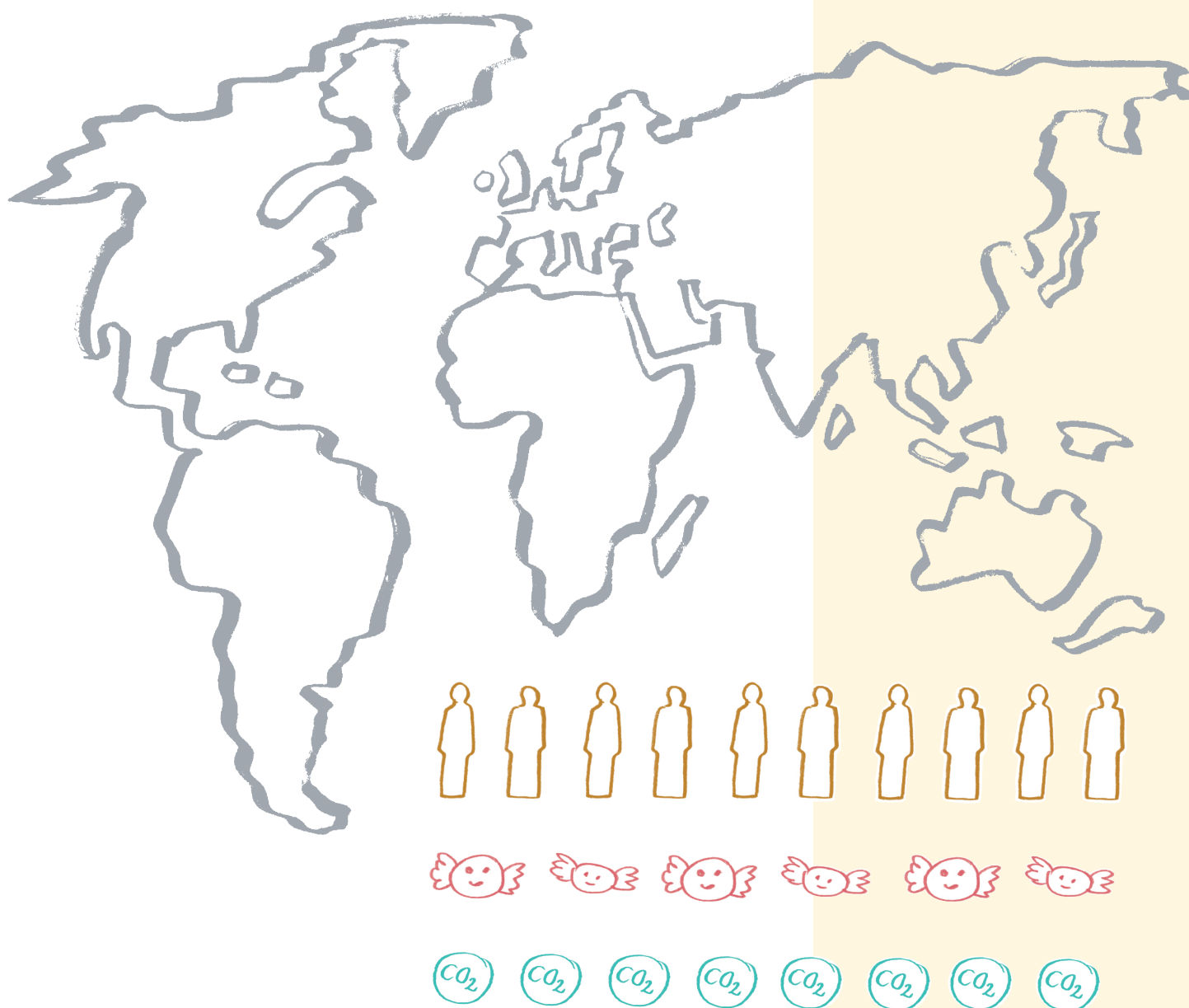
The moderator of the game reflects on this distribution with the participants and initiates a discussion process, at the end of which a fair distribution of the sweets to all participants is achieved.

In the third step the participants now distribute the CO₂ cut-outs. Which continent emits how much CO₂? The procedure is the same as in the previous steps.

In the reflection the topic climate justice is taken up.

This should be followed by a joint evaluation of the method. This can be done with the following questions:

- What do you notice?
- Is this situation fair?
- What is climate justice?
- What does this mean for you personally?





Background information

Climate Justice

The term “climate justice” is familiar to many. But what is “Climate Justice” anyway? In order to answer this question, it is necessary to ask who bears the greatest responsibility for the rise in temperature on earth, who suffers most from its consequences, and who can best protect themselves against the consequences of climate change.

When answering the questions, it becomes clear that only a few people are responsible for man-made climate change and that these are mainly the richer countries. Conversely, those who contribute least to man-made climate change suffer the most from the consequences. This is defined as the central climate injustice.

From the existing climate injustice arises the demand for climate justice.

The demand for climate justice has historical roots. The historical originators of climate change are the industrialised countries. Due to the prevailing power structures, these are also referred to as the Global North. In the last centuries, their industrial upswing has caused rises in temperature. This gave them economic power and wealth, which enables them to protect themselves from the consequences of climate change, while the non-polluters suffer.

During the colonial period, massive prosperity was built up in the industrialised countries through exploitation and slavery, which made the industrial boom of today’s industrialised nations possible in the first place and reinforced the historical disadvantage of the Global South. Although the colonial era is considered to be over, we still find many colonial influences today. Simply put, the colonial power relations still exist although they have been formally abolished

The sensitization to the persistence of colonial structures in all areas of society and the questioning of these power mechanisms is a major concern of post-colonial discourses. The unjust distribution of power is evident at all levels:

- commercial power
- political power
- scientific power
- medial influence

Above all, the people in the countries of the Global South feel the consequences of this exploitation in the global labour markets, disadvantageous trade revenues on the world market, restriction of international freedom of movement and, last but not least, the omnipresent climate injustice. Therefore, awareness of existing colonial structures is an important step towards a climate-just world.

Video recommendation to the topic climate justice



www.youtube.com/watch?v=Cned e6NvgIM

Postcolonial traces

Whether in street names, zoos, museums or entire city districts, postcolonial traces can be found in many places. And yet many people are not aware of these traces, which are still visible today. Therefore, postcolonial city tours are offered in many German cities.

Video recommendation about postcolonial traces in Berlin:



www.youtube.com/watch?v=y2ht2Fyzivk



Background information

Climate change in Bangladesh

The article “Bangladesh between heat deaths and cyclones” provides further information on the ecological, social and societal impacts that climate change has on Bangladesh. In addition to direct and indirect consequences, adaptation strategies are also highlighted. You can find the article here:

www.deutschlandfunk.de/klimawandel-und-gesundheit-bangladesch-zwischen-hitzetoten.740.de.html?dram:article_id=480669

Background information

Poverty

193 member states of the United Nations (UN) adopted 17 sustainable development goals (SDGs) in September 2015. They follow on from the eight Millennium Development Goals (MDGs) that the UN Summit in 2000 had decided on for the period up to 2015.

In its final report on the Millennium Goals, the UN stated that the number of people living in extreme poverty worldwide had fallen by more than half between 1990 and 2015, from 1.9 billion to 836 million. Despite this progress, millions of people remain excluded from these achievements, especially the poorest and those who are disadvantaged by gender, age, disability, ethnic affiliation or place of residence. The World Bank describes people as extremely poor if they “have less than 1.25 US dollars a day to live on”. This classic definition of poverty refers to the lack of income/consumption and assumes that all basic needs can be met with sufficient financial prosperity. According to the UN definition, 38 million people (as of 2015) in Bangladesh live in poverty, 26 million are considered extremely poor. Members of minorities and women are the worst affected. Thus the unequal global distribution of poverty and wealth (also known as North-South inequality) is as much a cause of extreme poverty as the unequal distribution of resources and lack of education in countries such as Bangladesh itself. Today’s existing trade and power structures are a direct consequence of colonialism and must be taken into account in analyses of the poverty situation in countries that had the status of colonies in the past.

Bangladesh, which was formerly part of the British colonial empire, is in the economic dependency of the industrial nations, as is particularly evident in the example of the textile industry. However, it is not only the economic structures that are a legacy of colonialism, but also political and social institutions such as the predominant gender role, paternalism, the existing education system, etc., which continue to be used by political elites to maintain power. In Bangladesh, 75% of the population live in rural areas and from agriculture. Most of the farmers do not own the land on which they slave daily. They work as “day labourers” for rich landowners, often for less than 1 Euro a day. In addition, environmental disasters exacerbate the situation of the population.



In addition, you will find detailed information in NETZ’s Bangladesh magazine „Climate and Change. Social Challenges for Bangladesh“ for detailed and far-reaching information on the topic.

Note

Global South and Global North

We use the terms „Global South“ and „Global North“ instead of „Developing Countries“ and „Industrialised Countries“ in this educational material.

The division into North and South is based on different experiences with colonialism and exploitation. The Global North continues to benefit in the international system through its privileged social, political and economic position, while the Global South is disadvantaged.

The division into north and south is not geographically intended. For example, although Australia is located in the southern hemisphere, it still belongs to the majority of the privileged Global North.

In addition, there are some individuals in the global North who belong to the Global South, such as illegalized persons in Germany.

Source: Entwicklungshilfflos,
<https://vimeo.com/77582916>

Exercise 4:

Ecological Footprint



Brief description

The participants deal with the subject of the ecological footprint in general and with their own resource consumption and carbon footprint.

The ecological footprint measures the consumption of resources in different branches of their everyday life. The questionnaire displays especially resource intensive aspects of everyday life.

By exchanging and comparing their individual scores the participants interact with the material critically.

Procedure

The exercise leader introduces the concept of the ecological footprint to the participants. The background information on the following pages helps the leader with the preparation of the topic. The Exercise begins with the introduction by the leader.

In the following there are various possibilities to get into the topic. The questionnaire for the ecological footprint can be handed to the participants in advance so they can already read and engage with the subject. By this they have more time to already fill in the questionnaire and give more precise answers. Or the leader can decide to hand them in with the beginning of the exercise. Also digital questionnaires in advance or at the time of the exercise are possible.

The evaluation of questionnaires is done in plenum with the given evaluation sheets. At this point

it can be helpful to compare and display the ecological footprint of different countries.

After the evaluation the group splits into smaller groups or pairs to compare their individual results. These questions can help to lead the conversation:


- Which part of your everyday life is most resource intensive? Why?
- Which similarities do your ecological footprints present?
- In which aspects of everyday life do the results of your ecological footprint differ? Why?
- Do you aim to reduce your ecological footprint? How and/or in which parts do you want to achieve a reduction?

The results from each group or pair can be gathered with all participants and discussed if wanted.


Afterwards there are various options to apply the developed material for further exercises. Some methods are found in „Follow-up suggestions“.


Notes

The comparison of the ecological footprints of other countries shows that the global northern countries consume more than there are resources/consume over their resources. This poses the question to what extent this is fair compared to the global southern countries. At this point the concept of climate justice should be introduced and explained.

 at least 45 min

depending on the number of participants and interest in discussions

 2-40 persons

 12-99 years

depending on age, appropriate questionnaires, evaluation method and further work should be selected



- Background information with tips and suggestions for implementation
- Entry points
- Question and evaluation forms
- Footprint portraits of Bengali youths
- Table with country examples
- Follow-up suggestions



The participants learn more about their impact on the environment and compare their ecological footprints.



Working material for the exercise:
www.bangladesch.org/bildungsheft/klima



Background information

Ecological Footprint

Technical terms

1. The *bio capacity* describes the ability of the natural surfaces of the earth/eco systems, to produce biological material for humanity and to absorb/ingest human made waste.
2. The *globale hectare* (gha) is a measuring unit and an average at once. One global hectare corresponds to one hectare of global average bio productivity.
3. The *ecological footprint* represents the area for one man/one nation on earth, that is needed to provide all the consumed resources and used energy and that is needed to absorb/ingest all their produced waste.
4. The *natural resources* mean all the environmental resources and components - f.ex. soil, air, water. All of them have their economic use.

Who measures the ecological footprint?

1. Every consumption of goods or service requires resources and energy that comes from nature
2. All land and water surfaces of the earth that humanity requires for generation of energy, livestock breeding, farmland, production of consumer goods, transportation and travel, waste disposal etc constitute the livelihood of men. this individual space is measured by the ecological footprint.
3. That productive surfaces in nature are not infinite means that the bio capacity is limited. There are natural boundaries for how fast fish stock will recover or how much carbon dioxide (CO₂) can be absorbed by plants.
4. The maximum bio capacity of the earth constitutes the natural boundary for the consumption by humanity.

How is the ecological footprint estimated?

1. The biggest parts of consumption with the highest average resource use by men are living, food, mobility as well as leisure and the consumption of consumer goods. To cover the demand in these sectors humanity needs different types of productive surfaces such as cropland, grassland, land for settling, forests, water (fishgrounds) and energy intense land (particularly forests that accumulate high amounts of carbon dioxide because of the burning of fossil fuels. The consumption of these productive surfaces is estimated.
2. The measurement unit for the estimation of this consumption is the global hectare (gha). Also the bio capacity of the earth is measure in global hectare. The global hectare considers that the different productive surfaces are able to produce different amounts of energy and resources.
3. The global hectare is an average mean and enables international comparison.
4. All claimed natural surfaces humanity wants for are estimated in global hectare and totalised. This account is compared with the bio capacity of the earth and this is also how the ecological footprint of a nation, a town, a company a school or of an individual etc can be calculated.



How is one an ecological truster or debtor?

1. The ecological footprint, so the comparison between consumption of nature and the available bio capacity of the earth declares if the way of living and the standard of living are sustainable.
2. The ecological footprint can tell about to what extend human ways of life lie within the boundaries of the earth and to what extend we exhaust our planet. To evaluate if the ecological footprint is greater than the bio capacity balance is calculated, the eco balance.
3. If a nation or a person consumes more resources than there are naturally available for one individual a ecological deficit arises. The nation or the individual can be named a debtor. In the calculation it is estimated that for every individual there should be the same amount of resources available.
4. If the ecological footprint is less than the consumption of natural resources an positive balance results.

What is meant by the global north and the global south?

1. The term global north and global south avoid a hierarchy between „developing countries“ and „developed countries“.
2. The terms global south and global north are not geographically understood but pose a value-free description of different positions in the globalised world.
3. A nation of the global south in that sense is a societal, political and economical disadvantaged country.
4. Therefor a nation of the global north finds itself in a privileged position.
5. The Organisation for Economic Co-operation and Development (OECD) defines which countries are classified as of the global south and the global north.

Sources

- EWIK/Portal Globales Lernen: Bildungsangebote zum Thema Klimawandel und Klimaschutz. Ökologischer Fußabdruck, https://www.globaleslernen.de/de/fokus-themen/fokus-klimawandel/bildungsangebote-zum-thema-klimawandel-und-klimaschutz?searchterm=%F6kologischer+fu%DFabdruckwww.endlich-wachstum.de/wp-content/uploads/2015/09/Kapitel-2_Grosser-Fuss-auf-kleiner-Erde_Hintergrundinformationen.pdf (Last access: 31.03.2021)
- konzeptwerk neue ökonomie/FAIRBINDUNG: Hintergrundinformationen zum ökologischen Fußabdruck, https://www.endlich-wachstum.de/wp-content/uploads/2015/09/Kapitel-2_Grosser-Fuss-auf-kleiner-Erde_Hintergrundinformationen.pdf (Last access: 31.03.2021).
- www.footprintnetwork.org

Exercise 5:

The Sundarbans



Brief description

The drastic environmental changes taking place as a result of climate change are particularly visible in the Sundarbans in Bangladesh. There is now a public debate about what climate change means for this unique ecosystem and its population, both now and in the coming decades, and how humans should (or should not) respond to it. Mystery, the method applied in this task, presents the Sundarbans as an ecosystem worth protecting and illustrates the effects of climate change on this habitat.

Process description

The speaker familiarises themselves with the mystery method and prepares it, using the background information. For the introductory part, the following quotes can be used:

- Ibrahim Khalilullah:
“I have stopped counting how many times I have moved with my family. 30 times - 40 times?”
- Sateyendra Nath:
“Out of five brothers, only I still live here.”
- Greta Thunberg:
“There are no grey areas when it comes to survival.”

The following *guiding questions* are projected so that they are visible to all participants or written on a blackboard or whiteboard:

- Where do Ibrahim Khalilullah and Satyendra Nath live and

why are they upset?

- How do the statements of Ibrahim Khalilullah and Sateyendra Nath relate to the statement of Greta Thunberg?

The mystery can now be solved in small groups or in plenary.

In plenary

The information cards and the photos are distributed evenly to the participants. Then the participants read out the cards one after the other, at first placing them randomly around the guiding questions. As more cards are read out, the information is discussed and related to one another. The cards are sorted, grouped and reassembled. This way, the guiding questions should be answered in the end.

In small groups

Here, each group can receive the guiding questions in addition to the information cards and the photos. The participants try to relate the information on the cards to each other by sorting, grouping and reassembling the cards. Next, the groups can present their solutions and answers to the guiding questions in plenary. Further questions are asked and discussed.



90-180 min
depending on the number of participants and interest in discussions



at least 3 persons



13-99 years



- information cards
- if necessary: video, laptop, projector, loudspeakers
- printed photos



In this activity, participants get to know the World Heritage Site „Sundarbans“ in the Bay of Bengal as a special ecosystem. They learn about the many dangers that threaten the existence of this habitat and deal with them critically.



Working material for the exercise:
www.bangladesch.org/bildungsheft/klima



Background information and approaches to solutions

Mystery

Explanation Mystery Method

In the mystery method, a topic is given in the form of many individual pieces of information. However, these clues are unsorted and have to be brought into a context. One can compare this method with a puzzle that has to be put together collectively. This method supports cooperative learning because a task and the conflicts that arise are solved together.

- The mystery begins with a leading question.
- Then the participants receive cards with individual pieces of information, which now have to be put into a correct structure: The information must be sorted, weighed according to relevance, put in relation to each other and then linked together.
- At the end, the leading question can be answered with the help of the information on the cards.

Preparation Mystery Method

The mystery can be solved with all participants together or in individual groups. The A4 sheets are copied and then the 44 individual cards are cut out. For group work, the number of copies depends on the number of groups. A group size of 4-6 persons is recommended. The cut out cards are kept unsorted for each group in an envelope or a folder. If you want to use the mystery more than once, you can foil the guiding question and the A4 sheets with the individual pieces of information before cutting them out. In addition to the information cards, further material in the form of photos, tables, statistics, book pages can be offered.

The **number of information cards** can be adapted to the group. If there is not enough time to carry out this method or the number of participants is not large enough, information cards can be omitted. In this case, the speaker must decide for him/herself which cards should be omitted. By removing simple cards, the exercise can be shortened and, if necessary, made more complex. By removing complex cards, the exercise can be simplified if necessary.

The materials also include „blank cards“. This means that new cards can be added to the existing information cards as desired.

Background information: Quotes

Quote from Ibrahim Khalilullah

„I have stopped counting how many times I have moved with my family. 30 times -40 times?“

Ibrahim Khalilullah lives with his family on an alluvial island (=Char) in the Sundarbans, an area that belongs to the largest river delta in the world. Alluvial islands are formed in the river by sand and mud deposits. They form and disappear with the tides of the sea, the monsoon rains and the flow of the rivers. The water carries soil with it and deposits it elsewhere. People who live on a char must adapt their lives to the constantly changing habitat. Ibrahim Khalilullah has had to find a new place for his house with his family so often that he has stopped counting the moves. In the meantime, he builds the house from corrugated iron parts, which he can

Note

Suggestions for integrating the mystery into the thematic complex of climate policy

The mystery shows the devastating effects of climate change on Bangladesh and especially on the Sundarbans. Using this knowledge, global connections to Germany can be sought or repeated. At this point, cross-connections to the world distribution game from exercise 3 or to the ecological footprint from exercise 4 can be made. Climate change is causing increasing social and economic damage, which varies in severity from country to country. Therefore, two questions should always be asked and answered when discussing this topic:

1. What do we have to do with it?
2. What does the term „climate justice“ mean?



Additional videos for download

- 🔗 Opfer des Klimawandels: Indiens Mangrovenwälder versinken im Meer
www.ardaudiothek.de/leben/opfer-des-klimawandels-indiens-mangrovenwaelder-versinken-im-meer/68313284
- 🔗 Schwimmende Gärten
www.tagesschau.de/ausland/bangladesh-gaerten-101.html
www.daserste.de/information/politik-weltgeschehen/weltspiegel/sendung/bangladesh-schwimmende-gaerten-102.html



quickly take apart and reassemble.

Quote from Sateyendra Nath

„Out of five brothers, only I live here.“

Sateyendra Nath also lives with his family in the Sundarbans and has already lost his house and little piece of garden three times. Now he lives 70 km inland from the Indian Ocean on the banks of a river that flows into the Ganges. Sateyendra Nath grows rice. But the harvest of his field is not enough to feed his family and he has to buy rice to do so. This is what happens to all rice farmers. The soil of their fields is becoming increasingly salty. In addition, only three harvests are now possible from the previous six annual rice harvests. The rice farmers can no longer feed their families and look for work elsewhere, often in stone factories. Many emigrate to India or try their luck in the big cities like Dhaka and Chittagong. This is also what the four brothers of Sateyendra Nath did.

Quote from Greta Thunberg

The context of meaning results from the entire quotation:

„Yes, the climate crisis is the most complex issue we have ever dealt with, and it will require everything from us to stop it. But the solution is black and white; we must stop emissions of greenhouse gases. Because either we limit warming to 1.5 degrees Celsius above pre-industrial levels or we do not. Either we reach a tipping point where we start a chain reaction of events far beyond human control, or we do not do it. Either we remain a civilisation or we do not. There are no grey areas when it comes to survival.“

Background information: Sundarbans

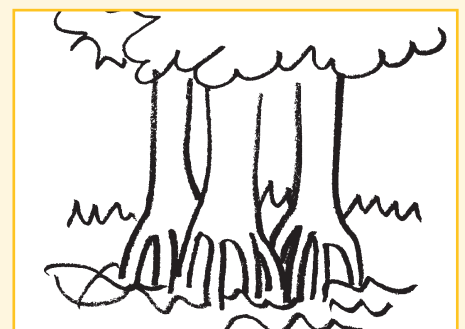
Environmentally damaging human activities disrupt or destroy ecosystems. Ultimately, mankind destroys his own basis for life. The greatest changes in the environment are probably due to climate change and its expected consequences. Bangladesh is one of the countries most affected by climate change. People there are already fighting the consequences of global warming. Especially in the region of the Sundarbans, climate change is threatening people's lives.

The Sundarbans form the largest **mangrove forest** in the world. The name means “beautiful forest” in Bengali and is derived from the Sundari trees, which only grow in this area. The area is located at the estuary of the rivers Ganges, Brahmaputra and Meghna and covers an area of 10,000 square kilometres and is comparable in size to the transnational Wadden Sea World Heritage Site of Germany, Denmark and the Netherlands or, in other words, three times the size of Mallorca. About 6000 square kilometres of the Sundarbans are located in Bangladesh and 4000 square kilometres in the Indian state of West Bengal. The Indian Sundarbarn National Park has been a UNESCO World Heritage Site since 1987. The existing game reserves in Bangladesh have also been part of the World Heritage since 1997. The flat coast of the Sundarbans stretches over 2200 km and in some places extends up to 300 km inland. More than half of this coastal zone lies less than 3 m above the sea level.

The Sundarbans lie in the **delta area** of the three major rivers Ganges, Brahmaputra and Meghna. They are a labyrinth of mangrove forest, countless river branches, lakes, mudflats and almost 200 small islands



Greta Thunberg (born 2003) is a Swedish climate protection activist. She started not going to school on Fridays on 20.08.2018 and instead started working to save the climate. Initially, her primary concern was to ensure that the Swedish government complied with the decisions of the Paris Climate Agreement. Her statements on climate policy were based on scientific findings. Greta's commitment triggered school strikes worldwide, which have since grown into the global movement „Fridays for Future“. She opened the UN climate summit in New York in June 2020 with a very moving speech.



and form the largest swamp area in the world. The landscape is in constant change. Floods and the flow of the big rivers cause earth to break off at the banks, wash away and wash up again elsewhere. Islands disappear or are recreated “overnight”. Houses, often built of corrugated iron, bamboo and wood, are washed away or have to be dismantled and rebuilt elsewhere. Moving is part of the everyday life of the people living in the Sundarbans. Their living conditions are extreme. The rivers Ganges and Brahmaputra, known in Bangladesh as Padma and Jamuna, have their source in the Himalayas and flow with 92 percent of their total surface water via Bangladesh into the Bay of Bengal. During the monsoon season they flood huge areas, not only in the estuary and thus also in the Sundarbans but also in the inlands of Bangladesh. Already now, 20 -35 percent of the country’s surface area is flooded every year, especially since two-thirds of Bangladesh’s land area is less than 5m above sea level and about 10 % of the country’s surface area is only about 1m above sea level. The forecast for Bangladesh is “land under”, should global warming continue to increase at such a rapid rate. Some areas in the Ganges-Brahmaputra-Meghna Delta and in the Sundarbans are already under water for 8 months of the year because rising sea levels are pushing the rivers inland. But necessity is also the mother of invention. The farmer Obaidal Molla, for example, has rediscovered an old cultivation method and grows his vegetables on the water (see video). Floating vegetable fields are both a way out and a necessity, because the water is rising from year to year.

The mangroves in the Sundarbans still serve as **coastal protection**. They form a natural barrier against hurricanes, slow down tidal waves, protect the land from erosion and prevent flooding. Coastal protection like in the Netherlands is not possible for Bangladesh for economic reasons. However, the mangroves are also struggling with the consequences of climate change, rising sea levels and increasing salinisation of the soil. Climate change will continue to cause sea levels to rise, monsoon rains to become even heavier, cyclones to become more frequent, or heat waves and droughts to occur. All natural disasters endanger the livelihoods of small farmers and landless workers in Bangladesh. They live often along the rivers, in the Ganges-Brahmaputra-Meghna Delta and/or in the Sundarbans. People will increasingly leave their homes and move to the cities. Growing vegetables and rice is no longer sufficient for self-sufficiency. Many smallholders cannot afford to buy extra rice to feed their families, so „environmentally induced migration“ will continue to increase.

Climate scientist Atiq Rahman, a university professor in Dhaka, predicts that by 2050, nearly 25 million **people will have to leave their homes/ countries due to climate change**. For people, climate change means not only changes in natural conditions, but also social and economic disruption.

The Paris **Climate Convention** of 2015 stipulates that the rise in global temperature must be less than 2 degrees and that the target should be 1.5 degrees. Although this makes a difference of only 0.5 degrees, it would have far-reaching consequences. With 0.5 degrees less global temperature increase...

... the sea level would rise by 10 cm less and thus 10 million fewer people would lose their homes

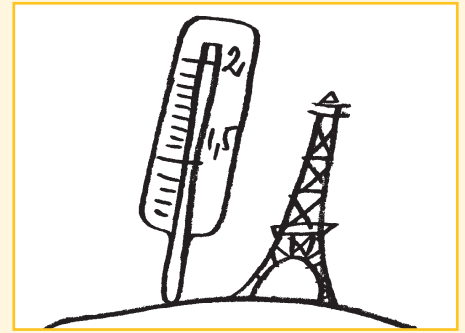


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... about a hundred million fewer people would be at risk of poverty because of floods, the frequency of cyclones or heat waves with droughts will not increase as drastically as the 2 degree increase in global warming.

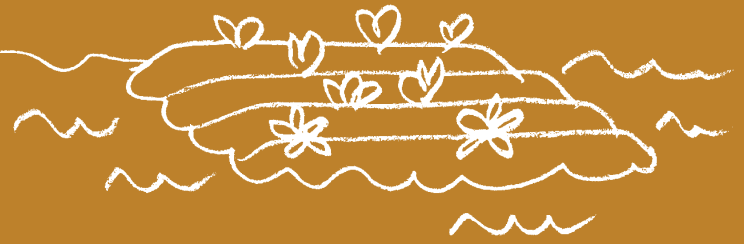


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Exercise 6:

“Learning along with the Climate Crisis – Resilient Agriculture in Bangladesh”



Brief description

After the participants have already dealt with the causes and consequences of climate change in the previous exercises, they now use the example of north-western Bangladesh in the form of a film diary to deal with the significance of the consequences of climate change for vulnerable groups and small farmers and which strategies are being developed to overcome the challenges and to preserve and improve livelihoods at the local level.

The film diary is based on the method of the „reading diary on. A reading diary is a diary in the form of a simple DIN-A-5 or DIN-A-4 notebook, which is kept accompanying a text (in this case film). The students have the opportunity to work at their own pace, taking into account their previous knowledge and interests. In any case, an individual examination of the film takes place and existing constructions and ideas can be uncovered and addressed.

Process description

The speaker should have watched the provided film before the discussion, because it runs relatively fast and the subtitles have to be read quickly. The film text with voiceover and subtitles is available in the working material.

In a first step the trainer explains the further procedure and distributes the task sheet on which the tasks are divided into three groups: *work before the film*, *work*

on the film and *work after the film*.

From the first group 2 tasks are to be worked on. From the second group 5 tasks and from the third group 3 tasks. In the film diary itself, the first two pages are left blank for the creation of a table of contents.


Next, the tasks for the work *before the film* are worked on. Only after that is the film watched. There are several possibilities here. You can first watch the film together and then each student can watch the film individually. For this purpose, it is a good idea to use the school's computer room, tablets or the students' own smartphones. In this phase, the tasks from the group *work on the film* are worked on. After the tasks for the work *after the film* have been worked on, a joint presentation and discussion in the plenary can take place. Here, not everyone should present every task, but two examples should be presented for each task, and if possible, there should be no evaluation of right and wrong.


The speaker has a moderating and advisory role, observing, stimulating and clarifying uncertainties.

Depending on the time capacity, the exercise leader can also select individual tasks for the development of the film and dispense with the film diary. Likewise, the diary can also be continued after the timeline provided for the exercise and further tasks can be worked on.







 180 min

if the reading diary method is not chosen, the time changes depending on the task choice

 2-40 persons

 14-99 years



-  Film “Resilient Agriculture in Bangladesh”
-  laptop
-  beamer or whiteboard
-  internet access
-  worksheets
-  pens and pieces of paper



Participants recognize that the Global South, as a socially and economically disadvantaged region, is existentially affected by the direct impacts of climate change. Using examples from Bangladesh, they will explore how local models can be used to effect change in the immediate environment.



Working material for the exercise:
www.bangladesch.org/bildungsheft/klima

Notes

- Since this exercise is about adaptation to the consequences of man-made climate change, participants should have prior knowledge about the causes and consequences of climate change, for example through the previous exercises.
- Link to the topic of climate justice possible through: Macro level: colonization of Bengal was important for the industrial revolution in England, the consequences for nature are now felt more strongly here than in industrialized nations; internal differentiation 1: consequences especially difficult for small farmers, not urbanites; 2: consequences especially catastrophic for disenfranchised people without resources.
- The question “what does all this have to do with me?” can be taken up by a short recollection of the world distribution game. If this exercise has not taken place beforehand, insert it here. Results: The Global North is largely responsible for this. The Global South is the main victim. As a next step and in order to answer the question “what can we do”, the other exercises of the method collection can be used.



Background information

Agriculture and adaptation in Bangladesh

The effects of climate change have a direct impact on agriculture. Extreme weather such as hail and heavy rain or even cyclones cause soil erosion and destroy crops. Long periods of heat and drought cause the soil to dry out and crops to wither. Changing weather patterns are also shifting the ranges of insects that damage plants, allowing new plant diseases and insect species to migrate. Globally, 50 percent of the world's food needs are met by smallholder farmers, especially in countries of the Global South. They produce for their own needs but also for local markets. Given that hunger is on the rise worldwide due to the consequences of climate change, entire food systems must adapt to climate change and respond to these changes. Hand in hand with root cause mitigation and climate change mitigation, agriculture/agricultural production must adapt to existing climate change and become more resilient to extreme weather events.

Bangladesh is one of the countries most affected by the extreme impacts of climate change. The loss of natural resources associated with the impacts of climate change poses a massive threat to the livelihoods and main source of income of many people who depend on agriculture for their livelihoods. The less land people own, the less they can compensate for the losses caused by climate change small (staple) farmers and people who work as day laborers in other farmers' fields often cannot build up reserves to bridge income losses, e.g. during floods. People living in extreme poverty often live in parts of settlements that are particularly affected by drought or river erosion. Even if people receive any government aid at all, it is not enough to absorb the damage and losses. The consequences of climate change thus exacerbate existing problems such as exclusion, discrimination, inequality and poverty.

The region featured in the film, northwestern Bangladesh, is known for agriculture. More than two-thirds of the region's population depends on the agricultural sector for their livelihoods. Increasing droughts, heat and cold waves, as well as severe floods, cyclones and river erosion are destroying the habitats and agricultural land of the inhabitants and causing crop failures. Even if the inhabitants are able to develop adaptation strategies due to their local knowledge, the increased intensity and shorter intervals between natural disasters pose a new challenge.

Although the Bangladeshi government started early with adaptation programs and resilience building as part of its climate and development strategies, the experiences and perspectives of marginalized groups are not included in the development, design, and implementation of local and national adaptation and social protection measures to address the impacts of climate change. Because of this, marginalized groups in rural areas in particular either do not benefit at all or benefit inadequately from government measures, and misplanning in the design of these measures further increases their vulnerability. In addition, the north of Bangladesh in particular is neglected in current adaptation strategies, as the main focus is on the coastal regions.

Note

One of Bangladesh's first actions regarding the impacts of climate change - and those of other countries in the Global South - was the development of a National Adaptation Programme of Action (NAPA) in 2005. Bangladesh has adopted a Bangladesh Climate Change Strategy Action Plan (BCCSAP, 2009) and defined Nationally Determined Contributions (NDCs) to climate change. Despite all these efforts, translating climate policy goals into quantifiable improvements for the population remains a major challenge.



Nevertheless, models are being developed at the local level, including through the support of local NGOs, to build the resilience and capacity of residents to better cope with and prepare for climate-related shocks, stresses, and uncertainties. Through climate-resilient, low-cost, and environmentally friendly measures to increase productivity and income generation (e.g., growing drought-resistant varieties with stable yields, growing vegetables in flood-protected raised beds, or using organic fertilizer), as well as through mutual support and networking, residents are improving their livelihoods.

Note

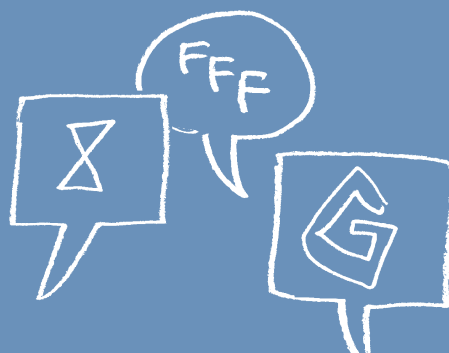
While the early warning system for disaster management in Bangladesh has improved tremendously, this is not true for the whole country. There is a very well developed system for the coastal region, but it is not actively in place for all other regions of the country. In addition, there is a central 'Flood Forecasting and Warning Center' that disseminates regular flood updates through its website. However, not everyone in the country has access to the Internet, and it is especially difficult for extremely poor people to get such access. Many people therefore rely on volunteers from their communities to help them during floods. For example, non-governmental organizations train disaster preparedness committees, each consisting of 12 volunteers. These committees communicate with their home villages and government agencies to pass on information quickly. They provide first aid and liaise with health services. Such community-based committees are also provided with some equipment, such as handheld microphones and first aid kits, through the NGO projects and in collaboration with local government agencies.

Sources

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Exercise 7:

Talk Global



Brief description

Up until this point, the participants gained an overview of the causes of climate change and its ecological and social consequences - especially in Bangladesh. The participants can now better assess their own resource consumption and CO₂ emissions and have basic knowledge of global interdependencies. Before moving on to concrete action in the last step, the participants get to know the climate movements in Bangladesh and Germany better. What can be learned from the civil society actors who are already active?

Process description

The instructor familiarises him or herself with the individual civil society actors - activists, NGOs, movements, individuals. For this purpose, the worksheets and the additional sources given in the working material can be used.

At the beginning of the exercise, the participants are briefly introduced to the different civil society actors. Small groups of about three people form and choose one actor. It is beneficial if one group works on the general topic of „climate movements in Bangladesh“. Furthermore, it is recommended that Bangladeshi and German actors are represented in the selection. Additional recommendations and suggestions can be found in the background information.

Afterwards, the small groups receive the appropriate worksheets for their topic and prepare a 3 to 5 minute presentation for a following presentation in the plenary. They

will have 20 to 30 minutes to do so. When presenting the civil society actors, the following points should be highlighted:


1. What activities are central to the actor and how are they implemented?
2. What do you admire about the engagement?
3. Is there anything that you might find critical?
4. How could or is their work globally linked to other actors?


After the presentations in the plenary, general questions can be clarified. Further questions can be answered in the discussion that follows. In addition to the questions of the participants, the discussion should focus on the following topics:

1. What similarities can be identified between the actors?
2. What are the differences?
3. How might your chosen actors be linked to each other?
4. What motivates you in particular about their engagement?
5. Are you already active for the environment? What would you compare your involvement with?

 60 min

depending on the number of participants and interest in discussions

 10-40 persons

 16-99 years



Worksheets with background information on civil society actors:

- 🔗 Climate movements in Bangladesh (Additional information on young activists)
- 🔗 Monira Akter Moni, volunteer disaster relief worker in northern Bangladesh
- 🔗 Syeda Rizwana Hasan, lawyer, environmentalist and executive director of BELA
- 🔗 Yi Yi Prue, Bangladeshi lawyer who filed a climate change case before the Federal Constitutional Court
- 🔗 Youth Net for Climate Justice
- 🔗 Fridays for Future
- 🔗 Extinction Rebellion
- 🔗 Dr. Atiq Rahman, Executive Director of the Bangladesh Center for Advanced Studies
- 🔗 Mrinal Kanti Tripura, Executive Director of the Maleya Foundation
- 🔗 Md Shamsuddoha, Executive Director of the Center for Participatory Research and Development
- 🔗 Jahangir Hasan Masum, Executive Director of Coastal Development Partnership



Getting to know the climate movements in Bangladesh and Germany through concrete examples of civil society actors from both countries.

🔗 Working material for the exercise:
www.bangladesch.org/bildungsheft/klima



Background information

Talk Global

All important background information can be found in the worksheets and the attached sources. In total, the available worksheets can be divided into the following topics:

■ General information:

- 🕒 Climate movements in Bangladesh (Additional information on young activists and activist groups).

■ Bangladeshi activists:

- 🕒 Monira Akter Moni, volunteer disaster relief worker in northern Bangladesh.
- 🕒 Syeda Rizwana Hasan, lawyer, environmentalist and executive director of BELA
- 🕒 Yi Yi Prue, Bangladeshi lawyer who filed a climate change case in the German Federal Constitutional Court

■ Youth Movements:

- 🕒 Youth Net for Climate Justice
- 🕒 Fridays for Future
- 🕒 Extinction Rebellion

■ NGOs with deputies:

- 🕒 Dr. Atiq Rahman, Executive Director of the Bangladesh Center for Advanced Studies
- 🕒 Terminal Kanti Tripura, Executive Director of the Maleya Foundation
- 🕒 Md Shamsuddoha, Executive Director of the Center for Participatory Research and Development
- 🕒 Jahangir Hasan Masum, Executive Director of the Coastal Development Partnership

It is recommended that the worksheet “Climate Movements in Bangladesh” is used. In addition to the general information about the climate movement in Bangladesh, participants can also find links to Twitter profiles of Bangladeshi and Indian climate activists. Especially these can be seen as inspiring role models. Since Fridays for Future and Extinction Rebellion are the only examples for actors active in Germany, it is also recommended at this point to include at least one of the two movements.

Additionally, other actors can be selected according to interest. In general, however, it is advisable to look more closely at the three Bangladeshi activists and the youth movements in addition to the general information, as participants are more likely to identify with them than with the established NGOs.

Note

The demands and approaches described in the worksheets come from the civil society actors presented and do not necessarily reflect the views and convictions of NETZ e.V.

Other Bangladeshi NGOs working on climate change and the environment:

- 🕒 BARCIK (Bangladesh Resource Center for Indigenous Knowledge): www.barcikbd.org
- 🕒 CNRS (Center for Natural Resource Studies): www.cnrs.org.bd
- 🕒 SEHD (Society for Environment and Human Development): www.sehd.org
- 🕒 IUCN Bangladesh: www.iucn.org/asia/countries/bangladesh
- 🕒 BCAS: Bangladesh Center for Advanced Studies: www.bcas.net
- 🕒 BELA (Bangladesh Environmental Lawyers Association)

Exercise 8:

Letter to myself



Brief description

In this exercise, participants write a letter to themselves to actively apply their new knowledge to their everyday life and to act on their newly acquired motivation.


Process description


All participants write a letter to themselves. The letter should contain their motivation and the goals they have chosen for their everyday life. These can, for example, be based on the results of the test on their ecological footprint, but there are no limits to creativity. The participants can write down everything they would like to achieve in order to make their lives more environmentally friendly. For example, this could be activities planned individually or within a group, which are to be implemented in the next few weeks. In addition, they can note which difficulties are expected and how they can be overcome.


The fundamental aim of the letters is to keep up with one's motivation and goals so that they are actually put into practice in the near future.

The letter is then placed in a sealed envelope that is addressed to oneself. The envelopes are collected by the trainer and sent to the participants by post after 6 weeks. This way, the participants are asked to actively deal with their own thoughts again after 6 weeks.


If possible, another short meeting can take place after the letters have been sent to share what it was like for the participants to read about their own plans. This also makes it easier to stay in touch, possibly work together on achieving common goals and celebrate achievements together.


 20 - 30 min

 1-99 persons


 14-99 years



 writing paper

 envelopes

 pens

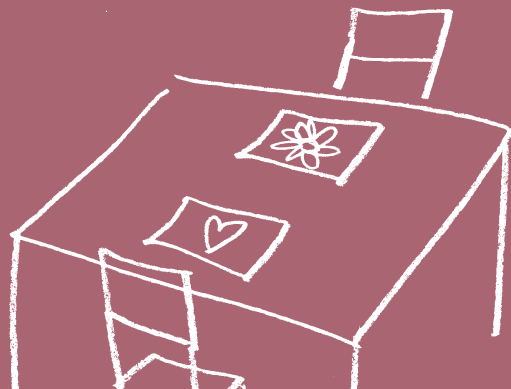
 stamps



Staying on track and keeping in touch

Exercise 9:

Start into a world worth living for all!



Brief description

In this exercise, the participants first talk together in a speed dating session about their ideas of happiness and a fulfilled life. Then they develop their own ideas in three steps to achieve a sustainable, good life for all. Finally, the concrete implementation of some of these ideas is planned.

Process description

The schedule is divided into three phases. These are:

- Speeddating
- Nowtopia
- Get active yourself

Speed dating

Preparation

For the exercise, place individual tables in a row - half as many as participants - and place two chairs per table. A word card with a statement about happiness is placed on each table. In addition, the statement „Happiness is the absence of unhappiness“ is projected on the wall via a beamer or hung on the board with the help of a large word card.

Implementation

The participants read the statement: „Happiness is the absence of unhappiness“. Briefly, does this statement apply to you?

Afterwards the speeddating with statements about what else de-

fines a happy life starts. Per table, the participants have 3 minutes time to discuss the statement. Then they move around one table in the opposite direction and exchange their next statement. All concrete statements on this can be found in the working material. The instructor closes the round with the following quotation:

“Real happiness is created when a person is in harmony with Self, Others and Nature.”

Ha Vinh Tho, Program Director of Gross National Happiness Centre Bhutan and founder of Eurasia Learning Institute for Happiness and Wellbeing

After the discussion what individuals might need to be happy, the participants take a closer look at the situation in which they live.


Nowtopia


Preparation


In preparation, the instructor reads through the background information on the Transition movement. The Transition Twon graphic is projected onto the wall with a beamer. Opposite, a large sheet is hung as a wall newspaper and divided with a horizontal line.

Implementation










The speaker explains the graphic: Above, the newly emerging sustainable city, which replaces the lower old city structure. Here the basic idea of the Transition

 at least 120 min

 at least 10 persons

 14-99 years



-  Tables, chairs
-  Word cards with statements about happiness
-  Projector, laptop
-  Wall time/flip charts
-  Pin board, pins
-  Paper, crayons
-  Possibly handicraft materials
-  Worksheet Guiding questions for planning
-  Speakers and internet access if necessary



Reflect on what constitutes a good life and collect ideas for implementation yourself.



Working material for the exercise:
www.bangladesch.org/bildungsheft/klima

Town movement is briefly explained. Special attention should be drawn to the newly emerging sustainable city above, which replaces the lower old city. The participants will now transfer this idea to our context: What could a “transition school”, “transition youth group”, “district” look like? What could change to be better prepared for climate change and scarce resources?

Problem phase

The participants collect all “construction sites” that come to their minds. They exchange in small groups (4-6 persons) to discuss the current situation in the regional/ school context. In order to visualize the individual problems (as a drawing / symbol / keyword) the participants receive sheets of paper - the visualization serves as a reminder for the later process.

Possibly helpful questions:

1. Where are many resources used / wasted?
2. In which situations is it difficult for us to act sustainable?

Afterwards, the results are presented to the whole group. For this purpose, the „memo“ slips are stuck on the upper half of the wall paper so that they are clearly visible.

Utopia phase

The wall newspaper is turned over, the upper part is now the place for new ideas. The participants brainstorm in the same small groups. Ideas are spun about what solutions to the problems mentioned could look like. Important: all ideas are admissible, regardless of whether they are realistic. The speaker might hang a sign above the wall newspaper saying „anything is possible“. The ideas are visualised again on A4 sheets and then presented to the whole group. The ideas are posted on the new top half of the

wall paper.

Planning phase

The speaker identify ideas that the participants want to work with in more detail. For each idea that the participants want to develop further, a piece of cardboard is labeled with a keyword and placed on the floor. The participants walk through the room and decide on a project.

The projectgroups have a short exchange (3 minutes) to agree on what is particularly exciting and promising about the respective project. If the groups are very unequal in size, each group can give a short speech to convince others to participate in the project - the participants can change groups. The aim is to have similarly large groups for group work. In group work, each group works with the worksheet “Guiding questions for planning”. The projects are discussed and planned in detail. A short presentation is made. Results are presented.

The work phase and the results are reflected on the background of the work process in the group and the reflection on possibilities and limits of individual action. Possible questions about the reflection process:

1. How did you feel about the project work?
2. Are you satisfied with the work process? Are you satisfied with the results?
3. Where are the limits of our own capacity to act/power to shape?
4. How does social change work and how can we contribute to it?
5. How can we expand our own scope of action?

Get active yourself

Preparation

This phase begins with a brainstorming session: Which initiatives are known as possible cooperation partners in our surrounding? Where can we get support?

Implementation

The participants start with a research on the internet for initiatives in the community in partner work or small groups (depending on media equipment of the institution). The initiatives found are presented and recorded on a poster.

The next step is to contact the selected initiatives by e-mail or telephone to request information and support or to ask for potential cooperation or to make an appointment. This is followed by a short report on the experiences with the individual initiatives and the possible planned activity/collaboration for the other groups. Feel free to continue this into a more in-depth exchange.

Closing

The exercise ends with a short brainstorming about the whole day, the contents and the future plans to become active. At the end of the exercise, it is a good idea to write the letter to oneself from exercise 9.

Depending on the mood, the song „Nach dieser Erde“ (German lyrics by Gerd Kern; music by Don McLean) can be listened to at the end and, perhaps, sung together. The song can be found on YouTube.



Background information

Transition Town Movement

As part of the Transition Town movement, environmental and sustainability initiatives have been shaping the planned transition to a post-fossil, relocalised economy in many cities and communities around the world since 2006. The movement was initiated by the Irish permaculturalist Rob Hopkins and students from Kinsale Further Education College in Kinsale, Ireland, among others. Based on the observation that national and international policy is not responding effectively to the challenges of climate change and the imminent global oil production maximum (peak oil), and that local communities must therefore react on their own initiative with the first preparatory measures for a future of increasingly scarce raw materials and fuels, Transition Towns are initiating various community projects. These include measures to reduce the consumption of fossil fuels and to strengthen the regional and local economy. The design principles of permaculture play an important role in this, as they are intended to enable agricultural systems, but also social systems, to function as efficiently and resiliently as natural ecosystems.

The goals of individual Transition groups have continued to evolve since 2006. Neighbourly exchange, community and reduction of anonymity, which were initially secondary effects of the Transition activities, are now among the most important goals of many groups. As the issue of climate change intensifies, many of the initiatives believe that oil reserves must not be used if the climate goal is to be achieved.

(Source: Wikipedia)

Aim

The aim is to develop and test new ways of life already now (Nowtopia!). These should be more robust and resilient to future crises than the current globalised economy, which is geared towards external supply. At the same time, these ways of life should be globally generalisable, i.e. have the potential to enable all people in the world to live a good life without exceeding the limits of the planet. The initiatives are designed to change the immediate living environment right away.

Further information

- www.transition-initiativen.org/
- www.bundjugend.de/buen-vivir/
- www.tomorrow-derfilm.de/

Movies about the Transition movement

- www.youtube.com/watch?v=1PZXhxWkCs



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