

Mosquito Methods

– Sustainable
Development



"In CISV individuals and their perspectives meet. Within these meetings, we create peace education. With concrete methods and a starting point in the challenges within society we encourage people to be active citizens, locally as well as globally. Based on the UN Declaration on human rights and democratic principles CISV Sweden is a non-profit, politically and religiously independent organisation, open to everyone. CISV Sweden is a collaborative organisation for and a union of the local CISV chapters within Sweden."

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The People Behind This Book

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Mosquito Methods – Sustainable Development

Four Books on How to Create a Positive Change

In 2009 CISV Sweden released *Mosquito Tactics - A Book About Peace Education*. The title was inspired by the famous quote “If you think you are too small to have an impact, try going to bed with a mosquito in the room” and addressed CISV Sweden’s view on peace and peace education. As CISV Sweden is trying to create active global citizens through experiential learning and peace education the next step will be a set of four method books; *Mosquito Methods*.

Each of the four books in the *Mosquito Methods* series address one of CISV’s peace education content areas:

Diversity – Explores the identity of the individual and asks us to consider ourselves within our own and the wider community.

Conflict and Resolution – Helps us to understand how conflicts can arise deliberately or otherwise and what can be done to help bring a peaceful resolution.

Sustainable Development – Looks for integrated ways to promote economic and social well-being, while protecting the environment through the responsible use of natural resources.

Human Rights – Considers how human rights affect every aspect of our lives and how violations can lie at the root of problems such as poverty, violence and lawlessness.

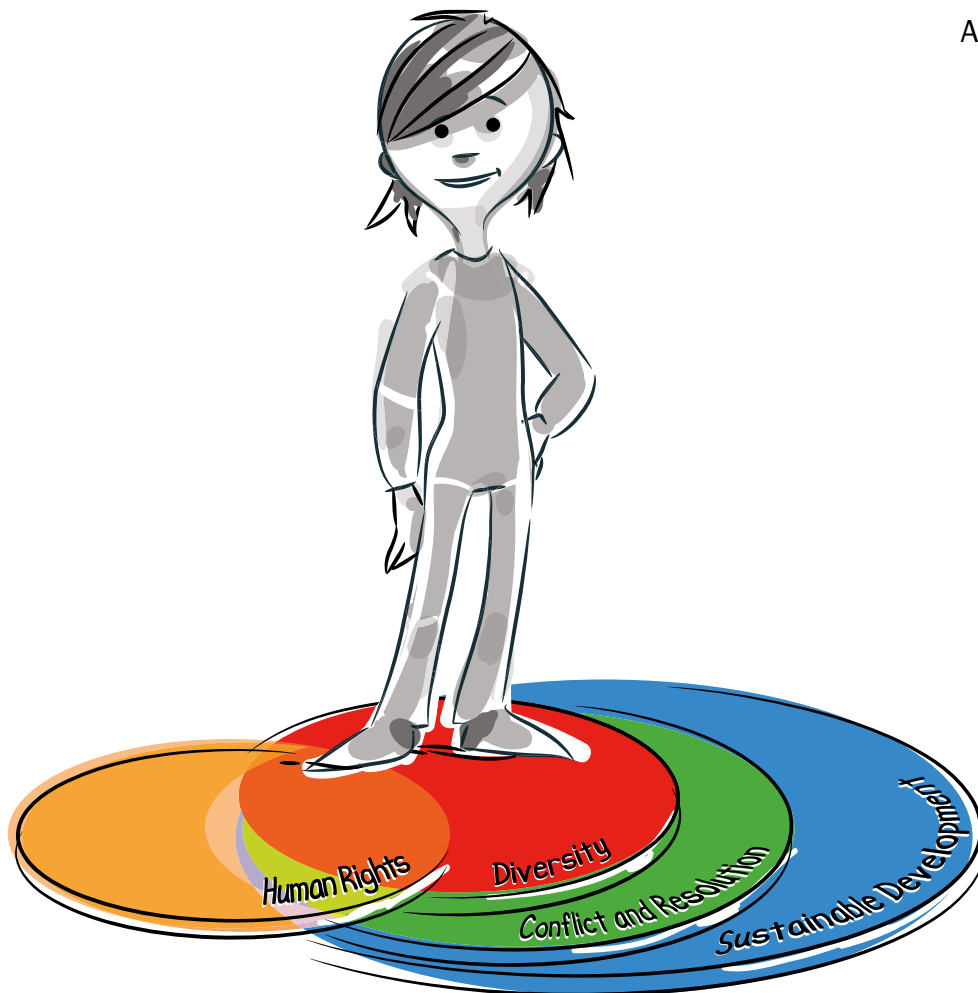
Each book includes information about how CISV works with experiential learning and an introduction to the content area. After the basic introduction each book is divided into chapters about different topics within the content area. Every chapter will also include an example of an activity that lets participants of different ages explore the theme through experiential learning.

Finally we want to send a big thank you to the ones who have contributed to the project, and the ones who are reading this book. It is our hope that *Mosquito*

Methods will be useful and that we all together can create projects to increase cultural understanding, for human rights, for good education for everyone, for peaceful solutions to all conflicts, for equality and diversity and against racism, discrimination, poverty and pollution.

/ The Mosquito Methods Team;

Anna Kristiansson
Bodil Nordin
Anton Ruus
My Starbrink



Peace - What Is It?

Peace Education - To Develop Yourself and Others

Peace includes freedom, justice, democracy, and a world where everyone can enjoy their human rights. The main idea of peace education is that you will learn about people whose life differs from yours, which will help you find ways to resolve conflicts. It is an ongoing learning experience and you will gain more knowledge as you meet new people and learn from these meetings. These experiences also transform our attitudes and we gain skills that we can apply and develop over time. In this way peace education offers opportunities for individuals to develop themselves and simultaneously help others to do the same.

More Than the Opposite of War

Even though war and peace are often described as opposites, there is much more to peace than simply the absence of war. Even if we are not in open conflict we can still have negative peace, and whilst negative peace is much preferred to war, it leaves much to be wished for. Discrimination, racism, poverty and other forms of so-called structural violence are still a part of everyday life even though we are “at peace”. This book however, along with its predecessor *Mosquito Tactics*, refers to peace as in positive peace; a society where no one is held back from fulfilling their dreams by the norms and social rules of their surroundings. Positive peace is the absence of discrimination and inequality, but not of conflicts. A conflict is not automatically negative, it all comes down to how we decide to handle it. Conflicts offer us the chance to learn from one another and grow as a group while discussing and finding solutions. As to this day, there is no place on earth where there is a positive peace.

It is important to remember that we are all part of a society, and that we all have an impact on other people’s opportunities. We have an individual, as well as a shared, responsibility for each other. Some acts of discriminating behaviour are more obvious than others. Some are constantly brought up, like those related to gender and ethnicity, whilst others, like those related to age and functionality, are not discussed as frequently. Many of these subtle forms of discriminating behav-

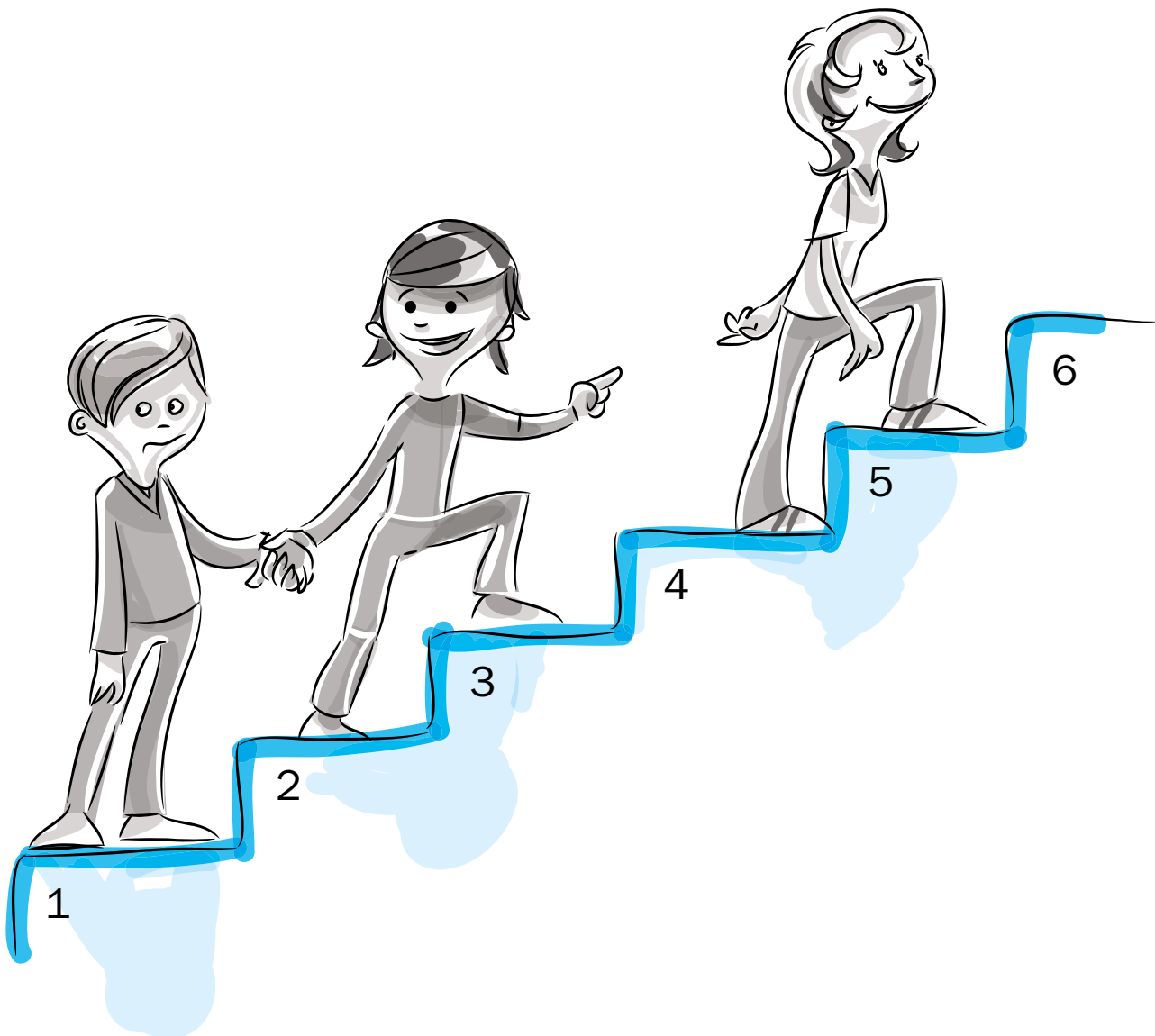
ours are deeply linked with the norms we follow, things we do but rarely reflect on. Meeting new people, especially those whose norms differ from our own, helps us become aware of our own prejudices and routine behaviours, enabling us to challenge and change them. With a deeper understanding of other people and the lives they live, it becomes easier for us all to cooperate. It is important, both on a local and global level, to learn how to handle conflicts that may arise when people with different values meet.

Four Pieces of Peace

To achieve peace there are a number of things that we as active global citizens need to tackle. CISV is built on top of four pillars, our four areas of peace education. We believe that peace cannot be achieved unless we work with a broad spectrum of issues. The four pillars are Diversity, Conflict and Resolution, Sustainable Development and Human Rights.

Learning by Doing

Before a group starts working together, it is important for the individuals to get to know each other and feel safe. Otherwise it will be difficult to discuss and come up with ideas, since the people in the group will not feel comfortable enough to express their opinions. These pages present a number of steps you might want to consider when working with a group. Think about the social development of any group as a staircase. In order to reach the top step, where everyone feels comfortable taking part in group activities, you first need to climb the lower steps.



In CISV, we have broken it down to the following six steps:

1. Names

Name games make it easier for the participants to start talking to each other. To be able to call someone by their name enhances communication, and by learning people's names you show them respect. This helps your participants to feel more comfortable in the situation.

2. Communication

To be able to discuss and express opinions, it is important that the participants can communicate in a way that suits everyone. It is important to learn in what ways your participants are comfortable communicating to avoid misunderstandings. This should be achieved before moving on to the next step. For example, some people need to talk while they're thinking, while others need to sit quiet and reflect before talking.

3. Cooperation

This step is about cooperating with the other group members. Little by little, the participants will feel more comfortable with each other and partaking in group activities, which is important when it comes to speaking your mind and experiencing peace education.

4. Team building

At this point, participants will have to start depending on others to do their part, whilst still managing their own, to reach a common goal.

5. Trust

In order for the group to be able to discuss more serious and personal issues they need to trust one another. It is therefore important to focus on building trust at this stage.

6. Role Play

This kind of activity requires that the group members have developed a deep bond, and not all groups reach this stage. The participants get to play roles that, for instance, can reflect the situation of different people in society. This way the participants learn to discuss and to express their opinions and thoughts. Make sure you plan your time so there is room for discussion after the role play has ended.



Do, Reflect, Generalise and Apply

Learning by doing, or experiential learning, is a method of learning through experience rather than reading books or attending lectures. It involves putting ourselves into new, often prearranged, situations. After an experience, we discuss certain topics or how a problem could be solved. It is a good way of getting people with different backgrounds to meet and develop an understanding of each other.

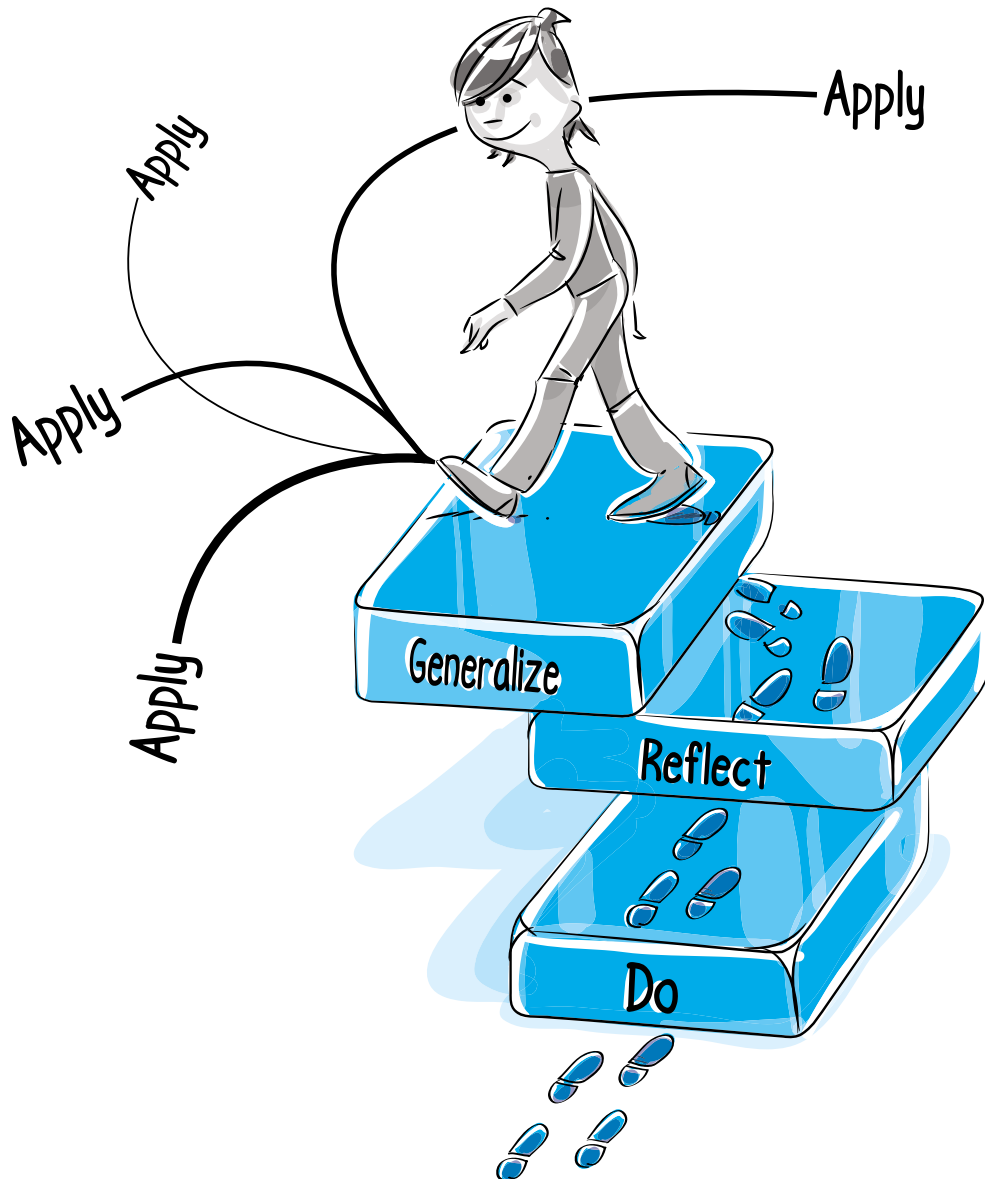
The participants must be given the opportunity to reflect on our new experiences in a constructive way. Through this kind of learning, experiences give us new knowledge that we bring to future situations. In the end, we will have improved our ability to manage new, unexpected or difficult situations.

It is valuable to meet new people, and to experience new things. At the same time, we need to have the opportunity to reflect on what we have learned. Something that happens can be understood in many different ways, depending on our background. If we are given the opportunity to discuss and talk about our reactions, we will probably react differently the next time we are in a similar situation.

The process of experiential learning involves moving from partaking in an event to reflection, putting our experiences in a larger context, and then using the new attitudes, skills and knowledge in future contexts accordingly.

In order to understand the concept of experiential learning you can look at the model on the next page. Following this process a participant goes from participating in an activity (do) to gain new knowledge to use in everyday life (apply). To be able to generalise, to put the activity in a context and see the bigger picture, time for reflection must be provided. Letting participants discuss questions in small groups will help them to reflect on what they have just done and why they acted in the ways they did.

A couple of years ago I was working as a junior school teacher in a neighbour



Discovering Sustainable Development

Most of the issues of the world do not stop at regional or national borders, but have to be solved both at a global and local level. The goal is to make sure all people have the possibilities to live a good life today without interfering in future generations' possibilities to do the same. Sustainable development is about focusing on earth as a joint system of life, rather than focusing on the individual and her needs. Sustainable development is about making sure the world is a good place to live in, today as well as in the future. Sustainability needs to impregnate everything from leadership to the ways we treat nature.

History of Sustainable Development

The Earth we live on is like an island, we only have one and should live within its limits. Not respecting those limits will have grave consequences and through history there are several examples of how islands have been affected by humans. One famous example is the Easter Island where the deforestation ultimately made the island uninhabitable. More recent examples can be found during colonial times. European colonial powers overused resources from the colonies and their islands. On the islands it was easy to observe the effect as the islands transformed from paradisiacal to bare and scarred islands. Scientifically trained colonists grew concerned and studied the islands. Eventually they tried to convince the colonial powers to limit the deforestation and regulate the use of resources. This was a very early form of nature conservation and happened in the 19th century but it was only in the 21st century that the idea of nature conservation got its breakthrough in Europe and North America.

With the massive changes brought on by the industrialisation scientists called for nature conservation. Earlier laws about resource management were adapted to a farming society and needed updating to fit in the industrialised society. One example is a law that was introduced in Sweden in 1903. It states that after forest felling the owners must replant the trees to reduce the deforestation. At the same time many national parks were formed around the world to protect





the nature. Later in the century the idea of growth as a mean to reduce poverty and improve living standards was established. However, there were scientists criticising the concept of growth and the negative environmental effects seen. Earlier in history nature had always been seen as something passive, merely a backdrop for humanity. But now it was clear that we needed to learn more about how humans interact with the environment and how it is changing. There is no clear starting point for the environmental movement but the novel *Silent Spring*, by Rachel Carson from 1962 increased the interest. Other important things were campaigns against nuclear weapons and the growth of smaller environmental organisations working with local issues.

The interest for environmental questions grew at different paces in different countries. The focus areas varied with different events. An oil spill caused a huge interest in energy while birds dying from different chemicals caused a debate about the use of chemicals. Environmental issues are global and with the United Nations there was a way to cooperate and discuss across the borders. The first global conference about environmental issues was the United Nations Conference on Human Environment in Stockholm 1972. The participants of the conference agreed upon several principles for continued work within the area. In the 80s the United Nations World Commission on Environment and Development was given the task to write a report investigating the possibility of continued economic growth with a decrease of ecological harm. At this time economical growth was highly valued and had caused an accelerating ecological degradation. In 1987 the report *Our Common Future* was published. This report coined the expression sustainable development and defined it as a “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. To date this is the most common definition of sustainable development. In the report it is also recognised that the environment is connected to other parts of our society. To achieve a sustainable development we need to work towards ecological, social, and economical sustainability.

Following on the report *Our Common Future* the United Nations Conference on Environment and Development was held in Rio de Janeiro in 1992. There were many positive outcomes from this meeting. The participating countries agreed upon the action plan Agenda 21. The action plan should be executed on local, national and international levels. Even though it is voluntary and the implementation of it varies it has affected legislation and sustainability work across the globe. Another outcome of the meeting in Rio was a Climate Change Convention. This convention later led to the creation of the Kyoto Protocol, which aims to reduce the emission of greenhouse gases. After the conference in Rio there have been more follow-up conferences. The last one being the United Nations Conference on Sustainable Development that was held in Rio 2012. The main outcome of this was to put together a group that would develop a set of Sustainable Development Goals. These goals should replace the Millennium Development Goals when they expire in 2015. In the final document from the commission, *The Future We Want*, it is agreed upon that one of the largest challenges for achieving a sustainable development is the eradication of poverty. We also need to produce and consume in a more sustainable way and manage our natural resources in a responsible way. It is all about achieving a balance where our ecosystems are managed responsibly and can support an economic, social and human development. Since the earth is our island we need to take care of it and live more sustainably.

Portrait: Gro Harlem Brundtland



Gro Harlem Brundtland, born in 1939 in Norway, is a Norwegian environmental activist who began her political career as Minister for Environmental Affairs in 1974. She later became Norway's first female Minister of State before she moved on to working in the United Nations.

Brundtland was the head of the commission behind of *Our common future*, an UN report on the relation between economic growth and environmental degradation. The report is more commonly known as the Brundtland report and it is the source of the most well recognized definition of sustainable development: "development that meets the needs of the present without

compromising the ability of future generations to meet their own needs."

The report also determines that it is hard to separate ecological, social and economical sustainable development from each other. After her work on the Brundtland report she moved on to becoming the head of the World Health Organisation and is now UN's secretary general Ban-Ki Moon's Special Envoy on Sustainable Development. She also an outspoken women's rights activist, committing herself to several groups and projects aiming to increase women's life situation and political influence.

Activity on Discovering Sustainable Development

This activity lets the participants see some of the changes that can be caused by a changing climate. They will also reflect upon how hard it is to fix and rebuild something after it has been damaged and the importance of preventive actions.

Requirements:

- **Materials:** Materials to build cities or islands from e.g. paper, cardboard, glue, tape, fabric, markers, crayons and other crafting materials.
- **Time:** 90 minutes

Do:

The participants are divided into groups with 5-6 persons in each group. Each group is taken to a different room so they can not see each other. There they will find different materials they can use.

Their first task is to create a city or island. They have 45 minutes to do this. After that the groups rotate so that they get to see the cities or islands created by the other groups. Each group then stops at another group's city. Tell the group that 100 years have passed and the climate and environment has changed. These are a few of the changes:

- Rising sea levels
- Higher temperatures
- More storms and extreme weather
- More drought, fires and floods

The group will now do things to the city or island in front of them e.g. what would happen if there was a storm? Flood? The facilitator will leave and the group will have 10 minutes to apply climate change.

The groups are then taken back to their own city or island and are told that they have 15 minutes to rebuild it.

Reflect:

Gather the groups on the same room and let them discuss:

- How did you decide to create your city or island?
- Was your city or island destroyed?
- How did it feel finding it like that?
- How did it feel to destroy someone else's city or island?
- How was it to rebuild your city or island?

Generalise/Apply:

- What can we do to avoid damage from climate change?
- Is it possible to rebuild something that has been damaged or destroyed?
- Can you do something in your everyday life?



Ecological Sustainability

Ecological sustainability is all about living within the boundaries of the earth. Many different issues are included in the concept of ecological sustainability. We need to make sure that we do not use more resources than the environment can produce. One of the most well known issues is climate change. Although there are sceptics out there most scientists agree that climate change is happening and that humans affect it. Other problems include biodiversity loss, deforestation, pollution, water shortage and much more. The key to understanding these ecological issues is to think in systems. The environment consists of complicated ecosystems where every part is important. When it comes to diversity loss many people fail to see why it is important to protect one particular species but it becomes clearer if one thinks about that species as a part of a larger system. An ecosystem can be small or cover large parts of the world. The ecosystems are usually very complex and it is very hard to predict how our actions will affect them.

Travelogue From COP09 - *a Personal Reflection by Linus Källander*

A travelogue from the historic COP09 in Copenhagen 2009, written shortly after negotiations between the world leaders collapsed.

I think we all will, at some point, be struck with the feeling that just struck me. From it new energy can be born, you can lose your hope completely, or continue on as if nothing has changed.

Since the climate top meeting in Bali in 2007 I have waited, with optimism and a never-ending sense of naive belief in the future, for the day when the worlds' leaders would gather in that plenary, that they would come to an agreement that would lead away from the path that inevitably leads to a very bleak future. I have seen friends, heads of states and role models literally break down with the insight of where this path leads. But I have really, with all my soul, refused to believe that society can make informed decisions that will lead to an end of the world as we know it.





For me it's not about 350 ppm, 2 degrees, policies or long term funding. It's about survival. It's not only about a future where my children and grandchildren will live a life where "nature" is something you learn about in history class. It's just as much that I want my friends in Uganda, South Africa, China and Chile to leave a world for their children and grandchildren to have a right to survive.

I came to Copenhagen on Sunday with an upheld sense of optimism. Optimistic, but still acutely aware of the obstacles still facing the negotiations. I came without real expectations of being able to influence the negotiations. I came to experience the feeling of being part of shaping the future.

45 000 representatives from civil society all over the world has come to Copenhagen with accreditation to participate inside Bella Centre, where the negotiations take place. The Centre holds 15 000, and also needs to hold all country delegations and media as well. This led the UNFCCC to limit the number of NGOs, which was received with a reluctant understanding. Yesterday the number of NGO representatives allowed was limited to 7000, and officially the same number is meant for today. The decision to limit the number to 1000 on Thursday and to 90 on Friday wasn't met with the same understanding. 90 people! What democratic process can be ensured when only 90 persons from all over the world are allowed to monitor and report when these 130 world leaders gather to decide over our common future?

As if that wasn't enough. Today there was a demonstration, where several delegates that were excluded wanted to manifest their discontent by marching up to Bella Centre. The manifestation of course deteriorates and cases of severe police brutality are caught on tape. I manage to get into Bella Centre, together with a few other Swedish youth, before the UNFCCC closes the doors for civil society representatives completely. We are deprived of the possibility to spread news through the press centre.

With an intact sense of hope but increasing worry I follow the negotiations live

during the day. The absence of NGOs and the fact that the negotiations are not proceeding as planned, leads to a sombre atmosphere in the Centre.

It was only after walking past a manifestation arranged by the 350.org where a group of about 15 youth sat on the floor with signs reading out a humble wish for a powerful climate agreement, while simultaneously reading page up and page down of names of the people who had been barred from entering the Bella Centre, that tears slowly began to trickle down my cheeks. An incredible sense of powerlessness spread through my body. I am extremely fortunate to be able to participate inside Bella Centre this close to the end of the negotiations. But no matter how much I post on Twitter, I cannot replace the thousands of people who have been locked out of these halls. And the more plenary sessions I see, the more distant my dream seems. My dream that my children will not have to live with the collective guilt that at one point must hit the world's population the day we realize that it is too late to make the difficult decisions that are needed for our own survival.

So what do I leave Copenhagen with – renewed energy or void of the last bit of hope? I was hoping I would know after I had finished writing this letter, but I am still too close to tears to tell.

The Ecological Footprint

All of us have an ecological footprint. It is a measure of how large the impact of our lifestyles are on Earth and how large an area our lifestyle requires. It is possible to calculate the different footprints for different countries and how many planets we would need if everyone had that lifestyle. To have an ecologically sustainable lifestyle it is important that we remain within the limits of our planet.

During our lives we use natural resources and we also need the planet to absorb the waste we create. The ecological footprint calculates the productive area that would be needed to produce the resources and take care of the waste. The productive areas include types of land that can produce different re-





sources and that can absorb the waste we create. Some examples are forests, pastures, cropland and fisheries. When the ecological footprint for different nations is calculated it shows that many richer countries have not solved their problems with overuse of resources but simply exported it. In our global world many things that we buy and use are produced somewhere else but since we use resources too fast on a global level this kind of export of the issues is no longer possible.

When we use resources faster than the environment can absorb the waste it creates and regenerate the resources it results in an overshoot. In 2014 we passed the overshoot day on the 19th of August and we would actually need 1,5 planets instead of the one we have. This overshoot day has been occurring since the 70s and it comes earlier each year as our demands on resources increase. When resources are used faster than they regenerate it can have many unpleasant consequences. Some of these are the depletion of fisheries due to overfishing, deforestation, fresh water shortage, and a build-up of carbon dioxide in the atmosphere, which contributes to climate change. None of these are good and they can all contribute to a less stable world in the future with conflicts and wars over resources such as fresh water and also migrations and disease.

By calculating the footprint for the entire earth, different nations, cities or individuals it is possible to visualise how much resources our different lifestyles demand and see where a change is needed. Some of the countries with the largest footprints are United Arab Emirates, Denmark, USA and Australia. All of these are far from sustainable while in the other end we have those with the small footprints e.g. Bangladesh, Pakistan, Eritrea and India. In addition to visualising where we are the ecological footprint can also be used to measure our progress as we move towards the goal of living within the limits of our planet.

Portrait: Severn Cullis-Suzuki



Severn Cullis-Suzuki was born in 1979 in Vancouver and has been an environmental activist since she was a child. At the age of twelve she attended the Earth Summit in Rio de Janeiro with her organization Environmental Children's Organization (ECO). During the summit she had the opportunity to deliver a speech to the delegates. The speech is nowadays famous as "The Girl Who Silenced the World for 5 minutes." In the speech she is presenting environmental issues from a youth perspective. She has a clear vision that the adults must start acting so that there will be a future for the new generation to come.

Throughout the years Severn has continued her career as an environmental activist. She has

studied at Yale University with a B.S in ecology and evolutionary biology. In 1993 she received the United Nations Environment Program's Global 500 Roll of Honour. One year earlier she published the book *"Tell the World"* which is a short book of environmental steps for families. Nowadays. She is a famous writer, activist and television host. She is also a member of the board in the David Suzuki Foundation. The David Suzuki Foundation is a science-based environmental organization in Canada and USA with the goal to *"Work towards balancing human needs with the Earth's ability to sustain all life. Our goal is to find and communicate practical ways to achieve that balance."*

Activity on Ecological Sustainability

This activity is about overexploitation of natural resources. The aim is to show how fragile our resources are, with fish as an example.

Requirements:

- **Materials:** 150-200 paper fish in different sizes and colours, a chart illustrating the value of the different types of fishes.
- **Time:** 60-90 minutes

Do:

Round 1

Divide the participants in 6 teams and tell them the following:

“Every team is a village that makes their living from fishing. In the sea there are several kinds of fish, and on this chart you can see the value of the different types of fish. When the bell rings you are all allowed to go to the sea (outside the activity hall) to fish. Until the bell rings again you can collect as many fish as you want. When the bell rings you must all return back to your villages (the activity hall).

When everyone is back in their villages you sell your fish to the facilitators (representing the fish market). The facilitators go around the groups’ stations and buy the fish. After selling your fish you have to pay taxes (collected by the leaders). If you cannot pay the tax, 1-2 people from your team have to go to jail for the duration of the next round. “

Note: In this round it should be possible for most villages to pay the tax.

Round 2

The facilitators take half of the fish that was collected in round 1 and redistribute it in the sea. While this happens the participants get the following message:

“A notice to all fishing villages: There has been a huge oil spill in the ocean, so be careful when you are our fishing. We don’t know how big a problem this is going to be.”

The participants go fishing again, knowing that the oil spill might be a problem. This time the tax collectors are demanding more money – because of the oil spill. This should result in 3-4 villages not being able to pay their taxes, and therefore having to send people to jail.

Round 3

Half of the fish from Round 2 is redistributed and the participants get this message:

“News about the oil spill: After examining the oil spill and the impact of it we are sorry to inform you that the oil spill has damaged the resources the fish need in order to live. Because of the amount of fish that has already been fished, resulting in overfishing, we don’t know how much fish there is left in the ocean.”

The participants go fishing, but this time they will have a hard time finding any fish. Since they can not catch enough fish most of them should not be able to pay the taxes.

Reflect:

Gather everyone and discuss:

- What was your task in this activity, and was this easy to do?
- Can someone explain the things that happened in the activity?
- Why do you think people had to go to jail?

Generalise/Apply:

- Why do you think that there was so little fish left at the end of the activity?
- Is there something you could have done different, so that there would have been more fish left in the sea?
- How did the oil spill affect the sea-life?
- What do you think will happen if we fish too much at once?
- How do you think people can protect the fish?
- Is it a problem if there is no fish left?

Are we (humans) responsible when, for instance, an oil tank spills?

Social Sustainability

Social sustainability is about building a society where the basic needs of people are met. It is about equity, health, quality of life, diversity, human rights, justice, community development and social responsibility. All members of a community should have equal opportunities and one of the most important challenges today is the eradication of absolute poverty. All humans should have a certain quality of life and resources should be distributed more equally. Many other social issues are related to poverty and a decrease in poverty is connected to a decrease of diseases, more education and a higher standard of living. But social sustainability is not only a question of poverty but also concerns influence and how decisions are being made.

Youth Influence

“The youths are the future”. A phrase frequently used by people in power that wishes to portray themselves as someone who respects and listens to young people. The problem in viewing youth in that way is that consequently their opinion only matters once they have grown up. Young people should be able to have their influence on society right now, and not only when they have grown up. Otherwise they will not be able to change it into what they think is right before they grow old themselves. Is what young people wish their local societies to be not important?

Most political decisions on a local level directly and immediately influence the citizens. World leaders discuss issues that affect all people in the world and the future of the planet. The possibilities to have power over your own life are crucial for the well being of the individual. Powerlessness prevents people from living a happy life, which is it both costly for the society and devastating for the individual. Therefore, it is important that people in power, both politicians and civil servants, on a local, national and international level gives citizens the possibility to have influence over issues of different proportions. It is important to look beyond the democratic elections, and make sure people have real influence even between elections.





Older generations has always viewed the younger generation as the lost one. Lazy, indifferent, bootless. That is, of course, an inaccurate impression. In essence, young people want to have power over the same issues as adults, and in the same ways. But instead of creating working structures for political participation of citizens, separate structures are created that allows young people to share their opinions only on so called “youth issues”.

People that are being deceived finds out sooner or later. Sooner or later, most people realise that they are being invited to sham-democratic alibi structures that seldom leads anywhere. To treat youth as a homogenous group and then to not listen to neither individuals or the group as a whole leads to exasperation within the group. The fact that young people often are being looked down upon and treated as if they were stupid leads to the loss of trust in adults and the adult world. Conflicts between groups of citizens are always bad for a society.

To let young people (and other groups) have influence over society, to have their opinions respected and heard to the same extent as the opinions of adults (who coincide with the norm) is substantial for a sustainable development of the society. It is essential for the wellbeing of citizens, affects where we choose to live and makes sure that we can work, which consequently is essential for a good economy of a country. It makes work a little bit trickier for people in power positions, but it also makes life much easier for all citizens, and in the long term it has got a positive effect on the world. Still, young people have to fight hard to be able to have influence over matters important to them. It is hard to give away power that you have gained - and because of that, people in power positions do not.

Youth influence is necessary for a sustainable development of both local and global society, but the most important argument for young people to have influence in all matters is that they have the right to it. Influence over society is a right, and nobody should have to ask for it.



JIA Courage House - *a Personal Reflection by Frida Hall*

I think we all can relate of feeling hopeless and that some problems in this world are too big to even handle. What can I do, just one small person without any connections or essential resources? It may sound like a cliché but everyone can't do everything but you can always do something. To make this earth of ours sustainable we need to work together, this is my way of participating in the reach for a more sustainable development.

JIA Courage House, children's centre, is a children's home for former street boys in Kenya. It was founded in 2010 by a woman named Grace Khan and is now managed by Julia Snive from Sweden. There are 24 boys living at the children's home right now, they are in the ages 10-20 and all of them have very rough backgrounds involving family violence, drugs, crime and poverty. At JIA Courage they get a second chance to get clean and get back to school. The home is depending on sponsoring from private persons and fundraising, so everyone that gets involved makes a huge difference. When I joined this children's home I just wanted to do what I could to hopefully help someone, I never in a thousand years thought that I would get so much back.

A still remember my first trip to the home in 2013, this was my first trip to the African continent so off course I was a bit nervous. I've been told about its amazing culture but also many horror stories. As soon as I stepped of the plane I was met by the darker side of Kenya and its corruption. I had barely gotten my luggage before the toll staff was on me, trying to convince me that I had to pay extra for bringing clothes for a children's home in to the country. But when I finally arrived to the home I was welcomed with love and excitement, and I felt that the long journey was going to be worth it after all. To be able to be a small part of something that is changing the future for someone for the better is more than I could ever hope for. The goal with this home is to keep these boys away from the streets, to give them a brighter future so that they may be able to pay it forward.

On my first visit I also got to experience “Garbage day”, this is a project Julia started to make the boys more aware of the environmental problems that their country is faced with. One day a month, all of the boys clean and pick up garbage around their community and try to spread the word of “Garbage day”. This project helps them to value the environment and learn them to live a more sustainable lifestyle. This was the first time I’ve seen a bunch of kids with joy in their eyes while stepping in knee high garbage and mud, everybody was helping even four years old Dennis (son to one of the staff) had his hands on a shovel. For me to see that even those who have nothing can contribute with something made me warm inside. This is what it’s all about!



Portrait: Hans Rosling



Hans Rosling is a well-known professor of global health at Sweden's Karolinska Institutet, the medical University in Stockholm. He spent his 20 years of research studying the links between economy and health in Africa, Asia and Latin America. Further he has also co-founded Médecines sans Frontiers in Sweden and been an adviser to WHO and UNICEF.

He is dedicated to spreading facts and dispelling myths about the so-called developing world. To do this he uses his skills as a lecturer and makes statistics and facts exciting and relatable. He often uses the Trendalyzer software

developed by the foundation Gapminder, which he co-founded. The software transforms statistics and data from boring columns to interactive graphics and help spread facts about the world. According to Hans Rosling most people are stuck in an old world-view and the world is in fact better off than we think it is. Even though the world is a better place than most of us think it is we still have a lot of problems to deal with. People are stuck in absolute poverty and the progress towards health and wealth in the world has come with the price of increased CO2 emissions and a climate crisis.

Activity on Social Sustainability

This is an activity about power. It lets the participant discuss what power is, if it is good or bad and how it is used.

Requirements:

- **Time:** 60 minutes

Do:

Move the group onto one side of the room with a wide space on the other side. Ask for one volunteer. Have this person walk onto the empty side of the room, face the group and pose in a position that represents power. Try to ensure you select someone to begin with that will set the tone in an interesting and productive way.

The first volunteer stays frozen at the front and the facilitator asks for a next volunteer. This person has to go and pose with the other person, but their pose must take power away from the original volunteer. Next, the facilitator will tap people on the shoulder, and each of these people must join the scene, taking power away from the people already existing on stage. Try to encourage people to stay silent unless sound is a part of their pose.

After everyone is on stage, the facilitator will tap the original volunteer and ask him or her to come back to the other side of the room. Slowly the facilitator will tap all of the people in the scene one by one and ask them to return to the original side of the room.

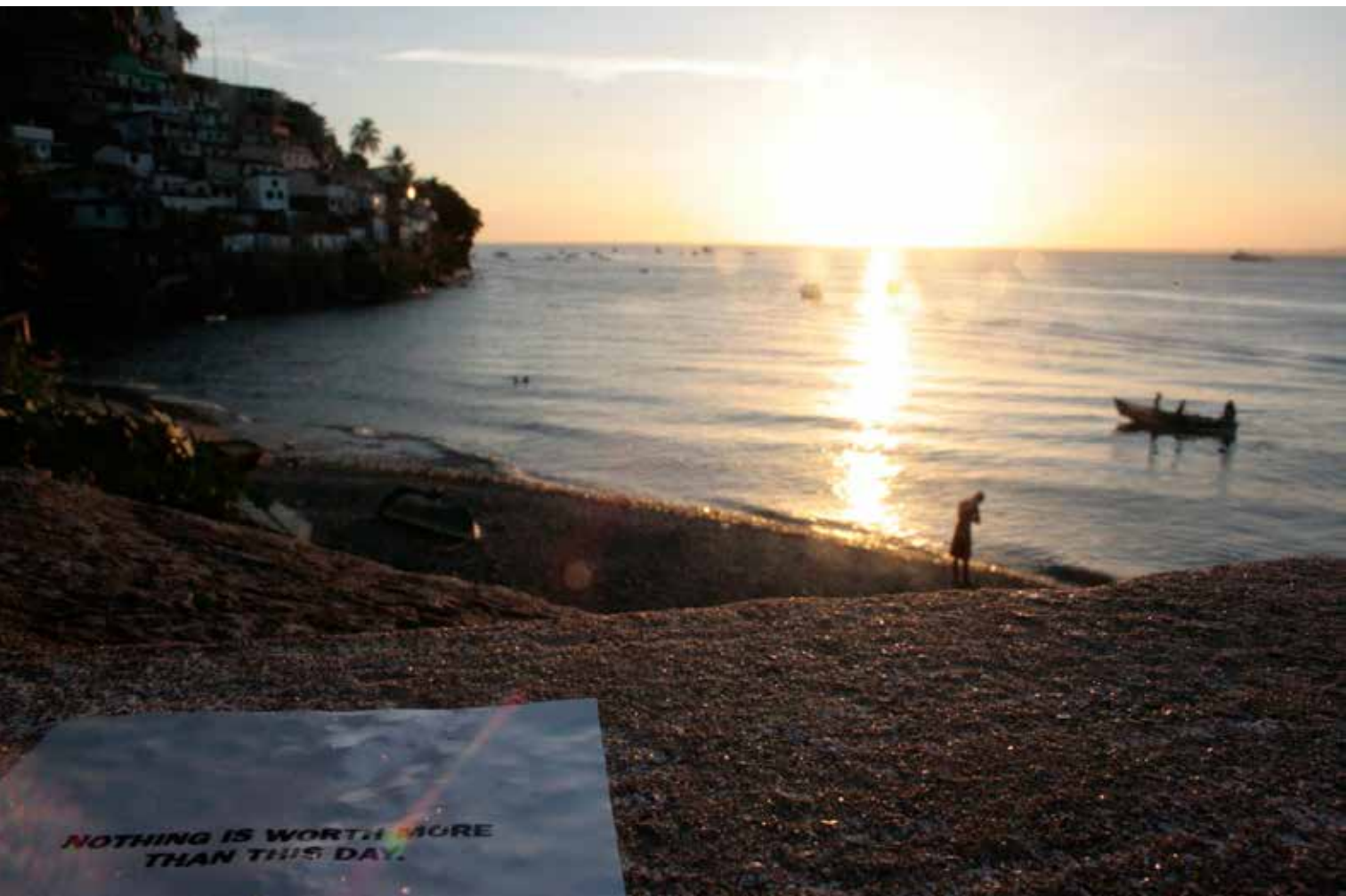
Reflect:

- What positions and stances did you use to take power?
- Why do those positions and stances show power?
- How did you define power?

Generalise/Apply:

- Is power harmful or helpful?
- Who has access to power?
- Does power play a role in our everyday lives and communities?

- Have you ever experience using power on someone else or having it used on you?
- How can we learn to take and give power based on our knowledge?



**NOTHING IS WORTH MORE
THAN THIS DAY.**

Economical Sustainability

Economical sustainability concerns the distribution and usage of resources. In short, to make sure we do not waste resources and that we distribute them in a just way. The most common discussion about economics and sustainability is the conflict between infinite growth and finite resources. Economists have come up with different ways to adapt our economic systems to acknowledge that our resources are finite and can come to an end. Some people think that it is enough to adapt today's economic systems while others think that we need something completely new. It is a dilemma because economic growth has been seen to improve living standards and reduce poverty but it is also related to serious ecological degradation.

The Worth of the Earth

Today there is barely a day on our lives when we do not buy anything. We consume things all the time and usually we pay a monetary price for it. When we buy something like a banana, a t-shirt or a car we expect that what we pay covers all costs for producing the item. When we pay for the banana we believe that the price covers what it cost to plant, grow, harvest, package, and transport it to the store. We may think that the people who are growing the bananas may deserve a higher wage but we still think that all these things are included in the price and to some degree they usually are. But there is one thing that is generally not included and that is the cost for the environment.

Most products contribute to environmental damage of some kind during its production, shipping or when it becomes garbage. But when we buy a banana or a cotton t-shirt we, mostly, do not pay for the degradation of the environment. Bananas and cotton are grown with large amounts of pesticide. This has a negative effect for the environment and can eradicate entire species and have severe negative health effects. These kinds of things that are not included in the price are called externalities by the economists. Within the field of environmental economics the idea is to include these costs into the price. The reason-



ing is that when one has to choose between an organic banana and a regular banana in the store the difference in prices should not be as it is today. If you choose the organic banana a part of the price will cover the costs for staying away from harmful pesticides but when you choose the regular banana the damage caused by the pesticides is not included. So the organic banana is more expensive because the regular is too cheap. But how much more expensive should a banana be to cover the environmental degradation?

This question is harder to answer than it seems to be at first glance. What we are asking is really what the Earth is worth. To put a price on the degradation of our environment we must know what the environment is worth. The environment provides us with things like oxygen and fresh water that are necessary for survival and very hard to value. Though there are different methods to get a monetary value for the environment there is an argument regarding whether or not it should have a monetary value at all.

Those who are against a monetary value on the environment claim that it is near impossible to get the price right. The environment and its ecosystems are very complex and it is hard to foresee the effects of our actions. There are many uncertainties involved and therefore it will be hard to do it correctly. However it is also argued that if there is a price on the environment that also means that it is for sale. It sends the message that we can continue as usual as long as we pay for the environmental damage we cause which is not really sustainable. This is why many argue that our environment and its ecosystems are too valuable.

Those who want to value the environment monetary think that even though the value may be off because of many uncertainties it might be better to assign the environment a monetary value than have it as it is today when it is practically free to use and misuse. Even if the estimated value of our environment may be off it can still be used to encourage a more sustainable behaviour. If we knew how much environmental damage costs we could include it in the price of products. One example could be the fuel taxes that some countries have because

the pollution is bad for the environment. Similarly a high price on our forests could show that a working forest ecosystem is worth more than the money that can be earned on timber. A higher price on cotton clothing could show that the water used for watering the plants is a very valuable resource compared to the clothing produced from the cotton. This way it could be easier to protect the environment since it would be more valuable to protect it than to harm it and it would also encourage us to live more sustainable.

So there are positive and negative sides to putting a price on our environment. There are benefits with valuing the environment to promote sustainability but also the negative notion that the environment is for sale. However it is important to keep in mind that in the end we only have one earth to live on and in that sense it is priceless.





Where Does Your Old T-shirt Go? - a *Personal Reflection* by Amanda Dahllöf

This spring I went to Rwanda in East Africa to write my bachelor thesis. Rwanda is a country with a small area but with 11 million inhabitants. Its small area and large population makes it the most densely populated country in Africa. Between the volcanoes of the Republic of Congo in the east and the steppe landscape of Tanzania in the west, Rwanda is an emerald green country with rolling hills as far as the eye can see. It is called the “land of a thousand hills” and it really lives up to it.

My friend Julia and I lived in Kigali, the capital of Rwanda, for two months. At home in Sweden we studied textile economics together at the Swedish School of Textiles in Borås. When it was time for us to write our thesis we chose to write about the competitiveness of clothing manufacturing in Rwanda. Why Rwanda? Well, it is a good question. The textile industry in East Africa has increased rapidly the last years, and when one of Julia’s relatives told us about a fashion designer in Kigali we sent an email – and got the ball rolling.

The fashion designers name is Jojo and she became one of our best friends in Kigali. We were at the same age, but she felt so much older than us. We were students while she was an entrepreneur with eight employees and a large customer base with many loyal regulars. She was only five years old when the horrible genocide, where almost one million people were killed during three months, took place in Rwanda. Such experiences force children to grow up quickly and Jojo confirms that she has had to fight hard for everything she wanted to do in her life.

As an important actor in the fashion industry in the country she is a driving force for new, budding business opportunities. Only a couple of years ago there were no fashion companies in the country – today there are twenty large ones and they are becoming more and more. Kigali has its own fashion week since two years and it is arranged with support from the arrangers behind New York



Fashion Week.

But most consumers in Rwanda do not buy their clothes from local fashion designers. Some go to the tailors at the markets but most people buy imported second hand clothes from Europe and USA. The second hand clothes are popular for their design and quality.

The second hand clothes have given rise to a debate. Many governments in Africa have forbidden import of second hand clothes to support the local clothing production. This has led to an increase in illegal import and that clothes are smuggled across the borders. In Rwanda the import of second hand clothing is still legal, with the exception of underwear and bed linens that have been forbidden to prevent the spread of bacteria and disease through second hand textiles. Many of the entrepreneurs we interviewed agreed that it was hard to compete with the low prices on second hand clothing. But all agree that the cheap clothes are needed so that the poorest can afford to buy clothes.

Our friend Jojo brought us on a shopping tour at Kigali's best second hand markets. Among thick down jackets, rows of high heels and piles of underwear were brand new shirts from European stores, with tags still attached. While Jojo was trying on new heels she told us about her earlier finds at the markets. She had bought shoes and bags from French and Italian luxury brands at the second hand markets in Kigali. To her, as to many in Sweden and the rest of the world, second hand shopping is like a treasure hunt. It is a hunt for the perfect find and a way to develop an individual style with unique clothes and accessories. "This is Africa's fast fashion," says Jojo, "we do not have access to H&M or Zara like you have in Europe". She makes a good point because to shop at the second hand market is a quick way to renew the wardrobe and follow trends.

Even if the import of second hand clothing is threatening the local clothing production it should not be forgotten that the second hand markets create many jobs. It takes a lot of people to take care of distribution, logistics, laundry and ironing of the clothes, and sales at the markets. For many persons this is a way to earn enough to survive, especially if they are not qualified to work in a factory or live in rural areas, far away

from the cities where the factories are located. The import of second hand clothing is profitable. We heard this from a fashion designer who used to work as a distributor of second hand clothing. He made more money on that than having his own brand and his own design.

So what is my conclusion? Are second hand clothes good or bad? Should we leave our old clothes to organisations or not? I don't have the answer to that. What I want to say with this text is that it is not black or white. But one thing is for sure: what goes around comes around. Don't be surprised if you visit a country in Africa and see your old t-shirt walking down the street styled with a pair of skinny jeans and well-polished shoes.

Tragedy of the Commons

When we use natural resources we usually pay for it and whoever owns the resources can manage them and make sure they do not sell too much in order to let the resources regenerate over time. A forest owner does not fell and sell every tree but allows time for the forest to regenerate. But what if there is no owner? Such resources are known as commons as they belong to no one and can be used by everyone.

The economic theory about the tragedy of the commons is based on an example from the 1800s. When several persons share an area of land where they can let their cattle graze the area is overgrazed and destroyed. If a person added a few extra animals to his own land he would get the benefit of the extra cows but also the loss and damage of the land. However if he added the animals to the shared land he would get all the benefits but only a fraction of the damage, which would be shared by all persons. If everyone added animals to the shared area to maximise their own profit the land would be overgrazed and destroyed.

Today this is happening to many commons such as the atmosphere and its oxygen, oceans, rivers, and fish stocks. The problem with commons is that no

particular person or nation owns them and so they are overused and polluted. We pollute the air and the ocean but since it doesn't belong to anyone it is hard to agree on how to handle it. The theory has been criticised as a way to promote private ownership as the only solution that would be impossible when it comes to air and water. It calls for a different solution where we work together and agree on limits for how to use and pollute our commons. The theory shows that we need to stop trying to maximise our own benefits at the expense of our commons.





Portrait: Jeffrey Sachs



As the Special Advisor to United Nations Secretary-General Ban Ki-moon on the Millennium Development Goals Jeffrey Sachs is a world-renowned economist known for his work on sustainable economic development. He has written bestselling books on the subject and acted as an advisor to several states regarding their economic strategies. After receiving his Ph.D. from Harvard University at the age of 28 he has been working on ending poverty, promoting economic growth, fighting hunger and disease, and promoting sustainable environmental practices.

Sachs is known for his statement that it would be possible to put an end to extreme poverty (living on less than 1 USD per day) in 20 years. This would be possible if the rich countries in the world came together to help the poor and increased the aid given to the poor. Through investments in areas like health and education it would be possible to help those living in extreme poverty to escape the poverty trap. There are others who disagree with the view that aid is a good way to achieve this but Sachs says that if the aid is spent in a correct way it can allow people to help themselves.

Activity on Economical Sustainability

Requirements:

- **Materials:** Paper, pens
- **Time:** 60 - 90 minutes

Do:

Divide the participants into groups with 4-6 persons in each group. The groups are given 10 minutes to write down ten important things that they would like to buy. It does not have to be things that you can buy in reality. The leader writes all things from each group on a big piece of paper so everyone can see it.

Each group gets 1000 money and gives the groups 10 minutes to decide what they would like to buy and how much they are prepared to spend on each thing. The leader starts the auction and decides what the starting bid will be for one of the things. The groups will bid and the highest bidder wins the thing. The leader should start with less important things like candy or cars and end with things like love, air, food and peace. The groups must stick to their 1000 money and can not bid more than they have. Continue with the auction until everything is bought.

Reflect:

- How did you cooperate in the group?
- Did someone decide everything?
- Did you get what you planned to buy?
- Where the things more expensive or cheaper than you expected?
- What was expensive/cheap?

Generalise/Apply:

- Are the expensive things in the activity also expensive in real life?
- Are some things more important to some people, and less important to others?
- What happens when people cannot afford the things that they need?
- How can we make sure that everyone gets what they need to live a happy life?





Notes

Here are a few blank pages for your own notes and ideas.
Get creative, take action!

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