

SUSTAINABLE DEVELOPMENT LAB: 1 DAY KNU-WORKSHOP

COMPLEMENTING INTERNATIONAL LAW PLUS - PROGRAM

Date: 5th July 2018, 9a.m. – 5 p.m.; Location MW 177, N 008

Workshop held by: Dr. Claudia T. Schmitt, Dr. Hilmar Westholm and Meike Schickhoff (KNU)

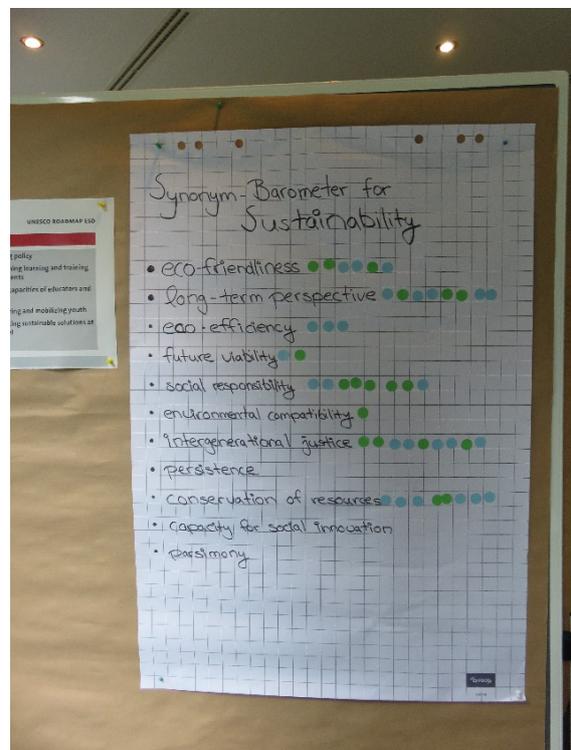
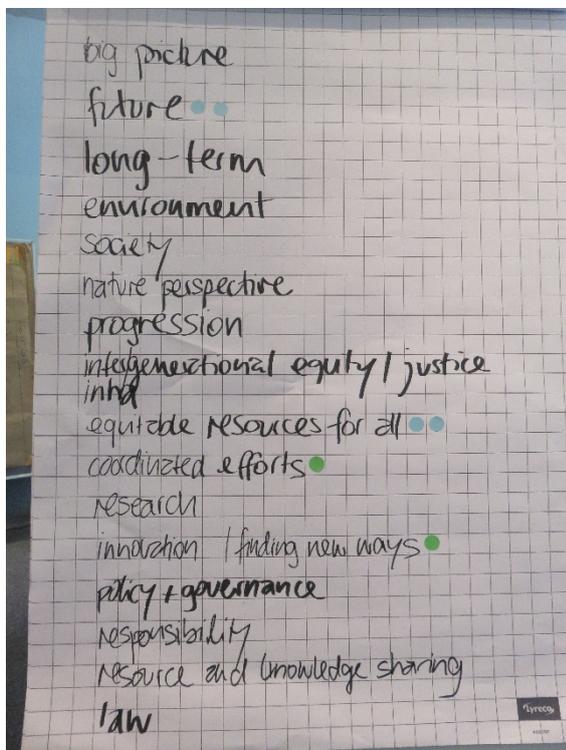
Language: English

Attendees: 10 students from MQ and 7 students from UHH. Disciplines: International Law/Environmental Law.

Workshop Summary

Module 1: Introduction to SD Topics

- Welcome and short input concerning sustainable development, the KNU and its activities (cf. www.nachhaltige.uni-hamburg.de)
- Discussion on different meanings of the term/notion “sustainability” and introduction of the “Synonym Barometer” (cf. Schmitt & Palm, 2017): collection of possible synonyms for sustainability (such as long-term perspective, intergenerational justice, social responsibility, eco-efficiency etc.); participants were asked to choose the three terms which – in their point of view - match the meaning of “sustainability” the most.



Results: Close up on collected synonyms (left) and terms from the Synonym Barometer (right). Students from UHH and MQ took differently colored dots. However, there seems to be no clear difference between the groups concerning the synonyms they chose.

- Short input about the UNESCO Roadmap Education for Sustainable Development and discussion

Module 2: SDGs and Environmental Law

- Students reported about their work on Environmental Law and SDGs
- “SDG constellation walk”: SDGs-cubes in the room and participants were asked to
 - go the one which personally affects them the most in their everyday life and explain why
 - go the one which is focused within their studies and explain how
 - go the one which they think is least important and explain why

Results:

a) Many of the female students chose “*gender inequality*” as the SDG that personally affects them the most. They explained that especially the field of law still seems to be very dominated by male stereotypes. Some students chose the SDGs “*sustainable cities and communities*” and “*sustainable consumption and production*” since they try to live sustainable in their everyday life and feel like this is a way forward towards a sustainable development. One student chose “*climate action*” as the most relevant of the SDGs. He explained that climate change is such an urging topic that it affects all other SDGs negatively if there is no immediate action.

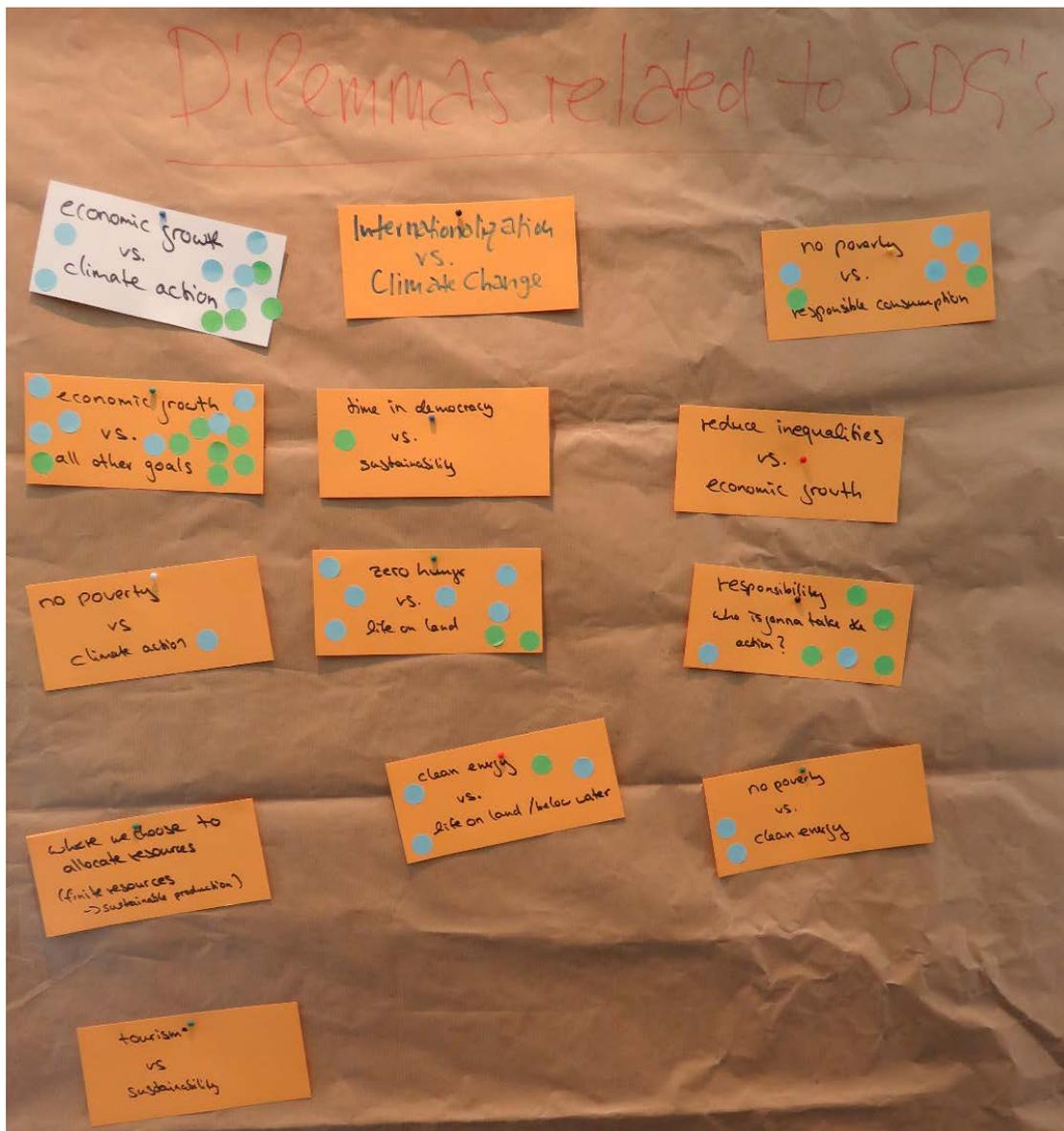
b) Clusters emerged concerning the SDGs “*Quality Education*”, “*Reduced Inequalities*”, “*Climate Action*”, “*Sustainable Cities and Communities*” and “*Peace, Justice and Strong Institutions*”. By writing down different issues of their work concerning the respective SDG(s), an “Orientation Map SDGs and Environmental Law” was created and discussed:



c) Many students agreed that to decide which of the SDGs might be the “least important” one was really a tough decision. Some participants decided for “*decent work and economic growth*”. They especially referred to economic growth as a troublesome issue and explained that many countries have pursued economic growth as a number one goal for a long time, leading to climate change and other problems. A brief discussion on degrowth approaches followed. It was mentioned that decent work and economic growth do not always go together but might indeed be conflicting goals (within a single SDG).

Some participants decided for the SDG “*partnerships for the goals*” to be the least important one, arguing that all other SDGs might also be achieved without partnerships. Another SDG chosen was “*zero hunger*”. It was argued that if “no poverty” was achieved, there would not be any hunger anyway. The participants who decided for “*no poverty*” used the same rationale: If all other SDGs were achieved, there would not be any poverty anyway.

- Identification of and discussion on which SDGs might conflict with each other. Participants came up with dilemmas such as “economic growth versus climate action”. Since economic growth still heavily relies on fossil fuels, it conflicts with the aim of reducing emissions. Detailed results:

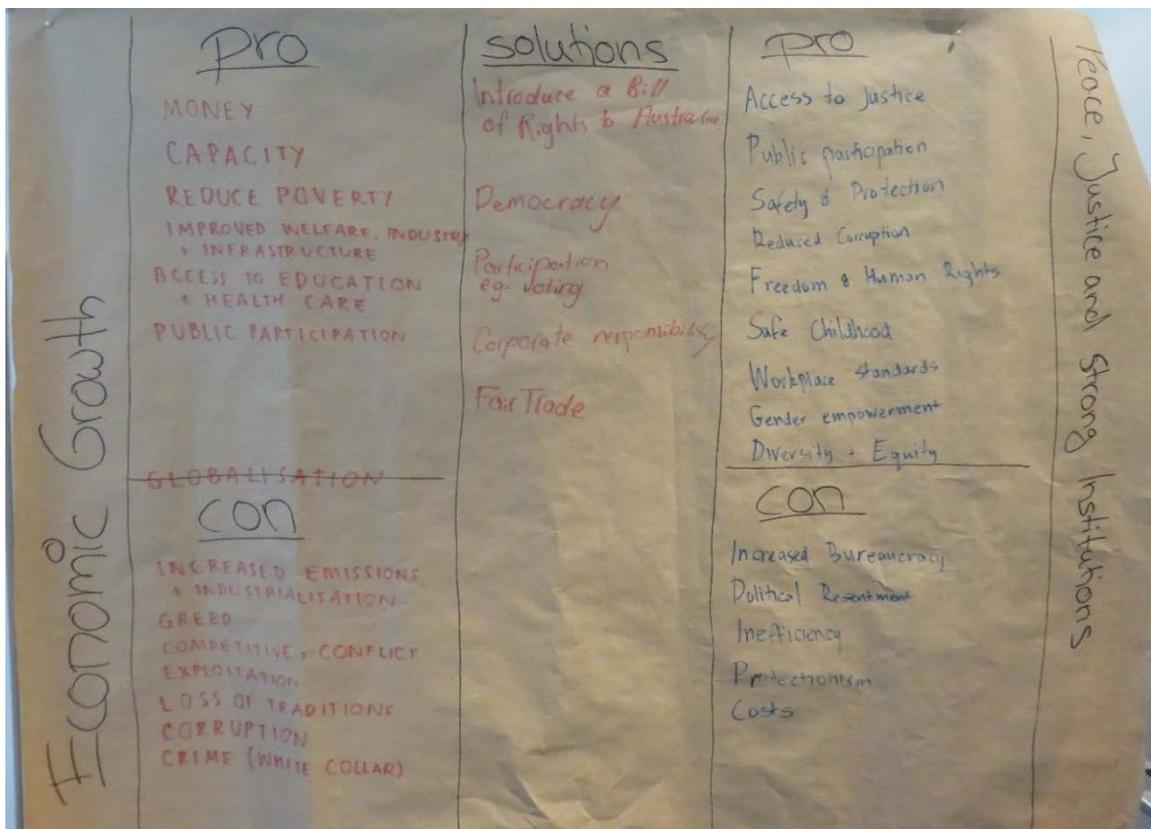


Participants then were asked to indicate by dots which of the dilemmas they would like to elaborate on within the following module of the workshop

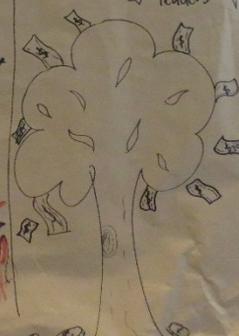
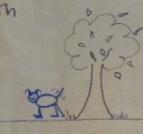
Module 3: Challenges of Sustainable Development

- Group work on three chosen dilemmas: “economic growth vs. peace, justice and strong institutions”, “economic growth vs. climate action” and “economic growth vs. reduced inequalities”. Collection of pros and cons for each perspective and suggested solutions for integration. Results of each group were presented via” roleplay”

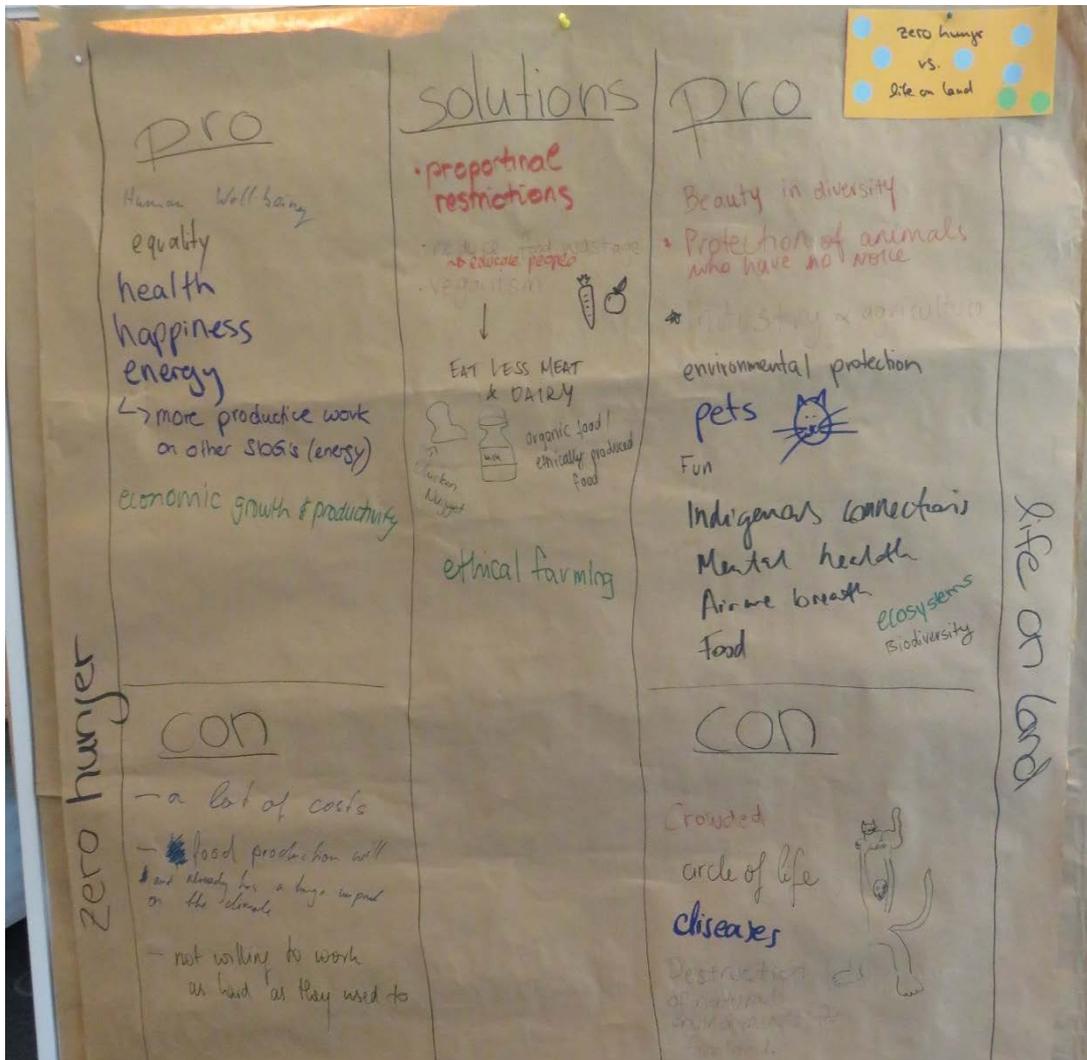
Results of group work in detail:



Economic Growth	<p><u>PRO</u></p> <ul style="list-style-type: none"> More money to spend on other goals Quality of life increases Greater independency, adaptive capacity & power Security Resilience 	<p><u>solutions</u></p> <p>Use profits from economic growth to reduce inequalities</p> <p>↓</p> <p>Reduced inequality to lead to economic growth</p> <p>=</p> 	<p><u>PRO</u></p> <ul style="list-style-type: none"> Greater happiness Quality of life increases Amelioration of historic injustices Achieves basic human rights Empowerment & increase in social capacity 	Reduced Inequalities
	<p><u>CON</u></p> <ul style="list-style-type: none"> Risk of natural & human resource exploitation Greater disparity between resource distributions Dominates attention & priority Has led to climate change Leads to unequal distribution of power 	<p><u>CON</u></p> <ul style="list-style-type: none"> Rich people suffer Mult. employ. positive discrimination Bottom line suffers 		

Economic Growth	<p><u>PRO</u></p> <ul style="list-style-type: none"> Jobs + income flow Welfare Money for climate action Investment Disposable income Global influence 	<p><u>solutions</u></p> <ul style="list-style-type: none"> innovation + new economic markets (but the transition will be hard and requires global co-operation) * positive policies ↑↑. proportional restrictions on economic flows (eg caps on industry) carbon pricing mechanism. strong political will + leadership. 	<p><u>PRO</u></p> <ul style="list-style-type: none"> human civilisation! Environment <ul style="list-style-type: none"> • animals (Biodiversity) • reduced climate damages innovation & new industries for growth 	Climate Action
	<p><u>CON</u></p> <ul style="list-style-type: none"> - anthropocentric - Can facilitate inequality - Impacts on climate + environment 	<p><u>CON</u></p> <ul style="list-style-type: none"> • expensive • requires resources, knowledge and innovation • Disrupts key economic markets. • Job loss (ie mining) • Deprives developing states from opportunity to industrialise • Who pays for it? DEBATE/ RESPONSIBILITY 		

- Brainwalk to gather perspectives and possible solutions concerning other dilemmas:

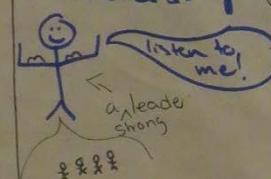


responsibility
 who is gonna take the
 action?

PRO

Someone has to create
Solutions (agreed)

Leadership



♀♂♂♂

CON

- very hard to
determine (agreed)
slow to take
action

- always subject to
political concerns

Solutions

Common but differentiated responsibility
agreed!

Treaties

LOSS & damage (the group)

Share knowledge & resources
& promote sustainable
development

Polluter pays principle

CBDR

PRO

All humans are responsible
therefore everyone else should
bear responsibility

**Cooperation
is encouraged.**



Even though some
countries produce less, they might
have good solutions
↳ especially, be
often they are affected
more - everyone should
contribute!

RESPONSIBILITY

DIFFUSION OF RESPONSIBILITY

<p>PRO</p> <p>environmental protection → Climate change clean air and water less pollution health (e.g. asthma) • new jobs in that field</p> 	<p>SOLUTIONS</p> <ul style="list-style-type: none"> - protected areas - Don't put new energy projects in migration paths (YAR FARM IN CHINA) - standing for animals 	<p>PRO</p> <p>clean energy vs. life on land / below water</p> <p>Biodiversity food</p> <p>HAS VALUE IN ITSELF</p> <p>resources</p> <p>Cultural connections of people to marine or land environments/species</p> <p>Fun Mental health Air water</p> <p>LIFE</p> <p>life on land / below water</p>
<p>CON</p> <p>more expensive → for poor countries development slows down</p> <p>Can kill birds & bees (agreed)</p> <p>a lot of space is needed ← pollen makes hay fever</p> <p>Hard to implement in a city - but this is where the energy is needed</p> <p>Loss of jobs (for example in coal industry)</p> <p>clean energy</p>		<p>CON</p> <ul style="list-style-type: none"> • Very complex • Agriculture & fishing in destructive • Costs in regulation/compliance for monitoring <p>protection of land below might interfere with human needs</p>

Module 4: Workshop wrap-up

- Psychological perspectives on Sustainable Development were briefly mentioned, referring to different cognitive and emotional perceptions of justice, moral reasoning etc. for example (cf. Schmitt & Bamberg, 2018). Moreover, a psychological model of human value structure (Schwartz, 1992) was introduced, naming general human values identified within several international studies and their motivational conflicts (openness to change vs. conservation; self-enhancement vs. self-transcendence)



- Reflection and feedback on the workshop:
 - *getting a practical perspective from people working in the field of SD*
 - *visualization*
 - *lots of interactive parts*
 - *some redundance concerning SDGs*
 - *Value-model was quite interesting and new*
 - *Critical perspective on the SDGs interesting; are solutions developed within the UN?*
 - *Idea: do a roleplay about the SDG*
 - *Nice to hear different perspectives and people with different backgrounds*
 - *Global North/Global South discussion was illuminating*
 - *Hard to decide which of the SDGs might be least important*

REFERENCES:

Schmitt, C.T. & Palm, S. (2017). Sustainability at German Universities: The Universität Hamburg as a Case Study for Sustainability-oriented Organizational Development. In Leal Filho, W. (Hrsg.). Handbook of Sustainability Science and Research. Berlin: Springer.

Schmitt, C.T. & Bamberg, E. (Hrsg.) (2018). Psychologie und Nachhaltigkeit: Konzeptionelle Grundlagen, Anwendungsbeispiele und Zukunftsperspektiven [Psychology and Sustainability]. Wiesbaden: Springer.



Schwartz, S. H. (1992). Universals in the structure and content of values: Theoretical advances and empirical tests in 20 countries. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (pp. 1–65). Orlando: FL: Academic.

Photos: KNU/Schickhoff