

# Transformative Learning Journey Tackling the Root Causes of Global Crises



## DOCUMENTATION

Workshop 2, 9th-13th December 2019

Fohrde







	Mon	Tue	Wed	Thur	Fri	
8 <sup>00</sup> -9 <sup>00</sup>		BR EAK FAS T				
9 <sup>00</sup> -9 <sup>30</sup>		Morning Check-in			D E P A R T U R E S	
9 <sup>30</sup> -13 <sup>00</sup>		Four denials	soft radical beyond REFORM	'TLJ' constellations		
13 <sup>00</sup> -14 <sup>30</sup>		L U N C H				
14 <sup>30</sup> -17 <sup>30</sup>	A R R I V A L S		Exchange on explorative phase	with/out modernity	Action experiment + logistics	
17 <sup>30</sup> -18 <sup>00</sup>	Reflection Groups					
18 <sup>30</sup> -20 <sup>00</sup>	D I N N E R					
20 <sup>00</sup>	Opening	Movie night				

How can we unfold existence with/out separability?

with/out questions  
modernity

How can we respect the pace and readiness of peoples learning while being accountable to those negatively affected by this learning and its pace?

long-haul questions



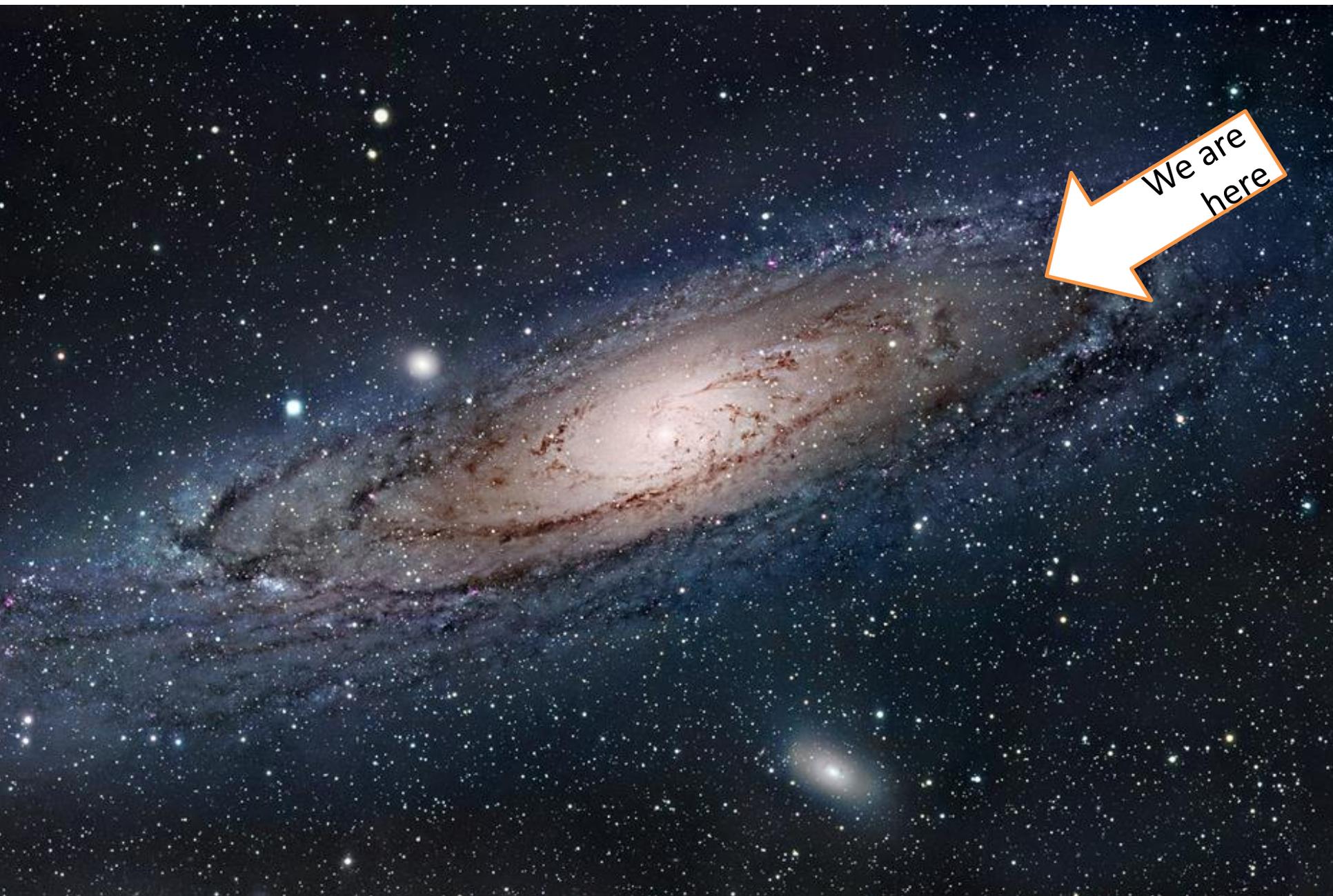
For more infos:

Website: <https://www.bridge47.org/>

On Twitter: [@Bridge47](https://twitter.com/Bridge47)

On Facebook:

<https://www.facebook.com/groups/bridge47/>



We are here



### 1) the denial of systemic violence and complicity in harm

How is material prosperity here created by poverty somewhere else? How do poor (or rather, impoverished) countries and peoples subsidize our comforts, securities and pleasures? How do we benefit from exploitation, expropriation and destitution? How are we complicit in harm? Why don't people talk about this? Why can't people stop this?

### 2) the denial of the limits of the planet (the fact that the planet cannot sustain exponential growth and consumption)

How are we consuming the planet and making it un--inhabitable? Why do people deny that the current patterns of ecological destruction, consumption and exploitation are unsustainable? How long do we have left? How are we going to face the end of the world as we know it?

### 3) the denial of entanglement (our insistence in seeing ourselves as separate from each other and the land, rather than "entangled" within a living wider metabolism that is bio--intelligent)

Where does the separation between (hu)man and nature come from? Why do we see ourselves as separate from the Earth and from each other? What are the consequences of thinking and feeling we are separated from nature and from each other?

### 4) the denial of the immensity of the problem

(source: Global Citizenship Education Otherwise  
<https://decolonialfutures.net/gce/>)



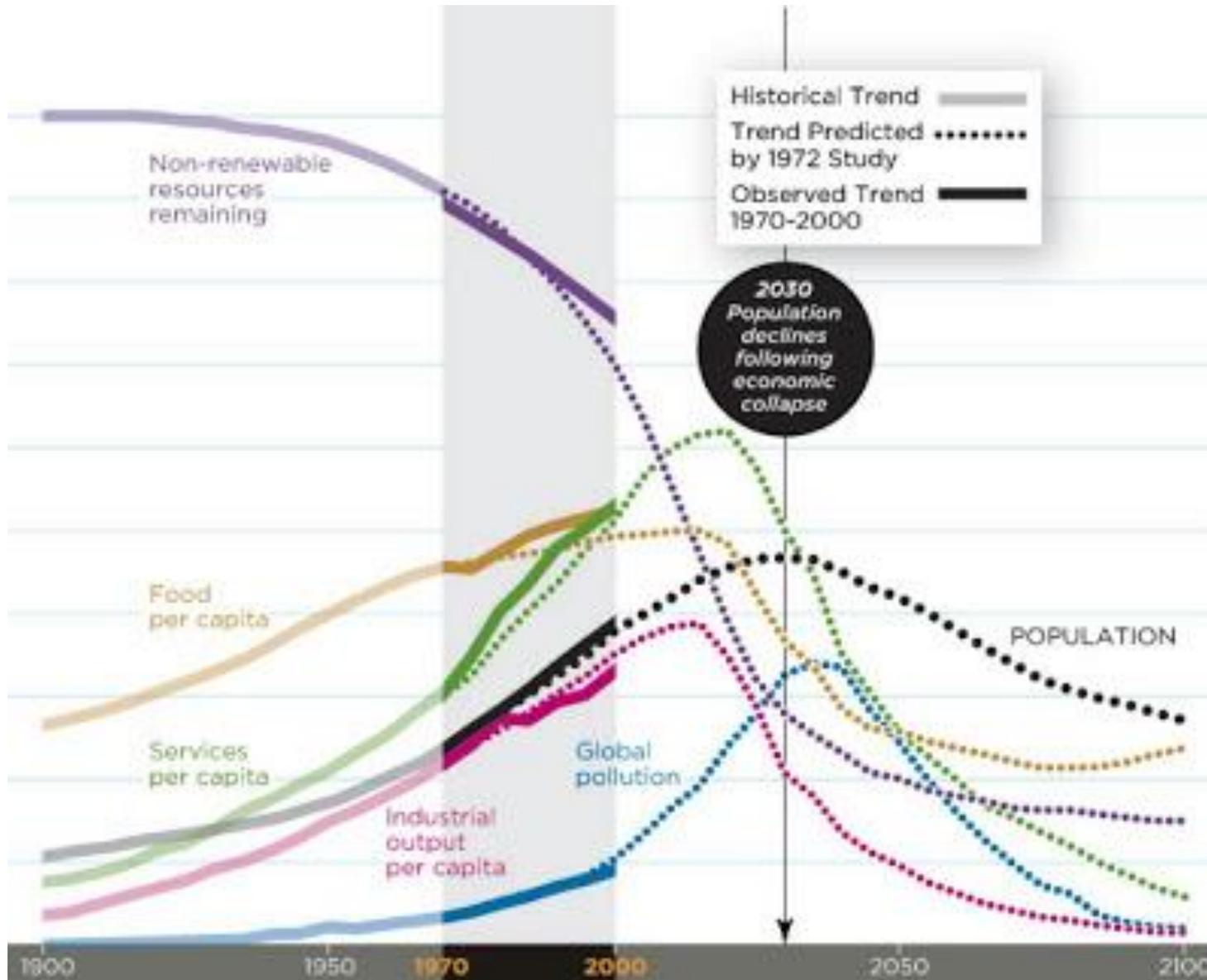
#### Abuela Grillo

short-film produced by The Animation Workshop and the Community of Bolivians Animators

[https://www.youtube.com/watch?v=AXz4XPuB\\_BM](https://www.youtube.com/watch?v=AXz4XPuB_BM)



Where are we and what is going on?



Vir: Club of Rome,  
Limits to Growth,  
1972  
[www.clubofrome.org](http://www.clubofrome.org)



## How many Earths do we need if the world's population lived like...



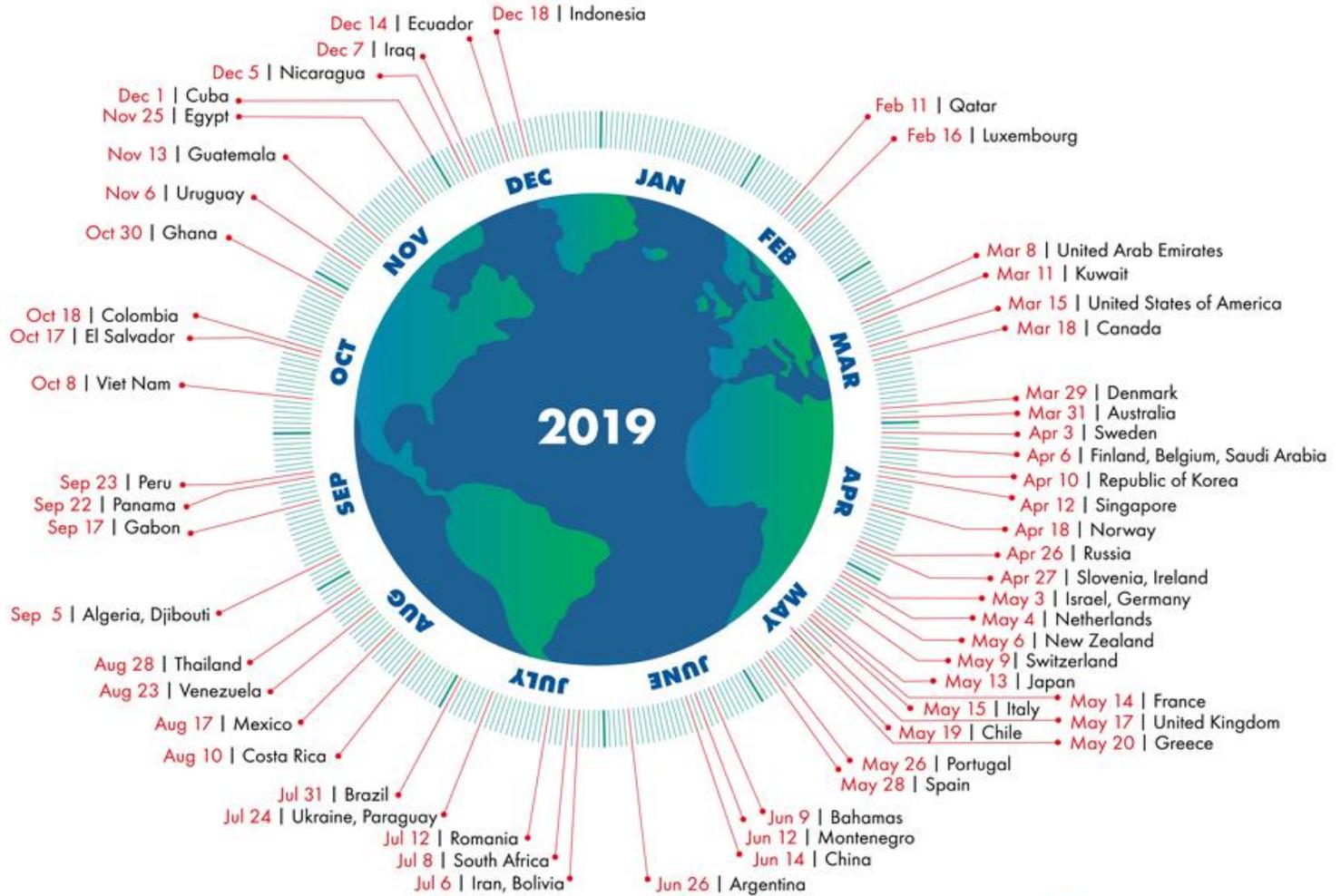
<https://www.footprintnetwork.org/>

Source: Global Footprint Network National Footprint Accounts 2019



## Country Overshoot Days 2019

When would Earth Overshoot Day land if the world's population lived like...



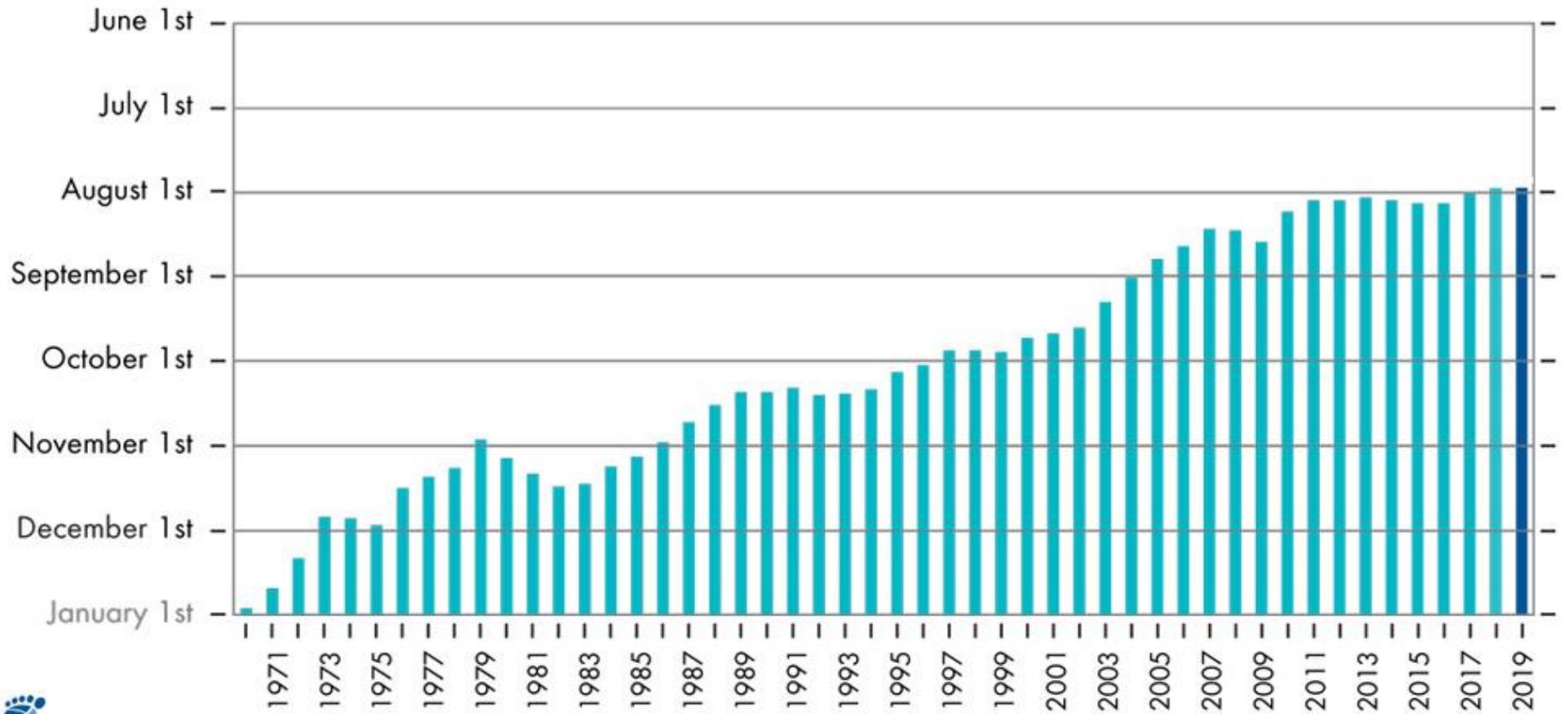


**1 Earth**

## Earth Overshoot Day 1970-2019



**1.75 Earths**

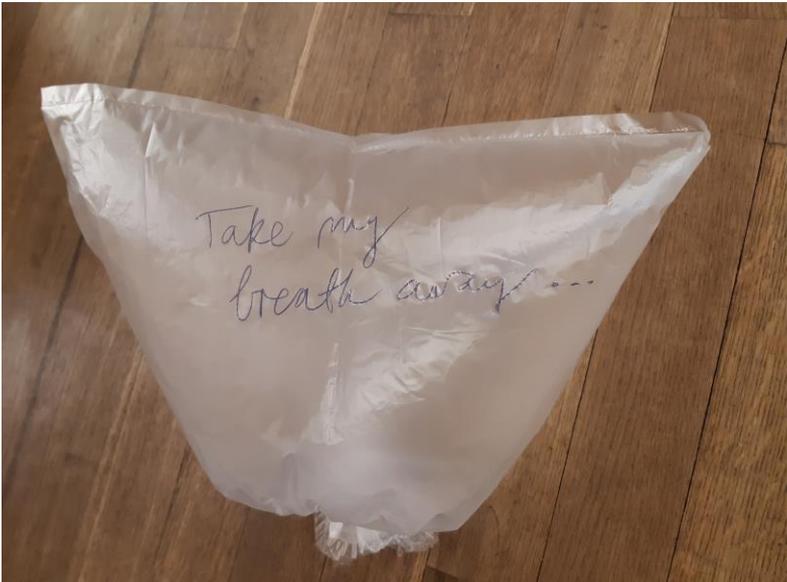


Source: Global Footprint Network National Footprint Accounts 2019

## Circuit of Inseparability exercise

*Making the invisible visible... Connect to one's breathing. Establish a circuit of breath within oneself. Extend this circuit to another person.*







**The Apu Chupaqpata Global Education Centre's 'Global Education Principles' (2012) are:**

1. The entire planet Earth (i.e. Pachamama) is my home and country, my country is my mother and my mother knows no borders.
2. We are all brothers and sisters: humans, rocks, plants, animals and all others.
3. Pachamama is a mother pregnant of another generation of non-predatory children who can cultivate, nurse, and balance forces and flows, and who know that any harm done to the planet is harm done to oneself.
4. The answers are in each one of us, but it is difficult to listen when we are not in balance, we hear too many different voices, especially in the cities.
5. The priority for life and education is balance: to act with wisdom, to balance material consumption, to learn to focus on sacred spiritual relationships, to work together with the different gifts of each one of us, with a sense of oneness. Our purpose is to learn, learn and learn again (in many lives) to become better beings.
6. There is no complete knowledge, we all teach, learn and keep changing: it is a path without an end. There is knowledge that can be known and described, there is knowledge that can be known, but not described and there is knowledge that cannot be known or described.
7. Our teachers are the Apus (the mountains-ancestors), Pachamama, the plants, what we live day by day and what has been lived before, the animals, our children, our parents, the spirits, our history, our ancestors, the fire, the water, the wind, all the different elements around us.
8. The serpent, the puma and the condor are symbols of material and non-material dimensions, of that which can be known, of that which cannot be known or determined, and of the connections between all things.
9. The traditional teachings of generosity, of gratitude, and of living in balance that are being lost are very important for our children – it is necessary to recover them.
10. The world is changed through love, patience, enthusiasm, respect, courage, humility and living life in balance. The world cannot be changed through wars, conflicts, racism, anger, arrogance, divisions and borders. The world cannot be changed without sacred spiritual connections.



## **Declaration of Decolonizing Education**

Manish Jain

I can no longer accept a narrative of education, which teaches me that my village grandmother was illiterate, primitive, backward, stupid, uneducated, underdeveloped, uncivilized and not capable of managing their own affairs.

I can no longer accept a narrative of education which standardizes, sorts, brands, and condemns millions of beautiful brilliant talented children around the world as ‘failures’, ‘problems’ and ‘slow learners’ and uses certification as a tool for denying people access to future learning and working opportunities.

I can no longer accept a narrative of education that teaches us that the ‘head’ is more important than the heart, the hands and home.

I can no longer accept a narrative of education that sees my links to my land, to my local languages, to my seeds, to my rivers, to my trees, to my histories and herstories, to my body, to my inner voice, to the spirit world, to my community all as a barrier to modernization and development which must at best be destroyed if we are to progress, and at worst be condemned to a multicultural day festival in school.

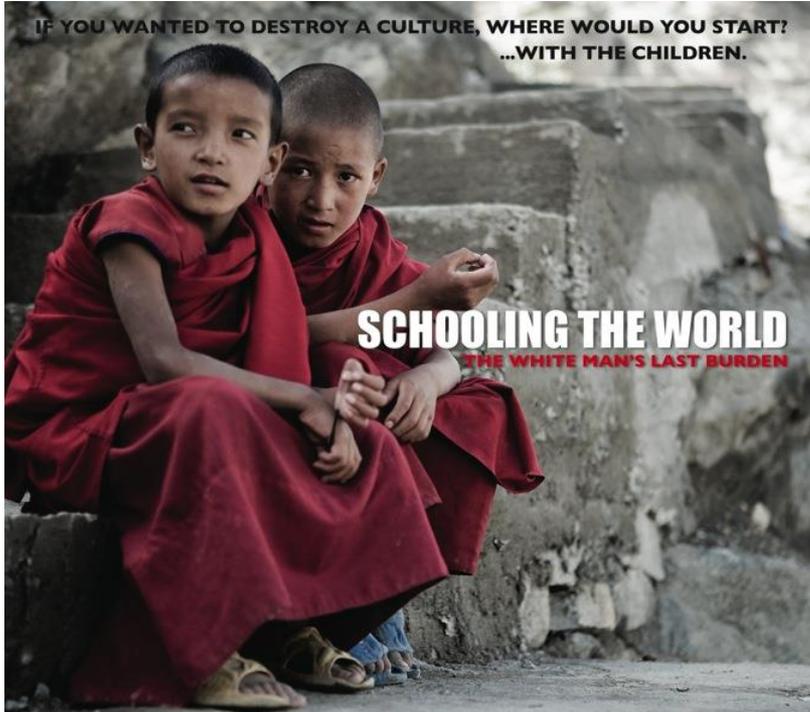
I can no longer accept a narrative of education that teaches me that physical work in the fields, in my home and in my community is drudgery and my children’s definition of ‘happiness’ lies in drinking Coca Cola, eating at McDonalds, using Fair and Lovely face whitening creams and chatting on Facebook.

I can no longer accept a narrative of education that teaches me that I have to compete against others in my community and against peoples from other countries to survive.

I can no longer accept a narrative which teaches me that learning is a commodity (along with the air, water, land, food) and that knowledge is the property of individuals through copyrights and patents.

I can no longer accept a narrative of education that teaches me that we are poor in education because we don’t have schools, trained teachers or scientific knowledge. So we need more foreign direct investment, we need more foreign aid, we need more public-private partnerships, we need more free trade agreements, and we need to always trust the Experts over the wisdom of our communities.

I can no longer accept a narrative that gives power to the ‘Ministry of Human Resources’ to define what it means to be human.



## Schooling the World: The White Man's Last Burden

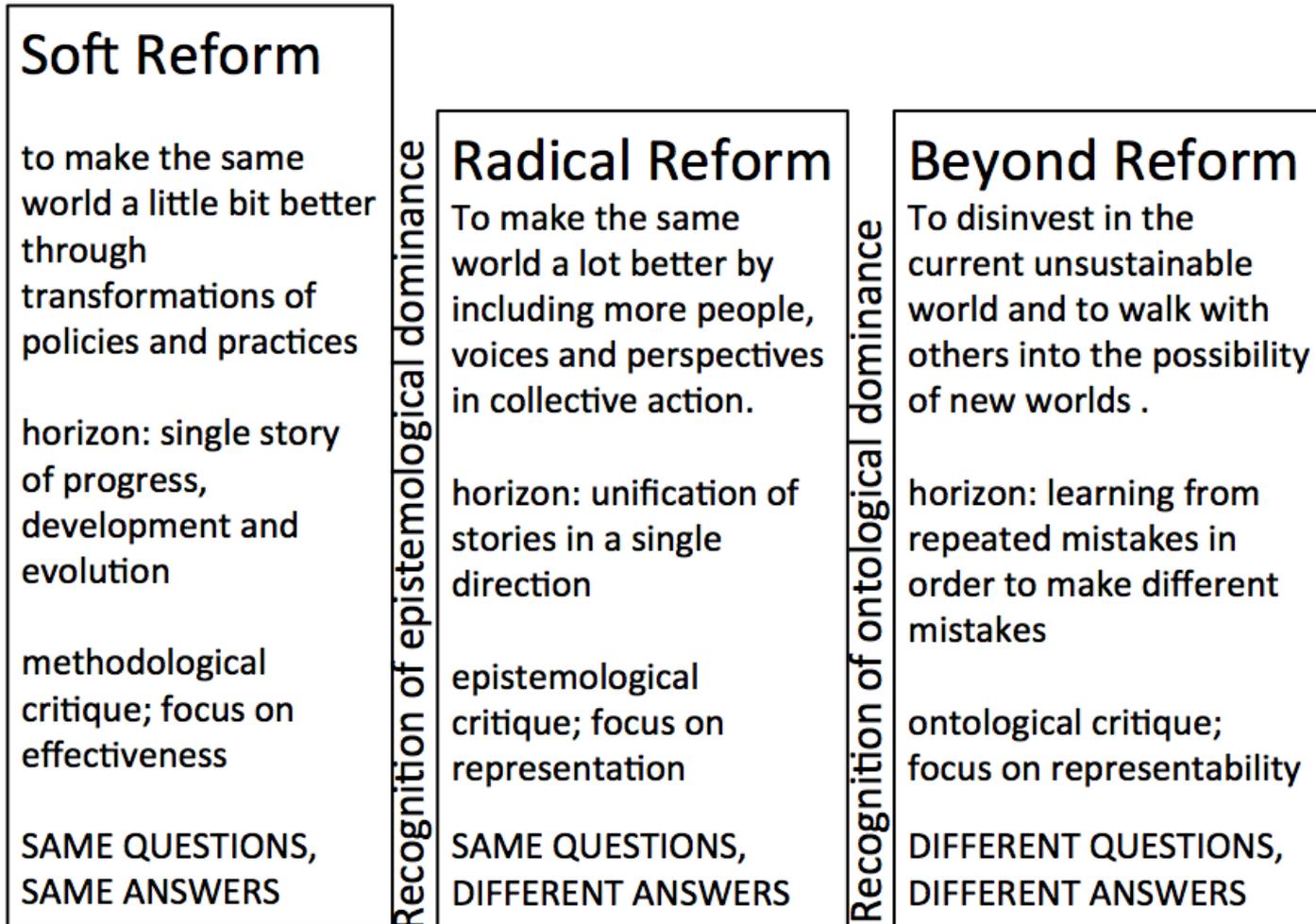
How has formal education colonized our hearts, intellect and imagination with messages about and desires for individualistic metropolitan consumerism?

„If you wanted to change a culture in a generation, how would you do it?“

„You would change the way it educates its children.“

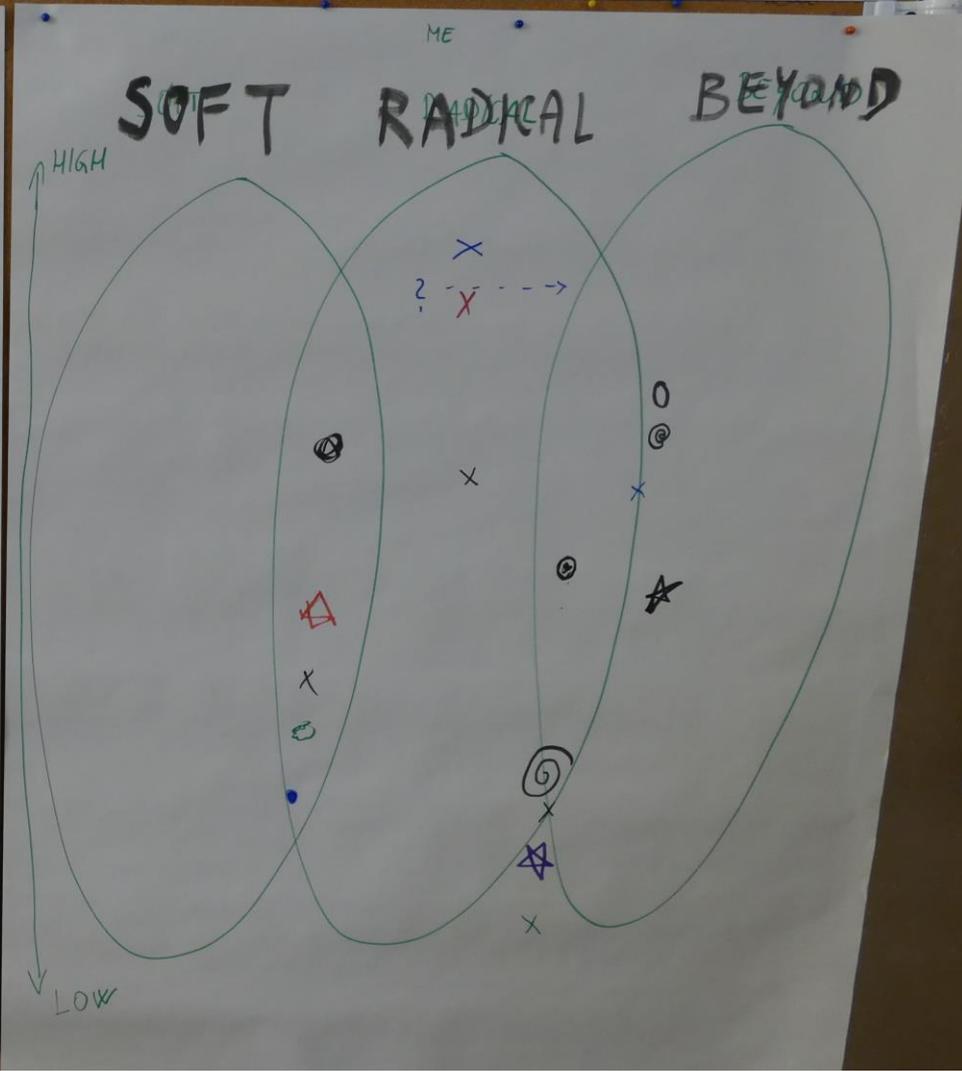
<https://schoolingtheworld.org/viewfilm/>





Where would my organisation be positioned:

Where would I position myself:





This deck of cards offers questions and invitations related to affective and relational work “within” and “gesturing out of” (with/out) modernity.

<https://decolonialfutures.net/withoutmodernitycards/>



*An exercise in collective dreaming: Invitation to try to look into what lies ahead. Without planning, thinking ahead.. just observing and recording what appears.*

*Let's try to take ourselves, our wishes, our ambitions out of the equation and let the earth dream through us.*

*Let's not try to imagine or to project what we are supposed to see or experience, just simply let it happen...*





*After the dreaming session, take the pencils and crayons and draw what is it that emerges for you.*

*It can be related to anything that you saw in your dreams or it can be something that you hand wants to draw.*

*Do not try to control it, just let it express itself.*

*Continue to draw, even if you do not know, what it is that you are drawing.*

*Have a look at the different pieces and see if we can find ways how these images can be put together.*

*Let's arrange them in different configurations and try to see, if there is something in there that speaks to us.*







OLGA TOKARCZUK

"The Tender Narrator"

→ Nobel lecture

Movie "alphabet" by Erwin  
Wagenhuber (A1) about education in Europe

L.ã? Chute du Ciel  
David Kopenawa

- "A queda do Céu"



*you were good Thank you!*

*I'm so happy to meet Teresa and know that Teresa had full support this time! Many thanks to you both.*

**Keep the energy**

*Journal to understand very well the core theme of facilitation*

**What would you like to say to the facilitator/organizer?**

*Thank you! So really, really much appreciate for creating a space for us to think, talk, laughing, connect, dance, question, listen... etc*

*See you*

**Thank you!**

*Thank you so much!!!*

**Thanks a million all!**

**Tereza + Rene are a great team!**

**Together stronger! Good mix!**

*Thank you very much for holding such a diverse and complex space and for keeping it open even when difficult so much with joining.*

*Thank you! We are all the TJ members.*

*You've held the sky for us... You've created a home for our dreams. I am Grateful...*

*Thanks a lot! I see you are putting your heart on what you are sharing, and what is covered.*

*Can have to be yourselves!*

*Some things I would have wished some clearer advice. Nevertheless: Thanks a lot!*

*Can we connect again through the World Social Forum or other spaces that Cominda supports that operate internationally?*

*www.curriculumglobaleconomicosolidaria.com (read Global Principles to adhere!)*

**What is the next?**

**What is the next move for this group after TJ?**

**meeting between TJ1 & 2 !!!**

**Can we connect again through the World Social Forum or other spaces that Cominda supports that operate internationally?**

*please*

*there is B47 innovation fund but only for project countries I think*

*Can we connect again through the World Social Forum or other spaces that Cominda supports that operate internationally?*

*www.curriculumglobaleconomicosolidaria.com (read Global Principles to adhere!)*

**Can Bridge Support experimental actions financially?**

**there should be TJ3!**

*How can things work out collectively?? (not difficult)*

*Could be great to have an opportunity to invite trainers/participants for some activities*

*Can we meet with former participants? Or share also ideas with them?*

*webinar with them?*

*or connect?*

*Continue meaningful conversations on line.*

*Thank you! Well done! You are all doing great work!*

*love you all.*

**What would you like to say to the group?**

**I ♥ you all even more now!!**

**goraibh mile matha again!**

*Stay as you are now*

*you are good Thank you!*

*Thank you! Thank you!*

*Thank you for LISTENING*

*This time together is so precious to me. Go well! Thank you everyone!*

*You are great humans!*

*Thank you, why do I have to thank you?*

*Thank you for creating the wonderful space together! So loved to connect to seeing you all in person.*

*Thank you for your presence and that is alive in you!*

*Thanks for all the love and inspiration!*

*You will be with me in Helsinki, in S. Paulo, and wherever I go.*

*Thank you for creating the wonderful space together! So loved to connect to seeing you all in person.*

**People's experiences wisdom**

**a deeper relationship with the group**

**New activities**

**What inspired you?**

**What you take with you?**

**Sharing of experiences**

**Experiences & the warmth in the group**

**Activities with connection**

**Year's A community Absolutely!**

**Know more about the state's work, experiences, leadership, passion, content, etc**

**non-verbal activities to means of communication**

**meeting without talking**

**relating without talking**

**meeting together gave me hope for the earth again**

**meeting my fellow travelers and facilitators, our reactions, our support, sharing, making research together**

**Difficult perspectives/values! appreciate them**

**getting to know the people who want to their stories**

**friendship and cooperation is much beautiful things that I treasure!**

**Experiences during connectivity exercises!**

**Year's A community Absolutely!**

**Activities with connection**

**Year's A community Absolutely!**

**Know more about the state's work, experiences, leadership, passion, content, etc**

**I was inspired by everyone's smiles, trust and full participation in some activities that felt so exposing - we made our vulnerabilities our strengths - thank you!**

**the realization that nature is healing and wise, this is a beautiful thing!**

**the realization that nature is healing and wise, this is a beautiful thing!**

**the realization that nature is healing and wise, this is a beautiful thing!**





Upload your Action Experiment Concept Note on Trello by 30th January 2020

Receive an individual written feedback by 15th February 2020

Reconnect with focus groups

Join a small group mentoring call on your concept notes in the second half of February

Join a webinar (with external input or as group exchange) in March/April

Conduct your Action Experiment till the end of April

Upload your Action Experiment Report on Trello by 30th April 2020

And come together in May 2020 for the Workshop 3 and the Global Conference 😊





**Be safe and courageous on the explorations to come...And see you in May!**