

Transformative Learning Journey Tackling the Root Causes of Global Crises



DOCUMENTATION
Workshop 1, 6th-11th October 2019
Fohrde





WELCOME

BRIDGE 47

TRANSFORMATIVE LEARNING JOURNEY

	Mo	Tue	Wed	Thr	Fr
8-9 ⁰⁰	BREAKFAST				
9-9 ³⁰	A R R I V A L	Morning check-in			D E P A R T U R E
9 ³⁰ -13 ⁰⁰		Theories of change I	Workshop	Transformative Learning circle	
13-14 ³⁰		LUNCH BREAK			
14 ³⁰ -17 ³⁰	W e l c o m i n g	Theories of change II	Theories of change III	Debrief and evaluation	
17 ³⁰ -18 ³⁰		Reflection groups			
18 ³⁰ -20 ⁰⁰	DINNER				
20 ⁰⁰	Bonfire				



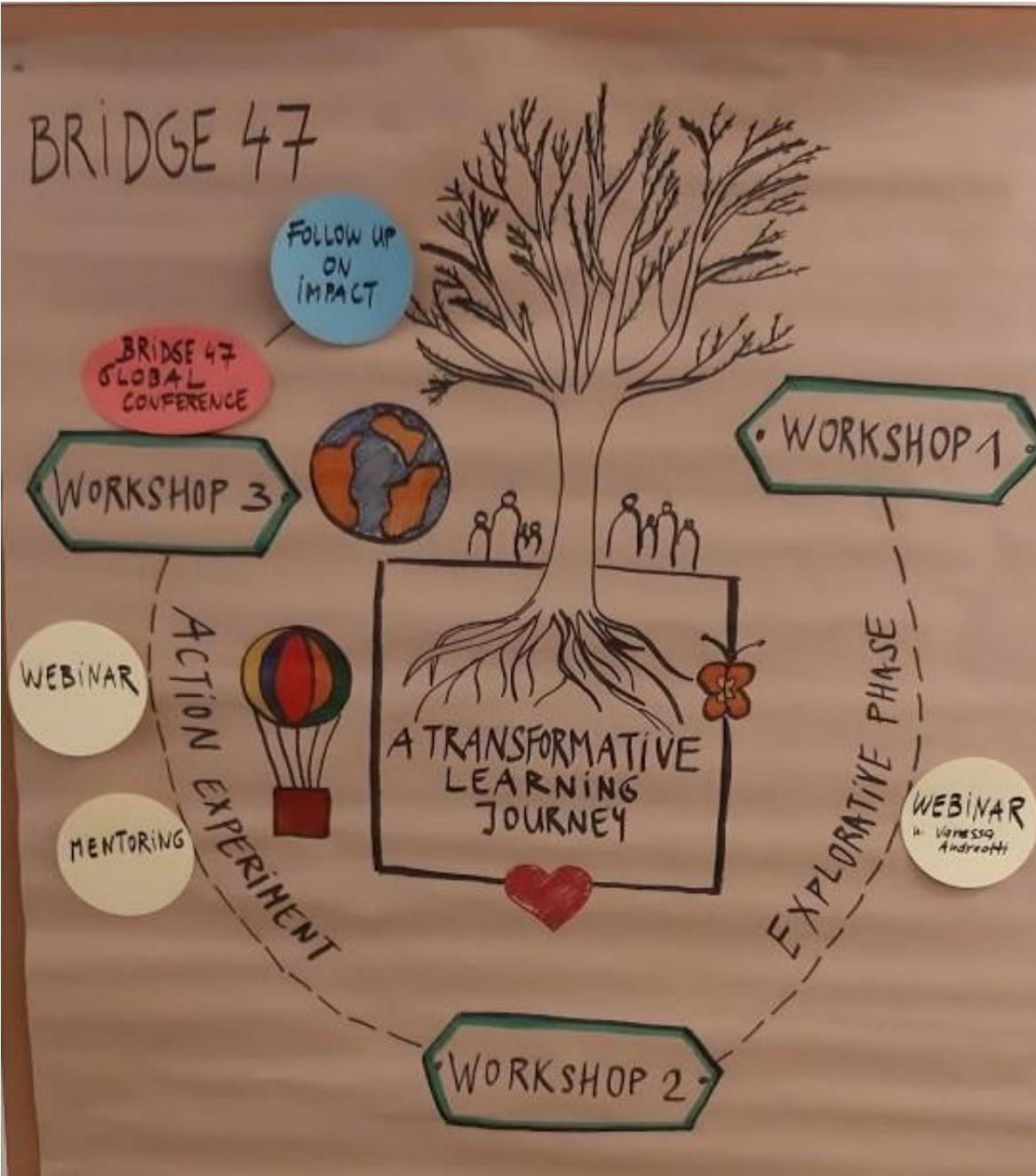
For more infos:

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

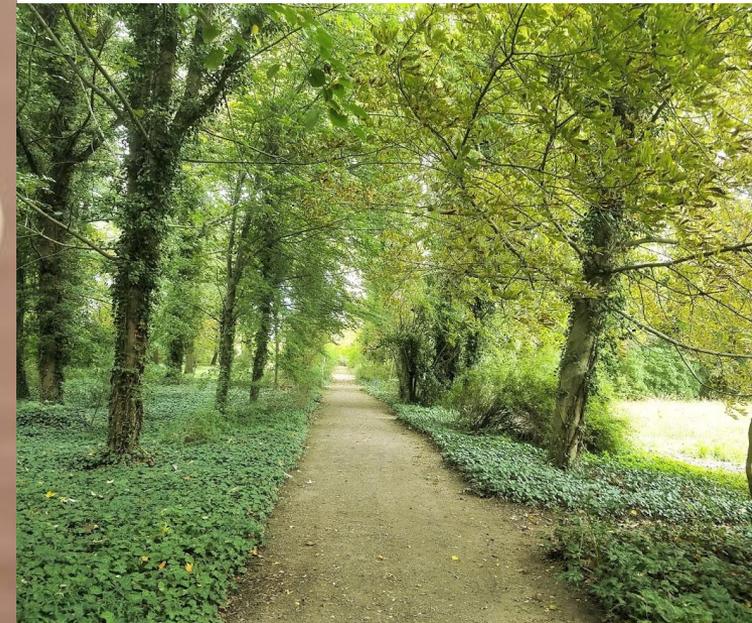
On Twitter: [@Bridge47](https://twitter.com/Bridge47)

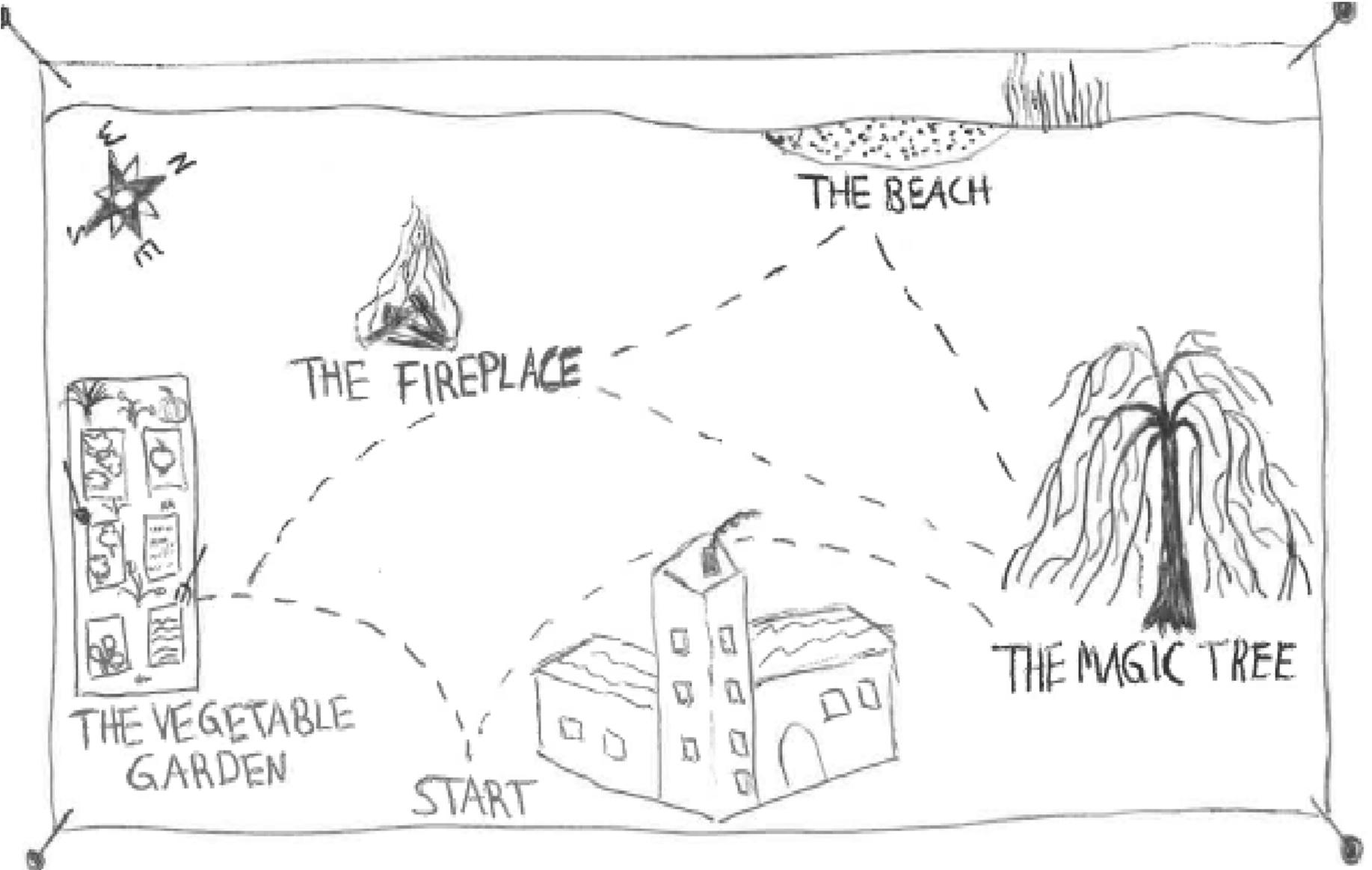
On Facebook:

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



This is our map but as with many Journeys in life, we might have a route and destination in mind and still end up somewhere else, following the paths that unfold before our feet while we walk them - into the wilderness beyond our fences. So we don't know yet what will happen and will just see with curiosity where this journey will take us...





The Fire Place: Sit down around the fire place and share: *What is the fire in your belly that drives you in your activism / education / struggle for change?*



The Beach: *Look at the river and imagine it could carry you away to any place where you feel “home”. Where would that be, how does it look like and why do you feel you belong there? Everybody builds something from / or in the wet sands that symbolizes that place. Take the others on a tour!*



The Vegetable Garden: Explore which vegetables, fruits and herbs do you recognize? Gather in one place and let the garden stir your imagination: *If you see transformative education as planting a seed: Share what that seed is in your imagination and what it needs to grow?*



The Mystical Tree: Gather under its crown. Stay in that shelter in silence. Do whatever this place invites you to do for 5min. Share your experience.





Analogy / Metaphor of the *Tree of Problems*

Leaves = Symptoms

- Ex1: Insect Extinction
- Ex2: Discrimination
- Ex3: Emotional Poverty
- Ex4: Overconsumption

Branches&Trunk = Structures / Systems

- Ex1: Industrial Agriculture
- Ex2: Racism
- Ex3: Schooling
- Ex4: Capitalism

Roots = Paradigms, Hidden Values, Mental Infrastructures, Ontology

- Ex1: Disconnection of Human from Nature
- Ex2: Dualistic / hierarchical thinking
- Ex3: Primacy of rational and cognitive knowing (*European Enlightenment*)
- Ex4: Individualism / Primacy of material needs

This is not a linear cause-effect model but levels / layers of problems which are interdependent!



What are the problems?

What is the nature of the problem?

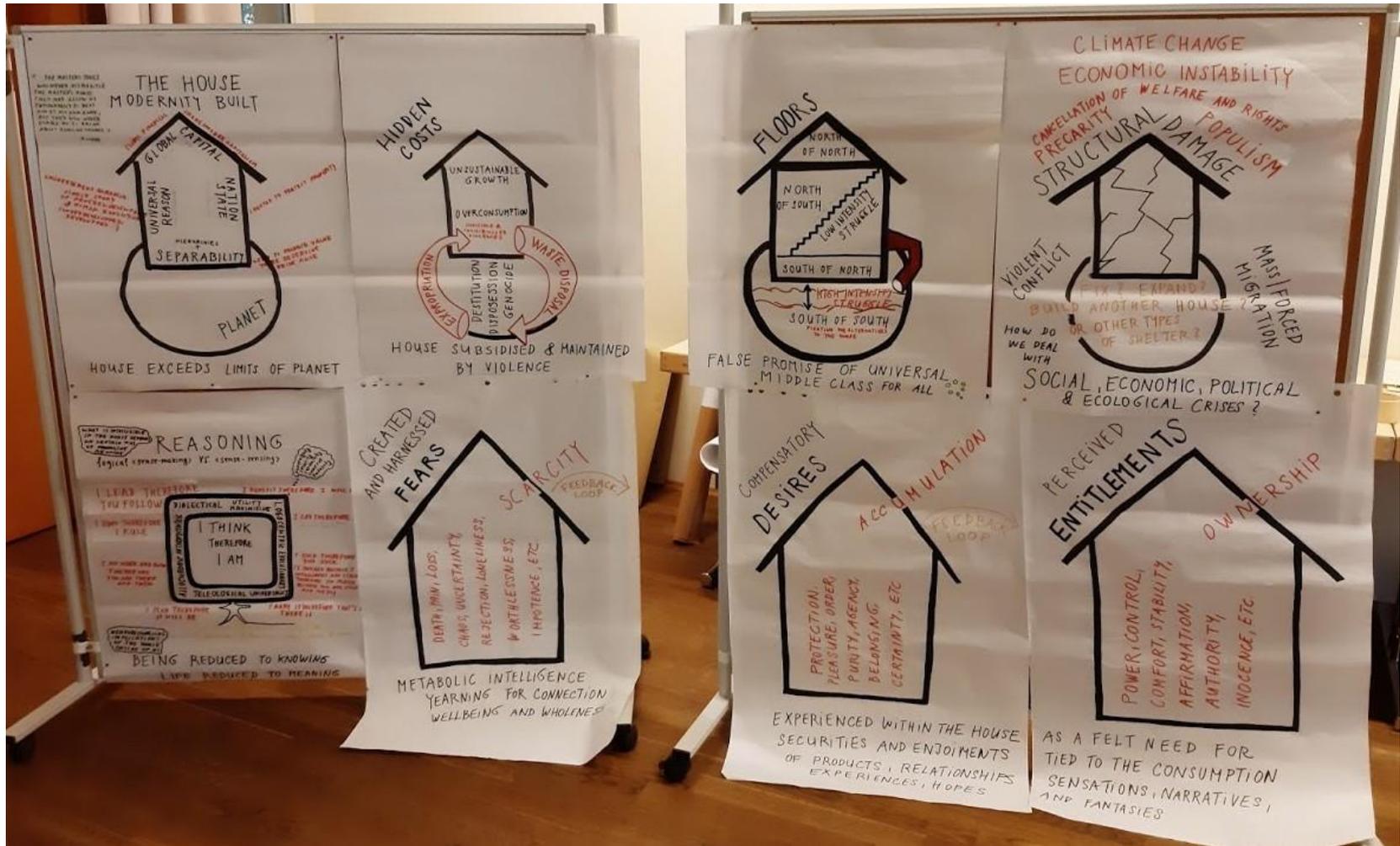
Is this a symptom of a deeper problem?

What has caused and what continuous to feed the problem?

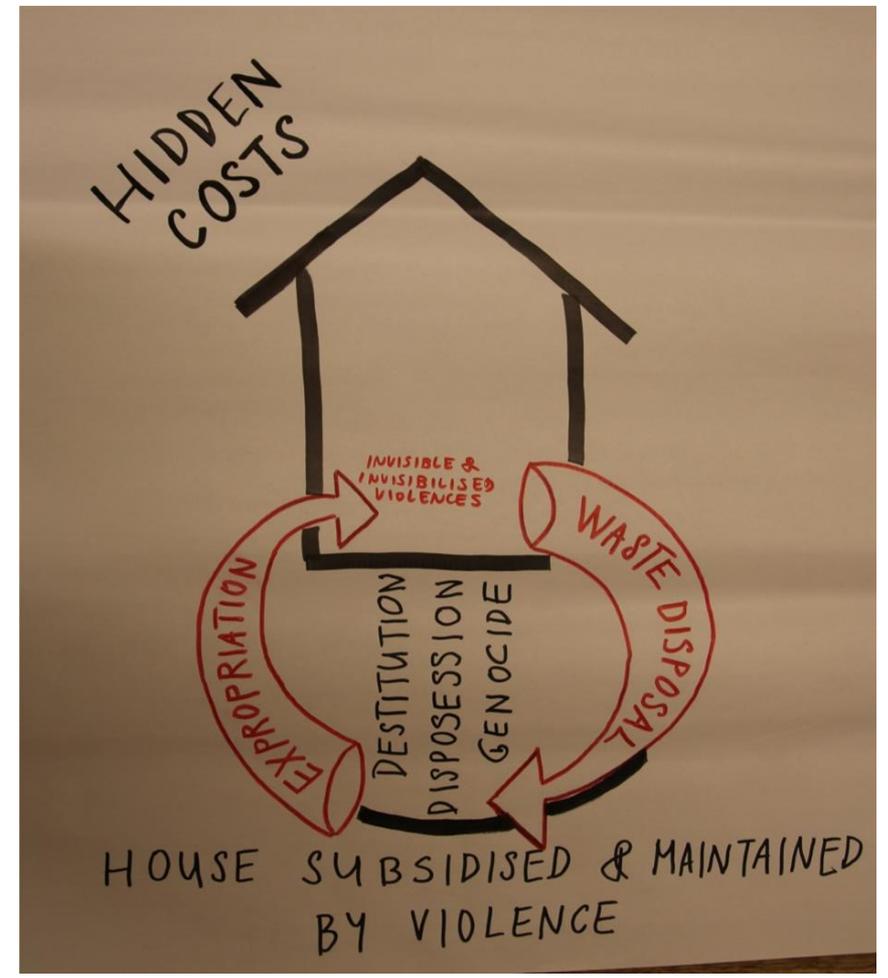
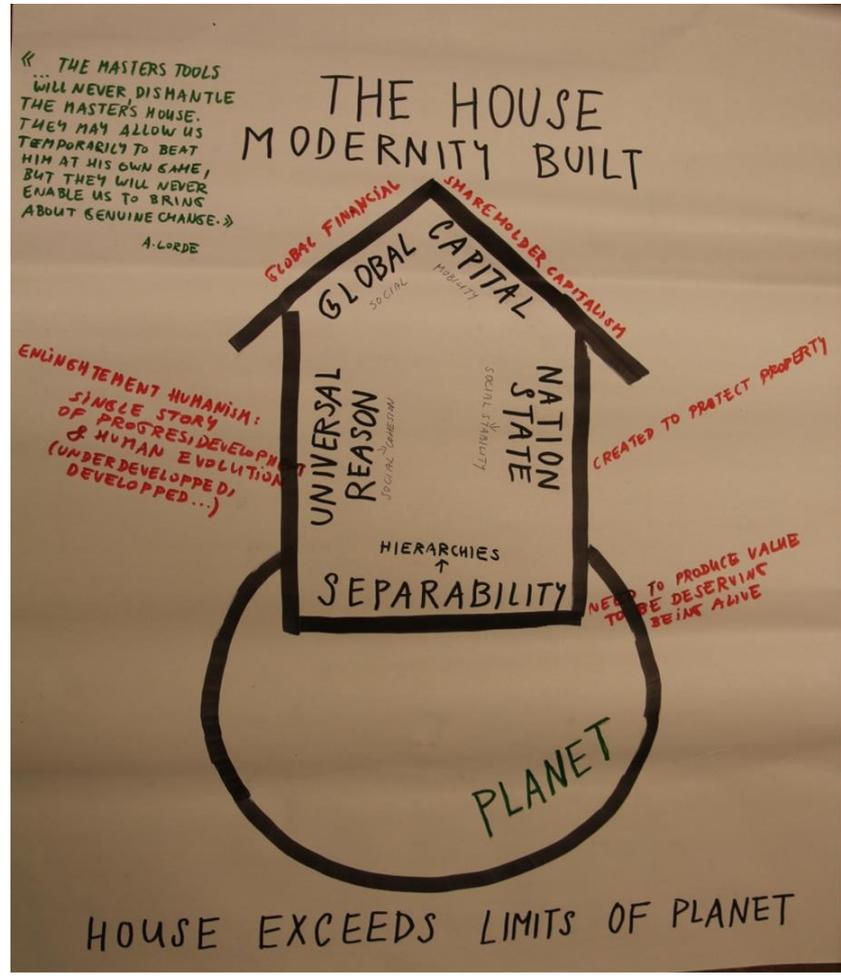
Why should you or anyone else care?

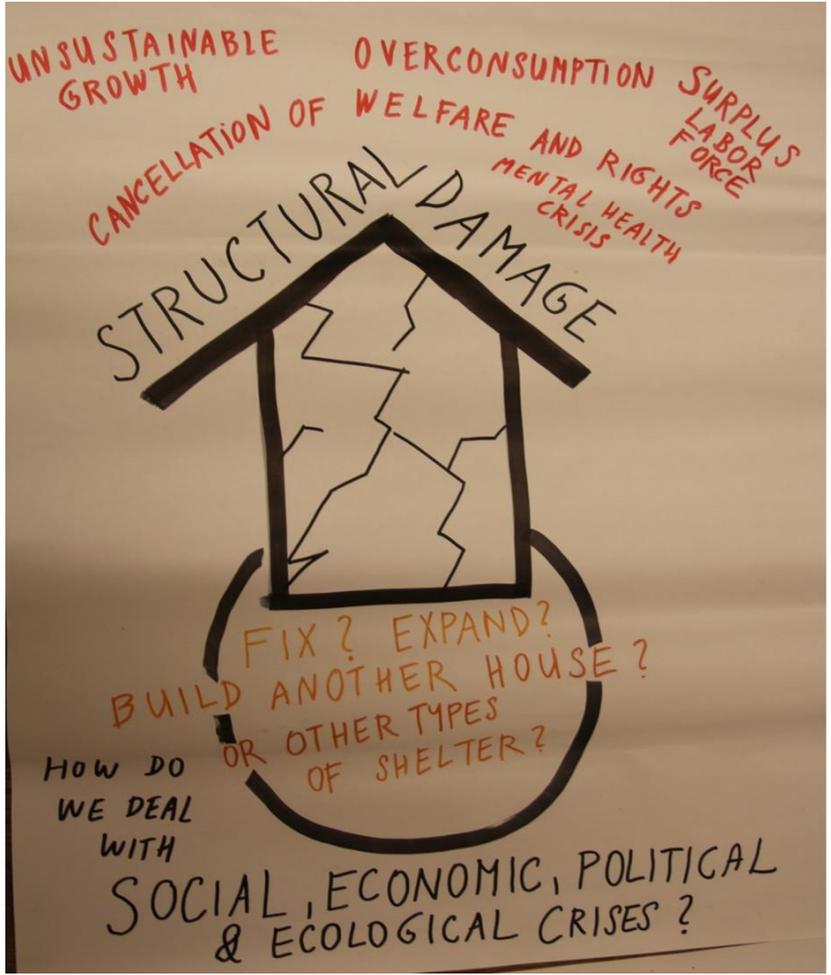
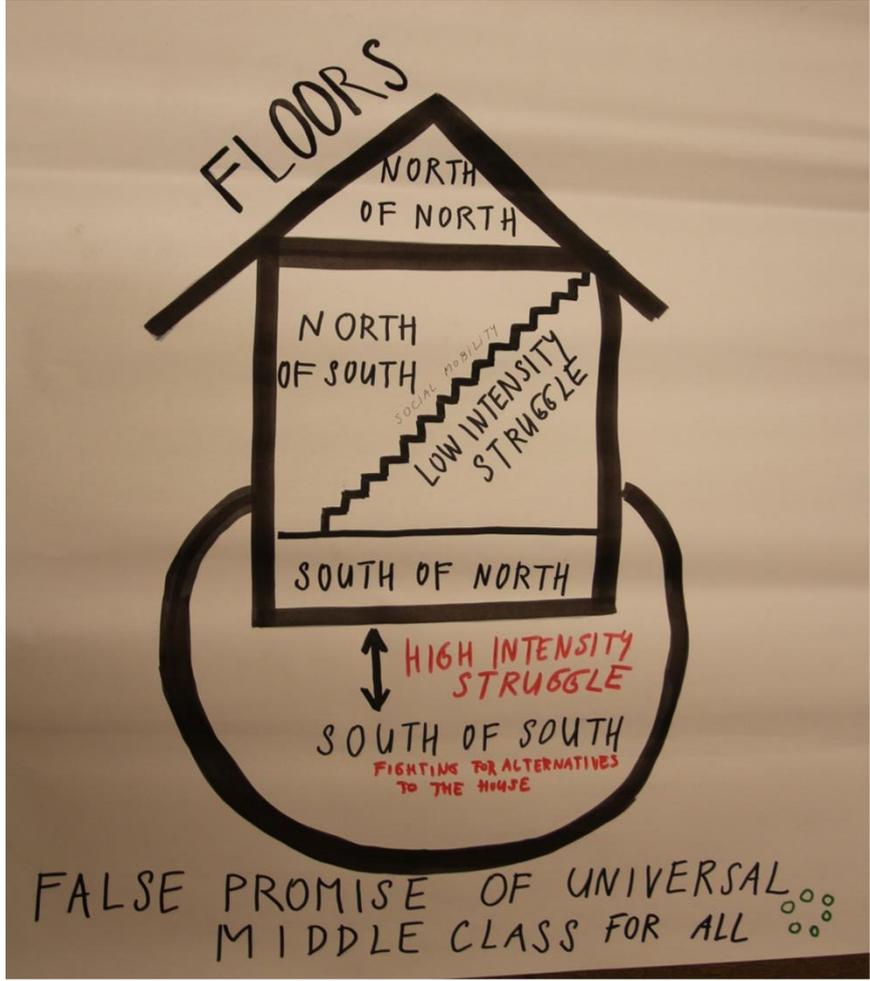


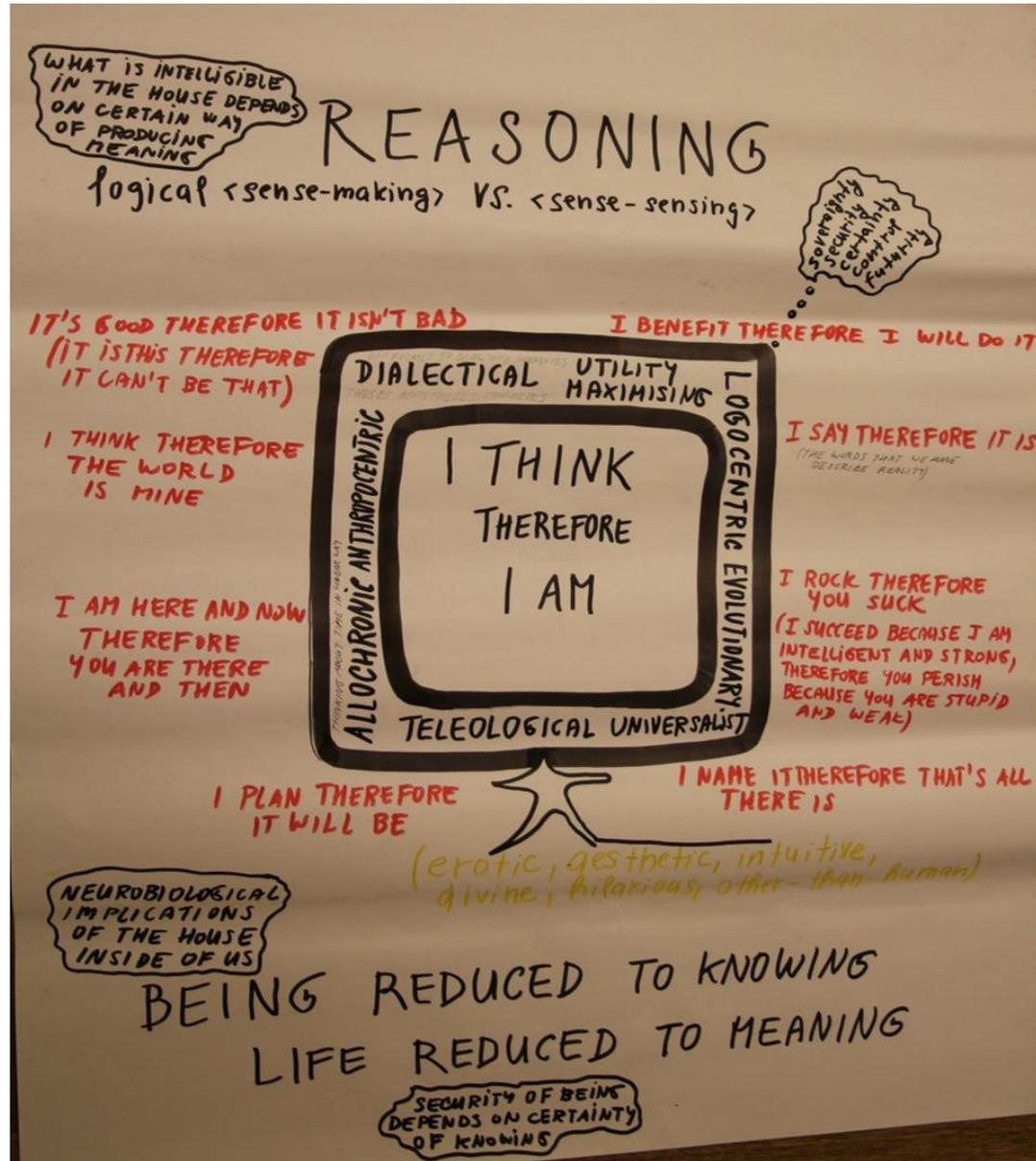
Vanessa Andreotti et al. from the *Decolonial Futures Collective*: <https://decolonialfutures.net/>



This cartography synthesizes critiques of modernity that have been mobilized in Indigenist, Black, Decolonial, Post-development, Post-colonial studies through the works of scholars like Gayatri Spivak, Frantz Fanon, Denise Ferreira da Silva, Nelson Maldonado-Torres, Fred Moten, Arturo Escobar, Vandana Shiva, Boaventura de Souza Santos, Silvia Rivera Cusicanqui, Sylvia Wynter, Glen Coulthard, Michalinos Zembylas, Ilan Kapoor, Sara Ahmed, Leela Gandhi, David Scott, M. Jacqui Alexander, and many others.

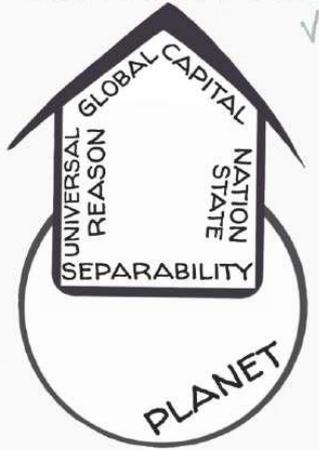








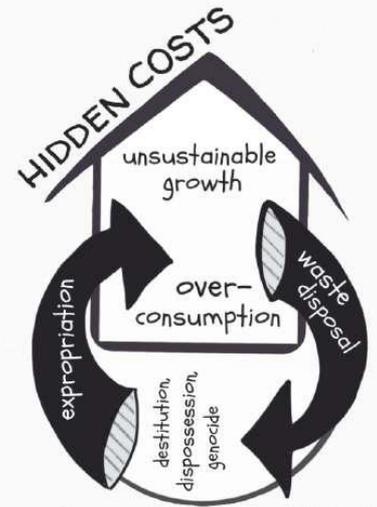
THE HOUSE MODERNITY BUILT



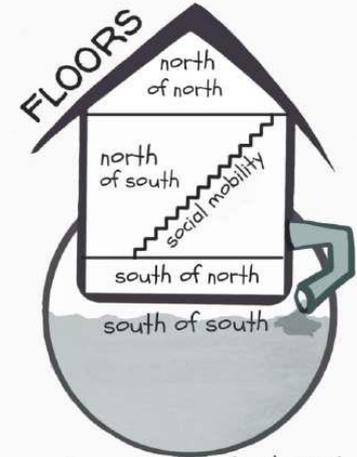
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<http://decolonialfutures.net>

house exceeds limits of planet



house subsidised & maintained by violence

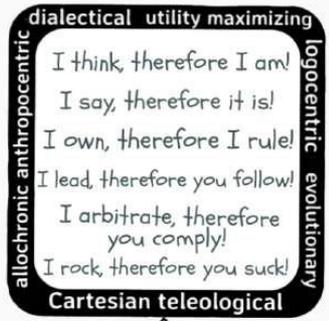


false promise of universal middle class



fix? expand? build another? live without? find more planets?

REASONING



(erotic, aesthetic, intuitive, ludic, divine, hilarious, other-than-human)
being reduced to knowing "sausagiz-ation"



metabolic intelligence
YEARNING for connection, wellbeing and wholeness



experienced within the house as a felt need for securities and enjoyments tied to the consumption of products, relationships, sensations, narratives, experiences, hopes and fantasies



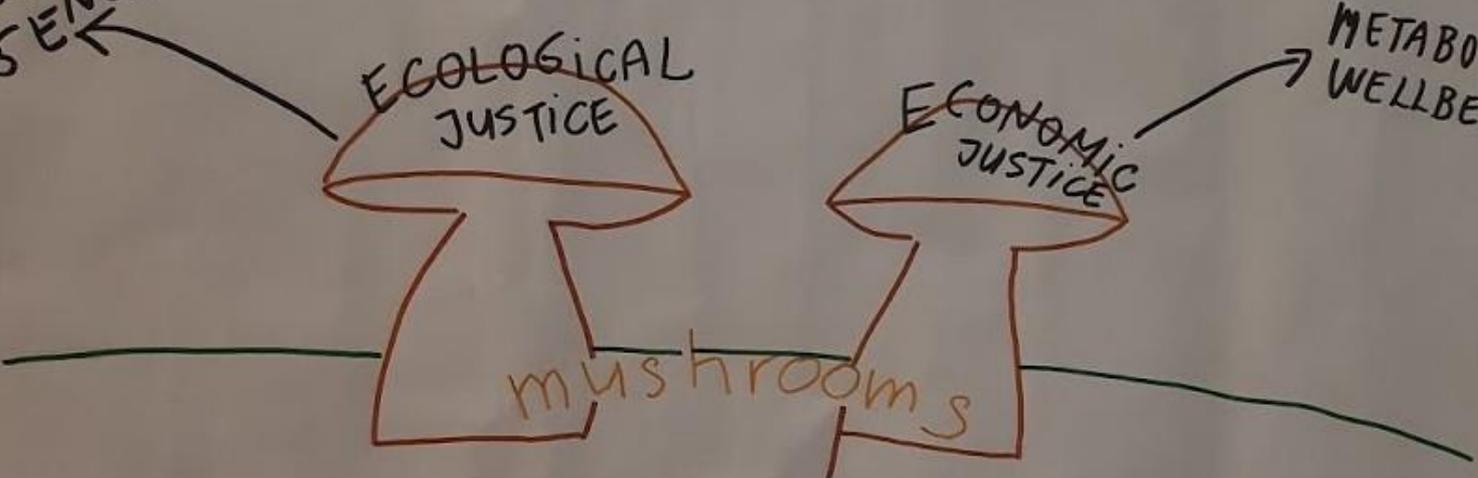
IN EARTH'S CARE

METABOLIC INTELLIGENCE ←

ECOLOGICAL JUSTICE

ECONOMIC JUSTICE →

METABOLIC WELLBEING



COGNITIVE JUSTICE

AFFECTIVE JUSTICE

RELATIONAL JUSTICE

RECALIBRATING

RELATIONSHIPS

mycelium

WITH KNOWLEDGE

WITH TRAUMAS ATTACHMENTS, FEARS AND INSECURITIES

WITH SELF (AS) LAND AND EACH OTHER



“The bus” is a central figure in a methodology created by Gesturing Towards Decolonial Futures collective for individual and collective inquiry as a response to the need for difficult, honest and sober conversations where the integrity of relationships are prioritized above the emotional charge of the content being discussed.

Activity:

Imagine everyone in the room as buses full of passengers of different ages. In each bus, there is a driver, passengers gathered at the front, in the middle and at the back. In your own bus, there are passengers you know and passengers you don't know. There are passengers who are drawing your attention, others who want to hide from you.

The point of this first exercise is to learn to observe and sit with the people in our bus, without judgement.

In order to create the conditions for this to happen, we focus on a stimulus and look for three passengers within our bus that call our attention: one at the front, one in the middle and one at the back. Register what each passenger is saying with a speech bubble, a thought bubble and a heart bubble, representing what is being said, what is being thought (and why) and what is being felt and anticipated (e.g. hopes, attachments, fears and anxieties).

In relation to your passengers, pay attention to their age, whether there is trauma involved, their level of tolerance for uncertainty and their response to being observed. In relation to your own observation (you observing yourself observe), pay attention to your relationship to the activity itself: are you worried about following instructions accurately? are you adapting the task? are you distracted? are you resisting it? There is no right or wrong here, just observe.

Next you will be asked to sit in pairs to share what you want to share in relation to what you have learned from your observations. It is important to emphasise that you are not being asked to describe what is happening in the bus or in the observation itself, but what you are learning about the bus and the process of observation in general terms.

**Methodology:**

This methodology is counter-intuitive because our social experience demands and rewards displays of coherence, self-transparency, purity and control, therefore most of us have not been encouraged and are not used to talking about internal complexity, diversity or contradictions.

As we do not have a established vocabulary to express these aspects of the self, we tend to repress them. When we repress something we dis-identify with within ourselves, we will tend to project it outward, as a trait we don't like in others and sometimes this is perceived as a threat, prompting justifications for hate and even extermination. In other words, if we cannot sit with our own complexity and indeterminacy, we will not be able to sit with the complexity and indeterminacy of the world around us.

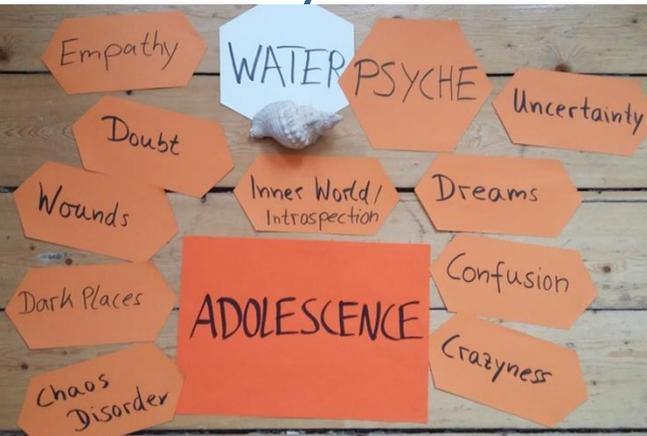
The denial of these complexities and fear of the unknown create a desire to make the world fit in a box of certainties that offer us (false) securities and creates harmful projections and unrealistic expectations that are damaging to our relationships.



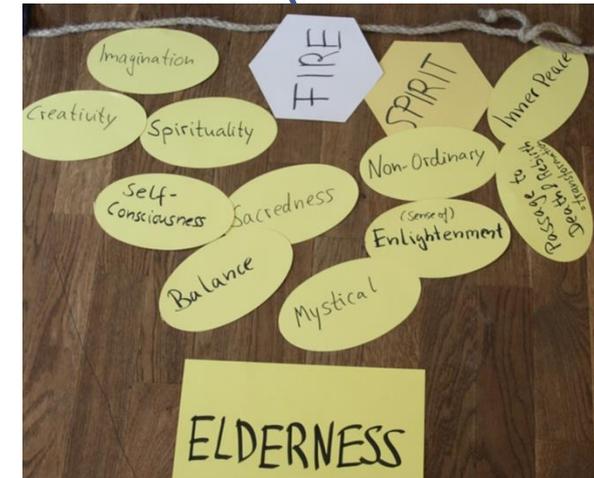
Based on "Dream Circle" by Hector Aristizabal and Foster/Little: *4 Shields – Initiary Seasons of Human Nature*, which is inspired by the cosmology of the *medicine wheel*, which exists in different forms across many Native American cultures



- Assumptions of the wheel:
- All of the elements are equally worth and important. They are in a dynamic power play / balancing act but not in a hierarchy.
 - Each of 4 elements needs space to unfold for a healthy state of self, however, based on character and context you might lean towards certain elements.



4 directions of human nature, based on the 4 elements. Each element represents certain attributes / strengths. Each element is associated with a life phase in which it is the most present.



Passage to Death & Rebirth = transformation

- The wheel can be a metaphor for
- Different aspects/powers within ourselves (that might be overused or neglected/oppressed).
 - Different aspects of our society / culture (that might be overused or neglected/oppressed)
 - Individual and collective learning and transformation cycles (but not in a linear/deterministic way)





Application of the wheel to the culture of modernity:

See the wheel as a coordinate system. Which elements are strongly (over?)used, which are valued, which are seen as less relevant or counterproductive, which are neglected or even oppressed?



Possible application to education:

- As a diagnostic tool: Which elements is our education built on / fostering? Which are neglected?
- As a response: how can education be a medicine to transition from one element to another, to create space for neglected elements?





Entanglement Walk Invitations:

Present: Walk through the land with all your senses open: perceive and explore all other (non)living beings around you: touch, smell, listen, taste, look very closely – e.g. looking all around you, with all your senses open, perceiving your entanglement with all other (non)living beings. What does the grass look like from the perspective of an ant? Walk and talk with the river, the trees, the rocks, the animals, the clouds and others – pick who seems to speak to you and stay or walk a bit with them. What is their perspective on your perspective? What can they tell you about the world, about life, about time, about yourself?

Past: Walk *backwards* and talk with an ancestor who appears to you in this moment (referring to a Maori cosmology of time: *weaving the fabric of the present while moving with your backs first to an unknown future = facing your ancestors that watch and guide you*). What is his*her story for you? How does s*he guide you?

Future: Walk with a descendant (100 years in the future). What is s*he telling you about what you can do today for his*her wellbeing in the future?





*As you look at the land, the land is also looking at you.
And it is not only looking at you, it is feeling your body.*

*Standing in front of another person, I see how I connect
to the earth and how this earth connect to you..*

*And from the perspective of the earth we are an
extenction of it, we are part of the same body.*





THEORIES of CHANGE

Six possible responses to the question: How can we address the current global crisis?

	1	2	3	4	5	6
Key problem	Barriers to growth	Poverty	Injustices	Un-sustainability	Un-enlightenment	Dangerous delusions
Nature of the problem	Lack of adaptability, skills, technology, motivation	Lack of education, democratic institutions, progressive thinking	Exploitation, expropriation, enforced disempowerment, unfair systems	Dysfunctional systems leading to over-consumption, extraction, pollution	Distraction from spiritual advancement leading to destructive behavior	Denial of relations and accountability leading to irresponsibility, fantasies of superiority, hyper-individualism
Basis for caring and acting	Common economic interests	Common humanity Responsibility <i>FOR</i> the other	Complicity in harm Responsibility <i>TOWARDS</i> the other	Survival of human and non-human life	We are One (spiritually), everything else is an illusion	We are part of the same wider metabolism (part of each other)
Understanding of interdependence	We are all self-interested rational individuals in pursuit of capital accumulation	We have common understandings, goals and aspirations based in our shared humanity	We are part of unfair, violent, unsustainable systems that we need to work together to dismantle	We are co-dependent on a shared eco-system, our finite planet is at risk	We are part of something bigger than ourselves (the Divine), inner peace will lead to peace at a social/ political level	We are inter-woven and carry the full spectrum of humanity (good and bad) within each of us
What needs to change	People need to adapt to the changing economy	People need to participate in democratic and charitable processes	People need to take back power from the elites and/or make our own power	People need to change life style to reduce carbon footprint and reliance on fossil fuels	People need to become more mindful, holistic, spiritually attuned	We need a different way to exist in the planet
What for	More comfort and pleasure, advancements of science, fusion of technology and humanity	More dialogue, consensus, cohesion, tolerance of difference	More justice, equality, autonomy, fairer distribution of resources	Regeneration: meeting ecological and social challenges, better health	Overcoming suffering, recognizing our higher selves (the Divine in us)	Responsibility beyond single life spans (to past, present and future)
How does change happen	Through ambition, entrepreneurship, hard work, resilience	Through good will, commitment to human rights	Through collective struggle	Through ecological alternatives (e.g. renewable energy)	Through individuals' spiritual enlightenment	Through disenchantment and disillusionment with the current system
Goal of learning/ education	to train people to participate in the economy, to expand markets and foster growth	to educate citizens to participate in the affairs of their country, to help those less fortunate to catch up with the modern world	to empower communities to fight for justice in solidarity with the oppressed	to equip individuals to achieve their vision of a sustainable future	to achieve higher levels of consciousness	to discover ways of "living (and dying) well" while honoring our global interdependence

Table adapted from: Andreotti, V. (2011) *Actionable postcolonial theory in education*. New York: Palgrave MacMillan.

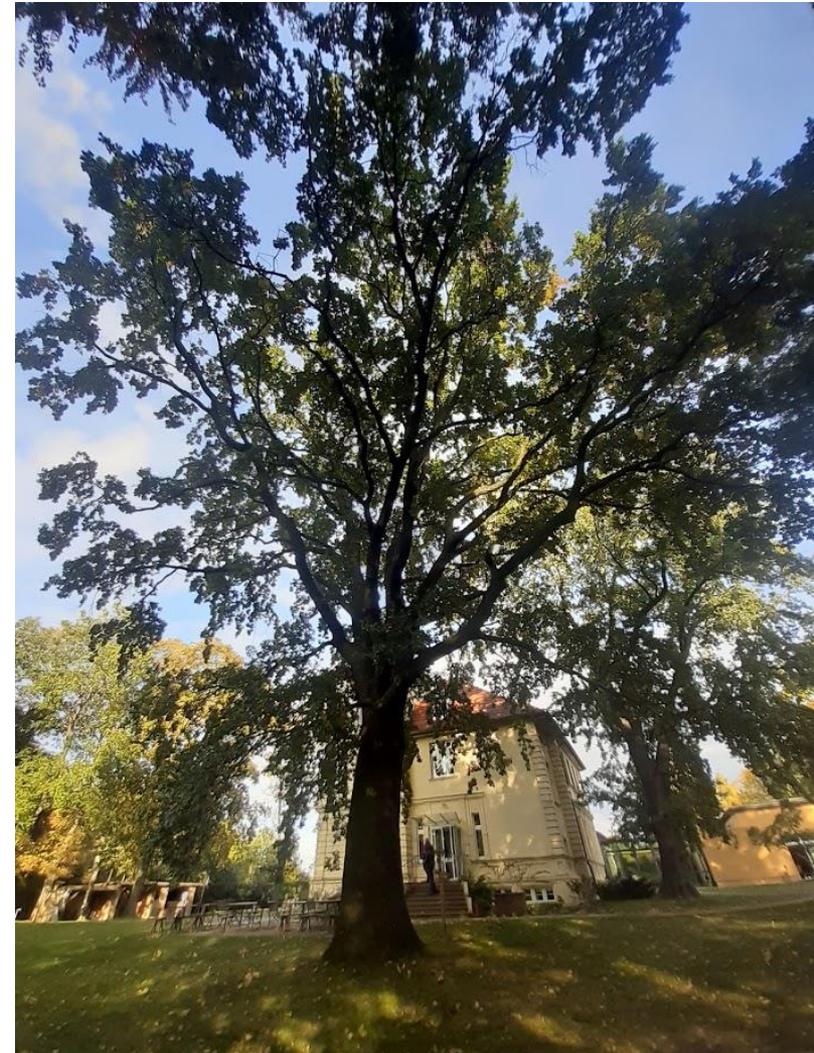
Each theory archetypically displays a bunch of related theories and is internally consistent. Tick which assumptions you (dis)agree with, which resonate with your own theory of change?

Exchange in groups. Discuss from which corners the 6 theories might come (e.g. State Development Cooperation, NGO Development Cooperation, Environmental Movements, Anti-Racist etc. Movements, New Age Movements, Beyond House of Modernity)



Your theory of change

- A) **What is/are the problem(s)?** What is the main issue that needs to be addressed?
- B) **What is the nature of the problem?** What has caused and what continues to feed the problem? Is it a symptom of a deeper problem? Is this the cause of other problems? Why should you or anyone care?
- C) **What needs to change at a larger level?** What should it change into? What for? How does change happen?
- D) **What part of this change do you feel called to do?** Do you have the skills /“medicine“ to do it? What would you like to see happening? Why would people listen to you? Who would be suspicious or sceptical about what you propose? Why?





Imagining and creating a collective body: Can we embody different parts of an ecosystem..? How would our collective embodiment of the global education / social justice work look like..? (Inspired by Augusto Boal)



Risk-taking and collective care

All walk through space. One: raise your arms, call out your name, close your eyes and let yourself fall – trusting that the group takes care of you and others will make themselves available to catch you.



Blindfolded Run Exercise

Invitation to take risks that we wouldn't be able to take alone.

Community is holding space for the person that is running with their eyes closed, overcoming invisible obstacles and feeling the support of others if s*he deviates from the straight line.





Reflection groups:

★ How was your day?

★ What are you taking with you of the day?

★ How does the learnings of today connect to your life/work?

Reflection Groups

Group 1:

- Ira
- Moudi
- Oze
- Goran

Group 2:

- Irene
- Diana
- Marija
- Mura

Group 3:

- Nadea
- Yoko
- Naomi
- Lizzy

Group 4:

- Sabine
- Moira
- Caminda
- Julia
- Deban

Group 5:

- Rhina
- Ela
- Maorja
- Stajja
- Rijal





Networking Sessions

Lessons for the future

- I would have liked to have more time to go deeper into the social exercise
- too short discussion around the topic to do them
- I gradually thought that the decision making process was making it very insightful
- We often need to do this is grassing activities. I think it should have been presented as an exercise
- more free time for optional conversations / private patient space / peer advice / challenges
- time to hear more about the context / work
- more clear learning goals in some points
- more clear learning goals in some points
- more clear learning goals in some points

What I missed / wished differently for next steps

- Parade for the book could be amazing!
- opportunity to develop / discuss the house of modernity the way we understand it
- challenging a division which involved different stories
- challenging a division which involved different stories
- challenging a division which involved different stories

Spiritual way of teaching and learning new things

Participants!

- MODERNITY BUILT
- Connection to nature - slowing down, seeing things in a new way
- Connecting to people! Sisters & brothers
- People / They are coming from different countries / Their stories + cultures + experience
- discussions during reflection group / meetings & other people's doubts
- challenging a division which involved different stories
- What inspired me, what I take along
- being outside so much
- Tools to change a whole - yes it was a little scary
- The meditation The Tree I will use it
- challenging a division which involved different stories
- challenging a division which involved different stories

The house and organisation

- Perfect. A haven. A place to rest and be inspired
- Great organising
- amazing
- thank you Marie and to Julia de villa (wide!)
- lovely food
- Great food, smells, service, environment
- Next time we need more for breakfast! Please, order lots!
- caso & beautiful vegetable garden
- Amazing food! Really good!
- One of the gates to Paradise on Earth
- Gratitude for to the humans and all living beings who have nurtured us here
- I love the Haven
- powerful and lovely attributes
- Great! So calm, I wish I could have been useful to know that we would be working for those who brought heavy baggage or have different way of thinking
- I would love to hear the story of the training camps.
- I would love to hear the story of the training camps.

Strong Connection and Exploring new things

Super see!

Thank you for being very good people!

I love you girls (and boys)!

What would you like to say to the group?

You are all beautiful and wonderful - I am already benefiting from all your medicines - as Amy and my friend Sadia!

Such a lovely, dynamic world that is depressing, it sends a message that people like you are a reminder of all that is good in the world!

Thank you for the Inspiration!

Thank you for the Inspiration!

Thank you for the Inspiration!

What we should do to sustain the sense of connection / belonging these people have here in Phoenix?

What needs to be done for the world to realize conservation is urgent?

How can we use our surges to achieve the unknown?

stn different than the ideas we come here with

stn broader / bringing together our different approaches / fields etc.

we should keep talking about it

Identity

There should be 2 rac

Yapl at least

Great buildings with a lot of windows and clean, attractive space and plenty of natural light (I don't see you in my work)

Your calm energy set the tone for the week

Even though it was so intense for an e person. Thank you!

I agree!

I bow to your positive energy when faced with the challenge of losing your a-facilitator. Thank you for holding the space with such tenderness, care and wisdom. I felt very safe to trust the process.

Thank you for being so attentive to people's needs & to what was happening in the group. Big appreciation of HUG for not having a co-trainer for most of the time.

Thank you for your commitment & patience. You are great people!

My appreciation in hard work. It's all very hard to achieve new things. Good thoughts.

Thanks a lot!! I was learning a lot from your facilitation. As English is not my native speaking slower and faster would help a lot.

Thank you to all of you!







Be safe and courageous on the explorations to come...see you soon in Fohrde!