

Training modules

Courage to Change, Courage to Act

A German-Polish training cycle for multipliers in the field of socio-ecological transformation

This document provides an overview of the ten training modules foreseen in the project between summer 2018 and spring 2020. It will be updated on a regular basis to reflect the latest state of the planning, also taking into account learnings and feedbacks from the first modules.

Dates and contents of the modules are subject to changes!

#1: From knowledge to action – An introduction to transformative education

Dates: September 5-9, 2018

Guiding questions: What is Education for Sustainable Development (ESD)? What can a broader, “critical-emancipatory” perspective contribute? What is meant by social-ecological transformation and by transformative education? How does transformation work, and which theoretical models exist?

#2: Infinite growth on a finite planet? – The ecological boundaries of the planet

Dates: October 27-31, 2018

Guiding questions: What is the ecological footprint – and what is a handprint? What is meant by sustainable development? What are rebound effects? What are pros and cons for “green growth” (decoupling)? What are strategies towards sustainability (efficiency, consistency, sufficiency)?

#3: What grows when the economy grows? – Basics of growth criticism

Please note: This module lies a special focus on teachers, yet it is also open to all other multipliers.

Dates: December 5-9, 2018

Guiding questions: What is the purpose of economic activity? What is (economic) growth? What is the Gross Domestic Product? Why is it a good/bad indicator for prosperity? What are pros and cons for economic growth?

#4: Does growth live up to its promise? – Prosperity beyond work, consumption and competition

Dates: March 2019

Guiding questions: What is meant by „prosperity“ and how do we measure it? Which alternative indicators are there (e.g. Happy Planet Index)? How are growth, prosperity and satisfaction of life connected? What are the roles of work, consumption and care in a growth based society? What can we learn from the concept of “Buen Vivir” (Good Living)?

#5: How can we feed the world in the 21st century? – Focus on food sovereignty

Dates: May 2019

Guiding questions: How are food production and growth connected? Why is there food waste? What is land grabbing? What is the difference between industrial and ecological agriculture? Which alternatives to industrial food production exist?

#6: Learning with and from nature – Experiential education in ESD

Please note: This module lies a special focus on teachers, yet it is also open to all other multipliers. It is a training in methods of outdoor and experiential learning.

Dates: June 2019

Guiding questions: How do we understand/construct „nature“? What is my personal relation to nature? (How) is it connected to growth? What can I learn from nature? How can we better understand and appreciate the services nature provides? And how can nature be integrated as a learning environment?

#7: Mental infrastructures and resources for the transition – How growth shapes our thoughts, feelings and actions

Dates: September 2019

Guiding questions: What are mental infrastructures? How do they influence our thinking, feeling and acting? Which personal mental resources are helpful for a socio-ecological transformation? What is meant by acceleration of life? What is meant by the “homo economicus”? How does the concept influence our daily lives? Which alternative concepts exist (de-acceleration, resonance, ...)?

#8: Is a fairer world possible? – Globalisation from a post-colonial perspective

Dates: November 2019

Guiding questions: How are growth and global disparities connected? How are wealth, resource consumption, and CO² emissions connected and globally distributed? What are privileges? What is meant by the concepts of “development” and “progress”? Which stereotypes and prejudices do they involve (post-colonial critique)? What are alternative concepts from the Global South?

#9: An economic perspective and growth and growth criticism

Please note: This course is related to module #3 and will take reflections from that training to another level.

Dates: Early 2020

Guiding questions: Why is the growth paradigm placed at the core of political activity? Why might it be useful to include further goals and criteria? What can be understood as a “good life for all”? And what needs to be done to work toward this goal?

#10: Courage to act – How to contribute to the Great Transition on a local level?

Dates: Spring 2020

Guiding questions: What is needed for the Great Transformation? How can we contribute to it, especially on a local level? Which skills do we need to foster? Which alliances are needed – especially including schools and NGOs? Which inspiring examples can we learn lessons from (e.g. transition town movement, commons, etc.)?