livingdegrowth



A network to learn and build knowledge on degrowth

An introduction

Solidarity & Cooperative Economy Thessaloniki, October 1-6, 2014









Why learn for degrowth?



Promote exchange between theory and practice Systematise and reproduce successful experiences

Reduce resource use and ecological footprints Reduce dependency from economic growth



BOB

Bring together practicioners, activists and academics on agroecology and degrowth

Create space for collaboration and exchange

Loose and informal network (of people, projects, networks)

Non-hierarchical structure







Meeting degrowth theory and its multiple praxis

Building a network of degrowth trainers

Developing curricula for training and education for degrowth

Creating Free/Libre/Open Knowledge on degrowth

Supporting and joining degrowth hubs for learning and research





"Degrowth Innovations"

Nowtopias

- Permaculture
- Urban gardening
 - Community gardening
 - Guerrilla gardening
 - Edible cities
- Ecological villages
- Community-supported agriculture
- Farmer-consumer community food networks

Different fields of research

- Mental infrastructures
- Work



Issues with the continuity of the learning process and threats to collective action:

- Atomization and dispersion of initiatives
- Lack of common framework capable of addressing complex political issues at multiple scales
- Contradictions between different actors and positions threaten collective action

Learning and innovation



Diversity of actors as a key feature
Sustainability dialectics

How to support a fruitful exchange and promote a continuous knowledge building process?











Postnormal science

Expert-lay knowledge divide

Extended peer community (Funtowicz & Ravetz, 1994)

consisting not merely of persons with some form or other of institutional accreditation (stakeholders), but rather of all those with a desire to participate in the resolution of the issue" (Ravetz, 1999)

Diversity and context-dependence

- Diversity of strategies for degrowth
- Different persons => Different skills

New learning processes?

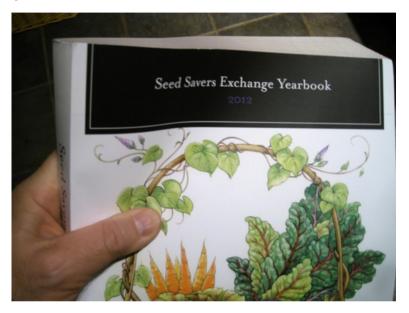


Overcome limitations of conventional systems of learning

- Building communities of students and scholars is as important as providing access to educational content
- Involvement of participants in the development of learning approaches

Communities of practice





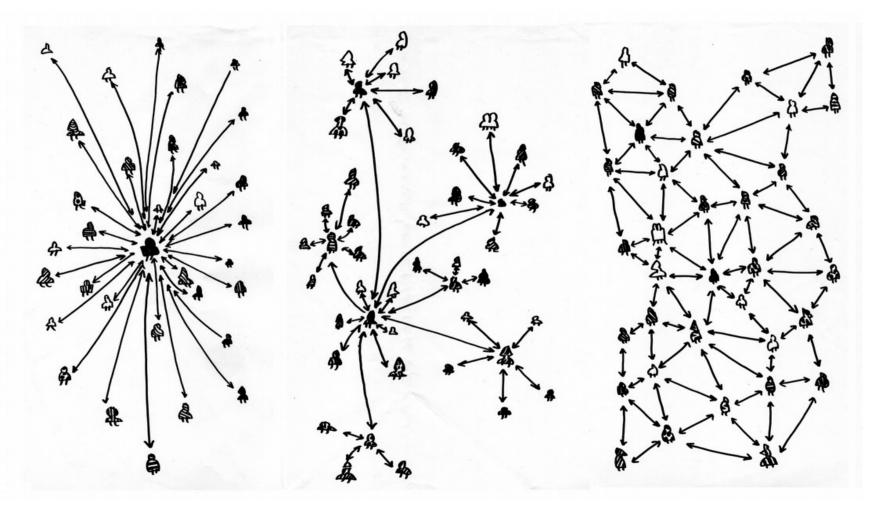


Lave, Jean, and Etienne Wenger. 1998. "Communities of Practice."

Social learning theory



From school to P2P





Commoning

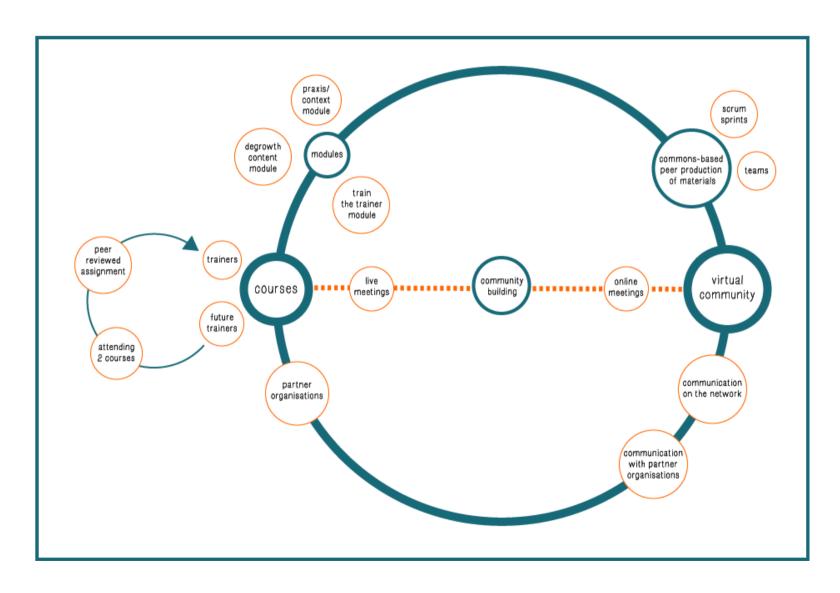
"the action of the multitude in their effort to reappropriate spaces and resources in order to transform them in commons"

Open access and open knowledge creation communities

Commons-Based Peer Production

– groups of individuals join to work together to produce information, knowledge or cultural goods from and for the commons (Benkler and Nissenbaum, 2006)







Modules

Train-the-trainer (TTT)

Degrowth core content

Local economic alternatives

Mental infrastructures

Solidarity economy

Social dimension of agroecology

Work in a degrowth society

Degrowth & agriculture

Community building

Degrowth public policies

Courses

Berlin, Feb '14

Can Decreix, France, May '14

Valec, Czech Republic, Jun '14

Leipzig, Sep '14

Thessaloniki, Oct '14

Brussels, Nov '14

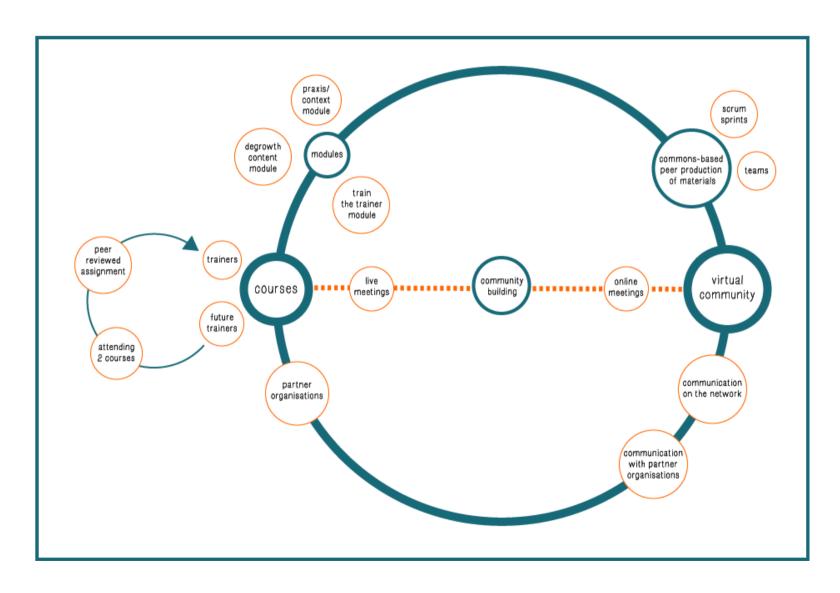
Poland, Mar '15

Austria, Apr '15

Witzenhausen, Germany, Jun '15

Montemor-o-Novo, Portugal, Jul '15





Becoming a trainer on degrowth



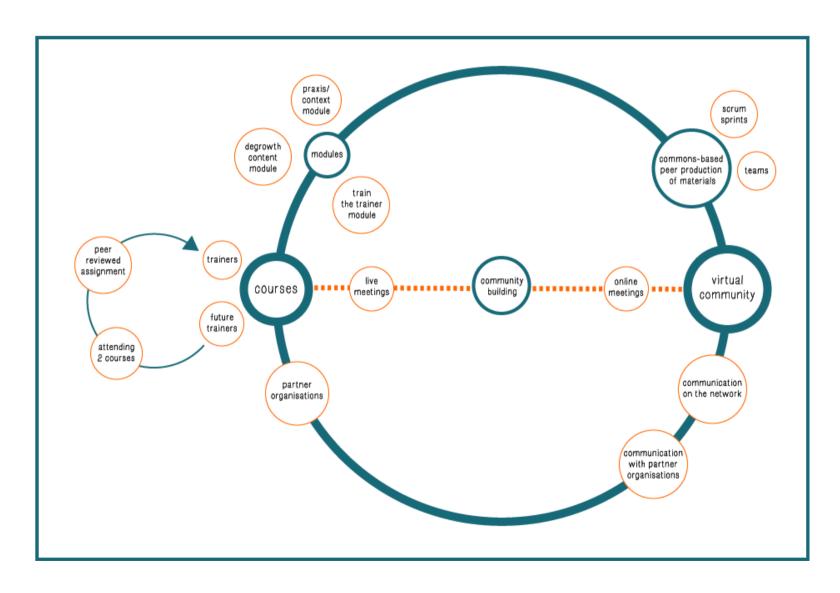
take part in at least two GROWL courses

prepare an assignment between the two courses, which includes content development and a course/workshop proposal connected with the chosen topic

present it to the network and at the second GROWL course

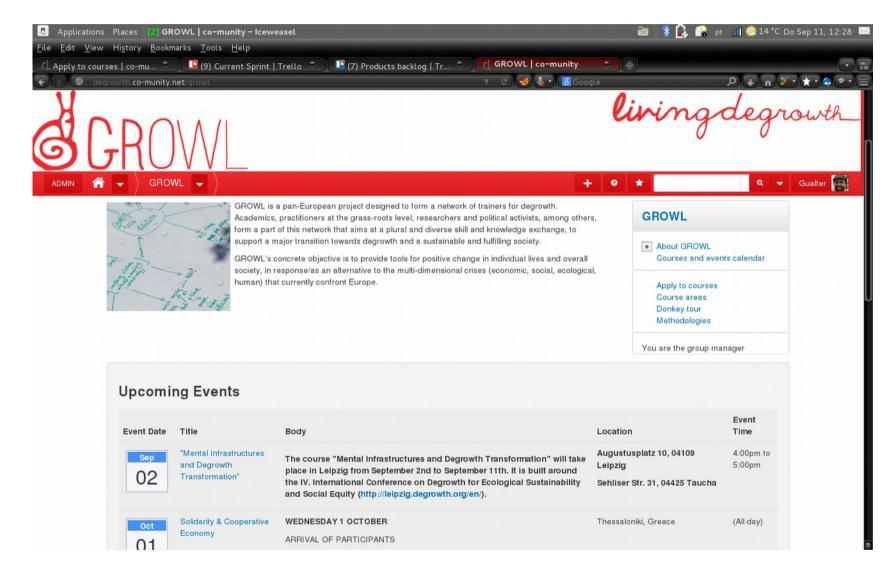
get a positive feedback from the GROWL community and two assigned reviewers



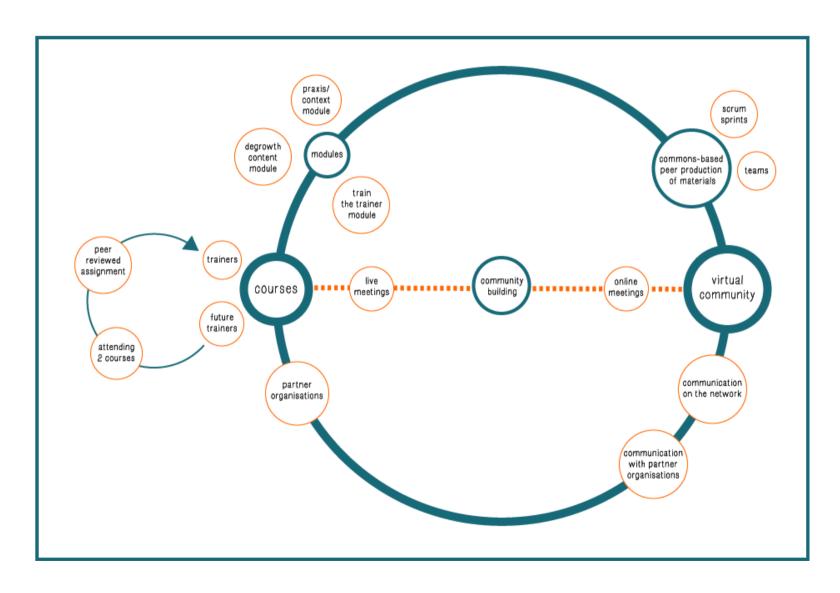




co-munity (2.0)

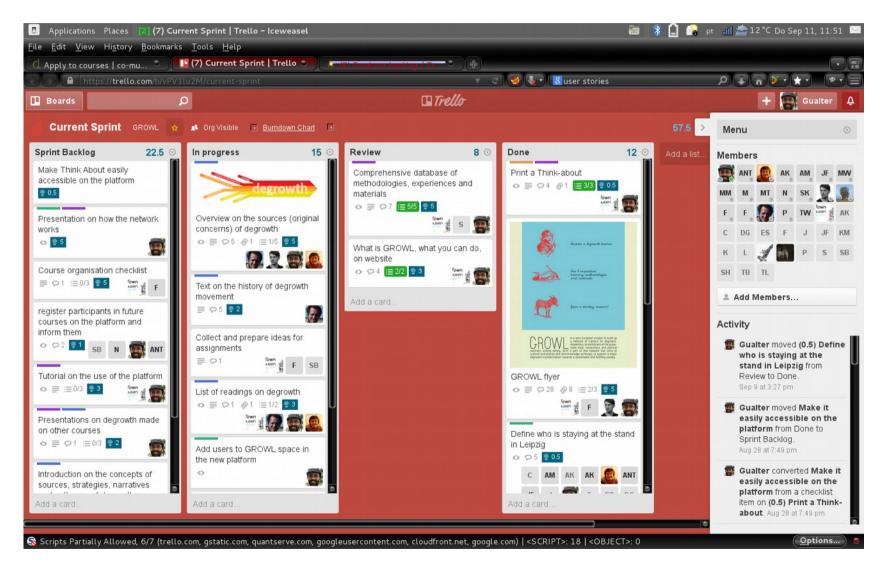




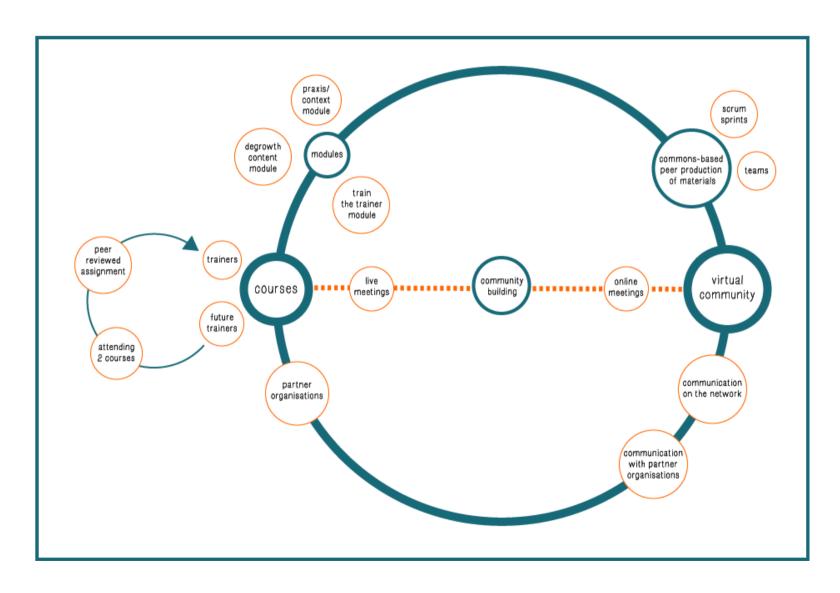


Sprints co-producing knowledge









Be a part of it!











and materials



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http://co-munity.net/growl





















