Caring 4 future

Drafts of a Future based on Solidarity
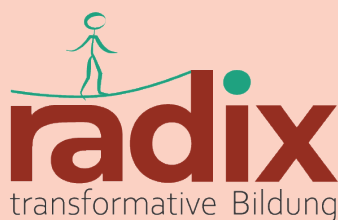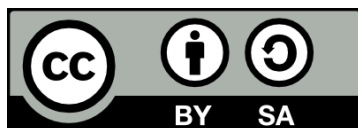
Workshop Concept

KAUZ PARTNERS:

Common Future e.V.– Germany

Universität Siegen – Germany

Periskop - Kollektiv für solidarischen und ökologischen Wandel – Austria

Libera Università di Bolzano – Italy

Ustanova za obrazovanje odraslih Dante – Croatia

Contents

Hard facts:

- 3 hours
- 10-20 participants
- online or in-person

Short Workshop Description

Media reports, election posters and the demonstration signs carried by students regularly remind us that our mode of living is ecologically and socially unsustainable. In order for the economy to continue to grow, costs are outsourced and ecological livelihoods are exploited, as are underpaid and unpaid (care) work of women and migrants. However, what would children learn in a society that puts care at its centre? In what conditions would people age in such a society? Additionally, what would work that is oriented towards people's needs rather than profit maximization look like?

In this workshop, we want to get to the bottom of the characteristics of a caring society, meaning a mode of living in which the needs of people and the environment are central. In a journey of thoughts, we explore individual and shared elements of solidarity-based futures. A short video will give some ideas about the concept of the Solidary Mode of Living according to the reflections of the I.L.A.-Collective. Finally, on the basis of concrete examples, we discuss different strategies to move closer to a caring society.

Workshop Objectives

- Explore own and shared ideas of a Solidary Mode of Living with a particular focus on care
- Get to know and discuss transformation-strategies
- Be encouraged to become more active towards creating change

Target Group

The workshop is aimed at a broad audience from the age of 16 up. No specific prior knowledge is required, just a willingness to engage with your own utopias and acknowledge differences and contradictions. The ideal group size is between 10 and 20 people.

Workshop Overview

Time	Name of Activity		Activity Description	Method
10'	1	Welcome & organizational matters	Allow a relaxed arrival and welcoming of the participants. Furthermore, you can discuss the necessary organizational questions.	Plenary
15'	2	Check-in: A reason for hope	Since we are often overwhelmed these days with devastating news on the current state of our world, we suggest to start our workshop with hope. Therefore, we initiate a round of introduction, combined with personal remarks on reasons for hope. Check-insns are helpful to get to know each other and developing trust within the group.	Interactive activity in small groups
15'	3	Why we need utopian ideas	What we can imagine for ourselves and also for other people is what can actually change the world. In this activity, we get some inspiration on why utopian ideas matter.	Small group discussion
50'	4	Imagining a future of solidarity	You encourage the participants to imagine a society based on solidarity and express their ideas creatively. Through this individual reflection, they can develop personal approaches to this topic.	Creative, individual reflection and exchange
15'			Break	
20'	5	Video „Solidary mode of living"	In this activity, the concept of a Solidary Mode of Living based on the ideas of the I.L.A. collective is introduced. You will show a short video and then discuss the core elements of the concept with the participants.	Video input and reflection
45'	5	Puzzle of alternatives	You explore different initiatives and projects engaged for a Solidary Mode of Living. You categorize them according to their strategic approach and in this way get familiar with various theories of change.	Group work and plenary discussion
10'	6	Closing	In a final round each person can say one thing that she/he will do as the next concrete step towards the Solidary Mode of Living. In addition, you should give time for anonymous, written feedback.	Plenary/ Individual Feedback

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Material overview & flipcharts/slides to be prepared

What?	How many?	Activity
Flipchart paper	~10	General
Flipchart marker in different colours	~5	General
Optional: Attendance record	1	1_Welcoming & Organizational Matters
Optional: Slides/ flipchart for Workshop programme, workshop objectives, welcome poster, facilitators request,...	1	1_Welcoming & Organizational Matters
Optional: a flipchart to write down the reasons for hope	1	2_Check In: A reason for hope
5-7 Quotes (appendix 2) each written/ printed on a paper	5-7	3_Why we need utopian ideas
Flipchart paper Music box and instrumental music	1	4_Imagining a future of solidarity
Paper for drawing	1-2/ participant	4_Imagining a future of solidarity
Colours, pens, further craft materials	Enough for all participants	4_Imagining a future of solidarity
Inspiring questions each written/ printed on a paper	8	4_Imagining a future of solidarity
Projector, laptop, speaker	1	5_Video „Solidary mode of Living"
Optional: Four elements of the Solidary mode of Living each written/ printed on a paper	4	5_Video „Solidary mode of Living"
Slides/ flipchart to explain the three strategies of change	1	6_puzzle of alternatives
Puzzle-pieces with examples	9-18	6_puzzle of alternatives
Feedback forms	1/ participant	7_Closing
Optional: Object which can be passed in the circle, e.g. juggling ball	1	7_Closing

Activity 1: Welcome & Organizational Matters

Overview	At the beginning of the workshop, it is important to plan enough time for a relaxed arrival and welcoming of the participants. Afterwards, you (the trainer of the workshop) can discuss the necessary organizational questions.
Time	10 minutes
Material	• Attendance list • Flipcharts/ slides: ◦ Workshop programme (e.g. written on a flipchart) ◦ Workshop objectives ◦ Welcome poster ◦ Facilitation request (appendix 1a)

The most important thing to take care of in this activity is to create a space in which the participants feel welcome. At the same time, all organizational matters should be cleared up in this activity so that the participants can focus on the workshop content afterwards.

You should clarify and communicate the following points:

1. Introduction of yourself

2. Context of the workshop → Why is this workshop taking place?

3. What can participants expect? → Show the schedule and objectives of the workshop

4. Facilitators request (you find a suggestion for such by adrienne maree brown in appendix 1a)

5. Attendance record if required

6. ...

You can adapt this list according to the context and the needs of the workshop.

General remarks:

This part usually takes longer than you think, but it is still important not to spend too much time on organizational details here. It is helpful to think thoroughly in advance about what information is needed. Furthermore, it might be beneficial to prepare visualizations of the timetable, the workshop objectives etc., to make it easier for the participants to follow the given information.

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radix
transformative Bildung

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Remarks for online implementation:

If you conduct the workshop online, there is room to clarify technical issues, how to use the chat etc. You find a suggestion for chat characters to moderate discussions in the virtual space in Appendix 1b. Instead of flipcharts, you can prepare a simple slide show.

Activity 2: Check-in: A reason for hope

Overview	Since we are often overwhelmed these days with devastating news on the current state of our world, we suggest starting our workshop with hope. Therefore, we initiate a round of introduction, combined with personal remarks on reasons for hope. Check-inss are helpful to get to know each other and developing trust within the group.
Time	15 minutes
Material	• Optional: a flipchart to write down the reasons for hope • Flipchart marker

Step 1: You ask the participants to take a moment for themselves to reflect upon the question "What was the last thing/event/situation that gave me hope for a future based on solidarity? (approx. 1 Min in Silence) The participants can just think about the question or take notes, however they feel comfortable.

Step 2: You ask the participants to introduce themselves, starting with one person and then following a round (therefore, participants are ideally sitting in a circle). Within this round the participants should answer the following questions, if they feel at ease doing so (they can also answer only one or two of these questions):

- What is your name and your pronoun*? (*to tell the group how you identify in terms of gender)

- How do you feel today?

- What was the last thing/event/situation that gave you hope for a future based on solidarity?

If you want to keep record of the reasons for hope (either to use them later again or just to make them visible throughout the workshop), you could write them down on a flipchart during the round and put it on the wall.

General Remarks:

A round of introductions can be very stressful for some persons that are reluctant to talk in front of the whole group. Therefore, it is important to encourage participants to skip questions they do not want to answer.

If you're working with a large group (>15 participants), you can split the participants in groups of four to reflect upon this question.

Remarks for Online Implementation:

If you are conducting this workshop online, make sure to find a way to create a specific order for the round. Either you as facilitator can propose an order for the round at the beginning and post it in the chat so that everyone knows when it is their turn orthe order can be created spontaneously by the participants: one person starts with the round and passes it along to the nextspeaker, and so on.

Activity 3: Why we need utopian ideas

Overview	What we can imagine for ourselves and also for other people is what can actually change the world. In this activity, we get some inspiration on why utopian ideas matter.
Time	15 minutes
Material	5-7 Quotes each written on a paper

Step 1: You start with a small brainstorming to the question „What do you understand by utopia?" and collect some ideas and associations from the plenary.

Step 2: You distribute a selection of quotes (5-7) on utopian ideas (see appendix 2) throughout the room. Then, all participants move around and read the various quotes and statements.

Step 3: You start with asking the first question:

• Which quote do you intuitively disagree with the most?

Now, all participants walk to the quote which they disagree the most. All people who stand around one quote can discuss it for five minutes as to why they have chosen this quote and what they think of it.

If there's only one person choosing a certain quote, this person can then join another group for this short discussion.

Step 4: In the next round you will ask the question „Which quote do you intuitively agree with the most"? but now people who have chosen different quotes are finding each other.

General Remarks:

This activity is meant as preparation for activity 4. It might inspire to perceive utopias as a tool for change towards a better future. You find some key points for a definiton of utopia in apprendix 3a.

Remarks for Online Implementation:

If you are conducting this workshop online, you can write down these quotes in the chat or on an online whiteboard and then open a short, general discussion on what the participants think about these statements. You find a proposal for online whiteboards in appendix 3b.

Activity 4: Imagining a future of solidarity

Overview	You encourage the participants to imagine a society based on solidarity and express their ideas creatively. Through this individual reflection, they can develop personal approaches to this topic.
Time	45 minutes
Material	- Flipchart with leading question for personal reflection - Music box and instrumental music - Paper for drawing - Colours, pens - Optional: further craft materials - Inspiring questions printed on one paper each

Preparation: Put the drawing material in the middle of the room and hang the inspiring questions on the wall like in a gallery. The questions are:

- *What does the society of solidarity sound like to you?*

- *What does the society of solidarity smell like to you?*

- *Imagine a life cycle of a person in such a society of solidarity. You spend the first weeks, months and years of your life in dependence. Who takes care of you and under what circumstances?*

- *You enter adolescence, becoming more independent and increasingly responsible for your own life. What things do you want to learn during this time? What skills will you need later?*

- *You are slowly growing up, taking on more and more responsibility for the lives of others, while remaining vulnerable, and dependent on other people. Taking responsibility can be*

exhausting. How do you and those around you deal with it when you reach your limits? How does society enable you to regenerate again and again?

- *How does the world of work look like in your vision of a society based on the principle of solidarity? What, how long and how do you want to work in this vision?*

- *Imagine you get old and frail. How do you stay connected to society, how can you contribute, and who should take care of you now?*

- *A lot has changed in the society of solidarity, what questions remain ambivalent, unresolved, and conflictual even in this vision?*

Step 1: The participants get 25 minutes to reflect upon the question:

„How do you imagine a future based on solidarity?"

They can write or draw during this time, but there is no pressure to "produce" something. The questions above can serve as inspiration, but they don't necessarily have to be taken into consideration.

Step 2: Now, send the participants in groups of three for the first round of reflection, where they can share their vision. The participants can choose with whom they want to do this session. They share their experiences from the personal reflection for ten minutes, if they want to. If they have created something and are willing to share, they can show each other their output. If someone does not want to talk about their result, they are welcome to tell the group how did the person feel during this activity or what surprised them.

Step 3: Come back into a circle. Ask the following question: "Based on what you have experienced and heard from the others: What do you think are essential elements of a society based on solidarity?"

Again, you can write these elements and ideas on a flipchart.

General Remarks:

- Activity 5 will round off Activity 4, because the video "Solidary Mode of Living" tells the story of two people who attempt to find general elements of a society of solidarity based on their personal utopias.

- You can turn on instrumental background music for step 1.

Remarks for Online Implementation:

Step 1: Participants can switch off their cameras during this step. The inspiring questions can be posted in the chat or on an online whiteboard that you link in the chat.

Step 2: Send the people randomly to break-out rooms for the exchange.

Adaptations:

We provide two adaptations of step 1. Both take a little bit less time than the original version and give the participants more guidance through the activity.

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<u>Adaptation 1: Free writing</u>

Free writing is a technique in which a person writes continuously for a set period of time what is on their mind, without questioning it. The person should write without lifting the pencil. This technique is helpful in overcoming writing barriers and bringing many thoughts on paper.

You can ask the participants to do free writing for 10 minutes on the question: What does a world of solidarity look like for me?

Afterwards, the participants get 5 minutes to read through their writing and highlight important points.

After this exercise, you can proceed with steps 2-4.

You will find more information on this method under this link:
https://writingprocess.mit.edu/process/step-1-generate-ideas/instructions/freewriting

<u>Adaptation 2: Journey of thoughts</u>

You can also use the inspirational questions as a guide through the journey of thoughts. Invite participants to make themselves comfortable and have paper, pens, and optional colouring materials ready. Then read the following 15-minute journey of thoughts slowly, giving enough time after each question to think about it. (1,5 minutes – use a stopwatch!). Participants can write down their thoughts or draw them.

Turn off the camera/ Close your eyes, take three deep breaths and exhale slowly. Arrive. [Pause for 3 breaths]. Imagine you live in a society where mutual care is central. A society where all frameworks, social processes and societal laws ensure that people are provided with what they need, and this task does not have to be shouldered by individuals. Imagine a society in which people are content and treat each other and their environment with consideration.

[Read out loud the inspirational questions above]

The journey of thoughts ends here. lowly come back to the present room. Feel free to stretch and move as it feels good to you. Thank you for joining this journey with me.

After this, proceed with steps 2-4.

Short break (approx. 15 minutes)

During the break you can turn on the beamer and prepare everything for the video, but don't forget to take also a short break.

Activity 5: Video „Solidary Mode of Living"

Overview	In this activity, the concept of a "Solidary mode of living", based on the ideas of the I.L.A.-collective, is introduced. You will show a short video and then discuss the core elements of the concept with the participants.

Time	25 minutes
Material	• Projector, laptop, speaker • Four elements of the Solidary Mode of Living each written/ printed on a paper

Step 1: Show the KAUZ video "The Solidary mode of living". This video is in English and is 7 minutes long. English, German, Croatian and Italian subtitles are available.

You can find the video here: https://www.youtube.com/watch?v=j9dfQl3gTXU

Step 2: After the video ask the group, if they have any questions and what they liked and didn't like about the presented utopia.

General Remarks:

You can find some background information on the four key elements in Appendix 4. Depending on the participants' knowledge and age, you can also introduce the 4 elements in more detail. For this, you can start a little discussion round and display four cards with the key elements of the „Solidary Mode of living" in the middle of the room and explain each keyword/phrase in a few sentences.

These keywords are:

1. Logic of care

2. Democratisation

3. Commoning

4. Sufficiency

Confirm if everybody could understand the four key elements. After that the participants can discuss in small groups and find examples for the different topics.

Remarks for Online Implementation:

To show the video you can either screen-share or post the YouTube link into the chat and the participants can watch the video themselves. We suggest the latter because the video quality often deteriorates when you share the screen. Instead of writing down the key elements on cards, you can simply write them in the chat.

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Activity 6: Puzzle of alternatives

Overview	This activity focuses on various initiatives, movements and projects that point towards a Solidary Mode of Living. The participants assign the initiatives to the three strategies of change (resisting exploitation, experimenting with alternatives, and anchoring structures that support solidarity). This activity shall give concrete ideas on how change can be achieved and allows us to get to know good practice examples.
Time	45 minutes
Material	• Slides/ flipchart to explain the three strategies of change • Puzzle-pieces with examples (-> accompanying material) - Each initiative should be on one separate piece of paper

Step 1: You briefly introduce the three strategies of change. You can find a summary of these in appendix 5.

Step 2: You divide the participants into smaller groups. We recommend groups of 3-4 people. Each group receives 3-4 pieces of the puzzle (one piece contains one good practice example). → You need to select and prepare this number of puzzle pieces:

Number of participants	Number of groups	Number of puzzle pieces
10-11	3	9
12-14	4	12
15-17	5	15
18-20	6	18

Step 3: The participants read the description of the project on the puzzle piece and discuss the following questions for 15 minutes:

What do you think of this example?

Which of the three strategies does the example pursue?

Each group then decides only on one example that they want to present to the whole group.

Step 4: Back in the plenary, each group briefly presents one of its puzzle pieces and their discussion results.

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Step 5: Invite a discussion on the question "How do these strategies of change enrich each other and where do they contradict each other?"

Step 6: If there is still some time left, you can discuss together with the group more (local) examples of initiatives that work towards a better future and discuss their strategies.

General Remarks:

It is important to clarify that the assignment regarding the strategies of change is not about right or wrong – it's very likely that the projects discussed combine different strategies. This might be an important result of the final discussion: that the different strategies of change are often interlinked and can enrich each other.

When collecting the examples, it will be useful to ensure that there are different cultural and local initiatives. It is always nice to have a direct connection to the examples, so if you have enough time for preparing, you can look for your own local examples.

If you work with a group which is already familiar with the concept of the Solidary Mode of Living, you can ask them to discuss in their groups the following additional question: "Which key elements of the Solidary Mode of Living are represented in the various initiatives?"

You can do a short break (max. 5 Min.) after this activity. During the break, you can collect all the puzzle pieces and lay them out on a table. then the participants can have a look at them again and take photos at the end of the workshop.

Remarks for Online Implementation:

For an online implementation, it is helpful to prepare two introductory slides briefly explaining the three change strategies. Afterwards, break-out rooms can be created for step 3.

Activity 7: Closing

Overview	A final round allows the participants to conclude the workshop and come up with the first feedback for you. In addition, you should give time for anonymous, written feedback.
Time	10 minutes
Material	• Feedback forms • Pens • One object which can be passed in the circle, e.g. juggling ball

Step 1: Clearly convey that you are done with the workshop content. If you like, summarise again what you did in the workshop.

Step 2: Give the participants one minute of silence to review the whole workshop and reflect on the question: "How did you like the workshop and what are your takeaways? "

Step 3: Make a short round and invite the participants to share one final thought briefly. You can pass an object, which indicates who speaks next. The participants can also pass on the object without saying anything

Step 4: End the workshop. If it seems convenient mention again the puzzle pieces on the table.

There should be at least 5 minutes left for the participants to fill out an anonymous feedback form.

General Remarks:

A feedback questionnaire might include the following questions:

- What was my "aha- moment"?

- What am I taking away from this workshop?

- What would I do differently next time?

- Was I able to contribute in the way I wanted to?

Remarks for Online Implementation:

Step 3: If you conduct the workshop online, the participants can also write something in the chat.

Step 4: There are different options for simple online survey tools, which you can use for the feedback form, e.g. Survey Monkey or Qualtrics.

Appendix

1. Listen from the inside out, or listen from the bottom up (a feeling in your gut matters!)

2. W.A.I.T.—Why Am I Talking?

3. Make Space, Take Space - to help balance the verbose and the reticent

4. Confidentiality - take the lessons, leave the details

5. Be open to learning

6. Be open to someone else speaking your truth

7. Building, not selling - when you speak, converse, don't pitch

8. Yes/and, both/and

9. Value the process as much as, if not more than, you value the outcomes

10. Assume the best intent; attend to impact

11. Self-care and community care - pay attention to your bladder, pay attention to your neighbours

Source: adrienne maree brown (2017): Emergent Strategy

+ Consent
- Disapproval
* Request to speak
** Direct answer to what has just been said
# I have technical problems, I need help

-> Participants can write these signs into the chat to attract attention

„Reality is for those who cannot stand their dreams." - author unknown

„Nothing contributes to shaping the future more than a dream." - Victor Hugo

„My utopia is not your utopia." - author unknown

"The goal of oppressors is to limit your imagination about what is possible without them, so you might never imagine more for yourself & the world you live in. Imagine something better. Get curious about what it actually takes to make it happen. Then fight for it every day." - Ashley C. Ford

„Utopias have a political claim: they criticise existing institutions and socio-political conditions and

map out a well thought-out alternative. In all of this, they make people active, creative beings and ascribe equal rights to every individual." - author unknown

„Change should speak a language that addresses not only the mind but also the heart. Dreams should be confronted with reality and vice versa, only then can existing conditions be changed. We need positive perspectives. Utopias can combat the "paralysing" state. They can be a ray of hope in phases of resignation and stagnation." - author unknown

„Utopias are engines of change. They motivate and inspire us to go new ways." - author unknown

„Just because something seems unthinkable today does not mean that it is impossible. It is just not yet conceivable." - author unknown

"the master's *tools* will never dismantle the master's *house"* – Audre Lorde

Appendix 3a: definitons of utopia:

- utopia is the draft of a possible, future, but mostly fictitious form of life or social order that is not bound to contemporary historical-cultural framework conditions (Wikipedia)

- Ancient Greek οὐ ou "not" and τόπος tópos "place, spot", together "non-place".

- First appeared in 1516 in the novel by Thomas More as the island of Utopia.

- Desired image of progressive society that lies in the future

Appendix 3b: suggestion for online whiteboards

1. Spacedeck is a web-based software that lets you effortlessly combine all kinds of media on virtual whiteboards: text notes, photos, web links, even videos and audio recordings: https://spacedeck.com/

2. Crypt pad offers collaborative documents, whiteboards, spreadsheets etc. and is easy to handle: https://cryptpad.fr/

3. OpenBoard is a cross-platform (Linux / Windows / macOS) interactive whiteboard application. It is currently maintained by the Education Department (D.I.P.) of the Canton of Geneva in Switzerland: https://www.openboard.at/

4. Excalidraw is an open-source whiteboard tool that lets you quickly sketch diagrams that have a hand-drawn feel to them. Available directly online as a web app and also through CodeSandbox to easily see how the code works, and the app is available for self-hosting: https://excalidraw.com/

Additionally, some video conference tools have simple whiteboards integrated, e.g. BigBlueButton or Open meetings. Suggestions inspired by: https://alternativeto.net/category/remote-work-and-education/interactive-whiteboard/?license=opensource

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Appendix 4: elements of The Solidary Mode of living

You can find detailed information on the ideas of the I.L.A.-collective on the Solidary Mode of Lining in this free online publication (only available in German): https://www.oekom.de/buch/das-gute-leben-fuer-alle-9783962380953

You can also find some explanation on the KAUZ-Website: https://kauz-project.org/project/sml/

In short:

Logic of care:

The logic of care means that we put care at the core of our society and our actions. The logic of care implies that we acknowledge our dependence on nature and other human beings. Care, in this broader sense, means all actions that provide for the existence, preservation and renewal of the world, and to take responsibility for one's own being-in-the-world. Care also includes activities such as tilling land, caring for animals and plants, as well as political activism, information, research and development work. The logic of care is a call to step away from individualism and profit orientation towards community and need-orientation.

Democratisation:

People should be able to decide for themselves and have the resources to do so. That is why democratisation is also a matter of fair distribution of material and social security as well as access to education. Democratisation means that decision-making mechanisms become accessible and unjust power relations are taken into account – not only in politics but also in every field of life that concerns and affects you.

Commoning/ Common goods:

Commoning refers to the self-organised and needs-oriented joint production, administration, care and use of different types of goods. In this process, the participants contribute their skills and decide together on the type and extent of the use of the resources and products.

Sufficiency

The term sufficiency stands for efforts to minimise the consumption of resources in order to stay within the planetary and social boundaries. The principle of sufficiency raises the question of the right measure. Reduction is no longer a sacrifice but a strategy to foster the Solidary Mode of Living.

Appendix 5: strategies of change

1) Resisting exploitation

An important strategy for change is to resist existing forms of injustice and exploitation and to draw so-called "red lines". Civil society protest is a key element of lively, vibrant democracies. Open protest can influence broader public opinion and thus build pressure on decision-makers. Protest knows many forms and is intended to constructively disrupt current conditions in order to promote change.

2) Experimenting with alternatives

Solidarity-based alternatives are already emerging as concrete utopias in the niches of our society. They emerge from below and show that another world is feasible and possible. Lived alternatives are also important because they expand the space of what is thinkable and feasible, and contribute to learning to act in solidarity in everyday life. Alternative ways of living and doing business develop a stock of practical experience on which major social changes can be built. After all, a "solidary mode of living" cannot be created from scratch from one day to the next. This makes it all the more important to experiment today in order to learn from mistakes and have success in the long run.

3) Anchoring structures that support solidarity

In addition to building small, solidarity-based alternatives in the niches of society, it is necessary to change the political and economic institutions. Only in this way can solidarity-based alternatives be anchored in our society in the long term. This strategy aims in particular at creating new social normalities.
The starting point for this is at the local, but also the regional, national and international levels. Solidarity-based alternatives are anchored when power is redistributed, institutions are made more democratic, laws are created that safeguard solidarity-based action, or infrastructure is designed accordingly. This requires social movements that formulate these demands and take them to the streets, broad alliances that organise majorities and political actors that implement these demands.

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Wandel braucht neue Perspektiven