**Ecoversities Second Gathering of Kindred Folk Re-imagining Higher Education**

List of attendees and *the questions we are engaging with:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Johannes Pfister** | **johannes.pfister@thinkcamp.eu** | **Germany** | **ThinkCamp non-profit Coop** |

Johannes is the cofounder and president of ThinkCamp, a nonprofit cooperative based in Germany. Since 2008 ThinkCamp offers **Learning Journeys**, **Hiking Dialogs** and coordinates the birth of the **UnaVision Initiative**. UnaVision forms a learning net of Being Space Regions where people learn, work and live together prototyping a future resilient and regenerative global society. We apply Deep Dialog, Project Based Learning, Social Entrepreneurship, Sociocratic Systems, Storytelling, Systems and Design Thinking and Social Innovation and like to work more with pattern language for the co-design of the unaVision initiative.

Johannes has earned an MBA from Emory University, Atlanta. He cofounded several entrepreneurships and served between 1986 and 2014 as CEO and consultant with Pfister & Partner and InterQuality Service AG. He taught Systems Innovation and Entrepreneurship at the Master Programs of the Salzburg University for 15 years, served as an Assessor for the European Quality Award, trained Six Sigma and Design for Six Sigma Black Belts and TRIZ, is a Senior fellow of the American Quality Association, European-Japan Association, the Global Marshall Plan Initiative and the Agenda 21 Augsburg. Johannes’s dream and objective is to co-create and implement together with other inspired people a lively global network of unaVision Being Space Regions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ku Kahakalau** | **kukahakalau@gmail.com** | **Hawai'i (occupied by USA)** | **EA Ecoversity** |

*How to set up a financially sustainable ecoversity in Hawai'i?*

Dr. Kū Kahakalau is an award-winning native Hawaiian educator, song-writer, story teller, researcher, grassroots activist, cultural practitioner, expert in Hawaiian language, history and culture, and international Indigenous education consultant. For the past 20 years, Aunty Kū, as she is known, has been on the forefront of Indigenous education research worldwide, developing a Pedagogy of Aloha, which is culturally-driven, family-oriented and place-based and empowers learners to walk successfully in multiple worlds. This pedagogy, focuses on relations, relevance and responsibility to create programs that are at once rigorous and fun. After founding and administrating Hawai’i’s first fully-accredited native-focused PK-12 public charter school, a Hawaiian-focused teacher preparation program, a Hawaiian learning destination, and a social enterprise to perpetuate Hawai’i’s native language, culture and traditions, Aunty Kū is currently developing EA Ecoversity, as part of a parallel system of Hawaiian education. Aunty Kū’s primary research laboratory is a remote Hawaiian valley, where she and her family have taught thousands of learners of all ages how to live sustainably, growing and cooking with native staples like taro and breadfruit, taking care of sacred sites and other cultural resources, passing down traditional songs, stories, protocol, and other native practices and revitalizing Hawai’i’s native language and traditions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rosemary Logan** | **loganro23@hotmail.com** | **United States** | **Flagstaff College**  |

*1. What are learning cycles that different organizations have used to explore one sustainability topic in depth-- combination of classroom work and field-based immersion? Challenges and benefits to each?
2. We are developing a bioregionally-focused junior and senior undergraduate program in sustainability. What underlying themes and concepts have other eco-universities found to be absolutely central to their teaching in this area?
3. What does the concept transformative learning mean to others? How does this concept apply to the work that we are doing? What is at the heart of transformative learning towards ecological consciousness?*

Rosemary Logan is currently a Lecturer at Northern Arizona University’s (USA) First Year Seminar Program where she teaches classes in school/community gardens, food systems/justice and sustainable communities. This past summer she had the opportunity (and great joy!) to get back into field-based learning focused on sustainability and permaculture. She is a member of the Flagstaff College planning group, an upcoming bioregional college focused on sustainability for undergraduate students in their junior and senior year of college. She enjoys gardening, hiking, and exploring with her eight-year-old daughter and dreams of one day soon of being able to teach in a way that honors her values of community and earth-based, immersive learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **Kate Morales** | **katemorales8@gmail.com** | **United States** | **Mycelium/As the Crow Flies Design** |

*Decolonizing facilitation - how do we start at the margins, moving towards the center, and grow the center out to the margins? Healing the mind-body-spirit gap. Re-indigenizing, moving towards 21st century spiritualities as political activism. Dis-solving problems; designing systems that leave room for what is beyond our imagining, design for learning that is unattached to the outcome. Strategically engaging in capitalist modalities to help the system die. Shifting from institutions to networks.*

I'm a graphic recorder and facilitator with over a decade of diverse experience in grassroots community organizations, universities, K-12 education, middle management and non-profit work. My strengths are in strategic visioning, creative and embodied practices, teambuilding, high-level communication across difference, systems and design thinking and deep listening for and beyond unconscious bias. I've spent the past nine years at the Atlanta International School running IB-inspired After School and Summer Camp learning-lab spaces designed to revive the joy of inquiry through play. For the past three years I have also been working with the Mycelium School in Asheville, NC as a Learning Facilitator and in-house Graphic Recorder. Between these projects I was co-learning at Shikshantar: The People's Institute for Rethinking Education and Development in Rajasthan, India and with the Samdrup Jongkhar Initiative, Bhutan’s first Civil Society Organization. I’m a college walk-out with an academic background in women & gender studies, political science & neocolonial studies, and alternative education. At home I play capoeira, garden and build community in my off-the-grid urban farm house in Atlanta, GA.

|  |  |  |  |
| --- | --- | --- | --- |
| **Suzanne Richman** | **Suzannehummingbird@gmail.com** | **US (Winooski River Bioregion)** | **Goddard College** |

*How might learning networks such as this one contribute to a more resilient local and global future?*

I am the founder and former long-time director of Goddard College’s Health Arts and Sciences-Bridging Nature, Culture and Healing program, an interdisciplinary study focused on creating innovative models of community health for personal, social, and ecological healing. Current projects at Goddard include co-creating our new Learning Alliance.

I am interested in holistic and critical inquiry to facilitate sanctuary, wisdom, and learning for students. I approach facilitation with a curiosity about learner’s unique intellectual gifts and creative expression, encouraging them to weave personal, practical, and academic study together. I challenge students to grow their vision, social-ecological understanding, voice, and heart so they might be better grounded to help transform communities by creating cultures of well-being and equality.

The Green Mountain forests in central Vermont have been my home since 1984. I live on a small-scale homestead crowded with organic fruit trees, berries, vegetable gardens, medicinal herbs, flowers, a small vineyard, and shiitake mushroom logs. There are several classrooms on the land and in the dwellings of this place. My ongoing personal interests include place-based ways of knowing and inhabitation, how we, as a culture, work with dying and grief, how we tend our elders, and contemplative arts and practices.

|  |  |  |  |
| --- | --- | --- | --- |
| **Marcus Ford** | **Marcus.Ford@nau.edu** | **USA** | **Flagstaff College** |

*Is it possible to create a network of tiny colleges and learning communities in the US to provide a kind of education that is not currently available in our existing institutions?*

I have taught in both public and private universities in the US for 35 years and am now actively exploring the possibility of starting a small, alternative college.

|  |  |  |  |
| --- | --- | --- | --- |
| **alessandra pomarico** | **alessandrapomarico@gmail.com** | **italy/ usa** | **free home university**  |

*How to organize a stronger network and a movement around politics of pedagogy , pedagogy as a starting point for a more just and ecological world outside of capital relationships; how to move forward from the last Ecoversities gathering deepening the questions of solidarity, struggle, transnational alliances, legitimization of our networks.*

Alessandra Pomarico since 2000 co-curates international and multidisciplinary residency programs for artists that became the catalyst of a number of art commissions, cultural exchanges, summer schools, and out-reach projects.

Recently, Alessandra has collaborated with local and international partners to co-design and develop collaborative and participatory art projects with a focus on social change and transformative practices. Bridging with the local institutions, governmental bodies, and cultural actors, the partnership resulted in a fruitful and long-term involvement of Musagetes Foundation (Canada) to create and support art initiatives that strengthen the social fabric of Lecce, its positive transformation and the cultural growth of the region. *Ammirato Culture House*, a cultural space for socially engaged projects, in a formerly dismissed building, and *Free Home University*, artistic and pedagogic initiative, are a result of these collaborations.

Alessandra holds a Phd in Sociology of Migrations and Cultures, a BA in Humanities Studies at the University La Sapienza (Rome), a BA in History and Criticism of Theater and Arts with minor in Anthropology and Art Administration, at Sorbonne (Paris). A teacher of Italian Literature and History, permanently enrolled in the Italian Public High School System, where she has taught since 2001, she also has worked as journalist for La Repubblica, and published a number of essays and articles on theatre, art; Alessandra has lectured in conferences, panels and universities on art, social practices, curatorial, residency programs and community projects, radical pedagogy, sociology of art, sociology of migration.

|  |  |  |  |
| --- | --- | --- | --- |
| **Khadra Ali** | **sister.khadra@gmail.com** | **Somaliland** | **Digital Hargeisa and Aqua Garden of Africa** |

*What do we do when we gain more knowledge but don’t know how to apply it because it is bigger than us? How do we take people with us on this journey with us and how do we collectively wake up and make decisions together for a better course of action? Living in Somaliland an unrecognized developing country that exist despite all odds and I am curious how to navigate, build, connect learning communities. I am also curious how I can pass on my learnings through various documentation avenues and finding appropriate outlets.*

I am the Co-Founder and CEO of Digital Hargeisa, a hub that fosters co-creation using technology and innovation as tools to find solutions for a sustainable future.

Realizing we can’t wait for governments and NGO’s to only cause change, I have turned my efforts to advancing the emerging social entrepreneurial eco-system in Hargeisa. I am committed to building community, co-creating, practice asking better questions, questioning assumptions, slowing down, moving with purpose, learning, unlearning and being courageous.

With the support and encouragement of friends and family in Canada and around the world, my goal is to see Somalia/Somaliland prospering, thriving, innovating and leading. My goal is to continue building bridges and proving there is abundance of resources for all us.

With my husband, I also run a social enterprise called Aqua Garden of Africa where we have introduced the combination of aquaculture and crop cultivation to the region. Promoting healthy farming practices that save guards the environment while simultaneously providing rich organic produce.

|  |  |  |  |
| --- | --- | --- | --- |
| **Lylian Rodríguez J** | **lylianr@utafoundation.org** | **Colombia** | **Fundación para la Producción Agropecuaria Tropical Sostenible Capitulo Colombia - UTA** |

*What is the best way to achieve coherent and relevant education?
How can we achieve better human beings to save the human race?*

I am Animal Production Engineer, I did my MSc in Tropical Sustainable Agriculture in a special program for Asian, African and Latin-American students in Vietnam, the degree was given by UPSSALA University and did my PhD in Sustainable Livestock and agricultural systems in Humbold University, my degrees had come through my work in rural development. I was living in Asia, in Vietnam and Cambodia for 10 years and had the chance to coordinate an MSc program there and do research in the use of local resources, renewable energy and sustainability aspects. In 1996 was born UTA in Vietnam, originally University for Tropical Agriculture and today UTA Foundation in Colombia www.utafoundation.org . I am founder and part of the RedBioCol, Colombian network for biomass energy www.redbiocol.org were we work jointly with more than 40 organizations in our country. I am also part of a family project as a farmer in a small scale production in Colombia where I have had the chance to put into practice sustainable systems of production. I strongly believe in the need to make changes in the way to educate people. We need better human beings to save the human race. The planet survives without the human race, but, we cannot survive without the planet.

|  |  |  |  |
| --- | --- | --- | --- |
| **Vásquez Genaro**  | **genaro.vasquez@gmail.com** | **México** | **Instituto Superior Intercultural Ayuuk** |

*¿De qué manera se mide el impacto de instituciones alternativas? ¿Cuáles son las experiencias que reducen los costos de operación y mantenimiento de instituciones educativas alternativas?¿cómo se generan procesos educativos decoloniales?¿cuál es la posibilidad real de retar la educación convencional-bancaria?*

Soy Genaro Vásquez, originario de Tlahuitoltepec Mixes Oaxaca, México. Mi labor central consiste en asesorar proyectos educativos y agroecológicos en comunidades rurales, buscando generar procesos que permitan construir una autonomía en las comunidades rurales y desafíen al capitalismo.
En el 2006, fui cofundador del Instituto Superior Intercultural Ayuuk, desde donde generamos otra manera de ver la educación superior, y en donde hacemos un esfuerzo por apoyar la formación intercultural de jóvenes indígenas y rurales. En este espacio se promueve el trabajo comunitario, el trabajo colaborativo "tequio" y la inclusión de jóvenes rechazados en otras universidades, así también procuramos integrar los saberes locales en la filosofía educativa.
Dentro de mis pasiones está la educación intercultural, la gestión de la sustentabilidad y el fortalecimiento comunitario. Recientemente fui nombrado autoridad en mi comunidad para el 2017, razón por la cual daré un año de servicio gratuito sin remuneración económica, procurando fortalecer la autonomía comunitaria.

|  |  |  |  |
| --- | --- | --- | --- |
| **June Gorman** | **june\_gorman@sbcglobal.net** | **US - currently** | **Transformative Education Forum** |

*Early Education pre K- through 8th grade develop of the emotional, social and cultural intelligence so necessary for the problem-solving mind of a sustainable, caring world.*

June Gorman is a lifelong educator and educational theorist. After graduating with a BS from UC Berkeley, she began teaching higher logic and mathematics to inner-city children in Oakland, CA through Project SEED. She then co-directed an alternative school in Berkeley called “Magic Mountain.”

For the last 30 years she has taught in California and Virginia, while working on developing emotional and social intelligence curricula in the modern classroom to enhance International Education for Sustainability. She also served both as national Education Chair of the United Nations Association of the USA and, from 2006 – 2012, on the International Model United Nations Association board. She has also taught in public (state) and private schools abroad in the UK.

In May 2010, June founded the Transformative Education Forum (TEF) at the US Mission to the UN in Geneva. She then co-founded the US arm of TEF-Global, as TEF-US in 2012. She currently serves on the Steering Committee of the U.S. Partnership K-12 Sector for Sustainability Education (UNESCO Decade), as Education Advisor to the UN SafePlanet campaign to combine art with the science of sustainability for better public outreach and education, and as a member of the UN Education Caucus and UN Commons Cluster. June has published many articles on the concept of “Transformative Education” including her most recent article in the UN Chronicle, “Bringing Human Passion into Education for Sustainability and Bridging Cultures.” She continues to travel around the world, researching truly “transformative” examples of diverse education models for a more sustainable world. Her greatest honour is still to be called, “just a teacher.”

|  |  |  |  |
| --- | --- | --- | --- |
| **David Beatty**  | **david@reflection-action.** | **Netherlands** | **H3 Uni; World Service Organisaton** |

*How can we as world citizens get ourselves out of the traps built in the 20th century, and into our evolutionary roles as stewards of Earth Life Support System.*

A life time focus on facilitating group learning and organisation learning system design. High point was co-creation of Team Syntegrity International between 1990-2000. Currently World Syntegrity Project Co-ordinator. H3 Uni focus is currently on providing on-line tools in support of  learner-led ‘ one planet living ‘’ initiatives. Citizen and student initiatives brewing now in Gelderland and Nijmegen. Action opportunity at top of the list is the COP 21 World Moment Nov.30-Dec.10.  Cop 21 is a real-time Campus for world citizens to align eco-versitile  strategies for a human future in the 21st century. I would like to explore one-planet learning credit  systems  learner-led  mulitt-location  on-initiatives (Planet Badgers) , and increase my relevance as an inter-genernational partner in the 21st century.

|  |  |  |  |
| --- | --- | --- | --- |
| **Laura Martinez** | **correodelauri@gmail.com** | **Spain** | **NuMundo** |

*How could we reunite humanity by changing the way we communicate with each other?
What does it really mean to work and what is the future of work is starting to look like?
What is urgent for humanity to be tacking now?*

*How can we work on what is urgent and needed, ex. conflict resolution, ecosystems regeneration, food waste, etc. and still being able to be financially sustainable?
What are we really able to achieve as magnificent beings?*

Laura Martínez, team member of Numundo.org, an online platform which vision is to build a global movement of passionate people and and educational centers to co-create a thriving planet for us and future generations; and a Co Active Coach at The Happy World Company. But beyond titles and labels, just me, a human being longing for connection, depth and synergies to be found amongst people who are hungry to reunite humanity and regenerate the world´s ecosystems. I have come to understand that collective justice comes from collective effort, and even though nothing worthwhile comes easy, I am willing to go through the storm, dance it and enjoy it, in order to come out of it renovated. I adore being in circles with women, solo time with candles when the sun goes away, asking powerful questions to people at the top of a mountain, when my cat comes to cuddle me, being in love, and getting involved in projects which I deeply believe in.

|  |  |  |  |
| --- | --- | --- | --- |
| **Manolo Callahan** | **manolo@mitotedigital.org** | **US** | **Center for Convivial Research and Autonomy** |

*Can the "global north," including the "global north" within the "global south," learn from the "global south," including the "global south" within the "global north," as the Zapatistas say, a new way of doing politics, i.e. anti-capitalist; can the global north learn from the global south a new path to creating a whole new world?*

Manolo Callahan is an insurgent learner and convivial researcher with the Center for Convivial Research and Autonomy. He also participates in the Universidad de la Tierra Califas when he is not working for the Mexican American Studies Department at San Jose State University.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ronald Castillo Espinoza** | **rocandes@yahoo.es** | **Perú** | **Ugel - Urubamba** |

*¿Qué saberes ancestrales de la agricultura sobre el maíz se pueden rescatar en en el Perú?. Lo que llevo consigo es un Estudio Monográfico sobre la Crianza del Maíz en Ollantaytambo, Cusco-Perú.*

Yo Ronald Castillo Espinoza soy docente de 52 años de edad, natural de Ollantaytambo Cusco-Perú, estado civil viudo con dos hijos en edad universitaria; mi lengua materna es el Quechua. Además de la docencia soy investigador autodidácta e escritor bilingüe (quechua-castellano) de la tradición oral andina de la región Cusco. Actualmente me encuentro laborando como especialista de educación primaria, asesorando y acompañando maestros de escuelas públicas en ámbito provincial de la UGEL-Urubamba. He asesorado proyectos de innovación pedagógica con niñas y niños quechua hablantes de las escuelas rurales de mi región, las que fueron editadas en un libro de texto. Me dedico a la educación Intercultural Bilingüe por más de 20 años. Tengo un gran deseo de compartir algunas experiencias del conocimiento y la sabiduría ancestral de los pueblos originarios de America Latina.

|  |  |  |  |
| --- | --- | --- | --- |
| **Gerardo López-Amaro** | **gtupac.amaro@gmail.com** | **Mexico** | **Raices Colectivas** |

*Are ecoversities anticapitalist? What is the ethic-political position of the different collectives involved in this emergent network? How do we translate concepts, ideas and practices between different cultural contexts and ways of inhabiting the pluriverse? How do we deal with internal power dynamics and conflicts within our collectives? How do we assess the planetary situation? What channels of collaboration can we explore?*

I am currently walking passionately the path of autonomous education with the task of imagining spaces of encounter for thinking-feeling together about ways to strengthen the defense of life, memory and territory. I see this as part of a planetary struggle for cognitive justice and epistemic diversity. I am purposefully becoming entangled in a great “we” of people enacting the pluriverse, that “world where many worlds fit”. I have a profound interest in intercultural translation as a political practice with the horizon of weaving together an anti-imperial, decolonizing, joyful South that can resist the current capitalist storm and create stories, practices, and ideas that nurture life and dignity.

|  |  |  |  |
| --- | --- | --- | --- |
| **Cynthia Tina & Nicholas Joyce** | **nikkojoyce@gmail.com** | **USA** | **NuMundo & Holon.Earth** |

*How can we effectively organize global networks for autonomy and collaboration? How can we design inclusive educational pathways where people have a clear and sustainable direction forward? How can we support movement from conscious thinking to conscious living?*

Cynthia and Nicholas are systems designers - catalyzing people, places, and ideas towards a regenerative future. They have visited 100+ impact centers across four continents. As global consultants, they offer resiliency to communities, businesses, and non-profits. Cynthia supports with branding, marketing and fundraising. Nicholas’ strength is in strategy and alliance building. Both regularly offer workshops, facilitation and coaching sessions. Their years of synergy have culminated in the creation of Holon.Earth, a collaborative learning platform, connecting people and ideas for global transformation. Cynthia and Nicholas are centrally involved with several networking organizations, such as NuMundo, Global Ecovillage Network, and Fellowship for Intentional Community. As co-founders of NextGENNA, they engage young people in the ecovillage movement and produce the annual Youth Ecovillage Summit. In 2015, they produced volunteer trips to InTerraTree, a cross-cultural and sustainability education center in Togo, West Africa. In 2016, they applied system solutions to their home city of Asheville, NC, USA through collaborative events and community organizing.

Nick holds a BBA in Management and Spiral Dynamics Integral Level 1 Certificate. Cynthia holds a BA degree in Sustainability from Goddard College. Both hold Permaculture & Ecovillage Design Certificates. Learn more at NicholasJoyce.com and CynthiaTina.com

|  |  |  |  |
| --- | --- | --- | --- |
| **Rebeca García** | **becky.gbennett@gmail.com** | **Costa Rica/ Spain** | **EARTH University** |

*Which are the factors that help promote environmental behaviour? How can reconnecting with nature help people heal and develop social skills that will contribute to an overall healthier society?*

Environmental educator, with educational and professional background in environmental science, waste management, biogas production and teaching English as a foreign language. Other training in Transdisciplinary Research, Experiential Learning and Agroecology. Interested in eco-psycology and social-horticultural therapy as means to develop people's personal and social capabilities and pro-environmental attitudes. International experience in Europe and Latin America.

|  |  |  |  |
| --- | --- | --- | --- |
| **Traian Bruma** | **traian.bruma@gmail.com** | **Romania** | **Alternative University** |

*How can we design together an operating system for self designed learning environments that would connect us into a global hyper diverse university.*

In 2003 I became a student activist for "student centered learning" in romanian universities. Our “award-winning” projects changed nothing so in 2008, together with other 4 fellow activists, we started our own university. In 2011 we rented a building in Bucharest and we called had the courage to call our project “The Alternative University”. In 2015 I coordinated the start of a second university in Bucharest: Entrepreneurship Academy and then I left for a one year round the world journey to discover inspiration and allies for the co-creation of a global university self-organized by its own students. That “year” is almost finished, as I am finding my way back to Romania.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dina Bataineh** | **Dina@taghmees.org** | **Jordan** | **Taghmees social kitchen** |

I love learning and spent a lot of time in institutions for that purpose, all the while questioning the deeper implications of “education” and whether I had gained anything beyond the tools and means to better compete within a historically exploitative and unjust system. Having become completely disillusioned with modernity and institutions in their many forms, I came together with Reef, a former colleague and friend, to begin a homegrown learning medium called Taghmees Social Kitchen, combining the ingredients of people, food, and fabric to engage in community learning that honors people’s lived experiences, using our stories as a means of creating meaning and shared learning. Our process is one of asking questions as to what we’re consuming in mind and body, and how that reflects on our souls, in the hopes of finding healing in a systemically ailing world. To learn by walking, by doing, by being, by living… to recognize the abundance in life, embrace its infinite fruits, pass on its gifts, and reclaim wisdom, dignity, wellbeing, compassion, and hospitality as values in our lives and our community of “ahali”.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ashley Cooper** | **ashley@easilyamazed.com** | **USA** | **Mycelium** |

*What are others learning about creating learning environments for people to learn across differences and address the challenges and opportunities relevant to this moment in time? How are others using local learning environments for healing, organizing, and regeneration? What fabulous experiments and intergenerational programs are others engaged in?*

Guided by her reverence for life and fierce commitment to equity and justice, Ashley creates experiences where learning ignites, healing is possible, and meaningful action takes root. She has a gift for facilitating groups and cultivating a culture where people feel inspired to be genuine, actively participate and learn across their differences. Over the last 18 years, she has worked in a variety of settings from community engagement strategy with foundations, non-profits and government agencies to curriculum and program development in schools for youth and adults, to local organizing to increase opportunities for equity, justice and cross-issue, cross-racial collaboration. Ashley produces and facilitates learning experiences at intimate community events, multi-day immersive programs, and large-scale initiatives. She has collaborated on such projects as a city-wide engagement process to support their efforts to become a more equitable and inclusive city; co-facilitating White Affinity Groups at the National Association of Independent Schools People of Color Conference; and co-founding Mycelium, a learning organization that provides intergenerational programming for people dedicated to making a difference in the world and serving in the fields of social justice or social entrepreneurship. Her experience has demonstrated that meaningful change comes from diverse groups collaborating for a shared purpose.

|  |  |  |  |
| --- | --- | --- | --- |
| **María del Carmen Ramos Pérez** | **carmenrp1@gmail.com** | **México** | **Tlalij A. C./ Escuela Campesina de Educación Popular y Alternativas Sustentables.** |

*Cómo generar la sostenibilidad y seguimiento de los procesos formativos alternos a los modelos tradicionales en la construcción o transformación de nuestras realidades.*

Educadora popular comprometida por tejer relaciones justas. Valoro el buen vivir como oportunidad que podamos colaborar para su construcción todxs. En procesos urbanos he colaborado como formadora en educación para adultos en Querétaro, familias que transforman su entorno una vida digna.
En Jalisco colaboré en el ITESM, en el área de formación social con espacios de formación ética y ciudadana para que estudiantes colaboren con comunidades urbanas y campesinas. Caminamos con organizaciones campesinas, provocaron reconocerme como parte de la Madre Tierra. Acompañé de distintas formas, recuperación y defensa de territorio y facilitamos espacios para la construcción de conocimiento colectivo, colaborada, de igual a igual, aquí la práctica provoca reflexión, el diálogo y aporta a este conocimiento de todxs. Nace la Escuela Campesina de Educación Popular y Alternativas Sustentables. Ahora, vivo la oportunidad de sumergirme en la tradición nahua en la Huasteca potosína, acompaño a las familias en lo que deciden si desean esta realidad o transformarla, que responda a sus anhelos y buen vivir, Pakilistlij. Nace Tlalij A. C. tejemos relaciones entre el campo y la ciudad a partir de la Economía Solidaria con Canastas Solidarias, así como, visitas a entre las familias consumidoras y productoras.ara contagiar el amor a nuestra Madre Tierra.

|  |  |  |  |
| --- | --- | --- | --- |
| **Karim-Yassin Goessinger** | **karim@ci-las.org** | **Egypt** | **Cairo Institute of Liberal Arts and Sciences** |

*The question of local/indigenous knowledge; the question of post-disciplinarity; the question of urban embeddedness; questions around the changing nature of higher education generally; questions about the systems view of life; questions about the future of higher education in Africa; questions about space/learning environments; questions about criticality/critical thinking.*

My name is Karim-Yassin Goessinger. Born and schooled in Frankfurt, Germany, I was raised by an Austrian father with strong ties to Vienna and an Egyptian mother with even stronger ties to Cairo. Hence, after attending a liberal arts college in the Netherlands, a Catholic University in Rio de Janeiro and the Institute of Political Studies in Paris, and working with a range of development agencies, notably in Latin America and on Africa, I decided to try my luck at synthesising my higher educational and professional experiences in what resulted in the creation of the Cairo Institute of Liberal Arts and Sciences CILAS. This synthesis was informed by my mostly joyous academic training in political philosophy, social anthropology and urban sociology, and my predominantly disillusioning insights into the development world. CILAS now operates as a scholarly cooperative guided by the principles of play, radical equality, ignorance, post-disciplinarity and diversity. I've served as founding director and teaching fellow at CILAS with a short gig with the Sociology Unit at the American University in Cairo, and intend on moving across the African continent to continue doing similarly meaningful work in Johannesburg, South Africa starting in summer.

|  |  |  |  |
| --- | --- | --- | --- |
| **Piedad Adriana González Tova** | **pia.glez.tova@gmail.com** | **Mexico** | **CIET** |

*¿Cómo podemos afianzar estas formas de aprendizaje en nuestros contextos?*

Llevo por nombre cercano Pia y he nacido en Matehuala, al norte del estado de San Luis Potosí. Crecí en una familia de mucha migración. Tengo un hermano menor. Estudié de licenciatura Antropología y trabajo desde la perspectiva emancipatoria de los Derechos Humanos, desde siempre supongo. En la actualidad soy maestrante en Derechos Humanos. Así mismo soy parte de la asociación El Tiempo que Resta, de donde surge el CIET. Facilito un diplomado en Terapia de Autosanación del Campo Punto Cero una vez por mes, y doy terapias regularmente. Vivo con un perro, una gallina, 12 conejos y muchas plantas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Udi Mandel** | **udi@enlivenedlearning.com** | **(Brazil/UK)** | **EARTH University/Enlivened Learning** |

*How can we learn and inquire in solidarity and give space for the emergent? How can learning support the regeneration of life, communities, ecologies and economies?*

After working in a range of academic institutions over the last decade teaching and experiencing the failure of these places of learning to meet the serious challenges we face today I, alongside my life partner Kelly, felt an urgency to seek out places that were truly re-imagining and practicing forms of higher education that were enlivening. We created the Enlivened Learning project to this end, and after a year-long journey, many learnings, unlearnings and meeting new friends, we are feeling hopeful and so happy to be a part of this emerging knowledge movement. Along the way we have learned and are experimenting with new forms of co-creation and inquiry which we are trying to apply across the things we do in our lives including writing, making of a series of films of the places we visited, and in this Ecoversities encounter.

|  |  |  |  |
| --- | --- | --- | --- |
| **Kelly Teamey** | **kellyteamey@gmail.com** | **(Brazil/UK)** | **EARTH University/Enlivened Learning** |

*How can we co-create spaces for deep learning that inspires us to reconnect to our local ecologies, to our deepest sense of what it means to be human during our short lives – especially within these increasingly structurally violent times? If we are part of a much larger and more disperse movement birthing new societies within the womb of the ‘old society’ what does this mean for us as a collective and as an individual?*

I left an academic job at the end of 2012 as a lecturer in Education and International Development at the University of Bath, England – to join Udi Mandel – and travel around the world to visit with, learn from and document places of higher education that are re-imagining what a university can (and should) be. I am still in recovery from the many years I spent learning, studying, researching and teaching within the alienating halls of mainstream universities. Since 2013, Udi and I have been co-editing a series of films – to make visible many of these amazing places that we visited.  Our pace has been slower and more deliberate since then with the birth of our first child – yet another path of learning we are blessed to be on! I am so excited to be co-organizing this second gathering, to build new bridges, new friendships and to work in closer solidarity with so many like-minded and like-hearted folks!

|  |  |  |  |
| --- | --- | --- | --- |
| **Manish Jain** | **Manish@swaraj.org** | **India** | **Swaraj University** |

*How do we invite more understanding and energetic experiments into the gift culture? How to engage in more intercultural dialogue? How to hack the larger education system through the ecoversities collaborative?*

Manish is the co-founder of Swaraj University in Udaipur, Rajasthan, India. He and his wife Vidhi have been unschooling themselves with their 14 year old daughter, Kanku. Manish is passionate about unlearning, gift culture, clowning, urban organic farming, filmmaking, simulation gaming, earth building, bicycling, group facilitation and slow food cooking.

|  |  |  |  |
| --- | --- | --- | --- |
| **Brandon hay** | **123brandonhay@gmail.com** | **Canada** | **Black Daddies Club** |

*How do we engage with love and hope as a praxis for community education and community engagement?*

Brandon Hay, (MES) brings over 10 years of experience working in Canada and internationally with a background in strong mobilizing, leadership and facilitation skills, taking a transformative and equity approach to issues of marginalization, health and well-being and working in ways that sponsor: anti-racist, anti-oppressive and decolonizing practices. He views diversity, complicated intersections, life transitions and responses to marginalization as occasions to anchor communities with agency, informed and responsive supports. In doing so, this allows us (from a participatory framework) to be able to shift through the layers, lend understanding to crisis and affirm capacity are skill sets which he honed after years of service, community engagement, project coordination and research. Having been the founder of Black Daddies Club, Brandon knows first hand the importance of community cohesion, promising practice, evidenced-based and best practice. Bringing insight, analysis and awareness

|  |  |  |  |
| --- | --- | --- | --- |
| **Sharon Stein** | **sharonrstein@gmail.com** | **USA/Canada** | **University of British Columbia** |

*What are the limits of what is possible within 'traditional' universities? How can we nonetheless make use of these spaces? How can traditional universities learn from ecoversities, without merely coopting and cherrypicking?*

Sharon Stein is a PhD student in Educational Studies at the University of British Columbia. She studies higher education, examining the edges of what it is possible to imagine from within the ‘mainstream’ (modern/colonial) university, and experimenting with what else might be possible if we disinvested from its institutional form. She is committed to creating (physical and virtual) spaces for different communities to examine the attachments and desires that keep us invested in harmful modes of existence, and to encounter other horizons of possibility.

|  |  |  |  |
| --- | --- | --- | --- |
| **Julieta Mazzola** | **jmazzola@earth.ac.cr** | **Argentina** | **EARTH** |

*My questions, reflections, concerns and "intellectual" joys are related to equity and rurality, the changes or transformations that are required in rural areas and what we can support as a university. I am also interested in community action and mobilization for the care / management of nature. What mobilizes them and why? Finally, I am also thinking about the University and interculturality and how to promote greater and better intercultural dialogues.*

Julieta has been working at EARTH University (Costa Rica) from 2007, where she provides courses related to human development, equity and rural development. Some topics of interest are: inequality and poverty, interculturality, social participation and mobilization, territorial development, community organization and sustainable communities. She previously (2000-2005) worked at the University of Salvador (Buenos Aires, Argentina), conducting research on socio-environmental aspects and teaching undergraduate and graduate courses. She has also taught courses in environmental training, building capacity and facilitated organizational processes with rural farmers. She completed her Masters in Environmental and Territorial Studies at the University of Deusto in 1999 (San Sebastian, Spain) with a grant from the Ministry of Culture and Education of Argentina and completed her PhD in Social Sciences at the National University (Costa Rica) in 2015. She wrote several articles related with environmental education, community engagement, social organization and participated in Conferences at national and international level.

|  |  |  |  |
| --- | --- | --- | --- |
| **Philippe Greier** | **philippe@present-e.org** | **Brazil** | **presente! (www.present-e.org)** |

*How can a structure of support and collective learning look like for a global community? How can we better support each other and collaborate in order to make best use of limited resources and diverse networks?*

Hi my name is Philippe and I am a professional hippie who envisions a future built upon tolerance and conscious choices. What triggers me is discovering and experimenting new realities and ways to live together and to collaborate in save and abundant communities. My strengths and talents flourish in self-organized and non-hierarchical processes when matched with a well-structured and flexible working environment.
Together with a global collective I founded presente! (www.present-e.org) in order to create prototypes for disrupting education and support innovative education projects around the world. We run learning journeys for educators and transformation agents (www.eduontour.org) and are building up a peer 2 peer learning platform focusing on self-directed learning in communities (www.blsom.io) Let's play together because we have work to do.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sarah Amsler** | **samsler@lincoln.ac.uk** | **United Kingdom** | **University of Lincoln**  |

I am passionate about learning as a practice of freedom and possibility, and sad and angry that it is so often a means of oppression. Over the past twenty years and wearing many different hats, I have tried to help create, hold and protect spaces for liberating thinking and practice in institutional settings including childcare, schools, rehabilitation centres, museums, educational NGOs and universities. Now, in addition to doing my best to parent, I am a sociologist teaching in an academic department of education in England, developing ways to theorise practice and facilitate critical inquiry with teachers working in repressive intellectual and political conditions. While committed to struggles for dignity and social justice within and against authoritarian and exploitative institutions, and against ascendant forces of fascism in the places where I live, in recent years I have channelled more energy into organising community education and research; co-creating and nurturing autonomous economic and pedagogical co-operatives; developing pedagogies of connection, political imagination, courage and hope; and building social foundations for the creation of a co-operative university.

|  |  |  |  |
| --- | --- | --- | --- |
| **Victoria Haro** | **vhs@umamexico.com.mx** | **Mexico** | **Unversidad del Medio Ambiente** |

*What synergies and learning processes may we create in order to learn and explore together how to challenge and support change agents in the socio-environmental context?*

I am a researcher and educator exploring learning communities for sustainability. I co-founded and co-direct in Mexico the Universidad del Medio Ambiente (UMA), a university focused in socio-environmental studies in diverse disciplines offering a project-based, on-site education designed for change agents.
Prior to participating in the UMA project, I did a Ph.D. in Law and Economics and focused on incentive design and applied legal research. The most interesting part of this cycle was serving as environmental advisor for the county government of Valle de Bravo –source of 20% of Mexico City´s water- an then as Project Director for the county´s Watershed Commission, where I had the opportunity to coordinate the establishment of a National Park in the region, as well as the development of an innovative environmental Zoning Plan.
I am currently exploring the design and development conditions for learning communities that may generate personal, interpersonal and transpersonal transformations able to foster socio-environmental regeneration through projects and initiatives. I also love to write and have a published novel (“Aunt Pita and other Non-Ordinary Deaths”) and several short stories. I am now writing a second novel about banana workers in Ecuador. I live in Valle de Bravo, with my husband, daughter and son.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dennis Littky** | **dlittky@metmail.org** | **usa** | **College Unbound** |

Dennis Littky is the co-founder and co-director of The Met School, Big Picture Learning and founder and President of College Unbound. He is nationally known for his extensive work in secondary education in urban, suburban, and rural settings, spanning over 40 years. As an educator, Dennis has a reputation for working up against the edge of convention and out of the box, turning tradition on its head and delivering concrete results. From 2000-2010 The Bill and Melinda Gates Foundation gave Big Picture Learning 20 million dollars to replicate The Met School nationally and internationally. Currently there is a network of 113 schools, 52 across the country, 40 in Australia and 21 in the Netherlands. Presently, Dennis’s focus has been to expand the Big Picture Learning design to include a college, College Unbound, for adults, that allows them to earn a Bachelors Degree while creating a project around their interest and working full time. The innovative college is rethinking how we educate the 37 million adults who started college but didn’t finish.

Dr. Littky holds a double Ph.D. in psychology and education from the University of Michigan. His work as a principal at Thayer Junior/Senior High School in Winchester, N.H. is featured in an NBC movie, A Town Torn Apart based on the book Doc: The Story of Dennis Littky and His Fight for a Better School. In 2004, he wrote (along with Samantha Grabelle) The Big Picture: Education is Everyone’s Business, which went on to win the Association of Educational Publishers’ top award for nonfiction in 2005. In 2003, Dennis was recognized as a leader in education and awarded the Harold W. McGraw Jr. Prize in Education. Fast Company ranked Littky #4 among the top 50 Innovators of 2004, and the George Lucas Educational Foundation recently selected Dennis as part of their Daring Dozen. Locally, Dennis was awarded the Local Hero Award by Bank of America in 2008 and College Unbound was awarded The Innovative and Creative Program Award by UPCEA, New England. Most recently, Dennis was awarded the New England Higher Education Excellence Award in 2011.

|  |  |  |  |
| --- | --- | --- | --- |
| **Vera Franco** | **vera.franco@gmail.com** | **United Kingdom** | **Findhorn Foundation College** |

*Building bridges between non formal and formal education, synthesizing collaborations and learning experiences. Self-oriented holistic education that empowers both the learner and the living community in a real collaborative way, engaged and effective learning happening both ways.*

I am a 33 year old Portuguese woman, who grew up in a very mainstream educational system and came to live in the Ecovillage and Spiritual Community of Findhorn to continue to grow skills as an educator and as a learner. I am passionate about education and mentorship, about developing and expressing the potential in people, exploring co-creative synergies between positive and holistic projects and communities, and embodying practices and methodologies of holistic living with the motto, if it's not fun, it's not sustainable!

|  |  |  |  |
| --- | --- | --- | --- |
| **Edomyas Solomon** | **edomyas@gmail.com** | **USA/Ethiopia** | **None** |

*I'm interested in exploring how the soulful engagement with the creative arts (music, dance, visual arts (film-making, painting, drawing, sculpting), writing etc. can contribute to maintaining the stories and traditions of local cultures; can support the exploration by young artists of their own identities and places in a rapidly changing world; can support the creation of new and beautiful objects and ideas that are authentic expressions of the artists' current realities; all in spaces that are struggling against the incessant pressures of capitalist ideas and the resulting cultural colonialism that is eroding people's connections to each other, to their environments, and to their traditions and histories. I'm interested in sharing ideas about how to create sustainable artist cooperatives that support the above intentions, as well as creative collaborations that nurture real connections and communities beyond artificial borders.*

I know happiness, love and freedom to be my true nature. I see Buddha Nature…Christ Consciousness…Pure Being…Self…in everyone and everything. I see truth, love and beauty in the background of all, in the relative experiences of pain and pleasure, birth and death. I see life as poetry in motion…subtle connections permeating all phenomena, always inviting us to listen and look closely. This insight has served to confirm my undeniable unity with every being. As a result of this lived experience of oneness with others, I have a deep and effortless desire to share happiness, love and freedom with others. Therefore, my life continues to be an effortless effort to create an environment that is conducive to the exploration and unfolding of love, happiness, and freedom...by tapping into the creative spirit, through dialogue and play, through connection and collaboration. In addition, through my own creative endeavors and words, I aim to paint a compelling and accessible picture of the myriad possibilities that await all of us. Finally, through my own real presence in other's lives, I aim to be a reflecting mirror through which people can see and and be their true Selves.

|  |  |  |  |
| --- | --- | --- | --- |
| **paige teamey** | **kteamey@gmail.com** | **world without borders** | **enlivened learning** |

*what kinds of processes can we use that will allow individuals to learn more about themselves, community, and natural surroundings with the emphasis of taking this information and creating something more. what process can be involved that will allow depth over breadth and autonomy vs. collective ideation.*

working/learning in the medium of (science, humanities, technology, engineering, arts, and math) to promote self development, civic connections, and learning approaches to understanding collective and individual worldviews.

|  |  |  |  |
| --- | --- | --- | --- |
| **Marina Leitner** | **marinaleitner@hotmail.com** | **Argentina** | **Noctilucas** |

*How do we incorporate memory of the past into our projects in a way which serves to healing processes? (in general but also specially in contexts of violence)* *How can we create without imposing? How do we do to not become “the oppressor” just because I think that what I am doing is the right thing? How do we balance the vision and beliefs of our projects with the values, practices and visions of the place where your project is based?

What are your experiments with self designed learning? Have you been a learner in your own project? What other ways of living and seeing the world exist besides the ones related to the modern western system? What kind of societies do they contribute to creating? What ways of being do they generate through their teaching and learning practices and views?

Since I would like to start my own project in Buenos Aires I am interested in finding out:
What were the main decisions you had to take and challenges you had to face when you started your own project?
What are some practices, lessons, solutions, recommendations, mistakes?
How do you engage the community that lives near your place? Are you interested in getting them involved?*

I am Marina Leitner, from Buenos Aires, Argentina. In 2013 I joined Enlivened Learning, travelled with Kelly and Udi in Brazil and India and helped with translations into Spanish. Back in Buenos Aires, in 2014, I was part of the collective who designed and opened a Secondary School for the teenagers of a marginalized community in the outskirts of Buenos Aires. It is a public funded school but built with the community and with its social organizations. It is based on three main principles: Curricular Justice, Situated Thinking and Pedagogy of Presence. We are a big family. Now I have embarked myself in a new adventure: I have designed my own autonomous (un-re)learning journey around the world. I am doing this experiment for myself but also because in the future I would like to create a self-designed learning space and community in Buenos Aires. For now, I have been travelling in Bolivia, Peru and Colombia.

|  |  |  |  |
| --- | --- | --- | --- |
| **Deepak Menaria** | **deepak@lemonideas.in** | **India** | **Lemon Ideas** |

*> Learning by Doing and learning through reflections as strong tools of training for students
> Self awareness as foundation for learning and education
> Inculcating basic entrepreneurial and creation acumen in youth for purposeful career and output*

DM is start-up mentor, motivator, philanthropist and people’s person. Deepak is a passionate Creator, Executor and brings along multiple creations including Software Company, Non- Profit organization, Various Initiatives, Programs, Movies and Process Models. His avid love for experimentation and taking offbeat paths filled with ‘crazy’ ideas has been a visible colour in his self –made professional journey. He follows his heart and has taken “not so lucrative” unconventional paths at various junctures in his journey.

His rich experience includes Managing Talent and People functions in IT industry. He Co-founded Lambent Technologies (Now GlobalLogic) before Lemon. He is currently experimenting new approaches to training and education at LEMON School of Entrepreneurship (LSE). LSE is India's first experiential entrepreneurship school where aspiring entrepreneurs get all relevant knowledge and skills to launch their ventures. The ventures gets Incubation, Mentoring and funding support through Lemon platform. Deepak is keenly interested in transforming youth by inculcating Entrepreneurship, Innovation and Values. His current study and research includes Employability Gap and Higher education- The next steps. He is a regular speaker on state of Education, Entrepreneurship current challenges and way ahead. DM is very keen towards change and has been contributing his bit towards better tomorrow. He is founding volunteer at “not profit” organization for youth ONE Foundation. He actively participated in two major public movements in India, one on Anti- Reservations in 1991-92 and second on Anti- Corruption in 2011-12. He is a regular blood donor with more than 30 donations.

|  |  |  |  |
| --- | --- | --- | --- |
| **Nico Evers** | **nicoevers@earth.ac.cr** | **Costa Rica** | **EARTH** |

Nico Evers is Professor of Internships and the Director of the International Academic Relations Office (RAI) at EARTH University, Costa Rica. Through a holistic 4-year undergraduate degree program in Agricultural Sciences and Natural Resources Management, EARTH prepares young ethical leaders from 44 (mostly developing) countries to contribute to the sustainable development of their communities and to construct a prosperous and just society. Nico´s office is responsible for coordinating for-credit study abroad programs, short courses and internships, as well as the global internship program for full-time EARTH University students. Nico Evers, who is from The Netherlands, was most recently a senior policy officer for the Netherlands National Commission for UNESCO and came to EARTH with almost 20 years of experience in international higher education and cooperation.

He holds a Master of Science in Public Administration (International Relations) and started his career at the University of Amsterdam, where he held the positions of manager of international study programs, policy advisor for international affairs at central university administration level, interim director of the Dutch language institute and resident director of the CIEE Study Center in the Netherlands. He also worked for the Netherlands Organization for International Cooperation in Higher Education (Nuffic), where he worked on capacity building projects at universities in Guatemala and Tanzania and on various studies, consultancies, training courses and international projects.

|  |  |  |  |
| --- | --- | --- | --- |
| **Vanessa de Oliveira Andreotti** | **vanessa.andreotti@gmail.com** | **Brazil** | **UBC/eARTh Ainy** |

*How can we prepare ourselves to hospice a world that is dying and to assist with the birth of something new, undefined and potentially wiser? How can we summon the courage and the humility not to numb to our collective pain or turn our backs to our shadows or to each other? How can we learn from recurrent mistakes so that we can make only new mistakes in the future? How can we face the whole humanity within us (the good, the bad and the ugly) without fear? How can we face the loss (or learn to let go) of the world (and ourselves) as we know it (our comforts, identities and securities) without despair?*

In this life I have been gifted a wombed brown body, a divergent intellect, the visceral conscience of a multitude within me, and the ability to see through and not be afraid of darkness. The body was born at the intersection of two bloodlines in conflict: one young, reckless, imperialistic and full of gifts to give, the other older, a little wiser and tasked with the job of a balancing act. This has defined what is to be learned and to be taught in its path.

|  |  |  |  |
| --- | --- | --- | --- |
| **Sergio Oscar Romero** | **soir688@gmail.com** | **México** | **Universidad de la tierra** |

*¿es necesario separar la escuela del Estado? ¿Cómo aprendemos? ¿Cómo recuperamos los aprendizajes colectivos? ¿Cómo llevamos esos aprendizajes a otros espacios?*

Durante tres años estuve estudiando antropología social, colaborando en colectivos y tratando de ser participe de los movimientos en resistencia, sin embargo durante mi estancia me daba cuenta que la antropología no era lo que yo esperaba, mucho menos la academia, siempre había pensado que la escuela era la única forma de aprender, decidí dejar por un tiempo la academia y llegué a la unitierra, descubriendo que sí es posible aprender de diferentes formas, formas que parten de la colectividad y de un interés común y así es como desde el año pasado me encuentro colaborando en la universidad de la tierra, mis principales intereses se enfocan en la agroecología y en la reflexión en la acción en las cuales he comenzado a incursionar gracias a mi estancia en dicho espacio en conjunto de un maravilloso grupo de compañeras y compañeros , donde la palabra, el diálogo y las ganas de construir otras formas nos han estado entretejiendo.

|  |  |  |  |
| --- | --- | --- | --- |
| **Erika Lozano** | **kururh@gmail.com** | **México** | **Independent media-collective (Másde131)** |

*Any kind of resistance in war zones, other experiences in countries that have been resisting against drug wars, people forced disappearing.*

*How can we stick together and work in networks around the globe now that the fascism is recofiguring and how will we respond to a long term form of organization. We need each other.*

Desde el 2012 me empecé a involucrar con movimientos sociales y a utilizar el registro documental como una forma de denuncia y protesta a las políticas del gobierno del entonces presidente, Felipe Calderón, y hoy de Enrique Peña Nieto, quien sostiene una guerra en México.

Junto con otras compañeras y compañeros decidimos crear nuestro propio sitio en internet para trabajar de manera crítica e independiente. Durante algunos meses nuestro sitio permaneció bajo ataque. Hoy seguimos intentando mantenerlo a flote con nuestro trabajo, apostando por un periodismo humano, sensible y con una mirada joven.

Mi interés personal es el de acompañar a las víctimas de la guerra, víctimas de violencia, discriminación, o comunidades en resistencia ante megaproyectos y visibilizar estos procesos de organización. Mostrar lo que nos vuelve humanas ante lo terrible, que hay amor en lugares hostiles y violentos.

Me interesa entender la guerra por la que estamos pasando en mi país, poderla nombrar y apostar por el futuro.