

“Co-creating the Paradigm Shift in Higher Education: A Manifesto for Transformative Learning” — who we are...



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What we suggest doing today and «Art of Hosting»

Our workshop aims...

1. ... to talk about the manifesto.
2. ... to reflect about transformative learning.
3. ... to discuss possibilities of contributing to the paradigm shift.
... start joining forces...

Art of hosting — four rules:

- speak from the I
- speak with intention and remain focused,
- listen with attention
- stay curious and avoid advice

Ice breaker: the “Picasso method”...

Manifesto: Learning for Transformation

- 1 We all contribute to enabling transformations towards sustainable development.**
- 2 Cosmetic changes won't do: we are open to radical changes in our thinking, feeling and acting. Individually and collectively.**
- 3 We are committed to transformative learning processes everywhere in society.**
- 4 We shape learning environments and learning processes for transformative learning in a conscious and competent manner.**

- 1 We all contribute to enabling transformations towards sustainable development.
 - 1.1 The world's crises require that we respond with massive changes and competent action.
 - 1.2 Education for sustainable development needs to be available to all, at all educational levels, and throughout life.
- 2 Cosmetic changes won't do: we are open to radical changes in our thinking, feeling and acting. Individually and collectively.
 - 2.1 A sustainable future implies radically questioning our certainties and values.
 - 2.2 Transformation means systems change and not stabilization of the system.
 - 2.3 A sustainable future is not compatible with the neo-liberal growth paradigm.
- 3 We are committed to transformative learning processes everywhere in society.
 - 3.1 Transformative learning enables us to challenge our certainties and values.
 - 3.2 Transformative learning at the societal and individual level are intimately linked.
 - 3.3 Challenging our certainties and values means leaving our comfort zone. This requires being willing to learn and unlearn.
- 4 We shape learning environments and learning processes for transformative learning in a conscious and competent manner.
 - 4.1 Transformative learning requires a shift in the understanding of teaching away from a knowledge transfer to an enabling approach.
 - 4.2 Transformative learning requires specific teaching skills and corresponding professional development.
 - 4.3 Learners willing to abandon their comfort zone need safe learning environments.
 - 4.4 A transformative pedagogy must reinforce individual and collective self-organisation and enable action.

Some important insights provided by the participants in the Workshop

During the discussion, a lot of feedback was provided and excellent suggestions were made -- here is a small selection of remarks that we will reflect on in further work on the Manifesto, in the sense of a co-creation process; many thanks to all participants!

1. Can a Manifesto work as a ready-made? Does it lead to action? Or should you rename it a “Call to Action”? Purpose-driven reflective action is the strongest way of learning!
2. What triggers us is the urgency of the need for action: six of the nine Planetary Boundaries have already been exceeded! Nevertheless, try to legitimate this urgency not with negative reasons but with positive visions of alternative futures.
3. It's important to make it clear that it's about sustainability-oriented transformative learning - it's not just about transformative learning. Will this also reach the skeptics?
4. Reflections on the intersection between climate change, economic growth, and postcolonial issues show that the normative discussion about sustainability doesn't mean the same in the Global North and Global South. So does the Manifesto only speak to a Swiss audience? does it take into account global inequalities? We are a minority here in Switzerland and discussions about transformative learning may not be relevant in other countries. Moreover: economic growth is necessary in some countries where there are insufficient essential commodities.