THE INDIAN MULTIVERSITIES ALLIANCE:

THE ECOVERSITIES STARTUP KIT

The Ecoversities Alliance is a community of learning practitioners from around the world committed to re-imagining higher education to cultivate human and ecological flourishing in response to the critical challenges of our times.

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This kit is intended to help you dream-think-feel through starting your own Ecoversity.

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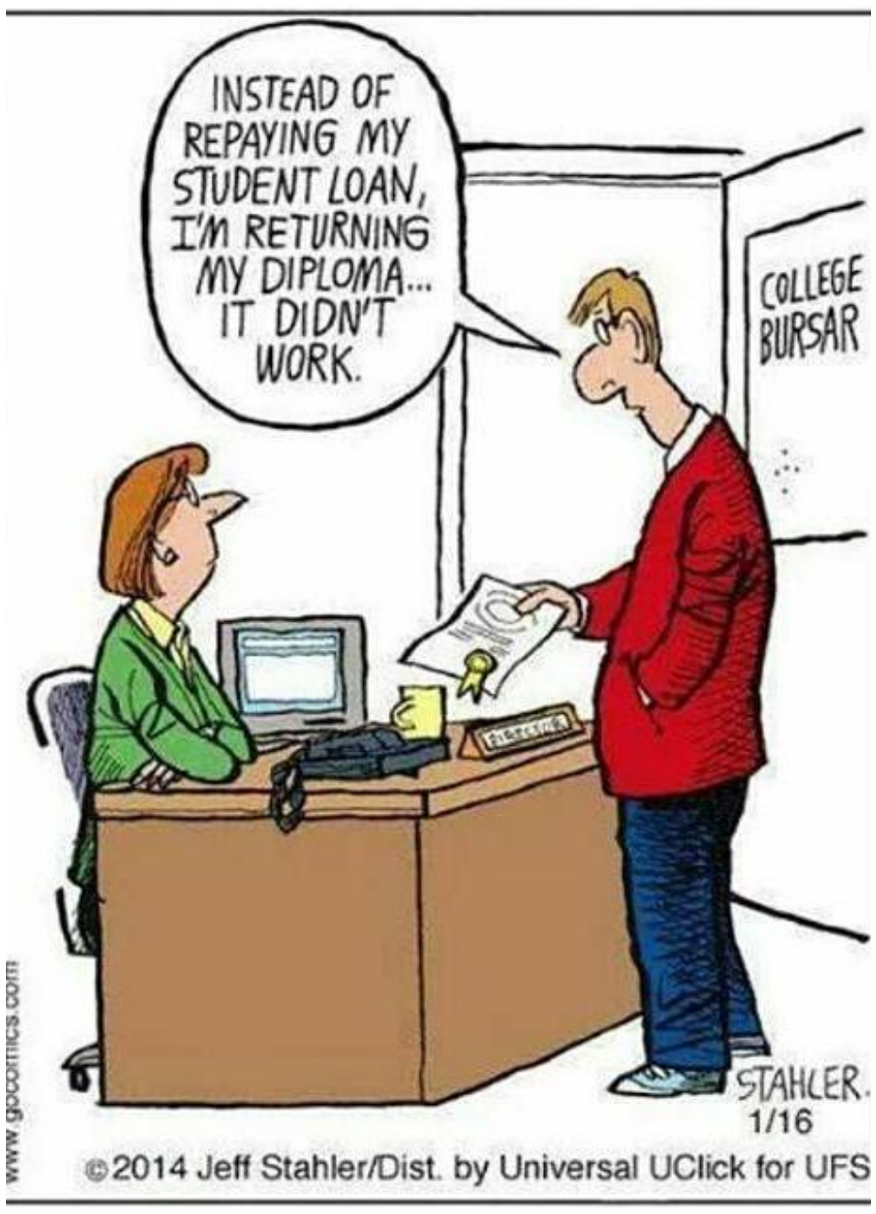
Written by: Abhishek Thakore and Manish Jain
Design: Harsh Wardhan
Thanks: Reva Dandage, Andrea Gonzalez, Ku Kahakalau

Welcome to a Whole New World of Learning

Dear fellow seeker,
What can be a more r/evolutionary act than learning? Of discovering the magic of our world, our inter- connectedness, our deeper purpose in life and how to manifest our gifts and talents, and simply how things work?



And yet, have you noticed that the entire definition and structures of learning have been exclusively hijacked by a bunch of self-proclaimed experts?

Sitting in a land far far away from us, the 'experts' decide what we learn, who we learn from, how we learn, how we are evaluated, and grant their holy stamp of approval to our efforts. We are told that the PhDs sitting in ivory tower facades are the only ones with knowledge and they have the right to make decisions over our lives and our futures.

They set a scarcity and competition-driven exclusive/excluding bar for learning (financially and in their own narrowly defined notion of intelligence). And if you need a job, you need the piece of paper they give you. And without the paper, you simply do not exist. It is a monopoly system.

Meanwhile, we have learnt to accept this as status quo. We have been trained to follow the path of homo-economicus. We have been taught to become consumers and to love our slavery. The education system isn't broken - it is working. In fact, it is working extremely well in killing our innate curiosity, collaboration and creativity, and in exacerbating many crises of the world.

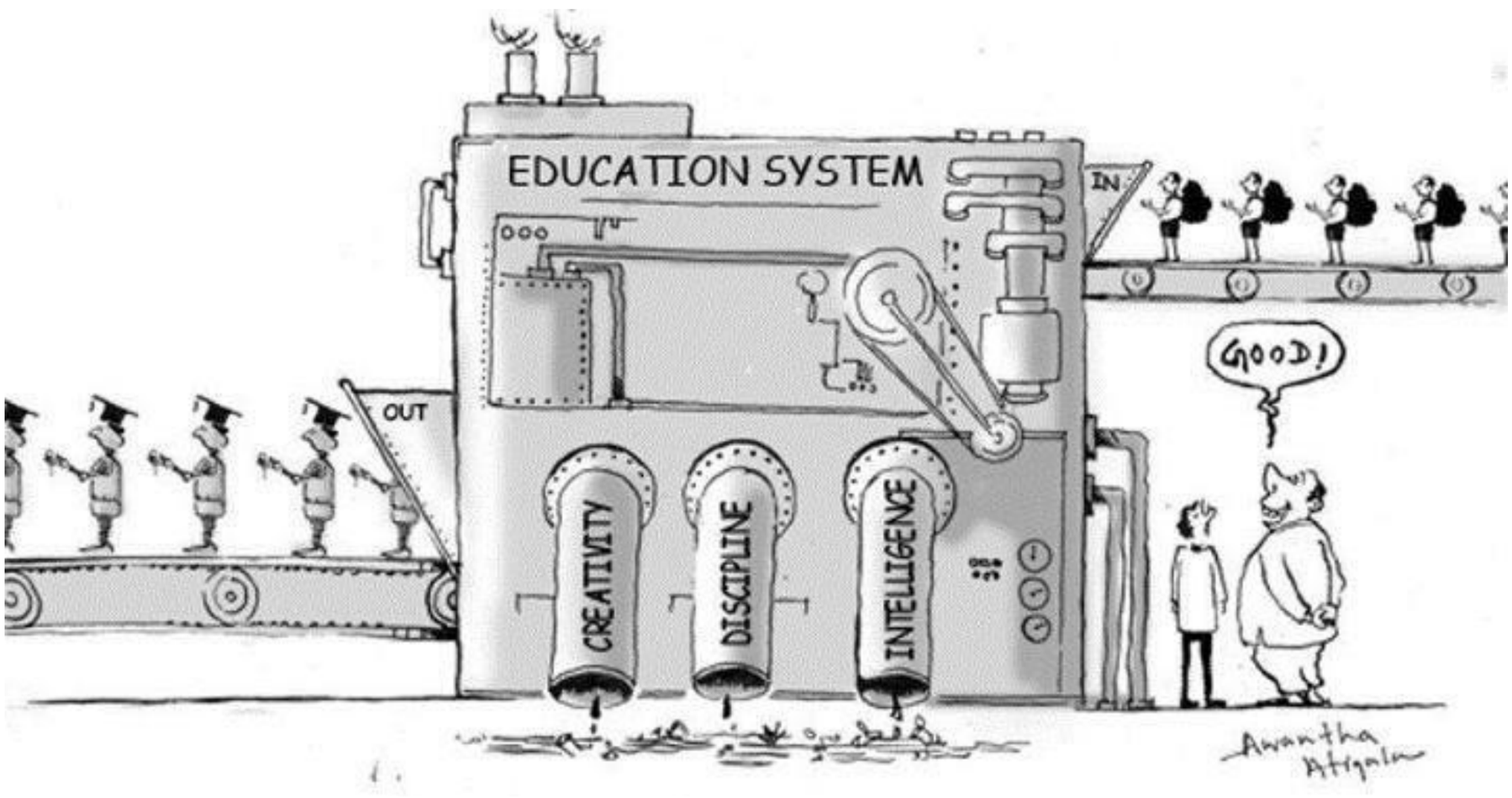
But does it always have to be so?
We don't think so!

For centuries, we have been learning from the wisdom and skills passed down through the ages. We have learnt from plants and animals, from rain, rivers and winds. We have learnt by gazing at the stars and by playing in dirt. We have learnt seamlessly as we played, danced, worked and lived together.

It is time to reclaim learning, creativity and wisdom, and bring it back into our diverse realities. To free it from the fetters of 'professional academia' and let it flow and happen in many different ways and forms. From mainstreaming to many-streaming of life.

The artist is not a special kind of man, but every human is a special kind of artist.
~ Ananda Coomaraswamy

Each of us, individually and collectively, are capable of self-designing and self-organizing our own learning programs, learning communities and learning ecosystems. We need to reclaim our capacities to decolonize, generate and share knowledge. We need to re-open wisdom dialogues about development, progress, technology, equality and the good life. This document is a supportive guide to setting up your own Ecoversity.



It is intended to serve as a starting point. As we visualize it, any group, inspired by the idea, can start working with this startup kit to visualize a prototype for their context and communicate with people in our larger collective about their intentions. We can assist you as you build your own support system, conduct your own experiments, share what you create and reflect on the impact.

We welcome you on this exciting journey that has the potential to shift the destiny of humanity!

The Context

Could 5 friends get together and open their own Ecoversity?

Could an village or urban neighborhood get together and open their own their own alternative university?

Could a 1000 people's social movement get together and open their own peoples' university?

What would it take?

The logical extension of being in a schooling society for centuries is the emergence of the global digital knowledge economy. Traditionally, humans were lifelong and lifewide leaders and did not separate knowing from being.

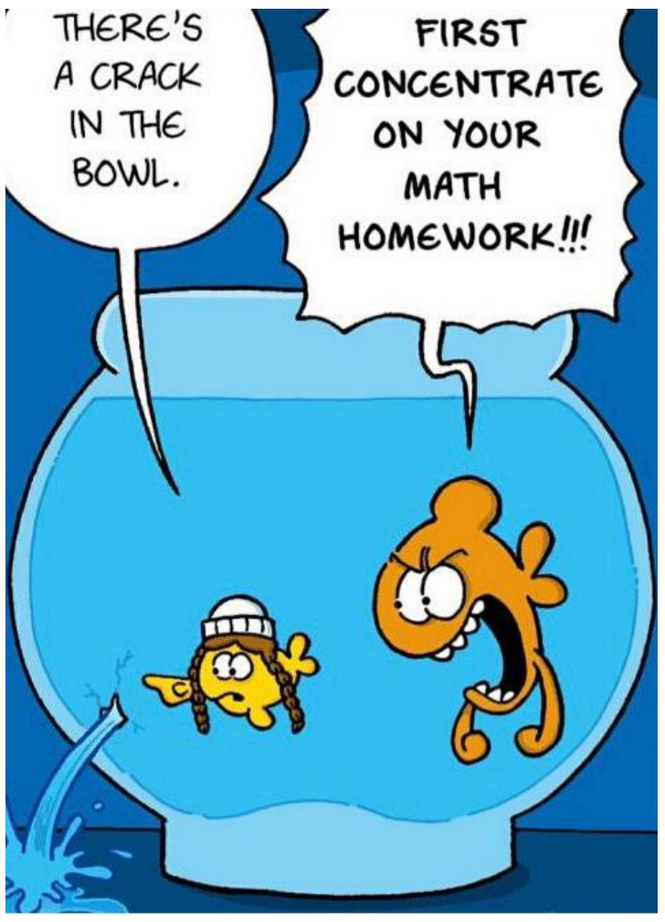
> ***But with modernity, industrialization and the emergence of a schooling society, learning had to be tamed, compartmentalized and packaged within clear boundaries and had to be re-configured to meet the needs of the global economy.***

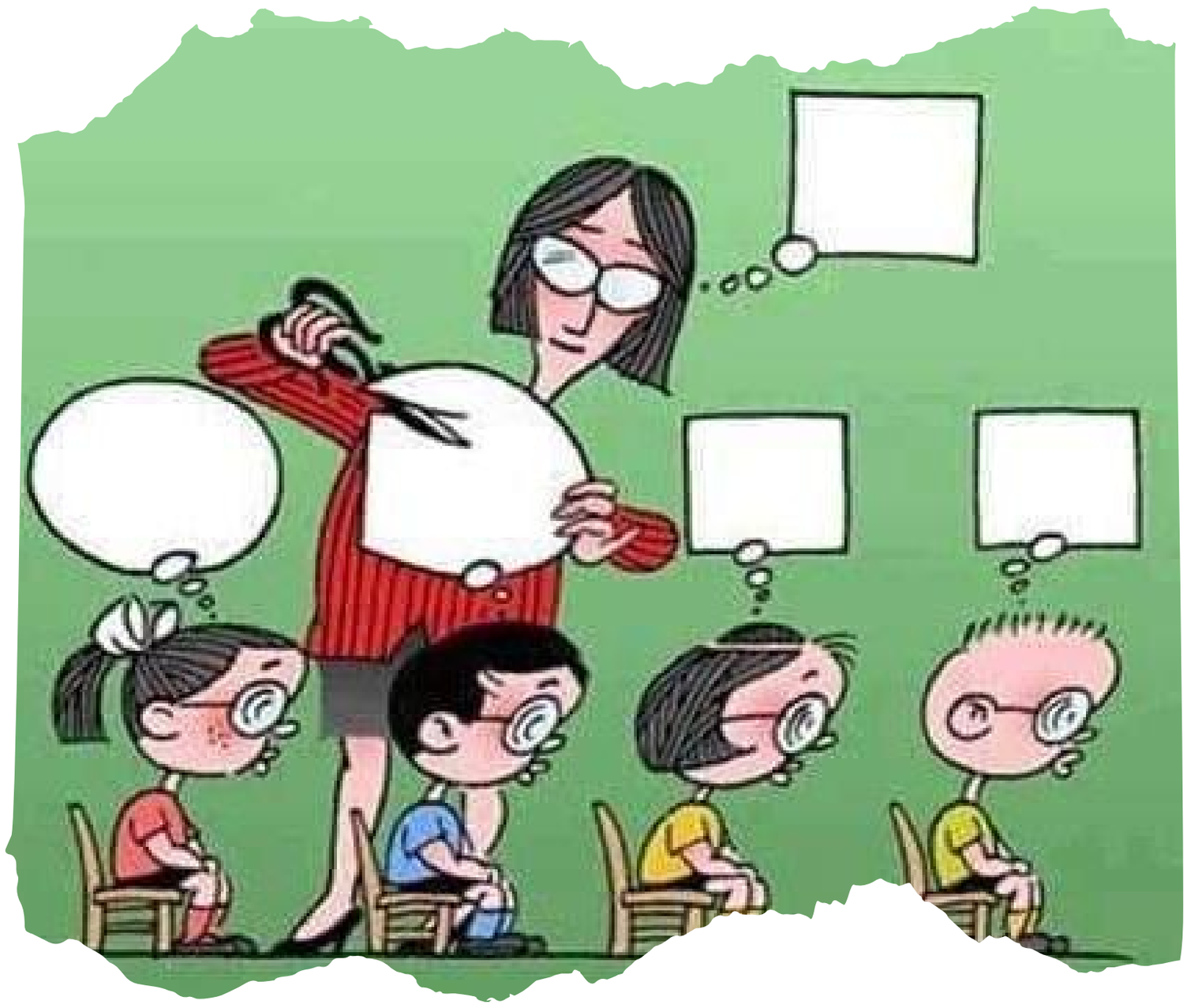
In Capitalism, there is not only a producer-consumer relationship in the material world but also in the politics of who can be producers of knowledge and who are relegated to being consumers of knowledge.

For this process to succeed i.e., for some to have the right to produce knowledge and for others to be happy with being consumers of knowledge, diverse voices had to be silenced, traditional ways of knowing had to be marginalized and learning had to be defined as a centrally-controlled process that happens within institutions under expert guidance and certified by institutions.

And in the meanwhile, the same education system has brought us on the brink of a massive human and ecological crisis! Our mainstream ways of understanding ourselves and the world are failing us! We need diverse knowledge systems, skills, tools, processes, relationships to move out of the complex crises which face humanity. We need to support all kinds of forms of un/learning to expand our consciousness.

Luckily, we don't need millions of dollars and a huge endowment to create our own universities. We don't need to put learners into huge debt and bonded labour-careers for them to follow their dreams, learn, earn and contribute to the planet. **The raw material for this un/learning revolution are three things: one, our innate curiosity; two, peoples' varied knowledges, intuitions and creativities; and, three, the collaborative community spirit.** And since all of these are present with us along with some cool new possibilities of using technology, there is nothing that stops us from mixing these and allowing the alchemy to unfold!





Our Guiding Spirit

The campuses and projects that declare themselves as an Ecoversity will honour the following guiding spirit (this set of values comes out of several rounds of discussions at the gatherings of the Indian Multiversities Alliance:

People-stewarded and learner-led

Learning at Ecoversity will be designed by the learners, the community and the local place, not by external experts. It will be driven by the spirit of inquiry, self-exploration, dialogue, friendship, unlearning and experimentation. There is no need to ask external authorities for permission to define our own learning spaces, processes and gurus. The ‘stewardship’ of the Ecoversity’s direction and activities will be in the hands of those who constitute that particular local group and its community and promote inclusive and shared decision-making. We will value diversity of styles and approaches amongst the different Ecoversity projects.

Putting the planet at the centre

Operating from an earth-centric cosmology, the Ecoversity will be integrated in values of care for the planet, social justice and emancipation of all living beings. They will explore the possibilities of localization, human-scale systems, alive-hoods and living as a part of Nature. Ecoversities will seek to rebuild a partnership with the consciousness and intelligence inherent in the natural world and regenerate and strengthen diverse local eco-systems.

Valuing all kinds of learning and unlearning

Ecoversities will invite participants to fluidly move between the roles of a learner, a mentor, a guru, a curriculum designer, a researcher, a networker, and a practitioner as they engage more deeply with the head, hands, heart and home. They honour and value wisdom, knowledge and experiences from all sources, human as well as nature, as they break the false official categories of ‘curricular’ and ‘extra-curricular’, fragmented disciplines, anthropocentrism, etc. They seek to decolonize knowledge and understanding, and to support diverse peoples' knowledge systems. They are located in the ‘real world’ – continuously impacting and impacted by live projects, problems, dreams and events. They encourage learners to celebrate and learn from their mistakes, conflict, failures, etc.

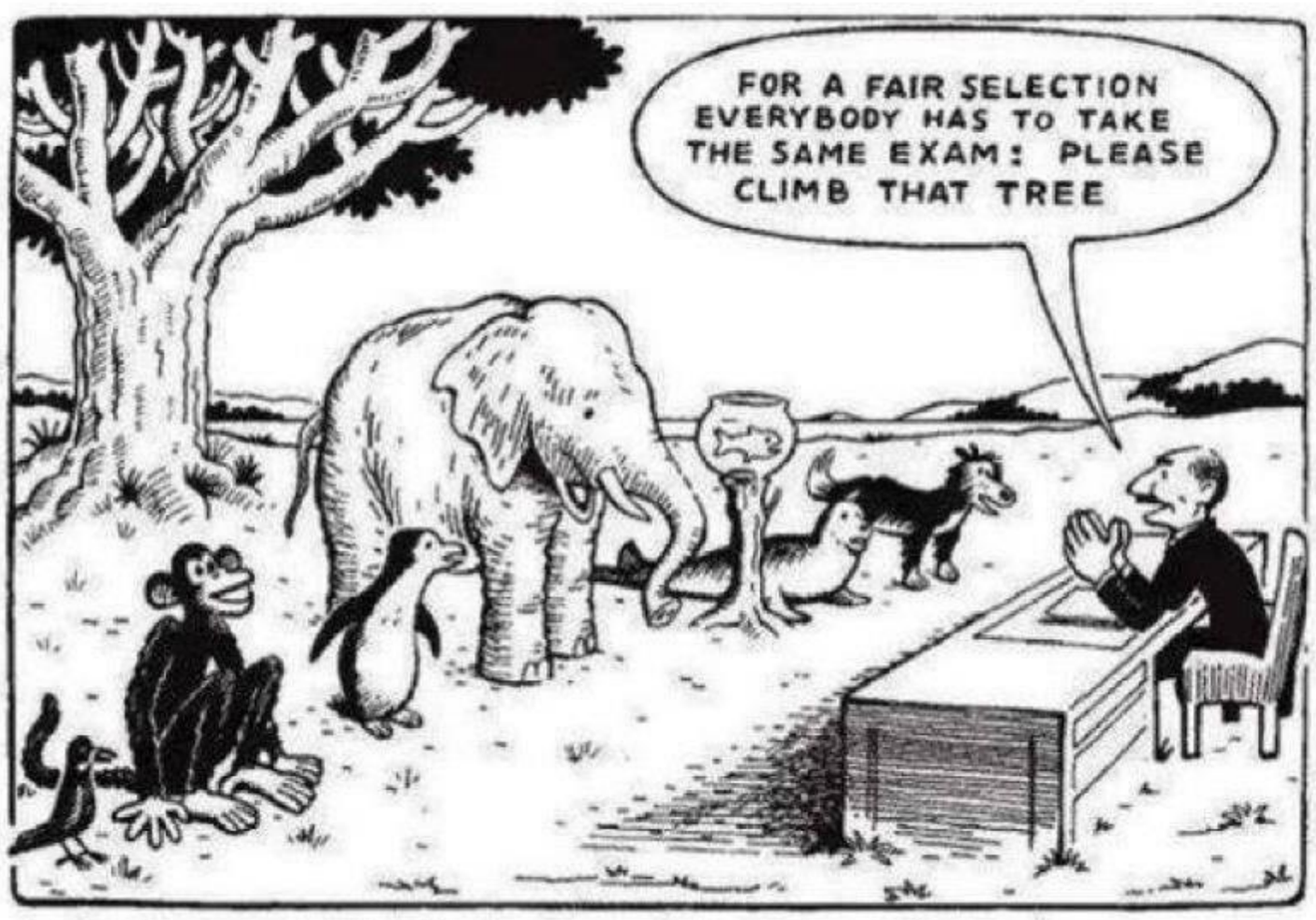
Committed to nurturing inner and outer shifts

Ecoversities are committed to shifts from within as well as in the world, creating spiritually-anchored social action and spirituality anchored in a social context. They will focus on regenerating the Self-in-society-in-nature. Ecoversities support a bold experiment in creating a new ancient story of human consciousness beyond greed, fear, hatred, over-consumption, exploitation and war. Hence, principles such as interdependent self-reliance, sustainable lifestyles, creativity, gift culture, non-violence, grassroots politics, social entrepreneurship, emergence and radical collective intelligence will guide it and manifest through.

Learning and knowledge shared by all in the spirit of gift

Ecoversities will challenge the paradigm of education as a commodity, business, student-debt, and copyright. We will not deny learners access to educational opportunities due to the inability to pay money. The research, knowledge and learning materials generated will be under the domain of CopyLeft and belong to the community as a whole. We believe in developing more models of collaboration and sharing and will cultivate that spirit amongst us.

We invite you to add at least a few more of your own principles (that hopefully do not conflict with these) and make them your own! See Annexure 5 for a beautiful example of Auroville Campus Initiative's Guiding Framework.



Our Education System

How to constitute an Ecoversity?: Key decisions

An Ecoversity is constituted as an act of declaration and invitation.

As a ***declaration***, it is a collective embracing of the guiding spirit of the Ecoversity and initiating co-learning and co-creation. This is not a McDonald's franchise model. We believe that each Ecoversity will be different and it is important to create a learning community of practice with diverse models interacting with each other. We see a declaration is a kind of a political act where we seek to challenge the larger power structures and education system. It also implies that we don't need permission/approval from the government or a formal university to start up an Ecoversity in one's community.

In spirit of ***invitation***, it involves learning from, collaborating, challenging, inspiring and sharing with other local learning spaces and Ecoversities that collectively weave us into a whole. We believe that the entire world is our classroom and that we have to each grow and evolve ourselves as human beings if we want our projects to grow and evolve.

If you are reading this document, it means that you have already been doing a lot of foundational work for establishing your own Ecoversity.

The first step is to appreciate and celebrate this. Start by writing down all the little 'big' things that you have been doing in your life to dream and actualize as community university. Congratulate yourself on how much you already know about how to do this!

The second step is to develop more clarity on the Need and Purpose for creating your Ecoversity.

The Need is the compelling reason for doing anything. Sensing the need is the first step to designing something that is relevant. The need is outside of our daily work. It is the thing that is served by the work you are doing.

- *What time is it in the world now?*
- *What are the biggest challenges and opportunities we are facing in our community and on the planet?*
- *What is the need that this initiative can uniquely meet? What does my community and the world need this specific Ecoversity to be.*

From the need flows **the Purpose**. Purpose statements are clear and compelling and guide us in doing our best possible work.

- *Why do I really want to do this work? What 'skin in the game' (personal stake) am I willing to put in?*
- *If this work should live up to its fullest potential, what do I dream is possible?*
- *What could this work do/create/inspire? How could it change the dominant game? What is the simplest and most powerful question that we could keep at the core of our work?*

The third step is to think about the stories that you would like to enchant your Ecoversity with. These stories can be based on your personal life incidents, on heroes who have inspired and even on mythical stories. See Annexure 2 for ideas.

Eight Questions Dream Game

This game will help you open up and start working on manifesting your deepest dreams in the world, starting in the next 24 hours!

1. If you knew you could not fail, what would you be doing to change the world/bring something alive / do some magic in the world???
2. In pursuing this vision, what particular project do you want to undertake?
3. What resources, inner & outer do you now have that will help you to do that?
4. What additional resources do you need?
5. What is stopping you from pursuing it?
6. What would you do in the next month to move towards the vision?
7. What could you do in the next 24 hours?
8. Take the challenge of start doing it in the next 24 hours.

There are eight more essential areas to get some more clarity about before starting:

1. **Areas of Inquiry:** What questions do you intend to explore together more deeply? What action-research experiments do you wish to do?

2. **Learners:** Who will be the learners? How will they be invited and engaged? What kinds of support do they require?

3. **Spaces:** What will be the physical and virtual spaces where learners can meet up (these should ideally be available on gift culture basis)? How are you connecting to nature? How is your campus environmentally sustainable?

4. **Rhythms:** How often will the particular sangha/group /cohort meet together as a whole, in small groups, and as individuals?

5. **Pedagogy:** What do you believe about how ‘deep transformative learning’ happens? What do you believe are the important design considerations for supporting deep un/learning? What kinds of exposure and challenges do you want to offer?

6. **Faculty:** Who are the local resource people (see Treasure Hunt in Annex)? Which mentors and organizations are willing to host learners and engage them in real world projects?

7. **Governance:** Who are some local wisdom keepers who can give credibility to your University and guide its vision and spirit? How/who are you going to make critical decisions in the Ecoversity?

8. **Resources:** What is going to be your model for supporting costs that are incurred? How can you invite the gift culture to flow into your model? How can you activate other forms of wealth in your community?

It is important to note that our intent behind the Ecoversities Alliance and movement is not to create another virtual platform, MOOC or technology-driven learning system. Rather, it is to restore human connections, creativity, rebuild a sense of community and create flourishing relationships between people and nature once again. Hence, while we recommend utilizing virtual spaces when needed, particularly for ease of communication, we recognize that the focus has to primarily be on self--society-nature connect. It is important to explore ‘unplugging’ as a means to re-plug to the deeper self and source. How we see/assess the Pros and Cons of different technologies will be a constant core question for you and your learners to engage with.

"I would like to live a life where I am not exploited and where I do not have to exploit someone else." ~ Vinoba Bhave

Will your education system teach me how to do this?

How to support Self-Designed Learning: Key Elements

An Ecoversity seeks to give maximum autonomy to the learner to design their own customised learning programme. This does not mean that the learner is left all alone. Many learners need time to responsibly transition to a self-designed model and also support peer-to-peer collaborative learning.

Questions that matter

Start with an action-research question which is important for you and the world and experiment with a small hands-on prototype project.

Peer to Peer Learning

Create a learning circle of at least 3 'buddies' to collaborate, reflect, motivate and share your learnings with on a regular basis.

Learning Journeys

Travel on an adventure to meet inspiring people, communities and projects. Don't be afraid to get lost.

KEY ELEMENTS OF SELF-DESIGNED LEARNING*

For more inspiration: www.multiversities.net

Apprenticeships

Go deep living and working with inspiring mentors who are willing to share their knowledge/ skills/wisdom with you

Unlearning Challenges

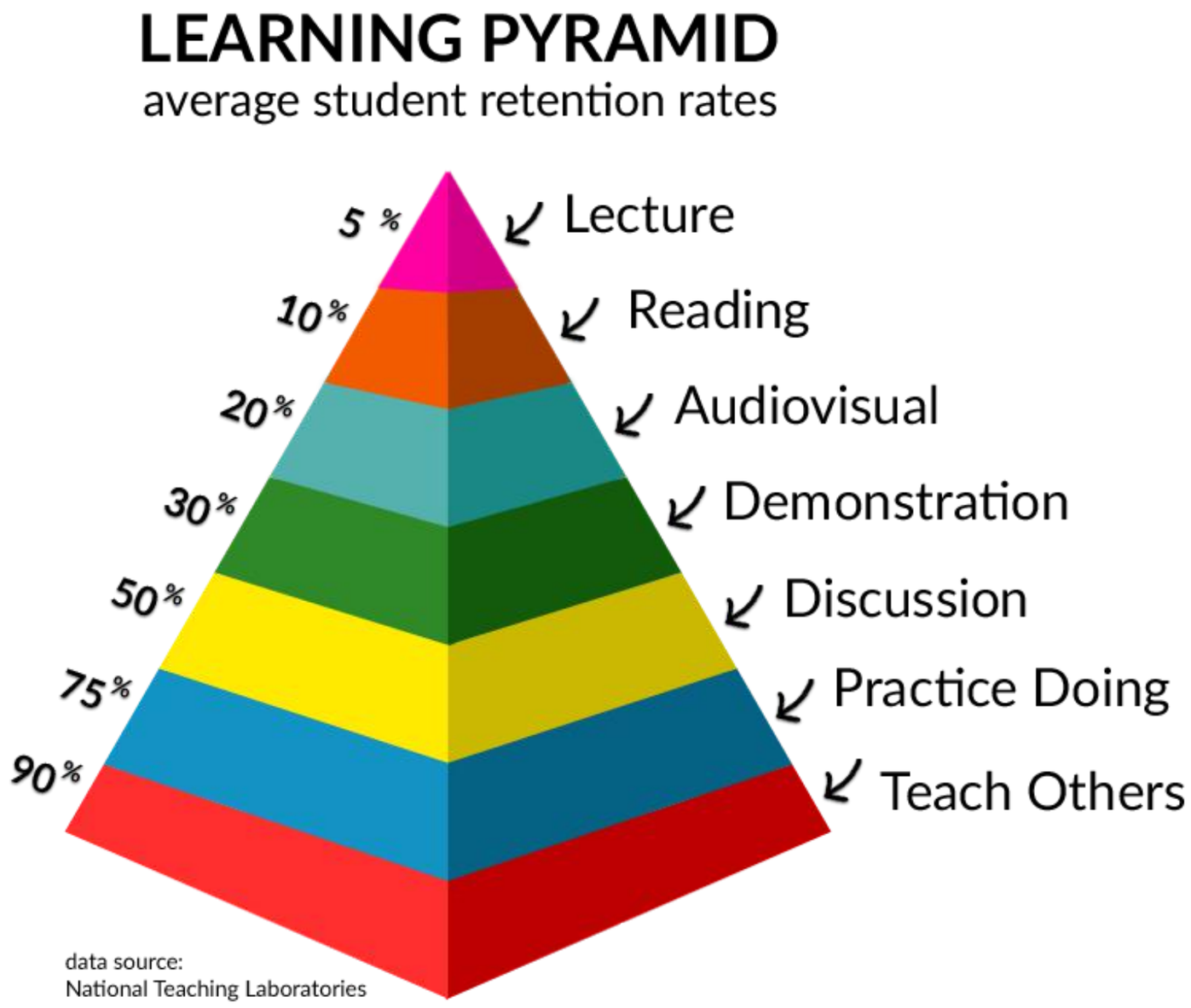
Identify some of your fears, rigid habits and limiting beliefs which are holding you back and try to take them on.

Do Nothing

Sometimes we need time to chill, recharge, meditate, free play, empty ourselves, detox or self-care. Don't feel guilty about it.

*** Start anywhere and follow it everywhere.**

Reflective Discussions, Practice Doing and Teaching Others lead to higher levels of learning and retention. Self-design learning encourages learners to highlight these pedagogies in their learning plans.



Here are some dimensions to keep in mind when supporting SDL:

it is important to develop some mechanisms, tools and rhythms for personal coaching, mentoring and support for learners to help them make their own learning plans and discuss/evolve them. It is also important to be aware and not get stuck to any mechanisms/tools and make it into a compulsory and rigid system. Be constantly in a flow with any tool. Periodically throw it all out of the window and start afresh, review if it still serves the purpose.

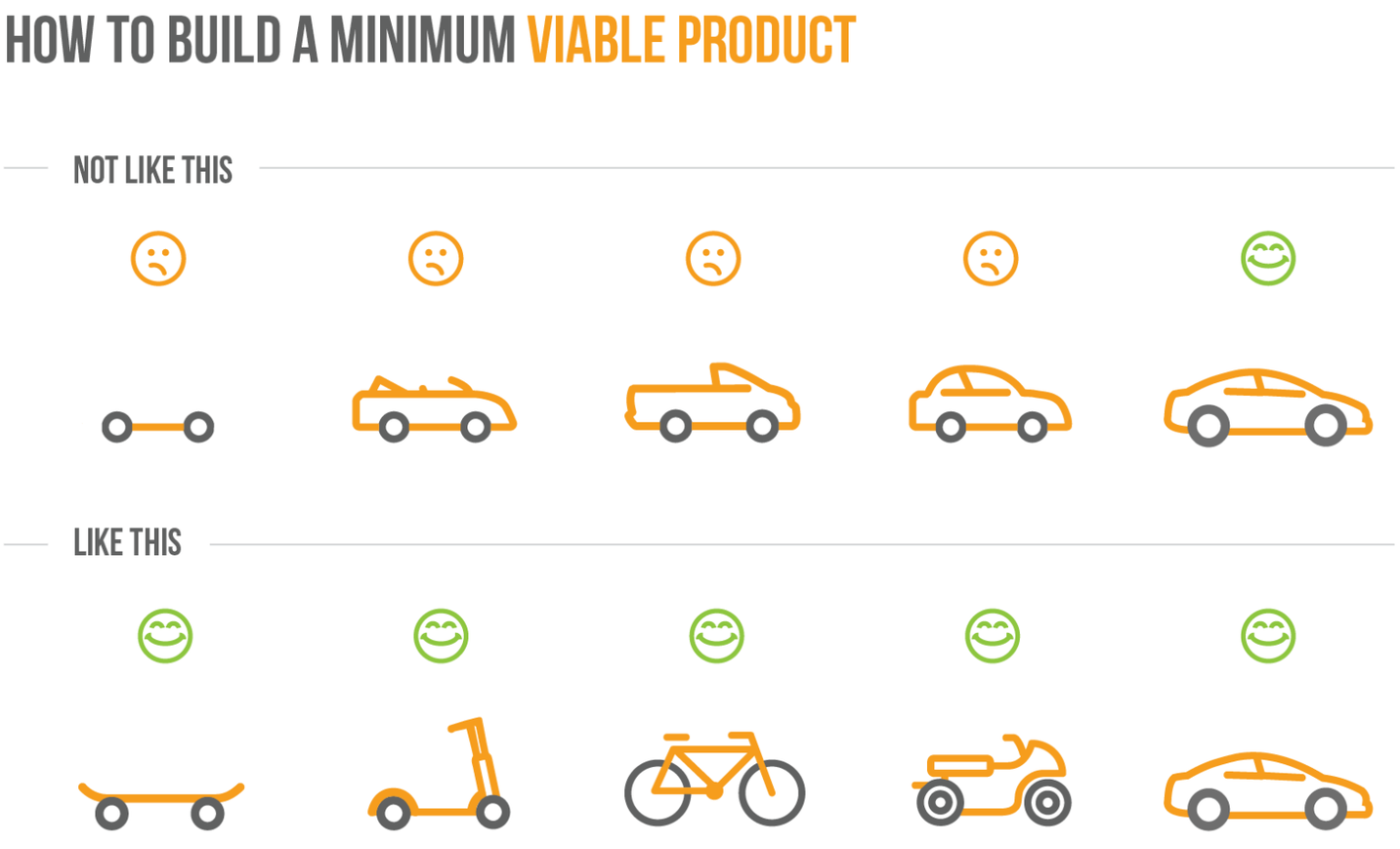
it is good to think of organizing small support groups/heart circles of 3-4 people (either from the same cohort or cross-fertilizing across cohorts) and encouraging them to have an online call for meeting of 'small groups/heart circles' to check in with each other once every 10 days. The purpose of this call might also be to provide motivation, peer-to-peer coaching, deep listening space, cross-fertilization of thinking across the university.

It is useful to have a site (maybe a Facebook page, Whatsapp group or e-group list) for learners to share learning opportunities, experiences, projects, invitations with each other. As your Ecoversity community grows, this will become more and more critical.

it is important to regularly set aside time for reflective meetings, new idea sharing and feedback for the team . The space becomes very dynamic where one is constantly learning and growing. It is essential that the core team also has its own learning journeys and bringing back their experience to the space.

Taking the First Step...

You should expect that there will be several iterations of your Ecoversity. The spirit of prototyping requires us to embrace the reality that our first guess will most likely be wrong or flawed. You can never fully plan the perfect first version. So don't waste precious years with too much planning. It is a good idea if that you get out a simple first version and test it with the learners and local community. In addition to giving you quick feedback on your thinking, this will also help you build relationships for the project.



In very simple terms, if you are writing a report for someone, write a quick first draft and show it to them to seek an early reaction. They will quickly correct you. In the same vein, make a poster about an event for your ecoversity, organize a coffeeshop or village meeting workshop about your ecoversity, etc. to gauge interest in your project and help you with articulation.

Some of the Biggest Challenges when Starting an Ecoversity

- *Burning out from taking on too much and not having a proper team in place.*
- *Framing/articulating a powerful narrative to attract learners and resources.*
- *Getting overwhelmed by one's inner critic*
- *Feeling a perpetual scarcity of money and not being able to access the surrounding gift culture*
- *Maintaining consistency after initial high energy wears off*
- *Shifting learners from schooled consumeristic mindsets to co-creators*
- *Finding a good balance of head, heart and hands as you start implementing*

FAQ'S

- **Why do we sometimes use the term 'University'?**

Calling this a University is a political act to challenge and reclaim the meaning of ‘university’ and people’s power to define it and learning-knowledge-wisdom-progress for themselves - it is non-violently directed at those who hold a monopoly over naming learning and deciding whose knowledge matters. In India, the use of the term “university” without the University Grants Commission approval is considered illegal and we choose to use it as an open satyagraha-like defiance against the Education System. It is also a direct invitation to people in the formal system to engage in dialogue with us on an equal level.

- **What is the support we can expect from the Ecoversities Alliance Ecosystem?**

The Ecoversities Alliance ecosystem will provide you with a broad framework, mentor you, amplify your work, create a sharing-learning space for reflection and visioning with others, co-generate learning resources and try to support your process of setting your project up.

- **Why should I bother with setting up an Ecoversity? Why not just join a regular course?**

In solidarity with all the movements around the world who are re-defining knowledge and learning, you will not only be a part of the movement but also enliven it through your active participation. Collectively, we will be able to magnify our impact and make ourselves more accessible to individual learners and inspire the public imagination for systemic change.

- **How do we deal with money?**

As much as possible, the work of Ecoversities is in the spirit of gift culture - talents, space and knowledge are shared without financial transactions. In case some minimal costs are incurred, they are best shared with those getting the value that is created. We request each location to create their own ways of sustenance rather than depend on some centralized sources of funding. We will try to also create joint projects to access more collective resources.

- **What about evaluation?**

Learning at an Ecoversity can be assessed from a number of sources and in a number of ways. Self-evaluation, peer reviews, feedback from mentors and family/friends and the success of the real-world action projects are some ways to do this. It is important to strengthen the learners’ capacities to receive and give various forms of feedback. We wish to challenge the mainstream system way of grading and degrading learners.

- **What about certification and degrees?**

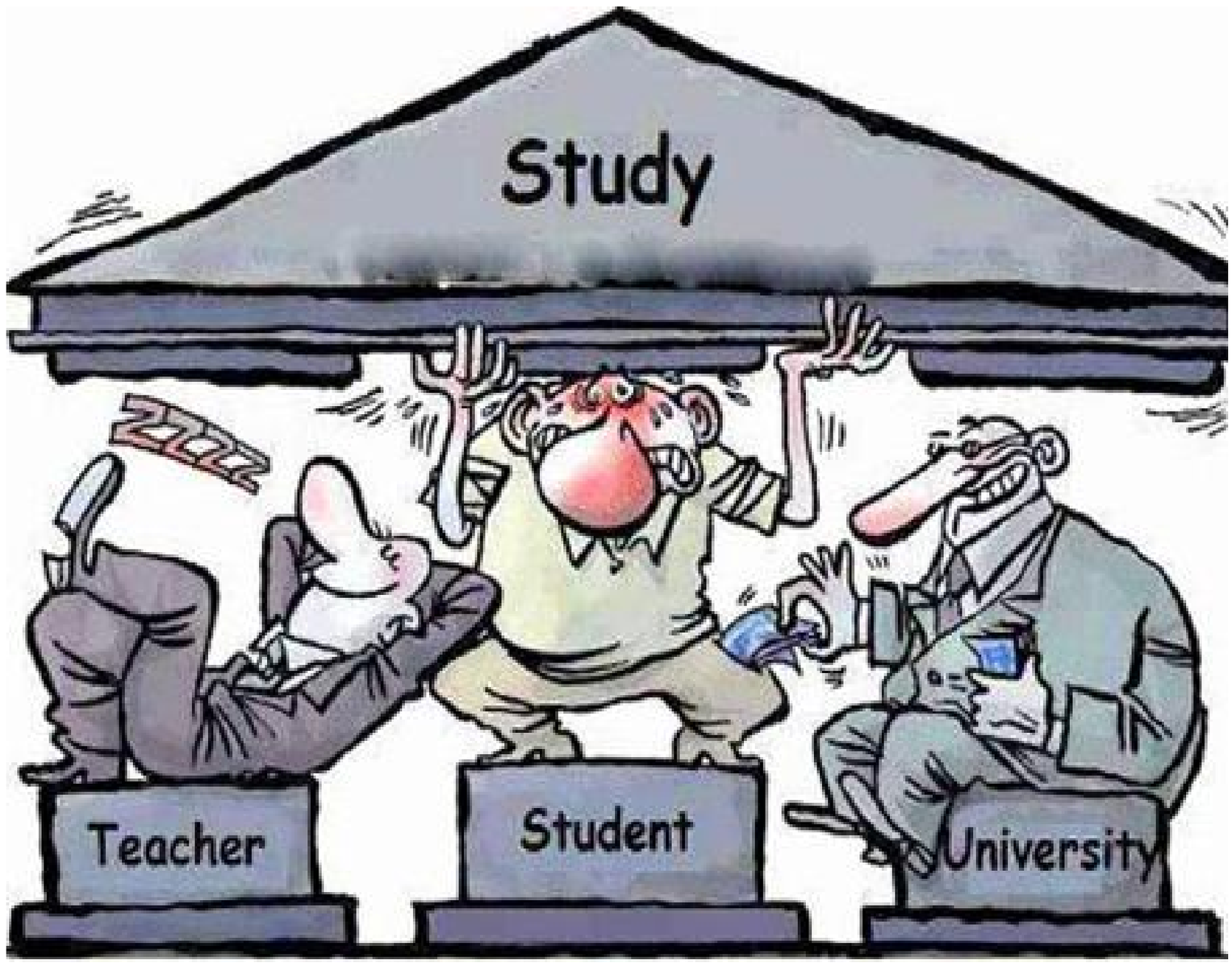
The Ecoversity, for ethical, pedagogical as well as legal reasons, does not want to support the hierarchy, arrogance and exclusion that is created by the monoculture of degrees and diplomas. Degrees do not tell you much about the qualities of the person or what they have really learned. We support learners in creating their own learning portfolios, getting letters of recommendation and starting up their own enterprises. We have also initiated the Healing Ourselves from the Diploma Disease Campaign, which features over 500 businesses and NGOs which are willing to hire someone without a degree or diploma. Some ecoversities are exploring the use of digital badges or having the learners themselves verify each other's learning process and make their own certificates. The organic farming movement with its model of trust certification is a good reference point to examine more closely.

- **Who are the people behind this initiative in the Indian Multiversities Alliance?**

This is being supported by Shikshantar Andolan, Swaraj University, Blue Ribbon Movement, Bhoomi College, Abhivyakti, Lemon School of Entrepreneurship along with an assorted group of friends, activists, recovering academics, farmers, artists and organizations, all of whom have a shared interest in moving towards a better and more beautiful world for everyone! There is no involvement of government bodies, international agencies, or corporations. This initiative is also connected to the Ecoversities Global Collaborative.

- **So what exactly is the next step?**

Reach out to us and let us know what you're planning. You can use the design template given here, fill it up and send us the copy as an initial set of ideas.



ANNEXURE 1 : Initial Planning Template

Fill this exercise as a way to start organizing your initial thoughts and impulses!

Ecoversity Name	
Anchor Persons (2-3 people)	
Wisdom Guardian Council (3-4 people)	
Inspiration(s)	
Need	
Purpose	
Non-Negotiable Values	

Core Inquiry and
Research Questions

Core Faculty Resource
Persons/Mentors (5-10 people)

Key Partners

For Whom : Specific Learners
(and their needs)

Where: Spaces for Meeting
Up and Learning

Resourcing Model /
Contribution / Finances

What are our
Limiting Beliefs

Possible Challenges

Ecoversities Thought Partner/Mentors

ANNEXURE 2 - Our Origin Stories

Your Ecoversity should have a few mythical origin stories. These are stories that can inspire, invoke magic, connect you to the local culture, root you in a cosmology and help you find a place in the world.

For example one of our favourite ones from Swaraj University in India is the story of Eklavya.

Eklavya was the son of a poor tribal hunter. He wanted to learn archery to save the deer in the forest that were being hunted by the leopards. So he went to Dronacharya (a master of advanced military arts) and requested him to teach him archery. Dronacharya was the teacher of the Royal family.

Dronacharya refused him, because Eklavya was not a royal.

Resolute in his determination to learn archery, he went back to the forest. There he built an idol of Guru Dronacharya with mud and placed it in a secluded clearing. Eklavya believed that if he practiced faithfully in front of his Guru, he would be able to master the art of archery. So every morning he would pray to the idol and practice throughout the day. After years of practicing, he became a skilled archer, even surpassing the best archer in the kingdom.

One day a dog started barking some distance away. Its constant barking irritated Eklavya, who fired seven arrows in quick succession, filling the dog's mouth without injuring it. The dog was no longer able to bark and roamed around the forest

Thus roaming, the dog reached the Pandavas, who were practicing in the forest along with Guru Dronacharya. Drona was amazed to see such a feat of archery. He realized that only an extremely skilled archer could have done this. He, along with the Pandavas, set out to look for the archer

They eventually discovered that the archer was Eklavya.

Dronacharya and Pandava brothers were amazed by Eklavya's skills in archery. Dronacharya inquired from Eklavya about his Guru. In answer to that Eklavya pointed to the Dronacharya's idol and expressed his gratitude towards Dronacharya for being his Guru.

In ancient times, a common practice in learning was- Guru Dakshina, where a student would give a token of gift or fee for the knowledge gained by the student.

Dronacharya said, 'Eklavya, you must give me some Guru Dakshina. You must give me the thumb of your right hand.' Eklavya knew that without the thumb, archery could not be practiced.

In the spirit of deep humility and non-attachment, Eklavya without a second thought gave the thumb of his right hand to his Guru.

In another example from Year in Transition UK, they introduce the notion of voyages in search of "home" through the story of Odysseus's journey from Troy to Ithaca in this poem by Constantin Cavafy:

ITHACA

When you start on your way to Ithaca,
pray that the journey be long,
rich in adventure, rich in discovery.
Do not fear the Cyclops, the Laestrygoniansor
the anger of Poseidon. You'll not encounter them
on your way if your thoughts remain high,
if a rare emotion possesses you body and soul.
You will not encounter the Cyclops,
the Laestrygonians or savage Poseison
if you do not carry them in your own soul,
if your soul does not set them before you.

Pray that the journey be a long one,
that there be countless summer mornings
when, with what pleasure, what joy,
you drift into harbours never before seen;
that you make port in Phoenician markets
and purchase their lovely goods:
coral and mother of pearl, ebony and amber,
and every kind of delightful perfume.
Acquire all the voluptuous perfumes that you can,
Then sail to Egypt's many towns
To learn and learn from their scholars.

Always keep Ithaca fixed in your mind.
Arrival there is your destination.
Yet do not hurry the journey at all:
better that it lasts for many years
and you arrive an old man on the island,
rich from all you have gained along the way,
not counting on Ithaca for riches.
For Ithaca gave you the splendid voyage:
without her you would never have embarked.
She has nothing more to give you now.

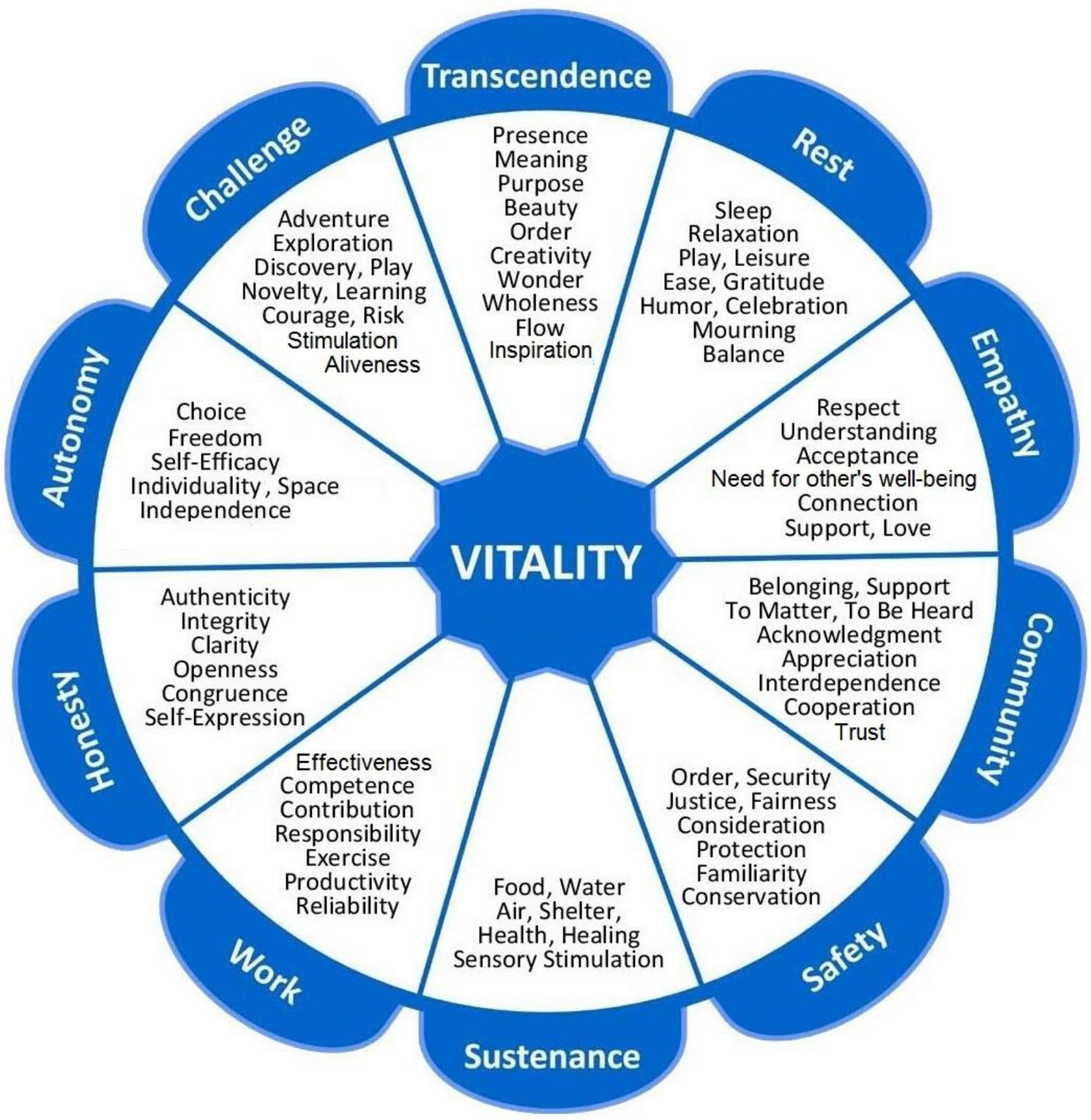
And though you find her poor, she has not misled you;
you having grown so wise, so experienced from your travels,
by then you will have learned what Ithacas mean.
(Translated by: Avi Sharon. Penguin edition, 2008)

ANNEXURE 3 - Grounding Your Ecoversity in Human Needs

Use this framework to reflect on which innate human needs your ecoversity is responding to. The closer it is to meeting these needs, the more successful you can expect it to be!

The Wheel of Needs

Universal Human Needs



Inspired by the work of Jim & Jori Manske (2005) http://radicalcompassion.com,
Marshall Rosenberg (2005) http://www.cnvc.org, and Manfred Max-Neef (1992), Chilean economist

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Reflection questions:

1. Which needs are the key focus of your Ecoversity? Which needs may you be overlooking (for your learners)?
2. Which needs of your own are you trying to meet through the project?
3. In what ways does the storytelling of your Ecoversity highlight these needs?

ANNEXURE 4 : Six Types of People

This exercise invites you to identify and include diverse people when forming your founding team.

A wheel turns because of its encounter with the surface of the road; spinning in the air it goes no where. Rubbing two sticks together produces heat and light; one stick alone is just a stick. As a metaphorical image, friction reminds us that heterogeneous and unequal encounters can lead to new arrangements of culture and power."

~Anna Tsing

When you are thinking about your founding team - anchor persons, wisdom council, mentors and key partners, make sure you keep the chart below in mind. Remember, we don't want only people who think the same as we do to be involved in the Ecoversity.

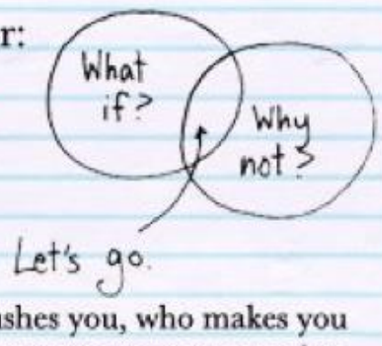
This form is also useful for the learners to think about who (friends, family, knowledge professionals) they would like to invite to be with them on their learning program as a Feedback Council.

The 6 People You Need in Your Corner

This content is from a Forbes article:
"The 6 People You Need in Your Corner"
by Jessica Hagy

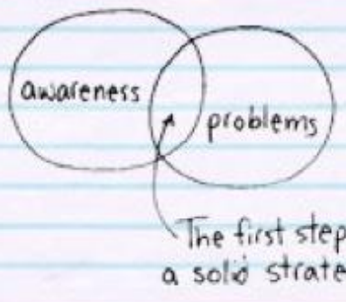
http://www.forbes.com/sites/jessicahagy/2012/07/17/the-6-people-you-need-in-your-corner/

The Instigator:



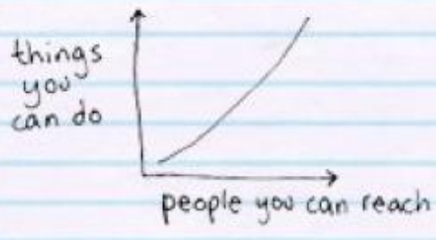
Someone who pushes you, who makes you think. Who motivates you to get up and go, and try, and make things happen. You want to keep this person energized, and enthusiastic. This is the voice of inspiration.

The Doubter:



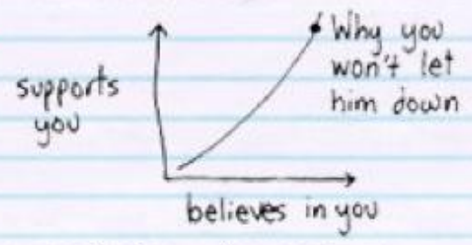
This is the devil's advocate, who asks the hard questions and sees problems before they arise. You need this person's perspective. They are looking out for you, and want you to be as safe as you are successful. This is the voice of reason.

The Connector:



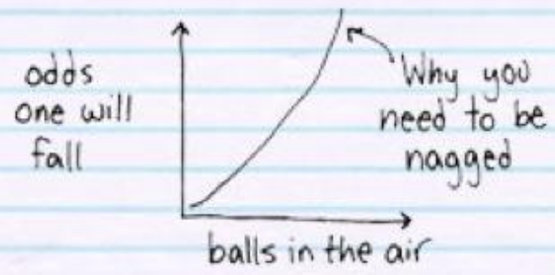
This person can help you find new avenues and new allies. This person breaks through roadblocks into finds ways to make magic happen. You need this person to reach people and places you can't. This is the voice of cooperation and community.

The Cheerleader:



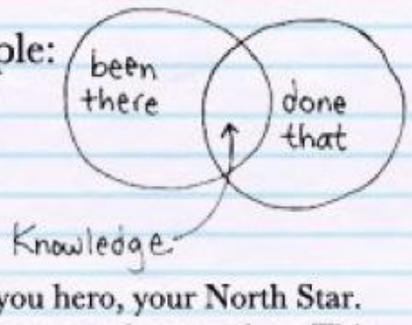
This person is a huge fan, a strong supporter, and a rabid evangelist for you and your work. Work to make this person rewarded, to keep them engaged. This is the voice of motivation.

The Taskmaster:



This is the loud and belligerent voice that demands you gets things done. This person is the steward of momentum, making sure deadlines are met and goals are reached. This is the voice of progress.

The Example:



This is your mentor, you hero, your North Star. This is the person who you seek to emulate. This is your guiding entity, someone whose presence acts as a constant reminder that you, too, can do amazing things. You want to make this person proud. This is the voice of true authority.

ANNEXURE 5 - 10 Fundamentals of Auroville Campus Initiative

The following are a collection of quotes from the founder of Auroville, The Mother, grouped into ten fundamentals

1. Unending Education
    - Auroville will be the place of an unending education, of constant progress, and a youth that never ages.
    - The education of a human being should begin at birth and continue throughout his life.
2. Inner Discovery
    - The first necessity is the inner discovery in order to know what one truly is behind social, moral, cultural, racial and hereditary appearances.
    - At the centre there is a being free, vast and knowing, who awaits our discovery and who ought to become the active centre of our being and our life in Auroville.
    - ... to live in Auroville, one must be a willing servitor of the Divine Consciousness.
    - In this place, children would be able to grow and develop integrally without losing contact with their souls.
3. A Place for Karmayoga
    - Work, even manual work, is something indispensable for the inner discovery. If one does not work, if one does not put his consciousness into matter, the latter will never develop. To let the consciousness organise a bit of matter by means of one's body is very good. To establish order around oneself helps to bring order within oneself.
    - Auroville is created to realise the ideal of Sri Aurobindo who taught us the Karma Yoga. Auroville is for those who want to do the Yoga of work.
    - It is in work done as an offering to the Divine that consciousness develops best
4. Material and Spiritual Researches
    - Auroville will be a site of material and spiritual researches for a living embodiment of actual human unity.
    - The opposition between spirituality and material life, the division between the two has no sense [...] as, in truth, life and the spirit are one and it is in and by the physical work that the highest Spirit must be manifested.
    - Auroville wants to be the bridge between the past and the future. Taking advantage of all discoveries from without and from within, Auroville will boldly spring towards future realisations.
5. No Certificates, Titles or Positions
    - Education would be given not for passing examinations or obtaining certificates and posts but to enrich existing faculties and bring forth new ones.
    - In this place, titles and positions would be replaced by opportunities to serve and organise.
    - Intellectual, moral and spiritual superiority would be expressed in the general organisation not by an increase in the pleasures and powers of life but by increased duties and responsibilities.

6. No Personal Possessions
    - Auroville belongs to nobody in particular. Auroville belongs to humanity as a whole. But, to live in Auroville, one must be a willing servitor of the Divine Consciousness.
    - Auroville is the ideal place for those who want to know the joy and liberation of no longer having any personal possessions.
    - The Aurovilian should lose the sense of personal possession. For our passage in the material world, what is indispensable to our life and to our action is put at our disposal according to the place we must occupy. The more we are consciously in contact with our inner being, the more are the exact means given to us.
7. Collaboration, not Competition
    - The true spirit of Auroville is collaboration and must be more and more so. True collaboration paves the way to divinity.
    - It would be a place where human relationships, which are normally based almost exclusively on competition and strife, would be replaced by relationships of emulation in doing well, of collaboration and real brotherhood.
8. Human Unity
    - Auroville wants to be a universal town where men and women of all countries are able to live in peace and progressive harmony, above all creeds, all politics and all nationalities. The purpose of Auroville is to realise human unity.
    - Auroville wants to be the first realisation of human unity based on the teaching of Sri Aurobindo, where men of all countries would be at home.
9. Beauty
    - Beauty in all its artistic forms, painting, sculpture, music, literature, would be equally accessible to all; the ability to share in the joy it brings would be limited only by the capacities of each one and not by social or financial position.
    - In the physical, the Divine manifests as Beauty.
    - The tapasya or discipline of beauty will lead us, through austerity in physical life, to freedom in action. Its basic programme will be to build a body that is beautiful in form, harmonious in posture, supple and agile in its movements, powerful in its activities and robust in its health and organic functioning.
10. Role of Money
    - For in this ideal place money would no longer be the sovereign lord; individual worth would have a far greater importance than that of material wealth and social standing.
    - There, work would not be a way to earn one's living but a way to express oneself and to develop one's capacities and possibilities while being of service to the community as a whole, which, for its own part, would provide for each individual's subsistence and sphere of action.
    - Money is not meant to generate money; money should generate an increase in production, an improvement in the conditions of life and a progress in human consciousness. This is its true use.

ANNEXURE 6 - Forms of Wealth/Capital

Oftentimes, lack of money blocks the visualization and manifestation of our ecoversity projects. But money is not the only form of wealth that we have. We can think about wealth in different ways to explore how to resource our Ecoversities project and to strengthen the local economy and community.

Figure 1. Community Capitals Composition Based on Literature Review

Reflection Questions:

- Which forms of capital am I abundant in? Which ones I can strengthen?
- Which may be other forms of capital that are available to us? What are we not seeing yet?
- Which capitals could be converted to others? How could we play with these?
- What forms of capital is my project strengthening? Which forms is it diminishing?

ANNEXURE 7 - Roles and Responsibilities

Start to understand and identify the different roles, responsibilities, operating systems that might be involved in running your ecoversity. This was shared by EA Ecoversity in Hawaii.

Teams	Members	E-Mail	Phone Numbers	NOTES
Administrative/ Organizational Checks and Balances				
Recruitment, Admission and Retention				Recruitment, Registration, Admission Policies
Branding and Web and Social Media				Graphics, Logo, webpage design, FB page
Facilitation/ Cultural Education				Community Workshops,Kitchen, Community projects
Educational Technology Integration				Teachable, Webinars, YouTube, Facebook

Teams	Members	E-Mail	Phone Numbers	NOTES
Faculty Recruitment and Development				Hiring, Staff Learning and Development
Financial and Organizational Viability				Financial Plan, gift culture
Partnership Development				Mentors, Partners, Internship Providers,
Policies and Design-making Guidelines				General Policies and Procedures, Adult and Student Handbook, Behavioral Expectations
Program Evaluation				Longitudinal action research
Student Evaluation/Feedback Mechanisms				E-Portfolio, Badges

ANNEXURE 8- Treasure Hunt Game

This is a team game designed to help you find 'local treasures' and potential mentors, well-wishers and partners in your local ecosystem. Feel free to modify/add to it based on your local context.

Find as many people listed below as you can in your neighborhood. Ask them the story of how they have learnt the skill or knowledge. Ask them if they are willing to share their knowledge and get a selfie of them. Try to work as a team with **BIG HEARTS, HUMILITY, SPECTACULAR-ITY** as you can within the 4 hours.

1. Find someone who knows how to make beautiful paintings.

Name: _____, Contact # or address _____

2. Find someone who knows how to do photography or film making.

Name: _____, Contact # or address _____

3. Find someone who knows how to do modern dance like hip hop.

Name: _____, Contact # or address _____

4. Find someone who knows how to do tribal/group dances.

Name: _____, Contact # or address _____

5. Find someone who knows how to make sweets.

Name: _____, Contact # or address _____

6. Find someone who knows how to repair mobile phones.

Name: _____, Contact # or address _____

7. Find someone who knows how to sing traditional songs in tribal language.

Name: _____, Contact # or address _____

8. Find a place in the city where farming is happening. Find someone who knows how to grow their own food.

Name: _____, Contact # or address _____

9. Find somewhere in the city where there are cows, buffalos, chickens or goats. Find someone who knows how to take care of animals.

Name: _____, Contact # or address _____

10. Find someone who knows about medicinal plants. Identify 3 'wild' medicinal plants and a forest available in the city.

Name: _____, Contact # or address _____

11. Find someone who knows yoga or pranayam.

Name: _____, Contact # or address _____

12. Find someone who knows alternative healing like ayurveda, homeopathy, naturopathy, massage therapy, traditional, etc.

Name: _____, Contact # or address _____

13. Find someone who knows weaving or tailoring.

Name: _____, Contact # or address _____

14. Find someone who knows poetry.

Name: _____, Contact # or address _____

15. Find someone who knows bird watching.

Name: _____, Contact # or address _____

16. Find someone who knows how to catch fish. How many varieties of local fish are available?

Name: _____, Contact # or address _____

17. Find a local kabaadiwala. Make a list of what items they haves/he has available.

Name: _____, Contact # or address _____

18. Find someone who knows more than 5 languages.

Name: _____, Contact # or address _____

19. Find someone who knows carpentry and makesing furniture

Name: _____, Contact # or address _____

20. Find someone who knows about building houses with bamboo, stone or mud.

Name: _____, Contact # or address _____

21. Find someone who knows about solar energy. What products do they have available?

Name: _____, Contact # or address _____

22. Find a public library or bookstore.Place : _____

23. Find a comfortable chai thela, cafe, restaurant where one can hang out for hours.

Place : _____

24. Find two public places where at least 50 people gather at one time daily. What kind of people gather there? What time of the day do they meet?

Place 1: _____, Place 2 _____

25. Find two places where children play.

Place 1: _____, Place 2 _____

ANNEXURE 9- Course Planning Template

Learners can also come together and design courses for themselves and others…

Course/Workshop Name	
Anchor Person	
Inspiration(s)	
WHY : The Intent and Core Inquiry	
WHAT : Resources and Resource Persons	
FOR WHOM : Target Learners (and their needs)	
HOW : Methodology, meeting frequency	

WHERE AND WHEN : Space + Rhythmorkshop Name	
Contribution / Finances	
Start Date	
End Date	
Session plan / flow	
Possible Challenges	
Execution and Broadcast Plan	
Concept run-through with	

You can see a sample of filled templates here and here

Designing a course syllabus is all about choices. Things to think about when working on the syllabus:

- *Why is this topic important to you and to the world?*
- *What are the main topics you would like to cover to introduce someone to the field?*
- *Who are the important authors/pioneers/experimenters in the field and what ideas have they contributed?*
- *What are the key learning materials in terms of books, articles, videos, exercises, models, etc.?*
- *What kind of project work will you give?-What is the history of the field?*
- *What are the key debates that are going on in the field?*
- *What are the new trends, technologies or innovations happening in the field?*
- *Who is doing good work in this field right now?*
- *How will you assess the learners?*
- *How will you get feedback on your course?*

A very useful site to visit is www.teachable.com

ANNEXURE 10 - Ikigai

Ikigai is the Japanese sweet spot between four important dimensions of doing anything - what you love, what you're good at, what serves the world and what makes you money.

You can use the Ikigai framework for your self and with learners. While it may not be possible to reach the centre right at the start, the journey is towards the centre as you progressively discover your path.

Questions for Reflection:

1. How do I feel after mapping out these circles?
2. Which is the most exciting circle for me?
3. Which of these is the most challenging circle for me?
4. What are my 3 best guesses of what my ikigai could be?
5. Who all could I ask for feedback and reflections on this?

ANNEXURE 11 : SDL Learner's Self Assessment

Learners can become more aware of themselves as Self-Designed Learners through the following SDL Self Assessment. Fill this up at the start of a learning journey and then use it towards the end to evaluate how you have progressed.

I have a clear assessment of my strengths and capacities. …… Strengths Areas of improvement:	I know my learning style well and design my learning experiences to maximize my learning. …… Learning style: Learning enablers: Learning disablers:	I am able to listen to, trust and follow my intuition. …… Some examples of listening and not listening to your intuition:
I understand my emotional patterns well along with their consequences. …… I can manage them skillfully. …… Helpful patterns Unhelpful patterns	I have a dream or vision I am passionate about. …… It guides my learning, choices and everyday actions. …… Dream / vision Connection to what I am doing now:	I am aware of and am able to articulate my needs clearly…… I am able to ask for help when needed. …… Write an example of the above (based on your rating)

ANNEXURE 12 - SDL Personalised Learning Plan

This exercise will help you make a rigorous plan and steps for following through.

1. Define your learning goal(s) as specifically as possible (SMART - specific, measurable, achievable, relevant and time bound)
2. Assess your current skill/understanding in that particular area
3. Brainstorm for ways to achieve your learning goal (looking at your current skills) - approaches, mediums to be used, questions to be explored, experiments to be carried out
4. Identify resources / support that will help in achieving your goal.
5. Actions/methodology/activities – make sure your day doesn't exceed 24 hours after making time for sleeping, eating, bathing (hopefully!) and other essential stuff ;)

Day	Activity	Estimated time

- Choose your accountability partner and share - periodically touch base with him/her.
- Conduct a self-evaluation once you are done.
  a. Did I challenge myself / push myself to move out of my comfort zone?
  b. How was my time management? Did I set plans according to the time?
  c. How was the preparation? Was I prepared for the task?
  d. Did I ask for enough help?
  e. Was the planning done sufficiently or needs improvement?
  f. Areas of improvement I can see? What feedback did I hear from others?
  g. What were the most touching, worth-while learning experiences for me?

ANNEXURE 13 - SDL Learning Portfolios

Each learner is encouraged to develop their own learning portfolio to document their learning journey in the Ecoversity program. Here are some elements to include in the portfolio:

- Letter to self when starting the program
- Mapping of one's life journey
- Reflections on experiences from projects, internships, experiments - with photographs or video if possible
- Reflections on workshops that one attends during the program
- Letters of evaluation and reflection from Mentors
- BIO and CV
- Reviews of your favorite learning resources – website/ blog/ book/ people/ place etc.
- Your Course self-design (one area you went into deeply)
- 3-5 page reflection on your overall journey - key shifts, key experiments with truth and un/learnings
- Future Dream Statement and ideas /plan to take it forward

ANNEXURE 14 - Learning Resources

We invite you to explore these amazing resources as you go about in your journey to creating your own Ecoversity!

INSPIRATIONS

- https://www.filmsforaction.org/articles/the-top-100-films-for-action/
- http://shikshantar.org/communities-practice/ecoversities-network/ecoversities-film-festival-2016-version-10
- http://shikshantar.org/videos/ecoversities-network-re-learning-hope
- http://shikshantar.org/videos/ecoversities-network-re-learning-land
- http://shikshantar.org/library/library-films/schooling-world-movie

MORE STARTUP MATERIALS

- Agile Learning Center Starter Kit (a Google doc also, draft)
- How to start your free University (19 pages, Melbourne Free University)
- Wikihow - How to start a college (Traian: maybe as an example of how not to write this kit)
- https://www.uncollege.org/
- http://www.greattransition.org/publication/a-higher-calling-for-higher-education
- https://www.newsdeeply.com/arctic/community/2016/10/07/the-saami-university-that-creates-indigenous-scientists
- http://www.swaraj.org/shikshantar/resources_soni3.html

FACILITATION TOOLS AND EXERCISES

- http://www.yesworld.org/new/yesfiles/jamfacilitationmanual.pdf
- https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf
- http://artofhosting.ning.com/page/core-art-of-hosting-practices

GIFT CULTURE

- http://shikshantar.org/communities-practice/giftival/reclaiming-gift-culture
- http://sacred-economics.com/wp-content/uploads/2012/01/sacred-economics-book-text.pdf

"In the mind of the expert there are only a few possibilities. In the mind of the beginner there are many."

~Suzuki Roshi