**Further elaborations:**

* **Question 9: Please briefly also focus on your regional challenges. How does the seminar address these challenges?**

In particular our seminar addresses the identified gap between hegemonic stories versus intercultural stories. The whole seminar’s emphasis was on collecting other stories, by inviting people with varying backgrounds, ages and concerns. The seminar takes place in a rural setting on the region’s periphery, far away from the city centres. This offers a counter point to the urban focus of many of the RCEs. This also addresses another identified gap in our application for RCE status, namely the gap between urban and rural. To promote inclusivity and equity we kept the organization of the seminar to a minimum making sure it was possible for all to attend on the self cost principle.

The central challenges this seminar sort to address were:

* + Challenge the dominance of a single story such as ‘growth at all costs’
  + Following on (1) to bring in a wide range of voices – seeking for alternative/inclusive stories
  + Ensure balance between urban and rural interests
  + Find equitable pathways for people to enter our RCEWS conversation
  + Explore non-hierarchical organisational models
  + Rethink leadership on partnership lines
* **Q. 13: Can you please shortly describe the type of organizations/RCE stakeholders that were involved; how many people did approx. attend the seminar?**
* There were a wide range of people attending. The number of participants varied over the days but on average we were 20 participants from students attending secondary high schools; university professors in chemistry, engineering, history; boat builders; international advisers on disaster managing; yoga teachers; farmers; educators from outdoor education; university cultural studies/drama teacher; informal adult learners from activists involved in alternative banks. A wide range.
* **Q. 14: Were the learning experiences recorded? E.g. a summary of reflexive comments from participants would be valuable…**

We had a good note taker who unfortunately was hard to get hold with such a short notices for a concise summary. In short one outcome of the Futures wall was a delayed lunch, since all participants were deeply involved in reflecting upon different combinations of the elements in the futures algebra. Combinations were constructed, compared and reflected upon. Reflections could involve

* + Similarities: could several combinations lead to similar futures?
  + Acceptance: are there combinations that are more likely to be accepted by “society”?
  + Etc.

The uncomfortable part at the end of the futures mandalas workshop gave rise to many interesting reflections and discussions, where our learning experience was how rapidly we tend to go for the traditional leadership style even if we wanted the New Normal. We recognized the need for a longer time period to discuss, reflect and take action towards a development of the New Normal. More time than we had at the workshop, which leads to you next question.

* **Q. 15: How can/will the discussions of the seminar be taken into the coordination practices of the RCE?**
* The following steps/actions have resulted from the Seminar:

1. Futures workshops – one done and a number planned. The outcome of the futures mandalas workshop clearly shows that we need to continue these workshops, at least once a year, to get more comfortable with the possibilities with the New Normal, to find outer ways of exploring Futures Development and in the process to develop our RCE.
2. The use of drama in relation to social learning events has been elaborated into a seminar series with four seminars spread out in time and space. The seminars will have different themes and will be held at different locations within the RCEWS region during the coming year. More information can be found on our homepage, although only available in Swedish.
3. Ongoing research into transformative change and innovative and collaborative organisational structures
4. Ongoing action research work – Miriam Sannum attended an action research workshop/conference to learn more, later during the autumn.

* **Q.18: Is there more elaborated pedagogy of the project available? And can you please shortly explain who you mean with 'we involve everybody'? Was the seminar open for everybody or was it by invitation?**

The pedagogy is elaborated in the article by Bussey, Bjurstöm and Sannum (2011). It involves dramaturgy, reflective practice, anticipatory action research and futures analysis.

The seminar was most definitely open for everybody in our extended networks. It took place in the middle of the Swedish holiday season to allow people to attend without necessarily thinking of getting back work. The invitation was sent out and spread in all available channels.

We emphasise ***embodied practice as a key pedagogical tool***, hence we use the features of drama. In drama pedagogy we constantly use and reflect upon the findings made by the “ensemble” rather than by the Director. We use this methodology stressing the “Here & Now” of the process. In this seminar this was done partly be starting the seminar outdoors in the forest with some physical warm-ups that then moved into some improvisational exercises based on findings/reflections from the opening forest exercise. By this we emphasis that it is not the position for you to hold in your everyday dialog that’s important, rather it is the story that evolves from our mutual play that is central to the learning as it is becoming open to innovation. These activities set the arena where openness for the emerging process emerged. This work is further developed/described in Sannum (2012) and Bjurström (2012).

The reflections of the participants are also being documented in Bjurström’s Masters’ Thesis (Stockholm University) investigating drama as a research tool in relation to social learning events. The thesis will be submitted in 2014.

* **Q. 20: You mention that the use of drama/futures action research can be integrated in schools as well - do you have experiences with applying this methodology with students?**

Yes we have tried it out in smaller scale projects in schools. Since this clearly is a topic that can be developed further we would like to involve schools more actively in, or in relation to, upcoming Futures Workshops. We are also investigating the possibility to interact with schools and school representatives in connection to the next World Environmental Education Congress, WEEC 2105, to be held in Gothenburg. Here we will have the opportunity to interact with representatives from all over the world.

* **Q. 22/23: What is the idea for cooperation among Nordic RCEs where the project can be brought forward?**

We have invited other Nordic RCEs to join us in collaborations exploring the use of aesthetic learning processes in fostering innovation and collaboration. Since several of the Nordic RCEs are newly started the collaboration has just begun but there is some interest in this from the other RCEs. The Danish RCE has shown the strongest interest and desire to explore these possibilities. We hope to further develop this cooperation at the next summer seminar that will take place in June 2014.

* **Please also explain why the summer seminar fits into the category of inclusive learning.**

Since we involve a wide spectrum of participants to learn together without resting on traditional educational forms, this is a learning experience involving, and including, everyone. The overarching theme for our summer seminars is ‘Interculturality and Sustainability’. Interculturality involves the suspension of preconceptions and openness to dialogue. Dialogue is a key element in intercultural education but beyond that it is also a tool for fostering of critical consciousness and empowerment (Freire, 1998). Similarly, sustainability is a learning opportunity and is treated as such in our seminars where we create spaces in which participants develop confidence, share co-creative moments and explore sustainable personal and social culture along with the values that underpin these (Finger, 2001; Orr, 2002). We believe that the level of inclusiveness that an event will produce is due to a number of complex factors, ranging from how ready we as organizers are to give up control in order for the group based process to emerge, the holding of open spaces for participants to explore matters directly concerning them, to the rural location of the seminar and to the very low cost of the seminar.

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