



**ProSocial  
World**



**ProSocial  
World Latin  
America  
Project:**  
*Journey of  
the Heart*



June 2023



**Photo:**  
One Earth  
Conservation,  
flying gullies birds

*Project funded by Templeton  
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# ACKNOWLEDGEMENTS

## Authors

- Beth Hawkins, Director of Research, ProSocial World, USA
- Marcelo Ferreira de Castilho, Chief Product Officer and Co-founder, CollabSoul, Brazil
- Michelle Taminato, Chief Executive Officer and Co-founder, CollabSoul, Brazil
- Robert Styles, Director of Learning & Engagement, ProSocial World, Australia

## Contributors

- Adrian Odi Eban-Odi, Community Conservation, Africa
- Ashle Bailey-Gilreath, ProSocial World, Ireland
- Beth Hawkins, ProSocial World, USA
- Cristian Sosa, ARCA Latam, Chile
- David Sloan Wilson, ProSocial World, USA
- Diego de la Fuente, La Jungla, ARCA Latam, Chile
- Dounia Saeme, ProSocial World, Nova Scotia
- Felipe Fuji, DIGA em Movimento, Conviver, Brazil
- Gail Koelln, One Earth Conservation, Earth Regenerators, USA
- German Gutierrez, OPAL, Colombia
- Hector Ruiz, World Vision, Honduras
- Helen Davis, One Pencil, USA
- Henry May, Co-School, Colombia
- Jackson Leoni, Conviver, Brazil
- Jason Leiser, One Pencil, USA
- Joe Brewer, Earth Regenerators, Colombia
- John Castro, Positive Design, University of the Andes, Colombia
- Josafá da Cunha, Universidade Federal do Paraná, Conviver, Brazil
- Kendra Thomas, Universidade Federal do Paraná, Brazil
- Lina Mayorga Duarte, Prisma Plantae, Colombia
- LoraKim Joyner, One Earth Conservation, Earth Regenerators, USA
- Lorenza Reyes, La Jungla, ARCA Latam, Chile
- Marcelo Ferreira de Castilho, CollabSoul, Brazil
- Marcony Meza, World Vision, Honduras
- María Cecilia Restrepo Hernández, Syntropic Agriculture School, Earth Regenerators, Colombia
- Maria Paula Marmolejo Lozano, Positive Design, University of the Andes, Colombia
- Mariana Duprat, Univille, Brazil
- Marilene Escobar Djatchuka Mirim, Ka'aguy Arandu, Brazil
- Marli Everling, Univille, Brazil
- Matheus Batista, DIGA em Movimento, Conviver, Brazil
- Michael Schlaile, Hohenheim University, Germany

- Michelle Taminato, CollabSoul, Brazil
- Mila Aliana, Strategic Advisor and Consultant, United Kingdom
- Óscar Vesga Pérez, Ojo de Agua Cultural Foundation, Earth Regenerators, Colombia
- Pablo Reyes, ARCA Latam, Chile
- Paul Atkins, ProSocial World, Australia
- Raphael Tulio, Eventsoul, Brazil
- Ricardo Vargas, Prisma Plantae, Colombia
- Sage Gibbons, ProSocial World, USA
- Sandra de Castro Buffington, Bill & Melinda Gates Foundation, USA
- Santiago Campos, ARCA Latam, Paraguai
- Sirlei de Souza, Univille, Brazil
- Soledad Muniz, InsightShare, UK
- Sonia Carrillo, Positive Design, University of the Andes, Colombia
- Syd Dada Salas, ARCA Latam, Chile
- Sylvia Margarita De La Parra Martínez, One Earth Conservation, Earth Regenerators, Mexico
- Tania Ocampo-García, InsightShare, UK
- Tannia Falconer, Syntropic Agriculture School, Earth Regenerators, Colombia
- Teri Allendorf, Community Conservation, USA
- Violeta Ramirez, Positive Design, Sanitas University Foundation, Colombia
- Wilson Moreira Karai Nhe'e Garai, Ka'aguy Arandu, Brazil

## Facilitators

- Lorenza Reyes, La Jungla, ARCA Latam, Chile
- Marcelo Ferreira de Castilho, CollabSoul, Brazil
- María Cecilia Restrepo, Syntropic Agriculture School, Earth Regenerators, Colombia
- Marilene Escobar, Ka'aguy Arandu, Brazil
- Matheus Batista, DIGA em Movimento, Conviver, Brazil
- Michelle Taminato, CollabSoul, Brazil
- Óscar Vesga Pérez, Ojo de Agua Cultural Foundation, Earth Regenerators, Colombia
- Robert Styles, ProSocial World, Australia

## Interpreters and Tech Host

- Ana Golodne, Tech host, Brazil
- Carolina Menandro, Interpreter, Brazil
- Jose Alvarado, Interpreter, Honduras
- Maritza Escribanos, Interpreter, Colombia
- Rocio Sosa, Interpreter, Honduras
- Yasmin Bat El Abohav, Interpreter, Brazil

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# INTRODUCTION

This collaborative project takes a distinctively Big Questions approach to promote ecosystem flourishing, both human and environmental, in real-world settings. Big questions are open-ended, tap into the heart of the discipline, provide an opportunity for integration and connection to personal/social/ professional issues, and address the question of “what can I do with this learning?”

Through this two-phase project we endeavored to further improve, adopt, and coordinate positive social change (prosocial) methods as a form of managed cultural evolution. The method combines a “bottom up” approach of working with functionally oriented groups with a “top down” approach of working with the organizations in a position to empower these groups, spread best practices along their

respective social networks, and work with each other at still larger scales.

The project built upon a practical framework for promoting positive cultural change developed by ProSocial World, a research and education non-profit whose mission is to work together to facilitate and inspire positive cultural change using evolutionary and behavioral science.

The ProSocial process comprises contextually situated, structured, and facilitated dialogues designed to guide change agents to reflect on what is important and how they can effectively shift behaviorally towards what is valued in the long run - moving towards a value-driven purpose. Those involved are introduced to a suite of simple, yet powerful, tools for exercising psychologi-



**Photo:**  
Kaguy Mirim

cal flexibility and taking choices for action toward things that fundamentally matter at each level in the system. Importantly, these facilitated discussions and reflections are complemented by fieldwork and action learning in order to reinforce and embed desired change within the life and institutions of those involved.

This process has demonstrated that gaining trust, perspective on future goals, and ultimately building the collaborative capacity of an organization or a multi-stakeholder system to improve performance, follows from a formal, planned, hit-the-ground-learning approach (Atkins et al. 2019<sup>1</sup>; Styles et al., in preparation). This is contrasted with informal, ad hoc, hit-the-ground-running approaches typically taken. It is evidenced that single groups that receive ProSocial training become more efficacious as cooperative units, more adaptable at working toward their valued goals, and better able to work as cooperative agents with other groups.

As a collective group, we are striving to become better at accomplishing our respective missions and working together as we implement prosociality at still larger scales. More specifically, the overall aim of the project was for the collaborating organizations to work together to design and position small-scale action learning projects, so that a range of critical factors that will likely determine the future flourishing of both the human and environmental ecosystem involved can be positively impacted. Ultimately, to weave together a sustainable, collaborative ecosystem of change-makers.

The project, funded by Templeton World Charity Foundation (TWCF), was an extraordinary collaborative effort for all involved. Notably, Dr. Robert Styles, PW's Director of Learning & Engagement, led the design of the ProSocial framework and authored the field guide produced as a main output of this project (see Appendix). Dr. Styles also led the facilitation of the first phase of the project in collaboration with CollabSoul as in-country representatives. In addition, CollabSoul, namely Michelle Taminato and Marcelo Ferreira de Castilho, assumed a crucial role in the second phase enhancing organizational autonomy by customizing the ProSocial approach to suit specific contextual requirements for change. Organization partners that were trained on the ProSocial methods in Phase 1, skillfully co-facilitated the Phase 2 ecosystem dialogues and co-created the program cycle.

Phase 2 evolved into a collective labor of love. All participants put their hearts and souls into this project - the program required a time commitment but, most importantly, a commitment to authenticity and spiritual connection. One participant stated: "love and connection is what weaves our human fabric."

Twelve organizations participated in Phase 1 consisting of 6-months of ProSocial learning journeys and action labs, which we describe as the "space of relating". The action labs followed the framework represented in Figure 3. Phase 2, unexpectedly, transformed into a journey of the heart consisting of 5-months of continued sharing, giving, and trust building between organizations which we aptly refer to as the "space of transcending", while following the culturally inherited framework constructed to promote health, equity, and sustainability in Latin America. In-depth interviews with participants were conducted as the first step of Phase 2 to co-create this evolved framework, with autonomy support from partner CollabSoul, fundamental in the success of this project and PW. Throughout Phase 2 organizations continued to develop and scale up the action learning projects designed in Phase 1. The project was a collaborative effort involving a range of Latin American organizations

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<sup>1</sup> Atkins, PWB, Wilson, DS & Hayes, SC. (2019). Prosocial: Using evolutionary science to build productive, equitable, and collaborative groups, New Harbinger, Oakland, CA.

focused on implementing a suite of positive social change (ProSocial) methods as a form of managed cultural evolution by implementing prosocial methods in a diversity of contexts. The process included engagement in a series of deliberative processes and collaborative support striving to become more efficacious as cooperative units, more adaptable at working toward valued goals, and better able to work as cooperative agents with other groups. The project aim was for communities and organizations to be successful in their endeavors and work more effectively with other organizations as they implement prosociality at still larger scales.

The central question was, how do we orchestrate a conversation that will effectively shape, mold, and sustain the prosocial normative environments that will allow the communities and organizations involved to flourish? And how do we “construct a cultural inheritance system that promotes health, equity, and sustainability in Latin America”? Cultural inheritance refers to the “storage and transmission of information by communication, imitation, teaching and learning. It is transmitted by the brain rather than by genes. However, it does have a genetic basis, the genes involved determining the structure of the brain. Cultural inheritance is considered to be the latest stage in the evolution of heredity.”<sup>2</sup>

From the ProSocial perspective, this includes cycles of collaborative sensemaking, learning journeys, and action labs. Each organizational group learns by doing and being focused on specific questions that matter. These cycles of flexible experiences were built around big questions - those of deep interest to the participant and community. Each group set the agenda for their learning and evolution and were supported by PW staff that brought forth their expertise to help facilitate the process. The aims of these experiences were to:

- Have a lived experience of what a trusting, prosocial group looks like
- Form a community with a cohort of like-minded social change agents
- Learn and experience the principles and practices of Prosocial.

Participatory Video, body-mapping, and story-boards were used as visual and creative methods to collect experiential stories of most significant change in real-world settings at multi-levels (individual, organization, and as a collaborative network). Through these culturally compelling qualitative research methods we were able to visually document and observe the flourishing, the love, the connection – the experience of change of their respective socio-ecological systems as realized. Documentary making took place in parallel with the full project.

This report begins by providing an overview of the project - “constructing a cultural inheritance system that promotes health, equity, and sustainability in Latin America” including a description of the participating organizations and participatory video training protocol. The report continues with a presentation of the ProSocial process and shares the critical and uncertain factors identified through the process.

This extensive fieldwork along with summary descriptions of the 12 action learning projects developed through this project, designed to impact socio-cultural challenges at different levels in the system, are presented in the Action Learning Project section.

As the groups transitioned into Phase 2 the focus expanded beyond self-development and within organizational change to among organizational change. This phase emphasized a

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<sup>2</sup> Peedicayil J. The importance of cultural inheritance. *Med Hypotheses*. 2001 Feb;56(2):158-9. doi: 10.1054/mehy.2000.1131. PMID: 11425279.

coaching-focused methodology rather than a training-centered one. A summary of activities included in the 15 Ecosystem Dialogues is provided. The report concludes with a presentation of the outputs, outcomes, and impacts realized through the ProSocial World - Latin America project.

The scope of the original grant was to work with four Latin American Organizations that were, at the time of submission, running TWCF funded projects<sup>3</sup>. By the second half of the project, Prosocial World and partners had invited additional organizations to participate while two organizations were unable to continue the project due to time constraints. A brief description of the initial participating partners are listed below.

**CollabSoul:** a Brazilian organization supporting and developing the capacity of an ecosystem of organizations and individuals to rethink their impact on the world through new forms of life and work linked to innovation, collaboration, and happiness.

• **Phase 2 partner:** Marilene Escobar with Ka'aguy Mirim, a CollabSoul sponsored project

**Prisma Plantae:** Entrepreneurship project led by bioeconomy professionals from the University of Hohenheim: In their role as 'system changers', they aim to facilitate the transition towards a sustainable, biobased economy (i.e. bioeconomy) based on research, knowledge and a territorial approach to the sustainable use of biodiversity in Colombia.

**Earth Regenerators:** a Colombia-based organization made up of a constellation of communities who are unified in their efforts to heal the landscape and preserve the Earth's biosphere.

• **Phase 2 partners:** Colectivo Syntropico Barichara, Fundacion Cultural Ojo de Agua

**Conviver (DIGA):** a university-based (University Federal do Paraná) program focused on enhancing social responsibility and prosocial leadership in elementary school children in Brazil.

**ARCA Latam:** provides comprehensive facilitation of change processes from a cultural evolutionary perspective through the articulation of large-scale conversations between high-impact actors. ARCA projects and personnel are multinational within Latin America, including Argentina, Chile, Columbia, and Paraguay.

**ARCA enrolled La Jungla:** a community organization dedicated to working with youth to create community through sport, soccer, building respect through diversity, "We play to change".

**Positive Design:** a university-based applied research program based at Universidad de los Andes in collaboration with Fundación Universitaria Sanitas dedicated to understanding and promoting gratitude and wellbeing in children, adolescents, and young adults.

**Community Conservation** and NGO partners, an international organization headquartered in the USA, working with communities across Asia, Africa, and Latin America to support them to manage and conserve biodiversity and natural resources and encourage global adoption of community-based conservation.

**One Earth Conservation:** dedicated to creating a better world by empowering people who are striving to save the planet.

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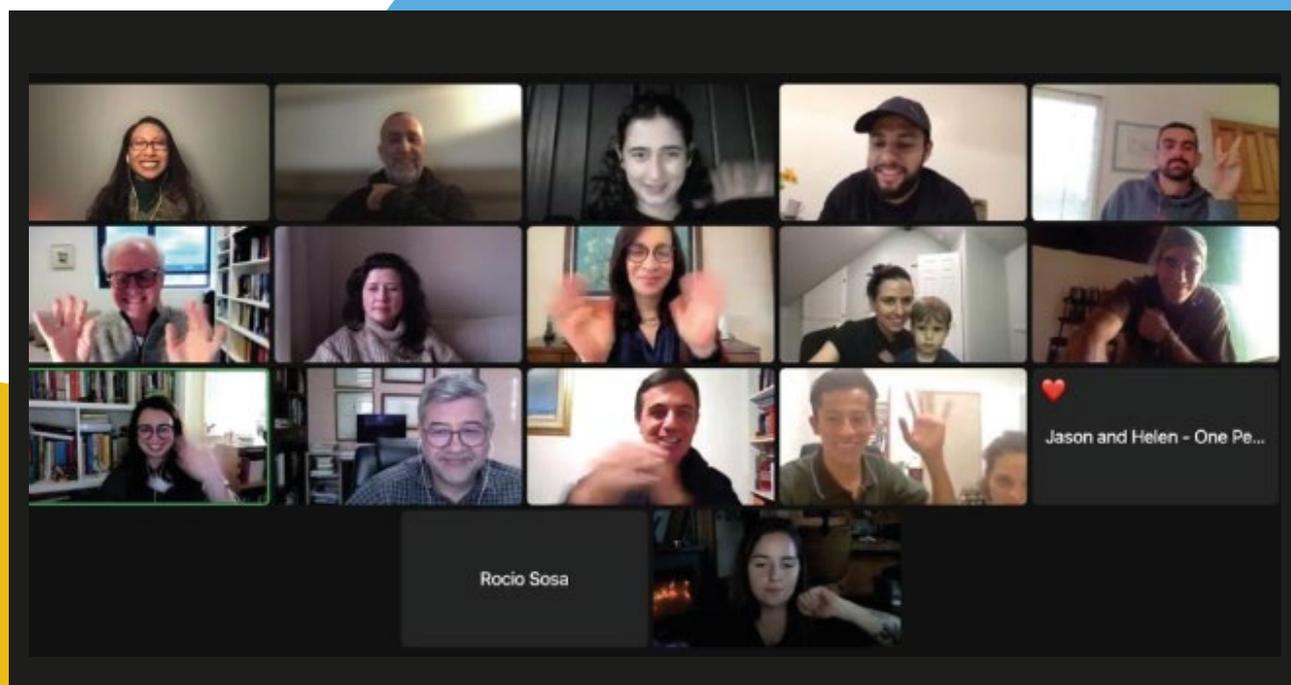
<sup>3</sup> CoSchool, Conviver, Positive Design, World Vision

**One Pencil Project:** a US-based non-profit striving to understand fundamental questions about the way children learn while simultaneously providing critical support to the communities they study.

**CoSchool:** an organization focused on making character education a fundamental part of education in Colombia by providing school leaders with an evidence-based, cost-effective, and scalable model for implementing character and virtue education in their schools. (Phase 1 only)

**World Vision:** hosting a program designed to support young people so that they may develop the skills and character strengths to succeed economically and become contributing members of their communities in Honduras.

**OPAL:** (with Positive Design), an “Observatory of Psychology in Latin America” that offers up-to-date, objective, and reliable information on different areas of psychology in Latin America.

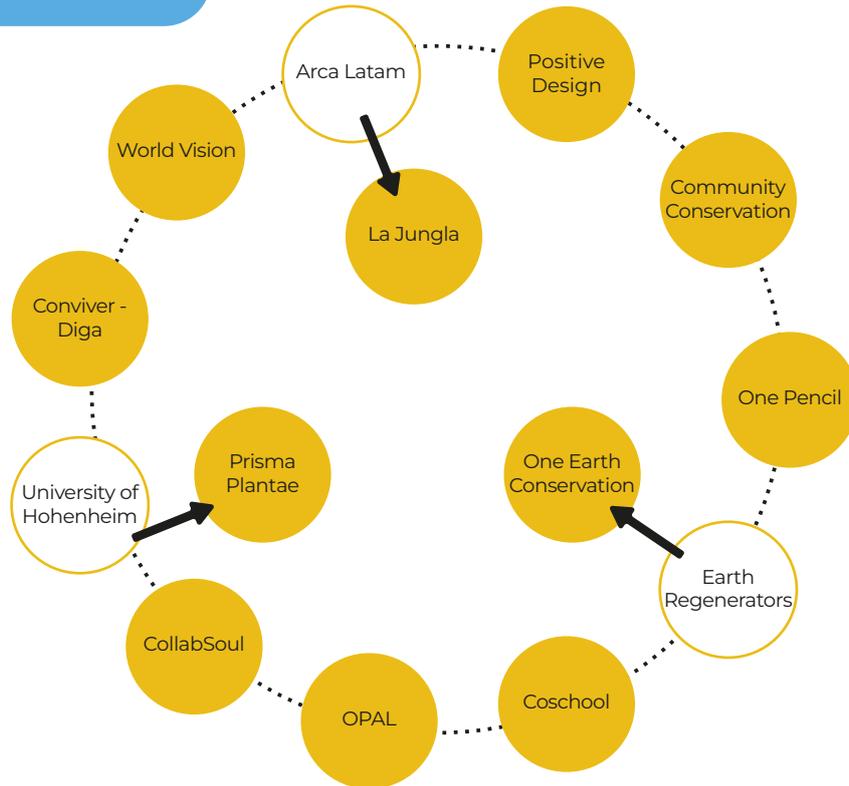


From left to right, by row:  
Michelle, Pablo, Yasmin, Marco-  
ny, Robert, Natalia, Sonia,  
Kendra, Joe, Beatriz, German,  
Marcelo, Ricardo and Lina,  
Jason and Helen, Rocio, and  
Lorenza

**Figure 1 (above)** shows the network of organizations that collaborated in Phase 1.

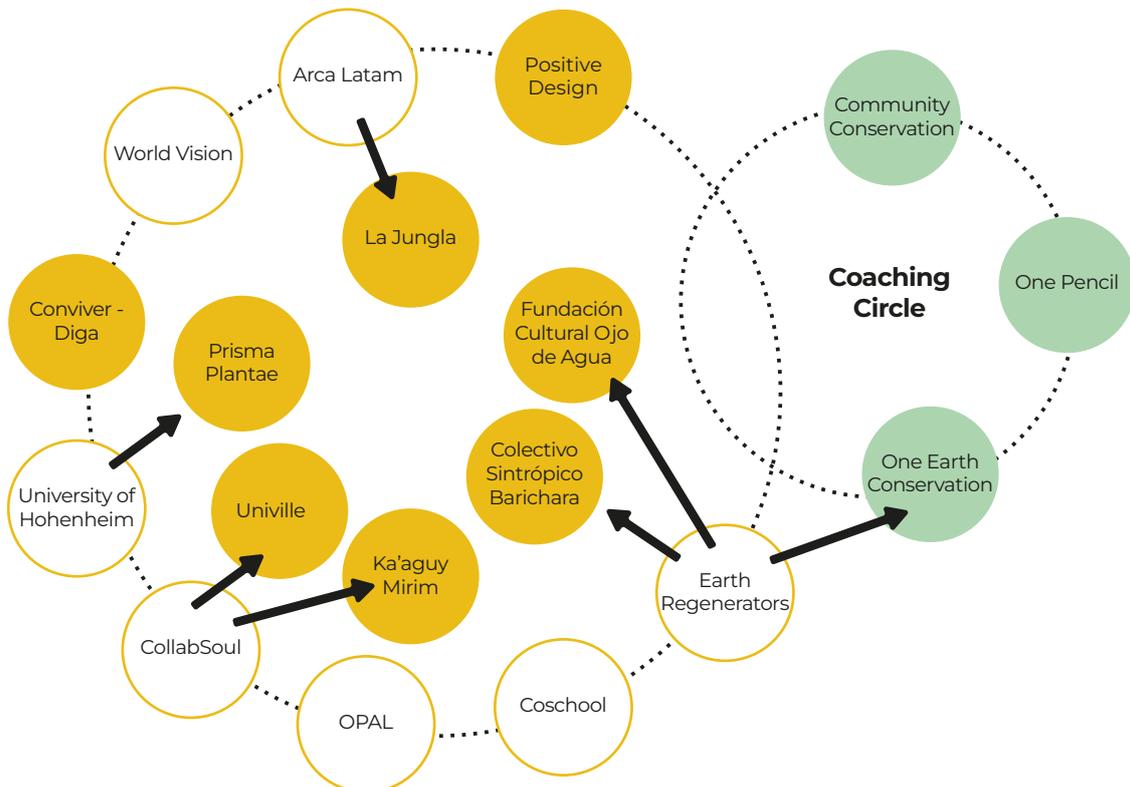
**Figure 2 (below)** represents the expanded network in Phase 2 including additional collaborations and pilot projects.

## 2023 PHASE 1



**Figure 1.** Phase 1 - Network of Partnering Organizations

## 2023 PHASE 2



**Figure 2.** Phase 2 - Network of Collaborative Partners

# DOCUMENTING PROGRAMMATIC IMPACTS

To support organizations participating in the learning journeys and action labs document their experiences and stories of significant change members completed an integrated 14-session course on Participatory Video (PV) provided by InsightShare at the onset of this project <sup>4</sup>.

Participatory video training sessions provided to participating organizations included such topics as:

- Participatory video games
- Issue identification: participatory learning and action tools
- Audience pathway and storyboard
- Participatory filmmaking and consent
- Participatory editing
- Story circle, story selection and river of life
- Storyboarding, filming the story of change and consent

All trainees were expected to do at least 90 minutes of homework in between sessions - reading InsightShare's resources <sup>5</sup>, watching videos of case studies as well as practicing specific games, filming, editing or the agreed assignment for each session such as capturing stories of significant change.



From left to right, by row: Marcelo, Michelle, Robert, Marcony, Yasmin, Natalia, Kendra, Beatriz, Teri, Joe, Ricardo & Lina, Pablo, Sonia, Paul, German, Josafa, Lorenza, Rocio, and Diego

<sup>4</sup> InsightShare is a non-profit organization that has used participatory media with more than 500 projects in over 70 communities around the world.

<sup>5</sup> A Rights-Based Approach to Participatory Video: toolkit; Insights into Participatory Video: a Handbook for the Field; Tips for filming with phones;

# PHASE 1 - LEARNING JOURNEYS & ACTION LABS

In June 2022 we began a 6-month series of action research programs designed to impact a range of socio-cultural adaptive challenges being experienced by our in-country partnering organizations. The learning and coaching framework is demonstrated in the eight Cycles represented in Figure 3.

This included 1- an introduction to self-development and psychological flexibility (more detail provided in the following section); 2 - a system analysis to understand the

critical factors for positive change; 3- a trend analysis to plan how to co-evolve in a healthy direction over time; 4- learning prosocial organizing/governing principles to create a culture of mutual trust and collaboration; and 5- qualifying opportunities to choose the best action learning project. Self-development skills are weaved throughout the learning-by-doing process - focusing on values, purpose and specific questions of deep interest to each community.



**Photo:**  
One Earth Conservation,  
Daiana Lera CCP mini  
project group photo

## SELF-DEVELOPMENT ---

During the Self-Development Cycle of our program, the groups embarked on a journey of personal growth and development that we refer to as the ProSocial Learning Journeys and Action Labs. Everyone involved focused on cultivating a flexible, value-directed psychological disposition. This deep inner work has been identified as a critical factor for change, the source of cultural and institutional transformation. It is anticipated that participants will grow in their appreciation that sustained change of this kind can only occur through everyday living practices within the context of family and community life. As community members, individually and collectively, learning to embody the characteristics required to continue adapting to change and selecting practices to serve us well now and in the long run. This is the focus of this cycle, the development of psychological flexibility, Essentially, this means:

- Being aware of your own automatic sense-making and emotional reactivity
- Being able to self-regulate to choose from a range of possible responses, and
- Choosing to act in the direction of that which is most helpful in the moment to realize chosen values

## SYSTEM ANALYSIS ---

To begin the system analysis and start to create a context for change participants conducted interview inquiries with key stakeholders from across the system that they would like to impact - the individuals, groups, and organizations; the custodians of the solution to the strategic challenge who will have a critical perspective on setting the strategic agenda.

This process allowed us to learn more about each other, the larger sociocultural system that each organization is within, and what they are trying to achieve.

During our community conversations we explored these questions:

- 1-** What is most alive for you in your organization/community at the moment?
- 2-** What are the toughest problems you are grappling with, your biggest successes, and how things are working for and against what you are striving for?
- 3-** As we begin working together, if ProSocial World were to add real value to your endeavors, what could that look like?
  - a-** Through these conversations we heard stories that describe the critical factors that we need to impact if we are to bring about the world we are striving to create.
  - b-** If we understand, describe, and respond to these factors adequately, we just might “consciously evolve a world that works for all”
- 4-** “How do we see ourselves and our communities in these factors?”
- 5-** “What change do we see is possible?”

## COLLABORATIVE SENSEMAKING EVENT

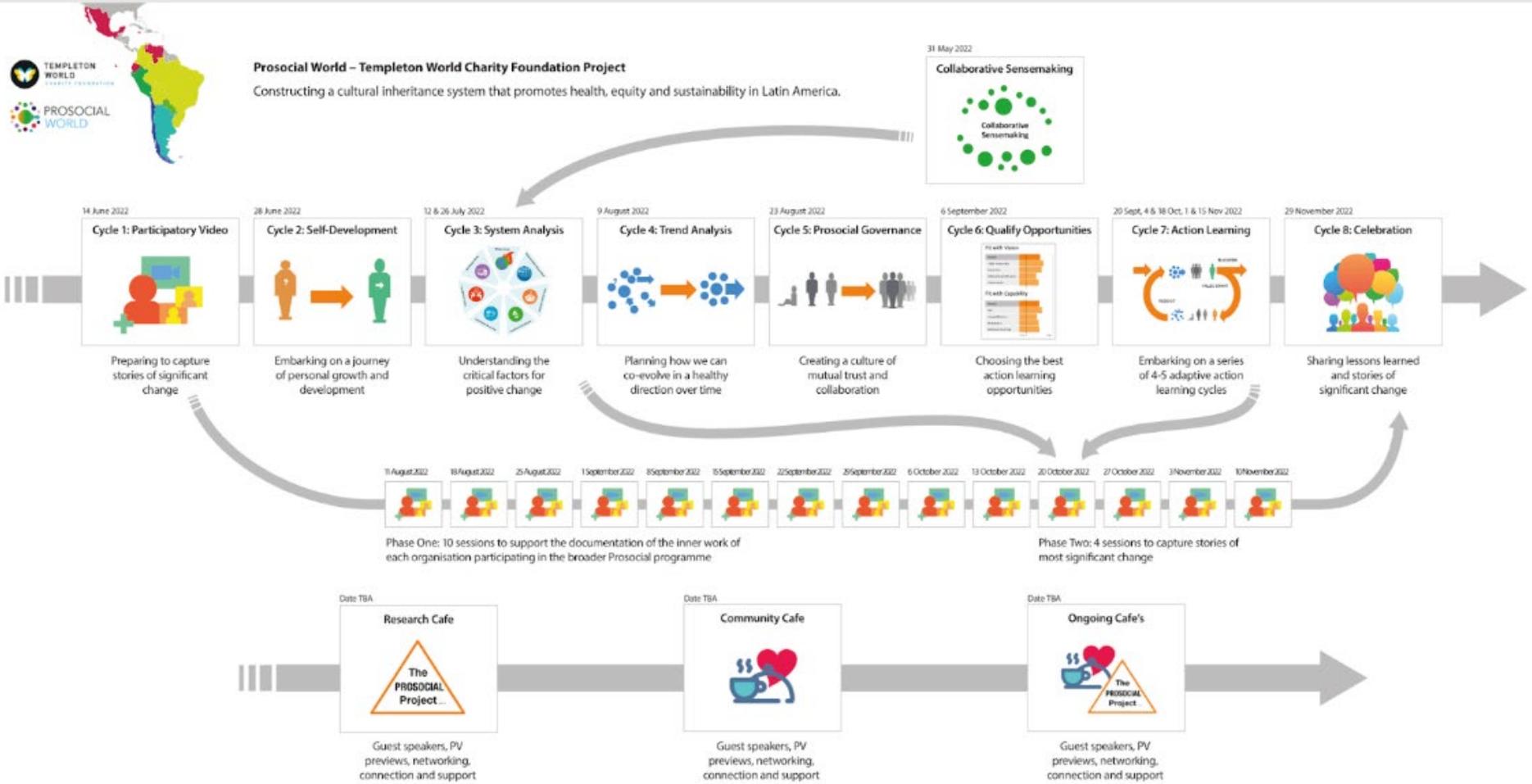
At the conclusion of the series of community conversations we hosted a collaborative sense-making event. By this phase in the project the organizations had collectively:

- Created a shared perspective on the contingencies that have each group and the system selecting their practices
- Conducted a thematic analysis of critical-uncertain personal-social-systemic factors that we are endeavoring to evolve in a healthy direction to realize desired change
- Identified each groups adaptive challenges and possible opportunities for collaboration
- Begun to capture stories of significant change



From left to right, by row:  
Robert, Michelle, Soledad,  
Marcelo, Ana, Maritza, Carolina,  
and Mila

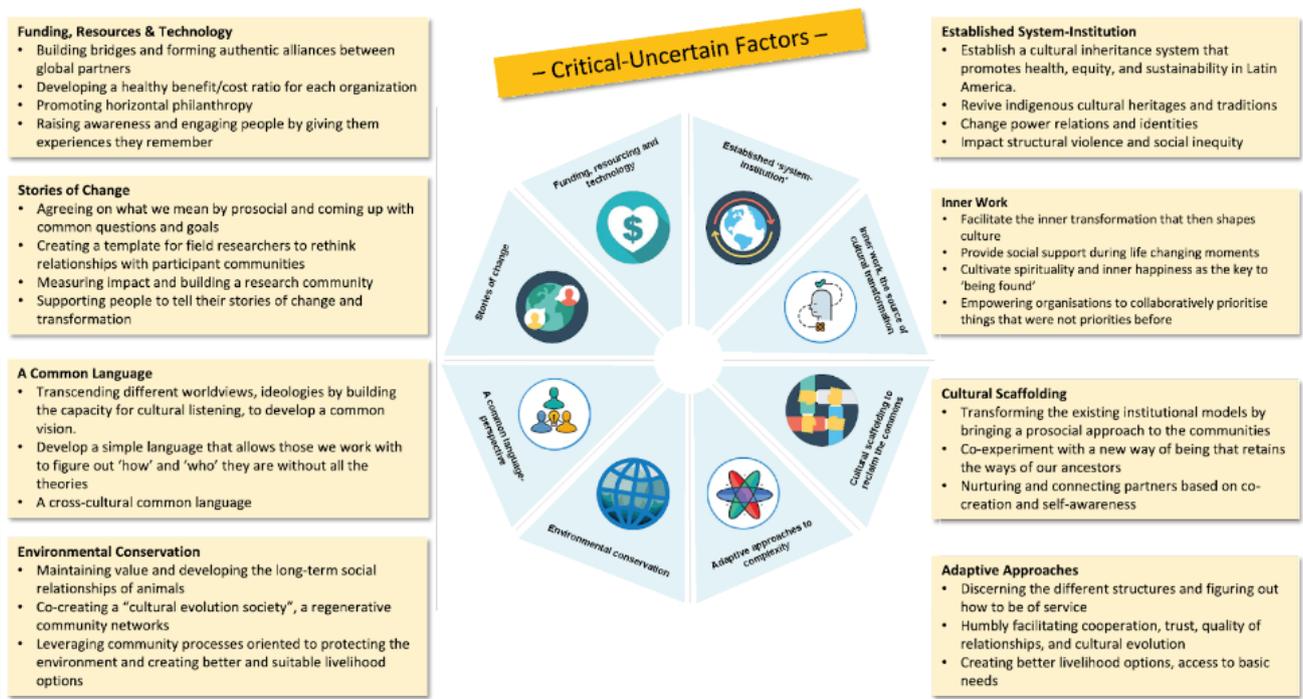
# 2022



**Figure 3.** PW - Latin America Program Cycles - Phase 1

Eight critical-uncertain factors were identified and profiled by the participants (Figure 4):

- 1- The established 'institution-system' is not working, and has to change
- 2- There is a need for inner work, the source of cultural and institutional transformation
- 3- Cultural scaffolding and practices are required to reclaim a diverse commons, niches for social change and true collaboration
- 4- A more adaptive approach to dealing with complexity and systemic change is required
- 5- Community processes for environmental conservation need to be co-created
- 6- There is a crisis of perception and a need to develop a common language
- 7- There is a need to research and capture stories of significant change realized through our collaborative endeavors
- 8- Funding, resourcing, and enabling technology are required



**Figure 4.** Critical and Uncertain Factors to Influence Positive Change

## TREND ANALYSIS

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Having identified the factors of adaptive challenges impacting the community or organization participants then selected the most critical uncertainties. The most critical and uncertain represent the adaptive challenges to impact through the action learning cycles. Opportunities to respond to and impact these factors were noted to inform future cycles of the program. Questions considered were:

- How the critical-uncertain factors impacting your community or organization could evolve over the next ten years in both a positive and negative direction.
- Note emergent opportunities to positively impact these factors through action learning processes

Participants were invited to facilitate these conversations within their own networks. Only through active inquiry will one gain in-depth insights into the dynamics of the system one is a part of and derive adequate responses to the suite of contingencies that will lead to the realization of a preferred future.

## LEARNING PROSOCIAL GOVERNANCE

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In this Prosocial Governance Cycle, we focused on creating cultures of mutual trust and collaboration. Here participants were invited to embrace a set of principles shown to reinforce prosocial behavior based on the prize-winning work of Nobel Laureate Elinor Ostrom. These 'Design Principles' represent a set of integrated behaviors that allow a community or organization to pursue chosen opportunities more effectively at the local level. The eight principles are:

- 1-** Strong sense of identity and purpose - as bounded groups responsible for working together
- 2-** Demands and benefits are distributed fairly - mobilize available resources to meet needs while ensuring derived benefits are matched as fairly and equitably as possible.
- 3-** Fair and inclusive decision-making - processes that include all those impacted by the outcomes of our endeavors.
- 4-** Transparency - feedback loops, adaptability, peer-monitoring and learning the effects of our actions and choices.
- 5-** Appropriate responses to encourage helpful and discourage unhelpful behaviors - mechanisms that allow us to grow in our ability to live our values and be effective in the pursuit of our goals.
- 6-** Differences of opinion resolved fast and fair - approaches based on restorative justice principles
- 7-** Authority to self-govern - sufficient local autonomy from other groups to enable choice and internal decisions.
- 8-** Collaborative relations with other groups - that embody the same principles thus enabling the interdependent and sustainable use of resources to be scaled up to larger systems.

During this cycle participants were asked to contemplate:

- "What are you doing when you are performing at your best as a team?"
- "What do your best relationships with other groups in the system look like?"

Then, consider how each design principle applies to their community or organization in several ways:

- The relevance of the principle
- The level of awareness of the principle
- How well it is being implemented
- How each principle can be implemented more effectively

Again, participants were encouraged to take time to have community conversations to the extent they could inform deliberations with evidence.

## **QUALIFYING OPPORTUNITIES AND ACTION LEARNING** \_\_\_\_\_

The Action Learning phase consisted of a series of 4-5 sessions including opportunities to realize purpose and form action learning peer consultation groups. Together the groups:

- Appraised what was emerging as they pursued chosen opportunities
- Paused, reflected, and reset their compass
- Practiced deep and active listening, powerful awareness-increasing questioning, direct communication and messaging, and facilitation of learning and behavior change.

It was recognized, and appreciated, that the work of cultivating and sustaining a flexible, value-directed psychological disposition and normative environment based on the core-design principles for good civic behavior would be ongoing. While deliberation such as the one we embarked on through our program can catalyze this shift, sustained change can only occur through the everyday living practices of those that make up a community. Community members, individually and collectively, need to embody the characteristics required to continue adapting to change and selecting practices that will serve them well now and in the long run. In other words, engagement in an ongoing process known as action learning is critical.

Action learning is important because a fundamental behavioral principle applies. It is a well-known fact that holistic, systemic change doesn't automatically emerge just because we want it to do so. Intuitively we do know this but somehow, most of us will fail to act in ways that are consonant with the processes of natural learning and introspective observation, which are vital for developing and sustaining these new behaviors.

## **PEER CONSULTATIONS** \_\_\_\_\_

As participants embarked on their journey of change and began working on real-world challenges, peer consultation groups of 5-7 members convened at a periodicity of 2-3 weeks. Key leadership challenges or dilemmas to tackle in terms of know-how and where there were existing differing interests and/or perspectives at play were identified. One component of the ProSocial process was facilitated by the organization leaders - groups were invited to use the Group ACT Matrix (described in the Self-Development

section) to help take perspective on dimensions of experience associated with leadership challenges and to derive choice points for behavior change. The ACT matrix is suitable to:

- Creatively search for solutions while developing mutual trust within a defined group
- Situations where all the participants are genuinely anxious to achieve a solution
- Situations where the issue is emotionally charged

## CELEBRATION! \_\_\_\_\_

At the conclusion of the series of learning journeys and action labs a celebration was hosted in November 2022 that included a world-premier viewing of participatory videos with the aim of:

- Sharing learning and realized impact on adaptive challenges
- Presenting the most significant changes realized to the broader community
- Positioning emergent opportunities so they can be scaled up, so we can evolve successes
- Promoting Phase 2 - a Journey of the Heart

Images of individuals from participating organizations, the project team including the exceptional language interpreters and tech host, and several stakeholders were used to advertise the event (Figure 5).



Figure 5.  
Celebration!

From left to right, by row: Lorenza, Michelle, Robert, Carolina, Maritza, Marcelo, Ricardo, Gail, Ana,, Marli, and Diego



<sup>6</sup> <https://www.youtube.com/playlist?list=PLr4Zjc7sz5uXKkenp75XeATdi0N3ESoyk>

# PHASE 2 - A JOURNEY OF THE HEART

*Love and connection is what weaves our human fabric.*

In January 2023, conversations with participants from Phase 1 - the “champions of change” - were

held to inform the next phase of the action learning journey - the space of transcendence.



From left to right, by row:  
Lorenza, Michelle, Robert,  
Carolina, Maritza, Marcelo,  
Ricardo, Gail, Ana, and  
Matheus

**Photo:**  
Kaguy Mirim tekoa



## CONVERSATIONS WITH THE CHAMPIONS OF CHANGE - PHASE 1

Over three 2- hour sessions, in-depth interviews were held with members of participating organizations<sup>7</sup>. The following interview questions were posed:

- 1- What was the most significant change that you experienced as a result of Phase 1 of the program?
- 2- What is your vision for Phase 2? What challenges do you anticipate?

The following key inductive themes were identified, and are organized below by the organization's focal area:

- Social Change - Connecting voices, restoring indigenous wisdom and practice, and supporting young people
- Environmental Conservation - Contributing and exchanging knowledge
- Education - Expanding boundaries and breaking paradigms

### SOCIAL CHANGE GROUPS

Most Significant Change – Personal growth, gaining business knowledge and awareness of other similar projects in Latin America, learning about collaborative networks, and being inspired to become a prosocial facilitator.

Vision – Build/organize a self-sustaining network of cooperation, to co-create partnerships with greater connection and more involvement between projects - a union. Increase opportunities for young people to flourish.

Challenges – Unbelievers in change, producing evidence of success.

*“To refine our alignment, we can only do this in a cooperative way-to sit down and hear the potential dream that each person envisions.”*

*“Through knowledge comes power and through teaching comes learning. Recognize the power of indigenous wisdom – we have a different outlook on things, one that does not use clocks and schedules, but uses the time of nature.”*

## ENVIRONMENTAL CONSERVATION GROUPS

Most Significant Change – Learning about the benefits and methods of collaborative networks, understanding deeply what it means to listen and to feel, and to focus more on the human element of a project than the technical aspects of a project.

Vision – To scale projects up and adapt to new communities, create more opportunities for cooperation by organizing in clusters, to contribute to other projects and bring other partnerships and resources for implementation, and strengthen strategies and action plan to be more related to the community.

Challenges – Working across boundaries, developing shared meaning and methods/platforms for monitoring concrete indicators of change.

*“People are ill in the cities, suffering from an emptiness, a hollowness without connection and exposure to nature and land.”*

*“At first I was nervous about expressing myself and I didn’t feel very comfortable talking, but when I was received here with an open heart and started to connect, I felt more comfortable.”*

## EDUCATION GROUPS

Most Significant Change – Learning how to think systematically about resources, realign projects to meet community needs, and creative ways to work with communities around the world

Vision – To scale projects up and adapt to new communities

Challenges – Promoting engagement, funding, and monitoring outcomes on the ground

*“Look, we are here, we are suffering violence, we want to be respected and our culture be respected - for contributing medicine, knowledge, and cultural heritage for all humankind to heal. Little by little, starting to work with schools, to stop prejudice.”*

# EXPERIENCES AND PERCEPTIONS OF THE PARTICIPATORY VIDEO PROCESS

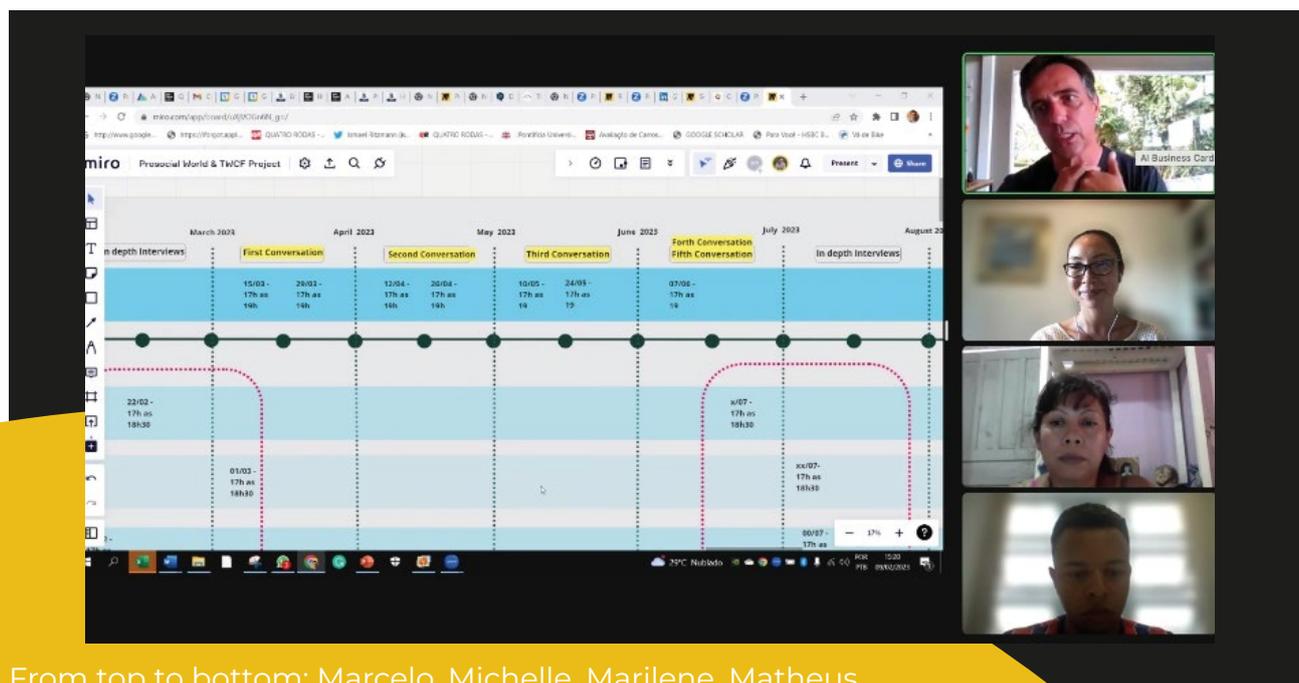
Participants were also asked about the value of using Participatory Video and would it be of interest to incorporate into Phase 2. All groups expressed a desire to utilize PV to capture the impacts and outcomes of their Phase 2 projects.

*“Participatory video worked very well for promotion of our project to chiefs and recording elder wisdom. Through knowledge comes power and through teaching comes learning”* Marilene, Ka’aguy Arandu

*“Co-creating participatory videos with the community allowed us to come up with more ideas - we were able to create and test products at the same time”*

## ECOSYSTEM DIALOGUES AND CO-CREATION LABS

In February 2023, a new 5-month, weekly series was initiated, which involved alternating between two types of sessions, namely Ecosystem Dialogues and Co-Creation Labs. The purpose of this series was to address a spectrum of socio-cultural adaptive challenges that arose during Phase 1 of the project.



From top to bottom: Marcelo, Michelle, Marilene, Matheus

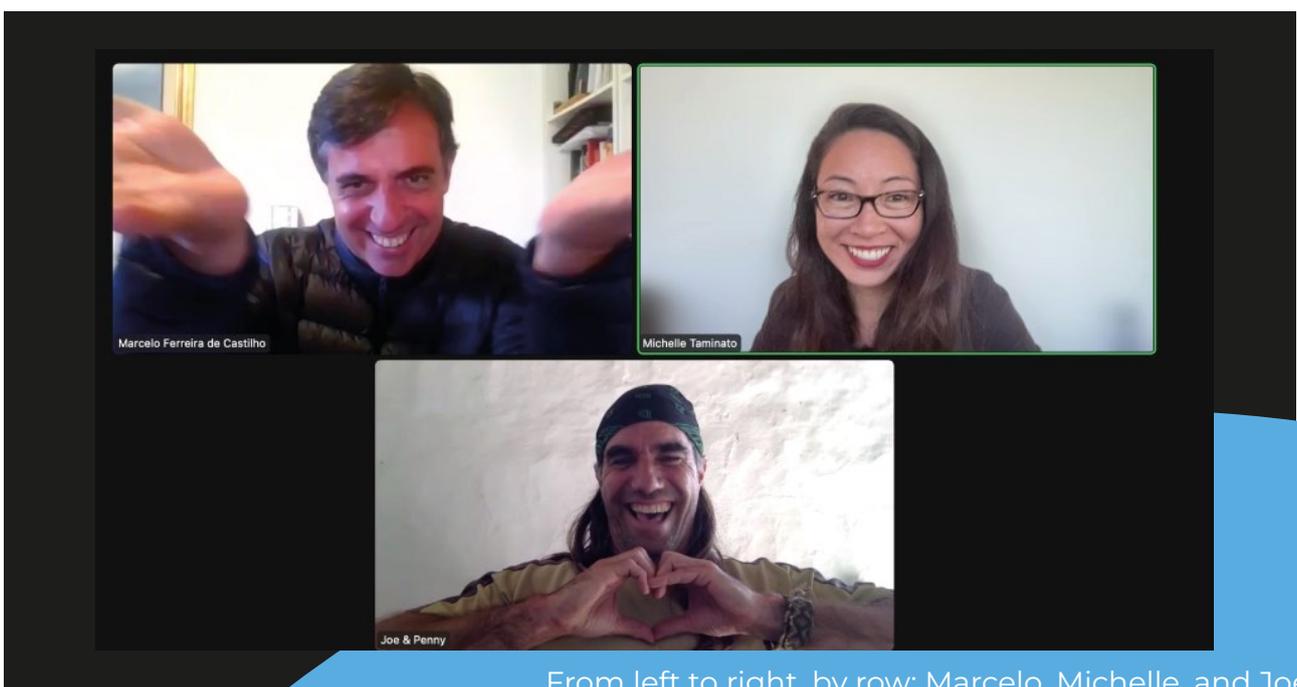
CollabSoul assumed a crucial role in enhancing organizational autonomy by customizing the ProSocial approach to suit their specific contextual requirements for change. Acting as an integrating hub, CollabSoul orchestrates synergistic interactions among participating organizations, incorporating three fundamental critical factors: system-institution, internal work, and cultural scaffolding. Furthermore, CollabSoul integrates two additional critical factors, namely an adaptive approach to managing complexity and systemic disruptions, and ensuring sufficient funding, resource allocation, and the deployment of enabling technology. This comprehensive and integrative approach harmonizes the aforementioned factors, thereby establishing a holistic and self-perpetuating ecosystem.

The objective revolved around building a Self-Sustainable Ecosystem, founded on a three-fold framework: Personal and Professional Growth, Scaling and Adaptive Vision, and a Collaborative and Community-Centered Approach.

The series started with revising the Phase 1 framework.

A visual concept of a more contextualized pathway evolved, as indicated in Figure 6. The vision was driven by a desire to empower and based on common elements that emerged during the conversations, as highlighted below:

- Personal and Professional Growth: a clear emphasis on learning, personal growth, and gaining new skills and knowledge. This includes understanding collaborative networks, gaining awareness of projects, focusing on the human element of a project, learning to think systematically about resources, and realigning projects to meet community needs.
- Vision of Scaling and Adapting: scaling up projects and adapting them to new communities. This vision includes building and organizing a self-sustaining network of cooperation, creating more opportunities for collaboration, and contributing to other projects.
- Collaborative and Community-Centric Approach: A desire to work cooperatively, to listen to others, to co-create, and to focus on community needs. There's a consistent emphasis on connection, involvement, and collaboration in all aspects.



From left to right, by row: Marcelo, Michelle, and Joe

The visual concept involves three foundational pillars initiated in Phase 1 - personal growth, empowering communities, and identifying and addressing unseen challenges - but directed by a larger goal: to instigate necessary changes and provide mutual assistance within our global society and the planet as a whole. Catalyzing the change where it is needed, in service of each other on the planet. In service of life. This purpose fosters a collective identity and shared intent, underpinned by an inherent culture of spirituality. The Visual Concept encompasses two broad areas: the sphere of relationships and the sphere of transcendence.

- In the sphere of transcendence, this readiness to perceive hidden realities surfaces. It is characterized by an integration of internal and external consciousness, accomplished through an enhanced degree of attentiveness and empathy.
- In the sphere of relationships, the emphasis is on elevating the discourse, using authority and autonomy to promote a distributed leadership model. The question then becomes, "How can we encourage individuals to assume coaching/facilitator roles?"

The Visual Concept also addresses survival, performance, and identity concerns, applying advanced narrative strategies, action inquiry methodologies, and participatory processes to address the most significant change situations.

In March 2023, as delineated in Figure 7, Phase 2 incorporated essential elements from the visual concept. This phase emphasized a coaching-focused methodology rather than a training-centered one with the objective of co-developing a sustainable, collaborative ecosystem of change-agents.

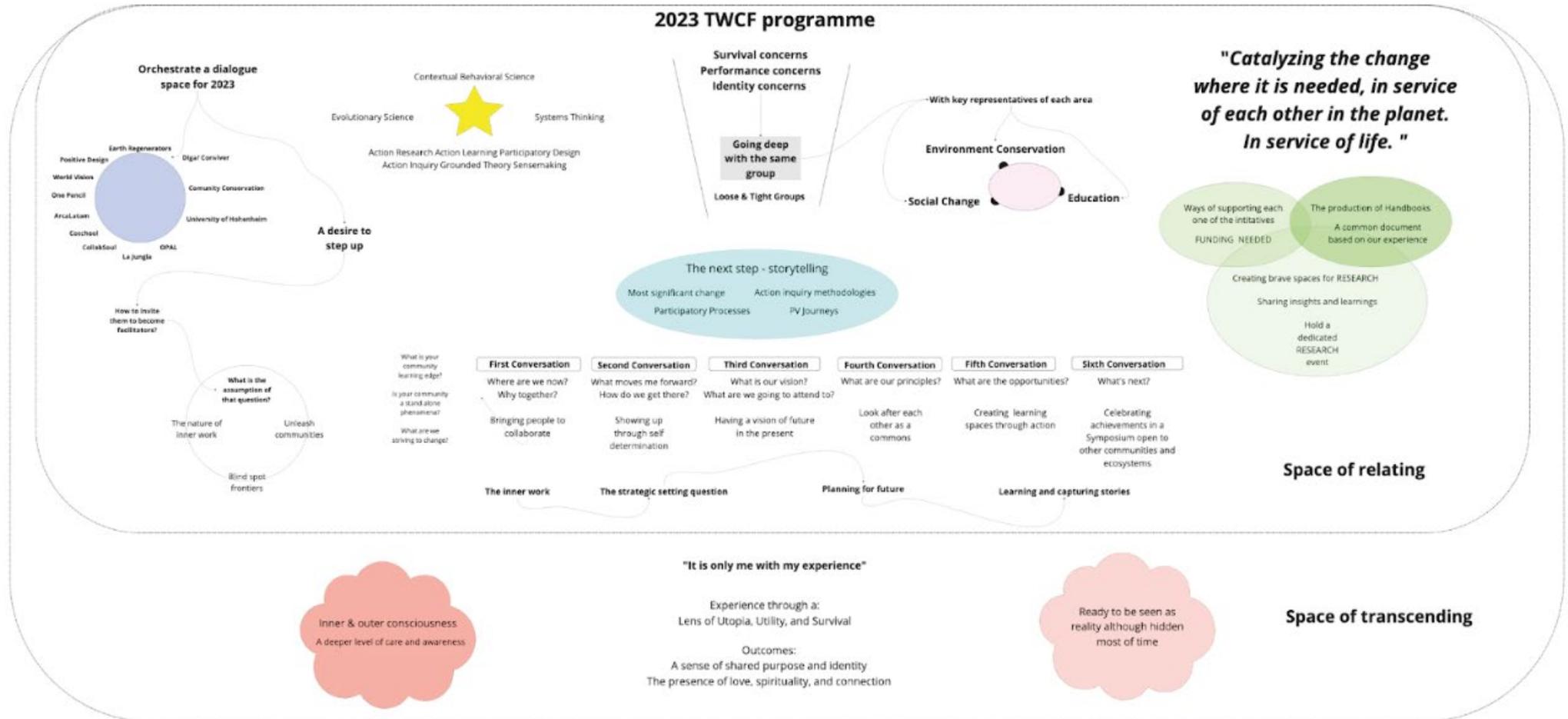
Phase 2 involved fifteen Ecosystem Dialogues/Co-creation Labs. Although containing key elements from Phase 1 (practicing inner work and psychological flexibility; conducting systems and trends analysis; implementing prosocial governance principles; and choosing the best action learning opportunities) it was centered on a specific focus, steered by particular guidelines, and aimed at achieving certain objectives; such as, augmenting the ability of organizations to achieve greater autonomy by customizing the ProSocial methodology to their respective change environments.

Phase 2 developed from April 2023 on to a more adaptive framework transitioning from a 'Power over Knowledge' structure to a process that emphasized 'Power with Knowledge'. This transformative shift is suggested as necessary towards empathy and connection, with learnings around a co-facilitation space that evolved into a multi-tiered hub for connecting various initiatives. Organization partners from Columbia, Chile, and Brazil, that were trained on the ProSocial methods in Phase 1, facilitated the ecosystem dialogues and co-created the Phase 2 cycles with autonomy support from CollabSoul and PW.

### **The outcomes of this adaptable process included:**

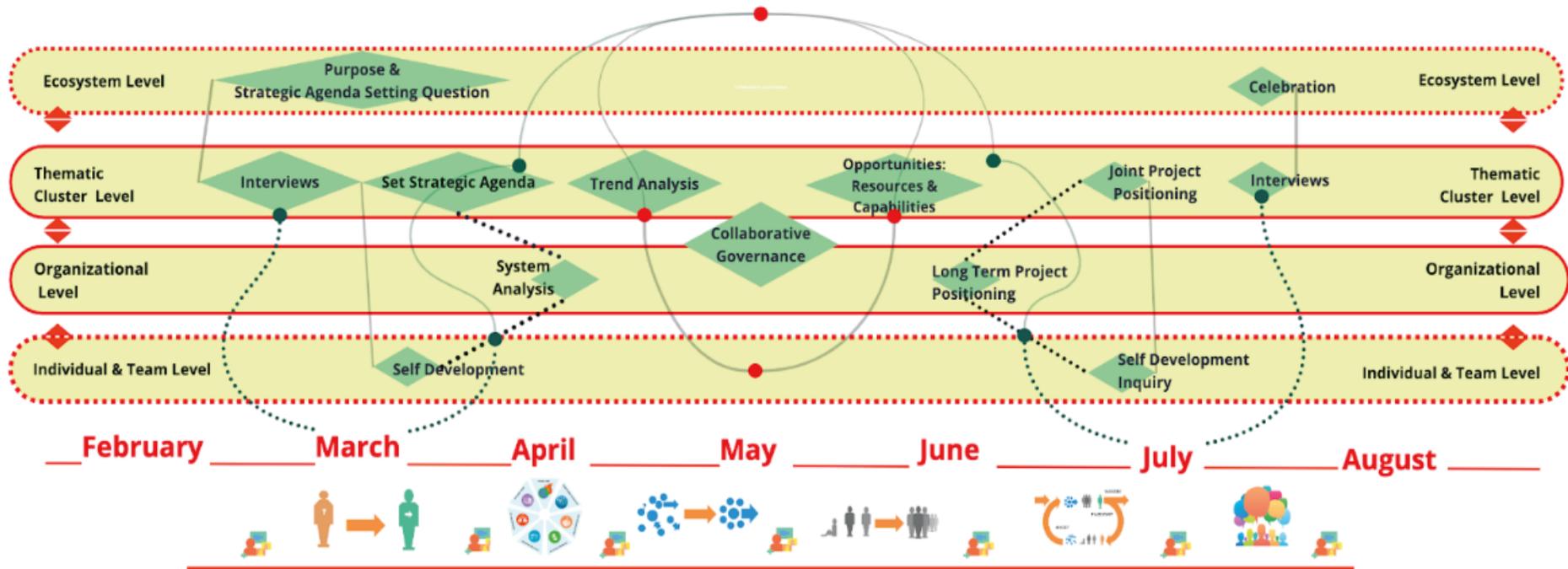
- 1-** The establishment of interconnected, action-oriented learning processes;
- 2-** The creation of collective identity bonds, underpinned by compassionate and loving collaboration;
- 3-** Opportunities for collective action through the use of participatory video, reflexive inquiry, and the development of shared narratives, specifically geared towards education.

## 2023 TWCF programme



**Figure 6.** Conceptualizing Phase 2 of the PW - TWCF Program

# 2023



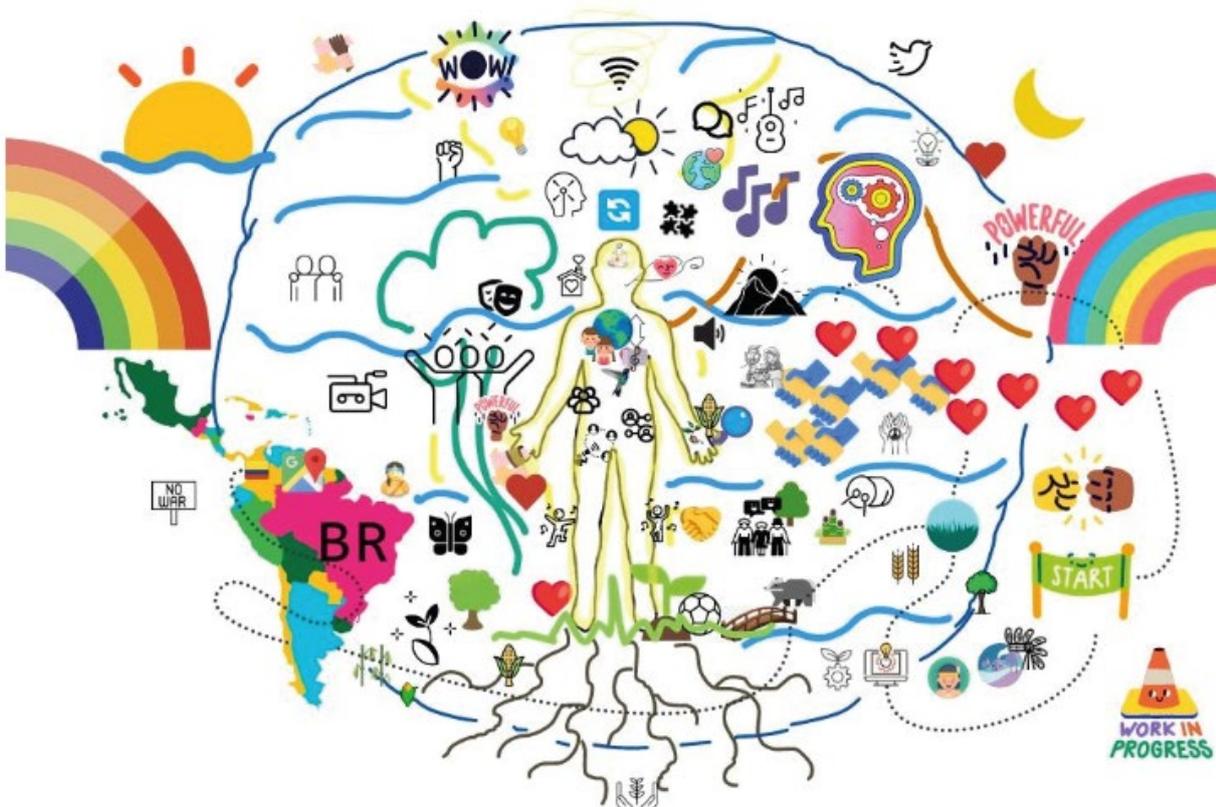
**Figure 7.** Phase 2 of the Program Cycle

Participatory Video kept having a key role in the program. The same philosophy described above was used: the co-facilitators were supported to lead and facilitate each step of the process. For this, InsightShare provided coaching sessions to the program leads and co-facilitators.

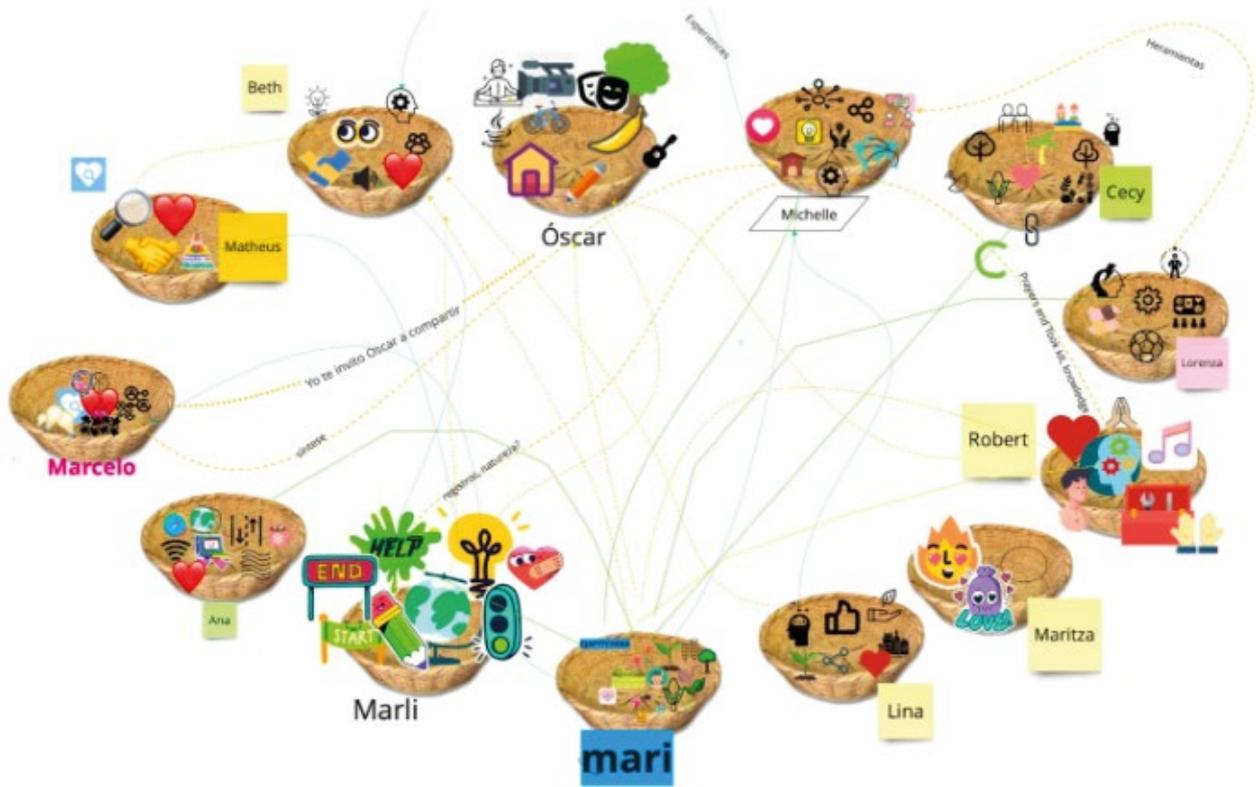
The key tools learnt in the Participatory Video track last year that the group decided to use included body mapping, audience pathway and storyboard. The body mapping process allowed them to discuss tangible and abstract aspects of the meaning this space of interconnection had for them (Figure 8). They then took the body map exercise to the next level, creating a graphic of individual and collective baskets with key things each one had to offer to the rest (Figure 9). It transformed the conversation to focus on what we could build together (rather than as individual organizations).

As a way to showcase the key ideas generated as a collective, the group used an audience pathway followed by storyboard to brainstorm and map their collective narrative to create a collective participatory video so other actors could understand and learn from their vision, as well as support them.

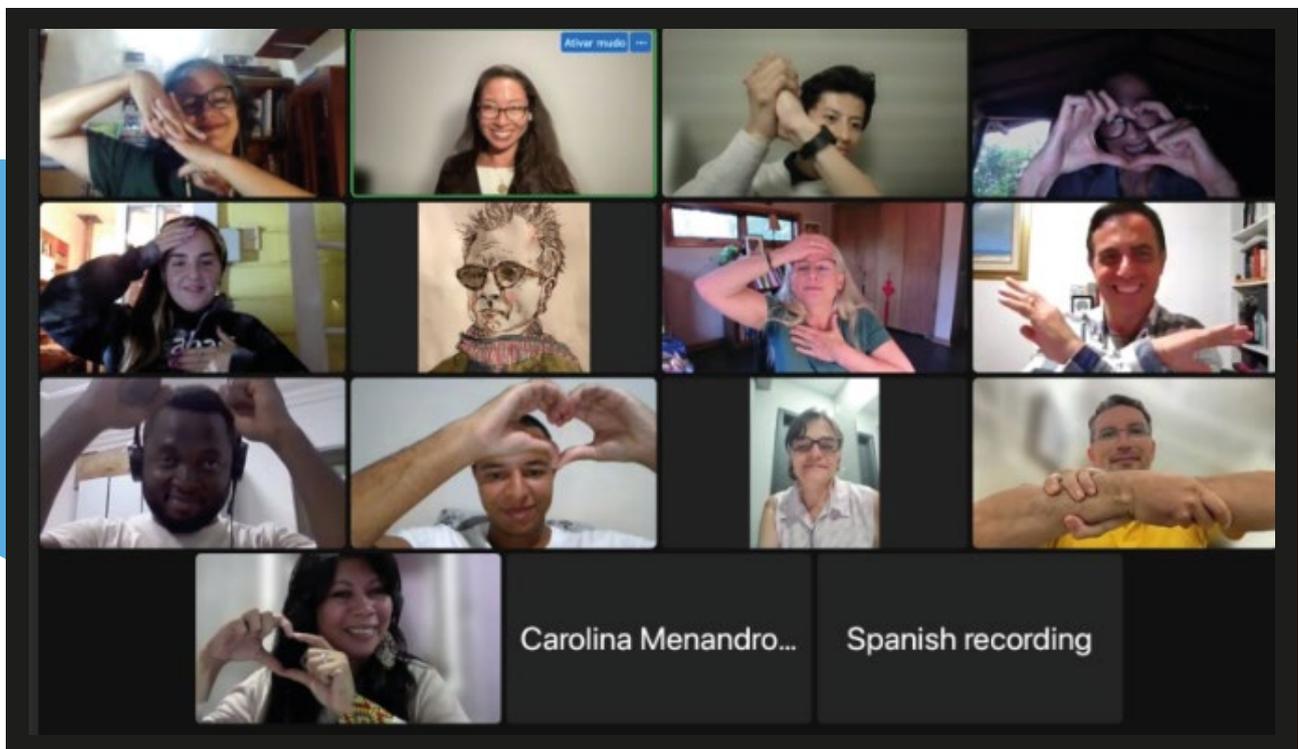
They also decided to use participatory video on an ongoing basis with short video diaries to track ongoing learning and reflections after each ecosystem conversation.



**Figure 8.** Participatory Body Mapping Exercise



**Figure 9.** “Weaving a Collective Basket” - Conceptualizing Collaboration



From left to right, by row: Maritza, Michelle, Ricardo, Cecy, Lorena, Robert, Beth, Marcelo, Adrian, Matheus, Marli, Oscar, Marilene, and Carolina

## CONVERSATIONS WITH THE REGENERATIVE LOVE NETWORK - PHASE 2

In July 2023, follow up discussions were held with participants of Phase 2. Discussions included an appreciative inquiry approach focusing on the Most Significant Change experienced as a result of participating in and/or facilitating this year's Ecosystem Dialogues and/or Co-creation Labs.

The group experienced significant personal growth and a greater sense of community and collaboration in achieving their goals. Heart connections and vulnerability have been key in facilitating collaborative and regenerative spaces. As part of their shared identity, the group named themselves the Regenerative Love Network (referred to within as the "Network").

Key themes extracted from the conversations, and the Network's' reflections on how the prosocial lens affected the quality of the experience are listed below, along with several notable quotes:

- Trusting intuition and going deeper in personal growth
- Prioritizing individual growth in working towards a greater cause
- Letting go of the need to be heard allows for more possibilities to show up naturally
- Recognizing the importance of community and collaboration in achieving goals
- Recognizing the importance of heart connections and vulnerability in facilitating collaborative and regenerative spaces.

*"It's about consciousness of multi-level change that we are nurturing but also the internal change that comes in the emerging space of wisdom. [...] This year has seen power structures crumble down - but the people remained - with our own particularities and beauties. Even at a micro-level we can still see the development of a sustainable ecosystem."* Marcelo, CollabSoul

*"I've learned that it is important to put ourselves in service to the community and combine thinking, acting, and feeling in one process. [...] I have seen a small glimpse of the power of community that can be built. Look at what we can do together! It's a hopeful feeling".* Michelle, CollabSoul

*"I have valued the horizontality, solidarity, networking, and respect for context and culture, rather than a perspective of ideological colonization and [global north] reverence."* Marli, Univille

*“Building a culture of appreciation and recognition is important. Celebrating the successes of others, big or small, helps us maintain a positive attitude and energy. Collaborating with others and sharing ideas can lead to great things.”* Ricardo, Prisma Plantae

*“This year has been more focused on connections. Each group brings a challenge - whatever they are facing at that time - inspirations and discussions - and learning together from the group and the coaches.”* Lina, Prisma Plantae

*“There is something special about the quality of the connection we have made that transcends everything that is tearing us apart in the world. It is about love. What’s possible now, I cannot imagine, but I think it is just about anything can we hope for.”* Robert, ProSocial World

The team shared their visions and dreams, including empowering young people, building a sustainable ecosystem including conservation and regeneration efforts, and focusing on education and inclusion. Overall, the team created a connection allowing them to move forward even in uncertainty and to envision different perspectives. They saw that the power of community allowed them to envision achieving their goals and have a sense of hope and empowerment.

## **PROSOCIAL** **SURVEY** \_\_\_\_\_

The Network members were invited to complete an online survey at the culmination of the full program. The survey aimed to capture impacts of the program on the qualities of group functioning and culture, and metrics of human flourishing measured by psychological flexibility and general mental health. Questions were drawn from pre-tested and peer-reviewed surveys designed to capture indicators of prosocial behaviors.

A total of 15 surveys were completed. Survey respondents were evenly distributed by self-identified gender and ranged from 25-65 years of age. All but two respondents identified as Latin American. Survey findings are presented in the section - Outputs, Outcomes, and Impacts.

# ACTION LEARNING PROJECTS

This section provides an overview of the action learning projects designed, over the course of the ProSocial World - Latin America project, to impact socio-cultural challenges at different levels in the system. Partners developed their strategic focus area and agenda setting question, and

identified critical factors and uncertainties - all outcomes realized from the Phase 1 ProSocial process. During Phase 2, organizations defined the objective of their action learning project, developed a theory of change, and identified their long-term vision.

**Photo:**  
*CollabSoul, Michelle Taminato  
and Marcelo Ferreira de Castilho*



# Collabsoul \_\_\_\_\_

Partners: Marcelo Ferreira de Castilho, Michelle Taminato

## BACKGROUND

CollabSoul, is a Brazilian organization that envisions itself as “an ecosystem of organizations and individuals interested in rethinking their impact on the world through new forms of life and work linked to innovation, collaboration, and happiness”.



## PHASE 1 \_\_\_\_\_

### STRATEGIC FOCUS AREA

Founders of CollabSoul Michelle Taminato and Marcelo Ferreira de Castilho with their team host several community-based projects. Four co-working - co-working space that is supposed to be very collaborative, combined into family cultures; Happy cities - implementing something like GNH (Gross National Happiness) in two small cities; Badu Design - a social enterprise with environmental impact and women empowerment; Work with 300 women in vulnerable situations; Circle of Hospitality - a non-profit organization that supports refugees in Brazil. Their ProSocial World - Latin America project extends this work. In collaboration with Univille University and some social impact, food security, and indigenous cause experts, they will be supporting the relocation of an indigenous community as they set up a circular economy to become sustainable in their land and keep their spiritual heritage.

### AGENDA SETTING QUESTION

In order to promote a safe and sustainable development of their new village, what would it look like in 10 years' time if an indigenous spiritual and cultural heritage was revived, preserved, appreciated, and fully integrated with the broader establishment?

### CRITICAL-UNCERTAINTIES

- Established System-Institution (Revive indigenous cultural heritages and traditions, change power relations and identities, establish a cultural inheritance system that promotes health, equity, and sustainability)
  - Inner Work (Provide social support during life-changing moments to the leaders, cultivate spirituality, empower organizations to collaboratively prioritize things that were not priorities before)
  - Cultural Scaffolding (Co-experiment with a new way of being that retains the ways of ancestors, nurturing and connecting partners based on co-creation and self-awareness)

## HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

- Established System-Institution (Establish a cultural inheritance system that promotes health, equity, and sustainability reviving indigenous cultural heritages and traditions in balance with the general society).
- Inner Work (Leaders with a more systemic vision and articulated decision-making for the complex challenges that surround them, grounded in their spirituality).
- Cultural Scaffolding (Construction of initiatives, uniting the University, Students, Civil Society Leaders, and Supporters of the Indigenous Cause so that it can make the space as an integrator with a strengthened indigenous identity as a reference).

## ACTION LEARNING

From September to November 2022, CollabSoul with our partner Univille also wants to reinforce a local level small-scale solution based on an open dialogue with the indigenous community leaders and key stakeholders through a challenging period of political constraints in Brazil: ‘How can we support the indigenous community endeavor and at the same time stay safe?’

## PHASE 2

### PROJECT DESCRIPTION

CollabSoul sponsored an indigenous community endeavor, the Ka’aguy Arandu project, led by Marilene Escobar and Wilson Moreira described below.

In addition, CollabSoul served as an integrating hub and enhanced organizational autonomy promoting power with rather than power over utilizing their expertise with adaptive approaches to managing complexity and systemic disruptions. CollabSoul and partnering organizations co-created and customized the ProSocial approach to suit specific contextual requirements for change, incorporating three fundamental critical factors:

### RESEARCH QUESTIONS

- How can this group of organizations achieve self-sustainability and elevate the impact of their projects to a greater level supporting each other and building new bridges with other groups?
- What strategies or approaches can be implemented to ensure long-term financial stability and growth for the group of organizations, thereby maximizing their potential for creating significant and sustainable social impact?

### LONG-TERM VISION

A successful implementation of cross-organisational collaborative initiatives, effectiveness in realizing systemic adaptations, efficiency in resource allocation, and a resilient ecosystem even in the face of complexities and systemic change.

### OUTCOMES

The role of CollabSoul in the success of co-creating a self-sustainable ecosystem was evidenced by its ability to: (1) establish sustainable connections between diverse initiatives through their shared causes, (2) skilfully navigate through systemic complexities and instigate systemic change, and (3) allocate resources and employ technology in an optimal manner to strengthen ecosystem resilience.

# Ka'aguy Arandu – Sabedoria da Floresta: Reflorestando Mentes e Semeando a Vida



Partner: Marilene Escobar (sponsored by CollabSoul)

## BACKGROUND

The Aldeia Ka'aguy Mirim Porã is located in Santa Catarina, Brazil, in the municipality of Araquari within the Tarumã Indigenous Land - which has been recognized as indigenous land by the Brazilian State since 2009. However, even with the recognition there is still little effectiveness of security and rights for those communities on the part of the government. The Aldeia Ka'aguy Mirim Porã existed for 4 years and belongs to the Guarani Mbya people. The Aldeia Ka'aguy Mirim Porã was idealized by its community, to be an inspiration and a model of implementation, based on self-sustainability. The village began as a self-sustaining housing nucleus designed to make socio-environmental sustainability viable.

This community was criminally attacked and destroyed on March 22, 2022 - a lot was lost in this violent action. Aldeia Ka'aguy Mirim no longer exists as it did, prejudicing the experience of its culture and traditions. Not only was the house of prayer destroyed and burned, but the village also lost important spaces for its survival and continuity of the indigenous tradition.

## PHASE 2

### PROJECT DESCRIPTION

Enabling basic infrastructure, such as water, energy and technology, are essential for the sustainable development of the Aldeia Tekoa Ka'aguy Mirim Porã community. These resources are essential to guarantee community safety following the regenerative actions proposed by the Guarani indigenous people. As part of this project we hope to establish a potable water supply through a low artesian system, a pump and energy supply through the implementation of a solar energy system that will be acquired, and the technology for a security and communication camera system.



## RESEARCH QUESTIONS

- How does the Tekoa Ka'aguy Mirim Porã pilot village inspire and contribute to the socio-environmental development of the indigenous communities of the North Coast of Santa Catarina?
- In what way does the village impact and collaborate with other communities in Latin America - through their example and inspiration can they regenerate, sustain themselves, and strengthen their own potentialities and resources?

## LONG-TERM VISION

To strengthen the Guarani Mbya cultural heritage and contribute to the sustainable development of the north coast of Santa Catarina, and other communities in Latin America. Through example other communities can seek inspiration, and strengthen their own potentialities, resources, and cultural heritage in order to become part of a cycle of positive changes, not a path of planetary regeneration.

## OUTCOMES

703 people from 13 villages in the northern coastal region of Santa Catarina, Brazil, and along with other actions totaling more than 2,500 lives have been impacted through our project - with a potential impact on the entire Guarani community in Brazil, which currently numbers around 51,000 indigenous people. In addition, Marilene is continuing to teach students on Participatory Video techniques and soft skills, empowering the indigenous community.



Marilene Escobar - Djatchuka Mirim - Little Prayer  
Wilson Moreira - Karai Nhe'e Garai - Praying and singing spirit

# Collaborative Platform of Knowledge for the Sustainable Use of Native Plants in Colombia and the Strengthening of Local Productive Capacities



Partner: Prisma Plantae (entrepreneurship project): Lina Mayorga, Ricardo Vargas

## BACKGROUND

The bioeconomy has emerged as a pathway towards a sustainable and carbon neutral society based on renewable, biobased resources. This transition process constitutes a great societal transformation that requires changes at different levels, including new technologies, social and institutional innovations and new thinking on the relation between society and nature. This includes the need of identifying ways to balance biodiversity and nature conservation with the use of natural resources for human needs, embracing aspects such as new thinking on how to use resources sustainably, which involves aspects of production and consumption models. Such a transformation process requires an active role of education, research and development that: i) recognizes the natural boundaries and the embeddedness of society and economy in ecological systems; ii) opens up the boundaries to academic actors from diverse disciplines as well as non-academic actors from public, private and civil society sectors; iii) develops responsible and inclusive innovations oriented towards sustainability and resilience. As graduated from the M.Sc Bioeconomy from the University of Hohenheim (Stuttgart, Germany) and persons involved in various education and research projects in the field of bioeconomy (e.g. MOOC Concepts of Sustainable Bioeconomy), we recognize our role as a new generation of 'system changers' motivated to catalyze change processes from local to global levels through research of new concepts (technologies, socioeconomic approaches, system analysis) as means to facilitate the transition towards a sustainable, biobased economy. Aware of the need to involve other actors in the bioeconomy dialogue, particularly on education for systems change, the community of practice 'BE CHANGE' started as a bottom-up initiative, with the participation of members of the University of Hohen-





heim, among them Dr. Michael Schlaile, M.Sc Lina Mayorga and M.Sc Ricardo Vargas) as well as other representatives from academic organizations in Europe and Latin America.

In parallel, research activities carried out by Ricardo Vargas have been oriented to the analysis of novel and multifunctional production systems based on biodiversity plants in Latin America, specifically

using native palm species (e.g. *Acrocomia* palm genus), as a possibility to provide livelihood options to rural inhabitants, diversify agricultural activities and resources and set local bioeconomies and value chains that are compatible with natural surroundings and can create environmental, social and economic value. In addition, as part of a personal endeavor and together with Lina Mayorga, the sustainability-oriented entrepreneurship project 'Prisma Plantae' recently started with the aim to support the development of local bioeconomies in rural communities of Colombia, based on local biodiversity and centered on people's participation, territories and knowledge. We follow the concept of non-timber forest products as a pathway towards resilient territories that balance and integrate conservation values, livelihood options, cultural identity and sustainable territorial development.

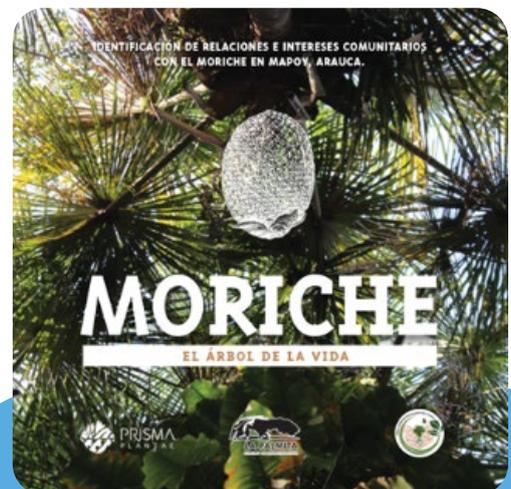
## PHASE 1

### STRATEGIC FOCUS AREA

Ricardo Vargas Carpintero and Lina Mayorga Duarte, researchers at the University of Hohenheim are currently working on the sustainability-oriented entrepreneurship project 'Prisma Plantae', aiming at supporting the development of local bioeconomies in rural communities of Colombia, based on local biodiversity and centered on people's participation. As the first phase of this project, a pilot is on development process in the region of Tame, Arauca, in partnership with one institution for biodiversity conservation. We want to foster and promote the development process of local socio-biodiverse bioeconomies, re-generatives by design and driven by knowledge. Our purpose is to co-create value webs in the territories using native plants, integrating local visions of nature and contributing to balance nature conservation, people's livelihoods and economy.

### AGENDA SETTING QUESTION

What would rural communities and territories look like in 10 years' time, if local bioeconomies are promoted in Colombia, using locally available biobased resources (e.g. native plants), fitting to local conditions and needs (e.g. natural system and people) and integrating innovations (e.g. technological, social, business models) as a way to achieve a new paradigm where production (human-centered) and conservation (nature-centered) are symbiotic?



## CRITICAL-UNCERTAINTIES

- Funding, Resources & Technology
- A Common Language
- Environmental Conservation
- Established System-Institution
- Inner work
- Adaptive Approaches

## HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

If local and innovative bioeconomies are promoted in rural communities and territories in Colombia using locally available biobased resources and considering natural systems conditions and people's needs, it would create a 'new paradigm' and model for co-creating regenerative economies in which production and natural conservation are symbiotic and trust, co-responsibility and work together are at the core. This can contribute to building bridges between communities and different types of organizations (e.g. research centers, NGOs, firms, public authorities) and facilitate cooperation within and between communities where different worldviews transcend to create a common language with respect and learning from the individualities around the possibility to produce and conserve nature, live sustainably and resiliently. This 'new paradigm' will need inner work from the people working together to achieve the conservation of the environment by maintaining a long-term social relationship with nature and create better and suitable livelihood options for rural communities by promoting health, equity, sustainability and cultural identity.

In a context of increasing concern for the loss of biodiversity and ecosystems' capacities to provide earth functioning conditions, the currently established system-institution would increasingly face the challenge to reformulate the logic of production and consumption patterns, prioritizing the imperative of nature protection and human dependence on the planet. This corresponds to a top-down transformation process. On the other hand, societal awareness and the emergence of novel concepts coming from scientific and traditional knowledge, as well as the action from sustainability-oriented entrepreneurs, and the existing experiences of local communities in their territories via small-scale productive projects and relation with nature, already contribute from a bottom-up perspective, to change the established system-institution and balance economic, social and ecological values in society.

## ACTION LEARNING

- Develop a co-creative procedure for the processing of the fruits of a native palm in a community in Tame, Arauca
- Collect workshop reflections to understand the visions of the local community in regard to the moriche palm (*Mauritia flexuosa*) and its fruits
- Develop a governance structure involving key stakeholders

As next steps towards our purpose and goals, we identify the need of: i) Strengthening and expanding our relationship with the community in the territory of Mapoy (Tame, Arauca); ii) developing technical capacity about the use of non-timber forest products such as palms as well as productive processes (e.g. harvest, post-harvest, processing); iii) establishing collaboration networks with other organizations such as universities, research centers, community-based enterprises and SMEs oriented to the conservation and sustainable use of the biodiversity. Accordingly, we have been developing a project targeting these areas as described in Phase 2.

## PHASE 2 ---

### PROJECT OBJECTIVE

Our objective is to facilitate mutual learning, co-creation and access to information about the sustainable use of native plants in Colombia and create communities of practice that manage to develop knowledge, share learning and strengthen relationships between different actors as well as their capacities. There is a need to facilitate and co-create community processes through the empowerment of the community and the development of their own capacities for the development of productive systems in their territories; and a need to access technical knowledge and promote the exchange of knowledge with existing organizations in Colombia that work with non-timber forest products from the territories.

### PROJECT DESCRIPTION

Through this project we are creating a collaborative platform — virtual and physical — on the sustainable use of native plants in Colombia under the concept of non-timber forest products. This will allow maintaining a repository of information on plants, ecology, uses, among others. This repository is the first step towards creating information exchange networks and ideally communities of practice organized by plant or type of plant. The objective of the collaborative platform is for different actors to provide information from different perspectives with real information on the territories (in the case of native palms: location, number of palms, current uses, laws and regulations for the use of fruits). Within the framework of this project we want to focus on the native palms of Moriche, Seje and Tamaco.

### RESEARCH QUESTIONS

- How can access to information contribute to strengthening capacities at the local level to promote the sustainable use of native palms and the implementation of local production processes in Colombia?
- How to integrate traditional and scientific knowledge in a collaborative ecosystem around the sustainable use of biodiversity under the principle of collaboration and trust instead of competitiveness?

### LONG-TERM VISION

In 10 years we would like to achieve the consolidation of a sustainable productive model led by the Mapoy community based on collaborative learning both at a technical and organizational level, which operates in harmony with the natural environment, contributes to the livelihoods of the community and can be replicated in other regions. This vision is based on a strong collaboration between different actors and access to knowledge.

### OUTCOMES

We have already reach the 'Asociación Vivero Comunitario El Mapoy' in an initial workshop carried out in December 2021, titled "Moriche: The tree of life" (2021), identifying the community relations and interests related to the Moriche palm (*Mauritia flexuosa*) with the community of Mapoy (Arauca)", with the participation of around 40 persons that are members of these association. The 'Asociación Vivero Comunitario El Mapoy' is composed by 13 associated families that can be directly benefited by the prospective project for the sustainable use of the moriche fruits in this region. In addition, around 200 rural families around this region, which have natural presence of forest patches with moriche palms could be potentially involved.

## DIGA em Movimento

Partner: Conviver; Felipe Kisleck, Matheus Batista and Josafá da Cunha

### BACKGROUND

Conviver is a program hosted by Universidade Federal do Parana. Conviver, derived from Convivencia - or “coexistence” - is a concept that is of vital importance in a society as diverse and multicultural as Brazil. The team of educators and researchers who developed the Conviver program is led by Josafa Cunha. They are dedicated to nurturing the character strengths central to convivência and civic development, such as social responsibility, among school-aged children in Curitiba, Brazil.



## PHASE 1

### STRATEGIC FOCUS AREA

Work with a team of educators in one of the municipalities implementing the program to change the school climates and cultures, and develop new resources through a participatory approach.

### AGENDA SETTING QUESTION

What would it look like in ten years if opportunities to enhance civic character were prioritized in the educational and evaluative practices within and outside the schooling systems?

### CRITICAL-UNCERTAINTIES

In order to transform the institutional approaches to enhancing student's civic character, cultural scaffolding is critical, but it starts with the inner work that facilitates teacher's engagement that is a critical requirement for successful implementation.

### ACTION LEARNING

In 2022 team members from Universidade Federal do Parana, Felipe Ryuji, Matheus Batista and Bianca Nicz will be working with one of the psychologists to pilot a new component of the Conviver program to be generalized in 2023. The DIGA in Action Program integrates physical activity and storytelling, into the broader program to promote social responsibility among elementary school children.

## PHASE 2

### PROJECT OBJECTIVE

The DIGA Program (<http://programadiga.com.br/>) brings together schools, families and communities to create responsive environments that help children between the ages of 5 and 12

to deal with feelings and conflicts in a positive way, to end bullying and victimization among peers. DIGA's vision is that all children should live, learn and play in safe and receptive communities, thinking of school as a starting point to deal with feelings and conflicts. In turn, the DIGA in Movement can be understood in this project as a set of tools from the DIGA Program that is based on the strategies of this program and that aims to promote the development of life skills among children (ie, self-awareness, self-control, responsible decisions, empathy, pro-social behaviors and social responsibility), offering learning resources based on dance and dramaturgy to, likewise, help them deal with feelings and conflicts in a positive way.

## PROJECT DESCRIPTION

The learning resources of DIGA em Movimento will be produced by the members of the team of this project in partnership with the educators (formerly, teachers, pedagogues, coordinators and/or other professionals) of a Municipal School of Fundamental Education I, which is located in city of Curitiba, in the state of Paraná, in the south of Brazil, and which is registered in the DIGA Program. Finally, the professionals from participating schools will be responsible for initiating the implementation of these resources within the school. Through accompanying visits, DIGA team members will help these educators in the process of implementing these resources.

In addition, other activities of this project include: (a) an initial course with certification, or if the educators will carry out an online training with certification of 30 hours by the Federal University of Paraná (UFPR); and, (b) an evaluation of the process of co-production and implementation of two resources from DIGA in Movement. Through the project presented here, I hope that learning resources based on dance and drama will be co-produced that can help children deal with feelings and conflicts in a positive way.

## RESEARCH QUESTION

Based on the experiences and perceptions of educators and researchers, how can the resources of an intervention program be co-produced and implemented to promote the development of life skills among children through dance and dramaturgy and, likewise, help them to deal with feelings and conflicts in a positive way?

## LONG-TERM VISION

In 10 years, I would like to see better relationships being cultivated between children, educators, families and communities.

## OUTCOMES

This project impacted the lives of the communities of more than 60 schools with an estimated reach of 35,000 students, located in the cities of Almirante Tamandaré, Araucária, Curitiba, Mandirituba and Piraquara.

- Learning resources of DIGA em Movimento were produced.
- An initial course with certification has been developed.
- The evaluation of the process has been designed and will include group interviews with educators about the implementation process of DIGA em Movimento and a self-report questionnaire with students about socio-emotional skills.



# La Jungla on the Road

Partner: ARCA Latam - La Jungla; Lorenza Reyes & Syd Dada Salas, Diego de la Fuente



## BACKGROUND

La Jungla (introduced to the ProSocial World - Latin America project by ARCA Latam) is a community of practice and learning created from the passion to play a different and purposeful soccer. Through self-management around the game, it generates collaborative spaces based on local action that allow connection and awareness of people, problems and realities in a respectful, safe, happy and accessible way to contribute to a sustainable and inclusive world.

## PHASE 1

### STRATEGIC FOCUS AREA

La Jungla is working with youth in a local co-ed soccer initiative to run activities and design sporting programs to develop social inclusion, regeneration of both the environment and the social agency and improve physical and mental health through collaborative learning.

### AGENDA SETTING QUESTION

What would it look like in 10 years' time, in Latin America, if young people could meet each other in safe places provided by sports?

### CRITICAL-UNCERTAINTIES

- Re-establish the current "system-institution": This factor is manifesting in our community with the need to generate trust in the collective to live in greater harmony with the ecological system.
- Adaptive approaches to complexity: This factor is manifesting in our community through the need to build more sustainable income generation models.
- Funding, resourcing and technology: This factor is manifesting in our community with the need to generate alliances distributed in various places and decentralize our activity and that of some associates.

### HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

If, in a framework of respect and collaboration, it is possible to increase the participation of the community around the activities of La Jungla, greater security will be provided by the collective and the desire to contribute to issues of environment, inclusion and health

in the territory will be stronger.

In order to improve participation, it is important that the community can support itself financially and that its participants can spread what they have learned to territories of similar cultures. In 10 years we see young people from different places of Latin America contributing to collaborative learning for wellbeing in their territories.

## ACTION LEARNING

- Work with a team to try a new “Zero Waste” Tournament that considers a participatory action research about household waste generated in the community.
- Work with a team in the development of a sport tourism service that allows visitants to live an experience with an organized local community.

## PHASE 2

### PROJECT OBJECTIVE

Generate a learning community around soccer that activates inclusive training and tournaments in various territories to strengthen the social fabric, the local economy and the physical and mental health of its inhabitants.

### PROJECT DESCRIPTION

We are packaging the intervention model after the experience that we have been developing two years ago together with La Jungla de Valparaíso. The intervention model consists of the planning and execution of training sessions and self-managed mixed soccer tournaments that involve local companies and ventures to recognize the values with which the community itself identifies. As a detail and subject to modifications, the model, which will be presented through a web page, will also consist of prosocial principles, sociocratic governance and organization tools, and among other methodologies to support intervention in territories through experiences and studies already carried out. This will point to focuses such as: sport, culture, economy, participation and among others. After having this website we can start conversations with organizations and/or territories to activate this intervention model through a training cycle and tournament encouraging the participation and organization of the sports community. We will validate the impact of the intervention model in other territories to extend it to more territories.

### RESEARCH QUESTIONS

- Will implementing La Jungla intervention model in other territories strengthen the local economy and the physical and mental health of the inhabitants?
- Is it possible to sustain a community over time that continues to reproduce and generate actions for and with the territory and its people?



## OUTCOMES

- Interactive website that allows showing the intervention model of La Jungla and where the community can participate.
- The process of establishing legal personality and creative commons.
- Strengthen the links with the other participating organizations of TWCF LATAM to eventually develop joint projects.
- Currently impacting 60 young people directly, more than 250 indirectly, with invitations to take this project to Brazil, Colombia, Honduras, and other regions in Chile.

## LONG-TERM VISION

In 10 years, I would like to see Junglas (inclusive sports communities) activated in different territories throughout the world, giving priority to Latin America, linked to each other and to other strategic organizations with prosocial principles.



# Creating a Syntropic Agriculture Manual for the Children of Barichara, Colombia



Partner: Earth Regenerators - Syntropic Agriculture School, Barichara, Colombia; María Cecilia Restrepo and Tannia Falconer

## BACKGROUND

Earth Regenerators is a Colombia-based organization with a mission to help change practitioners as they go about the work of improving the health and resilience of their communities. This is done by providing a bridge between the various scientific approaches to the study of cultural change and the learning journeys of change makers as they engage with their constituencies. A partnership within the Design Institute for Regenerating Earth who together host study groups that explore how we might collaborate to regenerate the Earth; Barichara Regeneration Project, a pilot project demonstrating how to apply solutions to restore planetary health and avoid human extinction at the speed and scale required.

## PHASE 1

### STRATEGIC FOCUS AREA

This mini project, the Syntropic Agriculture School, supported by María Cecilia Restrepo, is part of Earth Regenerators, led by Joe Brewer, that is dedicated to supporting community members engaged in cultural and ecological regeneration in Barichara, Colombia, to create their own strategies related to water and food security, particularly from the perspective of the children.

With Colombian foundation, Territoria, co-create a Latin American Prosocial hub dedicated to shaping the archetypal narrative about purpose and needs, trauma healing, cultivate long-term relationships, sovereignty and authentic leadership. They have the mission to provide support to the emergence and maintenance of territorial foundations in different regions throughout the country.

### AGENDA SETTING QUESTION

What would it look like in 10 years' time, in Barichara, Colombia, if young people embrace syntropic agroforestry and learn how to grow their local economies using agroecology principles that support the healthy growth of soils, water, and biodiversity?

### CRITICAL FACTORS AND UNCERTAINTIES

- Environmental conservation
- Stories of change
- Establishing a systemic institution with our own territorial foundation

- Taking adaptive approaches to weave relationships and capacities across the community.
- Cultural scaffolding to support the development and maturity of regenerative practices in our community.

## HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

We are focusing a lot of effort right now on the establishment of a syntropic agroforestry learning center that cultivates technical knowledge and puts in place two community projects for demonstration of this complex model for reforestation. This includes development of pedagogical materials and formation of new facilitators and practitioners recruited from local campesino youth.

At the same time, another program we are supporting is to transform the local food system and help families establish alternative economic models for subsistence and economic well being. This is connected with the reforestation work in various ways – including by hosting workshops about how to process food materials that would otherwise be wasted and developing them into high-value products to be sold in the local tourism market.

## PHASE 2 ---

### PROJECT OBJECTIVE

Regenerating degraded soils, reforesting and seeking food security are factors that are especially important at this planetary moment and, from our action capacity, in the place we inhabit: Barichara, Colombia. With a group of adults and young people, which we call the Syntropic Collective (and which dreams of becoming a school), we have been working on these issues for a year, applying a technique called Syntropic Agriculture. Now the need has arisen to include children in this work. For this reason we want to start an educational process with them in this technique that combines science with ancestral knowledge.

### RESEARCH QUESTIONS

To what extent do children manage to understand the complexity of the Syntropic Agriculture technique and put it at the service of environmental and social well-being?  
How is it possible to replicate this knowledge among children from other countries in Latin America and the world?

### PROJECT DESCRIPTION

We will start with a basic Syntropic Agriculture Workshop for children. This implies, in addition to designing the workshop in a playful way, the logistical aspects (getting the species to plant, arranging the place for planting, offering plant-based food during the workshop to be consistent with the environmental regeneration we seek, etc.).

We will design and create content for a Syntropic Agriculture manual for children to prototype. We dream that kids become part of this Syntropic Collective, and learn to reforest, plant and grow their own food, so that they understand how to integrate into the natural dynamics that move us towards the well-being of the entire ecosystem.

## LONG-TERM VISION

In 10 years, we would like to see that those children who learned the technique have put it into practice, managing to reforest, improve the soil and obtain their food security; and that they have also woven a network that helps replicate the benefits that this technique brings to the ecosystem.

## OUTCOMES OF SINTROPIC COLLECTIVE

During the year that the Sintropic Agriculture technique has been applied in Barichara:

- About 80 people attended the 3 syntropic agriculture workshops, and help us to disseminate the practice and sharing lessons learned.
- 15 plots have established the technique in Barichara.
- 42 volunteers have joined the practices in the two demonstrative plots.



# Peasant School of Arts

Partner: Earth Regenerators - Ojo de Agua Cultural Foundation, Barichara, Colombia; Óscar Vesga Pérez

## PHASE 2

### PROJECT DESCRIPTION

The Campesino culture has transmitted its knowledge primarily through orality. Older adults are leaving without transferring their memory. Every time a grandparent dies it is equivalent to losing an unpublished encyclopedia. This project aims to find out with adults and older adults what are the ancestral and traditional trades and knowledge that have disappeared or are perishing, which have been strengthened, which are essential to face current challenges; by visiting different villages of Barichara, the asylum, the urban area where people who lived in rural areas reside. In-depth interviews will be conducted and recorded in digital audio - material that will later allow the construction of narratives that expose in a dynamic and profound way the conclusions of the research through podcasts, which will be shared through digital media and conventional communication channels such as community radio stations.

Examples of questions to include in the in-depth interviews are:

- 1-** What was Barichara like when you were a child?
- 2-** What did your parents do?
- 3-** What was grown at that time?
- 4-** How was it cultivated?
- 5-** What changes have you seen in the soil and climate?
- 6-** When and why did synthetic poisons and agro-inputs begin to be used in tillage?
- 7-** Have these chemicals affected soils, water, ecosystems?
- 8-** What trades and skills that you knew as a child have disappeared?
- 9-** When and why did they begin to disappear?
- 10-** Could these trades and skills contribute to mitigate current problems such as climate change?
- 11-** What social changes have occurred in Barichara?
- 12-** What changes do you consider have been favorable and which have been unfavorable to strengthen the social fabric?
- 13-** If you could go back to the past, taking into account these changes, what would you reinforce, or what would you correct to avoid the current impacts?
- 14-** How do you visualize Barichara in 20 years?

## RESEARCH QUESTIONS

- How did humans relate to each other and to ecosystems before the mechanisms and technologies proposed by the Green Revolution were imposed?
- Which trades, knowledge and know-how that have been relegated during the last decades can contribute to the creation and/or strengthening of the social fabric and to face current challenges such as climate change?

## LONG-TERM VISION

In 10 years, I would like to see that trades, skills and knowledge that are currently on the verge of disappearing have been applied or adapted in the community, contributing with them to improving the living conditions of the communities, strengthening peace, improving the relationship with ecosystems, restoring forests and recovering water sources.

## PROJECT OUTCOMES

This project has covered 15 of the 17 rural zones of Barichara, has contributed to education in the five educational institutions of the municipality, we have covered more than 500 children with audiovisual and theatrical creation workshops; we have presented different works to more than 5,000 people in the municipality, covering at least 45% of the total population. The audiovisual results have been presented at national and international film festivals, have obtained scholarships and awards and have been shared through virtual platforms, obtaining tens of thousands of reproductions.



# Positive Design

Partner: University of the Andes, Bogota, Colombia; Sonia Carrillo, John Castro and Maria Paula Marmolejo & Sanitas University Foundation, Bogota, Colombia; Violet Ramirez



## BACKGROUND

The Positive Design team is based at Universidad de los Andes in collaboration with Fundación Universitaria Sanitas. The team is led by Prof Sonia Carrillo Avila and John Castro who hosts research programs dedicated to understanding and promoting gratitude and wellbeing in children, adolescents and young adults. The team also includes Maria Paula Marmolejo Lozano & Violeta Ramirez.

## PHASE 1

### STRATEGIC FOCUS AREA

Identification of the variables and factors that increase children, adolescents, and young adults's well-being. Also, comprehend in a depth, through qualitative approach, the meaning and sense of these factors, considering the approach from the social actor's perspective, encouraging groups to be agents of their own well-being.

Agenda Setting Question

What would it look like in 10 years in our schools if well-being was promoted for different age groups, especially children, adolescents, and young adults?

### CRITICAL-UNCERTAINTIES

- Cultivation of gratitude & forgiveness – Inner Work.
- Encouraging groups to be agents of their own well-being (e.g., social-family relationships) – Cultural Scaffolding.
- Identification of the determinants for the promotion of well-being – Research & Stories of Change.

### HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

- Positively - The experiences of gratitude and forgiveness in the life histories of young adult-college students.
- Positively - Young adults as active individuals in the development of their own well-being.
- Negatively - The emphasis on the structure of almost exclusively academic training programs in educational institutions.

## **ACTION LEARNING**

During September to November 2022, the group undertook a small-scale participatory action learning/research project to positively impact the factors outlined above. This was in preparation for the larger scale intervention in Phase 2 designed to scale up and evolve realized successes.

## **PHASE 2** \_\_\_\_\_

### **PROJECT OBJECTIVE**

To conduct a documentary review of the role of psychological flexibility and prosocial behavior in the well-being of adolescents in Latin America. To offer an overview of the area of research on adolescent well-being in Latin America based on the following determinants: psychological flexibility and prosocial behavior.

### **RESEARCH QUESTIONS**

- What is the contribution of prosocial behavior to adolescent well-being based on the evidence in the literature?
- What is the contribution of psychological flexibility to adolescent well-being from the evidence in the literature?

### **LONG-TERM VISION**

In 10 years, I would like to see lines of research consolidated from systematic reviews of the literature in the region and the identification of relevant questions for the Latin American context; and the formation of a network of researchers on well-being and prosociality in adolescents in the region.

### **OUTCOMES**

Created an educational community in schools in Bogota - 60 children, 60 guardians, and 8 teachers. In a new phase, it is proposed to impact the university community.

# Community Conservation

Partner: Community Conservation; Dr. Teri Allendorf, Adrian Odi Eban-Odi

## BACKGROUND

Community Conservation (CC) and NGO partners have worked with communities across Asia, Africa and Latin America since 1989 to support them to manage and conserve biodiversity and natural resources within their social, cultural, and economic contexts, while also encouraging global adoption of community-based conservation. They have active partners in Peru, Belize, Cameroon, Nepal, Malaysia, and Myanmar.



## PHASE 1

### STRATEGIC FOCUS AREA

CC's strategic focal area is biodiversity conservation by communities. In order to facilitate the global adoption of their approach, they are aiming to, through the development of an interactive online map, develop a global hub and spoke network for community conservation of biodiversity. CC will serve as a hub for their partners, and, in turn, the partners are hubs in their countries, and finally the communities they work with are hubs for other communities. CC's founder calls this "conservation contagion" because when one community conserves their biodiversity, they inspire other neighboring communities. We aspire to recreate this contagion across different scales - across communities, across organizations, and across governments and donors.

### AGENDA SETTING QUESTIONS

What would the globe look like in 10 years' time if governments, donors, and non-profits prioritized communities in biodiversity conservation?

### CRITICAL-UNCERTAINTIES AND THEIR EVOLUTION OVER TIME

- 1- Stories of change to show how communities conserve biodiversity (highlighting the diversity of perspectives of individual motivations and values within communities)
- 2- A common language because the term "community conservation" is so broadly used to mean any type of work with communities (e.g. livelihood benefits given to them as passive recipients) rather than communities driving conservation in partnership with government, NGOs, etc., through polycentric governance; and
- 3- Funding because we'd like to see donors and governments tracking and giving more funding to communities to build their knowledge and capacity to conserve biodiversity (rather than, e.g., awareness and livelihoods).

## PHASE 2

### PROJECT OBJECTIVE

We are collecting stories of change to show how communities conserve biodiversity (highlighting the diversity of perspectives of individual motivations and values within communities). We are creating a common language because the term "community conservation" is so broadly used to mean any type of work with communities (e.g. livelihood benefits given to them as passive recipients) rather than communities driving conservation in partnership with government, NGOs, etc., through polycentric governance.

In our partner network, we have begun to identify stories of the communities we work with and are defining a common approach and set of indicators that define community conservation across multiple cultural and ecological contexts.

### PROJECT DESCRIPTION

We are building an interactive online map to serve as a platform for each partner to share the stories of the communities with whom they work. Specifically, the interactive map and community-specific, using ArcGIS's StoryMaps will:

- 1-** Support communities and each partner to tell the stories of the communities, including their motivations and processes for conserving biodiversity.
- 2-** Define and describe a set of indicators or activities each project/community may or may not include.
- 3-** Provide a model for capturing any conservation activity and the extent to which it supports communities to conserve biodiversity.

### OUTCOME

We were awarded a grant that will contribute to funding Participatory Video activities which will help document our project success.



# Coschool S.A.S

Partner: Henry May

## BACKGROUND

Coschool S.A.S is an organization dedicated to making character education a fundamental part of education in Colombia by providing school leaders with an evidence-based, cost-effective, and scalable model for implementing character and virtue education in their schools.



## PHASE 1

### STRATEGIC FOCUS AREA

The focus of the ProSocial World - Latin America CoSchool project is to take another step in providing school leaders with an evidence-based, cost-effective, and scalable model for implementing character and virtue education in their schools. The specific project aims to further adapt and test the PRIMED model: P = Prioritizing Character Education, R= Relationships, relationships, relationships, I = Intrinsic Motivation, M = Modelling, E = Empowerment, D = Developmental perspective. Following a successful pilot with eight private schools in Colombia between 2019 and 2021, Coschool is now aiming to roll out a scale-up of PRIMED in up to 30 public schools in Colombia.

### AGENDA SETTING QUESTION

What would it look like in 10 years' time, in Latin America, if educators received the training and resources they need to thrive? If educators were a part of learning communities and connected to each other, learning about Character, SEL, and wellbeing themselves?

### CRITICAL-UNCERTAINTIES

- Established system intuition
- The ultimate goals of education systems continue to focus on productivity/employability above and beyond humanity/ethics/citizenship/morality
- The concept of Character education and SEL being something that should be a responsibility of all teachers is a challenge to a system that believes that this type of education should be delivered by psychologists, or at home by parents

### FUNDING, RESOURCES AND TECHNOLOGY

- There is still hesitancy in using technology to scale up initiatives in Latin America
- The priorities of funding in education are more focussed on basic needs (shelter and food) than providing high quality training for teachers
- Investors and grant makers are hesitant to take risks with funding in countries like Colombia

## HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

Coschool – with our new platform Edumocion – is committed to finding a business model that will enable all educators to access high quality resources and networks: breaking, eventually, the dependency on Government or NGOs to pay for Educators' training. We will find ways to reach Educators directly.

School leaders and teachers are a highly effective way of bringing about change in the Established System Intuition of Education. They can ensure that the experience of education that millions of others have is different, better, and relevant.

We know that if educators reflect on their own social & emotional competencies and commit to improving themselves, they can then understand how to teach others these competencies. Then, if educator communities of practice were established that enabled educators to learn, grow, connect with others, and fulfill their potential as educators, there is a multiplier effect on society in Latin America. It would increase the wellbeing of young people and society, leading to a more peaceful society, greater economic opportunities, and care of the environment.

# Leading a Bilingual Parrot Conservation Corps in 2023-24



Partner: One Earth Conservation; Gail Koelln

## BACKGROUND

One Earth Conservation promotes parrot flourishing in the Americas (Guatemala, Guyana, Honduras, Nicaragua, Paraguay and Suriname) by conducting transformative parrot conservation, taking action to end the wildlife trade, and encouraging sustainable and nature-centered awareness, behaviors, and relationships in individual people and communities. Two representatives, Co-directors Gail Koelln & LoraKim Joyner, were introduced to the ProSocial World - Latin America program by Earth Regenerators who are also involved in the ProSocial World - Latin America Project.

## PHASE 1

### STRATEGIC FOCUS AREA

- 1- To support our conservation communities and partners so that they engage with more capacity and resilience in parrot conservation; and/or
- 2- To support One Earth Conservation's efforts to develop and implement a strong and impactful international campaign to stop the demand for keeping parrots as pets. The hope is that this would ultimately result in halting the trade and illegal trafficking of these birds and restoring wild populations back to healthy numbers, as well as returning good health and flourishing to the human and biotic communities where parrots range.

### AGENDA SETTING QUESTION

What would it look like in 10 years if we knew how to do a broad and sustainable enough conservation program at the community level to resist the domination culture based on our current resources and lack of hope? What would it look like in ten years if OEC were to grow a bit (not too big) to increase our capacity to develop an active international consortium that would implement a strong and impactful international campaign and actions to decrease the demand for keeping parrots as pets and stop the wildlife trade?

### CRITICAL-UNCERTAINTIES

From OEC: Environmental conservation; Funding, resources and technology; Re-establish the current system-institution; Adaptive approaches to complexity; Inner work (so much community conflict)

## HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

With institutional change - people will rally around the great green macaw and the Miskito people so much so that the government will protect the forest and in fact be a leader, and if not, the communities have the tools and social capital to continue to nourish the seed of self-determined conservation activities.

The international campaign to stop the demand for parrots would grow to the point where "save the parrots" would be as ubiquitous as "save the whales." People will turn to adopting parrots as pets instead of buying them from breeders or smugglers. Eventually it will become socially unacceptable to keep parrots (and perhaps other birds as well) as pets at all.

## PARTICIPATIVE RESEARCH OPPORTUNITIES

The following opportunities are currently being qualified to see which will be the best fit for OEC's project:

- Work with five community conservation groups who are experiencing inner conflict to develop social capital. Support the development of social protocols that would enhance collaboration such as collaborative decision-making processes. Also involve organizational partners in this process (government, other NGOs, etc). Introduce the community to participatory video so they can tell their story. (We could begin a learning cycle in October, but it would take months to finish).
- Meet with partners on video and engage them in discussion around critical uncertainties and our focus questions. How do they see the conservation work? What do they see as critical? What trends, emergent possibilities, and possible learning cycles come up for them? (We could do this by the end of November)
- Invest in work with existing partners – such as Foster Parrots in the US, Parrot Research Group, and others – to impact the demand for wildlife. Together, create a plan for a strong international campaign with the goal of reducing and eventually eliminating the demand for people to keep parrots as pets. Meet with partners on video and engage them in discussion around critical uncertainties and our focus questions. How do they see the status of parrot well-being? What do they see as critical? What trends, emergent possibilities, and possible learning cycles come up for them? FYI – this process has already begun, as Gail and LoraKim met with their colleagues at Foster Parrots on August 19 and together we are brainstorming a plan for future actions around this issue.
- Animate the book "What Would the Parrot Say?", which is a children's book about the plight of wild parrots, why parrots should not be kept as pets, and what kids can do to help. It also provides a lot of fun and interesting information about parrots in general. This would be a first step towards the international campaign that targets kids, parents, and teachers.

## PHASE 2 ---

### OBJECTIVE

One Earth Conservation's Parrot Conservation Corps (PCC) is a program that is impacting declining wild parrot populations by educating people about and changing their attitudes towards parrots (wild and captive), no matter where the people live. All of our

projects together, including the PCC, are making an impact on conservation in the Americas by helping to decrease the wildlife trade, protecting biodiversity, improving animal welfare, and empowering Indigenous and other marginalized communities by addressing core oppressions of domination and inequality.

## PROJECT DESCRIPTION

One Earth Conservation's PCC helps people, wherever they are, to realize that their own values can preserve biodiversity and healthy ecosystems; teaches biodiversity science and the importance of parrots as sentient beings and in the ecosystems in which they live; and leads social, emotional, and organizational intelligence workshops (using concepts from prosocial and nonviolent communication, as well as other sources) to improve how people relate to each other and to nature. For 2.5 years, OEC has been testing this novel method by offering online PCC training, in English and Spanish, to teach our conservation methods and philosophy and create mini teams to sprout new projects. The 2022-23 online Spanish PCC is currently developing new conservation leaders in 7 Latin American countries (Argentina, Brazil, Guatemala, Honduras, Mexico, Nicaragua, and Paraguay) and participants include biology students, biologists, wildlife veterinarians, conservationists, a tour guide, and others from related fields. We encourage participants by providing small grants for their projects and stipends when work is completed.

## RESEARCH QUESTIONS

- Will the skills and concepts that are taught in the PCC result in sustained efforts in new places to protect local wild parrots?
- What impact over time, if any, will the PCC have on parrot poaching in the areas where participants are actively engaged in parrot conservation activities (these activities may include, but are not limited to, population counts, educational outreach, and/or public awareness campaigns)?

## LONG TERM VISION

We would like to see increasing numbers of people being trained by our PCC program, resulting in an increase in local “on-the-ground” parrot conservation projects in the Americas directed by Latin American leaders and, perhaps eventually, spreading globally wherever parrots are found. The overall impact we'd like to see would be a decrease in parrot poaching worldwide. So far OEC's larger “on-the-ground” projects have, on average, decreased parrot poaching from 100% to 20%, changed attitudes in local communities towards wildlife conservation, and allowed people to support themselves and their families while protecting their local environment.

# One Pencil

Partner: Helen Davis

## BACKGROUND

One Pencil Project, a US-based non-profit, with the following mission: “We are a collaboration of scientists, philanthropists and educators from some of the world’s leading academic institutions, trying to understand fundamental questions about the way children learn while simultaneously providing critical support to the communities they study in Bolivia, Namibia, Angola, and the US borderlands, impacting around 25.000 people.”



## PHASE 1

### STRATEGIC FOCUS AREA

Led by Helen Davis, an assistant professor at Arizona State University in the School of Human Evolution and Social Change and an affiliate of Harvard University’s Department of Human Evolutionary Biology, Chris von Rueden, an anthropologist and associate professor in the Jepson School of Leadership Studies at the University of Richmond, and Jason Leiser Esq., a small team will be working in Latin America (later extending to southern Africa), to support local indigenous communities who are rapidly transitioning to the market economy. One Pencil draws on findings from scientific research studying child development, health, and education and works with participant communities to implement change.

### AGENDA SETTING QUESTION

What would it look like in 10 years’ time, in Latin America if more local communities had leaders and representatives from their own communities to advocate for medical, legal, and political rights?

### CRITICAL-UNCERTAINTIES

- Funding, resources, and technology
- Adaptive approaches to complexity
- Cultural scaffolding to reclaim the commons

### HOW MIGHT THESE FACTORS EVOLVE OVER TIME?

If children were simultaneously provided with critical support to the communities as they study, it would increase the wellbeing of young people and society and allow communities to independently advocate for their needs. One Pencil supports these

efforts by providing support to primary and secondary schools and supports first generation college students who commit to returning to their communities after completing their degrees.

## **ACTION LEARNING**

Undertake a study to evaluate the:

- Impact of funding and successful support to first generation college students on local leadership's support of subsequent cohorts of students.
- Effects of outreach on community support for formal education.

# ACTION LEARNING PROJECT SUCCESSSES

Network members reported the following observed outcomes and measured impacts from individual action learning projects.

**Photo:**  
*Community conservation Teri*



**CollabSoul** successfully co-created a self-sustainable ecosystem as evidenced by its ability to: (1) establish sustainable connections between diverse initiatives through their shared causes, (2) skilfully navigate through systemic complexities and instigate systemic change, and (3) allocate resources and employ technology in an optimal manner to strengthen ecosystem resilience.

Through the **“Ka’aguy Arandu – Sabedoria da Floresta: Reflorestando Mentos e Semeando a Vida”** project, 703 people from 13 villages in the northern coastal region of Santa Catarina, Brazil, totaling more than 2,500 lives, have been impacted through this project with a potential to impact the entire Guarani community in Brazil, which currently numbers around 51,000 indigenous people. Partners will continue to teach students on Participatory Video techniques and soft skills, empowering the indigenous community. Planning is underway to rebuild the Prayer House for the Ka’aguy Arandu indigenous village.



The **Prisma Plantae** entrepreneurship project has already reached the 'Asociación Vivero Comunitario El Mapoy' in an initial workshop titled "Moriche: The tree of life" identifying the community relations and interests related to the Moriche palm with the community of Mapoy, with the participation of around 40 persons that are members of these association. The association is composed of 13 families that directly benefit from the prospective project for the sustainable use of the moriche fruits in this region. Close to 200 rural families around this region, which have natural presence of forest patches with moriche palms could be impacted.



The **DIGA em Movimento** project impacted the lives of the communities of more than 60 schools with an estimated reach of 35,000 students, located in the cities of Almirante Tamandaré, Araucária, Curitiba, Mandirituba and Piraquara. DIGA also produced learning resources and developed an initial course with certification. An evaluation process has been designed and will include group interviews with educators about the implementation process of DIGA em Movimento and a self-report questionnaire with students about socio-emotional skills.

**ARCA Latam - La Jungla** developed an interactive website that shows the intervention model of La Jungla and where the community can participate. They have established a legal

personality and a creative commons. They strengthened the links with the other participating organizations to develop joint projects. La Jungla has impacted 60 young people directly, with invitations to take this project to Brazil, Colombia, Honduras, and other regions in Chile.

During the year that the Sintropic Agriculture technique has been applied in Barichara (through the **Earth Regenerators - Syntropic Agriculture School**) about 80 people attended the 3 syntropic agriculture workshops, and helped disseminate the practice and sharing lessons learned. Fifteen plots have established the technique in Barichara and 42 volunteers have joined the practices in the two demonstrative plots.



The **Peasant School of Arts** project covered 15 of the 17 rural zones of Barichara, and contributed to education in the five educational institutions of the municipality. They have covered more than 500 children with audiovisual and theatrical creation workshops; presented different works to more than 5,000 people in the municipality, which covers at least 45% of the total population. The audiovisual results have been presented at national and international film festivals, have obtained scholarships and awards and have been shared through virtual platforms, obtaining tens of thousands of reproductions.

The **Positive Design** project created an educational community in schools in Bogota that includes 60 children, 60 guardians, and 8 teachers. In a new phase, it is proposed to impact the university community.



**Community Conservation** has worked in more than 15 countries on over 30 project sites and building a network of partners around the world to support the work and scale the project up in Cameroon. They are working with indigenous and local communities who are interested in leading their own monitoring initiatives. Also, the biodiversity protection communities have given their consent to participate in our wildlife monitoring program.

**Coschool** – with their new platform Edumocion – is committed to finding a business model that will enable all educators to access high quality resources and networks: breaking, eventually, the dependency on Government or NGOs to pay for Educators' training.

**One Earth Conservation**, through its Leading a Bilingual Parrot Conservation Corps project, promotes parrot well-being in the Americas by conducting transformative parrot conservation, taking action to end the wildlife trade, and encouraging in people a strong sense of connection to all life. One Earth has trained and supported 489 conservationists to protect 48 parrot species in six countries.

# PROJECT OUTCOMES & IMPACTS

*"The experiences gained through the ProSocial coaching has taught us how to better work together, learn from each other and the importance of active listening in any group work. Our vision reflects some of the values of Prosocial by highlighting and strengthening the collaborative networks beyond any economical exchange. Through the first cycle meetings, we learnt different soft skills that are key for our future work and have impacted our work in the second cycle internally, through the engagement with the other participants of the meetings, and externally, through the vitalization of our work with the communities and other stakeholders." Prisma Plantae*



**Photo:**  
Kaguy Mirim tekoa

*“The experiences gained through the ProSocial coaching has taught us how to better work together, learn from each other and the importance of active listening in any group work. Our vision reflects some of the values of Prosocial by highlighting and strengthening the collaborative networks beyond any economical exchange. Through Phase 1 we learnt different soft skills that are key for our future work and have impacted our work in Phase 2, both internally, through the engagement with the other participants of the meetings, and externally, through the vitalization of our work with the communities and other stakeholders.”* Ricardo, Prisma Plantae

*“This project was very enlightening - understanding the benefits of networks, learning the methods of networking, and how different cultures use networks to collaborate.”*  
Teri, Community Conservation

*“In order for us to be successful, collectively and individually, we need to create true and real connections.”*  
Matheus, DIGA em Movimento

The project produced the following anticipated outputs and outcomes:

## **OUTPUTS**

*An endogenized training system that can be taken to scale.*

Endogenization of the ProSocial process was achieved in partnership with the collaborating organizations. During Phase 1, a variety of approaches were prototyped to apply a

set of universal principles for improving, adopting, and coordinating ProSocial methods as a form of managed cultural evolution. During Phase 2, select participants actively worked as ProSocial facilitators. Organizational leaders actively led and further tailored the process to their specific socio-cultural and ecological needs.

Translation of ProSocial training materials into Spanish and Portuguese.

Resources required to facilitate the ProSocial training/action learning programs have been developed and translated. The full package includes a combination of audio-visual material and a fieldbook and associated resources (See Appendix) required to facilitate the socio-cultural evolutionary process translated into Spanish and Portuguese.

## OUTCOMES

*Program participants were able to internalize and implement learned ProSocial principles and practices.*

The project was a success, as evidenced by reported outcomes and impacts collected through interviews and surveys. Those involved gained valuable experience enabling them to apply the principles and practices of conscious cultural evolution into their personal and professional life.

*"I have learned that through heart-to-heart connections, we can go beyond tools and frameworks and tap into the emerging space of wisdom. This approach allows us to move forward even in uncertain times and ultimately build a sustainable ecosystem. I've found this process to be healing not just for myself, but for my community."*

Marcelo, CollabSoul

*"I believe more in myself, personally and professionally, and have seen how a group such as this - one that has created a heart connection - makes space for vulnerability and personal growth."*

Beth, ProSocial World

*“These smaller group meetings have been productive and have enabled us to focus on specific issues. The growth of the bilingual version of our project and the mini-projects designed by smaller groups has been impressive. We are focusing on capacity building for our project partners to become more autonomous. This is an important step towards self-sufficiency.”*  
Gail, One Earth Conservation

*“I am seeing more and more that my role is to connect, to collaborate, to act behind the scenes, to support, to listen and to contribute to building convergences.”* Marli, Univille

Co-created a cultural inheritance system that promotes health, equity, and sustainability in Latin America.

We successfully implemented an inheritance system for the initial cohort of groups and organizations listed above, as evidenced through the Phase 2 process. Including:

- Establishing targets of selection aligned with normative goals,
- Orienting variation around the targets, and
- Identifying and replicating best practices.

*“I have an increased connection with this community and the land; learning context through indigenous wisdom.”* Marli, Univille

*“I am inspired by my personal growth as a leader and my dedication to empowering young people in indigenous villages. I now have a clear vision for creating positive change and providing alternatives to negative behaviors. I know it's important to keep learning and growing, and I have a lot of passion and drive to make a difference.”*  
Marilene, Ka'aguy Arandu

*“I envision more opportunities for cooperation if we continue to organize in [team-of-teams]. As a new facilitator, I can contribute to other projects and bring other partnerships and resources for implementation.”*

Matheus, DIGA em Movimento

We are planning a Latin American ProSocial Learning Journey Workshop that will provide opportunities for newly trained facilitators and is anticipated to launch in December 2023.

***A scientific community for studying cultural evolution in real-world settings in Latin America is emerging.***

Collaborative projects are under development with other investigators so that research can continue to take place in multiple areas throughout Latin America. More specifically, we have identified a need for a Phase 3 focusing on children and youth including a participatory video component as a cross-cutting project to continue to steward evolutionary consciousness in Latin America.

*“Research looks very different in this context - it is intertwined with culture and tradition. Identification of outcomes and impacts of programs and initiatives requires a deeper perspective beyond the numbers and into the heart and soul.”* Beth, ProSocial World

## **EXPECTED OUTCOMES**

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A longer-term outcome will be the expanded implementation of the inheritance system in diverse topic domains throughout Latin America. Currently, negotiations are taking place to host a variety of Prosocial programs in different languages and contexts around the world - bringing forth the learnings from this project.

Recognizing the limitation of online human connection, we are planning an in-person event in Barichara, Columbia for all those that participated in the ProSocial World Latin America project – the Barichara Multidimensional Regeneration Journey – fundraising efforts have been initiated among the collaborative ecosystem to cover costs.

The Barichara Multidimensional Regeneration Journey is a five-day transformative event,

scheduled for Summer 2024. The gathering aims to provide a platform to connect, learn, and co-create solutions targeting economic, cultural, and ecological regeneration in Latin America. The event draws inspiration from ProSocial principles and methodologies to form a multi-dimensional learning journey, with love in service as the core binding element.

The event structure consists of four key dimensions: Expressions in the Territory, ProSocial Latin America Initiatives, Local Community, and ProSocial Governance Experiences. The event, entitled "Regenerative Love: A Multi-Actor Learning Journey," will take place over five days in the beautiful town of Barichara. The event aims to incorporate territorial processes and stimulate the generation of proposals guided by a purpose of economic, cultural, and ecological regeneration in Latin America. The event will focus on issues related to education, power shifts, and children's disconnection, incorporating PW principles and methodologies for multidimensional learning and co-creation.

## SHORT-TERM IMPACTS

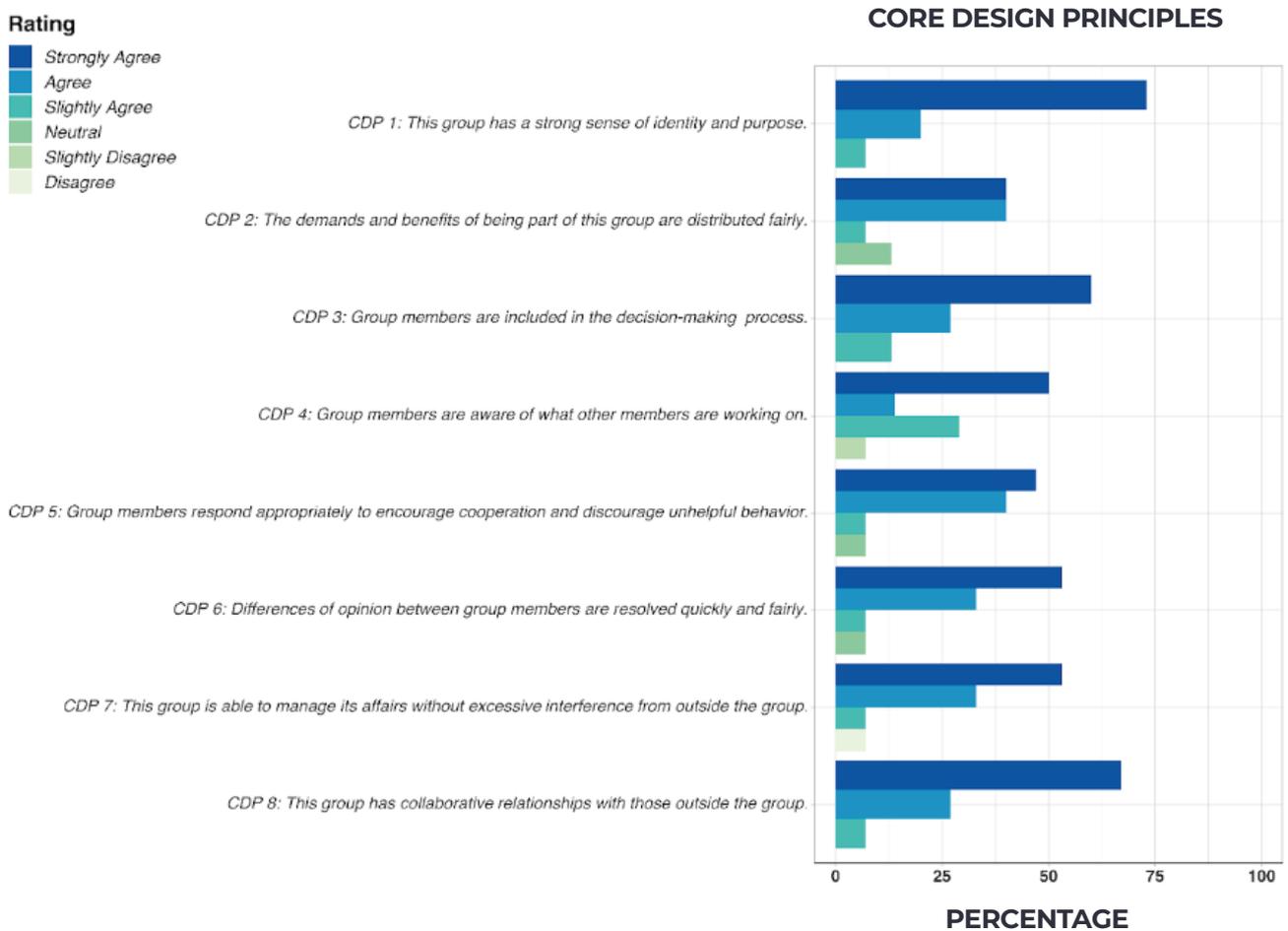
The sections below present findings from several survey questions associated with pro-social governance (Figure 10) and human flourishing (Figure 11); such as, commitment, trust (both, propensity to trust and perceived trustworthiness), satisfaction, belonging, competence, adaptability, and general mental health.

### PROSOCIAL GOVERNANCE

Survey results and anecdotes shared during interviews indicate that the Network is practicing many or most of the principles of prosocial governance relating to Elinor Ostrom's 8 CDPs introduced to program participants during Phase 1.

Figure 10 highlights the CDPs in action, as perceived and rated by participants. Respondents rated the perceived level of CDP implementation among the Network. The percentage of 'agree' and 'strongly agree' responses were collected and are reported below in parentheses:

- 1-** Strong sense of identity and purpose (93%)
- 2-** Demands and benefits of being part of this group are distributed fairly (80%)
- 3-** Group members are included in the decision-making process (87%)
- 4-** Group members are aware of what other members are working on (64%)
- 5-** Group members respond appropriately to encourage cooperation and discourage unhelpful behavior (87%)
- 6-** Differences of opinion between group members are resolved quickly and fairly (86%)
- 7-** This group is able to manage its affairs without excessive outside interference (86%)
- 8-** This group has collaborative relationships with those outside the group (94%)



**Figure 10.** Rating of Group Functioning (CDPs)

The foundational outcome attributable to Phase 2 was the emergence of a shared identity and purpose (CDP1) and a developed capacity to create a network - a team-of-teams (CDP8). Equitable distribution of power and participation (CDP2 and 3), along with the sharing of knowledge and building connections resulted in meaningful and compassionate conversations that included trust and transparency (CDP4), being present and engaged, asking questions with respect, and listening deeply.

*“Through this process, I have come to understand the unique qualities of Latin America that can make collaborations with other cultures stronger. We have a heart to share, and working from the heart takes courage. It's through trusting and vulnerable contexts that we can realize this and build a powerful community.” Michelle, CollabSoul*

Cooperative behaviors - such as, discussing problems openly (CDP6) and being open to opinions and advice (CDP3 and 5) - led to a climate of cooperation, trusting relationships, pride, and commitment. Participants appropriately reinforced these prosocial behaviors and “moved towards what matters, with purpose” (CDP5 and 6).

Group autonomy/“power with” are indicators of CDP7 implementation. Evidence exists that when comparing teams that are relatively autonomous with those that exist within more traditional hierarchies show that “empowered” teams were “more productive and proactive than less empowered teams and had higher levels of job satisfaction, and organizational and team commitment. Chamberlin et al. (2018) conducted a meta-analysis (N = 53,200) and found that empowering people and giving them a voice improves job performance.

The reliance on and importance of creating collaborative networks (CDP8) rated the highest, on average, of all CDPs - 94% agree or strongly agree that “this group has collaborative relationships with those outside the group”.

The ProSocial model framing of CDP 8 is that principles 1–7 will also work at systemic levels. That is, to work effectively, groups of groups must also have shared purpose, equity, inclusive decision-making, transparency, effective feedback, effective conflict management and appropriate autonomy from broader systemic forces in order to cooperate effectively.

## COMMITMENT

The majority of the network agreed or strongly agreed to questions related to pride of and commitment to their group:

- “I am glad I belong to this group and not to another group.” (86%)
- “I am willing to exert extra effort to help this group succeed.” (94%)
- “I feel proud to belong to this group.” (100%)
- “I feel very committed to this group.” (93%)

*“It's crucial to have a holistic approach when looking at organizations and their purpose. I feel like I have created connections with my heart, and not just between organizations. I'm not being judged for asking for things - this is a sign of a supportive and collaborative environment.” Cecy, Syntropic Agriculture School*

<sup>10</sup> Kirkman, B.L. & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Te Academy of Management Journal*, 42(1), 58–74. <http://www.jstor.org/stable/256874>

<sup>11</sup> Chamberlin, M., Newton, D.W., & LePine, J.A. (2018). A meta-analysis of empowerment and voice as transmitters of high-performance managerial practices to job performance. *Journal of Organizational Behavior*, 39(10), 1296–1313. doi: 10.1002/job.2295

<sup>12</sup> Van Der Vegt, G., Emans, B., & Van De Vliert, E. (2000). Team Members' Affective Responses to Patterns of Intragroup Interdependence and Job Complexity. *Journal of Management*, 26(4), 633–655. <https://doi.org/10.1177/014920630002600403>

## TRUST AND SATISFACTION

The network built strong bonds of trust, internally, through processes of shared vulnerability, caring and transparency (CDP2, 3, and 4). The majority of respondents agree or strongly agree to measures of trust and satisfaction<sup>13</sup> within their group.

- 100% agree or strongly agree that “...people in this group could rely on each other.”
- “I am pleased with the way my colleagues and I work together.” (80%)
- “I am very satisfied with working in this group.” (100%)

*“Part of me feels respected and acknowledged and I am not used to that.”* Carolina, Interpreter

## BELONGING AND COMPETENCE

Mathieu et al. (2015) demonstrated that more cohesive groups perform better over time and better performance also enhances cohesiveness<sup>14</sup>. A strong sense of belonging can expand the awareness of a cause larger than themselves<sup>15</sup>.

- “I feel close and connected with other people who are important to me.” (87%)
- “I feel that my actions have a positive impact on the people around me.” (100%)
- “I feel confident that I can do things well.” (87%)

*I see myself more as a citizen of the world - wherever there is humanity. I am keeping the feeling of magic in other human beings.”* Adrian, Community Conservation

<sup>13</sup> Costa, Ana Cristina & Anderson, Neil (2011). Measuring trust in teams: Development and validation of a multifaceted measure of formative and reflective indicators of team trust, *European Journal of Work and Organizational Psychology*, 20:1, 119-154, DOI: 10.1080/13594320903272083

<sup>14</sup> Mathieu, J.E., Kuenenberger, M.R., D’Innocenzo, L., & Reilly, G. (2015). Modeling reciprocal team cohesion-performance relationships, as impacted by shared leadership and members’ competence. *Journal of Applied Psychology*, 100(3), 713–734. doi: 10.1037/a0038898

<sup>15</sup> Lambert, N.M., Stillman, T.F., Hicks, J.A., Kamble, S., Baumeister, R.F., & Fincham, F.D. (2013). To belong is to matter: Sense of belonging enhances meaning in life. *Personality and Social Psychology Bulletin*, 39(11), 1418–1427. doi: 10.1177/0146167213499186

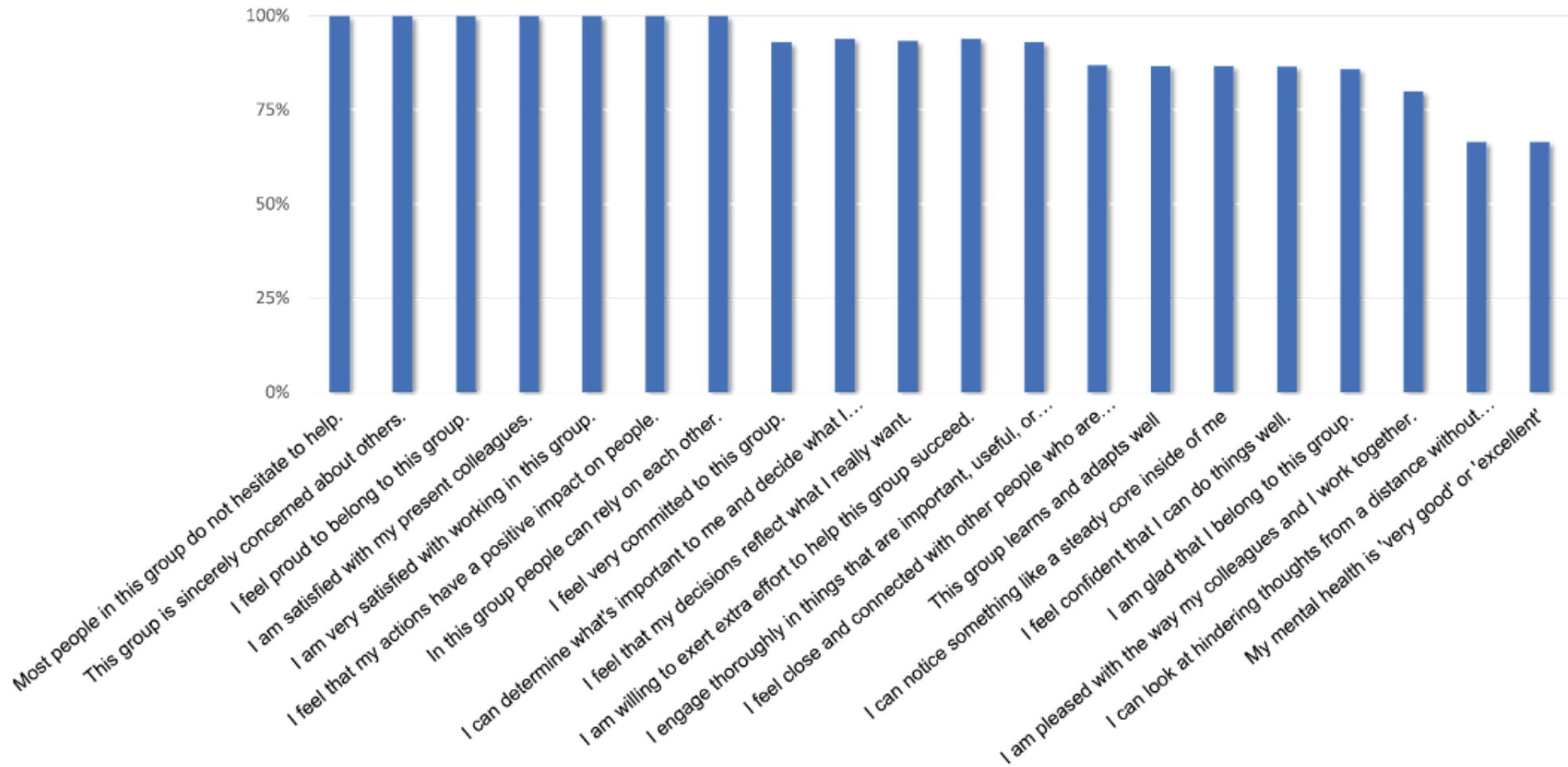
*“Sometimes in a group of people we have to face ego-fights to see who is on the highest position. But this is not the case here because, even with a group representing many nations, we feel here that we are all at the same level and ready to help and contribute to a common purpose. The way that we relate to each other is just so respectful. It very beautiful this unification that we have created.”*

Oscar, Ojo de Agua Cultural Foundation

*“If people reflect on their own social and emotional competencies and commit to improving themselves, they can then understand how to teach others these competencies. With the establishment of communities of practice that enable learning, growing, connection with others, and fulfillment of their potential, there is a multiplier effect on society in Latin America. It would increase the wellbeing leading to a more peaceful society, greater economic opportunities, and care of the environment.”*

Henry, Co-School

**% OF “STRONGLY” OR “VERY STRONGLY” AGREE RESPONSES (N=15)**



**Figure 11.** Indicators Associated with Human Flourishing and Group Functioning

# SUMMARY

Through this project we endeavored to further improve, adopt and coordinate positive social change methods as a form of managed cultural evolution. The method combined, in Phase 1, a “top down” approach of training individuals and empowering organizations to spread best practices along their respective social networks, and work with each other at still larger scales – with a “bottom up” approach that included coaching and providing autonomy support to functionally oriented groups, as achieved in Phase 2.

Over the course of this project we introduced ourselves to: 1- a series of processes designed to cultivate our capacity to show up more fully as human beings; and, 2- act with increasing self determination in a direction that is truly valued, not only in relation to what is intrinsically important to us, but also within the social and organizational context we are a part of.

It was observed, and evidenced, through the anecdotes, the drawings, participatory videos, and surveys that these groups - at minimum - became more adapt-

**Photo:**

One Earth Conservation  
CCP mini project 2022-23  
kids coloring



able at working toward their valued goals, and better able to work as cooperative agents with other groups.

In Phase 2, the network successfully implemented many principles of prosocial governance. The emergence of a shared identity and purpose and a developed capacity to create a team-of-teams were the foundational outcomes of Phase 2. The reliance on collaborative networks ranked the highest, on average, of all core design principles. The survey results indicate that the regenerative love network is functioning well in terms of fair distribution of power, inclusion in decision-making, appropriate responding to encourage cooperation, and resolution of differences of opinion. The network is also able to manage its affairs without excessive outside interference - while having collaborative relationships with those outside the group.

The network has built strong bonds of trust internally, resulting in a deep sense of belonging, pride, and commitment. Participants have exhibited cooperative behaviors, leading to a climate of trusting relationships and commitment. Overall, the network is demonstrating a strong commitment to building a powerful community through trust, transparency, and collaboration.

We embarked on a series of processes designed to reweave our cultural fabric to create communities that are truly nurturing and truly ambitious in the service of caring for the lives that our activities might touch. And why is this important? We think that, for all of us, that has become self-evident. In order to respond adequately to the challenges of our time we need to find new ways.



# APPENDIX

## ProSocial Field Guides ---

ProSocial field guides are available in 3 languages and can be accessed by clicking the hyperlinks below.

- English
- Spanish
- Portuguese



**Photo:**  
*Community Conservation Teri*



**ProSocial**  
World

