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# This report has been written for the many people who have supported my journey to the Amazon rainforest in pursuit of the Jump Up vision, to bring the work of the Pachamama Alliance and the Awakening the Dreamer symposium to primary aged children. It starts with a personal account of my travels in Ecuador where my insights and experiences directly relate to the development of our work.

# I have included a brief section about the proposed Not for Profit business structure for Jump Up, though this is not directly related to my physical/experiential journey it is an integral part of enabling the program to achieve its vision, and as such underpins my thinking and conclusions from subsequent journey meetings.

Orinda Dreaming is a detailed personal report on our development working week with Tracy Apple. This section of the report is written to complement the programs recent trial outcomes, I recommend that readers with a business interest in the potential of the program also reference Tracy’s document *Report on symposium for elementary age work week (Aug 12-17,SF)* and Trial consolidation doc (Nov 2012)

I conclude the report with an account of travels in the UK and Scotland with an emphasis on the programs potential for a trial in these countries.

If you would like further information about any of the ideas or details written in this doc please feel free to contact me.

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# Affirming Intuition

I am sitting in the shamans hut on the side of a sacred volcano, it is late afternoon and a slight chill fills the air, the smell of rose petals, cinnamon, neat alcohol and tobacco smoke awaken my senses… before me a candle flickers as Quichua words tumble from the shamans lips through a chain of translation to fill my heart … Here, in this place so far from home I am deeply seen, my profoundly intuitive connection with Pachamama is affirmed, my life’s work with children is blessed and the talismanic smile of Don Estebans granddaughter is forever tattooed in my memory.

Later, snug under the warmth of a wooly hat I continue to experience a profound and tender gratitude for this journey, I have always known that one day I would travel here; here on the arid, fertile slopes of volcano’s where the mountains touch the sky I have come home to my childhood dreams. I know without doubt that the intuition I have questioned for years is the call of Pachamama, the connection of all space and all time within my experience of life in an earthly body.

Throughout my journey the ancestors speak, aboriginal elders stride over the inland Australian plains and stand by my door in protection, animal spirits swing from the forest canopy in curiosity and creep between the undergrowth in welcome, a pink dolphin serenades me as it swims up the beautiful Capahuari river.

I have long doubted my lucid visions and connection with the animal kingdom, down playing a daydreamer intuition to the pressures of modernity, yet as the call of Pachamama flows in my veins I acquiesce that we are intimately connected with universal law, that the air in my lungs is an atomic thread to all of life, that the cells of my body hold memory to the beginning of time, that the water in my veins has once been every river and ocean.

I am profoundly grateful that the work of the Awakening the Dreamer Symposium succeeded in cutting through my skepticism of the environmental movement, reawakening my connection to the spiritually sacred to lead me on a journey of personal discovery. During the last three years I have dedicated every skill and resource at my disposal to honor the call of Pachamama.

As I breathe the warm, sweet, tenderly rich air of the Amazon rainforest, I give thanks to the many people who have enabled me to be here, I am humbled by your generous support.

Acceptance of the blessings of elders and shaman settle into my being and I offer thanks to the universe for showing me the path to my life’s work, I HEAR YOU.



With the alchemic heat of lava

The nurturing life of a mother’s milk

The quiet footsteps of a jaguar

I step up to the call

My offering is for the children

My commitment is to enable this offering to be shared with the children of the world

My responsibility is to ensure that both offer and commitment enable me to feed my own children

As an integral part of my life’s work

Our universe breathes for a new consciousness

Inspiring En-ovation

So here I am, a 40-year-old event production manager with two children, sparse qualifications, minimal possessions, an almost pitiful income (by global industrial standards) and an educational program that is blessed by shaman. How do I bring this work to academic institutions and the business world? How can I honor the responsibility to share this work while also standing for my basic need to earn an income?

From the rainforest I head to the Pachamama Alliance head office in San Francisco (via Fundacion Pachamama), it is time for me to attempt to articulate the vision of Jump Up with the people who may be best positioned to help it become a reality in the modern world.

But before I step into the complexities of meetings in unknown territory and foreign lands let me first share some of the enterprise and entrepreneurial spirit that has enabled my journey to come this far, for it informs a foundation from which I have been able to plant my feet on solid ground and take a stand.

Earlier this year my occasional business mentor suggested that innovation in business often leads to dead ends; he proposed that I consider the concept of en-ovation, the unique combination of energy and innovation that enables a shift in paradigms to exalt a unique sustainable and viable new business idea.

This proposal for en-ovation has become a personal quest, and something of a holy grail.

Considering a sustainable vocation

In our modern world of Gross Domestic Product and material gains a common interpretation of business is the generation of profit, an often-excessive surplus to our needs that enhances the disparity between rich and poor, exacerbates social justice issues and compromises the rights of nature.

Growing up in working class England, the daughter of a sole parent on government benefits I was often confronted by this disparity and experienced firsthand the impoverished, dependent mentality of association with insufficiency. How can we break this cycle of excessive surplus and dependency to enable a sustainable income that supports vocational sufficiency?

I consider that the Not For Profit structure is a fertile ground to en-ovate a sustainable business structure; by its very definition it constrains GDP, restricting the generation of excess to the generation of essential income.

The NFP sector at its best can be a nurturing environment for volunteers who increasingly seek engagement in work that benefits their wellbeing and vocational capacity; thus creating a skilled and enlivened workforce with the ability and motivation to step beyond dependency to sufficiency (ref MAS volunteer conference 2010)

The NFP sector provides an essential sanity clause of good will for many wealthy individuals and companies with profit to spare, however, if NFP income is generated solely by goodwill donations is it also at risk of becoming constrained by a dependency mentality?

With the compelling production of profit restrained, the NFP sector is able to nurture collaboration and en-ovate change while also meeting the social responsibility of providing a vocational income, valuing the contributions of time and skills where the need to generate income exists, while being equally able to offer a framework for a motivated volunteer workforce.

I stand powerfully for the Jump Up program to generate income for the sustainable vocational employment of its facilitators, managers and staff beyond the assumption of accrued wealth, state dependence and financial independence. I stand powerfully in my own ability to create a sustainable vocation for my children’s future.

So with these thoughts in mind, I headed to the rainforest and subsequently to the heart of the administrative offices, boardrooms and lounge rooms of the people and organisations who bring forth the work of the Pachamama Alliance in the hope that they also may hear the call of the Jump Up vision.



Fundacion Pachamama

It was auspicious that one of the first e-mails I opened in Ecuador was from a teacher Antionio Zubieta of Instituto Jatobas, he had found his way to the Jump Up website and made contact with an offer to translate the Jump Up program materials into Spanish with a subsequent trial in a remote community in Brazil.

There appears to be an ardent energy for sustainable education in South America that is delightfully fresh and having returned from San Clemente and Wayusinsa I was now alive with the wonder of what the Jump Up program may look like in this setting, how can we bring a trial to remote mountain communities, to city kids and to rainforest classrooms?

I met with Natalia Greene (Presidenta), Joke Baert (Coordinadora Communications) and Jessica Gifford (Asistente de Programs) to explore the concept of Jump Up, sharing a short PowerPoint presentation and discussing options for a trial program in Ecuador. I was enlivened by the commitment and enthusiasm of these three women, our time together was limited but the synergy of ideas was palpable and a trial of the program here seems distinctly feasible.

Our vision is to host training for a handful of Ecuadorian and Latin American teachers and facilitators who are placed to trial the program in schools throughout the region, these teachers may subsequently become team leaders for the program in South America. (Please reference business case proposal and trial consolidation docs for full details)

As I dwell on our conversations I realize that a trial of Jump Up in Ecuador could inform the metaphysical, kinesthetic and somatic aspects of the program in a way that will inform a balance with the academic requirements of education in other countries.

For a moment I dare to dream that I will return to Ecuador to share training, that my children and I may visit and work alongside facilitators in their remote schools and build a bridge of understanding across cultures that informs the very heart of a new collaborative education…

It looks like I may need to learn Spanish – any offers of tuition?

Orinda dreaming

With a rejuvenated lightness of being I negotiate travel delays and missed flights to arrive in San Francisco where I am welcomed by my hosts and find myself sitting back at a desk.

The Presidio is a delightful place to work, overlooking the golden gate bridge from a magnificence of architectural history wrapped in white, with sunny courtyards and sprawling lawns it is hard to imagine a more conducive business environment.

But the downside is that my visit coincides with the annual American summer vacation, the office is eerily quiet… I manage two quick meetings with outreach director Jon Symes before he slips away and it dawns on me that my travel dates have been negotiated around Tracy’s availability with little heed to office absences. CEO, Bill Twist and his wife Lynne are both in the rainforest leading the powerhouse journey that I could not afford; Ben Schick the new director of programs is due back next week, and many desks sit empty. The plus side is that I get room to move in my normal visually creative manner and a desk of my own!

Unexamined Assumption!

As I come up to speed with preparations for our working week in Orinda I have the gut wrenching realization of an unexamined assumption, underpinning the purpose of my journey is an assumption that I am offering the Jump Up program as a gift, a free and unconditional offering to the world and to the Pachamama Alliance. How can I stand true to the en-ovation of Jump Up, the dedicated collaboration of over 25 people and our ongoing commitment to consolidating the trial with this assumption in the room? Trepidation is now informing my preparations as I reveal this assumption and literally pray that our working group has the capacity of spirit and vision to progress possibility.

Given the challenge of assumptions and limited background information Tracy Apple (director- educational programs, research and training) has done a wonderful job of outlining the outcomes of our working week in her document – *Report on symposium for elementary age work week (Aug 12-17,SF)*.

Our time together during this workweek was an evolution without design; we flowed with the knowledge in the room, charting a course around the Jump Up materials to negotiate personal assumptions, accommodation, meals and prior commitments with the spirit of collaboration to maximize the opportunity for new ideas.

A firm position in the room was based on Nora’s perception that American primary schools are not in a position to consider a program for sustainability such as Jump Up within school curriculum (ref Tracy’s doc)

Workweek Outcomes

Nora Guseman (primary educator) and Nancy Carne’s (training leader) focused on developing a framework for ‘Story Changers’ a USA Summer Camp inspired by the purpose of TPA and informed by the Jump Up materials, a proposal that they considered to be the most appropriate course of working with primary aged children in California.

Renee Gatt (architect, secondary teacher, founder of education empowerment) utilized her experience in developing the program educational empowerment to propose a framework for student engagement, an area of the Jump Up program materials that she considered to be lacking and requiring development.

I used my time to consolidate the initial findings of our trial in Australia with the emerging requirements for endorsement by the Pachamama Alliance. I considered that it was important to keep Jump Up alive within our conversations, to ensure that the work of the trial was honored and that steps were being taken to address concerns of the programs content relevance to TPA and our conceptual en-ovation driven business design.

In brief my development was based on the recent trial findings to expand the program by refining a version of the existing program as a foundation module with subsequent modules being developed for the specific topics of Environmental Sustainability, Spiritual Fulfillment and Social Justice.

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Values

On our first day alignment on values was a priority conversation; we pooled our understanding of state education values and considered that many values were aligned regardless of Nationality. This lead to an exciting possibility to consider where state education values both differ from and complement essential values for social change, and where a program inspired by TPA may offer essential educational values for promotion of a sustainable, just and thriving human presence on earth.

We considered that the following values and definitions are essential to Jump Up:

Gratitude – recognizing and appreciating the presence of enough

Co-operation – The inherent nature of life

Response-ability – The ability to make an informed response that enables action

Authenticity – Showing up as your whole self (emotional intelligences)

Justice – Social and environmental fair share

Community – The foundation of personal wellbeing and interconnection

Interconnection – The universal laws of cause and effect

**I believe that these values may inform future discussions and decisions on the Jump Up programs essential values, and that development with the TPA and emerging program partners is essential to include in the current trial consolidation.**

Curriculum

As we find common and complementary values, so I also begin the discovery of global curriculum language, the integral components appear to be extremely similar in different countries, language, science, history and math’s are core themes, social studies, personal learning, humanities and the arts are also common themes with subtle differences in language use… **I am confident that Jump Up can easily find an internationally acceptable matrix and dialogue in curriculum.**

A new frame for Jump Up

Deep concern was expressed that the existing Jump Up materials did not align with the purpose of The Pachamama Alliance. As I reeled in consideration of this persistent comment I concluded that our careful research into the best psychological approach for young children to topics of concern such as environmental degradation, mass extinction, climate change, social injustice and depression (ref: Australian Psychological Association handbook talking with children about the environment) could in fact be interpreted as a deviation from the intentionally confronting approach taken by both the Awakening the Dreamer Symposium and Generation Wake Up.

I realized that in our focus on child centered experiential learning and intergenerational theories’ of change; we had in fact overlooked the explicit development of the three areas of Environmental Sustainability, Spiritual Fulfillment and Social Justice within the program materials, accepting them as a fait accompli.

By this time my thinking cap was well and truly oiled, as the course of our workweek veered onto paths of individual pursuit I compiled our ideas within a Jump Up framework, proposing a revised foundation which I am currently referring to as the Earth Care, Fair Share, Connection.

***Ref: For full details of the proposed revised framework for Jump Up please reference ‘A case for the TPA to engage with Primary Education in Sustainability’ Creating the Earth Care, Fair Share Connection -Trial consolidation doc (in development, due Dec 12) and Jump Up Business Case Proposal (in development due Dec 12)***

I urge consideration that children must approach topics of concern about our human impact on the earth from an enlivened place of interconnection with life, inspired by the awe and wonder of our universe they are innately resilient. The Pachamama Alliance programs *Awakening the Dreamer Changing the Dream* and *Generation Waking Up* are structured to confront our actions and awaken grief before enlivening our awe and wonder… I fervently believe that this structure needs to be flipped in order for our conversations with children to have a positive psychological impact.

It is essential that our children are conversant with values and themes of interconnection before exploring topics of concern. We must support the children’s personal integration of these topics with a framework of intergenerational activities that enable conversations with parents and guardians.

Market Research

It has become apparent that for a primary program to progress in the USA the following research is paramount:

* + Research and reference the Core Curriculum Standards (state by state) in order that a primary program of Jump Up or its equivalent in the USA may complement these standards
  + Research and Reference the current marketplace for Education for Sustainability in the USA

Other conversations at TPA

I returned to the TPA office for two more days, this time accompanied by Renee who inspired me with her passion and experience to write the document *Creating the Earth Care, Fair Share, Connection* which we later shared with Ben Schick, we also enjoyed the extra huge white board available to us in the TPA conference room to brainstorm a framework for the revised program, evidence of this work will be shared in the trial consolidation doc soon.

Adam Weiner, the new grant writer at TPA became my trusty transport assistant and has offered his expertise to oversee Jump Up program grant applications and curriculum development.

An inspired invitation by Tracy for our work team to join the V2.5 video crew BBQ debrief also enabled a heart warming meeting with Neil Rogan and the film crew at Northcutt productions, who are enthusiastic about working on a version of the symposium DVD materials for children.

Conversations with Ben were encouraging; though he has only recently joined TPA he can visualize the call for a primary program in the USA and also the possibility of a primary program to generate income under a NFP status, this was an encouraging end to my time in San Francisco so with a long walk down the foggy beach at outer sunset and on through central park to the Japanese Tea gardens I prepared for the next leg of my journey.

But not without extending my sincere and heartfelt thanks to the hospitality of Chuk Fisher, Emily and Tim Hittle, the Jay Clay Trilogy and Lindsay Dyson.



Findhorn Foundation

It is always a delight to put my feet back on home ground. The unconditional love of family and old friends enveloped me the moment I arrived at Heathrow, serenaded me to my fathers country in the isle of Avalon and washed me with the liquid sunshine of Somerset humor. After the staccato and chaotic experience of travel in the USA there is no doubt that my journey has now transitioned to a delightful lyrical rhythm, friend’s great me with stories of profound connection and together we embrace the dance of life.

After sharing a Symposium at the Burnham on Sea sailing club and celebrating my 40th birthday, my father and I travelled to Findhorn to meet with Jackie Buckingham a representative for Be The Change UK, guardianship member of BTC Australia and experienced training leader.

For a long while the lure of the Findhorn Foundation has intrigued me and it is a thrill to finally see it with my own eyes. We walk the pebbly shores, relish in obscure architecture, sing Taize at dawn, walk through the living machine water purifier complex, munch wholesome food from the market garden kitchen and attempt to keep step with a Scottish highland jig, all before settling down to a couple of days work!

Education for Sustainability is profoundly alive here; it drips from every mossy branch and is stirred into each delectable meal, I guess one would expect that at Findhorn, but it is not just the community itself that is alive. The forest school concept that was initiated in Scandinavia the 1950s has become an integral method of delivering many experiential aspects of the primary school curricula throughout Europe and the UK, there are many educational organisations in the United Kingdom who embrace the concept of Education for Sustainability.

This is without doubt a fertile and supportive place to trial Jump Up and our vision is to host training for a handful of Scottish and UK teachers and facilitators who are placed to trial the program in schools throughout the region, these teachers may subsequently become team leaders for the program in the UK and Scotland (Please reference business case proposal and trial consolidation docs for full details)

Sarah Craven Webster, educator, storyteller and experienced facilitator has stepped up to work with Jackie Buckingham and together they create a formidable leadership team for Jump Up in the UK, inspired to enable a training here for a growing group of teachers.

Heading Home

My rainforest journey is almost coming to a close, the long haul flights home span a lucid two and a half days, my children have long been calling me home and at last I sweep them into embrace, we settle into each others company, taking our time to reconnect… For a few weeks I experience a profound disconnect from my daily routine, as though I am sitting my own shoulder observing myself, it is an uncomfortable perception broken only by the intimacy of my children and the comfort of my hands in the soil.

We plant 100 trees and shrubs to offset carbon, manage a regional tour of *George the Conductor* to put some money in the bank, enjoy the school holidays and slowly settle back into soul parent family life. As I attempt to distill the rainforest journey I find myself travelling back in time, carried on a continuous wave of profound gratitude, to the flow of the mighty Capahuari river and the words spoken in a shamans hut. Then one morning my son wakes me with the question ‘Mum when can I teach Jump Up?’ and his voice propels me on my quest to share the Jump Up vision.

Hearing the call from the children of the world

Imagine complete darkness

The imperceptibly powerful beat of the universal rhythm of life

Complete darkness

Now open your eyes

To see the face of a young girl

Dark hair and eyes lit only by the glow of candlelight

With a smile so wide

And so deep that you know

She is smiling for all the children of the universe.

Can you hear their voice?

It weaves a song from the depth of the universal womb

Whispers laughter through every drop of water

Pulsates with each heartbeat

Climbs every tree

It is the voice of life

Yearning for itself

Let us work together with the children of our world to ignite a global generation who are enlivened by connection with Pachamama, enriched by cultural traditions, informed by the science our age, encouraged by cooperation and inspired by the possibilities of our future.

Let us work together to become the awakened universe.



Co-opetition, Collaboration and Partnership opportunities:

INTERNATIONAL:

Jane Goodhall Foundation – Roots and Shoots program [www.rootsandshoots.org](http://www.rootsandshoots.org)

Global Alliance for the Rights of Nature [www.therightsofnature.org](http://www.therightsofnature.org)

USA and South America:

The Cloud Institute – K – 12 Education for Sustainability [www.cloudinstitute.org](http://www.cloudinstitute.org)

Be The Change Earth Alliance - Maureen Jack LaCroix – Student Leadership in Sustainability [www.earthrevival.org](http://www.earthrevival.org)

World Link – Education for a Green Economy [www.goworldlink.org](http://www.goworldlink.org)

Global oneness project – education screening kit [www.globalonenessproject.org](http://www.globalonenessproject.org)

Achuar Education Projects - [www.deanjacobs.org](http://www.deanjacobs.org)

Village Education project, Ecuador

Fundacion Pachamama

UK and SCOTTLAND:

Findhorn Foundation

Wild Things – Environmental Education Programs in Scotland [www.wild-things.org.uk](http://www.wild-things.org.uk)

SEEd – Sustainability and Environmental Education [www.se-ed.co.uk](http://www.se-ed.co.uk)

Wild wise – Outdoor education [www.wildwise.co.uk](http://www.wildwise.co.uk)

AUSTRALIA:

Australian Association for Environmental Education - [www.aaee.org.au](http://www.aaee.org.au)

Ceres – Education for Sustainability programs - [www.ceres.org.au](http://www.ceres.org.au)

Oz Green – Student Leadership [www.ozgreen.org](http://www.ozgreen.org)

BOOKS AND RESOURSES:

Nanditas Dream – children’s story and music [www.nanditasdream.com](http://www.nanditasdream.com)

Fairy Dust magic – children’s book [www.fairydustmagic.com](http://www.fairydustmagic.com)

Nantu and Auju – How the moon and the Potoo Bird came to be – Achuar educational projects

Experiential Activities for a better world – A guidebook for facilitators, trainers and group leaders – Marilyn Levin

Sustainable World Source Book

Sustainable World Learning and Engagement Guide

Gratitude

It is only right to conclude this report by extending my profound gratitude and thanks to the many people who enabled this journey to happen, in particular to the wise words and deep encouragement of Lee Coller, the emotional and financial support my father Geoff Tanner, my dear old friend Tom Graves, the invaluable care of Sue Ibbs, Ruel Walker, Ruth McLaren, the MacCallum family and the many friends, change agents, Jump Up facilitators and supporters too many to name in person yet integral to each step and every breath.