



# Education for Right Livelihood Connecting Activism and Academia

## Summary Report

19 - 22 February 2020, Bangkok



## Table of Contents

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<b>Executive Summary</b>	<b>1</b>
<b>Programme</b>	<b>3</b>
<b>Right Livelihood College (RLC) Coordinators' meeting</b>	<b>6</b>
<b>Open Space: Education for Right Livelihood</b>	
<b>Session I</b>	<b>11</b>
<b>Session II</b>	<b>12</b>
<b>Session III</b>	<b>14</b>
<b>World Café Conversations</b>	<b>16</b>
<b>Public Forum</b>	
<b>Welcome and Opening Remarks</b>	<b>18</b>
<b>40 years of inspiring change: Perspective for the next decade</b>	<b>18</b>
<b>Urgent Messages to the World</b>	<b>19</b>
<b>Education for Right Livelihood</b>	<b>21</b>
<b>Closure of Public Forum</b>	<b>23</b>
<b>Wongsanit Ashram: Evaluation and Feedback</b>	<b>25</b>
<b>Links to Social Media Posts</b>	<b>27</b>

With climate urgency and other prevalent social injustices, the world needs practical tools to provide the light out of the tunnel for the 21<sup>st</sup> century. The Right Livelihood Laureates hold a mosaic of proven solutions that are both practical and impactful. With this notion in mind, the Right Livelihood Foundation celebrated its 40 Years anniversary in three regions of the world – Bangkok, Addis Ababa, and Medellin to energize the network and make the award known to a wider public. The Bangkok conference is part of such initiative with the theme “Education for Right Livelihood – Connecting Activism and Academia” on 19 – 22 February 2020. The theme surrounds the mentioned notion that the Laureates’ work can be a form of education, both formal and informal, to transform our society.

**On 19<sup>th</sup> February**, Right Livelihood College campuses from Bangkok, Bonn, Santa Cruz, Nigeria, and Argentina gathered together to talk about how they can work together as a network, and introduce the new campus which is the Global Campus of Human Rights (GCHR). The discussion was dynamic with the results of potential working groups to work on those ideas such as agroecology and climate action.

The official beginning of the conference began with the open space on **20<sup>th</sup> February**, with the calling question “What are you excited to work on with this network in the next 3-5 years?” The sessions were classified into 3 sessions with various groups on teaching right livelihood, exploring and shaping earth trusteeship, art and gathering of people, education from the streets, ocean plastics, and etc. The aim of the open space is to explore potential collaborations and actions with each other.

The open space was followed with a world café and public forum on **21<sup>st</sup> February**. These two sessions were open to the public and they were very well-received by all the participants. The world café offered an opportunity to the general

public to interact with the laureates on issues such as environmental human rights, and intergenerational dialogue and learning.



Then, in the afternoon, the public forum was welcome by music played by Panyothai Waldorf school. Renown media like Thai Public Broadcasting Service (Thai PBS) was also involved in livestreaming the public forum to spread the idea of right livelihood to Thai public audience. The forum began with the keynote speech by Vandana Shiva, 1993 Right Livelihood Award Laureate; Suciwati, representative of Munir, human rights activist, 2000 Right Livelihood Award Laureate; and Colin Gonsalves, 2017 Right Livelihood Award Laureate. They spoke about the perspectives for the next decade which center around how young people are our signs of hope for a better future.

Then the next session is the panel discussion on Urgent Messages to the world by Rosana Fernandes, Landless People's Movement (MST), 1991 Right Livelihood Award Laureate; Miyuki Kinoshita, Chair of the Seikatsu Club Consumers' Cooperatives board, 1989 Right Livelihood Award Laureate; and Caitlin Stronell, representing 1997 Right Livelihood Award Laureate Jinzaburo Takagi's organisation. They conveyed important messages to the audience which are about how we should fight against right-wing government, bring forth renewable energy, reduce greenhouse gases and plastic use, create understanding about nuclear power plants, and support movements to fight against social injustices.

The second panel discussion on Education for Right Livelihood was, then, presented by Neshan Gunasekera, representing Judge Weeramantry, 2007 Right Livelihood Award Laureate; Mona Lenzen Abouleish, representing SEKEM, 2003 Right Livelihood Award Laureate; Manfred Nowak, representing GCHR; Fiore Longo, representing Survival International, 1989 Right Livelihood Award Laureate; Raúl Montenegro, 2004 Right Livelihood Award Laureate; and Nnimmo Bassey, 2010 Right Livelihood Award Laureate. They spoke about how education should promote trusteeships highlighting intergenerational dialogue, cross cultural understanding and interdisciplinary understanding for trusteeship; art and learning as an unseparated combination; human rights; indigenous wisdom; social movements for change; and heart.

The public forum was beautifully closed by the poem from Nnimmo and the speech from Lilly Satidtanasarn, Thai youth activist on how education should mean educating adults of the right things. Then, the youth representatives from various countries expressed their contemplations of what right livelihood means to them.

**On 22<sup>nd</sup> February**, the participants of the conference took a trip to Wongsanit Ashram, Right Livelihood College Bangkok campus to learn about the educational centre and the sustainable living of the community. After the tour, they gathered together for an evaluation and feedback of the conference.

It goes without saying that the conference has generated many inputs for the Right Livelihood Foundation and the Right Livelihood College for further collaboration with its laureates and working groups. This was an unavoidable convention as the foundation has reached its 40 Years at the same time the world needs concrete solutions to tackle all of the urgencies of the contemporary world. The next step is to dully watch (or involve in) the foundation and its network grow to address those problems.



## ***EDUCATION FOR RIGHT LIVELIHOOD – CONNECTING ACTIVISM AND ACADEMIA***

Celebrating 40 Years Right Livelihood Award, Thailand, 20-22 February 2020

Chulalongkorn University and Wongsanit Ashram

### **Tuesday 18 February**

Whole day	ARRIVALS of Right Livelihood Award Laureates, Right Livelihood College Campus Coordinators & Youth/guests. Accommodation at SASA International House and I-House (Youth)	
Evening	Dinner and Preparatory meetings	SASA Cuisine

### **Wednesday 19 February**

Whole day	ARRIVALS of Right Livelihood Award Laureates, Right Livelihood College Campus Coordinators	
06.30 – 08.30	Breakfast for participants who arrived on 18th	SASA Cuisine
08.30	<b>Meet at SASA reception for transportation to Chulalongkorn University</b>	
09.00 – 13.00	<b>Asia launch of the UN Global Study on Children Deprived of Liberty</b> (organised by Mahidol Institute of Human Rights and Peace Studies and Global Campus for Human Rights)	Mahachulalongkorn105 <b>Chulalongkorn University</b>
13.00 – 14:00	Cocktail Lunch	Mahachulalongkorn Lounge
	<b>Transportation to SASA Hotel</b>	
14.00 – 15.00	<b>Right Livelihood College meeting</b> with Global Campus of Human Rights. Facilitated by Till Stellmacher and Alexander Repenning	Adjacent rooms SASA International House
15.30 - 17.30	<b>Right Livelihood College meeting</b> with interested Laureates, facilitated by Victor Karunan and David Shaw	Adjacent rooms SASA International House
18.15	<b>Meet at SASA reception for transportation to Swedish Ambassadors' residence</b>	
19.00 – 21.00	<b>Welcome Reception</b> at the Swedish Ambassador To Thailand, Staffan Herrström's residence	

## Thursday 20 February

06.30 – 08.30	Breakfast	SASA Cuisine
08.30	<b>Meet at SASA reception for transportation to Chulalongkorn University</b>	
09.00 - 09.30 09.30 - 12.00	<b>Introduction: Why are we here?</b> <b>Open Space</b> - Connecting academia and activism with future generations in mind. Four main areas, but smaller groups work more specific topics may be formed: <ol style="list-style-type: none"> <li>1. Human Rights</li> <li>2. Environment</li> <li>3. Culture and Politics</li> <li>4. Education</li> </ol>	Mahachulalongkorn 105
12.00 – 13.00	Lunch: Green Catering (walk through the campus)	
13.00 – 17.30	<b>Open Space / Part II</b>	Mahachulalongkorn 105
18.00	Dinner at the university	Mahachulalongkorn 108

## Friday 21 February

06.30 – 08.30	Breakfast	SASA Cuisine
08.30	<b>Meet at SASA reception for transportation to Chulalongkorn University</b>	
09:00 - 09:30	<b>Introduction and summary of Thursday</b>	
09.30 – 12.00	<b>World Café</b> - What is emerging from first day's discussions? What are crucial themes for the coming decade? What needs do we have and how do we address them? Direct exchanges around several smaller tables – 3 questions in 3 rounds	Mahachulalongkorn 205 + continuous break
12.00 – 13.00	Lunch: Green Catering	Mahachulalongkorn 108
12.30 – 13.30	Registration for Public Forum Music by Panyotai Waldorf school	
13.30 – 13.50	<b>PUBLIC FORUM</b> ( <i>see detailed programme</i> ) Welcome and Opening Remarks	Mahachulalongkorn 105
13.50 – 14.45	<b>40 Years of Inspiring Change: future perspectives</b> Moderator: Prof. Surichai Wung'aeo, Chulalongkorn University	
14.45 – 15.15	Music and Break	
15.15 – 16.15	<b>Urgent "Messages to the World"</b> Moderator: Ellen Christoforatu, University of Kassel	
16.15 – 17.00	<b>Education for Right Livelihood</b> – connecting activism and academia with future generations in mind Moderator: Wallapa van Willenswaard	Group photo
Evening	Dinner + Music	SASA Cuisine

## Saturday 22 February

“Education for Right Livelihood” at Wongsanit Ashram

06.30 - 08.30	Breakfast	SASA Cuisine
08.30 – 10.00	Travel to Wongsanit Ashram	Meet at SASA reception
10.00 - 10.30 10.45 - 12.00	<p><b>Wongsanit Ashram</b> – founded in the 1980s by Sulak Sivaraksa and colleagues. It is a spiritual activist community and alternative learning centre devoted to developing &amp; promoting a sustainable lifestyle. Member of the Global Ecovillages Network (GEN).</p> <p>Tour of the Ashram</p> <p>World Café - following up on previous days</p> <p>Discussion on “<i>Education for Right Livelihood</i>”</p>	Round Meeting Room - The leading role of YOUTH and RLC Coordinators’ group.
12.00 - 13.00	Lunch Green Catering	Ashram Dining Room
13.00 – 14.00 14.00 - 15.00	<ul style="list-style-type: none"> <li>● Follow up from before lunch session, including input to RLC’s session on the 23<sup>rd</sup> of Feb.</li> <li>● Closing remarks from Laureates</li> <li>● Perspectives from youth</li> <li>● Farewell ceremony</li> </ul>	Meeting Hall
15.00	Departure back to Chula	- Early departures Transport to the airport Transport back to Bangkok
Evening	In Bangkok: Farwell dinner	

## Sunday 23 February

07.00 – 09.00	Breakfast	SASA cuisine
09.00 – 16.00	RLC Coordinators meeting	SASA meeting room
	Departures	

## **Right Livelihood College (RLC) Coordinators' meeting** **19<sup>th</sup> February 2020**

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The purpose of this meeting is for the RLC campuses to get to know each other, as well as to explore potential areas for collaboration. Moreover, this occasion was a good opportunity to introduce the new RLC campus, Global Campus of Human Rights.

### **Session I: Connecting RLC and Global Campus of Human Rights**

The meeting began with the presentation of the Global Campus of Human Rights (GCHR) by Dr. Manfred Nowak, Secretary General of Global Campus since 2016. GCHR is a network of roughly 100 universities, all specializing in the field of human rights and democracy. They are running 7 Masters Programs which focus on interdisciplinary, legal, political, philosophical education, and etc in different regions. Additionally, GCHR has a strong focus on children's rights, highlighting it in all their activities.

Then Dr. Till Stellmacher from Centre for Development Research, University of Bonn gave an overview of the establishment of RLC campus. RLC was founded in Penang, Malaysia, in 2009, under Anwar Fazal, 1982 Right Livelihood Laureate. There are now 9 campuses in universities, and are connected typically to institutions all over the world. Core activities of all the campuses are connecting activism and academics.

Alexander Repenning, Education Officer at the Right Livelihood Award Foundation added that at the moment there is a new cooperation with University of Zurich on five columns: Lectures, students (PhD, MA), UZH community, Advanced Training, and schools (vocational/secondary schools).

The conversation was, then, steered towards how GCHR can operate as part of the RLC. The result is there should be a 5-year MOU between GCHR and RLC that focuses on human and child rights. There should also be a steering group, that includes both GCHR side, and Right Livelihood Award Foundation (RLAF) side. The proposed persons in the group are Veronica Gomez (GCHR President, and Professor, Buenos Aires), Dzidek Kedzia (GCHR Honorary President), Wolfgang Kaleck, Lotte Leicht, Luisa Neubauer, Jamila Raqib, Manfred Nowak, Ole von Uexkull.

There was an agreement between each party of the 1-year objectives of GCHR cooperation:

1. Capacity building with GCHR on human rights of children
2. Strengthening education on human rights of children in Masters
3. Organising events
4. Strengthening research
5. Research collaboration
6. Promoting Follow up of Global Study and organizing educational activities on implementation of its recommendations

After the exploration of the potential cooperation with GC, each of the campuses presented at the meeting gave their overview of their own campuses.

<b>Campus</b>	<b>Current Operation</b>
RLC Santa Cruz	Various activities including speakers, a conference with North American laureates
RLC Bonn	PhD students with scholarships. 9 different PhD Studies, each for 3 years, working with Laureates. Workshops twice a year. Public work
RLC Bangkok	Summer School--directly with the University, and University of Bhutan; Towards Organic Asia, inspired by Vandana; New Spirit--education reform; Earth Trusteeship project
RLC Cordoba, Argentina	Main goal is not to create PhD/Master's, but to explain that people can teach professors, and professors can teach people, from same level. Also representing spirit of Laureates, fighting for change. We work closely with Valdivia
Global Campus	Human Rights and Child Rights
RLC Port Harcourt, Nigeria	If the environment is not right, nothing else is right. Working on human rights of environment. Connecting with rights of children is very important. Human Rights

## **Session II: Right Livelihood College Collaborations and Working Groups**

In this session, all of the participants discussed about possible synergies that they can collaborate with each other. The discussion began with the presentation of Dr. Victor Karunan and Hans van Willenswaard. The key points of the presentation are:

- Working groups that are topical and regional
- Streamline collaboration between campus and Laureates educational initiatives
- Thematic partnership
- New RLC campuses
- Global coordination by streamlining our own communication, regular calls, and integrating blog/websites of RLA and RLC.
- Harmonizing the logos
- Strengthening links ideas:
  - Better sharing of information (who, how, when)
  - Regional linkages
  - Joint work plans between laureates and RLCs focused on 2 or 3 thematic areas
  - Laureates working group
  - Exchanges of laureate networks, RLC students/faculty/internships

Ideas discussed under the key points;

Anwar's ideas on possible collaboration which are:

- Connecting with key advocacy and grassroots initiatives/movements
- Position papers on key issues, co-signed by laureates
- Launch new initiatives: Media platform, newsletter, online courses (“Right Livelihood Online Learning Academy”)
- Re-launch YOUTH FOR THE FUTURE movement, “Young Right Livelihood Ambassadors”
- RLF is a member of the [International Association of Universities](#). We could have stronger ties with them.
- Climate Action & Children/Youth--many ideas, including connecting with [International Institute for Child Rights and Development](#);

Potential collaborations with Global Campus on Human Rights which are:

- a number of Universities working on climate action and children/youth.
- [Sakharov Prize](#) connections of GCHR. Example of connections to support laureates and their work.
- RLC has an expertise that GCHR does not have and GCHR has human rights expertise, so they could work together with this synergy;

Other points being raised which are:

- How the RLC should have a voting mechanism in order to make firm decisions.
- A collaboration on climate action, children/youth, and indigenous peoples.
- Online courses which focus on different strength of each of the campuses.
- Awareness of the past laureates that came before us
- How to protect activists.
- Stronger links between RLC initiatives and social movements
- Position papers
- RL Channel (media platform)
- RL News (newsletter)
- RL Online Learning Academy (online courses).

After the ideas were largely explored about possible synergies, the participants started to discuss about working groups in order to move these ideas to action, build capacity, and get efforts in sync.

Characteristics of the working groups are:

- A simple structure such as a chair and secretary
- Develop proposals for funding, and bring in funding
- Listen to the laureates. Ask for them to lead/guide what we should focus on
- Align with NGOs and social movements
- Compile the most relevant films/media resources and disseminate them

Potential working groups are:

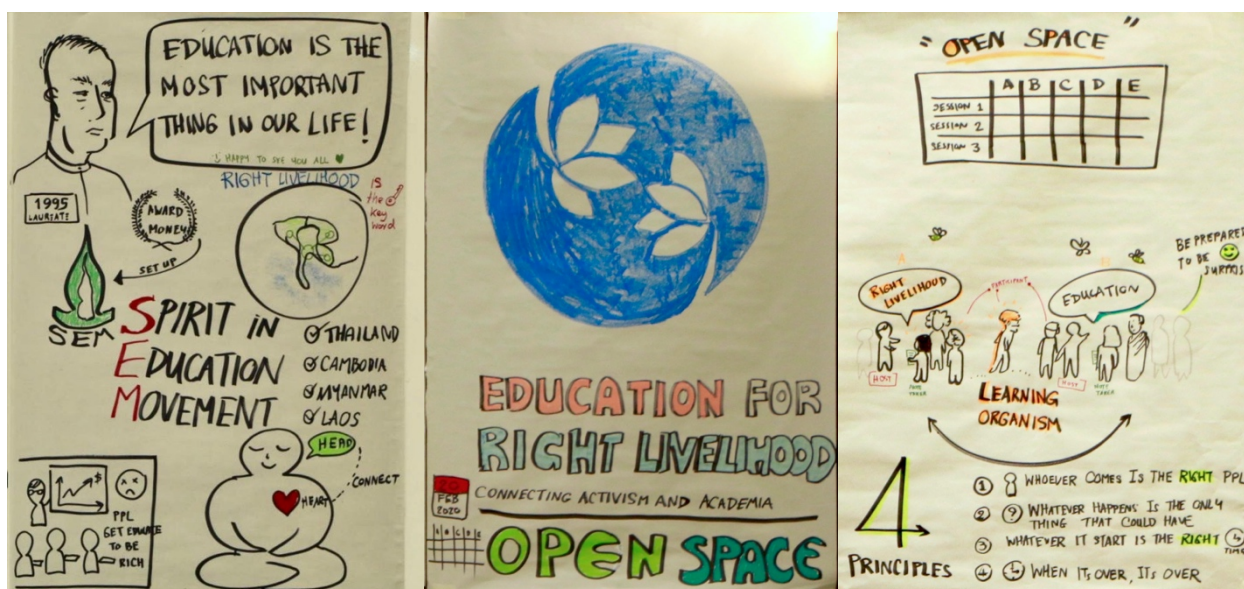
- Law, Protection, Human Rights
- Agroecology
- Earth Trusteeship
- Climate action
- Economic inequality
- Online learning
- Ecosystem restoration and biodiversity
- Environmental justice
- Economic inequality, new economic paradigms
- Nuclear
- Collecting the stories of children on human rights issues
- Human rights education
- Teaching Right Livelihood School and Teacher education
- Earth Trusteeship
- Climate Justice
- Academic Freedom
- Youth Network
- Peace education, children rights litigation
- Online learning/courses
- Human rights defenders



## Open Space: Education for Right Livelihood 20<sup>th</sup> February 2020

The open space is the official beginning of the conference. Kajsa Overgaard, Deputy Director of the Right Livelihood Foundation gave a welcoming speech to everyone. She mentioned that the foundation was hoping to get as many inputs as possible from the open space in order to energize our network, and gather and utilize the knowledge of how we can make the world a much better place.

Next Ajarn Sulak Sivaraksa, 1995 Right Livelihood Award Laureate based in Bangkok, gave an opening remarks to all of the participants. He highlights the importance of education for our lives. One of his friends used to tell him, in the middle ages people were forced to go to church once a week. Now people are forced to go to the new churches 5 times a week, the schools. Therefore, we are now here to built our collaboration for an alternative education, to connect people head, hands, and hart for social transformation.



### Open Space: Education for Right Livelihood

**Calling question:** What are you excited to work on with this network in the next 3-5 years?

#### Desired Outcomes:

- Create new knowledge around our calling question
- Initiate new collaborations, activities; regional & topical working groups that will continue to work together over the years to come
- Find new ways to support and strengthen each other
- Develop collective actions

The participants were asked to contemplate about the calling question in order to explore ideas that would be discussed. As a result, there were 3 separate sessions to talk about those ideas.

## Session 1

### Group I: Teaching Right Livelihood

#### Key Take-away Points:

- Ellen Christoforatu is developing resources for teachers, mostly at K-12 schools. David Shaw has a curriculum for teaching RL at Universities. GCHR has many existing courses.
- There is tremendous opportunity to advise about how to weave these ideas / curriculum into existing GCHR courses.
- Opportunity for people to produce teaching materials for school children custom to their context.
- There is a possible cooperation between teachers from Germany to exchange ideas regarding humanity with teachers from Indonesia: Developing teaching material and teaching manuals on Humanity Another teacher exchange program between Germany and Vietnam can be developed as well.
- Innovative ideas for how school children can create the curriculum they want.

#### Next steps:

- Developing an action plan on the teacher's project on Humanity
- Bringing the UC Santa Cruz online course (Anthropology 110-I) into the Global campus.
- Having a shared list of people who contacts David and Ellen
- Weaving RL into GCHR's existing courses.
- Enrolling in RLC Santa Cruz's course on Anthropology 110-I: Cultures of Sustainability & Social Justice. He offers it generally twice a year. In 2019-2020 it will be offered April-June 2020 (10-week version), and August 2020 (5-week version).

### Group II: Exploring and shaping "Earth Trusteeship"

#### Key Take-away Points:

- Several people want to create an Earth Trusteeship (ET) working group. The group would need something like a secretariat
- ET is linked to many existing struggles and discourses like Land rights movement, new forms of ownership, and new thinking of property
- ET is similar to concepts like Custodians, Stewardship, Common rights, that are used frequently with regard to indigenous struggles
- Inputs from different regions (Japan, India, Latin America/Brazil) show potential to connect on topics related to organic farming, rights of the mother earth
- MST: Processes on how to boost knowledge on leadership
- MST Invites people to go to Brazil, to learn about how they organise (study tours)

### Group III: Humans need art, and gathering stories of young people

#### Key Take-away Points:

- Clearly art and story-telling are powerful in right livelihood, social change and human development work.
- Clearly lots of synergies between participants in the group

- There are good models to draw from and share more effectively (SEKEM, Global Campus for Human Rights, UCSC, Victor’s work, etc.)
- Some ideas, but no clear next steps yet, on how to more effectively share
- International Poetry Festival is clearly an important laureate to involve in these discussions.

#### **Group IV: Learning on the Streets**

##### **Key Take-away Points:**

- We should take into consideration of how street is a place where people with different backgrounds gather to play; hangout; and make money. So, we should try to bring education onto the street.
- We should make the street a place of knowledge and learning with heart shift, informal education, reconnection of young people with nature, localization, and intersections of fighting.
- Art and entertainment are also important elements of education. Arts aim for motion and action, connects eye to heart, builds unity, and shifts paradigm. We should also try to create a space and bring back people to the street for arts.

## **Session 2**

#### **Group I: Nuclear Energy**

##### **Key Take-away Points:**

- Focus on Olympics, on 75th anniversary, 10 years anniversary Fukushima
- Nuclear power and nuclear weapons are “criminal” under international law (Judge Weeramantry)
- Connect Nuclear and Climate risks in the discussion

##### **Next Steps:**

- Connect with Laureates:
  - Alyn Ware (with regard to Olympics)
- Look into the work of other Laureates and maybe connect
  - Hans Peter Dürr (passed away, but his legacy), Mycle Schneider (France), Chico Whitaker (Brazil), Alla Yaroshinskaya (Ukraine)
  - Jalana (Japanese section of [IALANA](#))
  - And the [declaration of Weeramantry and others in 2011 to the world leaders](#) ([click here](#))
- Connect with RLF communications team to think about a strategy about the Olympics

#### **Group II: Decolonize education**

##### **Key Take-away Points:**

- We can talk about decolonizing education, but ‘education’ doesn’t just happen in formal education systems--it happens through economic processes, through media systems, through other institutions. We really need to be thinking about decolonizing society, while we are focusing on education.

- Important to recognize different definitions of colonialism: a) history of western colonialism; b) extractive power relations internal to societies; c) human colonial relation to nature
- Decolonization can take place on multiple dimensions: a) decolonize the information/knowledge that is transmitted through our systems; b) to decolonize means to education--i.e. Confront privatization of education, c) deinstitutionalize education itself--make it more community based, decentralized, overcome monolithic, top-down system; d) decolonize education from and politics and economics of domination.
- While decolonizing existing systems of education, we can also be creating new systems of education for human liberation and emancipation. There are examples of an education for human liberation or emancipation-MST schools provide a great example of this on a large scale.
- There was also a discussion about education as a human right, and continuing to assert the importance of universal public education in democratized societies.

### **Group III: Agroecology Working Group of the Right Livelihood College Today**

#### **Key Take-away Points:**

- We launched the working group today.
- Our goal is to, in the next 10 years, drastically increase agroecology and poison-free food & farming. Changing the food system.
- We are talking not only about producers but also consumers, distributors and the entire food system (see Real Food Wheel).
- We aspire to not necessarily do too many new things, but rather to bring together the things we are already doing.
- Our main work areas are
  - Epistemic community, narrative, framing and knowledge production.
    - Production of memes, position papers,
    - Mapping earth defenders, sanctuaries, and destructive forces.
  - Public policy and legal
    - Writing policy papers and policies, and advocating for them. For example, agroecologists recently wrote recommendations for the USA national Green New Deal.
    - Collection of precedents and court cases for and against agroecology.
  - Shifts in the food production, distribution, consumption chain. Sharing best practices in
    - production
    - community seed banks
    - worker/farmer cooperatives
    - consumer cooperatives
    - anchor cooperatives and community economics
  - Research
    - showing what we know and don't know about agroecology
  - Education
    - website w/ resources for increasing agroecology in next 10 years.
    - Spreading the knowledge generated from organizations and 'centers of excellence' such as Navdanya and the Center for Agroecology at Santa Cruz.

- Strengthening our learning centers through promoting our courses, events, and exchanges.
- Service
  - Support for regional events.
  - Building solidarity and community.
  - Community building celebrations.
- Support the leadership of women, grandmothers, mothers and youth in leadership in agroecology.
- Timeline of upcoming events (see below)

### Session 3

#### Group I: Connecting the dots (SDGs, Child Rights, Participatory approach)

##### Key Take-away Points:

- Maybe it's enough to create formats where you "just children a pen and let them go with it". Be open about the outcomes of the process.
- "Trust the process" (not always focus on certain outcomes)
- Interest to mapping exercises
  - a. Of Laureates linked to children's rights or with interest to empower children through activities and projects
  - b. Of educational initiatives who are successful in including children into research (empowering them and fostering participation).
- Definition of *children* in this context is people up until 18 years (UN definition).

#### Group II: Ocean Plastic

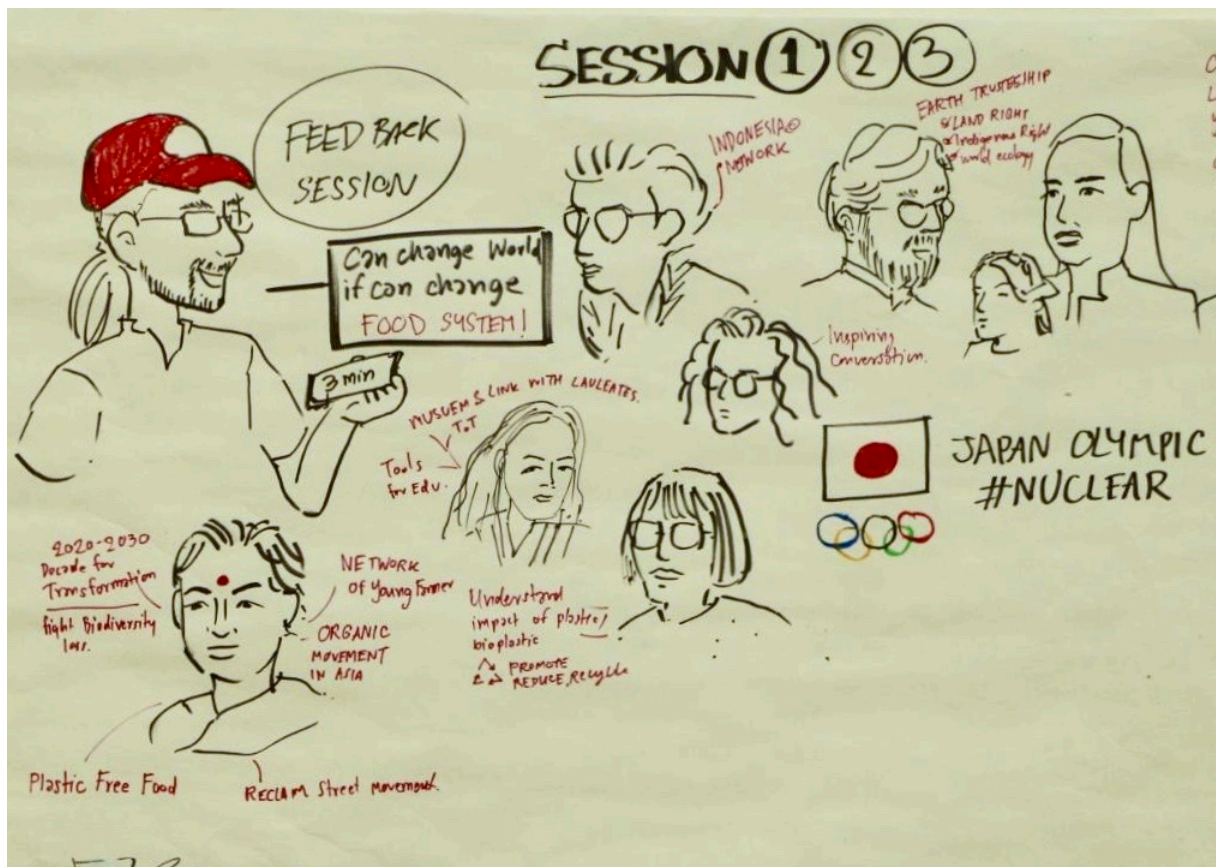
##### Key Take-away Points:

- The Seikatsu tries to reduce plastic use in their packaging as much as possible. They also work on using recycling glass bottles for their packaging.
- The number one problem, most plastics come from one-time use packaging.
- Nowadays, people try to invent new packaging. Like some companies use fish intestine to make packaging. In Indonesia, they use seaweed. There are many options but this technology is not widely available to the general people. The problem now is also bioplastic and it is not biodegradable, and it needs a factory process to do so.
- People use paper instead of plastic but paper production uses too much energy. Business owners have to understand that alternative products can be more damaging, for example trees are cut in order to plant cassava to make alternative plastics.
- Maybe information should be given about these alternatives of where they come from and how they are made.
- We can try to clean the plastics and reuse them. Poor people go through the trash bin and clean the plastic and sell them to factories that recycle it.
- Glass bottle is ok because it can be refilled. But you have to be aware that glass bottles are heavy and they create more carbon footprint. Moreover, Tesco Lotus, a supermarket in Thailand, is trying to use less foam containers so they opt to use hard plastics. PET plastic is nice. It can be reused but it is difficult to degrade in nature.
- Now, they have the process called de-atomization that can make reused products have good quality again.

## Group III: Bija Vidyapeeth: Learning Centre for Earth Citizenship, Collaboration for Praxis (Organic farming and Organic Seeds)

### Key Take-away Points:

- Dr Vandana Shiva introduced **Earth University** and its **upcoming course and initiatives**.
- Establish a **network of young farmers and initiatives** in Asia and **strengthen the movement** in Asia.
- **Train the youth at Earth University** and then they can come back to be the trainers in their homeland
- **Raise funds** to bring youth in Asia to attend courses here to **Help young people from all over the world to learn about organic farming** (eg: Earth University).
- Right Livelihood Foundation is suggested to do the **maps of Laureates and networks**, who they are, what they do, resources and earth defenders, who were killed, work on the future of trusteeship. Besides, farming and ecology courses, Earth University can help to map the local farmers who practice ecology.
- Bringing the **Orange Agent** into the campaign to see the destructive effect of chemicals, raise awareness and accelerate the **campaign toward chemical-free farming**. Dr Vandana Shiva encourages all of us to create our own **seeds bank** in our countries.



In the morning, the world café, open to the public, took place in a conversation of three rounds starting by a question. Every group of five people discussed about the question and tried to answer.

- What have you heard or experienced so far that had real meaning for you, and why?
- What opportunities with the Right Livelihood Network are you seeing with your work? What new possibilities or connections are you making?
- What support do you need from people and organisations in our network? How we support each other in taking the next steps?



Many ideas and opinions emerged from those questions. Key takeaways are:

- Environmental Human Rights
  - Workshop on human rights, in relationship to environment by, for example, offering courses on rights and legal aid at Earth University (Vandana Shiva) and for farmers (right to seed, food, water, land, health)
- Intergenerational dialogue and learning
  - Create a Young farmers network promoting the intergenerational learning experiences, linked to indigenous and local communities. Involve different actors from network (for example Earth University, SEKEM, youth network from Vietnam)

- Have a platform to support social movements in different countries and young new movement leaders and create more opportunities and discussions about intergenerational sharing. Empower young people who are the ones who want to make social movements in their countries by finding people who can guide them along the way. Overcome the notion of passing the torch, we should hold the torch together and have an exchange of experiences between youth and elders because old people need also the guidance of young people.
- Cooperation and collaboration between youth and laureates, activists or change makers. Laureates can be the guides for youth and exchange by online meetings, apprenticeship by doing with laureates, volunteering, travel grants, working directly with the laureates, trainings. It could be done regionally, to be more direct and relevant. In this sense, found a “‘slow’ travel university” or learning journeys with a network of hosting places can empower young people. It could include internship, exchanging skills and provide a forum to get to know each other better, visit communities who were successful in changing. The transformative learning experience by traveling to places enables real, life-changing experience can bring awareness, change mindset, consciousness-raising and gaining professional skills (example: conflicts resolution skills). By meeting in real people can create a real connection with people. About the issue of the travel as the money and the carbon footprint: we can travel by train, bike, walk, etc. This kind of initiative is already led by Navdanya. It could become a global process through the RL College network
- Education
  - Create a formal reading list with actionable knowledge questioning about decolonizing education and decolonizing the mind. What can laureates do to help decolonize the mind? There are formal and non-formal centers for liberation education based for example on holistic systems for human liberation or on the Third World Network as model.
  - Inspiration about how to get involved (by movies, books and conversations)
  - Rethink and develop the way of research to connect academia and activism by giving ownership to young people and professors only facilitate, not conduct the research themselves
  - to engage in writing and shaping policies and elaborate a strategy to provide “the right knowledge for the right livelihood to take the right action”
  - Include the urban space in actions and promotions for “the right livelihood”, not only in a rural space. For helping to change in an urban space, we can create learning playing spaces.
  - Include “heart education”, a way to connect head and heart in our learning
- Grassroots
  - Redefine poverty by empowering grassroots people to articulate their own reality and development by empower and raise awareness of the consumers and link development with environment

**Welcome and Opening Remarks**

After giving a warm welcome, Emeritus Prof. Surichai Wung'aeo, at the Centre for Peace and Conflict Studies at Chulalongkorn University, opened the second part of the public forum, aim at highlights the spirit of orientation, of partnership and the future

Then, Dr. Monika Griefahn, Vice-Chair of the Right Livelihood Foundation Board (Germany) summarized what the Right Livelihood Award Foundation and College are, and the Sweden's Ambassador to Thailand, H.E. Staffan Herrström, gave a meaningful speech about his youth, his passion and gave example of young activist.

“There ARE universal human rights. And they were achieved through worldwide action.”

The local laureate, Ajarn Sulak Sivaraksa, Founder of Sathirakoses Nagapradipa Foundation, 1995 Right Livelihood Award Laureate (Thailand) inspired by his powerful words.

“In Buddhism we learn about the power of breathing, and conscious breathing can contribute to change, wisdom, training your mind to understand what is real and not real.”

**40 years of inspiring change: Perspective for the next decade**

The perspectives for the next decade are for:

- Vandana Shiva, 1993 Right Livelihood Award Laureate for linking women's rights, ecological rights, and development, is to focus on the youth who are the sign of hope, Earth Democracy (learning from Chipko movement)

*“Let us together grow together gardens of diversity and weave gardens of love.”*

- Suciwati, human rights activists and widow of Munir, a 2000 Right Livelihood Award Laureate is to promote and fight for human rights and its education

*“Time has passed for talk, we need action, but to end impunity, and to build education for human rights.”*



- Colin Gonsalves, Human Rights Law Network and 2017 Right Livelihood Award Laureate is to fight for human rights throw laws and against the fascism and state violence. He draws the attention of the younger generation to their future life, which will be different from that of our parents and simpler. We must then be ready to face the difficulties.



*“Go down to basics, footprint on the earth is mild,  
and strive for spiritual satisfaction and peace.”*

### **Urgent Messages to the World**

This section was facilitated by Ellen Christoforatu, partner of the Right Livelihood College from the University of Kassel.



**Rosana Fernandes, Landless People’s Movement (MST), 1991 Right Livelihood Award Laureate; the outcomes try to reach 5 objectives:**

- Build unity between different groups
- Implement popular agrarian reform programme, implementing agroecology, conquering land, organizing territories, practising agroecology, producing real food, educating people, expanding ideological training, taking care of human beings and nature

- Fight against the criminalization of the MST, which today has 36 leaders in prison today, and others on parole.
- Fight against the policies of the Bolsonaro's government.
- Fight all forms of violence against women, children or LGBTI+.
- Not build new popular organization, but help and support initiatives that already exist
- Maintain, remain the denouncement against facts that are happening by strengthen communication of organizations and universities and denounce what is being reported untruth, and make clear what is actually happening
- Plant trees

Miyuki Kinoshita Chair of the Seikatsu Club Consumers' Cooperatives board, 1989 Right Livelihood Award Laureate, the objectives are:

- Spread renewable energy, to diffuse GHG emissions by created power companies.
- Have environmental approaches in all our production, distribution, consumption and disposal by reducing pesticides.
- Promote the use of recycling of products and packages.
- Promote local consumption.
- Promote a lifestyle for social good.

Citizen's Nuclear Information Centre represented by Caitlin Stronell (representing 1997 Right Livelihood Award Laureate Jinzaburo Takagi's Organisation) wants to:

- Make sure citizens have the knowledge and understanding they need to make informed decisions, to counter knowledge of industry and government.
- Fight against the opening of the Fukushima nuclear Centre and the issues linked to the health and the social aspect of nuclear energy.

Other points raised:

- 1,200 people have been killed in Brazil. How can this get worse with Bolsonaro, and what is he doing to make it worse?
  - His policy is to take away rights of working class. Promised it during the campaign, he is doing it. Murders of workers, indigenous, and criminalization. Increase of murders in Favellas, especially in black youth. It increased in last year. Government is emboldened, through ministry of family, that never existed before that regulated the moral life. About the environmental issue - why does Brazil need a monoculture? We don't need to expand this. It is coming from agrobusiness. They invest to rise their profit, and loss of production of food for people, increase exportation. Countries that buy monocrops, we see increase of use of toxics, Brazil is using most of toxics. WE are consuming 7 liters of agro-toxics every year and sources of water are polluted. Government in incentivizing consumption of toxics. We need diverse agriculture to produce health food and real food.

- Refused nuclear power through a popular referendum, so is that a good strategy? Why does Japan up nuclear power? What is the future without nuclear? Is there other sources? Why Brazil ups destruction of Amazon for economic growth? Without using Amazon for beef, other industry, what is the alternative?
  - There is no point of removing nuclear, central/baseline system. Everything needs to be decentralized. People-owned, decentralized energy, is a positive direction. Seikatsu's efforts are great. Many alternatives are available, and the cost is less.

### **Education for Right Livelihood**

Moderated by Wallapa van Willenswaard, School for Wellbeing Studies and Research (Right Livelihood College Bangkok), this session is based more on the subject of education.



Next century is a century of last options to put the human home into order. Laureates reflect ethical living. Neshan Gunasekera, representing Judge Weeramantry, 2007 Right Livelihood Award Laureate, 's mission is to create an educational movement to a global right livelihood consciousness shared amongst all. A programme on education for trusteeships started highlighting: intergenerational dialogue, cross cultural understanding and interdisciplinary understanding for trusteeship.

Mona Lenzen Abouleish, representing SEKEM, 2003 Right Livelihood Award Laureate promote education by connecting with the spiritual world and all parts of human being, learning through doing, and doing while learning and practicing art.

Global Campus of Human Rights, represented by Manfred Nowak, Secretary-General, are the ones we try to educate by transferring knowledge, skills of human rights and helping spread the knowledge to make the world a better place. By the Master Programmes, the Global Campus tends to engage students and youth in mass movements thought education for human rights and education for right livelihood.

Survival International, 1989 Right Livelihood Award Laureate, represented by Fiore Longo, is a global movement with the aim to change radically public opinion about indigenous communities by educating ourselves, not educate them.

“The ones who are most different from us have the most to offer us.”

Raúl Montenegro, 2004 Right Livelihood Award Laureate and Right Livelihood College Cordoba Campus coordinator shared his point of view of education. For him, universities are not at the top and people are not at the bottom. Universities are the main sources of our main problems. We need to consider how fights need to be done with other people, to make them stronger, and struggle has to be part of both formal and non-formal education.

“Sometimes we need to fight, not without fear, but sometimes also without hope. That is the secret of continuing.”

Nnimmo Bassey, 2010 Right Livelihood Award Laureate, promote the connection of the head and the heart for learning. Also, for him, reconciliation is necessary for justice, we have to reconcile to ourselves, to all beings, to mother earth.

*“Story about a perfect gentleman  
Married a woman  
But he was actually a ghost  
Not a real man.  
On the way to the forest,  
He gave back parts of his body  
That he had borrowed them.  
Head was only remaining  
Lesson is,  
Be true to yourself.”*

## **Questions and Answers**

**Manfred Nowak:** we have to fundamentally change the educational institutions that we have. But I wouldn't agree that we should skip education and just having skills sharing. There is something more, knowledge, and in time of fake news, knowledge has to be changed. But the third side is wisdom and attitude. So that people who are educated have a certain attitude to how they behave as human beings. In a respectful, human rights way.

**Raul Montenegro:** it is important, as we are stating, with all laureates. Normally, we are thinking about formal and non-formal education, including indigenous knowledge. There is also open education - internet and social networks. Today education is everything. Education tries to influence human behaviour. Everything is doing that. We need to take care of that. On a daily basis, the majority of people are entering in this broader system, not formal education system.

Most of our current systems of education, formal particularly, are all colonized by most of our worse techniques of destruction of people and environment. Our current systems/programmes need to be pushing, improving, the current system of destruction. There are lots of systems for change. They are not connected with a particular ideology.

**Vandana Shiva:** When we talk about education, it is changing. It is being dismantled. We need to find ways, as we create new systems of learning, we also defend public education while changing them to reflect what is needed by society. Right Livelihood Foundation could create a good monograph combining resistance to privatization and creating new models. What the industrial/fossil age gave us is the idea of separate essential objects, including other people. When you relate to other people as if they were an object, but when you realize you are in dialogue, you realize that self-organization is important.

“Core of alternative education is recognizing that everyone is a knowing person, including introvert, and then being in dialogue about that with respect.”

“Teachers should be more like coaches, providing vision of future we want to create. Never let your schooling negatively impact your learning,” said Nnimmo Bassey

“Trust is the heart of everything,” mentioned Neshan Gunasekera.

### **Closure of Public Forum**

The closure started with Nnimmo Bassey sharing his poem “I will not dance to your beat”. It is about how we should rise up and fight those that try to take an advantage of us. We should not dance to their beat in a sense that we will not let them do what they please.

Lilly Satidtanasarn was representing Fridays for Future. This 12 year-old girl’s idea about Education is to teach our parents the right thing. Instead of focusing on problems, let’s focus on solutions. One question everyone has to ask themselves: What would your perfect world look like? Whatever the answer, let’s strive for this reality.



Youth representatives of the forum took the floor. For them Right livelihood education is...

- To pass indigenous wisdom to next generation
- Self-awareness
- Education for freedom
- Well-being and work for the planet and people
- Power for youth to follow their dreams
- Holistic education process to address diverse issues
- Hope for our generation, we must learn the ethical way of living, must be hope for the everything
- Faith based strategy way to bring advantages to our society, from our individual heart
- to live a happy life



## Visiting Sulak Sivarakas Wongsanit Ashram

### Guided tour through Wongsanit Ashram

Narumon Paiboonsittikul, Towards Organic Asia Coordinator (A project under Satherakoses Nagapradipa Foundation, School for Wellbeing Studies and Research), gives us an introduction to Wongsanit Ashram

Wongsanit Ashram was founded in the 80s by Sulak Sivaraksa and colleagues. It is a spiritual activist community devoted to developing & promoting a sustainable lifestyle. The group walked through the area and observed the sustainable community life of the people working there. The community has infrastructure for water management, renewable energy (solar panel), community organic garden which can support around 30% of their livelihood. Beside the simplicity living, the community also provide workshop and training on mud-house building, cooking, natural colour dye, and farming. It's also a centre for many activists and partners organization to organize various meeting and educational programmes.



### Feedback & Documenting ideas

Afterwards, the group was led into a meeting room surrounded by nature in the Ashram for evaluation and feedback of the conference.



## Logistic information

This evaluation section is separated into:

- Accommodation & Food
- Preparation & Information
- Open Space
- World Café
- Public Forum
- Excursion to Ashram

In the picture, it shows the participants' opinion indicated by a 'tick' or 'X' in the circle. The negative opinion is towards the centre while outward is the more positive opinion. This evaluation method gives us a general idea of what the participants view each day.

Next, the participants were asked to express what they think was the top ideas that emerged out of the conference.



Top ideas that emerged:

- Travelling university
- Transition period on Right Livelihood Foundation and its website
- Translation of Vandana Shiva's 30 Years Book
- Agroecology working group
- Launch a global movement of young right livelihood ambassadors
- Information sharing on gene edited food in each country
- Launch a global network of Right Livelihood community with mutual support and annual regional meeting
- Spirit in art and education movement
- Scholarships to visit learning centres and internships
- Create and support projects and research driven by children and young people (e.g. up to 18 years)
- Online courses using film, art, storytelling
- Information sharing and media campaign in the dangers of nuclear power aimed towards the Olympics in Tokyo in July 2020

The participants also gave inputs for the Right Livelihood Foundation.

- Jai Jagat 2020
- Celebrate 50 Years Stockholm 1972
- Fundraising strategy group
- English language communication skills for young community and social workers
- Online learning community for Right Livelihood youth

- Add more explicit economic alternatives theme and laureates, bring unexpected allies
- Culture and Resistance festive
- Collection of policy papers, proposals, and petitions
- Programme to bridge the gap between laureates and youth
- Working group that the foundation would suggest



The official end of the conference came with a farewell ceremony

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## Links to Social Media Posts

### Livestreaming (Thai PBS):

- Part I <https://web.facebook.com/ThaiPBSFan/videos/2931977143517091/>
- Part II <https://web.facebook.com/ThaiPBSFan/videos/3022985754390097/>

### Livestreaming (Right Livelihood Foundation):

- <https://web.facebook.com/rightlivelihood/videos/3052589934772654/>

### Video clip

- <https://web.facebook.com/ThaiPBSWorld/videos/1872344859731764/>
- <https://web.facebook.com/rightlivelihood/videos/501886427194708/>

### Pictures

- <https://translate.google.co.th/?hl=en-GB&tab=oT1&authuser=1>