

Reflektion



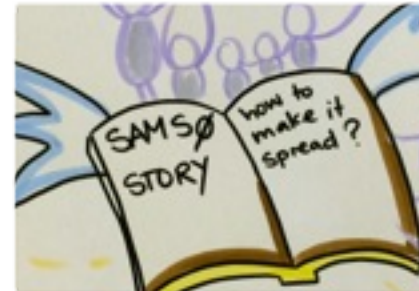
**Collective Story Harvest By Mary
Alice Arthur**



**Notes & Narratives From Best to
Next '15 By Irina papazy**



**Reflections from my stay at Samsø
for the Symposium "From Best to Next
Practice III" By Vihra Dincheva**



**Retroperspektiv 2015
By Cecilie Boll & Malene Lundén**



From Best to Next Practice III:

Collective Story Harvest

Notes in **FAT BLACK** were highlighted by participants as their key findings. Listed by harvest arc.

From Best to Next Practice

- When we step into new activities, very few people share the emerging platform
- Exploring people of “history” and interview them
- Catching seeds of something new
- Coexisting old opposition movement and new constructive movement
- Stagnation after institutionalisation – remember “why we did it?”
- Reluctance for change
- Stubbornness/power of old tradition and culture
- Speed of change (spontaneous/reactive)
- We have to try something new, because we have forgotten what we could do 200 years ago
- Cross competence
- Moving from one platform to a new platform creates leadership and new skills in relation to understanding, participation and delegation
- If you relaunch your product and platform, you create new future value for your community. For the Academy we must also relaunch from 2.0 to 3.0 with new content in relation to education of community competence approach and trainers of competence to manage community development process

- Political → technical and competence approach
 - **Find nearby “values”/treasures – new explorations, new values**
 - Use extractivism (foraging) to supplement cultivation
 - Create new perspectives on known environments – new discoveries, innovations
 - Use “old knowledge” in new contexts – edible plants and insects, new tastes/applications. Sensing brings new inspiration. The edible world.
 - New references – we are losing/recapturing knowledge. Local is best.
 - We have gone from variation to monotony. Human selection led to a narrow food base and lost paradise.
 - Increase diversity of exploiting nature: extraction to biorefining; selection for diversity/resilience; mapping and testing. What is Samsø’s basket?
- **Nature is the classroom**
 - Remember history/former knowledge
 - Cross silo sharing – **theoretical and practical**
 - New settings and interactions
 - Need teaches the poor woman to knit.
 - To move between platforms: learning by doing. Relaunching the Energy

Leadership & new ways of working

- **Leadership can start early in pupil councils where students learn participation success can happen when the timing is right.**
- Positive when good results are harvested at the beginning of a process.
- **Delegation, sharing, doing things together – not just lead from the top down. At Folk high school level, learning to live in a community: empathy, responsibility for the community wellbeing. Here it can be important to learn competencies and have guided learning on the issues.**
- • Too radical thinking can lose people. Careful how you speak.
- Activism ↔ Critical thinking
- From a leadership point of view, fight is important and consensus also – knowing when to do what is important.
- From the point of view of the leader/teacher:
 - o No one knows the future
 - o Teach from sustainability
 - o Move away from eco technocratic way of teaching
 - o Action research different methods
 - o Dilemmas, conflicts are important
- The leader as: catalyst, intermediary, facilitator, bridge, activist, critical thinker, fighter, consensus seeker
- Create an updated version of Schumacher College
 - Radical change has something that's not there yet, so we can't build on the past, but study living histories/stories
- Biggest challenge: change it into pro-something
- What would make me change my attitude and open up to community? How much is it worth?
- Constructive projects → people start to collaborate

- **Enthusiasm about cooperative concept is contextual: modernise people structure to move forward – don't do better, but change your starting point, what's the next step of development?**
- Relate back to the original intention
 - Small steady process in agencies (cooperatives) → disaster forced (a • wake up call/while we in the North/West are whirling) people to seriously think about energy and to mobilise.
- **Community power challenge to the systems, local government takes decision!**
- Shake and dust the cupboard – unlearn
- Old culture, relearn from it, sitting around the table having a conversation around meals
- Create a platform and fill it in
- **A community needs to sense the pulse of the place/space and reinvent itself in certain cycles**
- We cannot generalise legislation based on local structures
- **Low in production volume, but high in narrative/hope “volume”**
- Getting the local knowledge – new type of work is beyond the individual Participation: timing and learn to live in community. Roles: leader, mediator, activist.

Resources & resourcefulness

- Pupil councils → participation that created results → can we get children engaged in sustainable development in similar ways?
- Folkeskole/Efterskole: learning to live in a community → responsibility/irresponsibility, learning to participate
- Starting to talk about pollution, waste, environment mental and physical linking
- Environmental Activist/NOAH dilemma: be challenging/critical, but still open. How "folkelig"? Public. How radical? Balance. Populism? Paternalism?
- **Learning by fighting through civilised dialogue (lay expertise) rather than consensus**
- Activists often act to communicate their identity to each other – not for political cause
- But also the universities weren't producing any change
- Action research: developing solutions, enlightenment and process. Exchange, interaction. The researcher as critical friend.
- Rethinking education: from nature to environment (problems) to sustainable development (solutions)
- Sustainable development: there are no right answers! Risk, values, uncertainty, complexity, dilemmas, the future → learning how to cope with conflicts, tensions.
- There are ecotechnocratic ways of teaching (moralistic, behaviour change [telling not practice; knowing, not embedded], technologies). Instead, facilitate that people develop the competencies to transform the world!

• We should learn to think dialectically, also about the local and the global.

NGOs are free to do education like they want to, because they aren't part of the formal education system.

The Energy Academy should stress the concept of community → teaching people to think in that way → will meet resistance, challenges our political and individual ideas → could be a folk high school, a summer academy or a boarding school. Teaching outside – learning on many levels

Putting a unique group of people together
We've lost our knowledge and ability to get food
Different point of view or perspective: playground + food source

Diversity/climate change: short term/long term products

All the world with cabbage
Different taste references – which is the same?

Negative natural selection – only 4 sources left
Variation → monotony
Returning to the basics. Samsø as test site 1 – next practice: using resources at hand. The old paradigm methods for a new paradigm

Opposition gives momentum
Use history. Andelsbevægelsen

Japanese came to Denmark, create interviews in a different world. Back in Japan they start working with the wind power community. SH gets inspired by Japan. Do things in a different way wake up. Triple disaster has a major impact on community. Causes renewal, new change.

Politics in the rural areas – cultural strength.
Don't feel the change so no action. The proactive communities need redesign, need the pulse!

Reorganising decentralisation, local power.
Education by fighting is missing. Barriers. Consensus stops dialogue.

What if?

- New eyes, new perspectives, new competencies
- Trickle down – trickle out
- Backyard knowledge: retention, reclaiming, reinvention → the potential of mapping for further use
- The potential of health through diverse nutrition
 - Local resilience
 - Responsibility for own health → variation
 - Great experiences
- Creating space for manifold foresting (foraging?)
- Learning from nature and connectedness
 - Nature is always generous
 - A meeting point exchange between the Energy Academy's Summer School/Folk High School and the European Citizens Participation University (CPU)
- The learning from fighting, i.e. the theme of CPU 2015 "Walls or Bridges?"
- Learning from the diversity of stories
- Renewal of the Folk High School concept as the "in between" (live, theory, practice, action) Influence politics
- Interesting how the two histories are having parallel development
 - Revival of the Folk High Schools – eat, dance and live together.
- Samsø could make it international. Reinstate in a civil dialogical way.

Question Bank

- How can we open our senses to catch the seeds of change?
- How can we identify our concept and content in order to target groups and interesting practices to develop 3.0 Samsø?
- Who and what kind of working group should take this to the next stage and give it a concrete foundation to develop from?

What could make us see the changes needed without a disaster?

What could happen here?

How big can a community be to be a community (without needing bureaucracy)?

What is community worth for me?

What is our next level of community development?

What society do we build for ourselves now?

How can we reinvent ourselves collectively and consciously (food, work, education)?

How do we teach children to understand and live with the tensions built into our core concepts? (local/global) (present/future) etc

What do we do with those who don't act?

How can we get a new perspective/look at things in a new way and not put them in fixed boxes?

The "downs" create new resources – how can we have them?

How can we witness each other's story, going beyond cognitive impressions? How to process this different harvest?

How can we get people interested in their nutritional health?

How do we get people to be interested in their own health?

How do we shift the mindset to "there's enough"?

How to bring further "the findings" from this session to the Nordic Further Education?

Is it interesting to link Samsø 3.0 with the CPU?

Notes & Narratives -From Best to Next '15

Day 1

9:00 Welcome & framing

Søren: The Energy Academy is always in transition. We have fulfilled our ambition, and the Energy Academy/Samsø is now an institution. The fossil free island is under construction.

The talk here is always about language, communication and community. What do we talk about when we talk about sustainability? —. Enlightenment. We need to find a new word for education. It's about ethics and morals and family. This is the Energy Academy's direction now, and this is where we need you. We have to take some of the phrases we've been using down, like 'we need to reduce carbon dioxide emission'. People don't know what their carbon footprint is, it's too abstract, we cannot communicate the problem with words the public cannot grasp, then we can't act. We need to administer this in a much more practical way, in the local community. How do we address the possibilities instead of the problems?

Malene: Søren is so much in the next practice, but how do we take the essence back? **Kirsten:** it's important that we combine sustainability with people's lives and worries. **Knud:** responsible citizenship.

Malene: we could talk about capacitybuilding, but when I say that word I feel like I'm stuck in a business suit. How can we take the essence out of our good examples? Education: if you can tell natural science to small children and drunk people, then you're already far. But it's challenging. Days like this are special. We're so privileged that we can invite people here to talk about these things.

Check in round

Use the owl as a talking piece, go round in the circle: what are you curious about? **Søren Stensgaard** goes first...

Martin M: The financial system is the only system nature hasn't produced; maybe that's why it doesn't work.

Essences

Tor Nørretranders

When I was a kid 50 years ago, I thought the world was a desert: hostile. Energy was scarce and difficult to get to. Water was not something that you found easily, the world didn't want to give you water. And food was a scarce resource that you would find wrapped in plastic in the supermarket. The world was unfriendly and unkind, I thought. Today I see something extremely different: energy is all around us, if we build the right machines we can catch the energy from the sun etc. But when I was a kid, we didn't know how to catch it.

Still, we don't appreciate the fact that the world is very rich when it comes to water. We've begun to discover that there's a huge amount of food, wild food that just grows all by itself, and chefs around the world have started to use it. We've started to learn from the indigenous people, who know about what is edible in the world. The world is much more edible, much more kind, than we used to think. A naughty

idea: we live in a kind world. We built technologies because we thought we were at war with the world. Now we have to explore: how much kindness is there? Is there enough for ten million people? I think so.

Uffe shows up: Welcome Uffe. It's his first time on Samsø.

Søren Steensgaard

I'm the technical guy. New municipal slogan: we serve the citizens, we create opportunities, we develop communities. Samsø as a fossil free island. What does that mean?

Samsø's journey is 20 years ahead of the rest of Denmark. But we have to move forward from the renewable energy island. We're moving from wellknown to new technologies. And the current legislation is very outdated, so even if our solutions are financially and technically possible, there are structural and political barriers. But we are fuelled by tremendous passion, we have great politicians and farmers and citizens who want to participate. We can create our own green future just let us do it!

Henrik, fra kulturafdelingen i kommunen: Vi kan ikke eksistere som et øsamfund, hvis ikke vi er fuldstændig viklet ind i resten af samfundet. Vi skal ikke løsrive os, vi skal knytte bånd. Vi havde aldrig fået rejst 250 mio. til en ny færge, hvis vi ikke havde fået støtte udefra.

Helene: by overregulating, we take the spirit from the local level and diminish our ability to act. So challenge the central level.

MA: There is a low question literacy in the world. We don't know how to ask good questions. Mostly we ask transactional questions, but we need to ask the transformational questions. So let's start building a database of questions.

Karen B: Your real challenge is not technical, it's social sustainability. How do you create an island where the young people want to stay?

Halfdan: How can Samsø jump to other places in the world that are ready for this? Why don't we build a high school close to the EA, where we have hundreds of people staying for some time, attending courses, and then they can go home and start a new Samsø.

Jesper: yes, people are leaving the island, but Samsø is their heritage, so maybe we can organize and structure their capacities out there. How can we activate the Samsø alumni around the world?

Karen M: we try to teach from the point of view of joy and plenty. But a lot of the tools we used are developed from another perspective. We know that our language sorts and hierarchies, and we work with that, but we should also attend to our tools.

MA: How can the ferry be a floating ambassador for Samsø? What is the Samsø virus we can propagate?

Jeppe Læssøe You cannot learn anything without being irritated. Participation and engagement those concepts come up again and again. But: maybe it has become too much of an ideal, both in academia and among activists. It's become dogmatism. Book: participation the new tyranny? When we participate there will always be power struggles. And we should be aware of them and of the inclusions going on. So we should look more critically on participation.



Uffe shows up: Welcome Uffe. It's his first time on Samsø.

Uffe Elbæk: Enthusiasm: we are here as change agents, and we can never change anything without enthusiasm. But can that too be too much? Can enthusiasm impede participation? Enthusiasts can dominate the work, they can take too much ownership. Enthusiasm can impede critical thought and make everything black and white. That doesn't create change in society. So there must be a mix between involvement and enthusiasm, between enthusiasm and professionalism. It's about being reflexive and moving in between, it's not finding a grey middle road. We should teach how to move between the poles, that's important when we develop people who want to be change agents.

Malene Lunden: I n school I had learned to ask the stupid questions. I don't see myself as a teacher, I see myself as a change agent. We need to work with embodiment again, we need to go back to working with the hands and the body. How do we go back and harvest the wisdom, even back in the stone age?

Shows video from the project t he art of science, w e stand while watching.

Søren: how do we work with education outside the box?

Karen B: Where would we be without people who are enthusiastic?

Michael K: I think it all boils down to empathy, put yourself in other people's shoes to understand their situation. As a firesoul you need that empathic ability.

Malaika: in schools we teach cognitive skills and motor skills, but we're overlooking emotional skills. How do we build all three capacities?

Knud: we should move between involvement and detachment, theory and practice **Malene:** I'm curious about the lack of leadership in learning. As a teacher, all day you teach

alone. How can teachers work more proactively in teams?

Question: Who are we to educate? We're the ones who went wrong, what do we know? We need to develop new tools and new routes for society and for education?

Uffe Elbæk:

January 1990, a defining moment: we were creating the chaos pilots school, we had the concept but no organisation and no funding. Should we do it or not? Then I read in the newspaper that every ten years there's really beautiful northern lights, so I went to Kiruna in Northern Sweden, and we saw the most beautiful northern lights for a week. We were in the middle of nowhere. One evening I went into the mountains for myself. You had a feeling that you were standing in stars looking into stars, and then came the northern lights. Magic! Then I had this question coming up: if I was in charge as the principal of the school, what should it look like? Then all the pictures and ideas came! And I thought: of course I should be the principal! This story is about connecting to the past as well as establishing a bridge to a possible future. Why don't we just do it? That's a personal question! Maybe you have to go to Samsø, or to see northern lights, or maybe you need to go home to change your perspective.

Tetsu:

After visiting Samsø in the end of the 90s, I went back to Japan and started working with community power. Many Japanese are inspired and think about energy. Today so many people are working for this. Drawing, Mandala?: Buddhism, microcosmos and macro cosmos and universe. Dynamic. Network. The doing, the event practice, experience, ongoing much more important than the product.

Søren Hermansen: Community: it's us interacting with nature. By identifying what nature is, something that is separate from us, we have separated ourselves from nature. When we talk about the community, we have lost contact with what has made us a community: nature, the commons. Instead, we have created an artificial structure where bureaucracy is what links us.

If we can describe a commons as something that we need to be a part of, then we can work with it. I need to be able to connect my culture to it, I need the resources of the commons... There are many ways of needing to be part of the commons. But we believe that the financial structure and bureaucracy are our tools to administer the commons. And that's misunderstanding the nature of the commons. We need to open the ownership. In America they say: but we are not socialists. Then I say: but you are social. I say that we all have a responsibility towards the commons, but what we bring and what we need from it can be very different, we can still be rich and poor and so on, but we're all together in the commons.

We look at the tree under the plastic.

Peder Bang: I feel like you're looking down at the bureaucrats. You can have a lot of ideas, but to implement them, the bureaucrats are a part of it. And we're also living creatures who want to make things happen.

Jeppe: The constellation - when the stars are aligned, many things coming together that you cannot control. What kinds of things are interacting at the right moment? Community might be a little static, maybe thinking about constellation in relation to that would make it more dynamic.

Nilas: We need bureaucrats, but maybe 60 % of politicians shouldn't be bureaucrats, as is the case today.

Søren H: I want to put a bit more light on bureaucracy. we tend to plan things way ahead of time. Why don't we plan according to what the weather is like? Why don't we go on nature time and go surfing on a Tuesday instead of waiting for Sunday? That's bureaucracy.

13:00 Lunch

Uffes story:

When the Berlin Wall came down - huge aha experience for Uffe: how does change come about?

Gave birth to the overall idea of the Chaos Pilots. The program was born out of an activist environment. How do you go from idea to realisation? And how do you challenge students in the right way? We had a coal and diamond strategy those first years, put the students under the right pressure.

We ended up with some models that we work from:

- 1) qualifications and competences: process, project and business competence (in the middle), surrounded by personal competence, meaning competence, social competence, adaptability, results.
- 2) the framing of the learning, the pedagogical compass: balance between theory and practice. Between individual and team learning. Between format and content. Between local and global.
- 3) leadership model:
Each of you in here has decided to have a leadership role in the contexts you're a part of.

Collective story harvest - 3 stories told: Søren & Tetsu, Tor, Jeppe

Wrap-up in the circle:

Malaika: it feels like we need new words, all of these words feel like cliches. Or maybe we need something other than words?

Karen B: what if there are no new words, no new leaders, if we just have to make do with what we've got?

Nilas: There's no one Next Practice, there are many

Jeppe: yes, but I think we need to focus. We're at the Energy Academy, so let's focus and think about: what's next practice here?

Malene: I'm in it now, the next practice, with this exercise of being a witness. Can we use this tool as way of looking at the work that we're doing, of reflecting and sharing our work and reflections in our daily life. How do we energize? I see the witness part as being energizing between hierarchy and something else. The witness-observer role will make the hierarchies fall apart and let diversity come into it. That's gonna be a challenge! How can we do work around listening?

Halfdan: the act of witnessing. What really means something is how we connect, the relationships and our actions.

Søren: I think it's not time for new words or conclusions, we're in the middle of a long process. But I think this check in and check out are what we're here for. The Energy Academy is a meeting house, it's not an institution, although it looks like it. And we'll bring something home that will inspire us to do the next thing. We're in an open structure where there is no end and no beginning, we simply stop time for a little bit and then we move on a little bit.

Tor: there's two interesting aspects of the process this afternoon - the witnessing role without judgment and categories, that's an interesting trail to follow because it's another dimension to being together. And the opposite role is the harvesters who have to look for specific things in the story, thus taking the story apart. I think we need to take more interest in getting each other, not harvesting from specific perspectives.

Karen M: I think the antidote to what Jeppe said earlier about too much enthusiasm is to do what Tor just said and step back and put on the witness hat.

Michael K: maybe we should change the name from Best to Next to Best to Test!

Nilas: I'm feeling so frustrated! And I want to have more frustration, not as a complaint, but as a way of letting go. There's so much of what we're talking about that could have other expressions. Where are all our crazy emotions and how do we create room for them?
We should mix things that are not usually in the same box.

Halfdan: Next time I'm invited here I suggest we work together on something for half a day or something. This is experience from the 70s!

Viola: This is a community slowly finding its pulse. And this house also has a pulse. I'm curious what we find out what happens if we listen more closely into this pulse...

Day 2 Check-in:

MA: Talking about the different aspects of time. Individual time -- we don't have enough of it, we are frustrated and in scarcity. Then there is collective time -- we are trying to find our way back to it. Then our time -- the time while we are together here at this event. And finally deep time -- the time of the ancestor and the descendents -- where humanity has stored all its wisdom. This is time out of time.

The Maori have a different concept of time, they say: Why do you wanna be in the past? No one lives there! Today we want to leave our individual time, leave our ego, and see if we can move into deep time and feel where we want to go as a group.

We learned about jazz last time -- jazz is built on and goes beyond a classical foundation. It goes even further if you think about improvisational jazz. Peter Bastian told me that his coach told his improv jazz group -- each of you are excellent players, but you will never play as well as a group if you don't leave your egos behind. This is the role of the witness.

Peacock feather balance -- testing your ability to focus and keep balanced, then testing the "throw" to another person.

Søren H: Framed the importance of making it real by taking action on some of the Academy's projects. Asked people to propose what projects to work on.

Karen M: I think the antidote to what Jeppe said earlier about too much enthusiasm is to do what Tor just said and step back and put on the witness hat.

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Break-out groups worked on these projects

Wild Samsø (the wild food project) -- involving locals in what nature has to offer, nature/conventional farmers cooperate, soil, access. Food and foragers. A positive story about ground. Social dimensions, health, well thought-out, needing funding.

Samsborg (the folk high school + Next step to Samsborg) -- Samsø dreaming. How does spirituality come in -- not one person or emotions dominating? What ways of working? Lack of capacity within the Energy Academy for being visionary -- a frustration. All of the projects can feed this vision.

Sustainability/Cultural Capital 2017 (The social energy academy) -- role model/mentor for other projects. Screened 10 projects. A framework? Creating energy and good stories; can't just apply a framework for everything.

Check-out (MA's notes)

- We need some new words
- How will we frame the next steps?
- What is next practice and how do we get there?
- What if there are no new words, no new things.
- Leadership as it is -- how do we move on?
-
- Maybe it is just -- nature is leadership
- We haven't grasped the diversity -- the polarity of ways of doing things?
- Who do we need tomorrow?
- Next practice here -- Samsø 3.0
- Sensing I'm in it now, exercise of being a witness -Reflection tool and sword to get a weather report on daily work here know each other's observations on what's going on for us
-
- How do we energise?
- In community we can use it as a resource so not only the fittest survive?
- The antidote to over-enthusiasm is to act as the observer
- I've been inspired by these ways of communicating -- diversity
- It's fun to sit and observe in and out
- We need to feel and see what comes from it
-
- This is a meeting house -- the job is to be in this change thing
- Witness: an interesting trail to follow -- we overlook it.
- Exact opposite of role -- story brings so many dimensions.
- Harvester looking for judgement (MA note: this is NOT the harvesting role actually!)

- Living with the dilemmas is the start of wisdom
- Connecting the Energy Academy /0 with summer school
- How many levels of listening can we manage?
(Scharmer's levels of listening)
- How do we make room for our crazy emotions?
- Feeling rich, having the wildness, creativity to do it together
- Eel grass recovering takes a long time to make course changes
- Best to Test
- It would be great to cook or do something physical together
- What do we find if we listen to the pulse of the community?

12:00 Lunch & depart





Invitation



Programme

29th of April - 20:00-22:00: Welcome drinks, snacks and connecting.

30th of April - 9:00-19:00: The day will be hosted and will be a mixture of short inspirational talks at the Speakers' Corner, exercises and discussions around the three topics; Nature, Education and Fossil Free Island. The day will be followed by a party dinner made of local products with space for open conversations.

1th of May 9:00-13:00: Walk and talk, cross-pollination in next practice. Wrap up and lunch.

Date: 29th of April - 1st of May 2015 / **Venue:** The Energy Academy (E.A.), Strandengen 1, DK - 8350 Samsø / **Price:** The participation fee is DKK 4000 ex. VAT, which covers food and accommodation, which E.A. will take care of.

Registration and payment: <http://energiakademiet.dk/tilmelding/>. Deadline: 1st of April. **Info:** For more practical information contact the E.A. +45 87921011, Jesper Roug Kristensen - jrk@energiakademiet.dk Are you a **student** who wants to participate - please contact Malene Lundén, ml@energiakademiet.dk

The Energy Academy looks forward to meeting with our Communities, our solid networks and strong partners.

The purpose of this symposium is to harmonize and tell the good stories. You can take part in discovering whether the Energy Academy, Samsø, Denmark, the world and yourself are on the right track.

The Energy Academy wishes to create an informal room, a gathering of about 40 individuals, in which we will consciously put away our phones, our project portfolios and deadlines for a while.

This is why we will be meeting on Samsø! We are in for some great days, which will be moderated by someone special. The conference will be held in English and there is a great demand for the spaces - first come; first served. Have we not met yet, but you are eager to join? Get in touch with us!

We have set up a group on Facebook called "Fællesskabs-Salon From Best to Next Practice" that you will be invited to, when you sign up for the symposium. You can also join the group on <https://www.facebook.com/groups/Next.Practise.2015/>

In this group we will warm up for the symposium and start the interesting discussions around the three themes: Nature, education and Fossil Free Island. Prominent writers will upload blog posts which you will be invited to engage with. Tor Nørretranders and Søren Hermansen will write the first post on the basis of their book 'Commonities = Commons + Communities.

We look forward to a joyful reunion with former participants and exciting meetings with new participants!

Speakers' Corner: A number of invited contributors will give inspirational talks within the three topics. The corner will be open for everyone present to speak their minds and hearts.

The Next Practice symposium is a platform for: Learning about local development in a holistic way. Co-creation, interaction, knowledge sharing and participation for Next Practices to come.



Reflections from my stay at Samsø for the Symposium "From Best to Next Practice III"

Wednesday, 29th of April, arrival and preparation.

Early in the morning I met Viola in Copenhagen. A journey with the train, followed by a beautiful trip with the ferry and few hours later we reached our destination - Samsø. There is something about taking the time to come to Samsø, slowing down, leaving everything behind and being present.

As my feet stepped for the first time at the island, Ea was waiting for us with a friendly smile. Within few minutes we reached the building of the Energy Academy, where Mary-Alice gave us a hug and invited us "inside the animal" ?!

I came to Samsø following the invitation and my curiosity. I came with open mind, heart and will to explore and no idea what was expecting me. And here I was inside the animal, happy to meet again Mary Alice and Viola, and excited for new encounters and experiences.

"Do you want to join the preparation for the event?" "yes", I am always eager to help. Looking back I realize that spending the day with "housework", physically arranging the space and being treated as part of the team made me feel at home, connected to this space and to the people. I was not a guest anymore.

Reflecting further I realize that nowadays the world is build on services, which brings a lot of comfort and in the same time we are constantly put in the role of the guest...and we behave like guests on this planet, where

"There are no passengers on spaceship Earth. We are all crew"
- Marshall McLuhan

I was physically active, I was nurturing my curious mind and I felt good being embraced into this family. There was only one thing missing... I had a strong inner call to go out and connect with the island itself... something I was postponing in the course of the preparation. The walk to the hotel gave me a glimpse of where I was and even a stronger wish to explore further this place.

When the event was officially opened in the evening, I was feeling at home, welcoming the "family friends" as if I knew them from before. In general I adapt quite fast to new places and people but in this case it was quick as a wink.

Feeling connected to the space and to the people gave me an illusion of knowing them. Later on, when Søren invited everyone to present him or herself I became aware of my illusion and my mind was blown away from getting to know a little bit of their stories.

Realizing that we are all driven by a bigger purpose in life gave my mind a logical explanation for the connection I was feeling intuitively. My mind understood my heart and this made me feel even more connected.

It was time to sleep and digest all the information and emotions from the day. I am curious if it is possible to digest everything in one night sleep and what if everyday of my life is quite intense? ...which was the case for me, especially in the last month. Something to further reflect on or simply take some rest...



Friday, 1st of May.

Real projects and time to say goodbye.

I remember the pouring rain in the morning, jumping into one of the cars and within few minutes arriving in the Energy academy. The speed of the journey was also the speed of this last part of the event.

Less emotions, more focus on the projects. I was in the “power to the people” group with Tetsu and Kirsten. The conversations made me realize how much potential for knowledge exchange there is. I saw this exercise as an appetizer and was wondering how those conversations can be continued over time and distance. The personal connection was there, how to build on it when it is so easy to put everything into the archive and continue.

During the closing circle I realized that Samsø success story has three main elements, which are waving together: doing the work on the ground (Body – the island), sharing a common purpose (Heart – the community) and creating a strategy (Mind – the Energy Academy).

When Samsø story is traveling around the world, I am curious how the local community and land can build and share their own success story. In the same time, I am also curious how Samsø can keep the balance when there is more and more mind work?

It was time for lunch and the sunshine was inviting us to sit outside and enjoy a moment of relaxation.

Soon it was time to say goodbye, take the ferry, the train and continue the journey.

With warmth from Karlskrona,
Vihra



Symposium	INTENTION – background	INPUT – from Speakers corner and from participants		OUTPUT – ideas, ongoing projects and completed projects
Best to Next 2015	<p>In the 2015 symposium, we invite the participants – both those who already know the work done at the Energy Academy and those with a new interest in the place – to be a part of a project collaboration. We wish to establish contacts, communication and fertile soil for our network in the long run. It is our experience that through this continued, persistent work good stories are created. The energy Academy is constantly working on our standards regarding the creation of new possibilities and development within Nature – Education – Fossil free Island.</p> <p>Nature What are the future communities? Food – Energy – In balance with urbanization? What about the carbon cycle?</p> <p>Education What kind of culture exists in regard to general education and the foundation for sustainability? What kind of education do we need in regard to sustainable development?</p> <p>Fossil free Island How do we go for the highest and not the lowest hanging fruits? What is the most challenging part of a transition to fossil fuel independence?</p>	<p>SPEAKERS CORNER</p> <p>Nature – communities Learn from the indigenous people. The world is not a hostile place; it is kind and if we build the right machines we can catch the energy that is all around us.</p> <p>Community is us interacting with nature. By identifying what nature is, something that is separate from us, we have separated ourselves from nature. When we talk about the community, we have lost contact with what has made us a community: nature, the commons.</p> <p>Workshop: Wild Samsø - Involving locals in what nature has to offer. Food and foragers.</p> <p>Education How do we combine education with the thought of communities? Communities make citizen participation binding and innovative because the ecological sustainability is linked to the social, cultural and economic development. This is in line with the co-operative movement which began and operated in interaction with general education folk high schools.</p> <p>Workshop: Samsborg – The future folk high school founded on local ownership targeted at tourists, researchers and students.</p> <p>Fossil free societies The catalysts for Samsø as a Renewable Energy Island were involvement, ownership, influence and engagement – the cultural and social interplay. Can we turn to the same tool box when it comes to the next goal: fossil free island? Workshop: Sustainability/Culture Capital 2017 - The Energy Academy as a mentor for other projects.</p>	<p>PARTICIPANTS</p> <p>“We tend to plan things way ahead of time. Why don't we plan according to what the weather is like?”</p> <p>“Use foraging to supplement cultivation. Mapping and testing. What is in Samsø's basket?”</p> <p>“The Energy Academy must relaunch from 2.0 to 3.0 with new content in relation in relation to education and new platforms”</p> <p>“Why don't we build a folk high school close to the EA, where hundreds of people attend courses and then go home and start a new Samsø?”</p> <p>“By over-regulating, we take the spirit from the local level and diminish our ability to act. Challenge the central level.”</p> <p>“Your real challenge is not technical, it's social sustainability. How do you create an island where the young people want to stay?”</p> <p>“A community needs to sense the pulse of the place/space and reinvent itself in certain cycles”</p>	<p>Holistic approach - sustainable societies. Water and earth as resources in addition to sun, wind and biomass.</p> <p>Besser Made - preservation of salt marsh.</p> <p>Wild food – mapping Samsø's plants.</p> <p>Certified nordic education targeted at teachers in the field of economic, social and environmental sustainability.</p> <p>Velux – A guide to local sustainable development based on Samsø's experiences.</p> <p>Samsborg in its next phase</p> <p>Samsø Fossil free island 2030 – new LNG ferry (EA, Samsø municipality and the Ministry of the Environment)</p> <p>Community Power (State of green, ISEP, EA)</p>