Designing Regenerative Cultures

“To make the world work for 100% of humanity in the shortest possible time through spontaneous cooperation without ecological offense or disadvantage to anyone.”

- R. Buckminster Fuller

Dr. Daniel Christian Wahl
Reporting 3.0 Conference
KPMG Amsterdam
The Netherlands
12th / 13th June 2018
“If you want to teach people a new way of thinking, don't bother trying to teach them. Instead, give them a tool, the use of which will lead to new ways of thinking.”

- R. Buckminster Fuller
Globalization...

...complexity
“There can be no sustainable company in an unsustainable economy.”
- Ralph Thurm, Reporting 3.0

The top 0.7% of humanity own 45.9% of the world’s (economic) wealth.

The top 8.6% of humanity own 85.6% of the world’s (economic) wealth.

The bottom 71.1% of humanity have to share only 2.7.0% of the world’s (economic) wealth between them.

Source: Credit Suisse Global Wealth Databook 2017

"an extraordinary intellectual and analytical resource, providing as good a picture of contemporary holistic, systems-based thinking as you’re likely to find.”
- Jonathon Porritt

“One of the most intellectually exciting and soul stirring books I’ve read in years. I had the sense of drinking it, with pleasure and surprise, not having known what I’d so thirsted for.”
- Joanna Macy

" … a wonderful and well referenced primer for a new paradigm.”
- Satish Kumar

“… a valuable contribution to the important discussion of the worldview and value system we need to redesign our businesses, economies, and technologies — in fact, our entire culture — so as to make them regenerative rather than destructive.”
- Fritjof Capra
“The future we design ... Triggering [economic systems transformation] requires **nano (personal)** level insights and mindset shifts that lead to **micro (organizational)** level reformation that scales up to **meso (industry, habitat or portfolio)** level transitions that create pull effects on **macro (economic, social, and ecological system)** level transformation.”

— Ralph Thurm & Bill Baue, Reporting 3.0

Graphic based on the work of Bill Reed, Regenesis Group and Carol Sanford, adapted with permission

Questions for positive Mavericks:
How do we regenerate the soils, grasslands, forests, waterways and oceans of planet Earth while restoring healthy ecosystems functions?

How do we co-create share abundance for all, moving from competitive advantage of a few to collaborative advantage for humanity and the community of life?

Increasing planetary bio-productivity while improving healthy ecosystems functions.
How do we move from this …

… to this? Regenerating the world’s forests, grasslands, soils and oceans!

Source: found online, please let me know if you know the author of the image so I can give due reference.
It is not a question of feasibility. It is a question of will, commitment and leadership!

Source: The Environmental Media Project & John D. Liu
Loess Plateau Watershed Rehabilitation Project, China

Between 1994 and 2009 about 35,000 square kilometers, about 5% of the total area, have been restored.

“The lessons from the Loess Plateau show that it is possible to restore large scale damaged ecosystems and that this mitigates climate impacts, makes land more resilient and increases productivity.”

- John D. Liu

Source: The Environmental Media Project & John D. Liu
BIOREGIONAL WATERSHED MAPPING AS A STARTING POINT FOR EARTH REGENERATION

Watershed Maps by geographer Róbert Szücs created on ‘Open Source Geographic Information System (QGIS.org)
LADY PATRICIA SCOTLAND, SECRETARY GENERAL OF COMMONWEALTH SECRETARIAT SUPPORTS:

REGENERATIVE DEVELOPMENT TO REVERSE CLIMATE CHANGE

The Commonwealth Secretariat (London, October 28th & 29th, 2016):

- 53 countries
- 2.4 billion people
- All major world religions represented
- All continents represented, 21% of the world’s land mass and 78% of the oceans (exclusive economic zones)
- More than 60% of population below 30 years of age
- 31 of the 37 countries most affected by climate change impacts
COMMON EARTH
LAUNCHING 2018

Our Mission is to regenerate the Wealth of Earth’s Commons

Commonwealth of Nations Secretariat’s Innovation Hub, launched in May 2018
http://www.cloudburstfoundation.org/common-earth/
Commonland contributes to the Bonn Challenge, a global effort to restore 150 million hectares of the world’s deforested and degraded land by 2020 and 350 million hectares by 2030. It currently works with 4 long-term landscape restoration projects in Australia, South Africa, Spain and the Netherlands.
Questions for positive Mavericks:
How do we fundamentally redesign the human presence on Earth, while keeping the lights on, people in jobs, and kids in school?

How do we innovate sustainable businesses incrementally, while needing to address the structural dysfunctionality of our economic and monetary systems?

Transforming worldviews & narratives while redesigning whole systems.
TRANSFORMATIVE RATHER THAN SUSTAINING INNOVATION

THE 3 HORIZONS OF INNOVATION

THREE HORIZONS FRAMEWORK APPLIED TO THE TRANSITION TOWARDS A REGENERATIVE CULTURE

Sustaining innovation keeps ‘the lights on’ and maintains status quo.
Disruptive innovation identifies opportunities to change the scope of what is possible.
Transformative innovation facilitates the transition towards regenerative cultures.

Adapted with permission from International Futures Forum, Designing Regenerative Cultures, p.54
THE DIFFERENCE BETWEEN NEGATIVE AND POSITIVE MINDSET H1

Source: Three Horizons by Bill Sharpe, Illustrations by Jennifer Williams

International Futures Forum
THE DIFFERENCE BETWEEN NEGATIVE AND POSITIVE MINDSET H2

Source: Three Horizons by Bill Sharpe, Illustrations by Jennifer Williams
THE DIFFERENCE BETWEEN NEGATIVE AND POSITIVE MINDSET H3

Source: Three Horizons by Bill Sharpe, Illustrations by Jennifer Williams
TRANSFORMATIVE RATHER THAN SUSTAINING INNOVATION

EVALUATING DISRUPTIVE INNOVATION

H2 - H2+

Supporting H1

Building Bridges to H3

Horizon 1

Horizon 2

Horizon 3

Prevalence

Solving symptoms in separation to maximize short-term benefits for isolated parts.

Transforming causes and meaning while aiming to optimize the whole.

H2 JANUS EFFECT

DEGENERATIVE CULTURE

H2 + INNOVATION HELPS TRANSITION TO H3

REGENERATIVE CULTURE

Adapted with permission from International Futures Forum, Designing Regenerative Cultures, p.54
TRANSFORMATIVE INNOVATION IN (RE-)FORESTRY

Accelerating the regeneration of global forests and meeting the Bonn Challenge
November 1st and 2nd, 2016
Workshop at a large London based foundation, facilitators Bill Sharpe & Daniel Wahl

Participants: Nature Conservancy, IUCN, WRI Brazil, WRI International, Commonland Foundation, private businesses, representatives of large paper mills and timber companies
Questions for positive Mavericks:
How do we create diverse regenerative cultures that are carefully adapted to the biocultural uniqueness of place?

How do we redesign the human impact on Earth from being by and large degenerative to being predominantly regenerative?

How do we design as Nature - creating conditions conducive to life?

Designing as nature, while transitioning to regionally circular bio-materials economies.
THE SCALES OF REGENERATIVE DESIGN

National & international collaboration

Bioregional planning

Urban planning

Industrial ecology

Community design

Architecture

Product design

Green chemistry

strategic design

service design

transition design

SCALE LINKING DESIGN FOR
WHOLE SYSTEMS HEALTH

“Open everything” Human solidarity drives global-local collaboration.

Pollution & resource depletion

Bioproduction & ecosystems health

country

region

city

world

closing the loops

Circular economy

time

Source: Designing Regenerative Cultures, 2016 - www.danielchristianwahl.com; Graphics: www.flaviagargiulo.com
“The stone age did not come to an end because we ran out of Stones.” - Albert Einstein

Key Industrial Resources are becoming “endangered elements” (The Royal Chemical Society, UK, 2012)

Some issues we don’t talk enough about when talking ‘circular economy’:

Cycles at local and regional scale use less energy and have less negative environmental, social and economic impacts.

In the long run we will need to contract the flows in the technical (fossil material) cycle and increase the flows in the biological cycles.

There are chemical, physical and energetic limits to recycling and up-cycling for most elements (so prepare for a C-H-O-N future).

Regionally focussed biomaterials-based circular economies require high levels of policy regulation to optimize the cascading use of resources.
A BIOREGIONAL EXPERIMENT IN CIRCULAR BIOMATERIALS ECONOMIES
Questions for positive Mavericks:
How do we create redundancies and capacities at and across multiple scales to increase diversity and resilience?

How do we help people to co-create shared meaning, so their insights affect their actual behaviour?

How do we design for individual, community, ecosystems and planetary health?
SDG 8: ‘Decent Work & Economic Growth’ has the potential to sabotage the implementation of all the other goals!
gaia education
Design for Sustainability

Host sites in the World: 111
Programmes in the World: 350
Students (Global): 17K

Design for Sustainability
Coherence and Mutual Reinforcement

Design for Sustainability
English, French, Spanish, Portuguese, Arabic & Russian

SDGs Flashcards
The gender roles in many developed countries have changed significantly with more women gaining higher degrees. Giving everyone access to quality education is the prerequisite for participatory governance, collective intelligence, and wise action.

Sustainable development can be catalysed by design-centric education that promotes whole systems thinking and integrative, locally adapted solutions, as well as the ability to collectively envision a positive future and co-create adaptive strategies for how to bring it about collaboratively.

What is the role of education in making learners of all ages more aware of where (political) power resides and how it can be managed, and how can we educate for collaborative rather than competitive advantage?

How can we ensure that we critically examine the influence that neoliberal ideology had in framing the official development agenda and offer people the education to critique and improve it?

Since information is now so readily available on the internet, how could education providers in your community improve learners’ skills to find, integrate, and apply information in support of local living economies and thriving communities?

How can primary, secondary, higher education and life-long learning promote the understanding that the economy is part of the environment and depends primarily on health ecosystems functions?

In a rapidly changing world with humanity facing multiple converging crises, education has to remain flexible and life-long so people can adapt to changing conditions. Job markets and the economic trends and innovations will change much more frequently than in the ‘one career for life’ conditions of the Baby Boom generation. Qualitative economic growth crucially depends on enabling people to creatively solve the problems and meet the needs of their local community.

The importance of widespread ecological and social literacy cannot be overestimated. The complex eco-social systems in which we participate cannot only be maintained and regenerated if we all become responsible citizens aiming for appropriate participation at local and regional scale. Education is as much about the why, as the how and what of regenerative cultures. We depend on the planetary life support system.
<table>
<thead>
<tr>
<th><strong>Key Partners:</strong></th>
<th><strong>Key Activities:</strong></th>
<th><strong>Theory of Change:</strong></th>
<th><strong>Engaging Participation:</strong></th>
<th><strong>Impact:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who needs to be there to collaborate?</td>
<td>What activities are needed to make this SDG implementation project/campaign a success in our organisation/business?</td>
<td>How exactly will this project/campaign enable the implementation of SDG (__) in our organisation/business?</td>
<td>How will the project initiators ensure widespread participation in the project and the implementation of SDG (__)?</td>
<td>Who will benefit directly and indirectly and why?</td>
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<tr>
<th><strong>Key Resources:</strong></th>
<th><strong>Key Policies:</strong></th>
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<tbody>
<tr>
<td>What human, financial and other resources are available and needed to make the project/campaign a success?</td>
<td>What policies and support from local authorities are needed for success?</td>
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<tr>
<th><strong>Costs:</strong></th>
<th><strong>Designed:</strong></th>
<th><strong>Investment, funding and income streams:</strong></th>
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<tr>
<td>Which human resources, infrastructure, materials, and logistics need to be financed in order for the project/campaign to become successful?</td>
<td>By:</td>
<td>What possible sources of investment, funding or in-kind support could help to cover the costs?</td>
</tr>
<tr>
<td>For:</td>
<td>Date of Training:</td>
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- Ralph Thurm, Reporting 3.0

Integral Business Models
General Characteristics

SOME REFLECTIONS ON HOW THIS ALL RELATES TO REPORTING 3.0?

Sources:
https://medium.com/@ralphthurm/what-is-a-green-inclusive-and-open-economy-is-it-the-future-we-want-or-the-future-we-design-9e56cd54983f
Thank you!

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