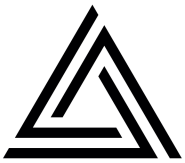
The Western Slope Institute

for applied regeneration



I. The Western Slope Institute acts as the umbrella organization for three primary goals:

A. Pilot the design and implementation of a regenerative education program for young adults in Durango, Colorado.
B. Engage regenerative education students in projects that enhance the vitality, resilience and thrivability of local cultural and ecological systems.
C. Design socio-ecological systems research to provide data on the short term and long term outcomes of a regenerative education program for the participants, community and ecosystem.

II. Motivation for the development and implementation of the Western Slope Institute

Living systems thinking informs us that individuals, communities, and nature are all deeply connected and are based on sets of principles such as emergence, nested systems, collaboration, co-creation, and evolution. The dominant worldview rooted in separation threatens the health of individuals, communities and ecosystems. The dominant western culture participates in education that implicitly communicates that reality is divided into different categories, is bombarded by technology, lacks meaningful connections with nature, mentors and rites of passage experiences, it can have devastating impacts. These individuals can be left wondering why they are here, what their gifts and talents are, how to show up authentically as members of their community, how to participate in healthy relationships, and an overall sense of separation and confusion. When adults in a culture begin to carry this sense of disconnection they can become easy targets for consumerism, always looking for something new to fill their life with meaning and purpose, thus having a negative impact on their environments and communities. These adults can also lack the wisdom and clarity of purpose that allow them to guide the next generation to become conscious and connected adults. Issues such as anxiety and depression, ecological destruction, and the design of unhealthy cultural systems can begin to emerge. These challenges also offer a tremendous amount of opportunity. The Western Slope Institute is aimed at developing a regenerative education program for young adults based on the potential of these systems. The program is designed to facilitate personal growth and development with a focus on regenerating thinking, academic pursuits in sustainability education, connection to nature, rites of passage experiences, and meaningful participation in the community through multi-stakeholder regenerative development and design projects. Regenerative education is rooted in the idea that creating sustainable systems will require a shift

in the way individuals think and interact with the world around them. By developing a living systems lens students can begin to participate in the regeneration of the self, others, and nature.

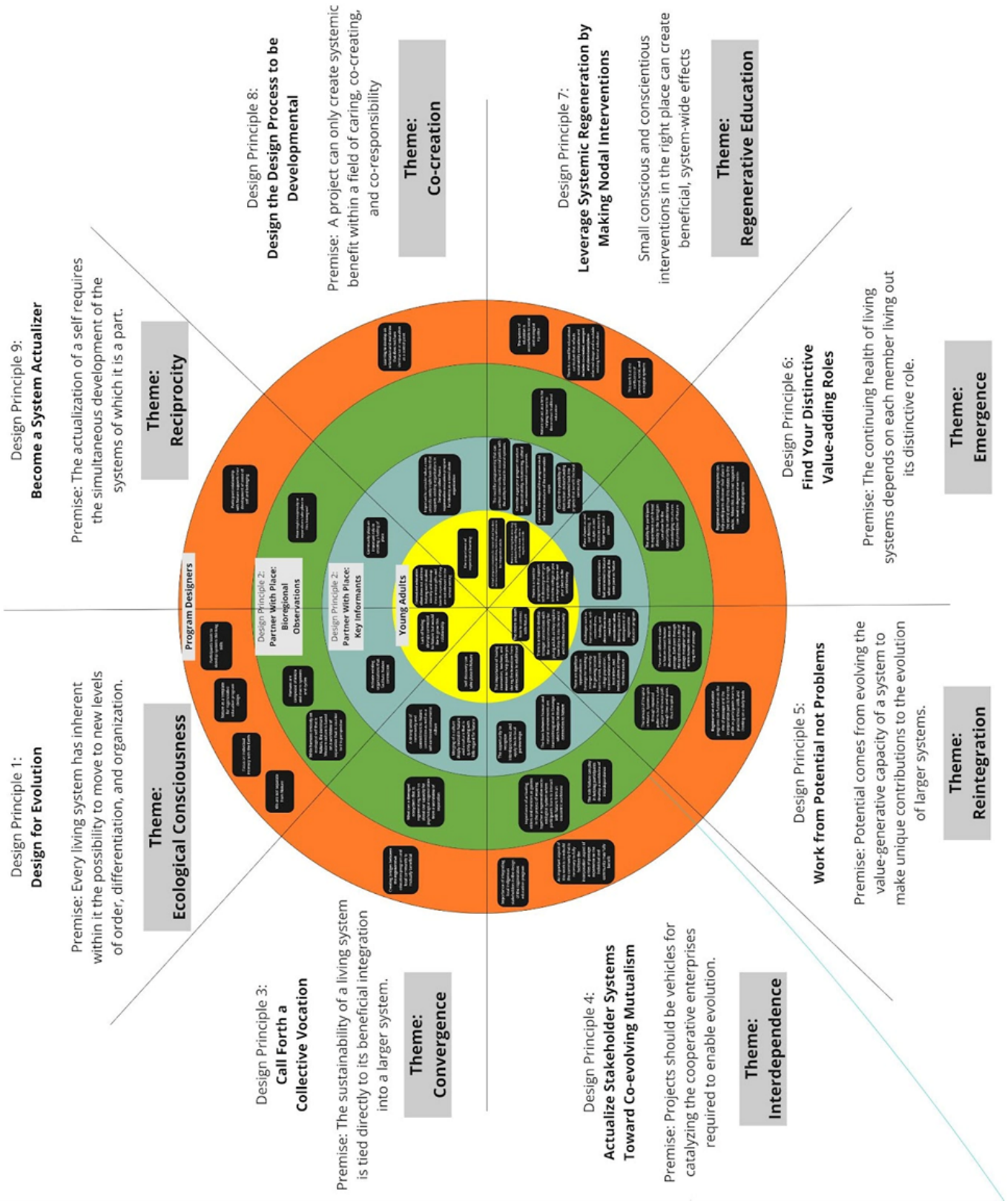
III. The design of the Western Slope Institute was generated from a place-informed research study rooted in the field of regenerative development and design.

Dr. Biederman designed a study based on the nine regenerative development and design principles, sustainability education theory, place-based education, young adult experiential programs, rites of passage, and socio-ecological systems research. The study design included interviews with various founders of young adult programs that contained elements of regenerative education, bioregional field observations within the Animas River Watershed, focus groups with leaders of sustainability organizations in La Plata County, and interviews with young adults. Dr. Biederman then took the transcripts from these four sources and distilled them into macro meaning units. Dr. Biederman then created a visual organizing system that displayed the nine regenerative development and design principles (design principle number 2 is embedded in the rings in the visual and the other eight principles are displayed around the outside of the rings). Dr. Biederman then situated the four data collection sources in a concentric circle pattern to indicate the nestedness of these systems. He then located the macro meaning units in the visual based on two dimensions, their source and their relationship to one of the regenerative development and design principles. The resulting image is titled, Final Organizing System of the Regenerative Socio-ecological Systems Framework. The visual was then used to generate multiscale themes related to each section of the framework. This data was then used to generate a set of recommendations for the design and development of a regenerative education program specific to the Animas River Watershed. The Final Organizing System of the Regenerative Socio-ecological Systems Framework is displayed on the next page, followed by the details of each section of the framework.

Regenerative Development and Design Principles (Mang & Haggard, 2016)

1. Design for evolution
2. Partner with place
3. Call forth a collective vocation
4. Actualize stakeholder systems toward co-evolving mutualism
5. Work from potential, not problems
6. Find your distinctive, value-adding roles
7. Leverage systemic regeneration by making nodal interventions
8. Design the design process to be developmental
9. Become a systems actualizer

Final Organizing System of the Regenerative Socio-ecological Systems Framework



IV. Findings from the research study

The following data offers a walkthrough of the above Final Organizing System of the Regenerative Socio-ecological Systems Framework starting with the regenerative development and design principle, the premise, which provides more information about the principle, the emergent theme, the recommendation and the macro meaning unit data. Each section concludes with design and or curricula implications for the regenerative education system specific to the ecological and cultural systems in Durango, Colorado. The data from this section is meant to be utilized by a program design team composed of elders, Indigenous members, leaders in cultural and ecological knowledge systems, young adults, and regenerative development and design practitioners.

Design Principle 1: Design for Evolution

Premise: Every living system has inherent within it the possibility to move to new levels of order, differentiation, and organization.

Theme: Ecological Consciousness

Recommendation: Partner with existing organizations in Durango that facilitate Nature intimacy experiences to provide opportunities for regenerative education participants to develop ecological consciousness.

Data:

Program Designer Interviews

- Focus on individual intimacy with the Earth
- Nature as a template for regenerative education program design
- We are not separate from Nature
- Participants learn to develop systems thinking skills

Bioregional Observations

- Humans are composed of micro and macro systems and cycles
- While humans embody an ecological self that is Nature, the dominant Western culture is based on a worldview of separation

Key Informant Focus Groups

- Activate existing organizations that facilitate Nature connection

Young Adult Interviews

- Lack of feeling strongly connected to Nature but would like to grow this relationship

There is an opportunity to partner with existing organizations in the Durango area to facilitate Nature connection experiences for young adults. Durango has a plethora of for-profit and nonprofit organizations that provide programming, volunteer opportunities, and community engagement for interacting with Nature. The program can blend nature conservation, outdoor recreation, scientific research, naturalist activities, nature-based rites of passage, Indigenous ecological knowledge education, and mindfulness activities to develop participants' ecological consciousness.

Design Principle 3: Call Forth a Collective Vocation

Premise: The sustainability of a living system is tied directly to its beneficial integration into a larger system.

Theme: Convergence

Recommendation: Harmonize with the various converging systems in the Durango area, including cultures, worldviews, stages of human development, naturecultures, and bioregions.

Data:

Program Designer Interviews

- Creating bridges between the regenerative education program and local community is mutually beneficial

Bioregional Observations

- What can a damaged ecosystem that is regenerating teach us about our capacity for psychological regeneration from a worldview of separation

Key Informant Focus Groups

- A strong sense of community and commitment to Nature connection as well as a self-centered consumerist culture
- Merging of a culture deeply rooted in Nature and a culture that is quickly growing with little regard for Nature

Young Adult Interviews

- Self discovery can take place in Nature

Durango's collective vocation may be reflected in the convergence of various aspects of the local cultural and ecological systems. The Durango area represents convergences at multiple scales, including Nature and culture, ecocentric and egocentric worldviews, community participation and self-centeredness, mountain and desert landscapes, Indigenous and settler cultures, and individuals at various stages of human development. Durango's collective vocation, or unique quality, is reflected in how these different aspects of place come together to reveal place-specific needs and opportunities. Regenerative education curriculum recommendations related to convergence include establishing relationships with the Southern Ute Tribe and drawing from land based educational practices that centralize decolonization, ecocentric worldviews, and Indigenous perspectives. This approach to education can offer opportunities for building intercultural understanding that can lead to increased sustainability. A regenerative education program in Durango can also look to integrate nature-based human development models and rites of passage experiences facilitated throughout the Animas River Watershed. The transition from the Rocky Mountain bioregion to the Colorado Plateaus offers the backdrop for participants to experience metaphors that can be integrated into understanding human development. The wellspring of life that emerges from the mountains in the summer at high elevations representing birth and youth, to the mid-elevations that offer a crossover between the bioregions reflective of the transition from adolescence to adulthood and the lowlands of the high desert in the southern part of the watershed, where life lies below the surface and things appear to be dying and life seems more precarious are all reminiscent of life's journey.

Design Principle 4: Actualize Stakeholder Systems Toward Co-evolving Mutualism

Premise: Projects should be vehicles for catalyzing the cooperative enterprises required to enable evolution.

Theme: Interdependence

Recommendation: Activate stakeholders at various scales of Durango's socio-ecological system to work collaboratively, including the bioregion, community members, mentors, and Indigenous peoples, to support the development and design of a regenerative education program.

Data:

Program Designer Interviews

- Importance of integrating local Indigenous stakeholders in the design of the regenerative education program
- An important aspect of this work is to rebuild the community that is necessary to fully facilitate the incorporation aspect of a rites of passage experience so the individual and community may fully benefit

Bioregional Observations

- The role Nature can play in helping participants develop a worldview of interdependence
- Importance of activating elders and mentors as guides in the project of weaving together a regenerative socio-ecological system where participants learn to interact with Nature from an ecocentric worldview

Key Informant Focus Groups

- The opportunity to recognize interdependence and apply this to local partnerships
- The lines between human and natural environments are blurred/integrated in Durango which helps facilitate a connection to Nature

Young Adult Interviews

- The importance of having counselors, teachers, and mentors to help guide you during the transition from adolescence to adulthood

By acting from a perspective of co-evolution and shared resources, individuals and local organizations can begin to recognize the power of working cooperatively rather than competitively. There are needs and opportunities for interdependence, including building relationships between regenerative education program participants and local mentors, stakeholders, organizations, and ecosystems. Forming a regenerative education program and the resulting ongoing local regenerative projects can be a catalyst for connecting stakeholders in ongoing mutually beneficial relationships that add to the vitality and health of the region.

Design Principle 5: Work from Potential not Problems

Theme: Reintegration

Premise: Potential comes from evolving the value-generative capacity of a system to make unique contributions to the evolution of larger systems.

Recommendation: Reintegrate various aspects of Durango's socio-ecological system by engaging regenerative education program participants in ongoing regional regenerative development and design projects that build on local potential.

Data:

Program Designer Interviews

- Regenerative education programs can function as the rite of passage and the incorporation part is the rest of life as participants learn to practice these skills and thinking on a daily basis

Bioregional Observations

- The concept of the spiral in Nature. Systems cycle through repeated patterns but there is also a larger continuous path through time and space, thus the spiral
- There are different scales to Nature-based human development and rites of passage. Each pass through the spiral will be a rite of passage metaphor with the entire human life as one long rite of passage

Key Informant Focus Groups

- There are significant opportunities in Durango for building a stronger community. The growing second home market, transient college population, strained relations with local tribes, and individualism all impact the local culture
- Challenges such as human nature, self-centeredness, funding, and distance from town need to be considered when thinking about the development of a regenerative education program

Young Adult Interviews

- The desire to learn how to connect with Nature
- There is a need to develop stronger connections with the town/community for young adults as they explore how they fit into the world and into the community

Curriculum recommendations for a regenerative education program based in Durango include teaching program participants to lead community asset mapping initiatives to identify and maximize local potential. Community asset mapping can help uncover overlooked stakeholders and hidden resources and act as a catalyst for reintegrating various aspects of the socio-ecological system that have become disconnected. In addition, once a community asset mapping process has been completed, this information can be highly valuable for informing ongoing student-led regenerative projects.

Design Principle 6: Find Your Distinctive Value-adding Roles

Theme: Emergence

Premise: The continuing health of living systems depends on each member living out its distinctive role

Recommendation: Surface emerging value-adding roles that align with the collective vocation and support the ongoing regeneration of the Durango area

Data:

Program Designer Interviews

- Regenerative education programs can help participants discover their place in the world and how this relates to the whole. When this does not happen it can lead to degenerative socio-ecological systems

Bioregional Observation

- The ability for participants to experience such broad diversity in the bioregion can allow for the opportunity to understand the underlying structures and principles of Nature and how they fit into these systems

Key Informant Focus Groups

- Place shapes us and our thinking. It sculpts us and attracts us more the longer we are in a place
- Community members feel connected to Nature when operating at the same pace as Nature

Young Adult Interviews

- There is a need for programs that support self discovery when you transition from high school to college as you are trying to figure out your place in the world/society

Regenerative education curriculum recommendations include teaching program participants and stakeholders system thinking skills. Developing systems thinking skills can bring awareness to the characteristics embodied by complex adaptive systems. These characteristics involve a focus on the relationship between parts of the system, including participants and stakeholders, as well as evolution and emergence. By focusing on teaching systems thinking skills regenerative education, participants and stakeholders can begin to think in systems which can allow them to more effectively identify the value-adding role they can play within Durango's socio-ecological system as well as the importance of being able to continuously evolve with the systems they participate in.

Design Principle 7: Leverage Systemic Regeneration by Making Nodal Interventions

Theme: Regenerative Education

Premise: Small conscious and conscientious interventions in the right place can create beneficial, system-wide effects

Recommendation: Implement a regenerative education program as a nodal intervention that continuously generates other nodal interventions within Durango's socio-ecological system

Data:

Program Designer Interviews

- There is a need for educational curriculum that reflects sustainability education and includes co-created, emergent and place-based/place-informed design and is outside existing formal education
- The system of education is accountable to social and ecological injustice
- This work is at the confluence of personal, social, and ecological systems

Bioregional Observations

- Nature can act as a lens for helping learners to deconstruct traditional education

Key Informant Focus Groups

- The need for programming that can partner community and social justice with the ability to embed in natural systems
- Consider a gap year program structure with sustainability, volunteering, cultural and environmental components
- Consider the design of the program will reflect the structure of the conservation corps
- Consider the possibility of client tuition dollars/funding being funneled back into projects that benefit the local community

Young Adult Interviews

- School prepares students for more school but does not teach them the skills they think they will need to be independent adults
- There is a feeling that once they graduate from college they will not know how to negotiate adult life

Curriculum recommendations for the regenerative education program in Durango include the design and development of ongoing student-initiated regenerative projects. As students learn systems thinking skills and regenerative development and design skills, facilitate multi-stakeholder partnerships, lead community asset mapping initiatives, and spend time developing a deep understanding of the local bioregions, they will be able to identify and implement various regenerative projects throughout the region. Working with various stakeholders to identify and shepherd these projects will create opportunities for ongoing nodal interventions that encourage Durangos' socio-ecological system towards a state of regeneration. Within these projects, there will be ample opportunities to support participants as they gain valuable insight into their natural gifts and talents and their value-adding roles to emerge.

Design Principle 8: Design the Design Process to be Developmental

Premise: A project can only create systemic benefit within a field of caring, co-creating, and co-responsibility.

Theme: Co-creation

Recommendation: Engage in co-creative processes which encourage participants to move away from systems of domination and colonization.

Data:

Program Designer Interviews

- Learning to develop an orientation and worldview that does not have dominance or separation as a central point

Bioregional Observations

- NA

Key Informant Focus Groups

- Important to consider what a new umbrella entity might look like that supports existing organizations in Durango rather than a regenerative education program functioning as a stand alone organization

Young Adult Interviews

- The importance of experiential learning

Regenerative development and design projects promote an environment where individuals, communities, and ecosystems can mutually benefit. This process is largely based on co-creation rather than dominance and separation as the central orientation. It is important for the project design process to be aligned with the local collective vocation and create space for individuals to engage in ways that accentuate their strengths, relationships, and resources. Regenerative development and design projects offer the opportunity for people to co-create a shared vision that honors experience as members of a local community. Curriculum recommendations for the regenerative education program include identifying and training the regenerative education project design team and program participants in existing frameworks for co-creative design processes. It is important for the development team, stakeholders, and participants to begin to model and engage in approaches to design and decision-making that mimic the types of thinking that regenerative education program participants learn during the program and that reflect the shifts in perspectives that align with an ecocentric worldview. Regenerative education project team members, stakeholders, and participants can be trained to follow various co-creation strategies such as the design choices framework, the co-creation design framework, or sociocracy.

Design Principle 9: Become a System Actualizer

Theme: Reciprocity

Premise: The actualization of a self requires the simultaneous development of the systems of which it is a part.

Recommendation: Actualize personal potential by shifting thoughts and actions towards regeneration. The formation of a regenerative education program in Durango can invite team members, participants and stakeholders to engage in an ongoing cycle of reciprocity between inner health and socio-ecological system health

Data:

Program Designer Interviews

- Participant relationship with Nature supports their development of sense of self and belonging

Bioregional Observations

- How might reciprocity or reparations take place in this bioregion?

Key Informant Focus Groups

- Community plays an important role in creating a feeling of place

Young Adult Interviews

- Formalized education often does not address helping each student identify and develop their unique gifts and talents especially if they are not relevant to the school setting

Regenerative project members undergo personal regeneration to enact regenerative change. This process includes redesigning thinking and ways of being in the world to reflect the type of work regenerative project team members and stakeholders are trying to bring forth in the community. Embedded in regenerative work is a perspective that all systems are interconnected, and regenerative projects flow outward, emanating from individuals. Part of being a regenerative practitioner is to regenerate systems, including ourselves. Reciprocity captures the essence of the multifaceted process of inner and outer/project regeneration and the associated ripple effects of design projects that offer mutual benefit. Regenerative education programs can contribute to ecological and cultural acts of reciprocity throughout the socio-ecological system. Curriculum recommendations for the regenerative education program include connecting participants with mentors and elders who can support them as they transition into adulthood. The regenerative education program can also include rites of passage and nature experiences that are facilitated to support the identification of individual gifts and talents and a grounding in Nature. As participants begin to understand their place in the world and work towards self-actualization, the foundation for them to fully embrace regenerative development and design project work is created. Participants can then live into these emerging gifts and talents through ongoing student-initiated regenerative projects and internships with stakeholder organizations that generate an ongoing cycle of reciprocity between inner health and socio-ecological system health.

V. Overview of the regenerative education program for young adults and possible impacts on the Durango area

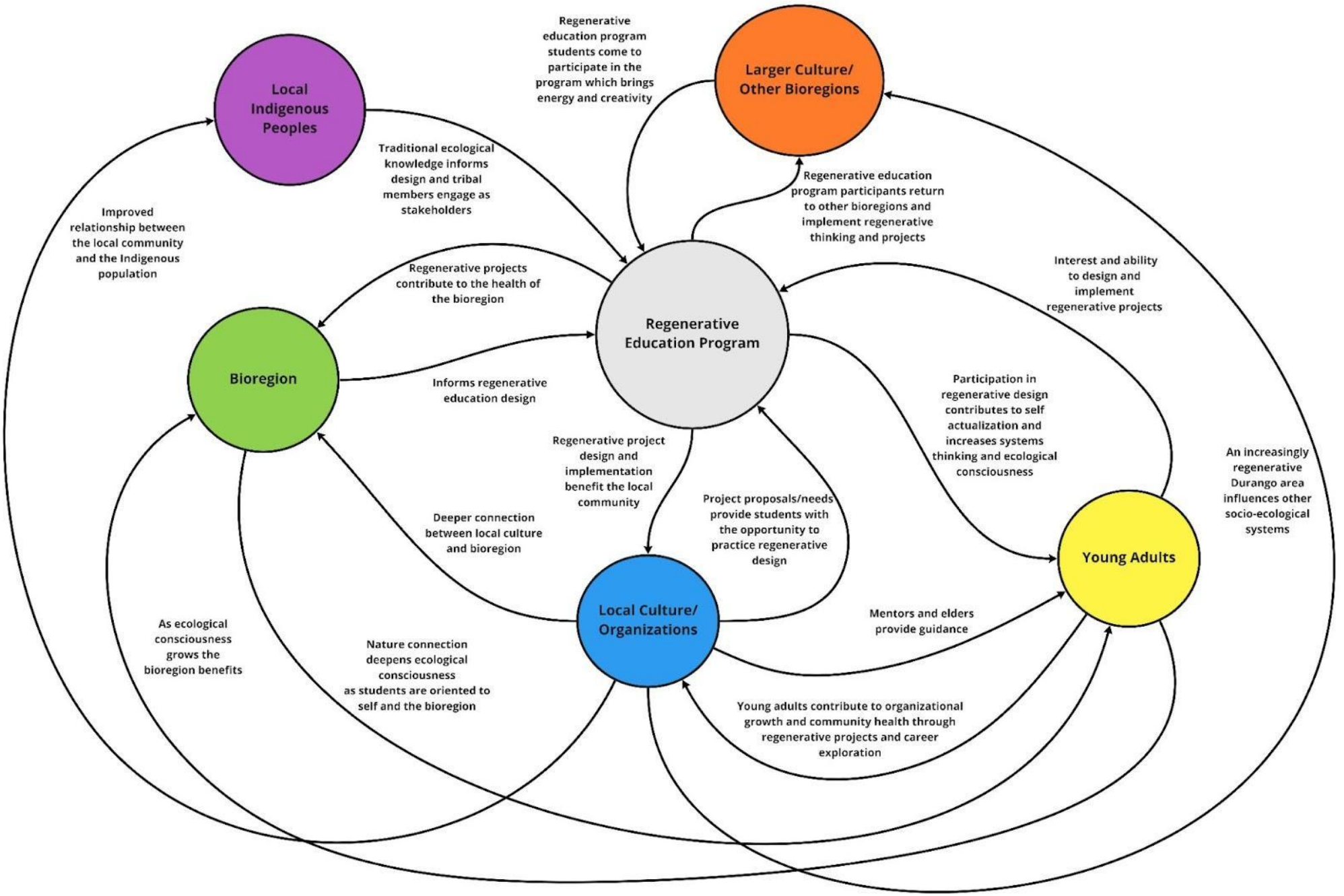
The regenerative education program is housed within the Western Slope Institute and acts as the driving force behind the regional regenerative development and design student-led projects and produces the data for the research efforts of the institute. The idea is that the design and implementation of the regenerative education program is inherently a regenerative project in and of itself and is meant to embody living systems thinking and demonstrate the concepts in a way that will continuously evolve and contribute to the regeneration of the students, community, and bioregion.

Phase 1: The first phase of the regenerative education project will be to develop an intensive workshop pilot program for young adults to establish best practices, prototype the program design and concepts, establish relationships with local organizations for regenerative projects, and build brand awareness and proof of concept.

Phase 2: The second phase of the regenerative education program design will be modeled off of a semester or gap year program for young adults ages 18-20(?) with two semesters roughly 4 months in length each. Regenerative education students will be enrolled in college courses related to sustainability education, socio-ecological systems, network weaving, environmental education, ecopreneurship, and regenerative development and design through a partner higher education institution (possibly Prescott College or Fort Lewis College).

Regenerative education students will spend time engaging in outdoor activities, nature connection, academic programming, assessments of the environment to gauge health of the local bioregion and community, solos, vision quests, development of ecological consciousness, exposure to traditional ecological knowledge and Indigenous Ways of Knowing, interactions with local organizations, and personal growth and development activities. Participants will also take on a local project working with real organizations and stakeholders to apply new thinking and regenerative development and design concepts as well as develop skills that are transferable to various careers. These projects will also connect to research and academic coursework the students are enrolled in and generate data for the research branch of the Western Slope Institute. Project areas could include such topics as working with the River Keeper at San Juan Citizen Alliance to participate in an upcoming Stream Restoration Workshop that focuses on rebuilding resilient rivers in Southwest Colorado which is also involving academic components and research through the Mountain Studies Institute. Collaboration for future such events would allow regenerative education students to participate in data collection in the bioregion, participation in event planning, and adding insights and presentations to the event based on regenerative development and design principles.

Possible connections and impacts on the local ecological and cultural systems in Durango from the implementation of a young adult regenerative education program are displayed in the system map on the next page.


Local Indigenous Peoples
Larger Culture/ Other Bioregions
Regenerative Education Program
Bioregion
Local Culture/ Organizations
Young Adults
Regenerative education program students come to participate in the program which brings energy and creativity
Traditional ecological knowledge informs design and tribal members engage as stakeholders
Improved relationship between the local community and the Indigenous population
Regenerative education program participants return to other bioregions and implement regenerative thinking and projects
Regenerative projects contribute to the health of the bioregion
Interest and ability to design and implement regenerative projects
Informs regenerative education design
Participation in regenerative design contributes to self actualization and increases systems thinking and ecological consciousness
An increasingly regenerative Durango area influences other socio-ecological systems
Regenerative project design and implementation benefit the local community
Project proposals/needs provide students with the opportunity to practice regenerative design
Deeper connection between local culture and bioregion
As ecological consciousness grows the bioregion benefits
Nature connection deepens ecological consciousness as students are oriented to self and the bioregion
Mentors and elders provide guidance
Young adults contribute to organizational growth and community health through regenerative projects and career exploration

VI. Overview of the research agenda of the Western Slope Institute

The third aspect of the Western Slope Institute is to engage in ongoing research related to the impacts of the regenerative education program on participants and the cultural and ecological elements of the Durango area. This research will be based in sustainability education, regenerative development and design, network weaving, and socio-ecological systems framework fields.

Regenerative education program participants will support data collection and ongoing research to help establish baseline personal, community and ecological data as a result of the existence of the program. Additionally, the Western Slope Institute could offer opportunities for students enrolled in master's or doctoral programs in other institutions the opportunity to design and collect data based on the institute's program and regional impacts.

Initial research agenda thoughts include:

1. Socio-ecological Data Collection and Monitoring
2. Network Weaving Structure and Analysis
3. Regenerative Systems Indicators Data Collection

Socio-ecological Systems Framework Research

Researchers have recognized the need to develop methods for studying and analyzing the connection between human and natural systems. One such approach evolved out of research by Berkes and Folke (2000) aimed at understanding the connection between ecosystems and institutions focused on resource management and resilience in these systems. This work gave rise to the social-ecological systems framework or what is commonly referred to as the socio-ecological systems framework which largely focuses on the sustainability of these systems.

The socio-ecological systems framework applies systems thinking and recognizes that social and ecological systems are entwined complex adaptive systems that change over time through a process of co-evolution (Colding & Barthel, 2019; Martinez-Fernandez et al., 2021; Partelow, 2018). Socio-ecological systems refer to the interconnected worldviews, institutions, and technologies that comprise the coupled human-nature system and all the interactions that take place within this system, creating a culture that is fully integrated and co-evolving within an ecological context (Beddoe et al., 2009; Berrouet et al., 2018). According to Fischer et al. (2015), "social-ecological systems are complex adaptive systems characterized by feedbacks across multiple interlinked scales that amplify or dampen change. These feedbacks underlie the capacity of the biosphere to sustain human progress and development" (p. 145). The socio-ecological systems framework has been applied in a wide range of empirical research (Partelow, 2018). This framework has evolved as a tool more recently to engage in the study and analysis of the sustainability of these systems (Ostrom, 2009).

One of the strengths of the socio-ecological systems framework that has been identified in the research is that this approach looks to study specific places and recognizes the uniqueness of different coupled human and natural systems (de Vos et al., 2019; Masterson et al., 2017). The socio-ecological framework has also demonstrated the ability to be a flexible research approach and has been applied in various studies (Colding & Barthel, 2019).

The Western Slope Institute could partner with various local organizations who specialize in regional ecological health data collection and analysis. Regenerative education students could analyze existing data and reports as well as participate in existing citizen science programs, and work with these organizations to co-create additional data collection strategies. New data collection strategies could be informed by such regenerative systems indicators as established by researchers Gibbons et al. (2020) at Arizona State University. Possible community partners include the Mountains Studies Institute and the San Juan Citizens Alliance. Ecological data collected through these methods could be used to establish baseline data for the health of the local watershed and bioregion. Ongoing data could then be collected to assess possible impacts of the student-led regenerative education projects on the local ecosystem.

Resources:

- **Exploring the social-ecological systems discourse 20 years later.pdf**
- **Regenerative_Education_Develop.pdf**
- **What do We Talk about When We Talk about socio-ecological systems literature re…**
- **Fischer_COSUST-2015.pdf**
- **The contribution of sense of place to social-ecological systems research.pdf**

Network Weaving Research

Network weaving is a process of identifying the relationship structures within a particular community and identifying the quality of those relationships as well as noticing who might be excluded from the network, how information flows through the network and power dynamics within the network as a means of helping to create healthier networks and deeper relationships (Krebs & Holley, 2002). This can be accomplished by bringing new people in, by connecting people within your existing networks, and helping them get to know each other so they can work together to take particular actions. Network weaving methods can help facilitate identifying the network and then working with the network to improve the connectivity, resource sharing, and relationships within the network towards a specific outcome such as improved regeneration within a particular community. Networks can be identified through the use of apps like SumApp and then mapped with programs like Kumu.io. Once networks have been mapped they can be used to inform action steps for the community. Example of a network map for stewardship projects in Baltimore, MD.

The Western Slope Institute can collect network data on various aspects of the Durango community to establish baseline social data and then begin to facilitate network weaving approaches as well as collect data on the relationship of the network with the student-led regenerative development and design projects, the network structure and internal relationships over time, and the impact of the regional regenerative projects on the ability of the network to actualize local regeneration and sustainability initiatives.

Resources:

https://networkweaver.com/
https://interactioninstitute.org/network-weaving-for-equitable-wellbeing-part-1/
https://interactioninstitute.org/network-weaving-for-equitable-wellbeing-part-2/

- Building Networks.pdf
- BuildingAdaptiveCommunitiesthroughNetworkWeavingNonprofitQuarterly.pdf

Regenerative Development Evaluation Tool Data Collection

Researchers Gibbons et al. (2020) at Arizona State University used a living systems lens to establish a blend of ecological and cultural indicators of a regenerative socio-ecological system. This tool could be used to help establish a baseline of the health of this integrated system and then these indicators could be tracked over time as a means of indicating changes in the vitality of the integrated socio-ecological system. This is also a new field of research and the Western Slope Institute could aid in the advancement of data collection and analysis in this area of assessing the state of regeneration of socio-ecological systems from a living systems perspective.

Resources:

- The development, application, and refinement of a Regenerative.pdf

Summary

The Western Slope Institute has an opportunity to leverage data collected from Dr. Biederman's research (Regenerative_Education_Develop.pdf) to develop and pilot a place-informed regenerative education program. This program can be specifically designed to offer regeneration to program participants and the socio-ecological system through ongoing student-led regenerative projects. This approach can also lend itself to ongoing data collection including the design and development of the regenerative education program, the effects of the program on program participants, and the effectiveness of the program on regeneration of the local community and ecosystem. While this approach is not meant to be a model to be replicated in other socio-ecological systems it may provide insights into the processes and effects of place-informed regenerative education programs, the impacts of these programs on human development, and strategies for applied regeneration.