

# Post-Growth Learning Lab

## Programme brochure

26 April - 5 May 2026

NaNebi monastery,

Předklášteří, Czech Republic



# Table of contents

- 3 Purpose of the Gathering
- 4 Programme Structure
- 6 Who Is This Gathering For
- 7 Selection Process, Registration form and Costs
- 8 Venue
- 9 Facilitators of the Learning Lab
- 10 Lead Organiser of the Project & Partner organisations



*“Another world is not only possible,  
she is on her way. On a quiet day, I  
can hear her breathing.”  
– Arundhati Roy*

# Purpose of the Gathering

Solutions to socio-ecological crises within growth-oriented capitalism are neither sufficient nor just; therefore, a profound transformation of both our economic system and our culture is needed. In a world shaped by unsustainable growth and overlapping polycrises, we see education as an underutilized lever for systemic change.

While post-growth thinking is well developed in theory, there is still a significant gap between theory and the practice of non-formal education. For this reason, we are organizing **The Post-Growth Learning Lab**, a 10-day gathering that seeks to bridge this gap. It invites non-formal educators and youth workers who want to explore what post-growth means for education, learning, and social change. We aim to strengthen the role of transformative education in shaping post-growth futures.

The Learning Lab aims to bring together **practitioners already active in non-formal education** and **people who want to become non-formal educators** focusing on the post-growth topics. We welcome people who wish to deepen their skills, exchange methodologies and good practices, and collectively develop post-growth educational approaches that can support wider social transformation.

## Beyond a One-Off Event

The Post-Growth Learning Lab is **not intended as a stand-alone seminar**. We envision it as the starting point of an emerging network of post-growth educators—an ecosystem where participants can:

- exchange educational resources,
- initiate collaborative projects,
- and remain in dialogue about evolving needs, challenges, and ideas in the field of post-growth education.



# Programme Structure



Our gathering is designed as an interplay between **experiencing post-growth workshops and methodologies**, and **reflecting on their practical implications for our educational practice**. In the first part of the Post-Growth Learning Lab, we will explore post-growth in greater depth - its critiques, visions, and strategies for transformation - while reflecting on the methodologies used. In the second half, the focus will shift toward next steps, including how to apply and further develop these approaches in practice. The gathering will take place over 10 days, beginning on 26 April and ending on 5 May 2026.

## Transformative solutions

We will explore **the critique of the growth economy** and growth ideology, focusing on their hegemonic nature and the ways these ideas are internalized in our thinking and everyday practices.

Sessions will also introduce:

- **core theses of post-growth approaches**
- concrete transformative pathways, particularly how **ownership and work** can be restructured to better serve people and the planet.

## Theories of change

During sessions we will take a deeper look at **strategies for social transformation** toward post-growth futures, including how post-growth policies can interact with building alternatives and people power.

This block explores **systems thinking** and key concepts from different theories of change. It works with tools that support thinking about complex systems and challenges such as:

- the systems thinking iceberg
- leverage points

## Skills for transformation

To create different future, we require new set of skills that are not taught in the growth centered society and education. The blocks Skills for Transformation strengthen our ability to drive change and will include:

- the basics of political strands of **non-violent communication**
- the principles of **self-managment** for effective working in teams, movements, or organizations.
- **organising** (inspired by labour and tenant movements)
- **facilitation** the ability to weave togetherness across differences

These skills are particularly useful for non-formal educators and provide a space to discuss which skills and competencies need to be deepened to support and embody social transformation toward post-growth futures.

# Programme Structure



## Methodological reflections

To get the most out of the program as educators and youth workers, we will have **dedicated time to reflect on our own learning** as well as on **how the methods and approaches used can be applied in our practice**.

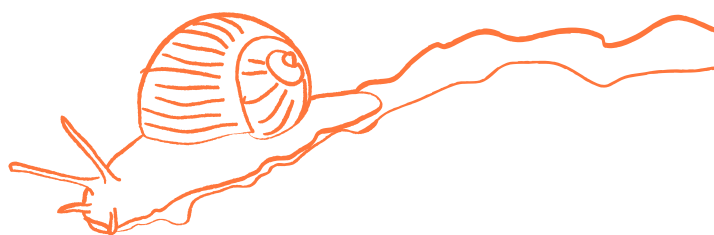
**Methodology Mapping:** We will exchange and document concrete tools, exercises, and methods used in post-growth transformative education. These sessions also encourage critical reflection on what works, what could be improved, and how to adapt methods to different contexts, helping to build a shared pool of practical approaches for future use.

## Non-Formal & Community Life

We believe that some of the most important learning happens outside of structured sessions. This is why we're dedicating significant space for:

- **Unstructured social time, informal discussions, walks, and long dinners.**
- **Collective physical work at NaNebi** (in the garden, orchard, or helping with daily tasks).
- **Nature-based reflection** and grounded presence in a setting that inspires reconnection.

We hope that NaNebi itself—with its community-run, degrowth-inspired spirit—will be both a venue and a teacher.



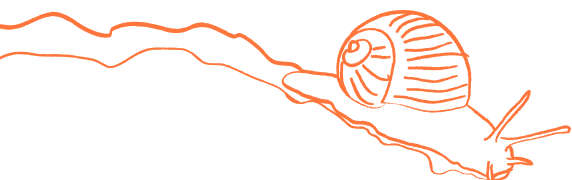
## Who Is This Gathering For

This gathering is designed for **youth workers, non-formal educators, and people who are interested in developing themselves as educators, with knowledge of or an interest in post-growth topics.** We warmly invite those who:

- Have experience designing or facilitating non-formal educational activities with a post-growth, degrowth, or eco-social focus, or are motivated to develop such experience;
- Have worked with, or are interested in working with, groups such as activists, youth, adults, educators, community leaders, or policymakers;
- Are engaged in, or aspire to engage in, the creation of transformative learning spaces aligned with post-growth values;
- Or are experienced leftist political educators who may not explicitly work under a “post-growth” label but are committed to systemic transformation, using education to challenge dominant paradigms, cultivate political consciousness, and support collective action.

The final participant group will **bring together experienced non-formal educators who wish to deepen and share their practice, alongside newcomers at the beginning of their educator journey.** This intentional mix fosters mutual learning: more experienced practitioners can mentor and inspire, while those newer to the field contribute fresh perspectives, questions, and curiosity.

Participants officially join the Post-Growth Learning Lab through one of the partner organisations: **Klíma ťa potrebuje** (Slovakia), **Konzeptwerk Neue Ökonomie** (Germany), **Tasaarengu Eesti** (Degrowth Estonia) (Estonia), **Institut za političku ekologiju** (IPE) (Croatia), **Echo Collective** (formerly Degrowth in Action) (Spain), **Shift Slow** (Austria), **OtherWise Wageningen** (the Netherlands) and **NaZemi** (Czech Republic)



## Selection Process

This gathering is mainly curated space built through personal and partner networks. We are intentionally inviting people who align with the purpose of the gathering and can contribute meaningfully to its depth and collaborative spirit.

To maintain a human-scale atmosphere that allows for bonding and deep exchange, we are **limiting the number of participants to a maximum of 26 people**.

In the case that we receive more applications than we can accommodate, we will make selections based on a variety of considerations, such as participants' experience with post-growth or transformative education, geographical diversity, age and gender balance, representation of marginalised perspectives or backgrounds and quality of the application. Please take your time to fill it in carefully, and don't hesitate to provide detailed answers.

Please, apply for the gathering by [filling out the registration form](#).



## Costs

Thanks to project funding, your accommodation, full board (meals and lodging) and travel costs will be fully covered for the entire duration of the gathering.

However, we kindly ask participants to contribute a **participation fee of 50 EUR. We do not want this fee to be a barrier, and we want everyone who is interested to have the possibility to join.** If paying participation fee is a barrier, let us know in the registration form and we will contact you.



## Venue

NaNebi, our venue, is a renovated monastery nestled in nature, that NaZemi team has been taking care of for more than two years now. It is a place with a unique genius loci, it embodies our degrowth values: community-run, democratically managed, and participatory. Guests contribute to its renewal through shared work. It features a community garden, apple orchards, and space for deep reflection and co-creation.





# Facilitators of the Learning Lab



## **Tadeáš Žďárský**

Tadeáš works at the organization NaZemi, focusing on degrowth and transformative education. He writes articles, gives lectures, and leads workshops on degrowth. He was the initiator of the Czech Degrowth Working Group and coordinated the creation of the book *Čas : dorůst*. His interests include expanding our collective imagination and connecting different social movements to envision a new economic system. He studied Environmental Studies at Masaryk University and completed study stays at the University of Oslo in Norway and Hampshire College in the USA.



## **Eliška Hanzlová**

Eliška works at NaZemi, providing mentoring and methodological support for educators in formal and non-formal settings. She teaches courses on Critical Thinking in Global Topics, leads seminars, and contributes to developing educational methodologies. She began her work in education with Scout leader courses and later studied Teaching Aesthetic Education at Masaryk University. She has collaborated on methodological courses for Scout educators and taught visual and dramatic arts at a secondary pedagogical school. In 2024, she completed mentoring training. Her focus is on meaningful, creative, and future-oriented education, and she continues training Scout educators.



## **Katarína Kováčová**

Katka works at NaZemi, focusing on degrowth and transformative education. She has coordinated summer schools in the Czech Republic and workshops on imagination and social transformation, and also works with organization Re-set, campaigning against fossil oligarchy in the Czech Republic and Europe. Her background in the climate justice movement, including activism with the grassroots collective *Limity Jsme My*, has been formative for her. Since 2014, she has been engaged in non-formal and experiential education, later combining these approaches with political education. She is a co-author of the methodological brochure *Odvaha nerůst* (Courage to Degrowth). She enjoys gardening and lives in community housing.

# Lead organizer of the project



**NaZemi** is a Czech organization working towards a world where everyone's needs are met within planetary boundaries. We focus on education, economic transformation, and facilitation. We promote degrowth, critical global education, and self-managed organizational models rooted in cooperation, sufficiency, and care.

Find more at [nazemi.cz](https://nazemi.cz)



**Nerůst** (“degrowth”) is a team at **NaZemi** that co-creates the organization. We systematically spread and cultivate discussion about degrowth in the Czech Republic. This team is also the main organizer of this project. If you find our work meaningful, please consider supporting our activities.

Find more at [nerust.cz](https://nerust.cz)

## Partner organizations

Partner organizations in this project are:

- Klíma ťa potrebuje (Slovakia)
- Konzeptwerk Neue Ökonomie (Germany)
- Tasaarengu Eesti (Degrowth Estonia) (Estonia)
- Institut za političku ekologiju (IPE) (Croatia)
- Echo Collective (formerly Degrowth in Action) (Spain)
- Shift Slow (Austria)
- OtherWise Wageningen (the Netherlands)



[www.nerust.cz](http://www.nerust.cz)



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### **About the project**

This is funded by the Erasmus+ project called Post-Growth Learning Lab.