

Participation, Inclusion, and Intercultural Learning

Thriving Futures 2100 C.I.C. and the Global Care Packs Programs are grounded in the belief that meaningful learning emerges through respectful participation, curiosity, dialogue, shared experience, and relationship with both people and place.

The Connect and Thrive courses and related experiential learning programs are designed to bring together participants from diverse cultural, educational, linguistic, spiritual, and professional backgrounds within shared learning environments focused on ecological awareness, collaborative inquiry, reflective practice, and long-term regenerative thinking.

We welcome participants from a wide range of backgrounds, identities, life experiences, and worldviews. We recognize that people enter experiential and regenerative learning spaces with different histories, capacities, beliefs, questions, and relationships to community and the natural world. Our intention is not to promote ideological conformity, but to support thoughtful exploration, respectful dialogue, and collaborative learning across differences.

The educational frameworks developed through Thriving Futures 2100 C.I.C. draw from interdisciplinary research, experiential education, ecological literacy, systems thinking, anthropology, nature connection practices, mentorship traditions, and Indigenous-informed relational learning approaches. We recognize that many regenerative and relational knowledge systems have been preserved and developed by Indigenous and land-connected cultures across the world. We approach these traditions with humility, respect, and an ongoing commitment to learning.

Participants are encouraged to:

- engage respectfully with others
- listen with curiosity
- communicate honestly and thoughtfully
- contribute to collaborative learning environments
- respect personal boundaries and cultural differences
- participate in ways that support trust and psychological safety within the group
- approach disagreement through dialogue rather than hostility

The Global Care Packs Programs are intentionally international and interdisciplinary. English may function as a shared communication language within some cohorts while recognizing that participants bring diverse linguistic and cultural perspectives into the learning environment.

We also recognize that experiential, outdoor, and community-based learning can involve different physical, emotional, and social comfort zones. Participants are encouraged to

communicate their needs openly, and facilitators aim to support inclusive participation wherever reasonably possible within the realities and limitations of small-group experiential programs.

At the same time, maintaining a healthy learning environment requires shared responsibility. Harassment, intimidation, discriminatory behaviour, coercion, persistent disruption, or actions that compromise the safety and wellbeing of participants, facilitators, staff, host communities, or partner organizations are not compatible with participation in Connect and Thrive programs.

Our goal is to cultivate learning communities that support:

- reflective and adaptive thinking
- intercultural understanding
- ecological awareness
- prosocial collaboration
- mentorship and shared learning
- long-term regenerative perspectives
- respect for both human diversity and the living world

We view inclusion not simply as representation, but as the ongoing practice of creating conditions where people can participate meaningfully, learn collaboratively, and contribute their experiences, perspectives, skills, and questions within a shared learning journey.