

Date : 3 November, 2010
Workshop 1 : School Education and Teacher Training
Coordinator: Dr. Ravidranath and Ms. Preeti Rawat
Rapporteurs: Carol D'souza and Sanjay Tiwari

Session : 4 (Time : 11:45 to 13:45)
Chairperson: Mr. Charles Hopkins
Moderator: Dr. Ravidranath



Overview of the third day

The participants gave their votes to the four questions mentioned below.

1. What are the current values embedded in our education system?
2. How easy it is to discuss about these values in the education system and how do we address this challenge?
3. What are the ways to address ethics and values in formal and teacher education?
4. How EC could be used as tool for promoting ethical framework?

(Refer Annexure 1)

This activity was followed by two presentations

1. Edgar
2. Mayank

Once the speakers finished with their presentations, the participants were divided into 3 groups and they then discussed the following points that would go as recommendations

1. Use of EC as a tool
2. Vision of the next decade
3. Strengthening partnerships
4. EC in DESD / EC in Rio 20

(Refer Annexure 2)

Speaker : EDGAR

Topic: The Global Citizenship Project Ashlawn Elementary School

While speaking about his project, Edgar talked about the challenge of

1. Transforming the culture of a school community from a primary focus on achieving high scores on standardized tests and also
2. Establishing a new focus that seeks to develop a “whole child” who is an intellectually competent, compassionate and caring global citizen.

He added that his project follows the James Banks Typology on Multicultural Education that focuses on transformation and social action i.e. transforming the system with an expectation, where there is connected between skills the children develop and also being a global citizen.

He laid special emphasis on acquisition of skills and concepts in the content areas should be seen as a means to a greater end. They are tools to be used by citizens to build humane and sustainable communities locally, nationally and internationally. Educators must be intentional in creating conditions where students can discover and develop this connection.

He shared how he had developed the curriculum based on 4 major themes i.e. culture, environment, social justice and leadership/culture of peace. The teachers are then given opportunities to develop their lesson plans and these are taught through art, music and several other innovative and creative teaching-learning methodologies. (Reference ESD journal released during the conference). He concluded with a quote of Mahatma Gandhi, ‘You may never know what results from your actions but if you do nothing there will be no results.’

Speaker : MAYANK

Topic: Earth Charter for Delhi Schools

Mr. Mayank spoke about the basic philosophy that guides CLEAN-India (Community Led Environment Action Network)-an *Initiative of Development Alternatives* work. The philosophy included the Four A approach, where ‘a’ stands for

1. An Assessment
2. Awareness
3. Advocacy and
4. Action Programme

While working with children on assessing the quality of air, water etc, they realized that these four approaches could be used to work on the EC principles as well and thus the Earth Charter in Delhi Schools was launched by the Chief Minister, Delhi in 2007. Several campaigns, exhibitions, workshops for teachers and activities for students of eco clubs were organized. And it was learnt that the EC principles already existed within children and it they found their way out through debates, discussions etc.

While working on the EC principles, he said that they work with one set and eventually the other set of principles follow. He narrated the case of one such school where they were working upon waste and the children realized the waste in their school was collected and then segregated by this little boy called Abdul, who then earned a living out of selling this waste. The children on their own initiative decided to help Abdul by segregating the waste and also felt that Abdul should learn with them in their own school. Thus today, Abdul learn in one such school in Delhi and he also looks after the compositing process in the school. (1.02 pm)

He concluded with the key learning that they have had over these two years of working with children.

- To start with everyday observations and work backwards to the EC principles through discussion
- Recognize connections i.e. start with one set of values, the others emerge follow through discussions and lastly
- Network to share experiences – a self-propagating process helps greatly.

Question 1 -- What are the current values embedded in our education system?

- Honesty, respect, trust, love, care, share, social values, environment values that is to protect, care and respect nature and environment as well as wildlife. **(13 votes)**
- Redefining /rethinking existing values in education system to make it more sensible to the students. (5 votes)
- Curriculum should be more inclusive for the students. **(16 votes)**
- Values and ethics ideally/theoretically exist but how it can get translated to practice? Applicability in real life needs to be considered with seriousness. (5 + 7 votes)
- The principle of “Vasudhaiv Kutumbakam” global family can be taught and inculcated in school culture. **(15 Votes)**

Question 2 --- How easy it is to discuss about these values in the education system and how do we address this challenge?

- Centralized education system dilutes the teaching process and its impact. Teacher need to be given more freedom to adapt. (3 votes)
- Knowledge should not be passive; it should be translated in to activities. **(14 votes)**
- Curriculum less generic more with local colour. (7 votes)
- More community participation in a scheduled manner (9 votes)
- Cartoons depicting values (6 votes)
- Focus group workshops (6 votes)
- Public awareness campaign based on the EC and the kids leads it! (**14 votes**)
- Parent involvement (13 votes)
- Weekly platform to share it with many other “What I learnt from you this week” (6 votes)
- Can be difficult in the developed countries where discussing this responsibility will be a large critique on student’s lifestyle. (3 votes)

Question 3 ---- What are the ways to address ethics and values in formal and teacher education?

- Ethics and values needs to be positioned central (not separate subject) **(15 votes)**
- As part of dialogue (6 votes)
- To shape and guide (3 votes)
- As a reference point (3 votes)
- To embrace “Diversity and holism” (3 votes)
- To awaken children and teachers to the workings of the law of cause and effects. That we will have to face consequences of our actions. (4 votes)
- Walk the talk (Teachers, administrators, planners) (7 votes)
- Address lifestyles or behaviours (7 votes)
- Professional development for teachers (17 votes)
- Use of games (1 votes)
- Recognition for good teachers (6 votes)
- Together ----Teacher/Children (9 votes)

Question 4--- How EC can be used as a tool for promoting ethical framework?

- Overview framework/umbrella for teacher, students, community, faith groups to promote values – in compasses many themes of sustainability issues (**15 votes**)
- Can be saved by children, create dialogues, build friendships (NO votes)
- Integrated or interwoven with in existing curriculum (11 votes)
- Can not be an add on (2 votes)
- Use the EC in schools to create an ethical framework in students by drawing out their ideas, principles (5 votes)
- Show the benefits of the EC pathway and demonstrate as a tool to create an ethical framework (3 votes)
- Teachers raise relevant questions around the principles for children to reflect on (teachers tool) (4 votes)
- If the principal/supervisor believes in EC, the teachers have more potential to create change (5 votes)
- Helping EC schools, teachers, students to network locally and globally- sharing experiences (10 votes)
- Using popular media which impact the youth (5 votes)
- Different strategies to build on values integral to the culture milieu as a opposed to values that have to be newly introduced (4 votes)
- Interweaving the values into the system rather than embedding (3 votes)
- EC needs to be converted into: (**18 votes**)
 - Curriculum and pedagogy
 - Syllabus (for the entire educational ladder)
 - Textbooks, learning teaching materials, appropriate system of assessments

Recommendations

EC as a tool

- A framework or umbrella for teachers, students, communities, faith groups to promote values – encompassing many themes, concerns and issues of sustainability
- Integrating/interweaving into the existing curriculum both at the school and teacher education
- Showing the benefits of the EC pathway and demonstrating it as a tool in creating an ethical perspective
- EC as a pressure points to involve administrators /supervisor in promoting ethical framework and whole school approach to sustainability.
- EC tools should be locally specific and culturally relevant example, songs, stories, case studies, folk dances etc.
- EC, as a broad framework should be converted into:
 - Curriculum and pedagogy
 - Syllabus (for the entire educational ladder)
 - Textbooks, learning teaching materials, appropriate system of assessments

Vision for the next decade

- EC should not be simply an intellectual development but become development of the whole.....child- head, heart and hand.
- Infuse EC principles into national curriculum and teacher education
- EC must inform business, trade and production systems

- EC should be a tool to inform the communities through schools (school to community programme)
- EC is integrated with other educational discourses
- Making Human Rights and Responsibilities as visualized in EC to be integral part of the school and teacher education systems

Strengthening Partnerships

- Building partnerships on following lines as:
 - networks of schools within country and world wide.
 - issue based networks and component programmes
 - organizations, NGOs, academics, teacher-professional associations and networks; and
 - teacher training institutes and university
- Using ICT and other media to facilitate network
- Using partnerships model to bring in more transparency in policy making and its enforcement.
- Intergenerational partnerships for sharing values through PTAs, school community programmes etc.
- Creating virtual networks for larger sharing of ideas / opinions about innovations.
- Branding environmentally performing schools and branding them as GREEN/ECO schools
- Partnerships to facilitate face to face interaction among youth post school/college period.
- Introducing new concepts through dialogues, campaigns with partner organizations
- Providing adequate support (material and financial) for sharing innovations, good practices etc.
- Exchange programmes for teachers and students and education administrators
- Recognizing the connection with EC principles and existing culture
- Forge alliances with existing schools, youth and teacher networks

EC in DESD and RIO +20

- More emphasis on joyful, playful, festive oriented celebrations to promote EC principles.
- EC should be much more holistic in approach rather than reductionistic, giving focus for activities, projects and programmes with community involvement.
- EC should understand that young adults are preparing for careers and to bring the EC into business schools, entrepreneurship programmes
- EC should focus on more conferences for youth with access to experts in business, health, community issues, etc.