

Date : 1 November, 2010
Time : 14:10 to 16.30 Hrs
Workshop : 1
Title : School Education and Teacher Training
Session : 1
Coordinators: M.J. Ravindranath and Preeti Rawat
Rapporteurs : Carol D'souza and Sanjay Tiwari



Opening the workshop

- Preeti Rawat welcomed the participants and introduced Dr. M. J. Ravindranath as the father of the school education programmes in CEE
- **Dr. Ravindranath welcomed the participants and introduced the Prof. Charles Hopkins, Kimberly Corrigan and James Hindson as the moderators of the day. He also introduced the key speakers who will be presenting their thoughts during the workshop.**
- Charles Hopkins gave an overview of the workshop and afterwards spoke about ESD and Earth Charter. Kimberly Corrigan presented the Educational Context of the Earth Charter.
- The expectations from the group were shared with the workshop participants. These include
 - Sharing of our experiences
 - Using EC as a tool to infuse EC principles
 - Strengthening Partnerships
 - Vision for the next decade
 - EC in DESD and Rio+20

- **Prof. Hopkins then invited the** following speakers for the first plenary
 - Prof M. A. Siddiqui, Chairperson NCTE, New Delhi
 - Eugeniusz Switaka, Principal
 - Dr. Lalit Pande, Director, Uttrakand Sewa Niddhi
 - Jaishree Sharma, NCERT, New Delhi
- Mr. James Hindson gave a brief overview of what the participants would be doing tomorrow
- The day came to an end with Mr. Enrique singing an ESD Song (4.23 pm) that he had created by himself and also an invitation by Mr. Guilnerme to play a game on ESD on the third day (4.27 pm)

Speaker : Charles Hopkins, UNESCO Chair for ESD

Topic : School Education and Teacher Training

Mr. Hopkins gave an overview of the workshop and *shared the objectives, methodologies and the expected outcomes from the workshop.*

The Objectives include

- Share the methodologies that one practices with one another
- Address the concept of integrating values and ethics into the education process and also look at the current values in our education system.
- Identify needs and recommendations to be made in the fields for the future

Speaker : Kimberly Corrigan, USA

Topic : Earth Charter, a just, sustainable and peaceful world

Ms. Corrigan, shared that she works for the YES Magazine. It's an independent online not for profit magazine which shares cases/experiences. She shared what the educators can replicate and can use to transform these principles into action and added that the EC is a live document.

She quoted that ...If u plant a thorn tree, why do you plan to eat mangoes? This is what we have done in the US. Those who have more should do more. Take on a stronger role, to more openness. We have revamped these principles, so that thy can be applied to d community

She shared the 4 major components and the 16 principles of the EC. They added that how they used to teach components related to these principles. These principles were introduced to the teachers through trainings, where they were told about Earth Charter and its principles and the sub-principles and then encourage students through them.

To explain how they shard these principles with children, she used the EC Principle No 7 as an example. They asked the children a simple question, 'What makes a perfect world?'. When the kids began they mentioned lots of ice-cream and moved to no garbage. Several Questions were asked and experts were invited too. The kids themselves did the compositing and eventually the discussions lead to what existed on the land before our school was built? What happened to the Japanese American families farmers who were moved into camps? And thus values of justice, peace were dealt. Thus it moved from waste to justice. Thus in this way each principle of the EC is dealt with.

She then shared the website www.earthcharter.org and www.earthcharterinaction.org with those present. She concluded by thanking CEE.

Charles Hopkins, UNESCO Chair for ESD

Topic: Education for Sustainable Development and the Earth Charter

Mr. Hopkins called **enough for all forever** as the SD vision and looked at challenges as developed employable skill sets and developing the will and skills to act with synergy that are faced by students.

He then stated that it was felt that nothing must be done without public support and how could 60 million teachers in the world be engaged? He added that from 1992 to 2005 no major movement was seen in ESD, however, after 2005 with the UNDESD, many more governments joined in.

He shared the recommendations of the Bonn Declaration that was signed by 30 leaders around the world. The declaration recommended working with teacher education institutions, Higher Education (who are only 2% out of the 80% who go to school), working with senior education leaders, using indigenous/traditional knowledge and engaging the core disciplines.

He added that when ESD was introduced it was looked as the world's education, public awareness and training systems for a more sustainable future. He concluded with asking a fundamental question 'What is the purpose of education' and shared the Manitoba Mission Statement to, *"To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society."*

Speaker : Prof M. A. Siddiqui, Chairperson NCTE, New Delhi

Topic: Professional Development of Teachers for Effective Implementation of Earth Charter & Sustainable Development

Prof. Siddique started his presentation with explaining the Wonders of Earth and how this wonder is happening. He then asked the Group "are we going to live the same way or change our way of living keeping in mind the values of Sustainable Development". He further opined that there are lot of disparities and diversity in our socio economic cultural spheres and there is also Diversity in teachers and education system. Do we continue the way we are going ahead now or change and adapt ourselves for a better World? This is a major concern.

He shared that with this reality, can there be a sustainable world and sustainable life and in this relation the outcome and thinking of world leaders today is very crucial. There has been continuous thinking about the EC for a couple of years and efforts have been made to formulate value framework that can be used in schools, communities etc.

Prof. Siddiqui further opined that there are four basic principles of EC and these have to be implemented right from the formative age i.e schools and also with those who are less fortunate to go to schools. In this process, the role of teachers is very important as the teachers act as role models and are the best players in inculcating values and ethics among students. He also said that knowledge of culture gives elation to the positive values in their culture and how these can be imbibed amongst students. Hence continuous development and

orientation of teachers and their sensitisation about universal society, the community, the subjects they teach is very crucial. Once values which are a part of our religion and culture get imbibed in the education system we can fight many existing problems. According to him the Earth Charter values need to be imbibed in the current education system through different approaches.

He opined that the teachers need to be trained through field visits, data collections understanding eco-systems, forming clubs at the local and national levels and along with this also closely working and co-ordinating with NGOs, civil society and international connection are also important. It has to be through various models like life long learning, formal and non formal education, use of media, the curriculum framework for teacher education

Speaker: Eugeniusz Switala, Principal

Topic: Education for sustainable development based on the education on values on the example of Private Secondary School in Leszno, Poland

Mr. Switala started his presentation by introducing about the Schools which are affiliated with the European Union and where they are trying to intervene with the major aim to prepare students functionally effective and prepare good citizens who would strive for Sustainable Development. He opined that its really hard to introduce values and ethics and put them into practice but very essential to imbibe those values which are more important for social development and school life among the students and teachers.

He further explained as to how we teach values which become a part of life of these students and teachers and according to him the declarative values coming from various documents and the real values of school and society need to be integrated. To focus on this, he shared a case of their intervention with PLO schools. PLO is a small school where life long learning process takes place and this gets integrated with the goals of Earth Charter. In a country like Poland and European Union, people have values like peace; tolerance etc but many times they forget these values. Hence these essential values need to be imbibed among children since their formative stage, which will then remain with them for life long.

Speaker : Dr. Lalit Pande, Director, Uttrakand Sewa Niddhi

Topic :

He shared the work that their organization has been involved in for about 25 years. All their interventions are based on the premise, 'what we can do to improve the lives of the marginalized people?'

When they began working it was through extra curricular activities that they dealt with concepts of ESD and these contradicted in the subjects' e.g Through Science they were taught that pesticides were used to keep pests away and then Environment Education said that pesticides were harmful. This lead to confusion and thus they thought of having a separate course. This course was run during the arts/ craft hour in one school. They then eventually scaled it up to 5000 schools. Introducing a change of this magnitude cannot be done in few years.

The course looks at examples in the local context and helps children to relate to ESD concepts and principles in a non-formal setting than in a formal setting. E.g a child relates to oak trees and realizes that he/she should use only what is required when several eco-systems are linked and they can see their linkages in their village, where the village serves as laboratory, which is quite different to the traditional method of teaching where teachers prefer

the classroom than outdoor activities or field visits. They also involve the principals too. And they have succeeded to mainstream this course.

Through years of working, I have realized that it is community learning that brings about change. It is the community that has to change and best results are achieved.

He concluded with thought provoking questions as

- Is the environmental crisis for real? And how do you explain to the poor and marginalized
- Is there a technical solutionbecause the predominant paradigm is that science and technology will find an answer....
- What is the mainstream thinking about “development”?
- Is this talk of environment, sustainability just an add on? With business as usual or
- Do we need a major transformation in our attitudes...?

Speaker : Ms. Jaishree Sharma, NCERT, New Delhi

Topic: Curriculum vis-à-vis Sustainable Development

Ms. Sharma started by saying that Policy needs to be integrated with the Environment Education Curriculum. She shared an example where in 2009 NCERT reached out to schools through SCERT, the DIETs at the district level and then schools at the community level. Then a process was carried out to find out from students as to what Environment related activities and projects had been done by them in the past one year. She said that in this process the Schools came up with certain problems and then NCERT reverted back and selected 5-10 schools from each state, and these schools were encouraged to solve those environmental issues.

She further opined that NCERT is in a process to jot down the major responsibilities that children need to shoulder to reach where we have a sustainable World. These are being done through Small Charters which can be referred to as charter of responsibilities similar to which earth Charter tries to address. She further explained that children are encouraged to take these charters from a list of charters through exhibitions, and other actions. Lastly she said that these values will get imbibed among children and they will become good citizens.