

Non Formal Education - Creative and Innovative Communication about Sustainability, Peace and Justice for All

Coordinators:

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Day 1, 01 Nov 10

Session 1



Approaches for creative infusion of EC principles into Non-formal and informal Education - Sharing experiences

The importance of building the values and philosophy of the Earth Charter into early learning was one of the key themes that emerged from first session of the Workshop on Non Formal Education (Workshop 3) on 1 Nov 2010, the opening day of the Earth Charter Plus 10 conference.

An array of speakers drew from their reservoirs of experience to illustrate ways in which the Earth Charter principles had been employed to inspire, instruct and guide communities in different countries. What stood out was the impact on the young and teenagers, cohorts that prove particularly challenging when it comes to the design of instruction material.

This is where the flexibility and power of Non Formal Education comes to the fore, as the panel - Dr Mallika Sarabhai, Dr Amita Shaw, Ms Stephanie B Tansey, Mr Mateo A Castillo and Ms Vandana Jain - illustrated with examples and anecdotal evidence.

From the spiritual approach in Mexico, where Earth Charter principles have systematically reached the very impressive figure of 24,625 participants all across the

country through well over two hundred workshops and conferences, to schoolchildren in Ahmedabad becoming committed agents of change demanding accountability from their community, the speakers' examples proved the potential of the Earth Charter principles.

Dr Abdhesh Gangwar's introduction to the content and character of the workshop, a succinct outline of the role of creative and innovative communication to bring about sustainability, peace and justice for all, was followed by a rousing orientation address by Jaana Laitinen, International Earth Charter Youth Facilitator.

She spoke of the excitement of "trying to get as many young people involved as possible" having "seen the inspiration that people get from the topic". Building on the solemn and inspiring addresses that marked the inaugural session of the Earth Charter Plus conference, Dr Gangwar and Ms Laitinen picked up the theme of transition to sustainable ways of living and sustainable human development. "We learn and we adapt, we don't have to reinvent the wheel," said Ms Laitinen.

Name of the Presenter / Panelist: Prof M K Prasad, Executive Chairman & Director, Information Kerala Mission

Topic: How to think about values and development

Notes:

Learn and adapt was the keystone of an at times philosophical keynote address by Prof M K Prasad, CEE governing council member. Prof Prasad, a formal educator, has been spending time in informal education and has fruitfully employed street plays, folk dance and music to transmit messages. He talked about "the limits of anthropocentrism, the relationship between man and nature". Sustainable development is still a new concept, he said.

The problem, as he defined it, is that in the anthropocentric view, man is seen as centre of all things. "There is justice and harmony and principles - inter- and intra-generational principles - and sustainable development do not ignore the important role of environment in society." Prof Prasad reminded the workshop that in 1992 the Rio Declaration had pointed out that humans should have the right to live healthily and fruitfully, and that ecological development should be promoted.

"Development theory means that man thinks deeply about value and development, and this negates conventional economic behaviour". He spoke of the contradiction between the ethics of sustainable development and the dangers of consumption. In this effort, he said, in sensitising people and communities about justice and equity, equal rights in and through generations, non formal education is of prime importance.

"Non Formal Education is as important as the formal education process, especially for those who have been left out, and for those who want to continue after formal education, and that is why Non Formal Education spaces are crucial," said Prof Prasad. Their importance he said can be seen in the contrast between the formal process - highly structured and rigid - and Non Formal, which in India is flexible in organisation, timing and duration. Still, it has not easily reached rural youth. "The (Indian) government has a total literacy campaign," he said. "By treating the imparting of functional literacy as a continuum, literacy campaigns would continue where there are large pools of illiteracy."

Prof Prasad highlighted the rural aspect by using an apt observation of the apostle of peace and non-violence, Mahatma Gandhi. Indian education was bookish and European in outlook, in Gandhi's view, which made it quite inappropriate for rural India. Prof Prasad saw merit in Gandhi's view that manual work should be the basis for training of the mind. Finally, he pointed out the enormous task ahead for providing adult education in the world's most populous countries, which are home to 625 million adult illiterates.

Name of the Presenter / Panelist: Dr Rashmi Gangwar, CEE

Topic: Different approaches

Notes:

As a prelude to the panel discussion, Dr Rashmi Gangwar said that this workshop on Non Formal Education and the Earth Charter has experiences which show different approaches, how people learn from these and are trying to adopt these. Introducing the speakers, she brought home the link between "sustainable living lifestyles and the Earth Charter". The chairperson of the panel, Dr Amita Shaw, prefaced the speakers' presentations: "These partnerships bring about a positive change in our work ethics. In the performing arts for example so much is taught through a very subtle method."

Name of the Presenter / Panelist: Dr Mallika Sarabhai, Darpana Academy of Performing Arts

Topic: How the arts makes agents of change

Notes:

The performing arts, dance in particular, and their employment as a vehicle for the principles of the Earth Charter formed the subject of Dr Mallika Sarabhai's presentation. "My background is in the arts, for social change attitudes and prejudices," she said. "Of the many projects we have done, to talk of environment issues and to make people into environment activists, I'll single out the 'Jagruti project'. In Gujarat we have municipal schools - the least good schools which are the last option for parents who have no other options."

Dr Sarabhai pointed out that these are the children who live in slums and are at the receiving end of the worst effects of environmental pollution. "They need to be the changemakers," she said. The project started in ten schools. "We divided the school year to take one topic for three months and started with water. In a play her institute, Darpana Academy of Performing Arts, wrote and staged she explained the use of a communal tap as its location "with a queue of people with all kinds of vessels".

A small girl decides to find out why water doesn't flow, said Dr Sarabhai. The girl's arduous journey and determination to find the source of water in her dry tap was described engagingly by Dr Sarabhai. The young girl's disappointment at seeing a dry lake at the end of her journey, the words of the water goddess who appears in her dream, and the young girl's new light of knowledge that comes from her journey and the dream message worked in the play as powerful, evocative Non Formal Education messages.

She described how segregation of waste was done by schools in the city of Ahmedabad for a month. "At the end of a month you could tell when a street had a school on it doing this," she said. "They sold organic waste to the city municipality

and with the money they earned they bought water purifiers. For me this is the power of change, this is environmental education."

Name of the Presenter / Panelist: Ms Stephanie Tansey, Earth Charter Communities Network (ECCN)

Topic: Dialogue and communication for Earth Charter principles

Notes:

The challenges of directing the Earth Charter messages into education in three very different countries was then described by Ms Stephanie B Tansey in her presentation. She said the Earth Charter Community Network is in three countries: Nigeria, Israel and China (where she is now working). "What makes a community grow? Enabling a community to grow through implementing the Earth Charter, this is like a foundation, you have to start discussing and teaching the Earth Charter and change happens," said Ms Tansey.

When discussions about peace drew no further participation in Israel, she said, discussions about the Earth Charter proved to be the glue which brought Muslims and Jews together in recognition of shared values. Similarly, she said, in Nigeria in the African School of Excellence, a school struggling to function in a hostile environment, teaching the Earth Charter led to a reduction in school violence, the teachers treated the students with more respect, and the community began to protect the school.

Ms Tansey is now running a four-month program for Chinese students wanting to study in the USA, ironing out their communication difficulties and through this process helping them develop more effective dialogue skills. "We're also creating a model village for Education for Sustainable Development to demonstrate the effectiveness of the Earth Charter."

Name of the Presenter / Panelist: Mr Mateo Castillo, Ministry of Environment, Mexico

Topic: Dialogue and communication for Earth Charter principles

Notes:

Mr Mateo Castillo, who works for the Ministry of Environment, Mexico, provided the insight that the Mexican population tends to be not firmly rooted in the spiritual world but interested in the economic growth of the country. His presentation was based on four principles of the Earth Charter which deal with traditional knowledge and spiritual wisdom, recognising the importance of sustainable lifestyles, and the culture of peace.

"The most important principle is internalisation," said Mr Castillo. "It needs to be interpreted as internal and external. Learn and then put into practice. We place the focus on the body not on the material elements around us. We use videos films, meditation sessions, case studies and dancing." Why is the body the main resource for this effort, he asked. "Your body makes the choice of attitude. A clean organism lives according to the laws of Mother Nature. The Earth Charter workshop teaches about listening to the message and it also teaches that the only sacred book is about nature and the environment."

To loud acclaim from the workshop participants for the scale and success of the Mexico effort, Mr Castillo said that 111 workshops and 129 conferences have been held which have reached 24,625 participants in partnership with local authorities, education institutes, the private sector and NGOs. 'La Carta de la Tierra' is the name for the Earth Charter in Mexico and the programme, he said, helps the participant understand and create a vision of the world with philosophy, principles and values from the Earth Charter.

Name of the Presenter / Panelist: Ms Vandana Jain, British Council, New Delhi
Topic: Language learning and integrated learning

Notes:

Taking her inspiration from Daisaku Ikeda, who urged one to learn, reflect and empower, Ms Vandana Jain of the British Council, New Delhi, discussed the content and language integrated learning pedagogical innovation she has used to great effect with young learners. "I found that everybody wants to learn English. What content do we focus on? We came up with the Green Earth courses," she said. Explaining that children are very proactive and very powerful communicators, she added, they are the best advocates you can find. Ms Jain said that we wanted to teach them English and sensitise them about environment - "we wanted children to think and feel special". She used films, innovative young learner courses, brought experts into the classroom.

Describing an assignment, Ms Jain said her young learners were assigned to interview a grandparent or someone elderly about how the weather had changed - a way to mainstream ideas about climate change - and this got family and neighbours involved. "They did their own research on the Earth Charter. They had a carbon footprint homework assignment. On World Environment Day they had a public performance." With content and language integrated learning there is a dual focus of learning content and learning a foreign language.

Name of the Presenter / Panelist: Dr Amita Shaw, National Bal Bhavan, New Delhi

Topic: Creating an environment for learning

Notes:

Younger children have been the subject for Dr Amita Shaw for almost 40 years, 22 of which she spent as a formal educator. Dr Shaw runs the National Bal Bhawan in New Delhi, an institute for Non formal Education. "It's about literacy," she said. "We teach every subject in Non Formal Education. We have spread over the entire country and have nearly 200 small and big centres. We talk about the environment that the child needs. We run our programmes - environmental and on sustainable development - every single day."

Dr Shaw said that everything is creative expression, that principles of science are also taught through Non Formal Education alongside sport, and that this strengthens creative thinking. "We've concentrated on energy water and waste management. We've been working on rainwater harvesting, recycling of paper and composting. We use garden organic biomass to make paper. In this way we're nurturing and sustaining creativity - our publications are not done by adults, we make children write for children."

With that, the first session of the Non Formal Education, Creative and Innovative Communication, workshop concluded amidst a sharing of ideas and thoughts that were already discussing how to further the themes for the two days ahead.

Day 2, 02 Nov 10

Session 2

Innovations for NFE to address concurrent and future environmental and social challenges

Chair: Mr Sandeep Pandey



Introduction

Grassroots activism that has brought about remarkable social change was the focus of the first session of the second day of the Non Formal Education workshop.

The experience and wisdom of seasoned campaigners such as Mr Rajendra Singh and Mr Sandeep Pandey proved inspirational. Mr Singh, of the storied Tarun Bharat Sangh of Rajasthan, India, is a Magsaysay Award winner for his remarkable work to revitalise water storage systems in a dry state.

Mr Sandeep Pandey is also a Magsaysay Award winner. His work on organising the populations of rural villages in Uttar Pradesh, India, so that they actually get their entitlements of food grain and protect their cultivation rights has become a model for right to information campaigning.

The importance of Non Formal Education in conflict and disaster conditions was brought home by the presentation from Ms Beena Raza, of ITA Lahore, Pakistan, whose presentation was memorable for its video clip of musicians playing for a group of children in the flood-affected region of Northern Pakistan.

Community development through bridging cultures and finding the linkages between religions was the message of the presentation by Ms Alicia Constable, who described her organisation's work in China. Finally, the importance of the inclusion of humane education and how it fits into Earth Charter objectives was highlighted in Ms Vasanthi Kumar's presentation.

The lasting message from the discussion session which followed was that the knowledge and understanding of communities is the starting point of all learning related to sustainable development.

Name of the Presenter / Panelist: Mr Rajendra Singh, Tarun Bharat Sangh

Topic: Learning from the community

Notes:

Learning comes from an inner realisation, but in today's circumstances what is to be learnt is the question, was Mr Singh's provocative opening. He recounted the responses of villagers in Rajasthan, not literate but wise, and their explanations of global warming and climate change. They responded by saying that when the green cover is destroyed, the Earth is stripped bare, the clouds change their path, where it rained once there is little rain now, when it does rain it becomes a destructive deluge, and the Earth has fallen sick.

"The educated have lost their common sense," he said and added that 26 years ago a farmer - illiterate and uneducated - advised him how to bring rivers back to life, a task that has occupied Mr Singh since then and has turned him into an inspiration for many. "They formed the river parliament. Their water laws are what you see in the principles of the Earth Charter. This is what you call community driven decentralised natural resource management," he said.

Name of the Presenter / Panelist: Ms Vasanthi Kumar, STRAW, New Delhi

Topic: The role of compassion

Notes:

Ms Kumar works for Stray Relief and Animal Welfare (Straw), an organisation which as she said is "not about shelters like most such organisations are, instead we are educating children". The organisation is a member society of the World Society for Protection of Animals. Ms Kumar reminded the workshop the observation of Mahatma Gandhi, that "the greatness of a nation and its moral progress can be judged by the way its animals are treated". Her presentation contained several slides depicting the violence that is dealt out to animals in India: the recent deaths of elephants run over by a goods train in north West Bengal, animals feeding on inorganic rubbish which then accumulates in their stomachs and kills them, chicken being transported inhumanely and a deeply disturbing video clip of an elephant calf being speared to death.

"Sensitising children about animal welfare is the key, how we may live with compassion to all things, all living beings in our home," she said. This approach invites children to come out with creative solutions, she said, and promotes responsibility and justice. "Children are very receptive and important messages can go deep. Why not have humane education in classrooms too. Why not include animal welfare in the Earth Charter too?"

Name of the Presenter / Panelist: Ms Beena Raza, ITA Lahore, Pakistan
Topic: Healing children in flood-affected Pakistan

Notes:

Ms Raza's presentation began with an absorbing and very unusual video clip. The video showed a group of three musicians - including Todd Shea, an American musician and educator, and Atif Aslam, a Pakistani singer. The musicians went into the flood affected areas of north Pakistan to sing to the children. "That they ventured out there was an act of bravery - this is Taliban country," said Ms Raza. The lyrics of the song the musicians sang to the children were about renewal - "Main phir se jiyonga (We will rise again)". Ms Raza explained why such an effort and why this message was vital. "This is an area where poverty is driving people to joining terrorist groups," she said, adding that the children who were sung to don't understand Urdu or English, but had responded to the spirit of the song.

"After 9-11 Pakistan has been in the spotlight for all the wrong reasons. We are caught in global geopolitics. There's no point blaming the army or generals. It's we civil society who needs to respond," she explained. Today, she said, 4.5% of the total area of Pakistan is affected by flood, which is an enormous area. "The river Indus surged not because of climatic issues but because of environmental degradation, people did not treat the river with respect. The losses could have been less if there was an ethical system in place to teach how to care for surroundings. There is a huge need in Pakistan right now for Education for Sustainable Development but we've learned it the hard way. Pakistan is a beautiful country, we share a heritage. We owe it to our history to take care of things and for that we need all the values and respect and dignity that we can give."

Name of the Presenter / Panelist: Ms Alicia Constable, Shangri La Institute of Local Communities, China

Topic: Community development with culture and nature in China

Notes:

Ms Constable explained how her organisation works in both the formal and non formal sectors. "In community development, culture and nature are intertwined," she said. "Looking at indigenous knowledge and traditional practices and how we can create sustainable communities from that, we took inspiration from knowing that Tibetan buddhism emphasises compassion and peace. We look at knowledge skills and values at the individual, community and society level." She said that her organisation is trying to strengthen institutional capacity to enhance collective wisdom and actions. These will go into social learning and reinforce shared values for sustainable living. "We're looking at traditional farming methods, including yak herding. The main mechanism is community learning centres - we have eight in the region. The community centre is built and owned by the community to have meetings and participate in decision-making and also a place we hold skills training and workshops led by community needs."

She explained how Shangri La Institute has developed an NGO demonstration of ecological living, including compostable toilets, biogas and solar power. The community centre is also a place for cultural activities and they also work with monasteries and nunneries. "Some of their visioning is in the form of traditional thangka paintings," she said, proving that religious orders can successfully incorporate

new thinking in traditional frameworks. "The monks are talking about community development and environment protection and linking that to buddhism."

Name of the Presenter / Panelist: Mr Sandeep Pandey, Asha Parivar, Lucknow, India

Topic: Organising around basic rights in village India

Notes:

"I started my work 10 years back with a model educational centre," said Mr Pandey. "Two years later I found people coming to our centre more for basic needs. They were not getting foodgrain from the public distribution system. They were interested in getting foodgrain and in getting access to low cost housing that the government offered to the poor (a small, one-room house). They were interested in pension schemes for old age and for the physically challenged. If landless they were interested in land they could get from the local body, the 'panchayat' (village council). Now the National Rural Employment Guarantee Act offers 100 days of employment in rural areas." The basic problem, he said, is that there is so much corruption that the benefits don't reach the deserving. "Even lists for foodgrain leave out the deserving poor."

Mr Pandey said that over a period of time he had to wind up the education centre. The whole example was converted into a campaign for basic rights and the use of Right to Information legislation to access foodgrain. "In 2006 we had a 17-day protest in which we sought information on how foodgrain was being distributed. The result in a rural district (Hardoi) is that foodgrain for the below poverty line category started reaching people for the first time." He said that the villagers found that if they organised protests they could get their right. He added: "I have activist colleagues who sign with thumb impressions and they move around with RTI applications and fight for basic rights. Essentially using whatever skills you have for community mobilisation is what we consider education - now I'm glad to find it fits into the Earth Charter."

Key points made during the discussion session

Stephanie Tansey: Today we focused on innovations with the earth Charter. To summarise the main learning points: listening to the people, including compassion in Non Formal Education, conflict and emergency healing and psychosocial care (Pakistan), developing community learning centres, ownership and citizens' voice, developing community inspiration.

Dr C M Seth: Pakistan is a different sort of area where education could be a medium to resolve disputes. In the north-west people have a tribal instinct; we must understand their tribal system.

Rashmi Gangwar: With modernisation people are losing traditions. In Uttarakhand we worked with a group of women and documented their knowledge, value of medicinal plants, descriptions. We now have a publication which can be used.

Participant: I'm an architect. For Non Formal Education, the building is not only a secondary element. It can encourage schoolchildren to be in school even outside classes. Built infrastructure as a method of transferring environment message.

Abdhesh Gangwar: In Kashmir, a post-disaster situation gives us immense scope to rebuild the area. Any disaster situation opens up new scope with new education and technology. In the whole of India indigenous communities and tribal communities is ignored. Mix that with science and technology and that will really give clues for sustainable development, a blend of the two.

Beena Raza: Partnership and linkages are very important. We have been less dependent on donors and that is what has kept us going.

Jaana Laitinen: The Earth Charter International secretariat can be used to provide the linkages. We can help.

Day 2, 02 Nov 10

Session 3

Curriculum and tools for Non Formal Education (art, craft, ICTs)

Chair: Prof Ashoke Chatterjee, former faculty, National Institute of Design, India



Introduction

A distinctly South American flavour to this topic came from the presentations made by speakers from Brazil, who brought colour and their outstanding innovation to the workshop. The emphasis on young learners, on children, continued with the description of a massive countrywide campaign in India and an equally dense counterpart in Brazil devoted to language learning.

Music and a game enlivened the third session of the Non Formal Education workshop, as composer and musician Enrique Rodriguez-Pastor played his guitar, sang and got the participants to join in. The Earth Charter board game made an appearance on the presentation screen, if not on the table, through a colourful presentation that said much for learning strategy through a vintage form of entertainment.

The proceedings took on a reflective turn with Dr James Hindson questioning whether there is in fact a separation between formal and non formal, with Dr Marie Harder illustrating the ways in which the measurement of the subjective can in fact be done, and Prof Ashoke Chatterjee recalling some seminal work on sustainability indices carried out two decades ago.

The discussion session that followed picked up the threads to pose searching questions about whether the nature of Non Formal Education allowed it to be used to instruct corporates and government, both seen as being urgently in need of sensitisation.

Name of the Presenter / Panelist: Ms Patricia Abuhab & Mr Guilherme Blauth, Instituto Harmonia na Terra, Brazil

Topic: The promise of ecopedagogy

Notes:

Ms Patricia Abuhab is the founder of Instituto Harmonia, an environment NGO which works with teachers in community schools. "We have three centres. The core of our work is 'ecopedagogy' which is our main expertise. There is the concept of ecopedagogy which brings together art, ecology and politics. And using this we achieve transformation through values. Mr Guilherme Blauth explained how the institute had developed a lot of ecopedagogy material, the showpiece of which is the Earth Charter board game.

"It's more than a game, it's an ecological tool to teach the Earth Charter in an amusing way. We've used the game all over, in public schools and also in corporations. It can be played by children and adults alike. The game has eight ecosystems and its standout point is that it promotes a collective goal". He also explained the institute's second action, on Mother Earth Day, on which they work with orphans at an institution. "We teach them how to make masks, paint walls with the principles and values of the EC - in South America they love to paint and do graffiti, so we included the Earth Charter principles on it."

Name of the Presenter / Panelist: Dr C M Seth, WWF India

Topic: India's National Green Corps

Notes:

An environment education programme of India's Ministry of Environment and Forests, the National Green Corps mission is to bring about a change in the attitude of people through the children. "We want to make children understand the environment and environment problems, to provide education opportunities," said Dr Seth. He said the objective is to employ schoolchildren as conduits of awareness for society, by facilitating children participation, by bringing children in direct contact with environment problems and finally by involving children in action-based programmes.

"It's a big programme so it's a big exercise," said Dr Seth. "In every state there's a nodal agency with assistance from resource agencies. The number of eco clubs has risen dramatically - from 37,206 in 2002-03 to 120,000 in 2009-10." The question, he said, is who is going to monitor it. Every state of India has a monitoring committee, which is supported by one at the district level. Key activities of the NGC are: observing the environment, field visits, interaction with communities and cultivating research skills. He explained that states have evolved their own ways to implement the scheme by taking the help of NGOs. Major areas of participation are garbage management, total sanitation and creating resource material in local languages.

Name of the Presenter / Panelist: Mr Enrique Rodriguez-Pastor, composer and musician, USA

Topic: Life Alert with live music

Notes:

"This is a teaching tool via music," said Mr Rodriguez-Pastor, his guitar a welcome departure from the usual powerpoint slides. "My project is Life Alert, a bilingual album in Spanish and English which took 18 months to put together. I'm a musician and counsellor, I teach a Hispanic community of kids and adults. This album teaches people of all ages what the Earth Charter is and invites them to use it as a guide to more sustainable and just future." Reminding workshop participants that this is a free resource (it's on the Earth Charter website), he wittily explained why music works when other methods break down. "If you ask a couple 'How is your marriage doing?' and they reply, 'Oh, it's sustainable', it's not going to inspire people much! Music is a great inspirational tool. It's art and also a teaching tool.

His song's lyrics are packed full of Earth Charter principles: "Once you have enough to live it's about becoming a better person", "Being a mindful consumer", "You have enough but still got to have some more?" "Being a better person", "Not a bunch of more stuff", "How about becoming a better you" and "The more you accumulate the more waste you generate".

Name of the Presenter / Panelist: Ms. Elisandra Person, Yázigi Internexus, Brazil

Topic: The Terra Viva network

Notes:

"I'm an educator with Yázigi Internexus, a school founded in 1950," said Ms Person. "Yázigi has 420 schools all over Brazil in 24 states and 160 cities and the school network teaches around 200,000 students a year." She explained the value of learning key languages: "If you know English and Spanish you can talk to people all around the world." The Yázigi teaching values are global citizenship, freedom of speech and social responsibility. Campaigns are run too, against corruption for example, which is seen as a major problem in Brazil "Learning a language you are part of the world, you develop a new personality. We can learn a new culture," said Ms Person. "The Terra Viva citizenship campaign helps Yázigi students and staffs gets to know the seven different biomes of Brazil. We had a drawing contest for children, also a pedagogical campaign."

She described how she wrote a book with her students. "There are great changes which happen here and now. We always ask our kids to bring objects or material from home and then we develop ideas for them. Transformation lies in the changes of small

attitudes. It's important for educators to recover essential forgotten values," she said. Before playing a rousing video clip made by the Yáziqi school students, she explained how it was the poorest children in Brazil who were proving the most sensitive to the effects of environmental change.

Name of the Presenter / Panelist: Dr Marie Harder (for Dr Ismael Velasco), Brighton University, UK

Topic: Measurements for change

Notes:

"How many people feel it is important to you to have respect?" "How many people want to see transformation in the people you work with?" "Are you getting the funding you need?" With these three questions posed directly to the workshop participants, Dr Marie Harder launched into the subject of measuring values, a subject often ignored by funding agencies and organisations alike as it is commonly found too difficult to do. Not so, said Dr Harder. "With the Echeri Children in Mexico, who do reforestation through the arts, we developed indicators," she said. "Two values are really important: the children are collaborating, and there is care and respect for community life. They chose 22 different indicators from a list we gave. For example they said it's important that girls are valued, that different points are listened to, that there is some emotional connection to life, we want to show the quality of the teaching is good."

These, she explained, are also measurements to show a project's funders what one's organisation is doing. "They used the design of the spiral because in this part of Mexico the spiral has intense symbolism," she said, describing one particular exercise. "We had focus groups, theatrical comprehension, acting and test knowledge." She displayed a picture of a ring of children, each painting their neighbour's hand with one of their hands. "The picture they painted is about how they felt when they looked at trees or a mountain. The spiral was used as a gauge to judge how strongly they measured ideas - moving to the centre of the spiral on the idea of valuing girls meant they felt strongly about it."

Name of the Presenter / Panelist: Dr James Hindson, Field Studies Council, UK
Topic: Is there a real separation between formal and non formal?

Notes:

"Why do we have a formal education group and a non formal education group?" asked Dr Hindson by way of a startling opener. "If we think about young people we are concerned about young people's learning and development. If we're going to be more effective in children's learning we have to look everywhere. I would question what the difference between formal and non formal is. If you look at the learning cycle, it's impossible - when you think about ecological, sustainable development or environmental issues - to say when learning happens, and it can even damage young people if you try to determine this."

The issue he said is about whether teachers and schools should model ecological behaviours in order to be successful. Dr Hindson said that the ethics/awareness to action idea has "completely failed the environmental world but we still carry on doing it". In education, he said, we have some practices which don't always work, such as the awareness/ethics to action idea. "To write a list of ethics and teach them and expect people to put them to practice has an unproven record. Encouraging positive

behaviours and a vision of the future is an alternative. Not impositional behaviours but creativity and ideas so that the future can be better realised through innovation and an exchange of ideas."

Key points made during the discussion session

Prof Ashoke Chatterjee: Several of our presentations were from the formal sector. In the work of CEE the strong emphasis is to influence the curriculum. In a big country where many people are not in the formal system it becomes a little absurd to say the answers are all in the formal system. At a recent conference I attended, a government official opened the conference by saying it was very frustrating to be sitting in government where monitoring is a major activity but evaluation nobody wants to listen to. There are masses of data but evaluation doesn't take place. The challenge put to this group was the role of civil society in providing evaluation practice. Why is this important to environmental education? Unfortunately those things not being measured fall through the cracks. One of the most important experiences has been that at the World Conservation Union 20 years ago in assessing progress towards sustainability, measurement which could be done at village level or at the prime minister's level, using the same system and rigour at all those levels. That project did not get accepted and was in background. The frustration of scientists saying the data is all there while the environment is going from bad to worse.

Participant: People are speaking about doing non formal education with children but why aren't they doing this in industry and with authorities?

Dr Harder: Local authorities in England keep thinking if you give factual information things will change which is not so. A person who has learned from a peer group will be listened to instead of a person from authority or a civic official.

Dr Abdhesh Gangwar: We have a group in CEE called industry group, we do energy audit, help them reduce energy consumption. This creates environmental consciousness.

Dr Seth: We have a regular programme where every week schoolchildren talk to industry.

Prof Chatterjee: The effort in India is not to put environment as a separate activity but to integrate it.

Participant: Isn't getting the main people in government to change their mind the only way to get this done?

Dr Harder: No, this is era of the third sector, of civil society.

Participant: Parents play an important role. However much the child is taught the parents must cooperate in non formal education.

Enrique: Everyone here has different learning styles. With formal education it only helps those who learn that way. Non formal fills the gap.

Participant: If it's fun it's non formal, if it's not fun it's formal!

Prof Chatterjee: These divisions may not make sense, but we're working for change. The important thing is to see where the opportunities are. One of the most exciting tools we have come across is from a school in the Himalaya which identified a stretch 5 km from the school gate and came out with the 5 km classroom, walking 5 km and finding learning from it - from your space on this earth and its significance for the planet.

Round Table discussion on:

*** Formulation of recommendations for Rio Plus 20 Conference proposed in Brazil 2012 and end of the Decade of Education for Sustainable Development (DESD) Conference in Japan in 2014**

*** Preparation of Draft NFE Recommendations**



A full house for the round table discussion signaled the level of interest of all participants in ensuring that the work three sessions over two days would coalesce into an actionable set of recommendations.

The discussion was coordinated by Dr Rashmi Gangwar, Ms Jaana Laitinen and Ms Stephanie Tansey. Picking up the key messages grasped from the speakers of three sessions and the equally important discussion sessions, the participants of the fourth and final session assembled their recommendations.

Reading from a text containing the core points of each of the speakers' presentations, and which drew from their rich individual experience and learning, the participants first agreed on a shortlist of main points (there were close to 20), collaboratively edited their contents, added new points and discarded a few.

They then grouped the shortlist of potential recommendations into five groups, a lively process marked by debate, argument and consensus.

These five sets of consolidated statements, representing:

- Visioning using the Earth Charter principles
- The relevance of Non Formal Education to meeting the goals of sustainable development

- The learning and experience of speakers and participants have become the workshop's recommendations for the Rio Plus 20 Conference and for the DESD Conference.

Recommendations for NFE Workshop 3

Vision for the next Earth Charter decade:

- A strong, united global civil society in harmony with nature
- People's ambition and vision are in accord with the Earth Charter
- All children should get closer to nature, also adults

1. Develop and use all forms of cultural arts to teach EC principles, in such ways that reach the millions who are not in school, both adults and children. These methods include internet but also we must develop strategies for reaching those on the other side of the digital divide, such as radio, television, one-to-one communication, youth clubs and discussion events.

2. Scaling up strategies are divided into three parts. How to develop to reach to the millions we want to reach. How to develop the program/project's sustainability which includes indicators, case studies so that they are less dependent on external support, and can grow and reach more people? How to enrich our existing programs to include enjoyable learning, cultural arts, nature, optimistic approaches, language learning, dialogue skills, values such as compassion and respect, and infrastructure as part of the learning environment.

3. EC Initiative should create synergy between EC and local self governing institutions, learning from and working with local people and with nature. At same time, EC Initiative should be able to dialogue with government, industry, religious and political leaders with good results for society and for nature.

4. NFE will create partnerships as well as volunteer networks and coordinating systems.

5. EC Initiative believes that the development of projects that support people in conflict zones and in post-disaster situations.