



THE
TURQUOISE
CHANGE

turquoisechange.org

PILOT WORKSHOP SERIES INTRODUCTION TO ESD AND SDGs

3-6 APRIL 2017

GOVERNMENT SENIOR SECONDARY SCHOOL
HAVELOCK, ANDAMAN AND NICOBAR ISLANDS, INDIA



Small island developing States, and islands supporting small communities are a special case both for environment and development.”

CHAPTER 17 | AGENDA 21

CONTEXT

From Cape Verde to the Maldives, St Lucia to Tuvalu, Small Island Developing States (SIDS) now account for 43 of the 191 Member States of the United Nations (UN).

Smallness and isolation may be perceived as disadvantages representing limited terrestrial resources including healthcare, education and employment as well as large distances to markets, but they can also turn into positive influencers, forging a sense of community-wholeness and a tradition of self-reliance.

Education for Sustainable Development (ESD) provides a comprehensive framework to promote sustainable development in Small Island Developing States (SIDS) as well as islands supporting small communities.

WHY ISLANDS?

Sea level indicators and conservation frontiers

Foundations for coral reef systems

Provide an estimated \$ 375 billion per year in goods and services to the world (including support for marine fisheries - principal protein)

Islands support people and their livelihoods

Islands are biodiversity hotspots

ABOUT THE TURQUOISE CHANGE

‘The Turquoise Change’ (TTC) is an ESD project founded in November 2016 in the Andaman and Nicobar Islands (ANI), India. It aims at promoting a multi-stakeholder, multi-disciplinary and multi-cultural dialogue and action on advancing sustainable thinking and lifestyles in schools on islands supporting small communities. It is being implemented under the aegis of the 4-country (India, South Africa, Mexico and Germany) ESD Expert Net and it will work in Havelock in ANI and Zanzibar City in Zanzibar in its pilot phase from November 2016 - July 2018.

OBJECTIVE

To build the capabilities of schools - students, teachers and principals as well as the local communities, youth and local NGOs to work towards the preservation, comprehension and celebration of the local environment. TTC will use the Sustainable Development Goals (SDGs) and the Whole School Approach as overarching frameworks for its work in the islands.

TARGET GROUP

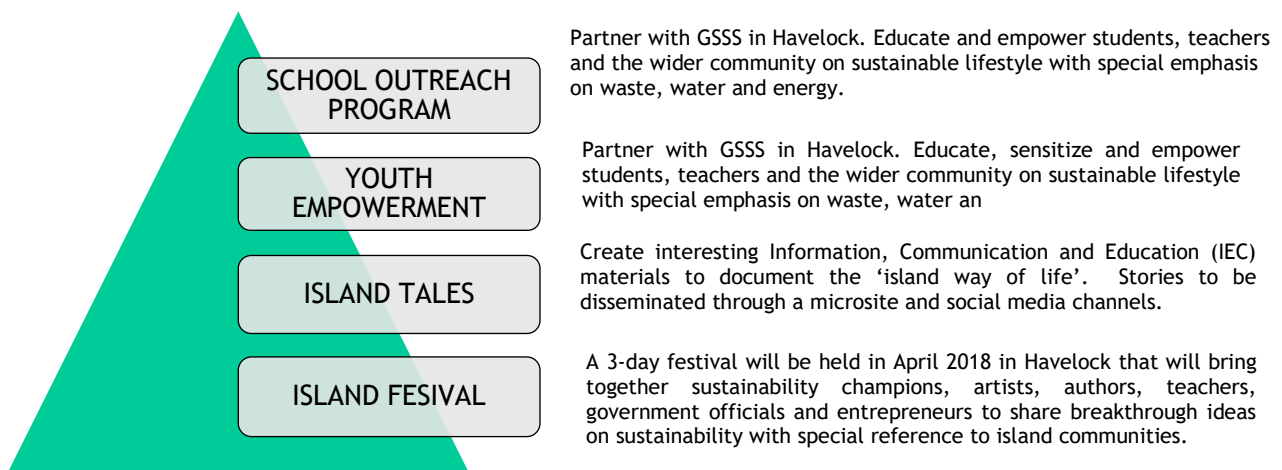
In its first phase (April 2017 - March 2018), TTC will be piloted in the following two regions:

- 1) Government Senior Secondary School (GSSS) in Havelock in ANI, India reaching out to 50 teachers and 950 learners.
- 2) TTC Youth Empowerment Program (age 20-35) and ToT for 30 schools in Zanzibar, Tanzania

KEY PROJECT ACTIVITIES

While the key target group for TTC are students, teachers and the larger school community in both the islands, two local organizations are supporting us in our endeavor. The Zanzibar Youth, Education, Environment Development Support Association (ZAYEDESA) and Dakshin Foundation in Zanzibar and India respectively are partnering with us and helping us establish connect with their partner schools and networks.

PROJECT STRUCTURE | ELUCIDATED THROUGH THE EXAMPLE OF HAVELOCK



PILOT WORKSHOP SERIES IN HAVELOCK, ANI: A REPORT

The ANI are strategically important outposts of India, lying closer to Myanmar and Malaysia than to the east coast of India. They became part of India in 1947 because they had been part of the old British Empire. Geographically, despite



their distance from the mainland, they have a real connection with India because they are outcrops of the great Himalayan mountain ridge, which, continuing its lower ranges through the south of Myanmar, submerges in the waters of the Bay of Bengal, emerges as these two archipelagoes, and then terminates in Sumatra and Java.¹

The pilot workshop series was conducted from 3-6 April 2017 for 40 students and 30 teachers of the Government Senior Secondary School (GSS) School. The workshop was well timed to coincide with the beginning of the new academic session. Following were the key objectives of the pilot series:

- Establish a relationship with the school especially the vice principal, teachers and students
- Pilot the introductory module that focused on introducing the teachers and students to TTC, whole school approach, ESD and SDGs.
- Pilot 'SDG Word Jumble' - an interactive game developed by TTC to sensitize students and teachers on SDGs and understand its relevance for schools and everyday life.
- Assess the level of environmental awareness of the students and teachers and establish a baseline on which to further build the ToT, youth empowerment modules and festival.
- Establish a working relationship with Dakshin Foundation² - a NGO working actively in ANI and is supporting TTC to gain a foothold in the island.

RENDEZVOUS WITH PRABASH MONDAL, VICE PRINCIPAL, GSS SCHOOL

Running a school of 950 students is not an easy task anywhere in the world. And managing it on a small island, tucked away in ANI with limited resources is inspiring. Mr. Prabash Mondal is the dynamic Vice Principal of GSSS. He is a true islander, been born and brought up in Havelock. He is the first islander to have completed his undergraduate degree and one of the very few who studied on the mainland (India) back in the 1980s. A student of Economics, we first established contact with Mr. Mondal in February with the help of our local partners, Dakshin Foundation. From the first call, he was very helpful and welcomed us with an open heart and mind when we set foot at GSS on 3 April. During our meeting with him, we talked about the vision of TTC. He was on board from the very first minute and discussed the education in ANI at length.



¹ Sons of the Light: The Story of Car Nicobar, 1962. <http://anglicanhistory.org/india/srinivasan1962>

² Dakshin Foundation is a non-profit organisation working to promote ecologically and socially appropriate approaches to conservation and management in coastal, marine and mountain ecosystems in India. For more information, visit <http://www.dakshin.org>

DAY 1 | SESSION 1: INTRODUCTORY SESSION WITH THE STUDENTS AND TEACHERS



Our first interaction with the students and teachers took place in a packed hall in the school. We introduced ourselves to them, spoke about TTC and our respective journeys from Berlin and Delhi to Andamans. The session conducted in Hindi and English, was essentially meant to be an ice-breaker and set the tone for the intensive 3-day workshop. The students were handed a ‘homework’ to think about their dream for Havelock and write a short essay to describe it. They could take the help of their parents or family members if required but the dream had to be completely owned by them.

SESSION 2: ESD AND GLOBAL ACTION PROGRAM

To get to know each other better and understand the diversity that existed amongst the



teachers, we conducted the ‘Diversity Game’. We asked the teachers to divide themselves based on gender, age, teaching experience, languages spoken and SD awareness. It was heartening to see that the collective teaching experience in the room stood at a staggering 300 years! What was also interesting was the diverse cultural backgrounds of the

teachers. As it seemed, most were ethnic Bengali settlers born and brought up in ANI. Everyone spoke a minimum of 3 languages (Bengali, Hindi, English, Tamil). One of the

teachers was from Car Nicobar - the northernmost of the Nicobar Islands and spoke 'Nicobarese'.³

The teachers were also introduced to the basic concept of ESD and the Global Action Programme (GAP). The objective was to set correctly the context for TTC and the discussions over the next two days. We used a mix of lecture method, discussion and a succinct PowerPoint presentation.

DAY 2 | SESSION 3: UNDERSTANDING OUR PLACE IN THE ENVIRONMENT



TTC firmly believes that to understand the environment, we need to comprehend our relationship with it. Value education, therefore is an integral part of the TTC framework to sensitize young people. Humans exists on 4 different levels - (1) self (2) family (3) society (4) environment/universe.

Well-being and happiness, which is essential for us, is attained when we are in a state of harmony at each of these 4 levels. With this background, the students on

I CHOSE FLOWERS BECAUSE I AM SENSITIVE LIKE THEM. JUST LIKE A FLOWER, I TOO WANT TO MAKE EVERYONE HAPPY AND WANT TO BRING A SMILE TO PEOPLE'S FACES.

Shriti, Class 8, GSS

a sunny morning when the mercury touched a scorching 40 degrees, were asked to pick an object from nature that truly represented them. They had to present the object chosen to the entire class and explain how it epitomized the student's personality. Initially, the students found it difficult to articulate their thoughts. But a few students led from the front in expressing themselves which made the others feel more confident of speaking out in front of their peers.

The difficulty in self-expression could very well be due to the disparate English language skills amongst the students. While the school offers education in three languages -

³ Nicobarese is part of Austroasiatic languages, spoken on the Nicobar Islands and once considered to form a distinct family within the Austroasiatic stock. More recent data on these hitherto poorly known languages suggest that they form a distinct branch of the Mon-Khmer family, itself a part of the Austroasiatic stock.

English, Hindi and Bengali, the fluency in English is limited to a few. Improving language skills of the students will go a long way in allowing them to participate better in the project. Alternatively, sessions in the local language, while may be more difficult for us to manage, will also be more impactful.

SESSION 4: I HAVE A DREAM...FOR HAVELOCK



What started as a simple exercise to get the students to think actively about Havelock, turned into a grand exercise as the young learners spoke passionately about their dreams for their island. Our approach was student-centric and aimed to be context relevant and activating. From building a 24X7 hospital, good schools, homes for the poor to becoming the prime minister, police officer and doctor to improve the social, economic and environmental situation of Havelock. The simple yet effective exercise proved that the students learn best when they are given the freedom and space to think and not given instructions on what to think. Hearing them unabashedly talk about their wishes was promising for it filled us with a great sense of hope and belief in the power of youth and the

endless possibilities it contains for the world. As Dostoyevsky famously said, ‘The soul is healed by being with children.’

SESSION 5: GLOBAL GOALS WORD JUMBLE



The approach of TTC is characterized by interdisciplinary and holistic learning, arising from value-driven, participatory and locally relevant teaching methodologies. We have developed a game of word jumble on SDGs which draws inspiration from situated cognition theory that puts the focus on hands-on learning with multiple senses to increase metacognitive skills of the learners (Serrano & Tormey 2010). The students were divided into 4 groups. Each group was given a pack containing alphabets.

The groups had to make as many 'environmental words' that they could in the given time. Later, each student received bilingual SDG card with the 17 goals printed in Hindi and English on either side. Each group had to refer to the SDG card and establish connections between the words that they created and the different global goals.



The students then picked as many of the 17 SDGs as they thought were relevant to Havelock. 12 goals were identified and the students were divided into groups of 3-4 based on their interest area, to work on each of the 12 goals. Each team had to complete the following tasks:

- Discuss the importance of the Goal selected by the team
- List down the different connections of the goal to Havelock
- Agree on an action to promote the goal in the school



GOAL NO.	GOAL	ACTION
1	NO POVERTY	Provide for the basic needs of everyone
2	ZERO HUNGER	Provide employment and livelihood opportunity
3	HEALTHCARE & WELLBEING	Provide clean environment and clean drinking water
4	QUALITY EDUCATION	Make people respect themselves and become self-reliant
5	GENDER EQUALITY	Men and women should work collaboratively
6	CLEAN WATER & SANITATION	Make government accountable to fulfill this human right
7	AFFORDABLE & CLEAN ENERGY	Make provision for solar energy
10	REDUCE INEQUALITY	Create sensitivity so that people treat each other well
13	CLIMATE CHANGE	Plant more trees to increase the forest cover and create carbon sinks
14	LIFE BELOW WATER	Keep the beaches clean and do not throw plastics in the ocean
15	LIFE ON LAND	Grow more trees and sensitize people about their importance
16	PEACE & JUSTICE	Work to minimize misunderstandings; equal property rights for men and women

Further, the students zeroed on 5 Global Goals that they thought topped the list and these were:

- Goal 1: Zero poverty
- Goal 4: Quality education
- Goal 10: Reduced inequality
- Goal 14: Life on water
- Goal 15: Life on land

DAY 3 | SESSION 6: WHOLE SCHOOL APPROACH

We all agreed that change requires holistic thinking and willingness to adopt a new way thinking and acting. For a school to be the catalyst of change, it was important to think of it as system comprising unique culture, beliefs and ethos. The last session with the teachers was dedicated to ‘Whole School Approach.’ We discussed how the ‘school system’ is a result of the complex interaction between the principal, students, teachers, parents’ communities, administrators and facility managers, cleaning on one hand and the building, curricula, environment, training facilities on the other hand. We looked a matrix by another Expert Net colleague, Reiner Mathar, which is published in the ‘Curriculum Framework - Education for Sustainable Development’ (KMK, Standing Conference

of the Ministers of Education and Cultural Affairs, 2016, p,403) and outlines the different aspects of a school.

The 'SDG Word Jumble' was tested with teachers too and the result was far more encouraging than when administered to the students. The teachers brilliantly drew interlinkages between SDGs and the school system. They also decided on the first set of concrete steps to promote changes based on selected SDGs over the next 12 months.

THE NEXT STEPS

Over the next 12 months, TTC in partnership with the GSS School and Dakshin Foundation, will work on the following activities:

- The school will dedicate two classes per week (90 minutes) to EE/ESD
- One student will be made responsible for ESD as part of the 'school ministry'
- School assembly will integrate talks on the environment
- A group of proactive teachers will become TTC ambassadors at the school level and mobilize students for action on the identified Global Goals
- A full-fledged ToT will be organized in October 2017
- A 2-day school festival will be organized in April 2018





A REPORT BY

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