

Managing Change in Formal Education Sector for a Sustainable and a Resilient Society

Centre for Environment Education (CEE)

- Established in 1984
- Supported by Ministry of Environment and Forests, Government of India as a Centre of Excellence in EE
- Works towards raising public awareness and understanding of environmental issues with a view to promote the conservation and wise use of nature and natural resources
- Of its many specialized area of work, CEE addresses the need for trained personnel in educational and action programmes directed at environmental conservation.





ITP in ESD in Formal Education

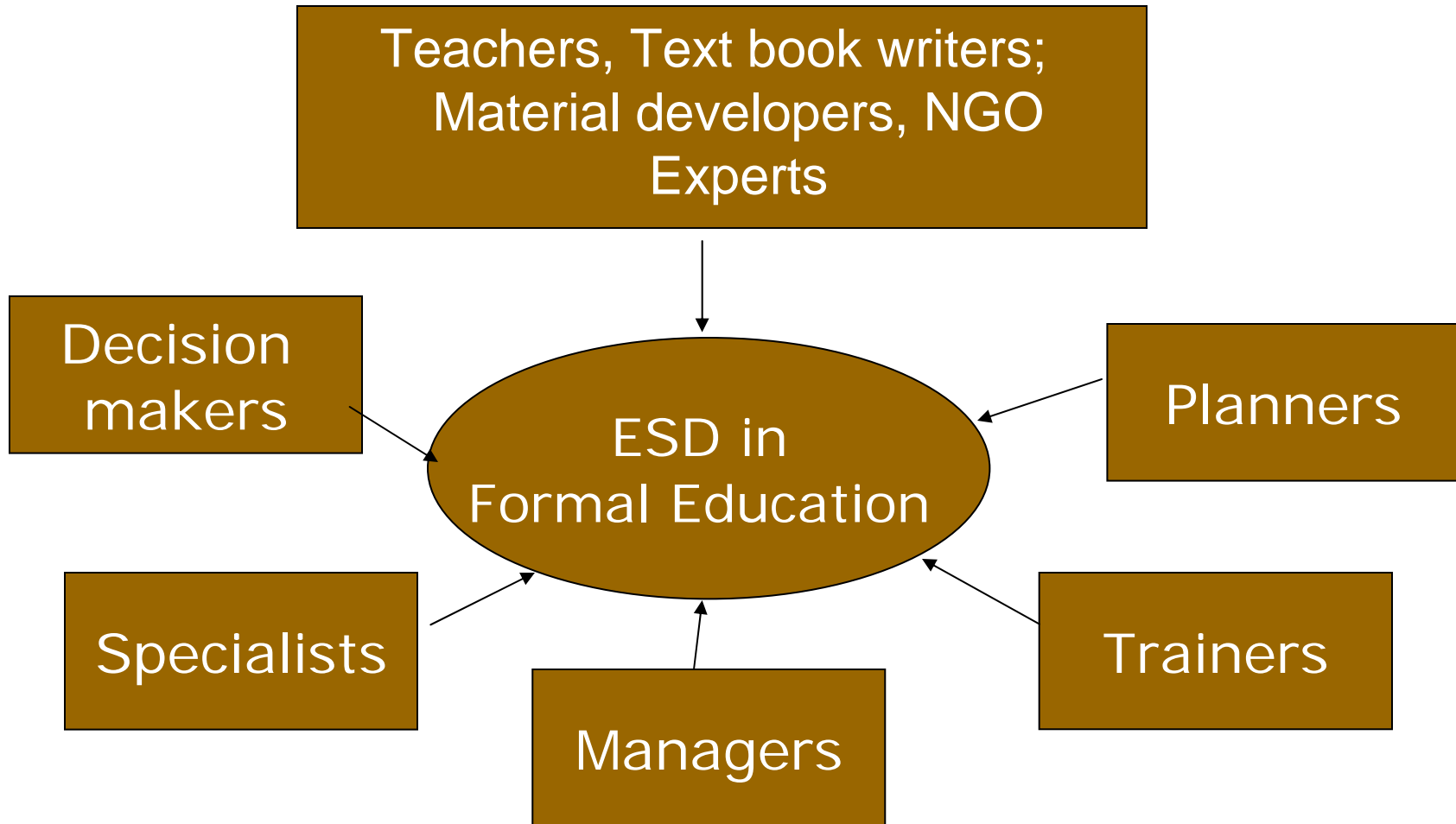


WESSA and the SADC Regional
Environmental Education Programme

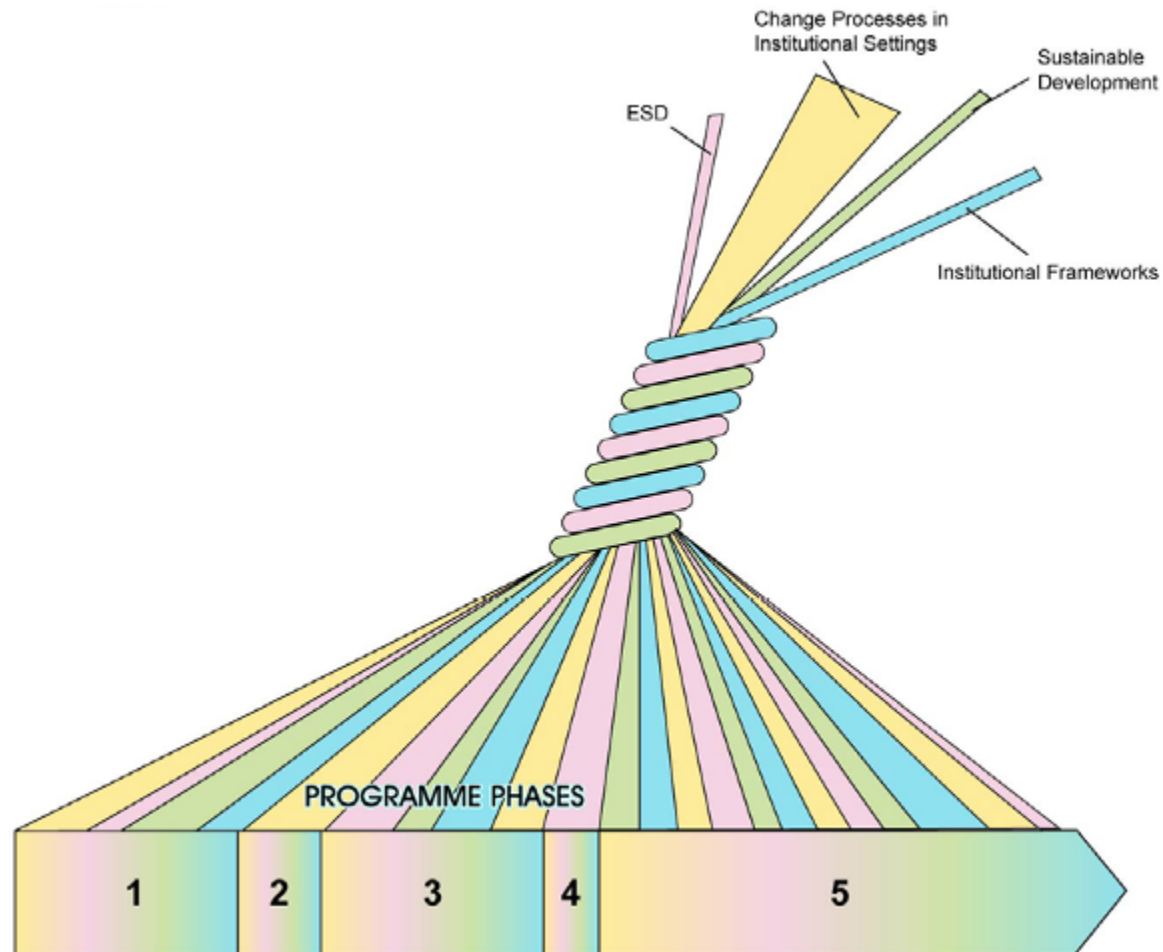
CEE
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Target Group



Importance of Change Project



Seeking opinions on the programme from Experts

Recommendations on the Structure and Design

- Breaking the content over different phases is good and then inter-twining enables the adult learner to understand and apply concepts better.
- The programme provides to use existing knowledge base of the learner and builds on it. However, it is critical as well to benchmark this learning.
- Desired outcomes and learning from the project need to have some competency base built around it, there by, help to reintegrate learning; use discretion; benchmark clear outcomes for professionals, institutions and community.

Recommendations on the Structure and Design (contd.)

- Essential to create collaborative opportunities in separate countries, thereby helping a continued process of sharing beyond projects
- Sustainability of the model needs to be enhanced by including learners/ participants as mentors in the programme.

Recommendations on Methodology

- A comprehensive programme and methodology being used.
- Critical to ensure or create room for spontaneous design to meet the learner's needs and learning
- How much room for creative space does the programme leave for the adult learner, is a question that we have in terms of methodology?
- Learner centered approaches need to be enhanced, those that are driven by inquiry.
- A similar programme needs to be / should be run in Australia

Learnings on the structure and the design

- ‘I liked the training design of the programme which is spread over five-phases and also the interaction between country teams during these phases’.....Phon, Ministry of Education, 2003



Learnings on the structure and the design

- ‘It was easier for me as my supervisor had undertaken this course the last year’...Fashiullah, Ministry of Education, 2011
- ‘I was able to reflect and analyse the application of ESD in the learning situations in Maldives’...Zameela, Ministry of Environment, Energy and Water, 2007

Learning on the methodology

- ‘The most useful learning experience was the sharing of knowledge and skills between the fellow participants’....Goldin, WWF-India, 2007
- ‘Through the ITP I was able to reorient my work and expertise to address sustainability, I have been promoted’...Taraqqui, Ministry of Education, 2009



Learning on the methodology

- ‘The Sri Lankan National Commission for UNESCO conducted more than 25 awareness programmes using the techniques and methodologies that we studied from Sweden and India’...Prasanna, National Commission for UNESCO, 2008
- ‘I have been using the change project concept as a model for teacher professional development in my country’...Stien, Sampoerna School of Education, 2009

Impacts

- 10 years of successful implementation
 - In 13 countries
 - More than 200 professionals trained in Asia, over 700 globally
 - Over 140 change projects
 - ❑ Democracy in Bangladesh
 - ❑ Gender Sensitivity in Bangladesh
 - ❑ Youth for Climate Change in Indonesia
 - ❑ From a Curriculum Framework to Textbooks in Schools of India
 - ❑ Enhancing Quality of Education through Teacher Training in Cambodia
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Acknowledgement

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