



Sustainable
Environment for
Education
Delivery in
Schools



WIRED

WORLDVIEW INSTITUTE OF
RESEARCH ON EDUCATION
DEVELOPMENT

PROGRAM DOCUMENT

Impacting Planet, People and Learning



Background

If one were to consider schools, one would look at schools as a physical space comprising of a learning community of teachers, students and other non-teaching staff. However, as hubs of communities, schools can help transform communities, districts, local Governments, societies and can directly impact perceptions, markets, policy, collective behavior, mitigate climate change and advocate small, conscious actions towards a sustainable future.

Going by sheer numbers, India is home to the largest education system in the world and by virtue of that, can directly impact as many people and perhaps more. School is an institution where we nurture and prepare the future generation and it is not only about the future but also about the way we live life on daily basis. It is therefore imperative for schools to re-assess their physical and psychophysical learning environments to see the implications it can have on learning, health and sustainability and the intrinsic relationship between them.

Education for sustainable development (ESD) has become an important issue in the society. The Earth can no longer continue to support the levels of human consumption. No one individual can solve the climate change, environmental degradation, energy consumption, water crises, city planning issues etc. Schools should therefore be seen as role models for sustainable development, an exemplar of what we want to see in the world and on this planet. Teachers and students spend a greater part of their lives in schools and must become sensitive and conscious to sustainability issues and this can possibly happen when schools create green, sustainable and

learning enabling environment. It is about creating a psychophysical environment simply because the psychological elements of the environment is inseparable from the physical.

Every school is located in an ecosystem; a ready-made, complex world ripe for discovery, exploration, enquiry, documentation, communication, understanding and therefore exercises a greater influencing power than any other institution.



Schools as hubs of communities can help **transform** societies, district and the collective behavior of people

1.5 million schools, over **8.7 million primary** and **secondary teachers** and more than 260 million enrolments (<http://mospi.nic.in/>) is home to the largest education system in the world

Humans have a very intimate relationship with their **environment**—the environment shaping and influencing the psychological state and the psychological state in turn affecting the environment.

Generation Z to Generation S

The much needed transition

Generation Z (individuals born between the year 1996 and 2010) represent a formidable force, which, if empowered, can change the course of the future. How will this empowerment come about? This cannot come about by just making some adjustment in the curriculum, the whole thinking about learning, school and schooling need to be re-looked, redefined, reimagined. Schools can be exemplar of what we want our communities to be and how we imagine our future on this planet.

Such an empowered generation may be aptly called generation of solvers, Generation-S, the much needed transition.



By the year 2020,

Generation Z

(individuals born between the years 1996 and 2010) will comprise **390 million** in India and **2.56 billion** across the globe, representing about **30%** of the population

Today's children need to live, experience their day to day life that enables **sustainable** and **real-life learning**.



About seeds

Creating sustainable learning environments is a priority today, not only in schools but in a larger societal context too. A school is an engine of change, how the future will be, will depend on how we educate our children today. A sustainable learning environment is like a matrix, meaning a womb (from the latin-mater). A matrix is that in which something develops and grows. So, it is about creating an environment in which a living being grows, teachers, children, plants, and habitat alike.

An environment enables interaction by presenting biodiversity as the basis for learning and growing. A well designed school and school environment can be a catalyst for pedagogical changes and can directly impact learning experiences. A physical learning space (if well designed keeping the learners-children at the center) can bring people together and encourage exploration.

Today's learners especially Generation-Z, favor active, participatory and experiential learning, however, the physical learning design or space (schools and classrooms) may not necessarily allow this self-expressed learning preferences when they are made to sit in a 'boxed' or a 'square' classroom or even the school building.

The increasing complexity of societies and problems faced at different levels (local and global) together with the uncertainty related to their solutions, urgently calls for new themes, spaces, approaches and a new thinking. Reflecting from the perspective of education for sustainable development (ESD) it has become clear that achieving a sustainable world, from a learning, social and an environmental point of view, requires the promotion of knowledge, skills, abilities and attitudes to learn and adapt, to combat urgent issues of climate change, loss of biodiversity, water crises, energy, waste, pollution, plastic poison, health etc.



Learning is an integrative process in which the learner

experiences an integration of his or her mental, intellectual, emotional, physical and social being.

The **power** and **impact** of built pedagogy (the ability of space to define how one teaches and learn) can no more be undermined or ignored.



Sustainable Environment For Education Delivery in Schools (SEEDs) is about creating sustainable and green schools that enables real life learning, so whether it is an extension of classrooms to outdoors, recycling area, frog ponds, kitchen gardens, saving water, waste, efficient use of energy, alternate energy, building solar kitchens, learning spaces for children, it finally culminate in a learning matrix or what may be termed as a learnscape. Nature has the capacity to nurture.

These constituent elements of nature that nurtures are: Earth, Space, Air, Fire and Water symbolizing stability, freedom, movement and mobility, illumination, knowledge and power, flexibility, fluidity and creativity.

Sustainable Environment For Education Delivery in Schools (SEEDS) is also about creating leadership capacities in educators to lead education for sustainable development (ESD) initiatives not only in their respective schools and institutions but also in their immediate communities.

This retreat will draw upon a wide range of skills and knowledge from a range of disciplines to best leverage the possibilities hidden within an ecosystem of a school to drive sustainable initiatives and create real life learning environment and learnsapes in schools.

A learning environment must be and truly wedded to all the universal **constituent elements of the nature** and because they are universal, they are deeply related to the human psyche.



Highlights



Engage local network of educators who are committed to student-centred and sustainability focused education and learning

Experience 'green living' at the TGB (The Golden Boulder) campus, a work in progress-prototype for a sustainable learning campus

Mapping your individual eco-footprints to expand your own sustainable behaviors and choices

Gain insights from experts from various fields of sustainability and learning



Focus

- ➔ Key questions such as what is taking place in the world today and how does it impact education and educators? A personal and group analysis and appraisal
- ➔ Identify and distinguish personal and organizational (school/institute) adaptability competence
- ➔ Discover and identify how learning and physical environment is intrinsically related
- ➔ Learn to demonstrate leadership and managing skills to lead sustainable projects
- ➔ Learn from Subject Matter Experts/Organization from diverse fields of sustainability and learning





CLASSROOMS

Vertical garden
Learning spaces
Classroom ergonomics
Light, Air, space, material etc



SCHOOL

Student action group
School environment audit
Water
Waste
Energy
Biodiversity



COMMUNITY

Taking your sustainability projects into the community primarily entails working with more stakeholders outside the school, such as local government and local businesses, communities and help problems pertaining to traffic, water, plastic etc. Some initiatives may involve doing environment audits within your community.

Whole School Approach



Key Objectives

- ✔ **Inspire** society towards building a sustainable learning communities and the future generation of solvers (Gen-Z)
- ✔ Feel **empowered** to make changes in your classrooms, school and community that has a profound and long lasting impact on our planet, people and learning
- ✔ Get **skilled** on working on sustainable projects in schools, working with various stakeholders, learning simple techniques to mitigate environmental risk on health, learn how to audit physical environment etc
- ✔ Get **informed** on various initiatives across the world on education for sustainable development and what the world and educators are doing to adapt to these changes
- ✔ **Network** with experts and other knowledge cohorts to guide and get guided by others
- ✔ Add **value** to your existing career/role by designing and initiating SEEDS project in your school and gain experience working with various stakeholders



Seeds retreat is a three days experience for:

- ➔ Educators who are seeking to learn more about learning and the impact of physical environment on an individuals learning and growth
- ➔ For those who have interest in progressing education in our changing environmental, social global landscapes
- ➔ For those who take keen interest in sustainability and green schooling
- ➔ For those who have interest in education for sustainable development (ESD)
- ➔ Any one with a passion and concern for the environment and learning
- ➔ Counselors in schools
- ➔ Teacher-coordinators in schools



Agenda


Day 1

MODULE	DESCRIPTION	ENGAGEMENT	DURATION
Campus Orientation	Orientation to TGB, familiarity with Dos and Don'ts, settling in	Orientation walk	1 hour
Context setting	Comprehensive briefing and setting the tone of the course of the program	Interactive	1 hour
Analyzing environment	Key questions: what is taking place in this world (at a macro level)? How does it concern education? How does it concern a school? The impact of change at the institution and personal level	Interactive Group activity	2 hours
Learning and environment	Key questions: How is learning related to physical environment? What is a sustainable learning environment? Why should schools address sustainability now? The role and scope of education institutes in inspiring society and communities.	Interactive Multimedia presentation Group activity	3 hours

Day 2

MODULE	DESCRIPTION	ENGAGEMENT	DURATION
Terrain Sense Experience (TSE)	Get a sense of the countryside landscape and explore how various environmental factors can directly impact not only learning but the larger community	Hiking Nature walk Observation Discussion	5 hours
The story of a backpacker	Learn from a backpacker about his experiences whilst traveling and working with children and adults		1 hour
Assimilating learning	Assimilate and present individual and group learning. Analyze case studies	Presentations Discussion	2 hours

Day 3

MODULE	DESCRIPTION	ENGAGEMENT	DURATION
TALKS@seeds 	Interactive session with an expert from the field of learning designs/ environmentalist/Energy organization/Water Organization	Orientation walk	3 hours
Identifying a project	Identify a project to work on in schools, learn project management skills and tools, make a wplan of action	Individual activity	1.5 hours



Learning Elements



TERRAIN SENSE

Terrain sense is about exploring and experiencing the natural environment for immersive learning. There is no better way about understanding sustainability and learning by being in nature. Being in a natural habitat opens a person to diversity and expands our thinking apart from being a rejuvenating experience. Being in outdoors helps participant reflect and question ones experiences and previously accumulated learning's or beliefs.



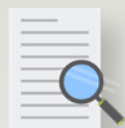
VERTICAL GARDENING

Vertical gardening is a simple method of growing gardens upwards (vertically) using simple support systems and planter.



GROUP ACTIVITIES

Learn by working in small groups and leverage the expertise, knowledge and experience of your team member



CASE STUDIES AND RESEARCH

Learn from various case studies and research findings on various sustainable and green schools across the globe. Get an insight into what educators are doing across the globe in their schools.

The Evolution of an Educational Institute



CURRENT

- ▶ Does the current learning spaces reflect the expectations and learning styles of today's learner?
- ▶ What is the impact of learning spaces and design on students and teachers personality?
- ▶ What is the impact of physical environment and design on the health of students and teachers?
- ▶ Does the school provide sustainable and green learning spaces?
- ▶ Is the school reflection of future education and learning from a child-centred education perspective?



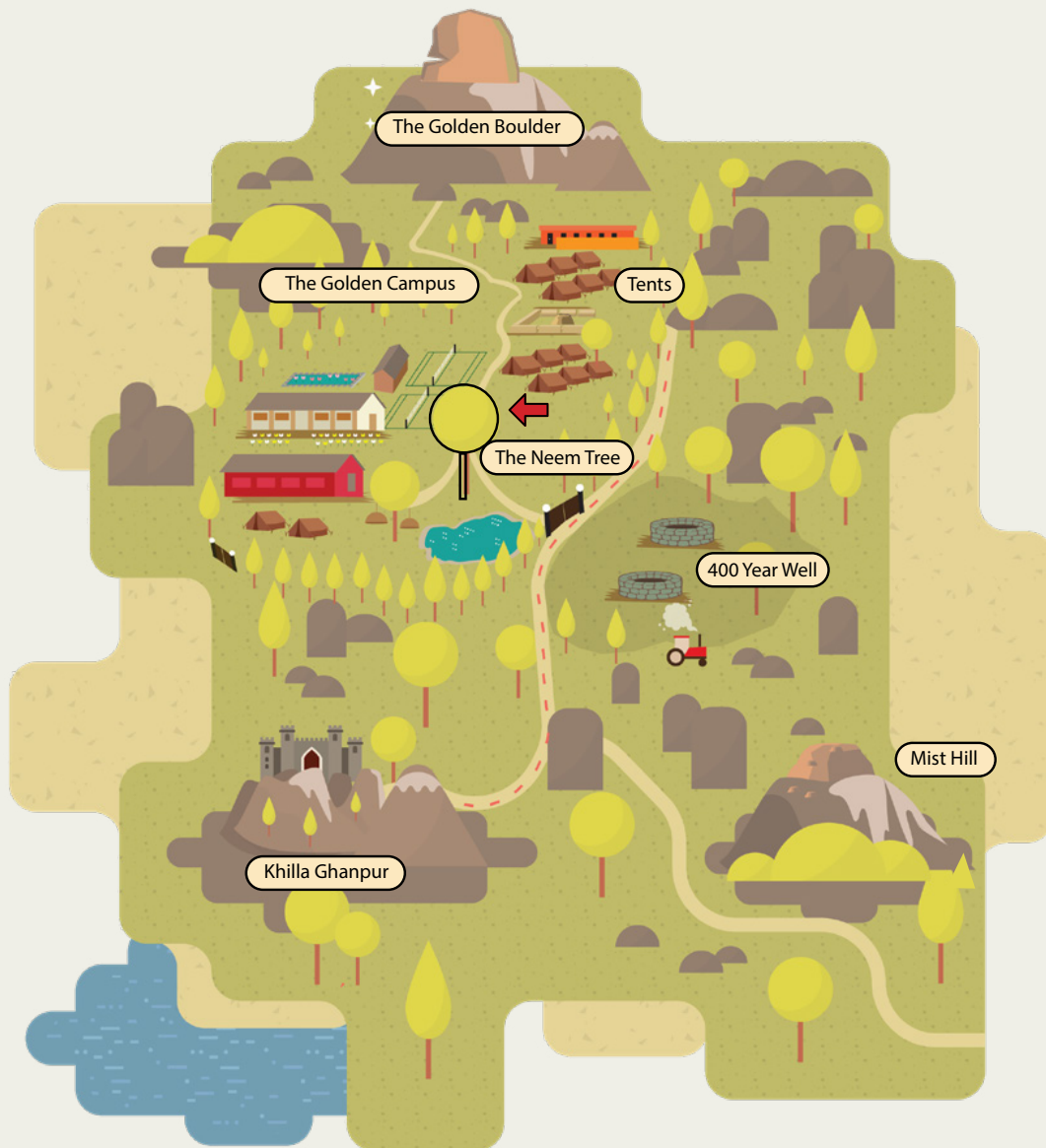
SOWING seeds

- ▶ Identify how schools can be the agent of change and a role model for sustainable society and for creating sustainable learning environment

CREATING AN IMPACT

- ▶ Working on a sustainable project in the school can be time consuming and may require access to resources, Ideas etc. All cannot be achieved alone.
- ▶ Work with educator's community and other experts/organization to give shape and get guidance on your projects. Create an **IMPACT**.

Campus Information



The Golden Boulder Campus,

Shapur Village, Khilla Ghanpur (PO)

Wanaparthy- 509375

GPS Coordinates- 16.540096, 78.060510

This 60 acre campus is skirted by farms, hills & boulders, nature trails, Khilla Ghanpur (a 13th Century Fort), and is in close proximity to the Nallamala forest, Koilsagar Dam and Koilkonda Fort.

An ideal habitat to explore your reciprocal relationship with Nature, participate in outdoor adventure sports and a host of other inquisitive learning activities.

Food

We strongly believe in healthy living and our food menu reflects the same. It consists of locally sourced produce to make traditional local cuisines with balanced nutrition.

For hikes, you will be oriented on nutrition and its importance according to which you shall pack ration for your stay outside the campus. At the campsite, you will have to cook your own wholesome meal in groups under the guidance of the on facilitators.



Accommodation



Campus is equipped with 4 sharing cottage tents for which fresh bedspread, pillow with pillow cover, and woolen blanket will be provided.



Common washrooms are at a very close proximity from the tents and each washroom is equipped with WC, shower partition, and hot & cold water running throughout the day.



Gallery



The Golden Boulder



Outdoor Classroom



Taxila & Nalanda



Darbar



Bawdi



Bell Cafe

Meet the team



LAVLESH BHANOT

Lavlesh is a Learning and Development professional with more than 22 years of work experience. With a passion for bringing a paradigm shift in education, learning and people development, he has been designing learning spaces and learning matrix for schools, universities and corporate. His main work is centered around human excellence and growth. He brings the Indian and the Eastern wisdom traditions in his work and takes the best from the modern learning paradigms to offer what he calls the 'learning fusion'. He has been working extensively with teachers, educational leaders and university professors for the last twelve years.



ARUN RAJ

A backpacker and nature lover with a deep interest in indigenous tribes, Arun has 10 years of experience in designing experiential learning programs and leading groups in wilderness settings. He has worked on various conservation projects involving tiger, forests and tribals in the Telangana region. When he's not busy with all of the above, he tends to his thriving vegetable garden and enjoys having endless conversations about health and fitness.



PAVANA RAO BELMAN

With over 5 years of experience in student engagement and conference organisation, Pavana worked with Google for two years before diving into experiential education. She's an avid outdoor enthusiast and adventure junkie, having gone on several treks and expeditions from when she was 13. Her passion for animals, the environment, books, exotic vegetarian food and brown coloured bags translates into her everyday life.



Worldview is a person-centred experiential learning platform with an overriding focus on Transformative Leadership. We focus on what we believe is the most critical aspect of Leadership: Adaptive Capacity, the ability to adapt quickly to positively leverage the opportunities in fast changing environments. We strive to develop personal potential attributes in an individual which include Thinking & Creativity, Knowledge, Communication skills, Ethics & Integrity, Team Work, and Planning & Organisation in order to improve this critical capacity in participants.

We trigger this through a variety of carefully structured experiential learning programs which necessarily engage the participants in working towards solutions for the challenges we face in our local & global communities. We employ a blend of experiential learning tools such as Simulations, Travel, Case-studies, Projects & Realtime work in order to create a dynamic outdoor learning environment.

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