

Sector: Education & Research

Sustainable Hyderabad Project : School children from different socio-economic backgrounds get an even platform to compete for the title of “Green School”

The Education for Sustainable Lifestyles (ESL) Project was conceived as part of the larger Sustainable Hyderabad Project. The project was funded by the German Ministry of Education and Research (BMBF) and led by Humboldt University (Berlin), Potsdam Institute for Climate Research (PIK), NEXUS. Indian Partners were nozco2 as advisors, and EcoSlate, the Sustainability Training and Education arm of Climate Miles, for implementation. The core hypothesis of the Project, “getting the institutions right” is one main key to solve the problems of sustainable resource use and to achieve the sustainable development of the Hyderabad region. Education being a key pre-requisite of successful development, was an ideal starting point. Members of the Sustainable Hyderabad Team and EcoSlate came together to develop curriculum and to train teachers as well as students on Sustainability through topics such as Carbon Footprinting and Energy Auditing. The project was also aimed at encouraging students to take home this learning and share.

Client’s Challenge

Climate Change poses severe risks to India, given its size, physical and socio-economic situation of the huge country. The Sustainable Hyderabad Team required Indian partners to develop curriculum to put into context a complex concept such as Sustainability (Carbon Footprint and Energy Auditing), keeping in mind the language barriers, and also the suitability for deployment in schools from across the spectrum, with children of varying socio-economic strata.

Climate Miles Solution

- A - Climate Miles through its various projects and EcoSlate's experience, developing content, training teachers and teaching students, prepared an activity-based curriculum suitable for Grade 8 students.
- B - In order to engage the entire School, this activity was made into a competition among students within the school as well as between all the schools participating.
- C - EcoSlate developed classroom lectures, games and hands-on projects to explain Carbon Footprinting and Energy Auditing in a practical manner. The Teachers

Client Statement



As coordinator of the Work Package “Lifestyle Dynamics and Climate Change” within the joint research project “Sustainable Hyderabad” I have had the distinct pleasure to work together with the team from EcoSlate for more than a year and it has been an inspiring time for all of us. PIK addresses crucial scientific questions in the fields of global change, climate impacts and sustainable development. The Sustainable Hyderabad Project (“Climate and Energy in a complex Transition Process towards Sustainable Hyderabad - Mitigation and Adaptation Strategies by changing Institutions, Governance Structures, Lifestyles and Consumption Patterns”) is an Indo-German Research Project funded by the German Ministry for Research and Education (BMBF). The project is mainly concerned with the central aspects of lifestyle changes in urban India. It aims at the implementation of measures for emission abatement and at the same time studies the future impacts from climate change. The pilot project “Education for Sustainable lifestyles” applies and builds on this research and addresses school children to make them aware about the link between their own consumption behavior and its effects on the environment and to make them understand the concept of sustainability. The new learning approach is highly interactive and focuses on the everyday experiences and understanding of lay people. It moves away from one-directional learning towards building comprehensive awareness among school children, their peers, family and neighborhood. EcoSlate has been more than the ideal project partner. EcoSlate has taken over the role of training the teachers and assisted in conducting the Green Week in five schools in Hyderabad. The team has also contributed in developing a metric for the schools competition and made the finalization and evaluation a real success. In order to achieve the greatest working experience and our deepest respect, EcoSlate has demonstrated outstanding commitment and creativity and maintained a clear sense of purpose. I find that EcoSlate as a project partner is a great asset to work with for their future work I wish them the very best success.”

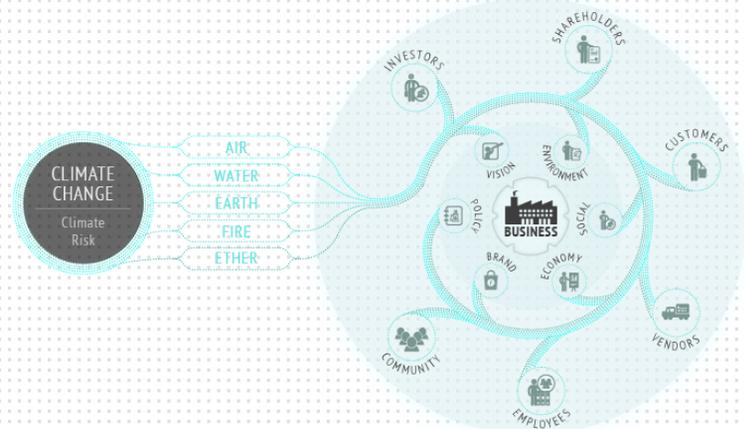
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Training Module was prepared separately and the teachers from various schools were trained prior to the sessions with students so that they could support the students throughout the year. D - EcoSlate helped organise and conduct the programme through its lifecycle spanning a year and a half, including prepare the Jury Process and bringing together experts in the field to be part of the Jury so as to display and establish the importance and vitality of the Project to the Schools and its students.

E - the Programme ended in a grand finale with the participating schools coming together in an atmosphere and fun and healthy competition.

EcoSlate's unique contribution to the project

EcoSlate is one of the very few organisations in India that has multiple years experience developing grade-specific curriculum, conducting courses and workshops with students from Grades 1 to 12 from different types of schools and colleges in multiple cities across the country. It is definitely the only organisation in this country that benefits from the real-life experience that Climate Miles brings in from its live projects, thereby giving the EcoSlate curriculum the edge of practicality and relevance. The challenge in this project was the educated risk taken on by the project proponents in opening up the competition simultaneously to more affluent private schools and poorer government schools. This posed the challenge of language, quality of teachers and their ability to support the programme, as well as the readiness of the students to understand conceptually and practically.

Project Approach (Characterized by a couple of relatively innovative features)

1. To move away from the common concept of imparting schoolbook knowledge, and instead focus on the lifestyles and everyday experiences and interests of the students.
2. Use an integrated, holistic approach to sustainability in the urban context of Hyderabad.
3. Avoiding the one-directional educational communication and build the project on interactive communication between students and teachers/experts.
4. To transcend the usual learning situation by combining the role of teachers with those of external sustainability experts and local community activists.
5. Integrate the network of family, friends and neighbours into the pilot project.
6. To attempt to make use of new, more playful forms of knowledge transfer and engagement (e.g. the Green Jersey competition).

Main Objectives of the Project

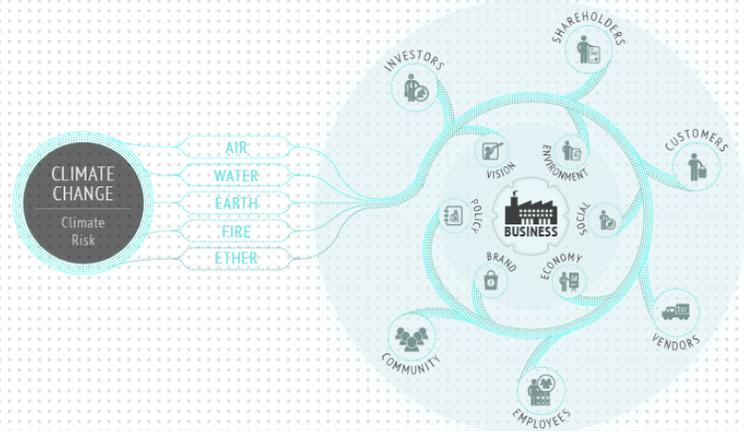
- To enable students to measure the impact their lifestyles or their schools' functions have on the environment by understanding the concept of Carbon Footprint Calculation and Energy Auditing.
- To implement and evaluate technical innovations as tangible demonstrations through a process of accurate diagnosis (carbon footprint calculation and energy auditing) therefore bringing students closer to the topics mentioned above.
- To organize awareness-raising campaigns for students and enable their participation in order to increase ownership.
- To develop a capacity building framework for teachers, student's representatives and staff.
- To analyze institutions and governance structures in order to institutionalize "Education for Sustainable Lifestyles" in schools.
- The pilot project was started with five schools in Hyderabad, which were of different geographical and social backgrounds.

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Solution Summary

Industry: Education & Research, India

Scope: Present pilot project can be scaled-up to include more schools in the city and in other cities.

Number of sites included : 5 Schools in the city of Hyderabad.

Benefits: Reach out to more number of Schools, their Students and student families.

Future course: Schools are a good place to start learning about sustainability. Re-programming modern lifestyles so that they can be sustained for generations without harming the environment and future generations can thus only happen as a collective learning process, leading to institutional changes and a re-adjustment of individual attitudes and behavior.

