



THE TURQUOISE CHANGE

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The Turquoise Change (TTC)

**Training of Trainers (ToT) Workshop in Zanzibar in cooperation with ZAYEDESA
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1. Background of the ToT-workshop by The Turquoise Change for transforming education for children and youth

The decade 2005 - 2014 was declared “United Nations Decade of Education for Sustainable Development” where the member states undertook to strengthen sustainable development and fore-grounded the role of education in sustainable development. Education for Sustainable Development (ESD) is seen as a catalytic process for social change that will through education and training advocate for values, behavior, attitudes, perspectives and lifestyles required for a sustainable future. ESD empowers children, adolescents and adults to shape their mind-set and actions for a sustainable future.



In 2014, UNESCO launched the Global Action Program (GAP) on Education for Sustainable Development. GAP recognizes that strengthening the capacity of educators, trainers and other change agents to become learning facilitators for ESD as vital. Educators are one of the most important levers to realize educational change and to facilitate learning for sustainable development.

There is a continuous need to build the capacity of educators, as well as trainers and other change agents, regarding relevant issues related to sustainable development and appropriate teaching and learning methodology. Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all SDGs. In fact, education can accelerate progress towards the achievement of all of the SDGs and therefore should be part of the strategies to achieve each of them. Sustainable Development Goal 4, by 2030, aims to ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

The Turquoise Change (TTC) is an ESD project, founded in November 2016 in the Andaman and Nicobar Islands (ANI), India by the ESD Expert Net Members Supirya Singh and Katarina Roncevic. The initiative 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. TTC will work in Havelock in ANI and Zanzibar City in Zanzibar in its pilot phase from November 2016 – July 2018. The extension of the TTC-initiative towards further islands of the ESD-Expert Net – Member countries, especially to Germany is planned.



The purpose of the ToT was 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. *The Turquoise Change* uses the Sustainable Development Goals (SDGs) and the Whole School Approach as overarching frameworks for its work in the islands. In its first phase (April 2017 – March 2018), TTC will be piloted in the following two regions:

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

While the key target group for TTC are students, teachers and the larger school community the local organization is supporting. The Zanzibar Youth, Education, Environment Development Support Association (ZAYEDES) in Zanzibar and Dakshin Foundation in Andaman Islands, India respectively are partnering and helping to establish connect with their partner schools and networks.

All together 30 teachers, both male and female, from project leaders to principles participated in the ToT-Zanzibar workshop.

Thomas Hoffmann was one of the main facilitators during the whole ToT-workshop at Zanzibar Town, led various phases of the workshop and gave several inputs:

- From MDG to SDG
- Islands – a specific world and chance for sustainable development
- What is Education for Sustainable Development
- Learning material: “Teaching the SDGs”



The relevance of the ToT for the international ESD discussion is mainly to be seen in the further development of the ESD-discussion under the specific impact of the SDG, their embedding into learning processes as well as discussing methods and measurements how to measure progress in realizing the SDG in learning processes in general and target 4.7 in particular in the regional and island specific context of Zanzibar.

2. Agenda and process of the event

The ToT-Zanzibar, conceptualized by TTC aims to equip all participants with the required knowledge, skills, attitudes and values to contribute actively to a sustainable future. It promotes critical and system thinking and enables all learners to change behavior towards sustainability and deal with current global challenges. With the increasing global challenges, they now have the added responsibility to translate global complexity to a learner's life.



The best way for schools to cope with this new scenario is to adopt a holistic approach - the Whole School Approach. Classrooms, where core learning are meant to happen, need to be supported by the school management, curriculum development, non-formal cooperation, teachers training, parents, government and students assessment. The Turquoise Change aims at supporting schools on islands in their individual and very local pursuit to become key change agents to create Islands for Sustainability. We have taken into account the research around islands and developed specific modules for teacher training (Training of Trainers), student activities and curriculum development in a manner that these can be translated into local actions.



The ToT in Zanzibar in August 2017 was implemented by TTC and Dr. Thomas Hoffmann and Pandelani Dzhugudzga Members of the ESD Expert Net.

I From MDG to SDG

Agenda 2030 and the Sustainable Development Goals (SDGs) are still not that wide spread known as they should be two years after the inauguration of the UN global development program. To ensure a common knowledge about and understanding of what the MDGs led to and the SDGs were conceptualized an overview of the topic was given and discussed. The discussion showed that the state of knowledge of the participants was very diverse – reaching from very detailed reflexion on especially goal 4 (Quality education) to never heard about. The positive result of the common reflection was that from the very beginning connections of these global programs to the local conditions of living and reality were discussed, identified and solution oriented reflected.

II Islands – a specific world and chance for sustainable development

From a geographic point of view islands have to be seen as specific spaces of living and development, showing specific characteristics, which cause problems as well as chances towards a sustainable development. The impact “Islands” therefore was directed on islands in general and not yet on the specific situation of Zanzibar. This opens up the possibility to understand island worlds better and to cooperate with island societies in other partner countries, like Havelock on the Andaman Islands/India and islands of Germany or Mexico, which are planned to be integral part of the ongoing TTC-project.

>> As typical characteristics of islands geographic research identified the following aspects:

- Isolated spaces
- in general remote and peripheral
- Limited space (to develop)
- Poor availability of resources
- (often) culturally backward
- Economically disadvantaged
- Fragile concerning their existence as base of livelihood
- Easily overused due to ecological fragility
- (often) loser of modernity under the impact of global competition

>> Focused on the economic characteristics of island realities worldwide geographic research identified

- Income, jobs and economic development are in deficit
exception: high income islands like Bermuda, Jersey, Ireland, Guernsey, Cayman Island, ...
- Emigration, structural weakness
- Low income, high transport fees, limited import of goods and global values lead to:
- lower consumption, stronger local economic circles
- Social stability, economically more independent, lower environment pollution
- Island does not automatically mean isolation
- Historic examples of islands as centre of economic power (slave trade):

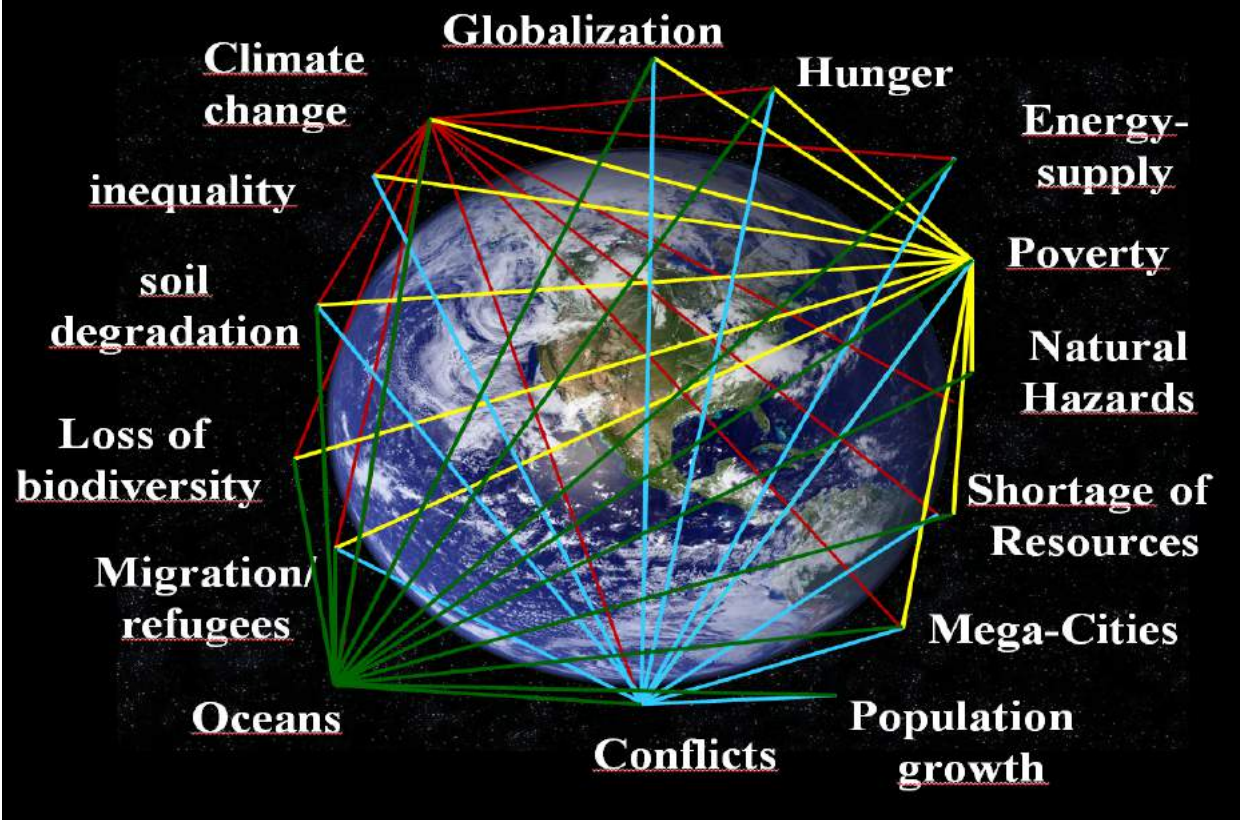
>> While islands in the same time show specific aspect of cultural heritage such as:

- More than 13 % of all World Heritage Sites (WHS) are on islands (twice as much as percentage of continents)
- Islands are more culturally active and supporting than limiting e.g. Easter Islands sculptures, Yap: Stone Money, Zanzibar: Stone Town, Korsika: Menhire.
- But.
- Archaic cultures remained and survived much longer on islands
- Backward or cultural protection and consciousness?
- Islands were much less hit by destruction and vandalism
- Islands keep and maintain traditional habits much longer
- Modernism and globalization have much slower and less impact on island
- societies and culture nevertheless there are many examples of destroyed cultures (language,
- music, dance, architecture, adapted forms of agriculture and fishery,

>> And also the ecological characteristics of islands show a specific choice of aspects:

- Worldwide islands show over average variety of endemic plants and species – biodiversity hotspots with very specific evolutionary processes
- Ecologically vulnerable
- Cultural history of islands is often a history of dramatic environmental degradation (Easter Island Syndrome)
- Islands as a “seismograph “of (dangerous) processes of change?
- Problem: scale and its impact on systems of human-nature interaction
- (therefore) wide spread and innovative environment management ideas and concepts to be found and to be learned from island societies, especially concerning
 - avoidance of rubbish,
 - recycling of resources,
 - reprocessing of drinking water,
 - Landscape protection,
 - Environment friendly aquaculture
 - Regenerative energy supply,

The presentation of these basic facts on islands in general opened up the possibility to arrange the specific reality of Zanzibar. Beside that first ideas of chances and hurdles of development , especially of sustainable development were shaped and could be integrated in the following discussions and reflections.



III What is Education for Sustainable Development?

The aim of ESD is to enable individuals to recognize and evaluate the present as well as future global challenges and enable people to participate in development as well as shaping process

ses, which are necessary to assure recent as well as future generations the access to the resources they need to meet their needs. Education for Sustainable Development (ESD) promotes sustainable thinking and acting. It enables children and adults to make decisions and at the same time understand how those decisions affect future generations and the life of others.



This understanding leads to the question: What are the recent as well as future concerns we find ourselves in?

- increasing complexity of living conditions all over the world
- increasing dynamics of change
Dramatic increase of global challenges
- increasing degradation of parts of the earth system (climate change, loss of biodiversity, acidification of oceans, etc.)
- development deficits of the global society (poverty, hunger, migration, ...)
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Discussion and Analysis



After these presentations on the theoretical background and action projects, the main discussion was centred on the relevance of SDGs to Islands and project action planning (choose your goal, what is the problem, possible solutions, what do we have, what do we need).

In addition to commitments made by the teachers on the SDGs above, the following ideas were proposed as a way forward:

- **Include SDGs into the curriculum or extra-curricular activities.**
- **Lobbying school management on SDGs agenda.**
- **The SDGs are interlinked and require system thinking approach.**
- **Health and Well-Being would require simple and realistic solution like vegetable gardening which should involve the entire school community (management, teachers, learners and parents).**
- **Zero Hunger would require awareness and lobbying of the school, community and parents committee.**
- **Inform school management, school and community.**
- **Raise money for the school through art and craft, recycling, etc.**
- **Organizing school meetings with other staff**
- **Encourage other schools to join the Eco-Schools Indian Ocean Program**