"No Future without Education" Lab

Alumniportal Deutschland

26th September 2017, Hotel Le Méridien, New Delhi

Background: The Alumniportal Deutschland initiated a series of SDG labs „*No Future without Education*" in the context of the German Engagement for the Agenda 2030. The lab is meant to be a contact and networking platform for idea creators, experts and investors who want to contribute with their wide range of know-how and vast experiences to ensure that creative ideas will be transferred into reality.

India was one of the countries where the lab was organised on 26th September 2017. The event that was organised in Delhi was very well received by participants, who had either themselves applied or were invited individually by the Alumni liaising team in Delhi in close cooperation with the Liaison Office in Bonn to ensure a broad range of profiles. The lab in Delhi brought together Germany Alumni with local and international experts and stakeholder from Politics, Economy and Civil Society as well as organizations from International Cooperation and Development Cooperation that intend to raise awareness on the importance of education in the context of the 17 goals of the Agenda 2030 in society and therefore enter into dialogue and develop innovative ideas and pilot projects.

Various innovative techniques for facilitation and synergetic work were used in the day-long event. The lab witnessed a participation of 45 participants from different professional groups and sectors with diverse know-how and experiences. Stimulating exchange of knowledge as well as generation and enrichment of innovative ideas were some of the biggest outcomes of the day. Given below is a detailed account of the lab and its various sessions.

Table of Contents

Contents	**Page**

1. Opening of the "No Future without Education" lab and official welcome

The event started with an official opening of the "No future Without Education" Lab. The various sessions of the day were moderated by Mr. Farhad Vania (GIZ). The opening session included addresses by the following guests, an account of whose inputs has been provided below:

Mrs. Sabine Olthof- Head of Alumniportal Deutschland

In her opening words, Ms. Olthof welcomed the participants to the Lab, introduced them to Alumniportal and the Alumniportal Team in India as well as shared the background information regarding the event.

She defined Germany Alumni as persons who have spent time in Germany by way of education (including advanced trainings) or profession or who are interested in Germany in general. Germany Alumni – she mentioned – are spread across the globe and working in a wide range of professions with fields of expertise.

Throwing light on Alumniportal, she shared how, being a global network of more than 153, 000 Germany alumni from over 180 countries, the network deals with all aspects of alumni and network management and seeks to enable partnerships and cooperation not only among alumni but also between German and Indian organisations and companies. The overall aim of Alumniportal Deutschland is to promote the 2030 Agenda for Sustainable Development and its 17 Goals (SDG) and to ensure that every individual is called to make a contribution to it. In addition to this, Alumniportal seeks to inform and inspire Alumni to be part of this global process as well as emphasizes the role played by them, their networks and their expertise towards the achievement of the SDGs. Hereby, she particularly emphasised their role in the achievement of the fourth SDG – "Equal education for all". She also spoke about the unique features of Alumniportal including interactive options to practice German, an international Job-board and digital courses among others.

She then spoke about the series of SDG Labs on "No future without Education", that was introduced by Alumniportal Deutschland in 2017 and that is taking place in Ethiopia, Kenya, India and Vietnam. She highlighted the role that these Labs play in bringing together Germany alumni with local and international experts, stakeholders from politics, economy and civil society and organisations in international cooperation who intend to raise the awareness of the importance of education in the context of the SDG goals and to develop innovative ideas and pilot projects.

Lastly, she acknowledged that the Alumniportal and the Lab events have been possible because of the alumni and the cooperating partners of the Alumniportal Deutschland that have been supporting the alumni and their needs. The latter include German organisations such as German Academic Exchange Service (DAAD), Goethe-Institut, Alexander von Humboldt Foundation and German Development Cooperation (GIZ).

Mr. Wolfgang Köster- Development Advisor and Deputy Head of Department of Economic cooperation, Embassy of the Federal Republic of Germany

In his address, Mr. Köster engaged with the audience by apprising them of the history of development cooperation between Germany and India and of the ongoing happenings. He began his address by informing the audience about the recently concluded annual Indo-German consultations in Berlin. He found these consultations to be a testimony to the long standing development cooperation between Germany and India and their joint endeavour to accelerate the implementation of the development programmes, with an aim to achieve impact on the ground and improve people's lives. When it started in 1958, the cooperation between the two countries focussed on two major areas, which included access to clean water and food security in rural areas. He noted the change in the Indian context since then. On the one hand, India has created its identity as a fast growing emerging market with success in fighting poverty and shaping the international agenda. On the other hand, its huge and young

population is seeking jobs. Natural resources such as water are becoming scarce and the Indian economy and society is contributing to climate change and are also being impacted by it. He noted how urbanisation will have a great influence on India's future and how India's cities will grow by 130 million people in the next 30 years, which is much more than the urban growth in whole of Europe.

He then threw light on the global partnership between the two countries and spoke of cooperation as part of G20 level, UN climate negotiations and the SDG 2030 agenda. He emphasised that as part of G20, Germany and India must acknowledge, that the ability to implement the SDGs relies on both national and international contribution. The Indo-German strategic partnership focusses on climate change, environment protection, renewable energy, energy efficiency, Skill development and sustainable urban development. Flagship programmes such as green energy corridors, Indo-German solar partnership and support to Smart-Cities initiative and Clean Ganga project are being implemented on behalf of the German government by GIZ.

After years of negotiations, the world community has finally found a path towards controlling global warming at the COP 21 at Paris in December 2015. The task is to implement these global commitments set by the Paris agreement. Germany – he informed – firmly believes that the effectiveness of the agenda 2030 and the SDGs will depend on the quality of the national review and monitoring processes. He went on to state that Germany is the second largest bilateral donor to India. The motto of the lab "No Future without Education" and everything he said before is based on good education and training of society. To this end, he encouraged the alumni to continue working towards sustainable development.

Mr Apoorv Mahendru, Director of Marketing, DAAD

Mr Mahendru expressed delight at working closely with the cooperating partners of Alumniportal towards building a future through education. He informed the audience that as an organisation that has been around for more than 60 years, DAAD has been promoting education in India, Germany and globally at the scientific and academic levels. DAAD extends support by means of funding, scholarships, initiating cooperation or providing of information. He was pleased to inform that the efforts of the organisation have resulted in establishment of several cooperations and an increased interest in German institutions. He stated that the aim of the Lab which is to discover newer ways to make education accessible to all and create a better future for everyone through education coincides with the motto of DAAD.

Ms. Shatabdi Ghosh

Ms Ghosh mentioned that the Goethe-Institut contributes to the theme of lab through its focus on language learning, cultural exchange and its numerous information centres. She anecdotally shared Mr. Nelson Mandela words about how the way to cripple the country is not through war but by destroying its education system. It is the education system that takes the country forward. She also talked about the change in the education system in India from the days of the traditional mentor-apprentice relationship to classroom learning, to the current digital learning trends in the country, whereby education can be taken to the remotest corners.

Ms. Annette Roeckel Portfolio Manager, GIZ India

Ms. Roeckel informed the audience that the Indo-German cooperation has a long history of 60 years, which is when the first activities between GIZ and alumni were initiated. She informed the audience about the work of German Development Cooperation (GIZ) in India. GIZ supports more than 30 projects across the country with 291 national and 46 international employees. These projects are in the four thematic areas of Energy, Sustainable Urban and Industrial Development, Environment and Management of Natural Resources and Sustainable Economic Development. GIZ is commissioned by Federal Ministry for Economic Cooperation and Development, Federal Ministry for Environment, Nature Conservation Building and Nuclear Safety and Federal Ministry for Economic Affairs and Energy. Ms. Roeckel stated that in all the aforementioned areas, SDG 4 that focusses on Quality Education and lifelong learning opportunities is a part of all projects and that GIZ is guided by the principles of sustainable development.

Atishi Marlena, Member of legislative Assembly – Delhi & Advisor on Education to the Deputy Chief Minister of Delhi

Ms. Marlena underlined the fact that education forms one of the prime focus areas of the Delhi Government. She opined that no future without education not only applies to the recipients of education but that the wholes society has no future without education. She went on to state that, where our society stands today is a reflection of education system at present. Similarly, wherever we envision the society to move tomorrow would determine how we will shape our education system today. The worldview of citizens, she believed, are shaped from the classrooms. If our aspiration is to be at the top of the class and to get the best job, then our battle to be number one will be equally reflected in our society. This, she felt, is not just the agenda of one country but all countries across the world. As a group of nations, it is pertinent for us to reflect on what is going on in our classrooms and how is it going to shape the future of our country.

The opening speech was followed by the sharing of the agenda for the day by Ms. Mirjam Habel of the Alumniportal Deutschland team. The participants then got a chance to know each other through a series of introduction-oriented interactive exercises. An account of the same is presented below.

2. Getting to know each other

The group was led by the Alumniportal team to regroup themselves according to the initials of their names and similar such icebreakers that included questions such as the duration of their commute to the event, whether they are a German alumni and the number of years of experience the participants possesses in the education domain.

This was followed by inputs on education related topics such as primary and secondary education, inclusive and equitable quality education as well as vocational training and education. These were presented by the various experts in the respective disciplines. A round of discussion and engagement with the participants followed after each input. These have been recorded as under:

3. Input Presentations: Insight into specific topics on education and the situation in India

I) Primary and Secondary Education (input presented by Ms. Atishi Marlena).

In her input, Ms. Marlena talked about the challenges faced in the sector of primary and secondary education in India. Hereby, her focus was on public education, especially in Delhi.

Challenges: The challenges she touched upon included the following: (a) a prevalent strong class divide between private and public schools and the inability among more than 50% of the children in these schools across the countries to read and write (b) poor infrastructure in government schools. She shared that this is due to a lack of political will to tackle these problems. This is exacerbated by the fact that most of the private schools (especially in Delhi) are owned by politicians, thereby leading to the existence of vested interests. (c) There has been inadequate investment in public schools due to the inherent attitude of not caring enough for the children who go to these schools. (d) An unaccountable bureaucracy has led to a tendency of not working towards the outcomes and instead focusing on simply exhausting the allocated funds by year end. (e) She also elaborated

upon the ineffective implementation of existing government policies (such as the Right to Education Act, RTE) and the challenges faced with specific provisions such as the "No Detention" policy that applies to the primary level. As is the case with the latter, all children are promoted to the next grade regardless of their performance in the previous one. Ms. Marlena underlined that this policy was ahead of its times and that it eliminated whatever little accountability exists on the part of the children, teachers as well as parents. What makes the situation worse is the stark difference in the level of complexity of curriculum at primary and secondary level school, due to which, an inadequate performance in the former leads to the children not being able to pass the latter. As a result, children aren't able to clear the first public examination of grade 10, which in-turn leads makes all career options and vocational professions inaccessible for them.

Measures undertaken: To address these challenges, several measures were adopted by the government. Ms. Marlena also briefed the audience about these measures.

Firstly, she illustrated the improvement in school infrastructure by sharing photos of the Delhi government schools. She also shared how the confidence and body language of students have changed as a result of better infrastructure.

Secondly, she touched upon the revitalisation and empowerment of the school management committees, which in spite of their institutional existence as part of the RTE provisions, were defunct in-effect. Ms. Marlena informed that the reactivation of these committees resulted in the emergence of localised solutions to accountability related problems at schools, thereby leading to a change in the overall culture of these schools.

Thirdly, she threw light on the Mentor Teacher Programmme which was introduced in the wake of ineffectiveness of the existing policies that focussed on training of teachers. Despite the presence of teacher training programmes, the methodology of the teaching has been found to be as uninteresting as before. The mentor teacher programme managed to identify the root of the problem facing the teachers and sought to create a cadre of mentor teachers from existing teachers at Delhi schools, who had been using creative innovative teaching methods in their teaching. As part of the teacher mentor progamme, the following steps were taken: (a) capacities of these mentor teachers were developed, to in-turn train other teachers. This helped establish a greater sense of legitimacy, given that these mentors were well equipped with the experience of teaching in similar environments. (b) Each mentor was allocated 5 schools that they had to regularly visit, observe and monitor in order to address the challenges faced by the teachers at the schools.

II) Inclusive and Equitable Quality Education (Dr. Beena Pandey, Research and Information System for Developing Countries, RIS)

In her input, Dr Pandey approached the topic of inclusive and quality education for from the perspective of RIS as a research organisation and gave a broad overview of inclusive education and the challenges. Hereby, she touched upon areas such as move from quantity to quality education, transition from MDGs to SDG's, challenges in inclusive and equitable quality education and the way forward. The challenges she highlighted included a decrease in enrolment ratio in government schools in rural areas, high drop-out rates, shortage of qualified teachers, inadequate funding and infrastructure as well as unsatisfactory learning outcomes. In addition to this, she also explained the structure of education system in India, provided an overview on existing policies and flagship programmes as well as a gendered perspective on education in the country. She also reported an improvement in educational indicators and shared two best practices. A change in mind-set, she underlined, is needed to ensure access to education and enhance the education quality.

III) Indo-German programme for Vocational Education and Training (Ms. Anita Sharma, GIZ)

Ms. Sharma started her presentation by talking about the prevalent attitude towards the field of vocational training in India, whereby unlike the much valued and preferred path of higher education, it is not known to be a dignified or a preferred route for education. As a result vocational training is seen as a last alternative that is chosen by people left out of mainstream. While the picture looks grim, India is making efforts in the direction of improving its vocational training system, she reported. Ms. Sharma then focussed on the challenges facing the sector in India as well as a few best practices.

Challenges: (a) Only 24% of youth take the higher education route. Out of the remaining, most are pushed by their socio-economic conditions to start earning and therefore drop out of formal education system. A very small part of them, who can afford to spend 1-2 years at vocational school, take the vocational training route. The first challenge lies in the numbers itself, whereby the country seeks to skill 400 million people by 2022. (b) Secondly, while the numbers are huge, the associated facilities that are needed to achieve these targets are missing. This s substantiated by the presence of a mere 12412 ITI's with 2, 551, 330 training seats. Out of these only 2051 are government ITI's and 10361 are private. (c) Thirdly, the quality and quantity of trainers and the quality of training curriculum leaves scope for much to be desired. (d) Lastly, the biggest challenge is that of a big mismatch between demand (employers) and supply of skilled manpower (training providers). Informal economy has been affected in the wake of demonization in India, leaving industry and SMEs as the employers of the manpower. In the wake of the low level of participation of industry/SMEs in the provision of skill training, the government also launched a few schemes to increase the engagement of the industry.

Recent Developments: Ms Sharma then shared the recent developments in the vocational training sector in India. No particular ministry was assigned with vocational training as the focus- 24 ministries had been working on the sector through 70 programmes. (a) Since November 2014, a dedicated ministry for the vocational training sector has been set up (Ministry for Skills Development and Entrepreneurship). (b) While efforts in the direction of streamlining and coordinating continue after the formation of the new ministry, there already have been a few programmes that have been initiated (Skill India Mission in 2015). (c) National Skills Qualification Framework (2013) strives for lateral and vertical mobility. (d) Consolidation of schemes, formalising structures of the skills training programme, international recognition of surplus of youth in India by 2022 (as recorded in a 2008 report by Confederation of Indian Industries, CII) as well as investing in the training of the youth for employment in international markets together form the focus of the government.

Best practices: Ms Sharma informed the audience that the Indo German programme on Vocational Education and Training is focussing on capitalising on and replicating the hallmark of the German dual vocational training system- that is to involve industry in skill training in a big way. This is being done in India by the programme by engaging the existing structures of the industry/SME clusters, placing skill advisors in them, thereby having them serve as a link between the member companies and the government.

4. **Working Groups: "How can we achieve education for all until 2030?"**

After the plenary sessions of opening and input presentations, the group of participants was split into four working groups. Each group had a moderator from the Alumniportal team, who used different facilitative methods/approaches and led their respective groups through interactive reflective processes in order to reach a special objective that was common to all four working groups.

This special objective was to complete the statement *"Education for all until 2030 may only be achieved if…"*
Equipped with the knowledge shared by the presenters in the previous session, the groups were given two

guiding questions in order to reach the objective of completing the aforementioned statement. These guiding questions were:

(a) What is the biggest challenge that has to be overcome to ensure inclusive and quality education for all and promote lifelong learning in India?

(b) From your experience, which examples of good practices in education in India would you like to share?

A brief account of the different methods that were used in the individual working groups to achieve the objective, is given as under:

I) Impromptu Networking (Pink Group):

This group was moderated by Ms. Mirjam Habel (Alumniportal Deutschland/Goethe-Institut). As part of this method, the moderator shared one by one, the aforementioned guiding questions with the group. Hereby the moderator posed three questions to the members, namely – (i) the biggest challenge that has to be overcome to ensure inclusive and quality education for all India; (ii) the biggest challenge to be overcome to promote lifelong learning in India; and (iii) examples of best practices in education in India.

The participants were given some time to walk around and reflect on each of these. They were then asked to spontaneously team-up with another person from the group, whereby both took turns to share their individual thoughts on the question. By doing so, each participant got a chance to partner with at least three people. Subsequently, everyone got back together for a common round of discussion on these questions and agreed to commonly select the most relevant points to be able to complete the objective statement defined above.

II) Journaling (Green Group):

This working group was moderated by Ms. Seynabou Fachinger (Alumniportal Deutschland/GIZ). The moderator initiated the working group into a journaling exercise, whereby each of the participants were asked to pen down their thoughts on certain pointers or questions that were specified by the moderator. Thereafter, the group members engaged themselves in a round discussion on the topics of concern in their individual areas of expertise (within the education domain). This also provided an opportunity for members to share the results of the journaling exercise, if they wished. As the next step, the group then engaged in a discussion on the two guiding questions. Inputs were subsequently sought from the members, in order to eventually complete the objective statement.

III) Vision Mandala (Blue group):

8

Mr Ziaul Hoda (Alumniportal Deutschland/GIZ) moderated this working group. The Mandala thinking method required the participants to think of the bigger picture in a holistic manner. The method consisted of different stages.

In the first stage, the guiding questions were explained to the participants and they were asked to draw on the table their vision on solving these (usage of words, text, characters and signs was prohibited). A total of fifteen minutes were assigned for this, whereby the participants were not allowed to converse with each other.

Thereafter, they moved towards the place occupied by the participant on their left and added to the vision that was drawn by the previous participant. This continued in a circular fashion, till each member returned to their own place.

The next fifteen minutes witnessed the participants engage in a discussion, whereby each of them presented their individual visions, how they were initially and what shape they took after the contributions from other members.

The last fifteen minutes were then spent in creating one statement that would lend keywords in order to eventually complete the objective statement.

IV) Walk and Talk (Yellow group)

This group was moderated by Ms. Devika Chakraborty (Alumniportal Deutschland/GIZ). As part of this exercise, the group members were given the guided questions and were asked to individually reflect on their ideas. Thereafter they had to engage in a walk-and-talk exercise and exchange their ideas with another group member. This was then followed by a collective exercise, whereby the group as a whole identified two issues with regard to both guiding questions that struck them the most. This exercise helped them identify the exact challenges in inclusive education as well as good practices in their area of work. This in-turn served as building blocks for the content of the objective statement.
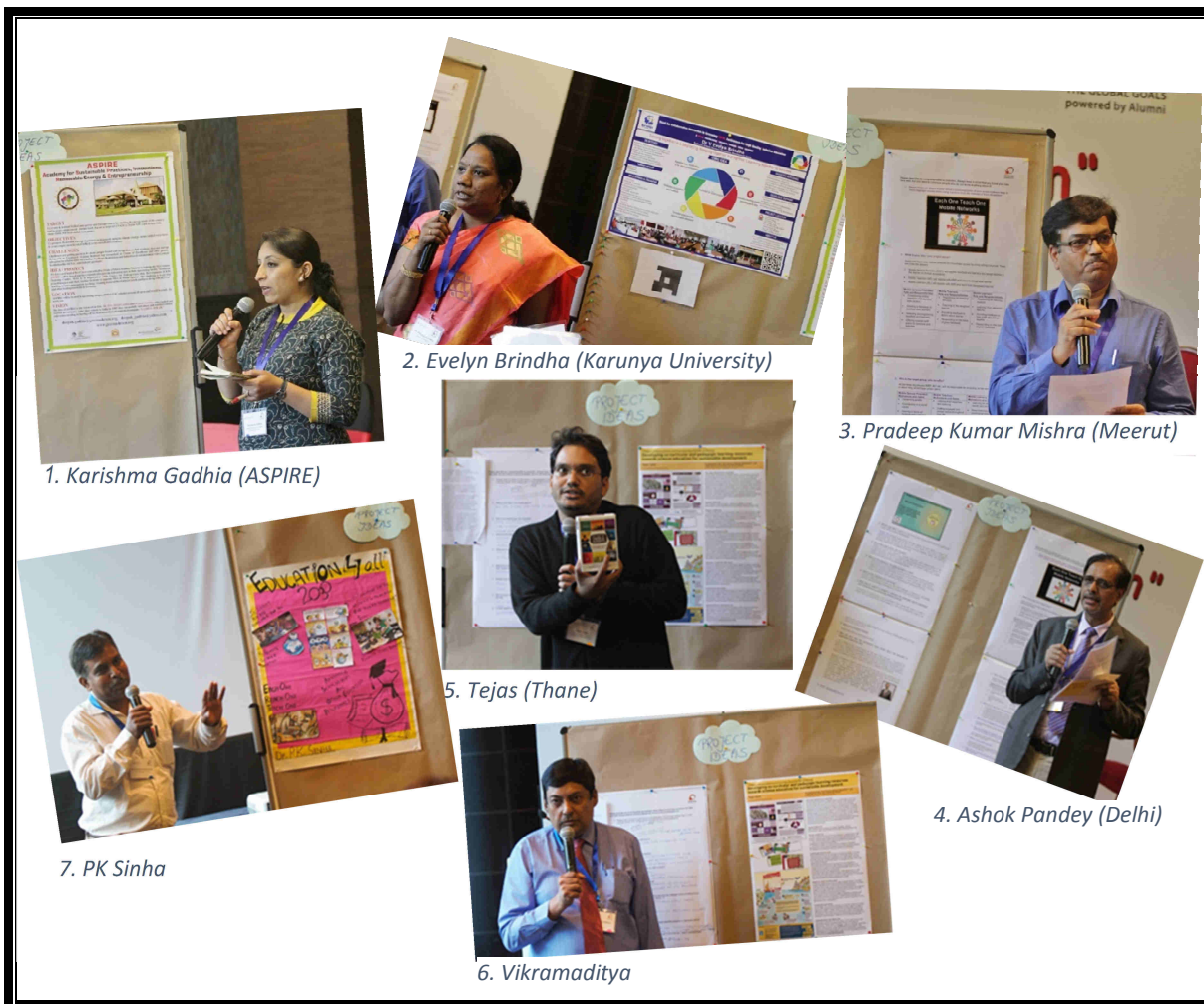

5. Elevator Pitch for all project ideas and Voting

The Lab had a provision for an application process on the Alumniportal Deutschland portal, whereby in addition to applying/registering for the event, the potential participants also had a possibility to apply with a project or an idea of project with a letter of motivation. A total of seven project ideas were submitted from the side of the participants.

In this session, all seven project owners got an opportunity to present their ideas to the larger group of participants and Alumniportal Deutschland team, by using the elevator pitch methodology. Hereby, the participants had a minute each to share their ideas with the audience in a clear and crisp manner. Following is an overview of the ideas that were pitched as part of this exercise:

1. Karishma Gadhia (ASPIRE)

2. Evelyn Brindha (Karunya University)

3. Pradeep Kumar Mishra (Meerut)

5. Tejas (Thane)

4. Ashok Pandey (Delhi)

7. PK Sinha

6. Vikramaditya

(i) **Project idea 1 – Karishma Gadhia (ASPIRE):** Academy for Sustainable Practice, Innovation, Renewable energy and Entrepreneurship (ASPIRE) that aims to engage technocrats, engineers and enterpreneur to offer clean solutions for greener and sustainable future / founders are TU Berlin Alumni who returned to India in 1985 / started a green movement with motto of focusing on economic growth along with ecological growth by establishing Gadhia Solar using solar thermal technology and an NGO called eco-centre ICNEER-International Centre Networking, Ecology, Education and Reintegration.

(ii) **Project idea 2 – Evelyn Brindha (Karunya University, Coimbatore):** From teacher to a TOTAL teacher: (TOTAL)Transforming Outcomes Through Active Learning / Teacher as a guide on the side as opposed to sage on the stage / Use of flicker cards for classroom assessment as an example of the methodology

(iii) **Project idea 3 – Pradeep Kumar Mishra (Meerut):** Mobile service providers (MSP) establish mobile teachers and learners' care centres and serve as a link between teachers and learners to promote teaching through mobiles / Each-one-teach-one mobile network / MSPs select and allocate teachers and learners and offer them special tariffs / feedback solicited from both teacher and learner.

(iv) **Project idea 4 – Ashok Pandey (Ahlcon International School, Delhi):** Equitable quality education and promote lifelong learning opportunity for all / Develop leadership and innovation to share knowledge and expertise across communities and countries to create enduring partnerships to ensure quality education for all.

(v) **Project idea 5 – Tejas Joshi (Thane):** Changing curriculum and methodology is tedious/ our solution is an independent exploration of creative and engaging co-curricular and pedagogical resources / designing and presenting different perspective on science education than those discussed in textbooks / contextualizing science with regard to matters of socio-scientific relevance.

(vi) Project idea 6 – Vikramaditya Mathur: Use of latest technologies most suited for aspirants of today from the job point of view / learning through digital tools and engaging across countries with global themes / increased access to resources and an opportunity to earn more with better pays in global markets.

(vii) Project idea 7: PK Sinha: Instead of the thus far prevalent idea of "Go to School", the idea is to promote "Come to School", which can be made possible through Digital schooling.

The pitching exercise was followed by that of voting, whereby the audience had a chance to vote for a single project idea that they found to be most appealing. Aim was to shortlist four projects with the highest number of votes. Following were the projects that made it to the top 4: Project idea number 2 (12 votes), Project idea number 3 (6 votes), Project idea number 4 (4 votes) and Project idea number 5 (9 votes).

6. Project Café: Developing Alumni Project ideas

The shortlisting of the 4 most voted projects was followed by an interactive and dynamic session that sought to support the alumni in further refining their respective ideas.

The method adopted for this purpose was the 'World Café' method, whereby the project presenters/owners took to a table each and the group of remaining participants, who were divided into 4 groups, took turns to visit all of them. While the idea presenters got a chance to share with the participants their ideas and the challenges they faced, the latter –equipped with their respective area of expertise –in turn contributed by raising pertinent questions, providing feedback and suggestions. This feedback was recorded in written form on each table and was a valuable take-away for all the project owners.

Presented below are examples of the valuable inputs and insights provided by the participants to the project owners. In some cases, challenges faced by the project owners are also described. Both of these are by no means exhaustive. The 4 selected projects (project number 2, 3, 4 and 5) are henceforth referred to as project number I, II, III and IV respectively.

Project idea I (TOTAL Teacher)

In a bid to showcase the methodology used to transform a teacher into a TOTAL teacher, Evelyn first demonstrated the use of one of the tools that she uses in her classroom daily towards the continuous assessment of class performance. At the end of the semester, a collated assessment is automatically generated, thereby, eliminating the need for correction and calculation.

She further illustrated that even a mundane activity such as cake cutting can be carried out scientifically (Francis Galton). Therefore, teaching needs a similar attitude – there is a need for a shift from pedagogy to andragogy. Teachers must understand their profession, as it is not an easy job. In India, we spend money on scientific and technical research instead of investing in research on different generations and how they think. Teachers must make changes to their teaching methodologies based on the knowledge of the kind of student who will be in their classrooms 5 years into the future.

She then gave another example of active learning and explained the concept of stack memory (Last-In-First-Out / LIFO) by way of the bangles-in-the-forearm analogy. In doing so, she proved how a concept can best understood, instead of using jargons and definitions, whereby students hardly retain anything.

Challenge: in spite of carrying out in-depth research and authoring so many papers, Evelyn expressed that her struggle has been to find ways to go big and introduce the idea to a larger target audience.

- "*Is it possible for everything to be explained scientifically*?"
- "*If we introduce you to schools, what would be the duration of your session? Perhaps a 3-4 hours session could be a good idea to begin with, that could then translate into demand for workshops of longer duration.*"

Project idea II (Mobile based Learning)

Mr. Mishra explained in detail his idea / project on mobile based learning and noted that it provides an opportunity for lifelong learning and one-on-one teaching. There are people who are willing to teach on a voluntary basis and there are learners. Both are registered with the mobile service providers and are connected with each other, provide feedback on each other. This was met with a volley of suggestions and questions from the participants, which he reflected on and individually answered. Some of these questions and observations are recorded as under:

Questions/Insights from group:

- "*How do you plan on sustaining a programme of such ad-hoc nature*"?
- "*Are teachers rendering a free service? If not, to what end do they contribute*? "
- "Are these certified courses"?
- "*How do you ensure quality in a mobile technology based learning model*"?
- "*Why would people use this service*"?
- "*Don't people need visual aids and support*?"
- "*Have you considered privacy rights*"?
- "*What are the challenges in your project*"?
- "*Do you know whom to approach to pilot the project*"?
- "*Can local incubators/hubs be of help*?"
- "*What is in it for the mobile operators*?"
- "*Are the teachers familiar with online teaching*"?
- "*It wouldn't make sense to make this service completely free.*"
- "*How is this different from other digital learning mechanisms*"?

Challenge: Having spent time on refining the theoretical aspects, writing a paper and after having written to a few service providers, he still hasn't been able to identify a Mobile Service Provider or an agency to pilot his idea.

Project Idea III (Equitable quality education for all)

Mr. Pandey introduced his project to the participants by firstly deliberating upon the various SDGs and the need for school teachers and students to be aware of them. Without this awareness, one cannot expect a contribution towards the achievement of the goals. He also spoke about the transition between Millennium Development goals and Sustainable development goals, while highlighting the fact that the latter revolve around the three Ps of people, partnership and prosperity. He also touched upon the themes of inclusive, quality-oriented and equitable education, sustainable prosperity, decent work, teacher training, digitalization and good facilities at schools. His proposal was two-fold – firstly to raise the quality of education at schools and secondly increasing the awareness on SDGs among the students by introducing it in the curriculum. The following critical question from one of the participants was a valuable contribution that prompted Mr. Pandey to further elaborate and throw light on his plans about this two-fold project objective:

"*Your project seeks to enhance the quality of education and to impart the knowledge regarding SDGs into your classroom by way of making them part of the curriculum. How do you plan on implementing this*"?

Project Idea IV: (Creative pedagogical resources)

With a background in chemistry and science education research and development, Tejas briefed the group participants about his interest in improving the teaching and learning of science and his involvement in developing co-curricular and pedagogical learning resources, which complement the text book (and not replace it). Textbooks focus on content and subject knowledge and are disconnected from aspects that have implications for society. The solution– according to him – lies in context based learning, wherein science textbooks are contextualized by incorporating real life environment into them- This informs the objective of his project. As an analogy, he illustrated the case of periodic table as part of a set of cards that was developed by him and his employer –Homi Bhabha Centre for Science Education. Hereby, instead of merely focusing only on the subject knowledge of different elements, each element is depicted as a character, who enters a dialogue with the learner and makes the learning process a more creative one. In a similar fashion, he also plans on using the SDGs as a basis for

contextualizing science in relation with the socio-scientific issues of importance (for instance importance of oceans), so that children become familiar with these matters. He underlined the use of graphics, pictures etc. that could make learning more interactive. Tejas particularly benefitted from the colleagues art NCERT, who informed him about various ways to reach a bigger audience for his ideas. Some of the questions and responses from the participants are recorded as under:

Questions/Insights from group

- "*Has this been piloted in a class over a fixed period of time, with any outcomes*?"
- "*Isn't it a good idea to test it in English and only then introduce variants in vernaculars*?"
- "*The best way to solicit feedback from existing users is through a quick feedback link or a QR codes instead of taking it through email. There has to be a team in place to help you on collecting feedback.*"
- "*The cards that you have designed as part of your project could be bigger in size to make it more user-friendly*".
- "*Please write to NCERT and use it as a platform to reach the students (EDUSET). NCERT has exhibitions as well, where these products can be introduced*".

Challenge: Tejas felt that India doesn't have as many organizations that have expertise in resource development, as is the case with other countries. Secondly, he felt that whereas there are teachers who are keen on developing innovative material, there aren't any schemes for such projects to give a boost to them. Lastly, he admitted that he

found it hard to find a precedent for his case and also felt that there is a scope for more such platforms/schemes to support individuals with creative ideas and hoped that they proliferate in the next five years.

7. Presentation of Project Café findings and Working Group Outputs

A) Project Café Findings:

As the next step, the project owners presented brief accounts of their project café experience and shared their feedback, lessons learnt and suggestions for their projects. These statements are recorded as under:

"I am happy that I am in the right forum. You would have noticed that none of slept through the afternoon session! We were all so active, learning around the different tables, explaining things, asking questions, giving suggestions- this is what a transformation from pedagogy to andragogy is all about! I got rich ideas from all of you and thank you all for voting my project. With the help of forums such as these and all these contacts and ideas I gathered, I could take my project through a greater way and do good work for the society. I'd end with a quote: If you teach today's students, as you taught them yesterday, you rob them of tomorrow" – Evelyn Brindha

"I had experts as visitors who brought their valuable perspectives! There were a lot of constructive feedback. I also learnt a lot about organizations that seem very relevant to the stage that the development of my materials are in. I hope to continue this collaboration and disseminate materials which we have developed. I thank all of you for the feedback and the time." – Tejas

"I really learned a lot- suggestions, queries ad clarifications. I thank Alumniportal Deutschland for giving me an opportunity to showcase my project. Even with so many questions, I believe I can implement this project. I got a lot of support and leads. I shall end with a couplet which translated as "My objective is not to attract attention, but to change the situation and do something better." – Pradeep Kumar Mishra

"Mr. Pandey: I had the most engaging session in four groups. I started with a confused pitch. By the end, am clearer about my project than I was an hour ago. Each group added value to it by sharing your clarity, suggestions and apprehensions. I am taking this feedback sheet and will show it to my wife, as to how much I have earned today!" – Ashok Pandey


14

B) Working group outputs

This was an outcome of the exercise carried out by working groups on the question – "*How can we achieve education for all until 2030*?"

Each group nominated a presenter, who shared their results with the other participants. While the photos below provide an overview of the various responses to the aforementioned question that were given by the four working groups, their output statements have been documented under the respective pictures.
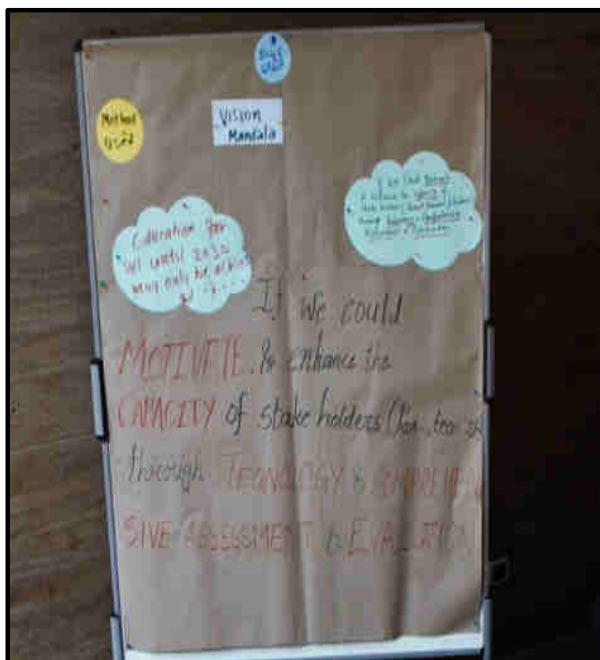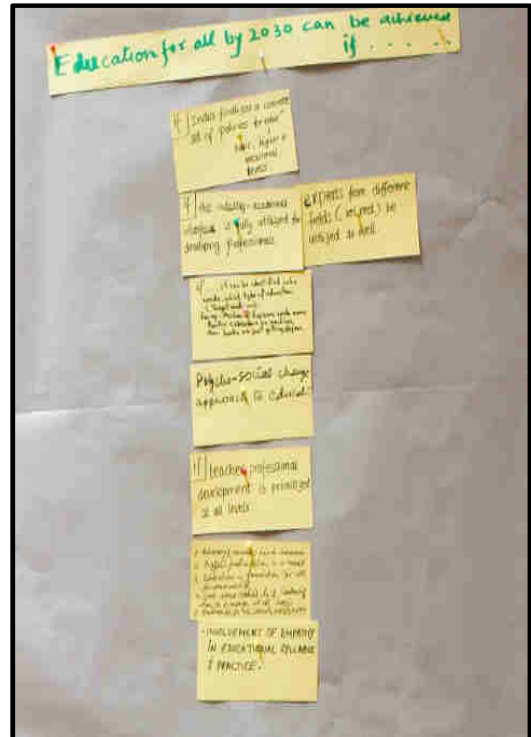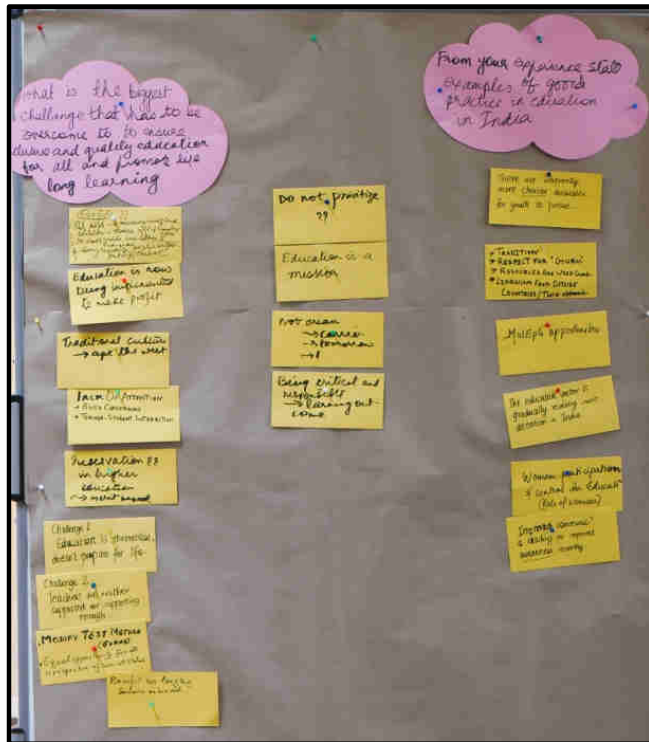
Output, Group 1: Impromptu Networking
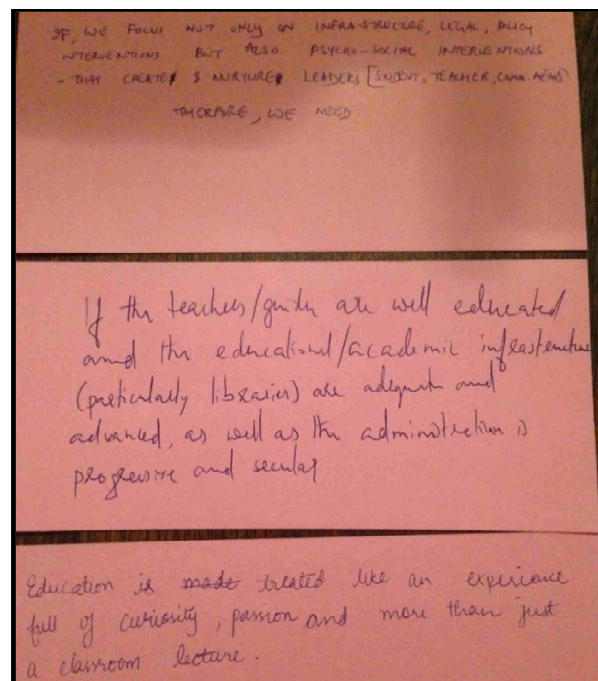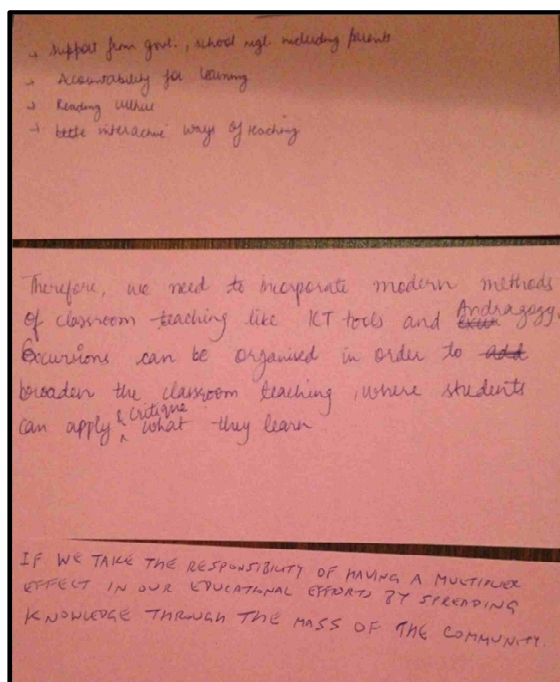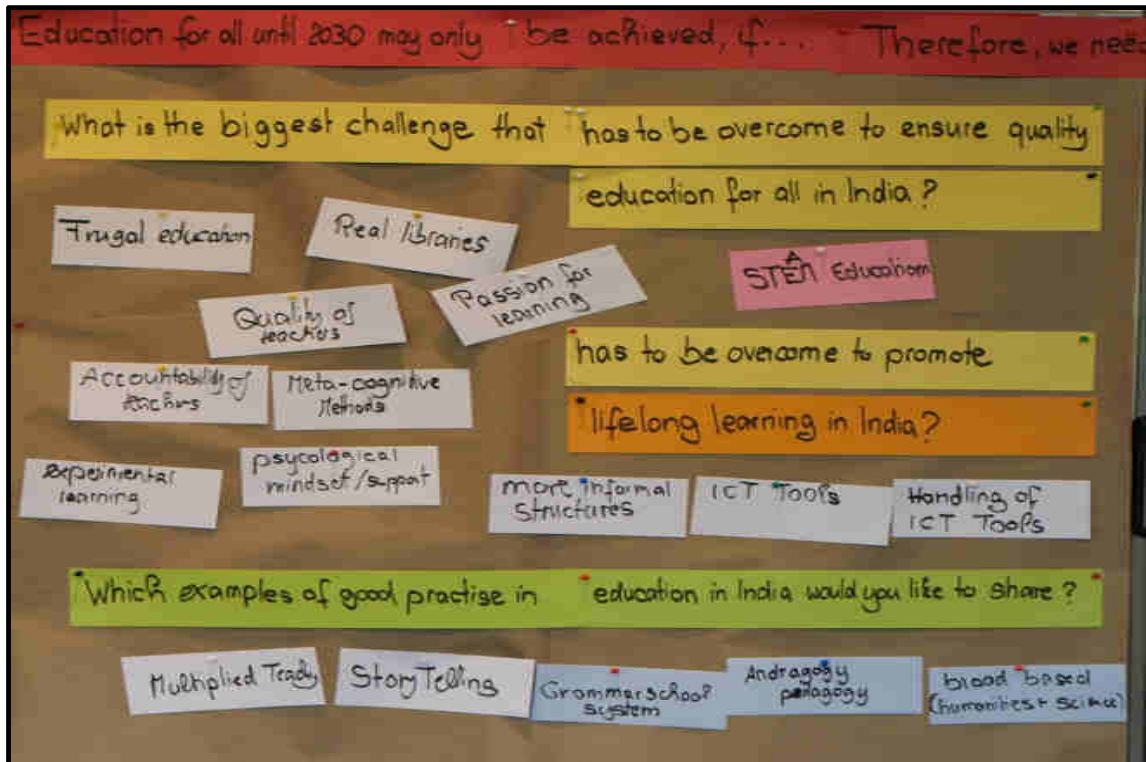
Output, Group 2: Journaling
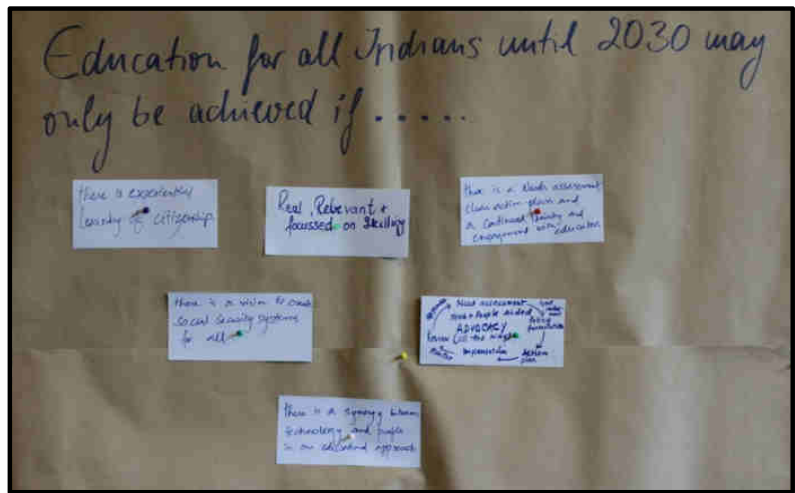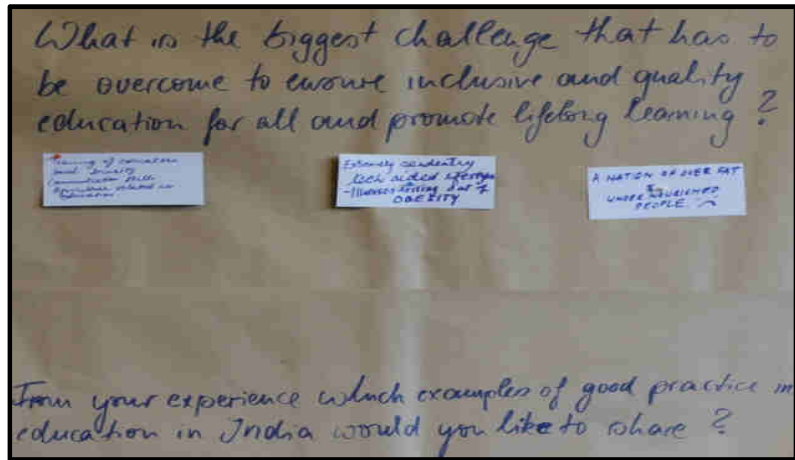
Output, Group 3: Vision Mandala

The outcome of the exercise was the completion of the sentence "Education for all in 2030 can be achieved if…" The various responses from the four groups are recorded as under:

Education for all until 2030 may only be achieved if...

"...we could motivate and enhance the capacity of stakeholders (parents, teacher and children) through technology and comprehensive assessment and evaluation of stakeholders. "

"...India finalises a concrete set of policies for education (basic, higher and vocational levels)"

"...industry-academia interface is fully utilised for developing professionals."

"...there is the target audience and the skill it requires are identified properly."

"...professional development of teachers is prioritised at all levels."

"...empathy is incorporated in educational syllabus and practice".

"...there is experiential learning of citizenship."

"...there is a vision to create social security systems for all."

"...there is need assessment, clear action plan and continuous training and engagement with educators."

"...there is a synergy between technology and people in our educational approach."

"...there is support from government, school management and parents, there is accountability for learning, thriving reading culture and innovative ways of teaching."

"...modern methods of classroom teaching such as ICT tools and andragogy are incorporated."

"...we take the responsibility of having a multiplier effect in our educational efforts by spreading knowledge through the community."

"...we focus not only on infrastructure, legal and policy interventions, but also psycho social interventions that create and nurture leaders."

"...teachers/guides are well educated and the educational and academic infrastructures (particularly libraries) are adequate and advanced as well as administration is progressive and secular."

"...education is treated like an experience full of curiosity and passion more than just a classroom lecture."

After this session, the Lab was brought to a conclusion. The following section throws light on the closing of the event.

8. Closing and Outlook- 'what becomes of the results?'

Towards the end of the day, Mr. Vania recapitulated the day and reiterated the importance of networking, which he hoped, was able to take place effectively through the format of the Lab. He then invited Ms. Olthof to officially close the Lab.

In her closing remarks, Ms. Olthof extended her thanks to the participants for their work and enriching discussions, to all the speakers and presenters for their inputs, to the moderator and the Alumniportal Deutschland team for providing the relevant support to conduct the event. She also informed the participants that their statements will be collected and showcased in the festival of ideas (SDGs-related event) in Bonn. She also mentioned that there may also be a possibility for participants to be invited to Bonn.

On behalf of the participating group, one of the participants thanked the coordinating partners of the Alumniportal Deutschland and the organizing team for putting together the Lab.