

Networking in Education



On 9th June, 2017, Design For Change signed a collaboration with Scholas Occurrentes and OIEC (International Organisation for Catholic Schools) to take Design For Change to 4,60,000 schools worldwide. In the photo are Kiran Bir Sethi and Pope Francis with Monica Canton de Celis (Co-ordinator – DFC, Spain) and officials of Scholas Occurrentes and OIEC.

In 2018, Kiran Bir Sethi was honoured with the Light of Freedom Award at the Vital Voices Global Leadership Awards, USA. She is seen in the photo with Hillary Clinton and other awardees.



Kiran Bir Sethi with participants at the first "Be The Change" Conference held in Ahmedabad, India in September 2012.

Kiran Bir Sethi with Amitabh Bachchan, who also endorsed Design For Change, on the sets of Aaj Ki Raat Hai Zindagi in November 2015.



Kiran Bir Sethi with Rahul Bose, brand ambassador of Design For Change, at the first "I CAN" Challenge held in 2009.



On 26th June, 2012, Kiran Bir Sethi was awarded the Rockefeller Foundation Youth Innovation Award at a ceremony held in New York City.

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EDITOR
Fr. Magi Murzello

EDITORIAL TEAM
Dr. Omkar Bhatkar
Anjali Heredia Gracias
Christine Syiemiong
Sarita Manchanda

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Design For Change India



Bishop Barthol Barretto

AUXILIARY BISHOP
ARCHDIOCESE OF BOMBAY

Dear Fr. Magi,

I am writing these lines to thank you for sending me the second issue of EduFocus.

I have read the entire magazine from cover to cover and I am personally impressed by the cover picture which is dedicated to Msgr. Nereus Rodrigues, a man filled with passion for education. All the articles were well written and have a thrust expressed, namely, “true education enables us to love life and opens us to the fullness of life” (Pope Francis). The quality of paper used is good, the pictures stand out and the entire magazine is worth a keep.

Congratulations to you and your Team. God bless you.

With best wishes,
Yours sincerely,

Barthol Barretto
Auxiliary Bishop of Bombay



Fr. Magi Murzello
M.Sc. M.Ed, MBA,
P.G.D.E.M., M.A. (Edu), M.A. (Eng),
M.Phil (Env.Sc.), M.Phil (Eng)

A remedial reading teacher in America begins her first class with a funeral setting. She wears a black dress and a felt hat with a black veil, and places in front of the students a large black bucket with a sign that reads, “Last rites for the late Mr. I Can't.” Forms are distributed among students that state: “I can't _____.” Students fill the forms, fold it and very solemnly drop it into the black bucket while the teacher sings and claps a funeral dirge. After all the students have finished burying their “I Can'ts”, the teacher insists that, henceforth, no one is allowed to say “I Can't” in her classroom. A wow-some idea to boost the self-esteem of the students! This creative approach would have been buried had it not been for Whoopi Goldberg who shared it on her show, ‘The Truth About Teachers’.

Decades before, schools deliberately kept strategic information and innovative ideas to themselves. They saw each other as competitors, and therefore did not exchange good ideas or best practices. However, the present scenario is diametrically opposite. Networking has stormed into the world of education; thereby forcing schools to come out of isolation and use it as scaffolding for strategic and holistic development. Networking in education is a powerful and vibrant force that stimulates high-quality organizational development. It offers institutions and their stakeholders a democratic platform for exchange of fresh, innovative practices and approaches.

Per Dalin, a Norwegian educationalist, suggested that networking has four functions:

- **Psychological function:** Networking empowers innovators by giving them opportunities to be visible and help others. Our editorial team met the dynamic Ms. Kiran Bir Sethi in Ahmedabad to capture her contagious zeal that is transforming the world with the infectious “I CAN” bug. She has been kind enough to extend the deadline of the annual “I CAN” Challenge to 20th December, 2018. This has been done specially for the ABE schools and parish Sunday school programmes. The winning teams can participate in Pope Francis’ call to Care for Creation to be held in Rome in November 2019.
- **Skills function:** Networking offers stakeholders skills that are not available through traditional systems. The Education in Family Values (EPV) programme is one example that offers skills to enhance the emotional development and holistic attitude of students.
- **Information function:** Networking becomes a resource and a support structure. Pope Francis, through his initiative in Buenos Aires, ‘Scholas Occurrentes’, offers educators a resource to bring neighbourhood schools together to work towards the common goal of peace and harmony. OIEC, the parent organization of Catholic schools across the globe, is another resource and support body that can be tapped for solutions. Every year, during Advent, ABE schools respond to the ‘Campaign Against Hunger and Disease’ with generous contributions. Through EduFocus, Centre for Social Action informs us how the collected funds are disbursed through their network of social service activities. St. Andrew’s Centre for Philosophy and Performing Arts (SAPP) is another resource that offers a platform for innovators and thinkers.
- **Political function:** Greater political leverage is created when like-minded institutions collaborate together. Archdiocesan Board of Education is one such network that is constantly working towards protecting the interests of educational institutions affiliated to it. However, stakeholders cannot turn to ABE only in times of crisis. The relationship has to be based on the principle of “give and take”. Commitment, trust and appreciative support need to be invested in this relationship. It is only then that the ABE network can make a powerful impact on future educational policy-making.

Networking could thus be considered a robust, high powered engine for systemic change in education. It has catalysed inflexible institutions and made them dynamic, purposeful social entities. Although there is global recognition of the impact of networking in education, it is very unfortunate that some of us prefer to be cocooned in our comfort zones. Before our educational institutions fossilize and our stakeholders ossify, let us get out of our ivory towers and **NETWORK!**

Dear Managers, Principals, Heads of various sections, teachers and students,

As I look at our ABE schools and meet teachers at various seminars, I see the aspirational desires of these teachers to raise the bar of education. This is extremely commendable. However, in all humility, we must admit that the ground reality does not match our lofty ideals. But wishful thinking should be the engine of growth to translate these ideals into concrete actions.

To promote this, the ABE has had various programmes during the year so far:



The ABE General Body meeting was held on 2nd August, 2018 at Holy Name High School, Fort where two hundred and fifty-seven Managers, Principals and Primary heads met to discuss the way forward in our endeavour for excellence in education.



The Education in Family Values (EFV) project has been conceptualized by the Western Region Foundation for Education which co-ordinates the educational efforts of the Catholic schools of Maharashtra, Goa and Gujarat. With the help of Snehalaya, the ABE held three training programmes for teachers. Two hundred and twenty-four teachers from ninety-seven schools attended these sessions. These teachers will return to their schools and enthuse other teachers to be part of this project to instil family values in their students.



The ABE Marian Pilgrimage was held on Tuesday, 11th September, 2018. One thousand seven hundred and fifty students and teachers from thirty-two schools assembled at Apostolic Carmel High School in Bandra. They then walked, as pilgrims, to the Basilica of Our Lady of the Mount reciting the Rosary and singing hymns. Bishop John Rodrigues, along with twelve concelebrants, offered the Eucharist. The students of Sacred Heart High School, Santacruz led the liturgy with prayerful singing. Fr. Magi Murzello, aided by the staff and parents of St. Andrew’s High School, Bandra, co-ordinated the Programme. Children enjoyed the snacks served to them after the Mass. It was an intense experience of devotion to Mother Mary. The attendees left feeling that they were part of one big family.



Cerebration VI: The next ten-day Primary In-service training programme began on 12th November, 2018 at a new venue – St. Andrew’s College, Bandra. This is a programme that has been well-appreciated by the five hundred and ninety teachers who have attended it so far. We hope it really revitalizes our schools.

Soon, we will be in the month of December – a month full of activities. Most schools will hold their Annual Day and Sports day. But all ABE schools will look forward to the celebration of the birthday of the ABE President, His Eminence Oswald Cardinal Gracias. Though his birthday is on 24th December, teachers and students from the ABE schools will gather at the Cathedral of the Holy Name on Wednesday, 19th December for the Eucharistic celebration.

Besides the assurance of prayers, on his birthday this year we will also offer His Eminence a promise to make our schools ‘Green Schools’ in line with his vision of a ‘Green Diocese’. Each school will hand over a report of the initiatives taken to make it a ‘Green School’ – save electricity, save water, plant trees, plastic-free zone, garbage segregation, recycling, etc. Let us work together to make our schools examples of the best that the society needs today.

God bless you!

Fr. George Athaide,
Secretary, Archdiocesan Board of Education, Mumbai.

Appreciation for the Marian Pilgrimage

Thank you for the enriching experience that our students and teachers had at the Marian pilgrimage. The hundred students who attended it benefitted spiritually from this exposure, especially participating in the Eucharist along with one thousand five hundred students and teachers of other schools, celebrated by Bishop John Rodrigues and the other concelebrants. It was planned and executed in a very systematic manner. Thank you for all the efforts that were put in to make it a memorable experience for them and also for the provision of snacks.

- Sr. Dorette,
Carmel of St. Joseph School,
Orlem, Malad



He said to them, “Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.”

Every year, the ABE organises a Pilgrim Walk to the Basilica of Our Lady of the Mount, Bandra. This year, for the first time ever, our school, St. John The Evangelist High School, Marol, Andheri East participated. The Walking Pilgrimage commenced at 9.30 am. Students bearing their school’s flags and placards walked from Apostolic Carmel High School to the Mount. A feeling of devotion towards Mary, as well as a joyous exuberance, pervaded the air as the children walked with a spring in their steps despite the heat and humidity. The pilgrimage culminated with a special Eucharist celebrated by Bishop John Rodrigues. One of our Std. VII students said, “I go to the Mount every year with my parents, brother and sister; but, this year, going with my friends and teacher was a special experience. I prayed for all.”

What more can be said? It was one step closer to the goal of our Catholic institutions being met – character formation based on God and His people as modelled in Jesus Christ.

Indeed, our Queen Mother always brings us closer to her son, Jesus.

- Ms. Andrea Fernandes,
ABE Reporter,
St. John the Evangelist High School, Marol

WELCOME!

Dear ABE Reporters,

Welcome to the EduFocus Club!

One of the aims of EduFocus is to enable ABE schools to share knowledge and ideas with each other. It could be innovations in teaching methodology, schemes or projects that improved your surroundings, outreach programmes undertaken, or even a unique solution to a common problem. We would also like to know about events, jubilee celebrations, etc. taking place in your Institution. Please collect a personal copy of EduFocus from your Principal.

I look forward to hearing from you with the latest news from your School. Do send in your articles to our EduFocus Club Co-ordinator, Sarita Manchanda, at manchanda.sarita@gmail.com.

- Editor

Sr. No.	SCHOOL	LOCATION	EDUFOCUS CLUB
1.	Apostolic Carmel High School	Bandra (W)	Patricia D’Sylva – Pires
2.	Cardinal Gracias High School	Bandra (E)	Rubina Franklin
3.	Convent Girls’ High School	Prabhadevi	Edina Mascarenhas
4.	Dominic Savio Vidyalaya	Pantnagar, Ghatkopar (E)	Vinaar Deepak Kottari
5.	Don Bosco High School	Matunga	Christina Mascarenhas
6.	Don Bosco Senior Secondary School	Nerul	Jennifer Dias
7.	Holy Family High School	Pestom Sagar, Chembur	Mini David
8.	Infant Jesus High school	Jogeshwari (E)	Jacintha D’Souza
9.	Mary Immaculate Girls’ High School	Borivali (W)	Virginia Rebello / Sushma Murli
10.	Our Lady of Remedy High School	Poinsur, Kandivali (W)	Jovita D’Souza
11.	Padua High School	Mankhurd (E)	Betsy Jaison
12.	St. Andrew’s High School	Bandra (W)	Jacintha Furtado
13.	St. Anne’s High School	Borivali (W)	Sunitha Isaac
14.	St. Anthony High School	Malvani, Malad (W)	Shireen Rodrigues
15.	St. Anthony’s High School	Saki Naka	Daniel D’Souza
16.	St. Anthony’s High School	Versova	Ashley Tauro
17.	St. Bonaventure High School	Madh, Malad (W)	Melinda Manorkar
18.	St. Elias High School	Khar (W)	Hazel Coelho
19.	St. Jerome Convent High School	Kashimira, Mira Road	Fany Carvalho
20.	St. John the Evangelist High School	Marol, Andheri (E)	Andrea Fernandes
21.	St. Joseph’s High School	Wadala	Sunita D’Souza/ Pavita Fernandes
22.	St. Jude’s High School	JeriMeri	Rowena D’Souza
23.	St. Jude’s High School	Kalyan (E)	Sherline Sexton
24.	St. Xavier’s High School & Junior College	Vile Parle (W)	Alien D’Mello



I CAN!

-Transforming the World One Solution at a Time

- Anjali Heredia Gracias

The “I CAN” story is one of how a simple, yet powerful, idea can make a difference. Rather than treating children as those who understand little of the ways of the world, it seeks to harness their keen powers of observation to identify problems and seek common-sense solutions. Team EduFocus met Kiran Bir Sethi at The Riverside School in Ahmedabad to understand the genesis of this contagion which has now spread to sixty-five countries.

Kiran Bir Sethi is a woman on a mission – a mission to make the world realise just how valuable children are when it comes to changing the world. She recalls, “It all started when I was seventeen years old and a student at National Institute of Design (NID), Ahmedabad. I encountered adults who treated me with respect and believed in my ideas. They challenged me and made me realise that I could achieve anything I put my mind to. I was struck by how wonderful it felt and how contagious that feeling was. I also realised that this should have happened when I was a child and not a teenager on the verge of adulthood.”

INVERTIGO-STUDIOS.COM/BLOG



Fast forward about fifteen years and Sethi was mother to six-year old Raag and baby Jazz. One day, Raag returned from school crying that the teacher had given him a big red mark in his book because she disagreed with his answer. Taking away her child’s freedom of choice upset her so much that Sethi chose to take him out of school and home-school him until a suitable school could be found.

The Riverside School was born in the year 2001. Of its inception, she says, “The School became a laboratory – a laboratory to prototype and refine a design process that could consciously infect the child’s mind with the “I Can” bug. And I uncovered that if learning was embedded in real-world context, that if one were to blur the boundaries between school and real life, then children would go through a journey of “aware” where they could see the change, “enable” be changed and

“empower” lead the change. This directly increased student well-being. Children became more competent and less helpless.” Though this was all common sense being put into practice, it was nevertheless a unique approach to education.

But they had the unstinting support of the parent community and this gave them the freedom to create their own curriculum which included experiences of engagement with the city. This method, based on the ‘Reggio Emilia Approach to Education’, allows the children to better understand their skills, potential and responsibilities as citizens. For example, the Grade Two students were given a project by the City Zoo. They had to develop an audio tour for the Zoo which they successfully completed.

Once the stakeholders at The Riverside School were convinced, they wanted to share this idea with the community at large... that children matter, that their opinions carry weight and their needs are important. Sethi recalls, “On August 15th, Independence Day, 2007, the children set out to infect Ahmedabad. Now it was not about The Riverside School. It was about all children. So we were shameless. We walked into the offices of the municipal corporation, the police, the press, businesses, and said, “When are you going to wake up and recognise the potential that rests in each child? When will you include the child in the city? Basically, open your hearts and minds to the child.” From those conversations, sprung the concept of ‘Street

Smart’. Every alternate month, the busiest street in Ahmedabad (Law College Road) gives children a chance to be a visible population in the city. It turns into a playground for them – games, street plays, etc., all carried out with a focus on the child. Thus, the NGO AProCh was set up – A Protagonist in Every Child – to make cities child-friendly. The children did not stop here. Messy garbage bins were their next target. They decided to paint these bins in bright colours so citizens would be forced to throw garbage into the bin rather than toss it outside and soil the wonderful colours. AProCh gave India its first child-friendly city – Ahmedabad. The concept has now spread to other cities like Baroda, Surat and Aurangabad.

A Bed on the Footpath (India, 2016)

Millions of poor in India are homeless and end up living on the footpath of the cities. They sleep in the open without a bed. The primary school students of Matruchhaya Kanya Vidyalaya, Bhuj, Gujarat designed a comfortable and cost-effective bed for them based on the concept of “One man's trash is another man's treasure.” These beds were made from gunny bags (used for packing wheat and rice) by stitching the bags together and stuffing them with newspaper strips and waste cloth.



With the support of the community, the children gathered newspapers from the neighbours and waste cloth from tailors. They cut and stitched the gunny bags to a suitable size, cut the newspapers into strips, moistened and dried them to make them soft like cotton, and then stuffed them into the beds along with waste cloth. Pillows were also made. These were then donated to the needy. This solution aligns with the first goal of the United Nations’ Sustainable Development Plan i.e. No poverty.



Safe Mode Urinal System (India, 2016)

Finding the stench emanating from their school toilet unbearable, students at a government school in Trichy district in Tamil Nadu designed low-cost urinals. They found that their antiquated drainage system did not allow for the students to use the urinals comfortably without urine spraying everywhere. Students decided that urinals needed to be built; however, the cost was prohibitively high.



A student realised that the twenty-litre Bisleri plastic cans used for drinking water could be creatively recycled. The students collected funds and purchased old Bisleri cans, pipes and other material to set up a completely new urinal system. They cut the jars, painted and installed them in the toilets at a height appropriate for the young students. There is no stench anymore. This idea has been shared and implemented by other schools in the area too. This solution aligns with the sixth goal of the United Nations’ Sustainable Development Plan i.e. Clean water and sanitation.





The urgent challenge to protect our common home includes a concern to bring the whole human family together to seek sustainable and integral development, for we know that things can change... Humanity still has the ability to work together in building our common home... Young people demand change. They wonder how anyone can claim to be building a better future without thinking of the environmental crisis and the sufferings of the excluded. (Laudato Si, 13)

Taiwan was among one of the first countries to come on board. Kate Hsu, an English teacher at the High School of Taiwan Normal University, came across this TED Talk at a time when she was concerned about her students’ learning process. They were more concerned about the grades on their test papers than enjoying the process of learning. The idea felt natural to her because of her students and their frustrations combined with her hopes and dreams for them. She was so enthused with the idea that she contacted Design For Change and travelled to Ahmedabad for a month’s training.

A paucity of time and funding means that not all country partners have the opportunity to travel to Ahmedabad for a hands-on experience and training. To ease the situation, all documentation like the “I CAN” toolkit, proposal for funding, etc. has been put in place by Nikita Desai, Global Co-ordinator of Design For Change, Global. “Initially, there is a lot of handholding but, in due course, each country learns to operate independently. They source their own funding, conduct their own challenges, and have their own jury and awards function,” she says.

Design For Change is now is sixty-five countries with over twenty-five thousand documented stories of change. While

each country functions independently, they are all part of the Design For Change family. “Be The Change”, a conference held annually, brings together children from around thirty countries to share their stories and celebrate the change they have brought about in their own little world. This year, the Conference will be held in Taiwan in the first week of December.

Two years ago, Monica Canton de Celis of Design For Change, Spain connected with Br. Juan Antonio Ojeda, Responsible for Educational Affairs at the Catholic International Education Office (OIEC) who felt that this idea needed more visibility. They also realised that the changes wrought by the “I Can” Challenge tied in neatly with those presented in the Pope's encyclical Laudato Si – Care for Creation as well as the United Nations’ Sustainable Development Goals for 2030.

So, on 9th June, 2017, Sethi met Pope Francis to sign an agreement to introduce the “I Can” challenge to four hundred and sixty thousand Catholic schools world-wide. This is being done through a collaboration with OIEC (International Office of Catholic Education) and Scholas Occurrentes, a programme that was started in the year 2001 in Buenos Aires by Jorge Bergoglio (Pope Francis) when he was archbishop.

Bamboo-zled (Bhutan, 2013)

In 2013, fifteen-year old Anita and her friends at Ragaytung Primary School, Bhutan were concerned about the steep and slippery commute to school where one could risk falling down the hill. They rallied their parents and the community to build a bamboo fence along the road and cleaned up the path for further safety. They also planted trees and beautified the entire stretch. This solution aligns with the third goal of the United Nations’ Sustainable Development Plan i.e. Good health and well-being.



A Space for the Elderly (Israel, 2011)

In 2011, ten-year old Geffen and her friends from Democratic School, Kfar Saba, Israel realised that there was no place in the community for elderly people and the community to come together and interact. They decided to turn a neglected plot of land into a lush green garden. Roping in primary school kids, they cleared the land, planted trees and built sustainable furniture thereby creating a beautiful space for the elders to meet. This solution aligns with goal eleven of the United Nations’ Sustainable Development Plan i.e. Sustainable cities and communities.





These plans will culminate in a global meet in November 2019 in Rome where five thousand children from across the globe will congregate. After the March for Change around St. Peter's Square on the first day, the children will spend the next two days interacting with each other; not just sharing their stories of change but also learning about each other's cultures. The event will end on the fourth day at the Aula Paulo VI with a blessing from Pope Francis. Schools in Rome have agreed to host the event with the local children playing "host buddies".

Three months before the event, Design For Change plans to

set up an online marketplace where educators from around the world will have access to a large range of solutions designed by children. They will be encouraged to choose solutions for the issues they face in their schools or locality and tweak it to their needs before implementation. These educators too will attend the event and, on the last day, pledge to take the solution forward in their own communities.

It's time the world starts taking children's solutions seriously. Signing off, Sethi says, "While children strive to change their world, let us strive to change THE world."

The Recycling Wheel (Colombia, 2012)

In 2012, thirteen-year old Ivan and his friends at Victoria Manzur School, Monteria, Colombia realised that the burning of waste tires near their school pollutes the environment and affects people's health. To prevent such pollution, they made creative furniture from old tires. They further gathered support from environmental groups and raised environmental awareness by involving students and teachers. This solution aligns with goal thirteen of the United Nations' Sustainable Development Plan i.e. Climate action.



I CAN

SCHOOL CHALLENGE

SPECIAL MUMBAI EDITION

invites entries from all ABE schools and Sunday schools

Win a chance to participate in
POPE FRANCIS' CALL TO CARE FOR CREATION
to be held in Rome
from 19th - 23rd November, 2019
along with 5000 children from around the world

Day	Date	Activity
0	19th November, 2019	Children congregate in Rome
1	20th November, 2019	March for Change at St. Peter's Square
2-3	21st – 22nd November, 2019	Celebrate Change – 2 days filled with Community, Creativity, Collaboration and Inspiration where children get to interact and bond with each other
4	23rd November, 2019	Creating History – Closing ceremony at Aula Paulo VI with a blessing from Pope Francis

SUBMIT YOUR STORY ON [CHALLENGE.DFCWORLD.COM](http://challenge.dfcworld.com)

DATES TO REMEMBER

REGISTRATION
20TH DECEMBER 2018

SUBMISSION
20TH FEBRUARY 2019

RESULTS
2ND WEEK OF MARCH 2019

FOR FURTHER DETAILS

<http://designforchangeindia.com/dfc-i-can-resources/>

EduFocus magazine - November 2018 issue

Email Anjali at anjaliheredia@gmail.com

Pope Francis' Call to Care for Creation is a collaboration between



I CAN

SCHOOL CHALLENGE

ARE YOU READY?

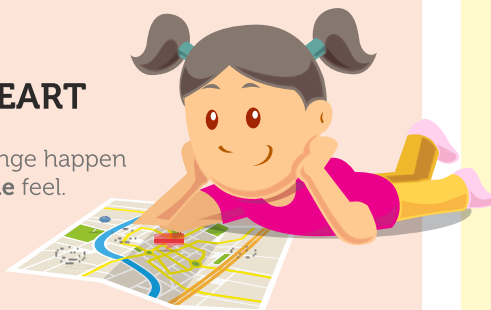
Make super squads of 5 team members.
Now follow these 4 steps

SUBMIT YOUR STORY ON
CHALLENGE.DFCWORLD.COM

STEP 1 FEEL

THINK FROM YOUR HEART

The first step towards making change happen is to try to **understand** how **people** feel.



1.OBSERVE

Look at your surroundings closely.
Observe things that bother you (hot spots)
Create a map of your observations - map your world through these :

- What you **SEE** (eg. furniture, spaces, garbage etc.)
- What you **FEEL** (eg. bullying, exam pressure, etc.)
- What you **HEAR** (eg. language, discrimination, etc.)

2.VOTE

Share your observations with the team & vote for the one situation that you would all like to see changed

3. DIG DEEPER

After selecting the issue, dig deeper to understand it better. Here are some questions that will help you do this.

- **WHEN** does it happen?
- **WHERE** does it happen?
- **WHO** is being affected?

4.ENGAGE

Now, go and talk to people who are involved and affected by the situation.

Interview them to understand their concerns so that you can design your solution **WITH** them and not **FOR** them.



STEP 2 IMAGINE

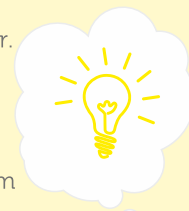
VISUALIZE CHANGE

The clearer we can **IMAGINE** it, the better we can **DO** it!

1.BRAINSTORMING TOOLS

- All ideas are good ideas... don't shy away from the wild ones.
- Build on the ideas of others – use the word 'and' instead of 'but'.
- Illustrate your ideas for better clarity.

- Some tips to consider.
Is your solution:
 - bold in nature
 - easy to replicate
 - long lasting
 - impacting maximum number of people



2.VOTE

Vote for the ideas that best address each part of the situation to 'design for change'.



THINGS TO REMEMBER

Try to think beyond the first or 'obvious' solution and collect as many ideas from as many people as possible.

STEP 3 DO

MAKE CHANGE HAPPEN

Be the **CHANGE**!

1.PLAN

Consider the following while planning:

- What resources will be required?
- What is the budget?
- How will you get the money?
- How many people will be required?
- How much time will it take?
- How will you document your work?

Choose your roles and responsibilities keeping your strengths in mind.

2.IMPLEMENT

Go out and put your plan in to action.
YES, YOU CAN!

3.REFLECT

- What **3 things** did you learn about the situation?
- What **2 things** did you learn about your team-mates?
- What **1 thing** did you learn about yourself?

Think about ways to **sustain** the impact of your project?



THINGS TO REMEMBER

Try and reach out to organizations or professionals working in your area of concern. Ask your teachers for help in contacting them and partnering with them.

STEP 4 SHARE

"I CAN! NOW YOU CAN TOO!"

Sharing your story with the world will inspire other children to say **I CAN!**

1.SUBMIT

- Share your story with us at **challenge.dfcworld.com**
Please follow the submission guidelines given on the site.
- You can either submit a photo story or a video story. Fill in the questions of every step and upload photos for each step in photo story or just paste the youtube link of your video incase of the video story.

PLEASE REMEMBER

You can upload max 4 photos for each step and the video should not be longer than 3 mins.

2.INSPIRE

Here are some ideas to spread the magic of your story :-)

- School assembly
- Newspaper article
- TV Show
- Radio
- Social media
- Performance



ENDORSEMENTS

DR. HOWARD GARDNER
Harvard Graduate School of Education



"Design for Change (DFC) is one of the most exciting and important educational programs that I know of, with the potential for impact in numerous countries around the globe....Our first wave of studies documents clear improvements in student empathy as well as challenges in enhancing problem solving abilities....DFC provides a valuable model for a wide range of educational innovations".

DATES TO REMEMBER

REGISTRATION
20th DECEMBER 2018

SUBMISSION
20th FEBRUARY 2019

RESULTS
2nd WEEK OF MARCH 2019

Scholas Occurrentes

– Nirmala Carvalho

Scholas Occurrentes (Schools for Encounter) is an initiative driven by Pope Francis seeking the commitment of society to implement the culture of encounter through peace and education. From its nondescript origin in Argentina, Scholas now spans four hundred thousand schools across eighty countries in five continents.

Origin

Scholas Occurrentes, an initiative aimed at youth, originated in the city of Buenos Aires, Argentina in 2001 when Jorge Bergoglio was Archbishop, under the name “Escuela de Vecinos” (Neighbouring School) and “Escuelas Hermanas” (Sister Schools). It works with schools and educational committees, both public and private, across all religions to educate youth on their commitment to peace in society through education. It seeks to “transform the world into a classroom without walls where children from across the world live together in peace.” It works to build bridges between higher-income schools and lower-income schools so they can support and enrich each other.



Decreto Pontificio firmado por su Santidad, el Papa Francisco, mediante el cual Scholas es erigida como Fundación de Derecho Pontificio

Through a Papal decree signed by Pope Francis, Scholas Occurrentes was set up as a Pontifical Right Foundation

Launch

The launch of Scholas was held in Vatican City on 13th August, 2013 in the historic conference room of the Pontifical Academy of Sciences. “Uniting schools, popular sports and solidarity” was the line of action proposed by Pope Francis himself with the conviction that beloved figures popularly educate millions of children by their example and that sports and popular art are formidable tools to form values. The launch was also inaugurated with a friendly football match between Argentina and Italy at the Olympic stadium in Rome, which he sponsored together with Lionel Messi and Gianluigi Buffon.

On 19th March, 2014, the network of schools, together with Creápolis and Aula365, launched the Virtual Olive Tree for Peace, an application that allows olive trees to be planted for peace; thus, creating the largest virtual tree forest in the world. Pope Francis was commissioned to plant the first olive tree from the Vatican City and to date there are more than one hundred thousand virtual trees planted by supporters from across the world.



“Scholas was born... I was about to say by accident, but no, it was born from an idea of Jose Maria del Corral, assisted by Enrique Palmeyro.... It began as a small thing, as a dream, as something we didn’t know if it would succeed, and today we can communicate among ourselves. Why? Because we are convinced that young people need to communicate with each other, they need to show their values and share their values.”

- Pope Francis in a video conference with Scholas students on 4th September, 2014

Towards the end of February 2015, Fútbol Club Barcelona became the first football sports club to join the campaign by giving Pope Francis a club shirt marked with his name in Catalan.

Functioning

The Recognition of the Holy See was obtained on 19th March, 2014 and the necessary documents were prepared to set up Scholas Occurrentes in other countries. The strategic plan was delineated, the structure was set up for its operation and the first co-operation and accession agreements were signed. It is now a private canonical foundation that depends on the Congregation of the Clergy since August 2015. It is led by professors José María del Corral and Enrique Palmeyro, who, together with Bishop Marcelo Sánchez Sorondo, make up the Board of Directors of Scholas.

Activities

Scholas aims to reach children and youth from across the world. To this end, it develops diverse activities. In some countries or regions, it also installs a local chapter which promotes these activities.

Scholas Citizenship: This educational programme aims to encourage high school students to strengthen citizen and peer engagement, starting with the issues that most concern them, generating transformations in themselves and their environment. They work with students from schools in different neighbourhoods, religions and modalities. Students from the penultimate year of public and private schools participate in this experience. They debate and carry out different activities with the final objective of proposing concrete solutions to the problems of their community and educational environment.



More than one hundred and fifty youth from across schools are seeking solutions to the issue of addiction affecting their community in the Carlos Mugica neighbourhood. (Buenos Aires, 2016)



Scholas Trades: It is an educational programme for the formation of youth and adults who cannot access resources required for their personal and professional development. It gives them tools and training that will eventually allow them to overcome personal and professional obstacles. Scholas Trades democratises access to training because it reaches people who otherwise would not have had access because of their economic situation.



*Learning values through sport.
The second FutVal tournament held in San Luis Potosi, Mexico. (March 2018)*

Sport with values - FutVal: It seeks to educate children and youth on value systems by means of sport. The essence of sport and football teaches them to relate and work as a team and to prioritize the common good over one's own. It seeks to harmonize the development of children living in vulnerable situations and to involve them with the reality of their communities.

Scholas Social: It is a virtual platform that allows almost four hundred and forty-six thousand educational communities, at their different levels, to connect. From the direct dialogue between educators from one hundred and ninety countries, projects are generated.

These are then promoted by Scholas to change and raise awareness about the concepts of education.

Scholas Chairs: These are points of reflection and action connected in a large network, in which each subject (professors, researchers, students) is enriched in the encounter with the other, through links that are developed between the different universities and the schools and projects placed on the Scholas. Social platform.

Scholas Arts: It seeks to give art a central place in the emergence of a new educational paradigm because of its capacity to produce a true understanding among diverse people and organizations. Scholas recognizes the need to put the culture of the meeting at the centre of educational and social construction, incorporating the dimension of art and play in an active and transversal way in the process of teaching and learning.



Students celebrate two days of activity in the Buenos Aires neighbourhood of Rodrigo Bueno with a mural painted by youth and children of the area. (July 2016)



“On behalf of Scholas, we would like to invite you to dream that changing reality through education is possible, as many children and youth are proving. Good education starts at home, and our common home is asking us to look after it urgently and responsibly. This is the commitment that Pope Francis undertook as leader of peace and encounter. Twenty years ago, we started this experiment in Buenos Aires with young Jews, Muslims and Christians, and thanks to your enthusiasm, it has spread to the entire world. Thanks also to the trust that parents and educators have placed in us that this dream has come true. Let's make an agreement through education to care for our common home!”
- Jose Maria del Corral, President, Scholas Occurrentes

Scholas Labs: It is an accelerator of educational projects. Technology is the ideal means to allow education to reach its full potential, as well as to raise awareness and generate tools to design a global classroom that recovers the educational pact.

Scholas Laudato: Students from primary and secondary rural schools work together to care for and raise awareness about the care of our common home. Agro-ecological orchards created allow them to produce their own food and to understand the importance of the cycles of nature and a healthy diet. They also seek integral solutions to connect social systems and natural systems. This programme began in March 2016.



The first virtual meeting of the program Healthy Nutrition took place in April 2016. Different schools from Argentina, Spain, Paraguay, Uruguay, México, Mozambique, India, Haití, Emirates, Poland, Italy and Australia participated in this challenge to improve nutrition in our common home.

Scholas Music: This music programme brings together youth from different social strata. For five weeks, groups of twenty youth gather in a travelling recording studio, compose songs and professionally record them. At the end of the year, a sample is made that integrates all the participants of the project.

Both, Scholas Occurrentes and Design For Change, focus on children and youth and their potential to change the world. Introducing the “I Can” Challenge to the schools participating in Scholas Occurrentes allows the latter to gain a more focussed approach to problem-solving in the community and a greater propensity to change the world.



Together with performer, Daniel Agostini, youth in Villa 21, Buenos Aires compose a Cumbia (a Latin American music style that originated in Colombia) that talks about complicated love. (Argentina, September 2018)



Nirmala Carvalho has been a Crux correspondent since 2004, and, in 2006, won the Communications Award from the Catholic Bishops Conference of India for “exceptional sensitivity to the Church and minority-related issues”. She holds a bachelor's degree in Philosophy and a master's degree in Sociology, both from the University of Mumbai.



- Anjali Heredia Gracias

History

OIEC (Office International de l’Enseignement Catholique or the International Office of Catholic Education) was founded in Lucerne, Switzerland, on 20th September, 1952. Previously, on 4th November, 1950, on the initiative of Bishop Frans Op de Coul, Director of the national secretariat of Catholic Education in the Netherlands, the national directors of Germany, England, Belgium, France, Italy and the Netherlands signed a declaration in The Hague, demonstrating their desire to create a global secretariat for Catholic education.

Through Jean Cardinal de Jong, Archbishop of Utrecht and the president of the Episcopal Conference of the Netherlands, they requested approval of their initiative from the Holy See and received a “Nihil Obstat” in a letter signed by Bishop Jean-Baptiste Montini, who, at that time, was the substitute for the Secretary of State of the Vatican and the future Pope “Paul VI”. The Holy See strongly encouraged this initiative and insisted on the greatest level of internationality possible, by asking to be kept up-to-date with future developments.

Thus encouraged, a Constituent General Assembly was convened in Lucerne and voted in favour of the Constitutional Act of the International Office of Catholic Education (OIEC). Other countries that quickly joined the signatories of the Lucerne Resolution were Lebanon, Brazil, Canada, Mexico, Tanganyika (now part of Tanzania) and Uruguay.

In 1956, the Holy See approved the statutes of OIEC. Steps

were immediately taken to obtain international public recognition. On 25th April, 1958, UNESCO accepted OIEC as a member with consultative status, Category B, and then, in 1997, it obtained the status of “formal consultancy relations”.

In September 1958, Pope Pius XII gave a hearing to OIEC and encouraged them in the work undertaken in co-ordination and motivation in Catholic education worldwide.

In the late fifties, contact was made with CIEC (Inter-American Confederation of Catholic Education). This collaboration with the CIEC finished with the conclusion of a reciprocal recognition convention signed on 28th January, 1960 in San José in Costa Rica. Thus, a large number of Latin American countries became members of the OIEC.

Around the same time, communication began with certain African countries thanks to Canon Jos Moerman, director of BEC (Bureau of Catholic Education in the Belgian Congo) and, in 1960, the General Assembly of OIEC, which gathered in Munich, created the African division.

Identity

OIEC participates in the mission of the Church by promoting Catholic-inspired educational projects and demonstrating, within the community of nations, the will of the Church to co-operate in every aspect of education. It encourages research into and the study of the specific contribution made by Catholic schools to education, and the ways in which it can meet the needs and the demands of different social and

cultural environments. It defends the freedom of education and works to ensure that freedom is effectively exercised. It ensures that Catholic education is adequately represented on international bodies. In the pursuit of its objectives, OIEC co-operates with the agencies of the universal Church, the Bishops’ Conferences and other Catholic International Organisations involved in education.

Organisation

The supreme governing body of OIEC is the General Assembly which meets every three years, attended by the constituent and the associate members. It elects the Council, which is responsible for implementing the decisions of the Assembly. The permanent executive body is the General Secretariat. At the international level, its activities are co-ordinated by five Regional Secretariats for Africa, Asia, America, Europe, and the Near and Middle East. OIEC members are constituent members, which are organisations recognised as de jure and de facto representatives of Catholic education in different countries; associate members, which are international Religious Congregations engaged in

teaching; co-operating members, which are Religious Congregations but without an international spread, and individuals wishing to actively co-operate with OIEC; and corresponding members.

Membership

OIEC has one hundred constituent members, seventeen associate members, ten co-operating members and seven corresponding members, and is present in one hundred and three countries as follows: Africa (thirty-seven), Asia (eleven), Europe (twenty-three), Middle East (four), North America (thirteen), Oceania (two), and South America (thirteen).

Works

OIEC promotes and supports primary and secondary literacy projects to combat illiteracy and the dropping out of compulsory schooling, a problem which affects one hundred million children in the world according to UNESCO, family literacy projects, sharing and peace education programmes.

The “I Can” project, which is supported by OIEC with the help of the Congregation for Catholic Education, is gaining momentum. Many organizations and congregations have joined this project and are disseminating it in their own network. CIEC, OIEC’s Regional Secretariat for America has also joined this project. Brother Juan Antonio Ojeda, in charge of this programme for OIEC, is sparing no effort to distribute it to members, congregations, etc. He presented this programme with the support of FIDAE at the IV Scholas Chairs (Castel Gandolfo) and then during a symposium organized by the Dicastery for the service of integral human development. In November 2019, a large meeting will be held in Rome in the presence of more than five thousand children and youth from around the world. This event, a collaboration between OIEC, Scholas Occurrentes and Design For Change, will showcase how children have the capacity to not only change their own little world but also the larger world around them.



Educatio Si – translated as ‘Be Educated’ – is the theme for the OIEC International Congress 2019 to be held in New York in June 2019. Through Educatio Si, OIEC wants to symbolise the link between two guidelines of Catholic education i.e. Pope Francis’ encyclical Laudato Si and the United Nations’ fourth global goal for Sustainable Development – Quality Education.



“OIEC, with the Congregation for Catholic Education, is committed to respond to the challenges presented by 'Laudato Si' throughout its network made up of more than two hundred and ten thousand schools in more than hundred countries. Design For Change will help us promote the transformation of people and their environment through education.

The world, our world, needs to change, and the youngest generations should say it and must do it. As Catholic teachers, we must walk along with these young people in their task of building a common home, a home for peace and international justice, sustainable development and fight against poverty. Design For Change is a wonderful tool to do so.”

- Philippe Richard, Secretary, OIEC



The Role of Education in Fostering Religious Harmony

The Ninth International Conference of UNESCO and the Cardinal Paul Poupard Chair for Inter-religious and Inter-cultural Dialogue was held at St. Andrew's College, Mumbai on 30th January, 2018. The presidential address by Oswald Cardinal Gracias on 'The Role of Education to Foster Religious Harmony' is hereby reproduced.

1.0. INTRODUCTION

Asia, the largest and most densely inhabited continent, is the cradle of all the major religions of the world and has the two most populous countries in the world, namely, China with 1.38 billion people and India with 1.29 billion people.¹ Some of the Asian religions include Christianity, Hinduism, Islam, Sikhism, Zoroastrianism, Buddhism, Jainism, Confucianism, Daoism, Shinto, and a number of tribal religions.² The multi-cultural and the multi-religious background of the people of Asia poses an enormous challenge to unity. However, despite their great ethnic, linguistic, economic, political, religious and cultural diversities, it is their religious traditions that bind them together.³ Asian religions have encouraged the spiritual well-being of the Asian people and have been an indispensable means for peace-making and reconciliation in the continent.⁴

In a particular way, we in India, live in a multi-religious, multi-ethnic, multi-cultural and multi-linguistic country which has a rich cultural heritage. There is great diversity in our traditions, manners, habits, tastes and customs. India is a land where despite so much diversity, there is still unity. Ours is also a nation of contrasts – contrasts between the north and the south, between great affluence on the one hand and dehumanising poverty on the other, that drives millions of our citizens to the fringes of existence. Last year, in India, fifty-seven billionaires had as much wealth as the poorest seventy percent of the country, according to a report on global inequality⁵ and seventy-three percent of the wealth generated went to the richest one per cent, while sixty-seven crore Indians who comprise the poorest half of the population saw only one percent increase in their wealth.⁶ Ours is a land of contrasts between people experiencing a tremendous philosophical and spiritual depth and yet there are

unimaginable figures of illiteracy and intellectual poverty.

In the very city of Mumbai where we have gathered here at St. Andrew's College for this International Conference, we experience many contrasts. Here, we have skyscrapers existing side by side with chawls and big international schools which have the best of facilities; but so many children can never enter a school or college and consequently face social and economic exclusion. Illiteracy is the highest amongst Scheduled Castes, Scheduled Tribes and other classes of people who are not only poor but also lack the benefits of education. Many families still do not send their children to school either because of the outlook they have about education or for other reasons such as under-qualified teachers, lack of drinking water, sending children to care for the cattle or work in fields, and overcrowded classrooms. According to a UNESCO Report, India's illiterate population remains the largest in the world. "Education seems to be a privilege rather than a right for the children of India."⁸ However, education is the key to empowering the marginalised so that they can enjoy their God-given dignity.⁹ The challenge lies in education of so many of our young minds in moral values who do not even go to school.

The importance of education for values today cannot sufficiently be stressed. It plays a great role in the life of everyone and in the development of the nation. Fetullah Gulen rightly stated that "those who wish to predict a nation's future can do so accurately by analysing the education and upbringing being given to its young people." The well-known Indian mystic and philosopher, J. Krishnamurthy, viewed education as something that is "to bring about a mind that will not only act in the immediate but go beyond... a mind that is extraordinarily alive, not with knowledge, not with experience, but alive. Education is essentially the art of

¹ LivePopulation.com

² Peter Phan, ed., *The Asian Synod: Text and Commentaries*, Maryknoll: New York, Orbis Books, 2002, pp. 286-340.

³ Peter Phan, *Christianities in Asia, The Global Christianity Series*, Wiley-Blackwell Publications, UK, 2011.

⁴ Ibid

⁵ Oxfam Report, 31 January 2017

⁶ Oxfam Report, 22 January 2018.

⁷ The Hindu, 30 January 2014. Updated on 23 May 2016. Also see Times News Network, March 8, 2017 which states that India has a third of the world's illiterates.

⁸ Mina Ramirez, "A Situation on Asia's Children" in *Pontifical Academy of Social Sciences* (ed.), *Vanishing Youth? Solidarity with Children and Young People in an Age of Turbulence* (Vatican City: LEV, 2006), 149.

⁹ CBCI, 2006.

learning, not only from books, but from the whole movement of life.”¹⁰ Some important questions we need to reflect upon are: i) How can we improve the education of our students in India and ii) How can our education system foster religious harmony and peace in society?

In my presentation, I will focus on the role that education plays in fostering religious harmony. Good quality education not only aims at academic excellence and professional specialisation but also brings about the personal transformation of the individual and the transformation of society. Education must not only enlighten the minds and develop critical thinking but also touch the hearts of people. It must enable people to attain maturity on the personal, social, emotional, spiritual and moral aspects of their lives.

2.0. Education must strive to unveil cultural and religious intolerance and prejudices

Martin Luther King Jr. aptly remarked that the function of education is to teach one to think intensively and to think critically. Intelligence plus character is the goal of true education. India has been well-known for its unity in diversity. Despite the various diversities we have, there are bonds of unity. We are all brothers and sisters and we need to constantly strive to live together irrespective of caste, creed, culture, language and religion. Education plays a key role in the shaping of the attitudes and behaviour of people, so that they realise the importance of communal harmony. Education should enable people to realise the importance of respecting the dignity of every person. Education should help people realise that national unity and integrity of the nation should

be placed high above any divisive forces and sectarian interests. However, there are so many existing challenges to national integration. They include brutality, violence, casteism, communalism, regionalism, fanaticism, religious intolerance, social and economic disparity and the vested interests of some people. The All India Catholic Education Policy affirmed that education to peace does not mean merely holding some peace-seminars. “It means earnestly working on the various forms of prejudice-reduction: prejudices against persons of other castes, tribes, languages, political affiliations, ideologies and theological points of view, regions and religions... Education for peace includes teaching youth to deal respectfully with people of other convictions, cultures and civilisations... It means learning to dialogue with people with whom they have conflicting interests.”¹¹

3.0. Education is meant to impart, cultivate, foster values

One of the favourite quotes of Nelson Mandela was: “Education is the most powerful weapon which you can use to change the world.” It is a known fact that education is one of the most effective agents of change in society. The development of a country, to a large extent, depends upon how educated its citizens are. The crucial element in education is the values that it imparts.

Right from the time of our country's Independence, various government bodies had recommended value-oriented education. One of the earliest of these commissions was the University Education Commission of 1948-49. In 1964-66,

the Education Commission proposed the introduction of education in moral, social and spiritual values in all institutions from K.G. to P.G. level.¹² It clearly stated that modernisation does not mean a refusal to recognise the importance of moral and spiritual values and self-discipline, but rather the necessity to inculcate these values. It also urged that a balance be struck between the knowledge and skills that science and technology bring on the one hand and the values and insights associated with ethics and religion on the other hand. The Commission further insisted on the tolerant study of all religions so that India’s citizens can understand each other better and live amicably together by developing certain broad moral and spiritual values.¹³

In 1986, the National Policy on Education emphasised: “In a culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition, and fatalism. Apart from this combative role, value education has a profound positive content based on our heritage, national goals and universal perceptions. It should lay primary emphasis on this aspect.”¹⁴

4.0. Education for justice and peace to foster harmony among people of all religions in society

India’s second Prime Minister, Shri Lal Bahadur Shastri, had once said very emphatically: “We believe in peace and peaceful development, not only for ourselves but for people all over the world.” Hence, we should not stop working for the development of the Republic of India.

The Church has always shown its commitment to the building of a new society based on justice, peace, love and harmony: a civilization of love. In 1972, on the occasion of the World Day of Peace, Blessed Pope Paul VI stated: “Peace resounds as an invitation to practice justice: “justice will bring about peace” (Cf: *Isaiah* 32:17).” We repeat this today in a more incisive and dynamic formula: “If you want peace, work for justice.” The All India Catholic Education Policy of 2007 affirms the need of Catholic institutions to contribute to the betterment of India and its people by sharing in nation-building. It advocates the essential social and societal transformation as a major goal and mission of our education and urges the formation of communities of solidarity, and of justice and equality, at the service of all people especially the poor and the marginalised. It clearly affirmed that “education has to enable the millions of people with no name or face or dignity and whom society treats as non-persons, to regain their dignity and self-worth.”¹⁵ “We will never win a war against terror as long as the conditions for poverty and injustice remain,” were the powerful words spoken by retired Anglican Archbishop Desmond Tutu. He said: “Poverty breeds terrorism. So, we should stop spending billions of dollars on weapons of destruction and instead feed the hungry people of the world. Then, we’ll stop terrorism. If we want to live in peace, we have to realise we are all members of the same family.”

Hence, our society needs a moral revolution with a renewed ethic of justice, responsibility and community.¹⁶ The universal moral law written on the human heart is precisely that kind of grammar which the world needs. And the basis of this grammar is the formation of our societal conscience

¹⁰ C. Seshadri, "Placing Krishnamurti in the Philosophy of Education", in <http://www.journal.kfionline.org/issue-10/placing-krishnamurti-in-the-philosophy-of-education>
¹¹ All India Education Policy 2007, footnote 1.

¹² UNESCO Principal Regional Office for Asia and the Pacific, "Learning to Live Together in Peace and Harmony, A UNESCO-Apnieve Sourcebook for Teacher Education and Tertiary Level Education, Bangkok, 1998, pp. 110ff.
¹³ Ibid
¹⁴ National Policy on Education 1986, Section on Value Education, no. 8.5 and 8.6., pages 26 and 27.
¹⁵ All India Catholic Education Policy, 2007.
¹⁶ USCCB, *Confronting a Culture of Violence: A Catholic Framework for Action*, 1994, p.8.

which instructs us that all human beings are brothers and sisters, coming from the same stock and having equal dignity. This common social consciousness of brotherhood is to be inscribed into the very fabric of society. In this regard, every educational institution has the duty to educate and form the social conscience of its students on this important principle of respect for the human dignity of every person, in our endeavour to work for justice and peace. “The vocation to love, understood as true openness to our fellow human beings and solidarity with them, is the most basic of all vocations. It is the origin of all vocations in life.”¹⁷

5.0. Education must create a climate for reconciliation

People everywhere are asking the question whether peace can ever be achieved in our planet. There is so much conflict and violence taking place in different parts of the world today, that it appears as though disputes, confrontations, riots, terrorism, attacks and war have become part of our human existence. As the Second Vatican Council put it years ago: “War has not ceased to be part of the human scene.”¹⁸ There is so much suffering and loss of innocent lives due to violence and terrorism. What the world needs most today is a spirit of reconciliation. Reconciliation with one another and peace can only come about when we learn to treat each other as brothers and sisters and recognise our shared vocation as children of God. Further, the pursuit of reconciliation, peace and human development can become more effective if we invite and involve people of all religions to collaborate with one another and work together in dialogue with one another to build bridges of understanding and promote respect for human life everywhere. This process of education for

reconciliation, which is so essential to heal wounds of division and bring about peace, should be made part of every value education programme.

Reconciliation is indispensable for the promotion of peace in society. “The Church extols reconciliation, pardon. In inviting pardon of God, she invites men to practice it among themselves. People themselves have a need to be reconciled, to look upon others with new eyes, to overcome old grievances, to open the doors to their enemies without humbling them, and to seek to build unity again.”¹⁹ On many occasions, Pope Francis has urged people to work for reconciliation and peace. At the Year of Mercy audience at St. Peter's Square, Pope Francis stated that reconciliation with God and with others is the key to peace. He said: “In your families, in the various areas where you work, be instruments of reconciliation, builders of bridges and sowers of peace.”²⁰

In our educational institutions, teachers and students of every religion must be encouraged to join the quest for peace by examining our own readiness to forgive others and to be reconciled, and by making gestures of forgiveness and reconciliation.²¹ Without peace between religions, peace in the world is not possible.²² There is an increasing need for inter-religious dialogue today, given today’s situation of conflicts, disputes, violence, threats to life coupled with the suppression of religious freedom in many countries. We need to constantly search for creative measures to build peace on earth. Today, there is an urgent need, through our educational system, to foster the universal human virtues of reconciliation and mercy in order to dialogue with various

cultures and religions and work together with them to bring peace in the world.²³

6.0. CONCLUSION: Fostering inter-cultural and inter-religious dialogue in our educational institutions

Education for values is an essential requisite to achieve religious harmony, peace and sustainable development. And one of the important ways to foster human values and virtues is inter-cultural and inter-religious dialogue.

Dialogue is intended to promote bridge-building, harmony and amicable relationships. Today, dialogue is the key to work together with people everywhere. One of the essential tasks of Christianity is to be a witness to the values of the kingdom of God by proclamation and dialogue. The Federation of Asian Bishops Conferences (FABC) emphasised a triple dialogue with other faiths, with the poor and with the cultures as a new way of being Church.²⁴ Way back in 1984, the Secretariat for non-Christians stressed the fact that Christians need to dialogue with followers of other religious traditions in order to walk together toward truth and to work together in projects of common concern. It spoke of the dialogue of life, the dialogue of collaboration, the dialogue of theological exchange and the dialogue of sharing one’s religious experiences with followers of other religions.²⁵ *Nostra Aetate*, realising that the bonds of friendship between different people are being strengthened, affirmed the need to understand its relationship with people of other religions. The Church is ever aware of its duty to foster unity and charity among individuals and urges us “to enter with prudence and charity into discussion and

collaboration with members of other religions.”²⁶

The need for dialogue is an important aspect of our lives. In addressing the people of Asia, St. John Paul II remarked: “All Christians must therefore be committed to dialogue with the believers of all religions, so that mutual understanding and collaboration may grow; so that moral values may be strengthened; so that God may be praised in all creation. Ways must be developed to make this dialogue become a reality everywhere, but especially in Asia, the continent that is the cradle of ancient cultures and religions... Christians will, moreover, join hands with all men and women of goodwill who share a belief in the inestimable dignity of each human person. They will work together in order to bring about a more just and peaceful society in which the poor will be the first to be served. Asia is the continent where the spiritual is held in high esteem and where the religious sense is deep and innate: the preservation of this precious heritage must be the common task of all.”²⁷

I wish to conclude by appreciating the work of all those involved in the UNESCO and the Cardinal Paul Poupard Foundation Chair of Inter-religious and Inter-cultural Dialogue at St. Andrew’s College, Mumbai. May God continue to bless your efforts in bringing about peace and harmony in our educational institution and in society at large.

¹⁷ *St. John Paul II, Address to the World Youth Conference, Manila, 15 January 1995, L'Osservatore Romano, English ed., 18 January 1995, p. 2.*
¹⁸ *The Second Vatican Council, Gaudium et Spes, no. 79.*
¹⁹ *St. Pope John Paul II, Address to the Members of the Diplomatic Corps, 14 January 1984.*
²⁰ *Pope Francis, Year of Mercy Audience on 30 April 2016, Reported by Catholic News Service, 5 February 2016.*
²¹ *Cfr. St. Pope John Paul II, Message for the World Day of Peace, 1980.*
²² *Hans Küng, Global Responsibility: In Search of a New World Ethic, trans. John Bowden (New York: Crossroad, 191), 75-76.*

²³ *Walter Kasper, Mercy, the Essence of the Gospel and the Key to Christian Life. Paulist Press, Mahwah, New Jersey, 2013, p. 65.*
²⁴ *FABC, Seventh Plenary Assembly, Saphram, Thailand, January, 3 to 12, 2000. Cfr. Eilers F.J. ed., For All the Peoples of Asia, Federation of Asian Bishops' Conferences, Documents from 1997 to 2002, Vol. 3, Quezon City: Claretian Publications, 2002, pp. 3-4.*
²⁵ *Secretariat for Non-Christians, The Attitude of the Church toward Followers of Other Religions: Reflections and Orientations on Dialogue and Mission, 10 May 1984.*
²⁶ *The Second Vatican Council, Nostra Aetate, no. 1, 2.*
²⁷ *St. Pope John Paul II, Radio Message in Manila, February 21, 1981. See AAS 73 (1981) pp. 393-94 and J. Neuner - J Dupuis, The Christian Faith, Bangalore, TPI, 1987, no. 1040.*



Teachers' training conducted at St. John the Baptist High School, Thane

Education in Family Values in Schools

– Fr. Cajetan D. Menezes

Family life and sex education has always been a contentious subject. While everyone, parents and teachers included, agrees that it is the need of the hour, the question remains as to when and how this subject should be imparted. However, this is insufficient reason to delay this very important task as the mass media, via entertainment programs or even profane sources of pornographic information, tends to reach children before authentic sources do.

For many of us, the very term “sex education” makes us recall various programmes which mainly focus on genital and reproductive ‘functionalities’ without taking into consideration the fullness of the human person as lived out in the reality of their God-given sexuality as a male or a female. Some sex education programmes also deal primarily with “protection through the practice of safe sex” which promotes “narcissism and aggressivity in place of acceptance”. Pope

Francis, in his document on strengthening family life – “*Amoris Laetitia (AL) – The Joy of Love*”, warned that “it is always irresponsible to invite adolescents to toy with their bodies and their desires, as if they possessed the maturity, values, mutual commitment and goals proper to marriage.” (AL 283)

This kind of “sex education” should certainly be rejected since, through it, “sexuality tends to be trivialized and impoverished.” (AL 280) Moreover, it also goes against our cultural identity as Indians as we live in a society which readily and rightfully dismisses any attempt to cross the lines of modesty. Pope Francis therefore suggests that any form of sex education can “only be seen within the broader framework of an education for love, for mutual self-giving. In such a way, the language of sexuality would not be sadly impoverished but illuminated and enriched.” (AL 280)



Bishop Elias Gonsalves with trainers in Amravati

For this reason, we should not use the term “sex education” as it raises alarm bells in the minds of many people. Instead, we could rightfully call our programme ‘Education in Family Values (EFV)’. The main aim of EFV is to create an appreciation of our body as male or female. This self-awareness helps us when we encounter others who are different from ourselves. Keeping in mind that children and young people have not yet attained full maturity, we help them recognize and seek positive influences while shunning things that cripple their capacity for love. The EFV programme wants to use “a new and more appropriate language in introducing children and adolescents to the topic of sexuality.” (AL 281) The goal is to build a healthy sense of modesty without which “affection and sexuality can be reduced to an obsession with genitality and unhealthy behaviours.” (AL 282)

This underlines the need for a holistic approach to education. Given the many cases of rape, molestation and violence particularly against women, there is also a great

social demand for sensitising all people in matters pertaining to gender-based violence. The EFV programme in schools addresses areas pertaining to emotional development, healthy attitudes, right use of language and etiquette, and overall responsibilities of males and females living in a pluralistic and developing society like India.

The Western Region Catholic Foundation for Education (WRCFE) under the leadership of Bishop Elias Gonsalves (Amravati) and Fr. George Athaide with the expert collaboration of Fr. Cajetan Menezes, ex-Director – Snehalaya Family Service Centre, Mumbai and Fr. Cleophas Braganza SDB, ex-Director – Archdiocesan Value Education Centre (AVEC) and the team are spearheading the conceptualization and implementation of the EFV programme in Gujarat, Goa and Maharashtra which are a part of the Western Region. For more details, log on to the EFV website: www.ed2familyvalues.org. For feedback and updates in implementation in your school, do write to the project secretary, Ms. Maria Fernandez on efv.wrcae@gmail.com



Fr. Cajetan D. Menezes is the former Director of Snehalaya Family Service Centre, Mumbai. He is currently the Director and Managing Trustee of Kripa Foundation, an organisation battling addiction and HIV / AIDS. He is also the Executive Secretary of the FABC Office for Laity and Family, Catholic Church in Asia.

Centre for Social Action – Empowering the Marginalised

– Fr. Mario Mendes

Centre for Social Action (CSA) is a registered trust (Reg. No. E17189 – Mumbai) and is the office of Social Work for the Archdiocese of Bombay (Mumbai). Its vision is to be “**facilitators of a just and humane society based on love, equality and harmony with creation.**” In order to fulfil this purpose, CSA networks with NGOs and community-based organizations (CBOs) who share similar values. It uses a combination of strategies in its social work interventions:

Community organization: CSA builds the capacity of grass-root communities to develop rights-based critical awareness of their social situation, prioritise their needs, build the will and ability to respond to these, and connect with various resources to address these needs.

People-led development: CSA believes that the ownership of all its interventions should always be with the people, and consequently it facilitates the formation of local committees who own and drive the process of development.

Engagement with stakeholders: CSA animates the interaction of the local communities with various stakeholders like the elected representatives, government offices, corporate houses, funding agencies, etc.

Thus, CSA endeavours to fulfil its mission – “*to initiate, empower and sustain non-violent, collaborative and integral development processes for vulnerable individuals and groups in Mumbai, Thane and Raigad districts.*”

We are successfully implementing the following interventions:



Children's Parliament: Children's Parliament (also known as Bal Sansad) helps build leadership qualities and a sense of social responsibility among vulnerable children between the ages of eight and eighteen. With the guidance of an animator, they are educated and exposed to local issues that plague them. The children are then led through an election process to form a children's parliament wherein they take up ministerial portfolios (e.g. education minister, health minister, etc.). This enables children from all backgrounds, as well as the differently abled, to work together and to share experiences that make active citizenship a reality. This project also sensitizes the children as well as their parents to the rights of children through various activities.

Supplementary Classes: CSA, through its partner organizations, conducts supplementary classes for vulnerable children with the aim of providing a support structure that lowers the school drop-out rate, improves school attendance, enhances their learning through a play-way method of teaching and improves the functioning of the schools by training parents to actively participate in parent-teacher meetings. CSA currently co-ordinates about one hundred and fifty supplementary classes across the districts of Mumbai, Thane and Raigad.



Bal Sansad awareness rally on 27th April, 2018

Maaza Maharashtra Maaza Sahabhag (A network of Children's Parliaments): The project, in technical partnership with UNICEF, focusses on training members of the children's parliament in the art of advocacy and provides them with platforms to interact with stakeholders at all levels starting from the local level i.e. the Gram Panchayat, right up to the state level so they can take up issues of child marriage, violence against children and other issues related to child protection.

CSA networked with child-centric NGOs in Maharashtra and invited their directors to a Director's Meet in Mumbai. The concept of children's parliament was explained and they were encouraged to adopt this concept in their area of work. Those organisations willing to adopt the concept sent staff members to a 'Train the Trainer' workshop in Mumbai. Because of the overwhelming response received, a second workshop was held to accommodate more staff members. These trainers were trained to conduct activities as per the children's parliament manual.



A 'Train the Trainer' workshop in progress

The project is now in its next phase of monitoring and evaluating where the trainers are being handheld and guided to ensure that the activities are conducted within the focus area. The aim of this process is not to judge but to guide and help in case any issues arise.

Soon, a State Forum for Children will be created which will have child representatives of children's parliaments from different districts/ divisions of Maharashtra. The capacities of children, within this forum, will be developed and they will also be provided with training in the art of advocacy. This forum will basically be a platform through which children can interact with legislators and other stakeholders, so their voices can be heard at the state level.

Financial Empowerment Programme: Saving money is often impossible for an informal/ unorganized sector worker or a class four employee who lives a hand-to-mouth existence. Yet, if provided with adequate support and motivation, they could form the life-changing habit of saving.



Kolad – Yashwantwadi self-help group

CSA has formed a number of self-help groups/ women's groups that are guided over a three-year period to unlearn faulty financial thought processes and behaviours, and to master the tenets of basic banking, insurance and asset creation through recurring deposits and fixed deposits. Financially literacy is a powerful tool in the hands of the vulnerable and marginalized as it empowers them to stand up to vicious money-lenders and other unsafe financial practices.

Capacity-building Programme: CSA has been implementing several community animation and capacity-building programmes across various community centres and community-based organizations in the Archdiocese. These programmes cover a wide range of topics based on the need of the area and target groups. The training sessions cut across categories – youth, animators, grassroot workers, domestic workers, women from ‘mahila mandals’, self-help groups (SHG), etc. It has helped raise participant awareness on various pertinent issues and also realize their own potential for growth. The capacity-building certificate course is conducted once a month over a period of ten months of the year. The participants are required to attend all the ten training programmes. These full-day sessions are usually held in Hindi or Marathi at Salvation Seva Kendra Hall, Dadar (West). At the end of the course, participants are presented with certificates for consistently and actively participating in the various sessions organised.



Capacity building programme on ‘Good Governance’ in progress

Domestic Workers Skills Enhancement: CSA realized that the status of the domestic workers could be improved through enhancement of their skills, with a view to add value in their place of employment and increase their own market value. Through various training sessions, these domestic workers are educated in basic etiquette and telephone manners, housekeeping, child care, basic health care, home décor, fire fighting, first aid, etc. They are also made aware of their rights as domestic workers. The objective of these sessions is to empower them through increased self-esteem and identity as workers capable of delivering a worthwhile and respected service.



A training session with domestic workers in progress

Livelihoods and Skill Development: Enhancing livelihoods and skill development of vulnerable individuals and groups is achieved through training programmes in traditional as well as professional domain skills and by providing them opportunities for employment or access to markets for their produce. CSA is in the process of forming a federation of SHGs for marketing in order to further strengthen this process which, at present, benefits about three hundred persons across the districts of Mumbai, Thane and Raigad.



Livelihood discussion and consultation in progress in Kolkhe

Vocational Training: During the interaction with youth leaders of the six CCOs from Uttan, Pali, Gorai, Dongri, Manori and Chowk, the CSA and CCO staff realized that today’s youth are better educated but they lacked information on available careers and job opportunities. Further, they were unfamiliar with the process of entering competitive examinations or applying for government jobs or even opportunities in vocational and technical fields. The miniscule number of elite youth who did get through to higher education had no exposure to the various opportunities available across industries.

Keeping this experience and ground reality in mind, a Youth Professional Development Programme was envisaged where the youth from economically poor, socially marginalized and academically backward backgrounds would be provided skill training and job placements.

Currently, CSA, with the help of its partner organizations in Dharavi island (Thane), is conducting a second training programme to train unemployed youth for the post of Sales Associates. These students are trained as per the recommended manual and taken on field visits to retail stores to understand the job profile. This training also focusses on the all-round development of the student through spoken English, personality development, etc. to ensure that they do not lose out to competition in the job scenario. After completion of the course, CSA helps place these students at reputed stores.



Trainees on a field visit on 22nd May, 2018.



Fr. Mario Mendes has been the Director of the Centre for Social Action and Sarvodaya Capacity Building Centre since 2012. Prior to this, he was the Archdiocesan Promoter for Small Christian Communities (SCCs) for three years. Apart from a diploma in Electronics Engineering, he also holds a bachelor's degree in Psychology and Sociology, a master's degree in History, a post-graduate diploma in Human Rights and a masters in Social Work.

Exploring Talent

– The Kala Utsav Way

- Ms. Ashwini Gupte and Ms. Perpetual Nazareth

Come August – September, the campus at Don Bosco High School, Matunga witnesses a flurry of activity as the boys rehearse speeches, dialogues and songs. Some are observed swaying, others introspecting. Preparations are on in full swing for Bosco Kala Utsav – a platform for unveiling talent. The Utsav, which began during the academic year 2010-11, has a range of events. Elocution, debates, the spell bee, essay writing, dances, group and solo singing, mono acting, art and craft activities, creating theme-based advertisement jingles – there’s something for every student!

Over the years, the organising committee of teachers has breathed innovations and creativity into the Utsav, endeavouring to ensure a high standard in the

performances. Last year, as the School celebrated its platinum jubilee, Kala Utsav helped boost the scientific and mathematical temperament of its students. A Science and Maths fair, comprising a science-based quiz, debates, an elocution competition and experiments related to daily life, was held. This year, the blue riband event of the academic year was celebrated on Thursday, 30th August, 2018 at different venues on the school campus with a plethora of activities – debate, singing, art, quiz, elocution and spell bee.

The participants of the elocution competition – the topics were ‘Honesty and hard work – hallmarks of a sportsperson’ and ‘Plastic ban for a better environment’ – displayed perfect nuances and finer points that go into

making a public speech interesting and captivating. The debate was a spectacular event which saw the Green and Yellow House supporting ‘Digital India’ while the Red and Blue House opposed it. The debaters exhibited confidence as they presented statistics and validated data during their arguments before a panel of eminent jury members and an audience. A jury member, Mrs. Parvinder Kaur, a professor from the neighbouring college, was so impressed with the thinking ability of the students that she called for a greater exposure to debates to enhance wider reflection. “I would like Don Bosco students to interact with Khalsa College students at debates, plays and film-making programs,” she said. “In this way, they will be exposed to college life that will help them decide their college and career in the future.”

There were other activities too that attracted the attention of the students. The news-based quiz tested the students’ knowledge especially from newspapers like Times NIE, The Hindu and The Curious Owl. The talent hunt competition gave students an opportunity to

showcase their unique talents; from playing musical instruments and beat boxing to solving the Rubik’s cube in record time. The spell bee aimed at not only improving spelling but also at building vocabulary. An art and craft competition was held in each class of grades V to VIII. The students had the opportunity to relate to topics on the environment – Save Water, Save Trees, etc. The much-loved vocals competition, held at the junior and the senior level, was also very enjoyable. This year’s Bosco Kala Utsav also had the all-new short film-making competition, in which Grade IX prepared a short film on ‘Save the girl child’ while Grade X prepared one on ‘Save the environment’. Both were very impressive.

Meticulous planning and a very high level of creativity and enthusiasm are the ingredients of a good show. The Utsav provides ample opportunity to explore the latent multiple intelligences of our students. It has been a fulfilling experience for us teachers to see our students evolving over the years.



The team responsible for the backdrop design and execution



Children proudly display their art work at the art competition



Quiz competition in progress



Science and Maths fair

Science Research – Challenging the Limitless Mind

- Mrs. Anita Philip

Every child is born with a limitless mind – Limitless in its imagination, limitless in its hope and ambition. Over time, we, as a society, unconsciously impose limits on our children when we tell them there are set ways or when we rationalize and discount their actions.

The research project, one that began purely as a science project in 2015-16, manifested itself into one with much larger implications. It became a channel that helped us free these young minds of the shackles imposed on them. And once set free, they set out to be what they originally were: limitless.

All they needed was that little push. These young minds, with the right resources at their disposal, dove into their research with a focus and determination that left even their own parents and teachers astounded. The research club began small with just over thirty students. These were children from grades VII to X, sacrificing lunch, staying up late, skipping play time, visiting diverse colleges and research institutions to find out more about their subject from experienced research guides, and better understand the nuances of their work. Achieve, they did! They produced some marvellous work even getting as far as the national level. Amidst all this, we

believe we achieved something far more valuable. Last scholastic year, the science research club had forty-five students including some from Std. VI. They were divided into eight teams; each with a different research subject.

Senior groups:

- 1) Rain water harvesting through mesh, micro and ultra-filtration – These students took a trip to Walvanda to conduct a survey. They interviewed the villagers with the assistance of a teacher – a professor from DBIT, Kurla. They then researched a pilot plan for rainwater harvesting to help the villagers.
- 2) Sustainable applications of chitosan with emphasis on bioplastic and anti-mosquito breeding – This group paid multiple visits to the laboratory at Kalina campus to learn to prepare chitosan from prawn shells. They then went on to prepare bioplastic in the school laboratory and conducted many experiments to study its various applications.
- 3) The health issues behind drinking low and high TDS water – These students performed all their experiments in the school laboratory. They collected

water samples from across India and also from different water purifiers to test the total dissolved salts (TDS) present in water using a TDS meter.

- 4) Growing and processing spirulina as a super food for malnourished people – This team tried to grow the algae from the spirulina culture in DBIT, Kurla's laboratory under the guidance of Prof. Kartiki.

Junior groups:

- 1) The nanoscience behind ancient kajal and its anti-microbial activity – The students prepared many samples of kajal using various traditional methods and were also the youngest team to qualify in the pre-district oral round of National Children's Science Congress (NCSC).
- 2) Eco-friendly mosquito repellent prepared from plant extract – These students performed their experiments at home under the guidance of their parents and Dr. Godfrey (ICT), their resource person. The different formulations made from lemongrass, tulsi, neem and eucalyptus were tested on mosquitoes and found to be very effective.
- 3) Defluorination of drinking water using nano-hydroxyapatite impregnated on rice husk ash – This young team of Std. VII students worked on using nano-hydroxyapatite to help remove fluorine from high – TDS water samples.

- 4) Minimizing the use of urea by incorporating HAP using egg shell – These students, under the guidance of Dr. Godfrey and Prof. Deepika, performed their experiments at the Kalina university laboratory. They visited Nashik to gather first-hand information on various agricultural methods, testing of water and soil samples, use of fertilizers, its composition etc. They also visited small villages to share the importance of their findings with farmers.

From among these, there was our national qualifier (2017), Soham Shastri, who was invited to present his project at the South zone (all wards) teachers training for NCSC 2018 held on 28th July, 2018 at Anjuman-I-Islam Saif Tyabji Girls High School, Mumbai. The presentation was well appreciated by the teachers. Earlier on, in January 2018, Soham Shastri was felicitated by the Education Minister, Mr. Vinod Tawde, at a function for the NCSC national team.

The research team is relentless in its mission. This year, the compact and focussed team is researching varied topics –

- 1) Methods of water sustenance and its portable solutions.
- 2) Awareness of bioplastics, hazards of plastic waste and vermiculture composting.
- 3) Methods of converting plastic (pollutants) to eco-friendly resources.
- 4) Biofiltration of water using natural alternatives.
- 5) Defluorination of water and prevention of various diseases.

We hope these young, thoughtful and committed citizens will pursue unabated their thirst for limitless learning.



Students conducting their research



Soham Shastri addressing teachers of Mumbai schools



Award ceremony of the National Science Congress for Children – December, 2017

SCHOOL PROFILE

Name: Don Bosco High School
Location: Matunga, Mumbai
Established in the year: 1942
Current Principal: Fr. Bernard Fernandes SDB
Board: SSC
Student strength: 2630
Website: www.donboscomatunga.com

The Incredible 'Josephite Festival III' - A Class Apart!!

- Ms. Sunita D'Souza (ABE Reporter) and Mr. Lloyd Nunes

St. Joseph's High School, Wadala organized its 'one of a kind' Josephite Festival III which was held from 5th - 7th October, 2018. Held for the first time in the School's Centenary Year 2016 - 17 under the guidance of the then-Principal, Fr. Godfrey D'Sa SDB, the festival is the perfect platform for students to exhibit talent, and promote art and culture. This year, its third year, the extravaganza hosted more than three thousand nine hundred students from ninety-seven Mumbai schools who participated in more than seventy competitions and staged impressive, 'top class' performances!

Over one thousand students participated each day across varied competitions - classical music, dance, mono acting, story-telling, clay modelling, folk dance, drawing, craft, mimicry, etc. in four categories viz. category I - Kindergarten and Std. I, category II - Stds. II to IV, category III - Stds. V to VII, category IV - Stds. VIII - X.

At the grand finale, the Chief Guest, Salesian Provincial Secretary - Mumbai province, Fr. Vinod Mascarenhas SDB congratulated everyone with the words, "Each one

of you goes home a winner having won a friend, goodwill and respect." The new Principal, Fr. Diego Nunes SDB, encouraged one and all and shared his views saying, "Let not your lamp be hidden under the bushel. God has given us many talents. The Josephite Festival helps to bring out the hidden talents of our children. Let our children shine in the world." The Headmistress, Mrs. Sangita Bhattacharya, expressing her joy, said, "It is a pleasure to see so many students right from K.G. to Std. X coming to St. Joseph's, mingling with each other in a healthy, competitive spirit! The talent they showcased was a veritable treat." "I got a chance to display my talent and had a lot of fun. I will cherish this memory all my life," said Ria Livlyn Thomas of St. Anthony Girls' High School, Chembur. Ranveer from Victoria High School, Mahim excitedly stated, "St. Joseph's has created a platform for students to portray their talents and compete at the same time." One of the judges, Prof. Appasaheb Kage concurred, "The Josephite Festival was a great success beyond expectations. This festival is very inspiring for the upcoming generations (students) of various schools of Mumbai."

Mr. Bhatt, parent of Shaivi Bhatt of Dadar Parsee Youth Assembly (DPYA) High School expressed his gratitude saying, "Kudos to the Management for acknowledging and appreciating the contribution of parents and students. They taught us what one can achieve when the school and parents work hand-in-hand. The USP was the way everything was conducted in an utmost professional manner. The organization and execution were par excellence!"

The Management specially thanked and commended the Core Committee of parents and event heads who worked tirelessly behind the scenes to make this Festival truly fulfilling! The Past-Pupils used this festival to create awareness about organ donation in 'A Million Pledges' stall and our Greenline team (Eco-friendly Champs) encouraged one and all to use cloth bags and plant more plants.

SCHOOL PROFILE

Name: St. Joseph's High School
Location: Wadala (W), Mumbai
Established in the year: 1917
Current Principal: Fr. Diego Nunes SDB
Board: SSC



Classical music competition



Folk dance competition



Core Committee comprising parents and staff



Mono acting competition

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St. Bonaventure High School celebrates Independence Day

– Ms. Melinda Manorkar (ABE Reporter)

St. Bonaventure High School, Madh celebrated India's seventy-second Independence Day with a programme in school. It was attended not only by the students and teachers but the parents as well.

The programme began with the hoisting of the national flag and the singing of the national anthem. This was followed by a speech in English by Reeda Solkar, a student of Std. VIII. She focussed on the situation of the

twenty-first century citizen which could only be improved by following rules and regulations. Std. IX student, Saloni Tayade's speech in Marathi was on Green Mumbai wherein she exhorted her listeners to say no to plastic and recycle plastic waste wherever possible. The speeches were interspersed by dances by the Nursery and Primary sections and patriotic songs sung by the Secondary students. The audience thoroughly enjoyed the programme which ended with a Vote of Thanks.



Yeh-lo Santa (Take this, Santa) – An Innovative Christmas Idea

We thought of sharing an innovative Christmas campaign with you as you get ready for Christmas.

Usually a red Santa gives gifts. Mission Sunshine proposed the idea of a yellow (yeh-lo) Santa who collects gifts to distribute to the needy; thus, bringing sunshine into their lives.

The theme for Christmas was "Injoy Christmas... share your inner joy". 'Injoy' suggests possession of joy within the self whereas 'enjoy' implies taking pleasure in something outside oneself. You embody inner joy. Inner joy empowers you. You have the power to spread positivity and happiness.

Killjoys like Herod cannot suppress your inner joy. For injoy is greater than enjoy. When I injoy, I radiate joy to others. This Christmas season, take up a challenge... share your inner joy.

Please do share with us your innovative Christmas campaign and we will publish it in our next issue.

Injoy Christmas!

Happy 2019!

– Editor



*Christmas is joy, religious joy,
an inner joy of light and peace.
- Pope Francis*





The Humanities Drive Communities – SAPP Tells Us How

- Dr. Omkar Bhatkar

St. Andrew's Centre for Philosophy and Performing Arts (SAPP) ambles through the alleys of arts, literature and philosophy, breaks the bread of notions and conventions, and sips the wine of reflections and introspection; nudging the mind and serving as catharsis for the soul.

The birth of SAPP is an interesting story that goes back to the concept of a summer school at St. Andrew’s College. In April 2018, Fr. Magi Murzello decided to run specialized courses in French language, cookery, baking, etc. He also wanted a few courses that were “different”. Thus, he approached Dr. Omkar Bhatkar who had earlier directed the play, ‘If My Darkness Were Light to Some Soul’. It barely took a few minutes of conversation for the two of them to decide that Philosophy and Theatre Writing was the way to go.

as Mysticism, Women and Poetry, Existentialism and Beyond, Theatre and Writing, and Ancient Greek Tragedies. It is also open to performances, poetry, visual arts and literature.

SAPP invites individuals to become members of an intellectually diverse, active learning community for lifelong learning. The Courses are open to all and usually priced low as the Centre seeks to bridge the economic gap between the artist and art.

SAPPenings – What we do

Starting with summer school in the blistering May of 2018 until now, SAPP has conducted five one-month courses on weekends and scores of lyrical events in the evenings. Here’s an overview of the events at the Centre.

Theatre and Writing

This course enables writers to share their knowledge and process of writing, thought processes and characterisation. It is the journey of every writer with the pen – from an idea to the paper. Here, theatre and film writers share the process – how they club thoughts, ideas and words, their inspiration, hurdles, writing styles and a

lot more.

With inputs from playwrights like Ramu Ramanathan and Mahesh Dattani and film-makers like Aditya Kripalani, the three batches held so far have enjoyed



A Theatre and Writing session, conducted by Dr. Omkar Bhatkar, in progress

In retrospect, these were fairly ambitious courses for a summer school programme but registrations started coming in instantly. Veteran theatre-wallas and philosophy enthusiasts loved the idea of a summer school for Theatre Writing and Western Philosophy. Participants poured in from diverse backgrounds and age groups. Both courses were phenomenal experiences and soon the participants were looking forward to the next course. But what would be the next course? Summer school was supposed to be held only over the months of May and June.

In the light of the highly positive feedback received, the visionary in Fr. Magi decided that restricting these courses to summer school was not enough. Suburban Mumbai deserved more. Thus, SAPP – St. Andrew’s Centre for Philosophy and Performing Arts – was born in July 2018. Today, it is possibly the only centre in the city which deals with niche courses such

considerable success. The courses included topics like stories and structures, poetry and dramaturgy, writing and metaphor, contemporary writing, screen writing, body and writing, adaptations and biopics, collaborative writing and journey of a playwright.

Praising the course, Susan, a participant, said, “Thanks to the Theatre and Writing course, I now look at writings, films and other art forms differently. The way I look at life... the depth and perception has definitely changed. Anything done by Omkar should be available for all; he makes a difference.” Another participant, Vandana Panjabi said, “The Theatre and Writing course has helped me revisit writing. Omkar has taken great efforts in curating the class and must come up with more discussions, courses, play readings and open sessions. I would love to attend more events at SAPP.”

A faculty member of the course, Puja Sarup said, “It was such a treat working with the participants of the Theatre and Writing workshop. It was interesting for me to see how my training and experience as a performer and creator would be helpful for writers.” Not only a theatre actor and director, Sarup is also the co-founder of Patchwork’s Ensemble.

Western Philosophy

Held across the months of May and June of 2018, the audience for Western Philosophy was a melange of participants from different walks of life and different degrees of knowledge of philosophy. As the participants immersed themselves into the wide horizon of perspectives and storehouse of knowledge, what they learnt, interestingly, required a substantial amount of unlearning each day. Every day was an outpouring of questions and thoughts about gender, capital, knowledge, God, and morality induced by the faculty but taken ahead by the participants. This course was a starting point of inducing philosophy into the participants’ life. By the end of the course, most had at least one philosopher they wanted to know more about.

“I think it’s a great initiative to start such courses in colleges to give students and others a chance to learn beyond the curriculum. The cross-sectional profiles of

students make such courses meaningful and quite interesting. I look forward to a long and sustained association.” said Dr. Utkarsh Patel, faculty for Western Philosophy. A corporate professional-turned-mythologist, Dr. Patel is the author of ‘Shakuntala – The Woman Wronged’, ‘Satyavati’ and ‘Kannaki’s Anklet’. A lecturer of Comparative Mythology at Mumbai University, he is also a regular speaker and lecturer on varying subjects of mythology and other topics at various fora, litfests, organisations and colleges.

Existentialism and Beyond

In July 2018, ‘Existentialism and Beyond’ explored the literary and philosophical texts of critical and existential thinkers including Kafka, Simone De Beauvoir, Milan Kundera, Albert Camus, Fyodor Dostoyevsky, Jean-Paul Sartre, Eugène Ionesco, Samuel Beckett and Michel Foucault. This course was a rare and niche one for SAPP as it blended philosophy, literature and theatre. At the same time, it was a pertinent one keeping in mind contemporary times.

“The certificate course was an oasis of critical, creative and responsive thought that rejuvenated the desire to read more, think more, converse more...” said Dr. Kanchana Mahadevan, Professor at the Department of Philosophy, University of Mumbai, who was a faculty member for Existentialism and Beyond.



The participants, seen here with Dr. Kanchana Mahadevan, engaged with the writings of existentialist thinkers and discussed prolific works including The Trial (Franz Kafka), Myth of Sisyphus (Albert Camus) and No Exit (Jean-Paul Sartre).

Mysticism, Women and Poetry

This course, held in August 2018 for the first time, is important for contemporary times and creates a dialogue with the mystics. It covers the poems of various female mystics such as St. Catherine of Siena and St. Teresa of Avila (Christian), Rabia of Basra (Sufism), Lal Ded (Kashmiri), Akka Mahadevi (Veerashaiva Bhakti), Andal (Alvar mysticism), as well as contemporary women poets.

“The Mysticism, Women and Poetry course has been informative and intellectually stimulating, raising ontological questions around ‘being’. I enjoyed all the classes by Omkar Bhatkar. Often, he could detail upon the paradoxes that weave in spiritual seeking, health, care and innermost transformation through the writings and sayings of mystics. Why do we need to have more of these courses? To open our minds and be one with our surroundings.” Shubhalakshmi, a participant of the Course, summarised its content.

Ancient Greek Tragedies

The ancient Greek tragedies speak to us today too! While we make significant leaps in science and technology, we are still confronted with the realities of war and the rhetoric of politics, patriarchy, conflict



Clockwise from extreme left : Rabia of Basra, Lal Ded, St. Catherine of Siena, Andal, St. Teresa of Avila, Akka Mahadevi

between the genders, and between public and private duty.

This course, held in August 2018, explored the works of *Odyssey* (Homer), *Bacchae* (Euripedes), *Prometheus Bound* and *Oresteia* (Aeschylus), *Antigone*, *Electra* and *The Trachiniae* (Sophocles), *Lysistrata* (Aristophanes). Academicians as well as theatre artists were invited to speak on the Greek tragedies of their interest.



Scenes from Electra : The Killing of Agamemnon (painting by Baron Pierre-Narcisse Guerin)



The Sacrifice of Iphigenia

Theatre and Acting

Acting is an expression of the mind. It helps one dole out their inner angst, free the mind and liberate the soul. This course encouraged the participants to cultivate imagination, emotional and physical expressivity, observation, and vocal projection, and helped them understand and interpret drama. It covered areas such as improvisation, mime, stage combat and scene-work.

Participants across different age groups and disciplines displayed interest in this course – some enrolled out of sheer interest, some to enhance their acting prowess and others to understand the nuances of acting so they could extract decent performances from their artists while directing.

Monsoon, Sea and Mountain Readings

Employing natural elements as the muse for literary renditions, SAPP (with the help of Vipul Mahagaonkar) curated plays, short stories and poems focussing on the monsoon, sea and mountains. While Monsoon Readings had plays and short stories in as many as six languages – English, Hindi, Marathi, Sanskrit, French and Spanish, Sea Readings heard recitals in English, Hindi, Marathi, Spanish and Irish.



The faculties for the course include (clockwise from top left) Geetanjali Kulkarni, Yuki Ellias, Hridaynath Jadhav, Bhushan Vikas, Sadiya Siddiqui, Sukant Goel, Divya Jagdale and Anita Salim

To drive audience engagement further, the SAPP team invited original poetry on the theme of the Sea in any language. Not only were poems received from states as far as West Bengal but from the Middle East and Kenya too. Seeing the overwhelming response, this initiative was extended to Mountain Readings too. This time, there were entries from Goa, Tamil Nadu, Assam and Chhatisgarh as well as Saudi Arabia, Nigeria and the United States of America.



Sea Readings – An evening of poetry performance in progress



Mountain Readings in progress

An Evening of Krakow Poets

On an evening of July 2018, Ramu Ramanathan presented a selection of works of some of the greatest Polish poets of the twentieth century – Wisława Szymborska, Anna Świrszczyńska, Zbigniew Herbert, Sławomir Mrożek, Tadeusz Różewicz, Czesław Miłosz and Adam Zagajewski. Through excerpts from some of their finest works, anecdotes from their lives and his personal experience of reading these poets, Ramanathan constructed an evening of poetry that both entertained and educated the audience.



So great was the impact of this recital that the only living poet, Adam Zagajewski (whose work was covered that evening), learnt about this celebration of Polish poetry from the Polish Institute, Delhi and appreciated this gesture. SAPP now has one of the Centre's walls dedicated to these Polish poets.

Salaam Sunil

SAPP hosted an evening of salutations and camaraderie to celebrate forty years of Sunil Shanbag’s presence in theatre. Shanbag is credited with path-breaking stage creations, creating an individualistic body of work, and imparting theatre training, among others. He was recently conferred the ‘Sangeet Natak Akademi Award’ for forty years of consistently innovative and dramatic theatre creations.

The audience for this glorious evening comprised doyens such as Shyam Benegal, Govind Nihalani, Geetanjali Kulkarni, Chitra Palekar, Kunal Kapoor, Atul Tiwari, Suhail Tatari, Shaili Sathyu, Prabha Mahajan and Rajeshree Sawant among others. On stage, a very fine line-up of theatre/ film/ social citizenry spoke and performed talks, reading and acts: Yuki Ellias, Vinod Ranganath, Suchitra Pillai, Shama Zaidi, Sadiya Siddiqui, Chitranjan Kaul, Sanjukta Wagh, Hidayat Sami, Lubna Siddiqui, Pushpa Bhawe, Omkar Bhatkar and Ramu Ramanathan.

Collaboration with Goethe Institute

SAPP has entered into a collaboration with Goethe Institute, the centre for Germanic studies in Mumbai, and is set to host a variety of sessions at the Centre over a period of six months. The induction of the collaboration started with an intellectually stimulating discussion of ‘German Intellectual Traditions, including Kant and Habermas’. This was a lecture and discussion series conducted at SAPP, twice a month, facilitated with researchers and experts coming from German Universities. The final session of the series, ‘Transgression and Sacrifice: Georges Bataille’s Sociology of the Sacred’, was conducted by Dr. Thomas M. Schmidt of Goethe-Universität, Frankfurt, Germany. The other sessions in the series were ‘Kulture and Culture’ (on the works of Theodor Adorno), ‘The Drama of Modern Freedom’ and ‘Hegel's Concept of Tragedy’.



Dr. Thomas M. Schmidt speaks on ‘Transgression and Sacrifice: George Bataille’s Sociology of the Sacred.’

Collaboration with Alliance Française

SAPP has recently collaborated with Alliance Française, the centre of French language and culture in Mumbai and will conduct various activities revolving around French culture (emphasis on plays, theatre and philosophies) in the next six months. Slowly, we plan to initiate sessions bringing in sundry aspects of French culture into intellectual debates and discussions through the viewpoint of diverse faculty members. The initiation of the collaboration begins with reading French plays (translated into English) on the first and last Wednesday of September at Alliance Française and SAPP respectively.

In conclusion

It is beyond any doubt that the learning fostered at SAPP has benefitted participants and faculty alike. Not often do cultural spaces touch a participant’s heart during a session, so much that they weep; those are the tears of purge. Not often do cultural spaces have participants coming from far-flung localities and towns only to be part of an experience. Not often do cultural spaces have the faculty admit that “their session was an experience worth cherishing”.

The experiences at SAPP have initiated a transformation of views and attempted to shape visions, as admitted by those involved. Every experience has been a delicate medley of art, culture, literature, intellect and engagement to drive lessons of life, for life. At SAPP, there is an element of uniqueness that pervades the air.

Today, the Centre stands, in no way, competition to dozens of cultural spaces in the city, yet it is way different from them.

It is Art, Literature and Philosophy that drives imagination, empathy, understanding and consideration amidst uncertainty, complexity and diversity. The realisation to get better at being human matters now more than ever!

For forthcoming details kindly check www.sappmumbai.com



A reading of Jean Genet’s play Les Bonnes or The Maids, which is loosely based on the infamous sisters Christine and Léa Papin who brutally murdered their employer in Le Mans, France.



Sunil Shanbag accepting the appreciation of the audience

In the audience, Govind Nihalani and Shyam Benegal

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WRITTEN BY
JEAN GENET

Translated by
Bernard Frechtman



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 BHARMILA VELASEKAR KADRE
 NEELAN SHEEWALA
 MANALI KALE

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