

The Asia-Pacific Schools Initiative

LEADERSHIP THROUGH SERENE STRENGTH



1-WEEK DELHI PROGRAMME DOCUMENTATION

April 2017

ASIA PACIFIC SCHOOLS INITIATIVE

DAY 1: THURSDAY, APRIL 06, 2017

Venue: Vasant Valley School, New Delhi

SESSION 1: INTRODUCTION AND OVERVIEW OF THE PROGRAMME

Day 1 began with an icebreaker session conducted by Mr Udayan Philip.

Mr Amjad Ali Khan began the session with a brief introduction to the programme followed by an activity of finding the bottle owner which also served as an informal way of the participants introducing themselves to each other.

A formal welcome was extended to the participants by Mr Amjad Ali Khan followed by an introduction to the Asia Pacific Schools Initiative (APSI) and the Center for Escalation of Peace (CEP). He introduced the board members of CEP and the various initiatives taken so far by CEP, including the Dialogue with Bhutan, Indian Summer School, and the recently concluded phase 1 of the APSI at Jhalawar. He shared a story of a butterfly coming out of its cocoon, which inspired the logo for APSI and the watermarks of rigour, resilience and compassion.

Dr Saroj Thapa introduced the watermarks, skills and the 5 areas of development that are necessary for the holistic development of an individual. She encouraged students to share their understanding of each of the five areas of development – cerebral, social, emotional, physical and spiritual. She then shared the programme flow across 10 months, and 3 tasks for participants, which included:

1. An online collaborative project
2. A project with their school group and / or local community
3. Assessment methodology and Individual roadmap

This was followed by an introduction to the certification and fellowship through the APSI and the outcomes for students and teachers, and the Asia-Pacific region were shared.

The daily programme schedule was explained to everyone.

After the overview and introduction to the five areas of development and leadership through serene strength, Ms Nitya Ram shuffled the students to create new groups wherein they introduced themselves to each other and shared their interests/passions.

She further asked the participants in their new groups to discuss three areas:

1. One area of common interest that all individuals in the group share
2. One area of common disinterest that all individuals in the group share
3. One area on which each individual has a different opinion

Group 1 mentioned that they share a common interest for English sitcoms.

Group 3 mentioned that all individuals in the group have varied definitions of patriotism.

Group 6 mentioned that they share diverse opinions on the institution of marriage.

Group 4 mentioned a common interest for travel; however, each participant desires to travel to a different place.

Group 5 shared a common point of disinterest regarding putting Pineapple on Pizza.



SESSION 2: INTRODUCTION TO THE ASIA PACIFIC REGION BY MS SUHASINI HAIDER

Ms Haider started the session by stressing that India has been separated from the Asia Pacific region and is now termed as South Asia. Today, India seems to relate more with the west than the east, especially due to pop culture. This was not always the case. For centuries, India's influences were seen in the Asia Pacific region in terms of culture. At the same time, we shared (Asian/Eastern) values, such as community and collectivism, sense of belonging, respect for everyone and everything, and being rooted in tradition and nature.

One of the students mentioned that the values in the west have not changed, and neither China or Japan has changed their own value system. It is pretty much India which has changed over the years while the others have remained the same. Another student mentioned that we should not be segregating values of the west and the east, especially values like respects for others and for things, which are universal.

Ms Haider mentioned that the India's currency at the moment will be more connectivity in the region. She advised the participants to look for opportunities for improvement in foreign relations rather than problems. She mentioned that we seldom look at crossing our borders into any of the neighboring countries.

Then, students also shared their views on relations with countries like China in terms of trade, culture (including aspects such as food), etc.



SESSION 3: ASSESSMENT AND FEEDBACK BY NITYA RAM*Creating Rubrics, Self Reflection, choosing my area of exploration and documentation*

Ms Ram asked the participants to discuss and share their understanding of the word assessment. Participants shared that assessment is important for ourselves; self assessment helps us to reach our goals, set benchmarks, conduct good critical assessment of ourselves, and develop our individual roadmaps.

How to provide constructive unbiased feedback, and unbiased self-awareness are important tools of assessment as well as important aspects of being a leader.

The students were asked to share their understanding of the various areas of development and the areas of exploration.

The students shared the following ideas on their understanding of the 6 areas of exploration:

1. Livelihoods - A decent way of living, the topic is subjective in nature. The resources to develop the talent and nature of the person, how he responds to other. Livelihood also depends on the choice of an individual, and one person's livelihood may be very different from another's.
2. Economy – pertains to development of the country and its people, wherein an entire country needs to grow in a balanced way.
3. Evolution of Societies – Society means something which is the evolution of the human mind and a group which shares common values and beliefs. Society is different from community. We are surrounded by people from diverse groups and we learn constantly from them in order to become better. Different people come together to achieve a common goal. Over a period of time you evolve to become a better society. Evolution of the human mind is directly linked to the evolution of the societies.
4. Environment – Environment is what is around us which maybe good or bad but it shapes us.
5. Aesthetics – The group started with asking what first comes to mind when you say 'beautiful woman'. Everyone shared their diverse views. Aesthetics could hold different meanings for each individual.
6. Philosophy – In science everything started from a philosophical thought process. It toys around with the idea of possibilities, when we question not what but why. More than just profound statements but its going to the depths of what is inside you. It is the ideas or beliefs or even

ideas by a group of people and there is nothing wrong, it's just different perspective and about the power of the mind.

The participants were then asked to write about any 2 areas of exploration that they are most passionate about along with the reason for their choice. Then they were asked to discuss and share how they would assess a 2-minute verbal presentation on their Area of Exploration.

Criteria

The participants were introduced to assessment criteria and rubrics.

Rubrics have various levels which could indicate:

1. Mastery in an area, by which one can help and mentor others
2. On the right track, can improve on it independently with practice
3. Understood the basic idea, can get on the right track with encouragement and advice
4. Need to begin understanding this area, and require considerable help and explanation



SESSION 4A: GALLERY WALK AND MEDITATION

Post lunch, there were 2 sessions – one for teachers on the role of teachers and assessment and documentation, and the other for students where they set up a gallery walk on their passions and their school community.

Once the students put up their presentations on their passions and community, they were asked to share their feedback based on their choice of any 3 criteria on each of the school presentations and also do a self-assessment of their own passion presentation.

The session on meditation had the students share their views on whether they did meditate or why they couldn't meditate. Thereafter, the children were asked to close their eyes and focus only on their breathing for 5 minutes followed by 5 minutes of walking meditation. Walking meditation required the students to focus on their stance, the weight they felt on their feet and the feeling of the floor beneath, as they walked barefoot on the floor.





SESSION 4B: ROLE OF TEACHERS AND ASSESSMENT AND DOCUMENTATION

Meanwhile the teachers had a session with Ms Nitya Ram on the role of teachers and assessment and documentation.

Teacher orientation session

Attendance –

1. 12 teachers from 12 different schools.
2. Nitya
3. Udayan

Nitya briefed the role of the teachers in this programme i.e. the role of being a facilitator and a mentor, and to help the students to come up with a project.

An RVS teacher asked if a rotation basis was possible for the programme. Nitya explained the value of staying in the programme as a continuous experience and learning/capacity building for the teachers to pick up skills of a facilitator.

Nitya showed a PPT and explained the structure of the groups i.e. 2 teachers for a group of 6 students. The role is to observe them closely and guide them to become leaders.

Nitya then explained that teachers have to monitor the students' reflections at the end of each day on google drive (Personal reflections + progress on the project work). Teachers have to analyse and understand the reflections.

The teachers were told to write their own reflections and develop their own roadmap.

Facilitation –

All teachers must be a facilitator, encouraging other people to lead the process and giving structure to it. Teachers give answers. Facilitation is about asking questions and encouraging to ask more questions. Teaching is giving knowledge about new things students don't know, whereas facilitation is guiding them and enabling them to think critically and analyse. Initially you need to teach and equip them with the necessary skills. Once they are equipped, teachers should play the role of a facilitator. Teachers give out responses and facilitators seek responses. Teaching is more active while facilitation is passive.

There was a quick debate on whether it is passive or active. The participants concluded that it appears passive but is really active. Then, they were asked to think about what kind of learning happens in teaching and facilitation.

There is ownership, exploration and arriving at their own conclusions. In facilitation, learning is active, while the learning by the teacher is passive. There was an analogy of what Nitya is currently doing as a facilitator by asking questions and enabling the group to explore the ideas.

Nitya then explained the value of reflection after facilitation.

Qualities of a good facilitator –

- Patience
- Tolerance
- Observant
- Self awareness
- Positive approach
- Non judgmental
- Open minded
- Inspiring persona
- Getting students to be curious
- Courage of conviction

- Knowledge and depth of content
- Knowing the children
- Respect
- Attentive listening
- Humility
- Focus on the learner

Teachers shared some of excerpts from their classes and lives of examples of facilitators.

Person must be –

- Neutral
- Ethical
- Anonymous

Nitya then concluded by showing the remaining slides which described techniques and do's and don't, followed by explaining the reflection sheet.

SESSION 5: GROUPS, SELF REFLECTION AND SELF ASSESSMENT

Nitya and Saroj introduced the new groups based on the participant's choice of areas of exploration, reflection sheets and self-assessments.

The groups were introduced to their coordinators from CEP and then held a discussion on the reason for their choice of the particular area of exploration.



DAY 2: FRIDAY, APRIL 07, 2017

Venue: Vasant Valley School, New Delhi

SESSION 1: LEADERSHIP PROGRAMME (WATERMARKS AND SKILLS) WITH GAURAV SAKLANI

Resource person: Gaurav Saklani is a founder at the Exper Executive Education. Exper designs and facilitates learning for organizations of varying sizes, cultures and from across business segments. It has worked with Fortune 500 companies, SMEs and Start-ups.

Summary: Mr. Saklani started the session by asking them the highlights of Day 1 (the previous day) and then instructed them how to do the Scouts clap. When the entire group was asked to do it together, it did not turn out to be perfect the first time. He then went on to explain to them about **Intent** and **Impact**, which have two different meanings. While impact is about performance and result, it also results in our questioning the intent many a times.

After this, the group was told a story in which a shopkeeper loses some money. The story was told in detail with the exact amount of money that is exchanged between various people involved. They were then asked a simple mathematical question “How much money did the shopkeeper lose?”

When he asked for answers, it was realized that many of them had come up with different answers. Therefore, 5 groups were made according to the answers given (In all, 5 answers were given). They were then asked to come up with one answer to which everyone agreed.

After a long discussion, they still did not come to an agreement. However, Gaurav went on to explain how the exercise taught them a lot about leadership skills and what the traits of a good leader should be. He went on to discuss the watermarks and skills that are needed in any kind of good leadership.

The next part of the session was a story wherein there were 5 people involved in a shipwreck. After being told the story, they were asked to rank these people from best to worst in their groups.

The take away from this entire session was – “Why is it very difficult for us to come to a consensus for questions like this?”

The answers were varied. They ranged from:

- Our background
- Ideology
- Values
- Perceptions

- Culture
- Opinions
- Morals
- In what context
- It's a subjective situation
- Making assumptions etc.

Mr. Saklani stressed that, "Leadership is not a noun (Position) but a verb (Action)."

After **tea break**, Mr. Saklani tried to illustrate and drive home the point that good leaders look for win-win solutions in times of conflict instead of a win-lose solution, Saklani had the students play a strategy game in teams that required them to collaborate with each other in order to win the game. Without collaboration and trust of the other teams, the game could only end in everyone losing. However, since the students were expected to come to this realization on their own, the winning strategy was not communicated to the playing teams ahead of time and was only told at the conclusion of the game. And as expected, rather than collaborating, teams played against each other and everyone involved in the game lost.

Following the game, Saklani led a reflection session through which students learned the error in their strategy and the importance of collaboration and finding win-win solutions in times of conflict, a trait, good leaders are known to exhibit.





SESSION 2: VISIT TO THE RASTRAPATI BHAVAN MUSEUM

The students and their teachers were taken for a visit to the Rashtrapati Bhavan Museum. It was quite an interesting visit where they were shown a whole lot of things attached to the different Presidents of India and the Rashtrapati Bhavan itself. Some of them were:

- Ceremonial coaches which were used during the past.
- A Mercedes car gifted by the King of Jordan which has now become a museum piece since newer limousines have taken over.
- Patriotic songs in several languages which can be heard through a headphone
- The Constitution in both Hindi and English which the visitors can flip over and read.
- Life like scenes from the freedom struggle.
- Various leaders and their speeches in their actual voice.
- Crockery used over the years and some gifted by other countries.
- Paintings, artifacts, models of religious places gifted by various organizations

According to many participants, a virtual walk with “Gandhiji” was the highlight of the visit.

The participants were also scheduled to visit the Rashtrapati Bhavan but could not do so due to unforeseen circumstances.



DAY 3: SATURDAY, APRIL 08, 2017

Venue: Vasant Valley School, New Delhi

SESSION 1A: PASSION GROUPS FOR STUDENTS

The previous day, students had been asked to think about what they are passionate about and find participants with similar passions. During this session, they were given time to form groups and discuss on making a presentation on their passion. The passion groups formed were:

- Music
- Art
- Writing
- Sports
- Drama





SESSION 1B: TEACHER SESSION ON FACILITATION AND MENTORSHIP

Namrata Sharma and Pema Chhomo had a conversation with the teachers to get to know them better and learn about their concerns and inquiries. There was a discussion on how they found out about the programme and what the selection process entailed.

The concerns raised included:

1. the 'gravity' of the work - the 9-month commitment required in mentoring not only their 3 students but being a part of the inter-school group with 6 other students from outside their school. The main takeaway was they all hoped to go back and look at handling students differently
2. the December program - Grade X and XII students will be engaged with the Board exams, pre boards and extra classes. They also mentioned that most students would not be available in November as they would be on study leave.

Tentative suggestions regarding the Delhi Programme:

- a. It could be for 3 days in December
- b. It could be conducted during the end of October to beginning of November but all the teachers would like to re-check their calendars before a consensus.

SESSION 2: SESSION WITH ARUN KAPUR

Mr Arun Kapur led the discussion on the topic of realising one's potential by drawing a parallel to the transformation of a caterpillar into a butterfly. He emphasised that just like the struggle necessary for a butterfly to break out from the cocoon, without rigour and resilience, a person cannot fully realise their full potential. It is only through hard work that one can be all they can be.

He also discussed the difference between the concept of schooling and education, and talked about what it means to be uneducated and educated; he stressed the point that being literate does not make one an educated person. According to him, the quality of choices one makes determines how educated a person is.

He then talked about roadmaps and the need for them to be dynamic. We need to constantly grow and challenge ourselves in various ways to keep on evolving in order to actualise our true potential.



SESSION 3: KOLVI CAVES CASE STUDY

Saroj Thapa started the session by showing them a presentation on the Kolvi caves. She explained that these are Buddhist rock cut caves built in the 7th and 8th century. She presented a case study on the caves through a PowerPoint that had a lot of pictures of the caves and the neglected situation it is in at present. Hand-outs were given as well.

This was followed by a discussion on their reaction to the presentation. Students were asked to think about what changes have taken place in Kolvi caves over the years and what they could do to enrich the Kolvi caves and the community around it.

Then, each group was asked to discuss how they could enrich the Kolvi caves and the community around it based on their individual area of exploration. They were asked to come up with an action plan and shown the various steps to create a project:

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- Identifying an area of interest
- Understanding the situation
 - o Empathy, self-identification and commitment
 - o Needs analysis
 - o Identifying one need that resonates with you and where you feel you have the skills to contribute
- Starting to create a solution
 - o Brainstorming which may lead to multiple possibilities
 - o Choose the one most suitable, effective and practical
 - o Detail the process: time, resources, additional skill sets
 - o Roadmap with timeline and indicators of success
 - o How do you engage the community in your plan
- Assessment plan
 - o Rubric
 - o Self assessment
 - o Peer feedback
 - o Feedback from mentors
 - o Feedback from experts
- Sharing of drafts for feedback and improvement
- Final presentation





SESSION 4: MUSIC AND RHYTHM (DRUM CIRCLE)

As a session dedicated to Music and Rhythm, the Delhi Drum Circle was invited to play with the participants. The musicians explained that drum circles are community gatherings where people from all walks of life come together to play hand-drums in a casual, community-orientated and safe environment.

The musicians sat in a circle with the participants and played various tunes. The students were encouraged to play their own instruments and dance in the middle of the circle.



DAY 4: SUNDAY, APRIL 09, 2017

REST DAY

DAY 5: MONDAY, APRIL 10, 2017

Venue: Vasant Valley School, New Delhi

SESSION 1: DISCUSSION ON PROJECT IDEAS AND RUBRICS FOR PRESENTATIONS

Participants explored the embodiment of watermarks and core skills in their project ideas in their respective groups. They discussed, outlined and narrowed down the objectives and focus of their project ideas.

Then, the individual groups made self-assessment criteria and rubrics to assess how the groups were collaborating among themselves.



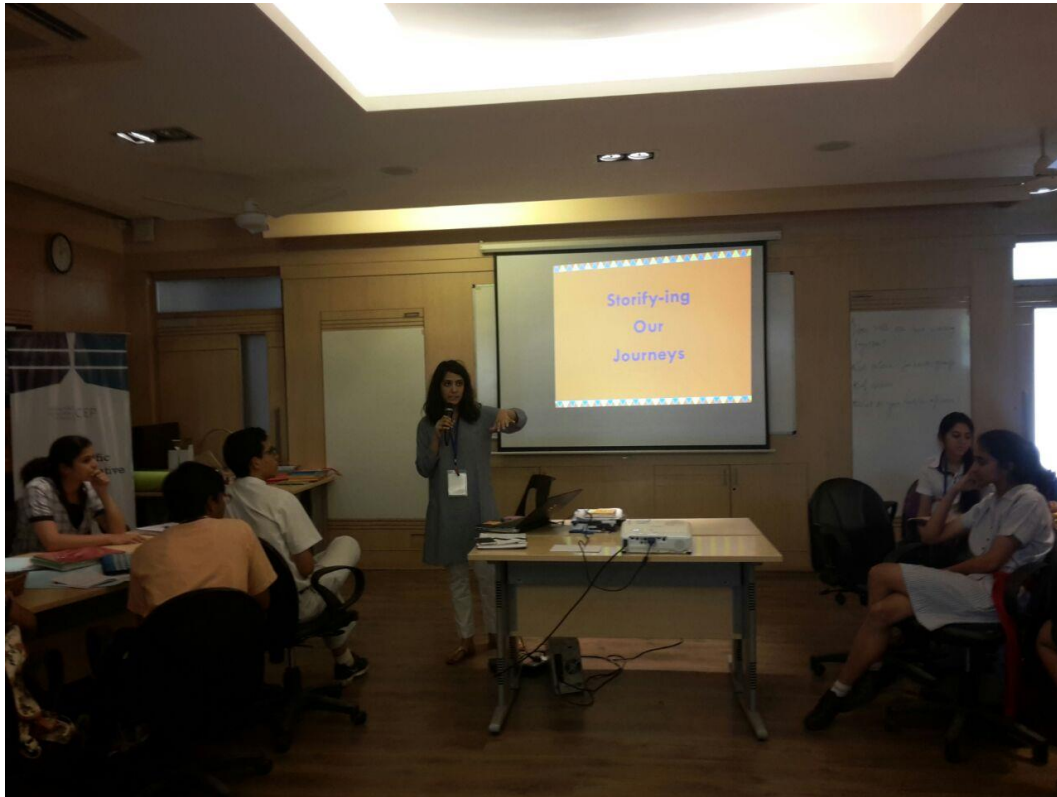


SESSION 2: KAAVAD STORYTELLING: REFLECTION ON JOURNEY

Students reflected on their journeys so far in the APSI programme through storytelling via pictorial representations of their introspections. Students were also asked to ponder over the purpose of reflecting.

Some of the reflections were:

- ◆ Reflecting helps structure the thoughts and helps in goal setting
- ◆ It helps in recognizing strengths, weaknesses and thought patterns, accepting them, and then working on them
- ◆ Sharing different perceptions on the same events helps build empathy
- ◆ Time management



SESSION 3: PASSION GROUP PRESENTATION

The various Passion groups – Music, Writing, Arts and Sports – presented on their individual passions. The groups showcased their different talents in the form of songs, poems, essays and games.





DAY 6: TUESDAY, APRIL 11, 2017

Venue: Vasant Valley School, New Delhi

SESSION 1: WORKING ON PROJECT IDEAS WITH TEACHER FACILITATORS

After 15 minutes of “quiet time”, Dr. Saroj Thapa started the morning session by asking the different groups to think of the benchmarks they will keep in mind while working on their projects. They were given 20 minutes to discuss this, after which one representative from each group was asked to come up and discuss the criteria and rubrics with other representatives alongside Dr. Thapa.

Based on this discussion, the rubric was shared with everyone after which they worked further on their presentations till tea break.

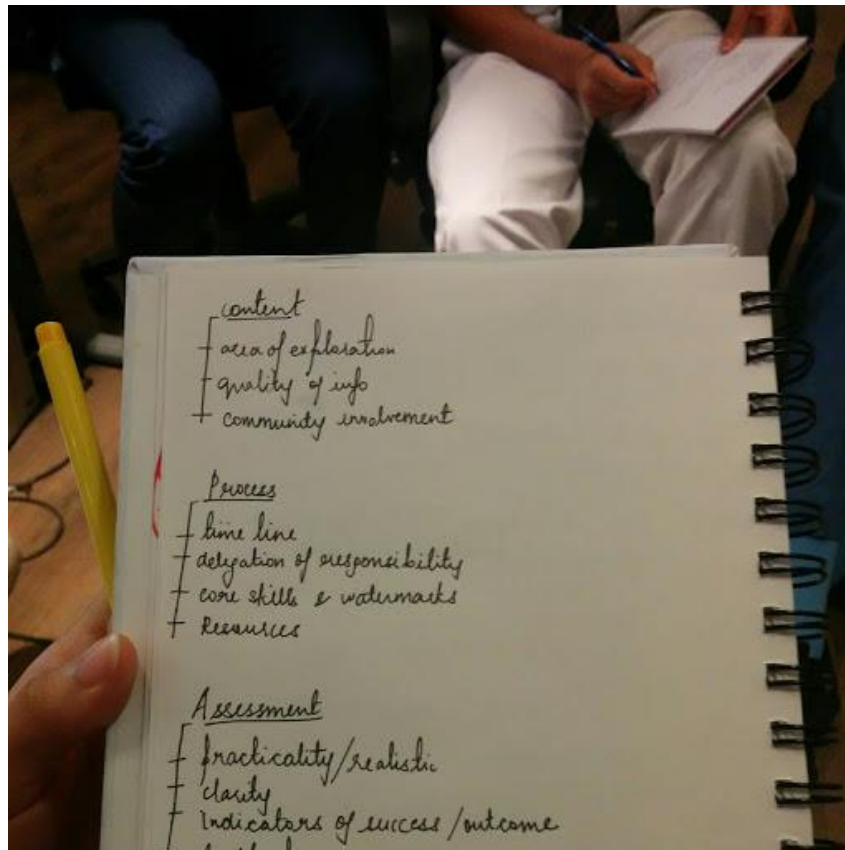
Presentations were made group by group with a 5-minute break in between for everyone to fill in the feedback form as a group. They were instructed to give constructive feedback for the same.

In brief, the following were the aims and objectives of the different groups:

- Aesthetics group – Aim: Spread positivity through art therapy so people find inner peace. Their main target population would be school students, and they would achieve their goal through various means like- Heritage walks where they find things they connect with, through music- as in drum circle, learning through mind maps, colours etc.
- Evolution of societies group – Aim: To increase awareness of personal health and hygiene and protection. Their target audience would be school students and the under privileged like domestic workers and children who live in the ‘bastis’ around their school. They would take the help of NGOs, school counsellors and experts in the field of health and hygiene.
- Philosophy group – Aim: Their aim is to challenge stereotypes which are deep rooted in our society. They would do this mainly in school through art by way of poetry reading, art exhibitions, stand-up comedy, discussions, seminars, blogs and social media channels. Their target would be young adults.
- Communities group – Aim: To spread awareness about financial literacy among housekeepers and domestic workers, primarily because they feel they have a responsibility for creation of progress in society. They would achieve their goal through surveys and seminars in school and the neighbourhood around them. They would teach them simple things like how to open a bank account, use Paytm, etc.

- Environment group – Aim: To spread awareness and undertake waste management in their neighbourhoods. They would do so by promoting segregation of waste into biodegradables and non-biodegradables, paper recycling, and composting in rural areas. They would also conduct research and surveys, and get support from NGOs doing involved in similar endeavours.
- Economy and livelihood – Aim: Find the most economically efficient way to clean the Ganga since it affects the lives of the people who live around it. They would do so by doing a lot of research and finding out about the current situation of the Ganga Action Plan. They plan to delve deeper into the problem by contacting NGOs dealing with this issue, looking into the existing technologies, and finally presenting the government with a policy memo listing very clearly what needs to be done.

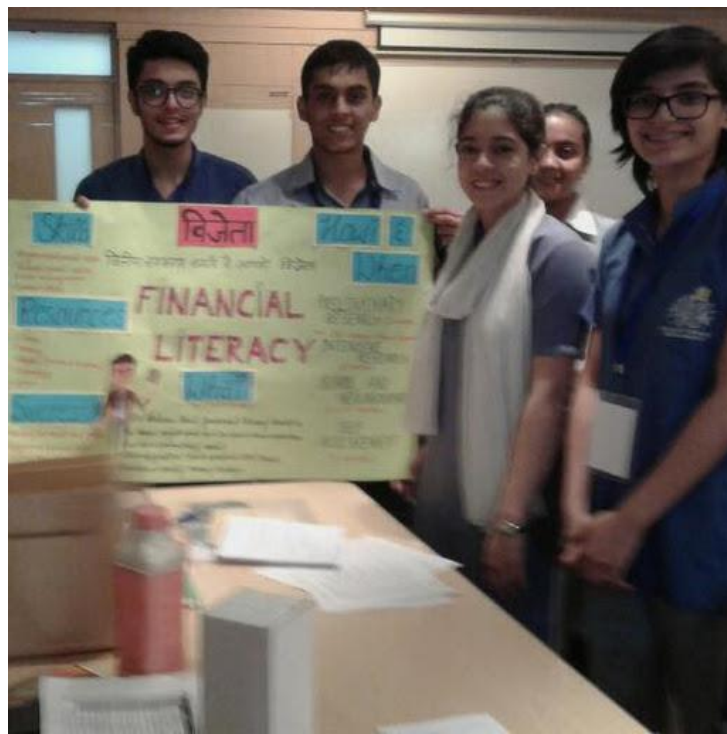




SESSION 2: DISCUSSION AND WORKING ON ROAD MAPS

After lunch, the participants were required to work on their road maps. They were asked to make achievable plans by ensuring a timeline, and clearly write down their goals, watermarks, the process, and their indicators of success.

After the completion of this task, each group was given feedback by the other groups on their project presentations. The participants sat and read and discussed the feedback with their group members.



SESSION 3: SELF ACTUALIZATION THROUGH ART

This session was conducted by Shaloo Sharma, an art therapist.

The participants worked in their project groups. They were provided with A4 size black and white photos of themselves along with transparencies and tracing paper of the same size. Colour pencils, sketch pens, markers and plain sheets of paper were also given.

The first part of the session was to draw on the plain piece of paper what they feel when they are angry. The stress was on feelings rather than “what” makes them angry. The next part involved putting the transparency on top of their photo and drawing an outline of their face with its features with the help of a marker. They were then asked to put the transparency on top of the paper where they had drawn their feelings of anger and then speak about what they saw. It threw some interesting insights on what the participants saw. For example, words like ‘confusion’, ‘low self-esteem-’, ‘under confidence’, and ‘not good enough’ came up.

After a tea break, they traced the outline of their faces from the transparency onto a tracing paper and then retraced the outline with the help of a sharp pencil onto a thick ivory sheet which resulted in an etched outline which could be seen easily. They were then asked to give this a background of their liking. They could change parts of their hair and other features to something they really wanted and add other things which they liked to the entire portrait.

The session ended with them sharing their thoughts within their own group.





SESSION 4: PRIVILEGE AND CONFLICT RESOLUTION

The last session was conducted by Udayan. Through an activity, he touched upon the topic of privilege and how the participants who are among the privileged lot, can work towards making way for the non-privileged to progress as well. He then explained to them about conflict resolution. Unlike war, conflicts are like a slow dance wherein the one who starts it, is taking a step forward and the one who is not in favour, is taking a step backward. They could step sideways to come to a compromise and then move in the opposite direction when both agree on a solution. Thus a slow dance was performed.



DAY 7: WEDNESDAY, APRIL 12, 2017

Venue: Vasant Valley School, New Delhi

SESSION 1: PRESENTATION OF FINAL PROJECT IDEAS

The project groups were given time for fine-tuning their project ideas based on the feedback received from other groups the previous day. Then, each group had a PPT presentation explaining their project vision, goals, process, timeline, indicators of success, and the connection to the watermark. The project topics and ideas represented were:

- Aesthetics – Aestherapy
- Evolution of Societies – Personal Health and Hygiene
- Philosophy – Challenging stereotypes
- Communities – Financial Literacy
- Environment –Waste Management
- Livelihood and Economy – Project Darya





SESSION 2: WAY FORWARD

Students and teachers were asked to discuss their roles and responsibilities for the next 9 months. They were informed of the various check-points to track their progress. They were also asked to have a discussion on their roadmaps and complete any pending work. Finally, they were asked to fill out a Feedback form on the APSI programme.



SESSION 3: ART AND MOVEMENT WITH DILREEN

Through various games and activities, the students were able to explore moving their bodies freely. The session helped students overcome physical inhibitions. Students gained deep insight into how the body unconsciously behaves in sync with the emotional condition of a person. The activities explored various themes such as 'trust', 'letting go' and 'taking risks', traits that are important to become a leader.



