



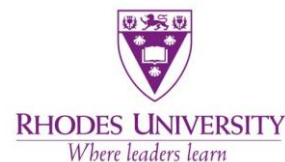
International
HANDPRINT
Network



Handprint CARE

Training Resource for Teacher Educators

Module 1 –What and Why of Handprint CARE



About Handprint CARE training module



- This module has been developed to support teacher educators to conduct trainings for primary and middle school teachers (teachers handling students of age 6 to 13 years).
- This module will help teacher educators:
 - to understand concepts and theories of Handprint CARE pedagogy
 - to understand the role of Handprint CARE in achieving SDGs through subject teaching
 - to confidently transfer this knowledge of facilitating effective classroom teaching/learning
- Module has two parts:
 - Part 1 introduces theory of Handprint CARE approach and pedagogy
 - Part II details out application of Handprint CARE in classroom transaction and implementing action projects
- The presentations can be used to conduct one or more teaching-learning sessions using interactive discussions, video screening, group exercises etc.

What and Why of Handprint CARE approach?



This module will cover following lead questions:

- What is Handprint?
- How did a Handprint CARE approach emerge?
- What is ethics of CARE philosophy?
- What is Handprint CARE pedagogy?
- Why it is relevant to bring in ESD/SDGs at the primary and middle school level?
- What is Handprint CARE approach to subject teaching?
- What are the ways in which action learning and assessment can be planned in this approach?

Handprint: Action for Sustainability

Launched in 2007 by Centre for Environment Education (CEE) at UNESCO's 4th International Conference on Environmental Education held at Ahmedabad, India, the Handprint represents the belief that we can make a difference through individual and collective actions to solve the environmental problems.



“Handprint is positive action, commitment, measurement; it also means connecting – joining hands, a symbol of care and it’s inspiring”



Story of Handprint Origin

It is Srijia's hand a 10 year old girl that shapes the sustainable Handprint's logo. Srijia, visiting the Holy Mary School in Hyderabad, Andhra Pradesh (AP), gave her handprint when she was participating in a project of the CEE AP, involving taking action for sustainability.

This demonstrated that the while the Footprint of a rural child may be minimal, her/his positive actions can be facilitated, supported, and shared to inspire others (local communities, and across the globe) to act so as to contribute to positive impact on environment.

Every action towards sustainability can count towards creating a better world for all to live in.



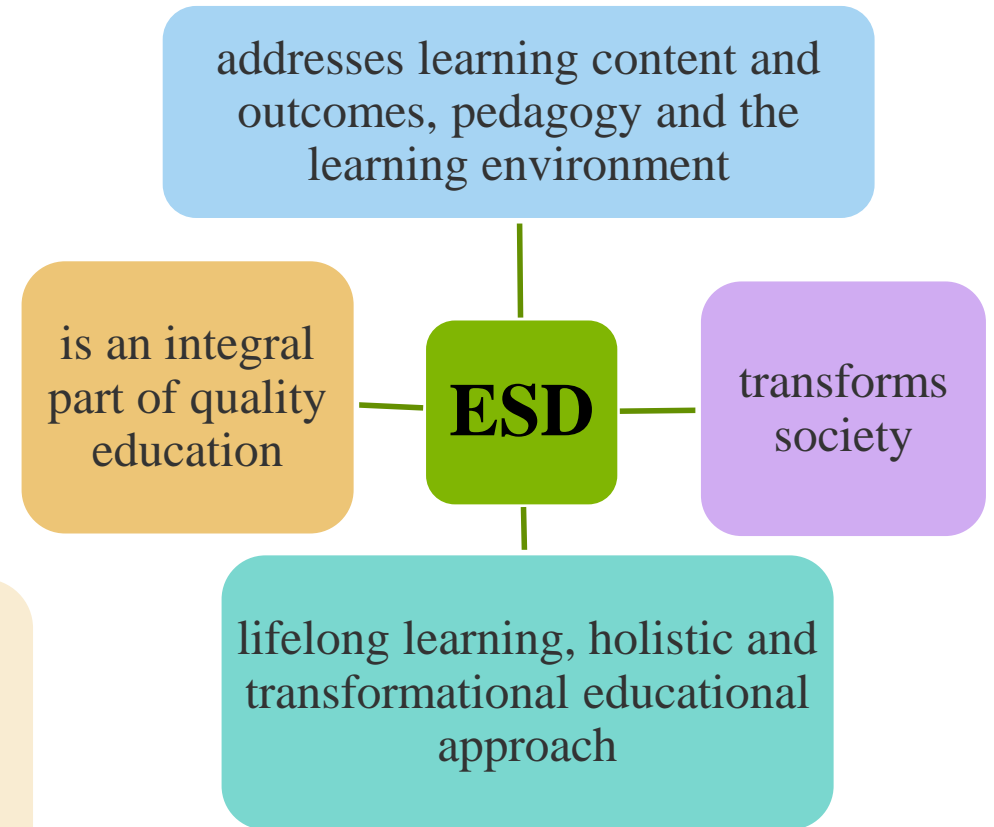
Education for Sustainable Development (ESD)

ESD covers relevant educational concepts, steps and processes, which are suitable to foster the individual and/or collective contribution towards sustainable development.

(ESD Expert Net)

ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. (UNESCO)

ESD processes originating in **open-ended true stories** can raise local concerns and **leading questions** for **truth-seeking experimentation** towards enhancing livelihoods and living things through **hands-on learning actions** for the common good.



Linkage of ESD and SDGs

SUSTAINABLE DEVELOPMENT GOALS



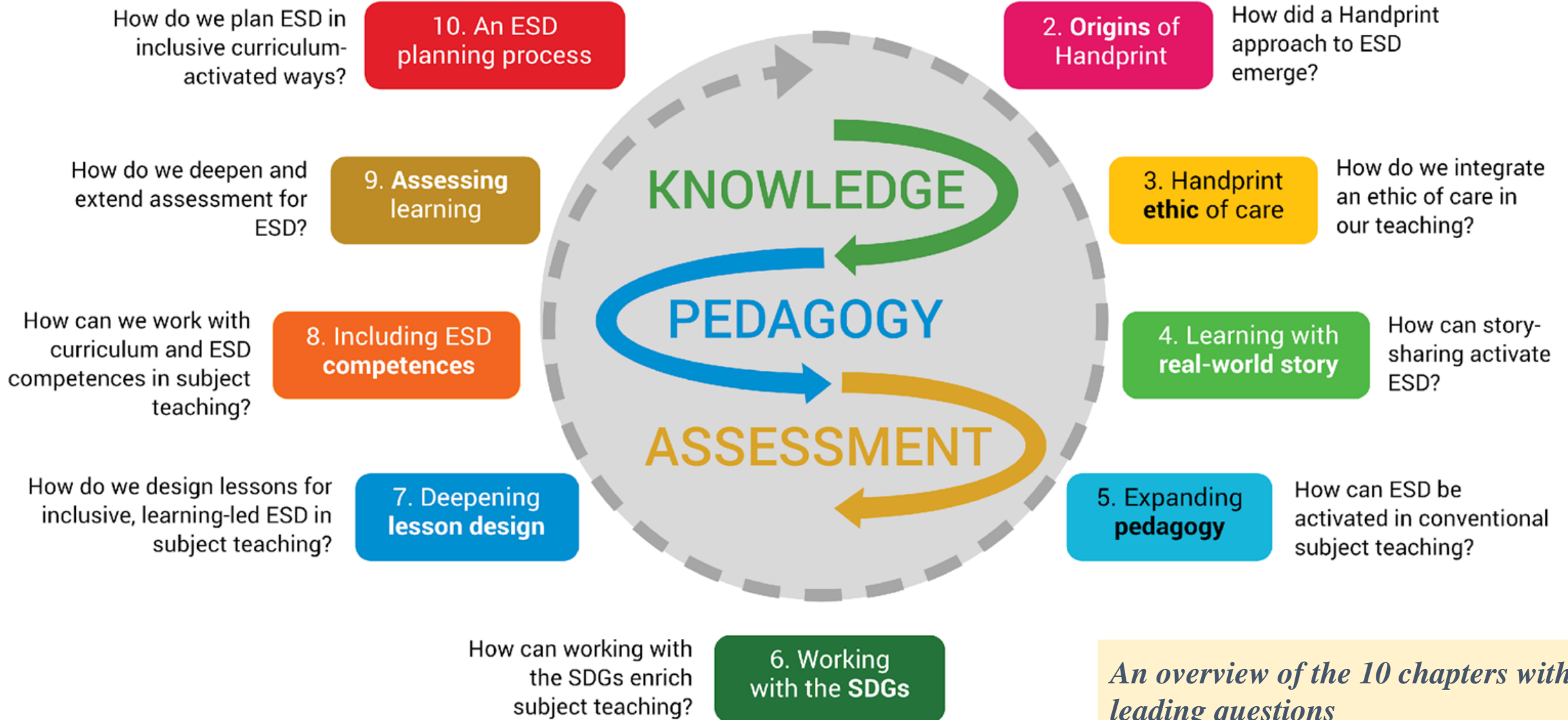
- SDG 4 is directly about education, but education is key to achieve all the other 16 Goals.
- This will require training and capacity building, communication and creating public awareness for achieving the SDGs.
- Target 4.7 links ESD and SDGs.

The 17 Sustainable Development Goals and 169 targets cover a lot of ground in the focus on social and economic dimensions, and also ensuring that they are global



1. A New Social Contract for Education

How does Handprint CARE contribute to a new social contract in primary education?



An overview of the 10 chapters with leading questions

Towards a Handprint Ethic of CARE

This Handprint shift reflects a change in ESD from implementing the SDGs to create cognitive, social-emotional and behaviour change into ESD as an **action learning and ethics-led process of co-engaged transformative learning.**

Handprint CARE reflects the shift to ESD as co-engaged ethical action in its byline:

Learning to look after each other and to best care for each other in the surroundings that we all share



Framing ESD around Handprint **learning actions** and an **ethic of CARE**



Handprint work with the SDGs clarified ESD as co-engaged learning towards **Recognising** concerns and **Assessing** value in inclusive **Learning Actions** around:



CARE

Concern for others

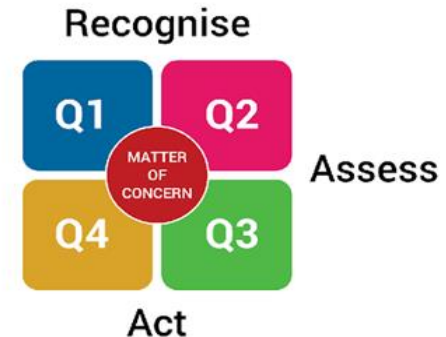
Attention to needs

Respect for each other

Engagement in a common good

Recognise concerns & Assess value in Positive Learning Actions

Empathy and agency



Ethic of CARE Philosophy

Ethics-led learning brings out inherent qualities and hidden potentialities that are directed towards the common good.

- An inclusive and ethics-led approach to learning is reflected in **educational policies** and also embedded in **age old traditions**, and **cultural heritage** across different societies in the world.
- Handprint CARE conglomerates various **educational philosophies** and **theories**.



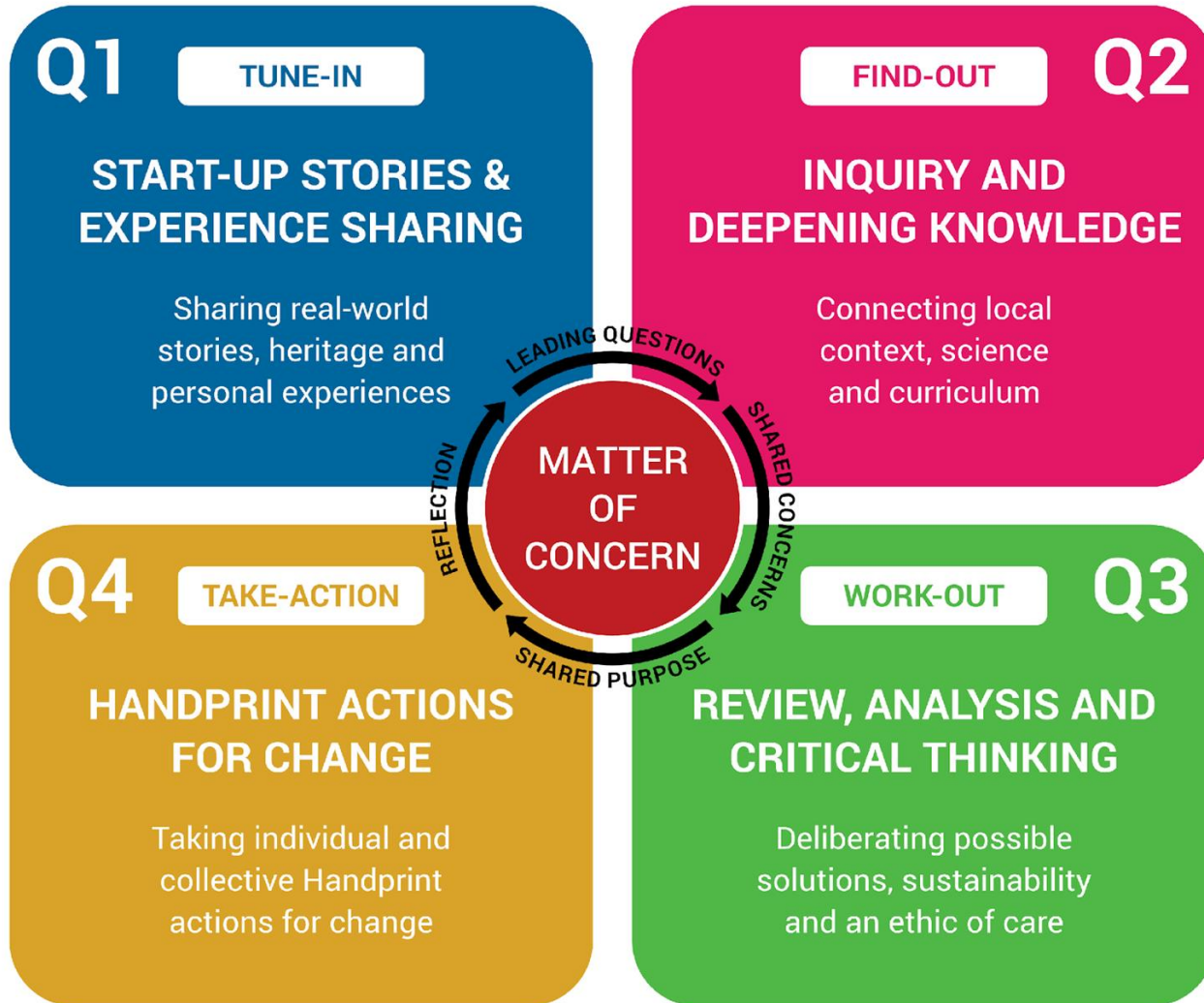
Handprint CARE Pedagogy

Handprint CARE combines several powerful methodologies of learning into one pedagogy for age 6-13 year school children. It is:

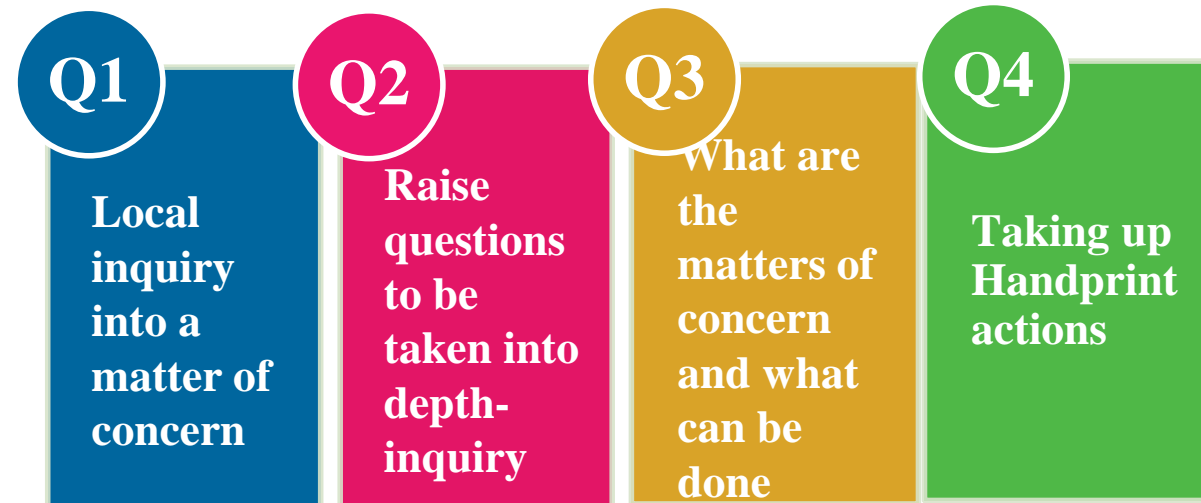
- **teacher-mediated, student led inquiry-based** learning process.
- developed around a **curriculum**.
- centered on sharing **real life stories** of change to engage local matters of concern in ESD.
- frames **Action Learning** as an open-ended processes that can encompass four action learning steps visualized using a **Four Quadrant Model**.



Four Quadrant Model



Real life stories are entry points (Q1), followed by linking stories to local context, science and curriculum (Q2), then critically analyzing in relation to sustainability, ethics and care (Q3) and finally taking Handprint actions to resolve the issues at hand (Q4)



QUADRANT 1

Q1

TUNE-IN

START-UP STORIES & EXPERIENCE SHARING

Sharing real-world
stories, heritage and
personal experiences

- Real life stories that students have heard of or read (local and global)
- Provides various facts and information about the topic
- Helps raise questions about emerging matters of concerns

QUADRANT 2

- In-depth inquiry work through various activities (interviews, field visits, etc.)
- Gather information and develop opinions for deliberating sustainable lifestyle
- Connect stories to local context, science and school curriculum.

FIND-OUT

Q2

**INQUIRY AND
DEEPENING KNOWLEDGE**

Connecting local
context, science
and curriculum

QUADRANT 3

WORK-OUT

Q3

REVIEW, ANALYSIS AND CRITICAL THINKING

Deliberating possible
solutions, sustainability
and an ethic of care

- Review/analyse the issue through the lens of sustainability
- Critically think and design solutions based on what is right or wrong in relation to sustainability, ethic and care.

QUADRANT 4

- Practical and change challenge activities to understand ground realities
- Taking individual and collective Handprint actions for the issues at hand

Q4

TAKE-ACTION

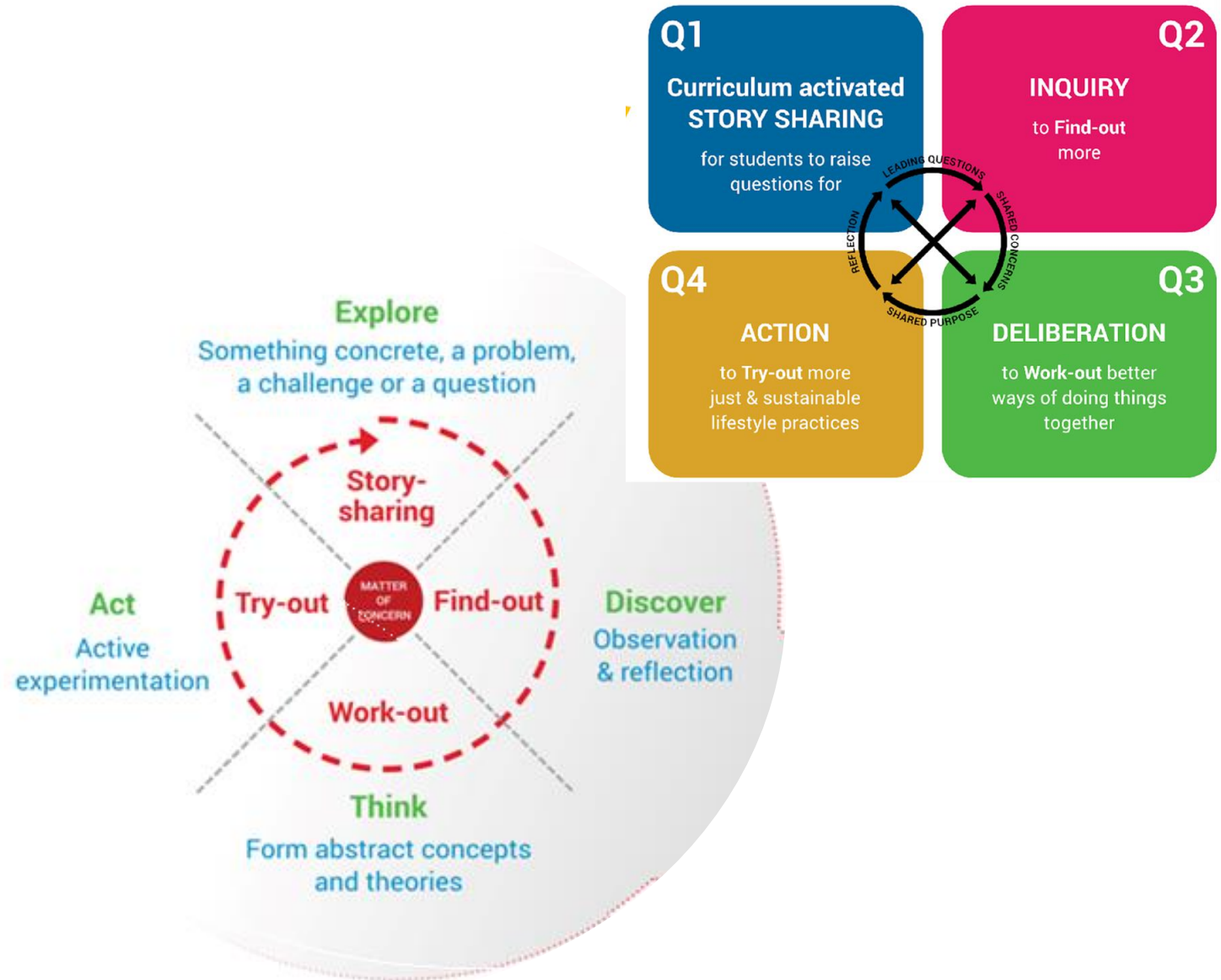
HANDPRINT ACTIONS FOR CHANGE

Taking individual and
collective Handprint
actions for change

Using the Quadrant Model

Central circle of the model suggests:

- Adapt/modify the flow of quadrants based on classroom requirements
- Include leading questions, discuss shared concerns and purpose and encourage reflections
- Share and collaborate with other teachers as a community to start taking Handprint actions for the common good.



Connecting SDGs and Ethics of CARE in Classrooms

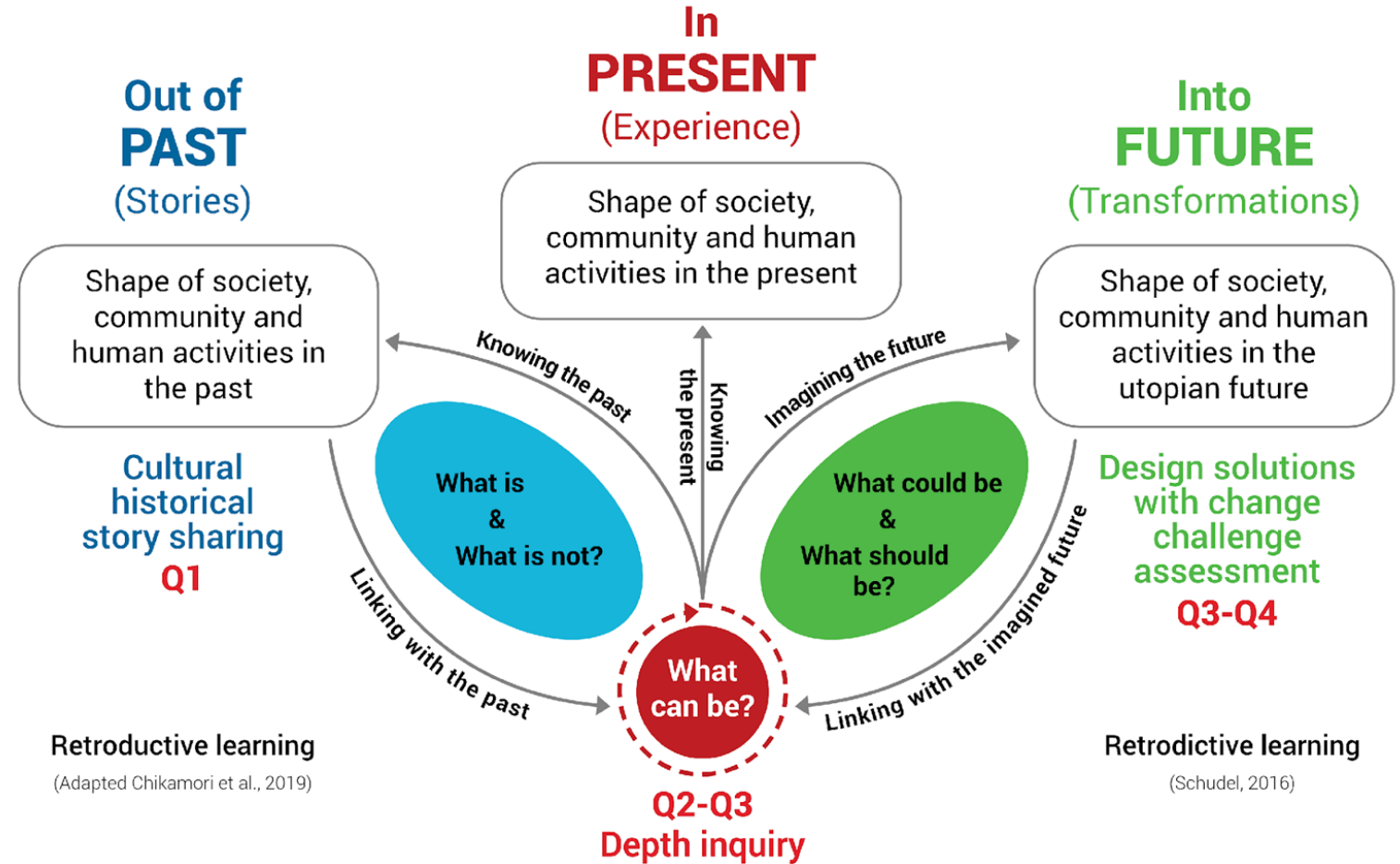


- Handprint CARE pedagogy reinforces the value of SDGs,
- Role teachers play in enriching lesson plans
- Role that they play in building the world for future.

Ethics-led learning in subject teaching

Teachers can initiate ethic-led discussion in classrooms to help the learners to:

- not only understands **what is right or wrong** but
- **connect to actions** on present and future responsibilities.
- promote **participation, appreciation, and communication** in the processes



Touch the past with our memories, feel the future flying on the wings of imagination. (Mhlophe, 2021)

SDG Wheel for Action Learning

SDGs can be tool for teachers to use it with their students for structuring a local inquiry to clarify and resolve a local matter of concern.

Local matter of concern to be placed at the centre of the wheel and describe the context and questions as a focus for the learner-led inquiry.



Description of context (Q1)
(Cultural / historical)

Focus/inquiry concerns (Q2)
(Current situation)

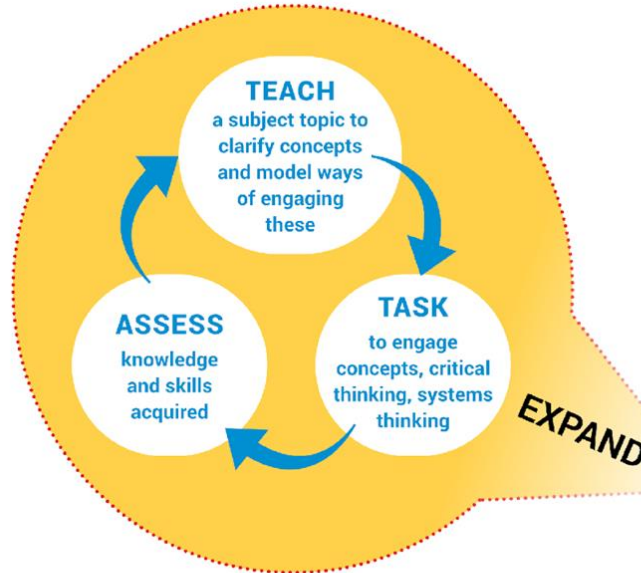
Deepening of inquiry (Q2-3)
(Concerns and possibilities)

Synthesis of ideas (Q3-4)
(What can be done?)



Handprint CARE's approach to subject teaching

Centered on action learning expansion of subject teaching aligned to the need for an inclusive shift to learner-led application of subject concepts.



Knowledge is both **acquired** and mediated through **participation**

(Sfard, 1998)

When activated by real-world stories, supported by the acquisition of knowledge and skills (competences) for participatory learning, a transformative process of deliberative meaning-making and learner-led reimagining through change project initiatives, becomes possible.

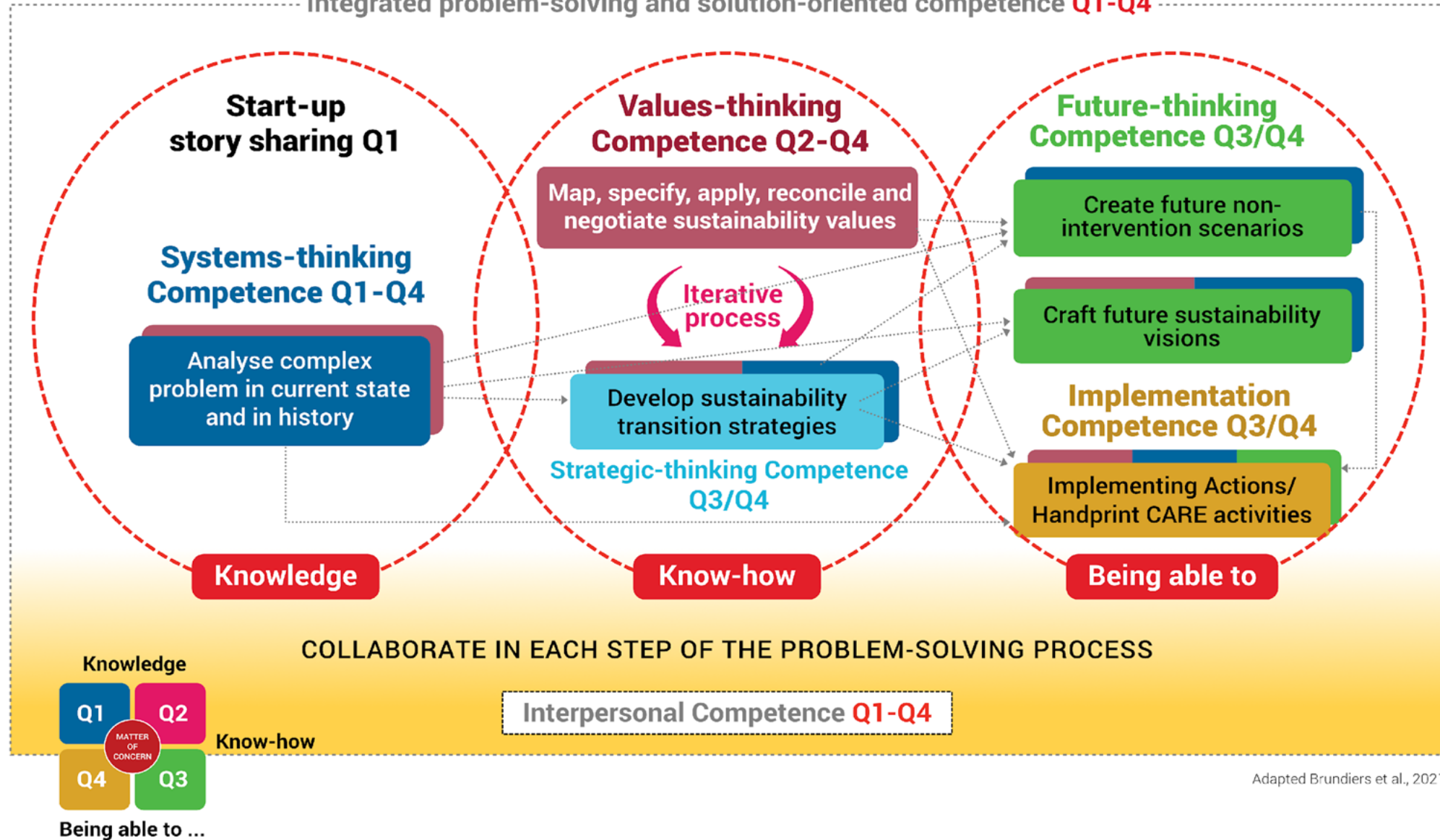


Task sequencing adapted Edwards, 2014

ESD Competencies and Handprint CARE approach

ESD Competences in Deliberative Learning Actions

Integrated problem-solving and solution-oriented competence Q1-Q4



Adapted Brundiers et al., 2021

Action Learning

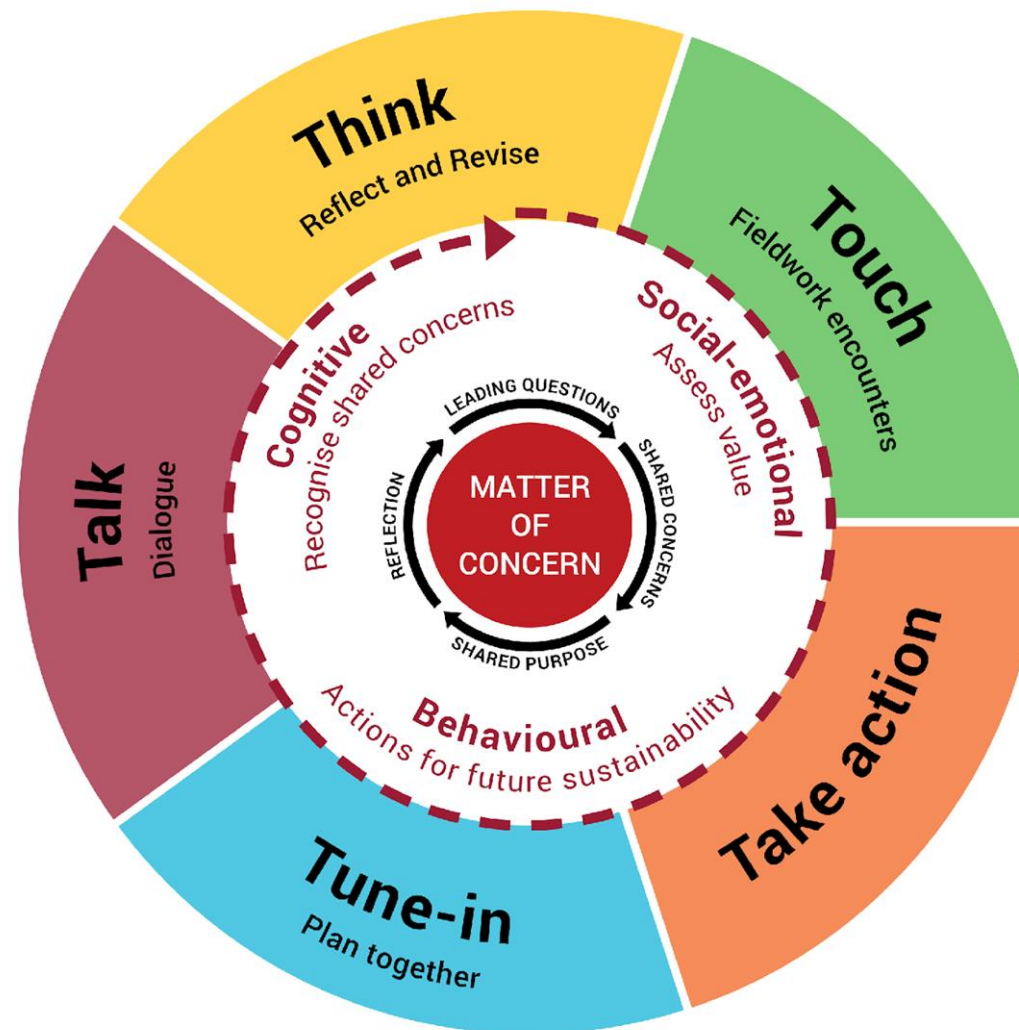
The 5Ts approach to active learning start with the deliberative identification of an issue that is of concern to a group.

Learners begin to recognize matters of concern, assess value and begin to take action towards future sustainability practices.

The **5T elements** are all part of learning actions but do not have to operate as a linear process. They can be activated at different stages and one can return to them in iterative progressions.

5 T's of Action Learning

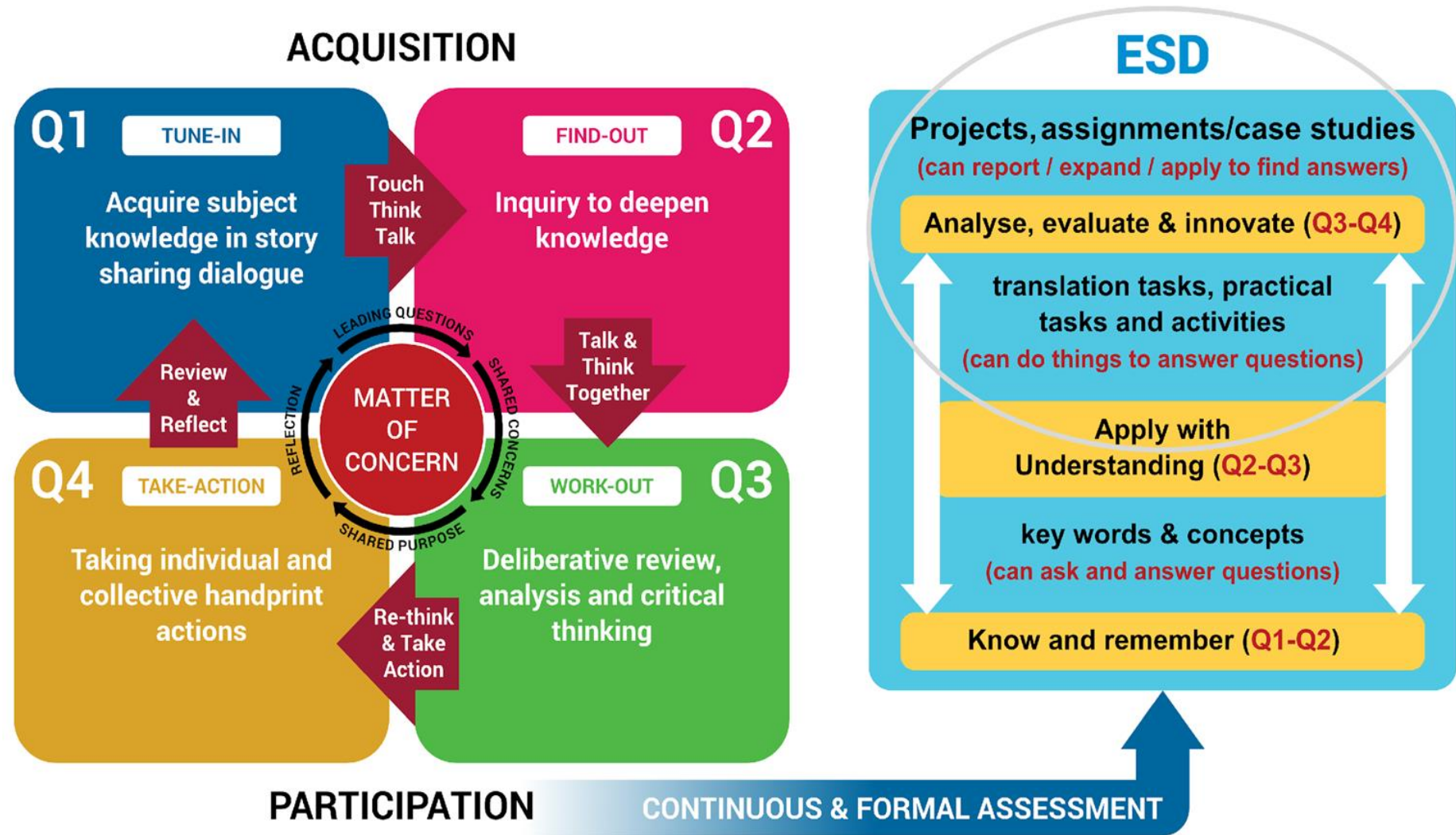
Learning-centred processes of communicative action



Nexus learning action towards safer, more just and sustainable futures

Approach for Assessment

- how well the concepts have been understood
- what is being done with the learning.



Continuous assessment activities can allow teachers and students to pace learning in a way that can allow participants to engage with subject concepts in practice and to deepen their understanding, rather than simply learning to memorise concepts and facts so as to answer exam questions.

Thank You!

*Learning to look after others and
To care for each other and the surroundings we all share
To act towards achieving sustainability*



@handprint
#handprintCARE



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