

2. INDO-GERMAN DIALOGUE ON GREEN URBAN PRACTICES

EDUCATION, LEARNING, TRAINING AND
AWARENESS FOR SUSTAINABLE
DEVELOPMENT



8 - 10 NOVEMBER 2018 IN FREIBURG

Report, December 2018

Christoph Woiwode and Jenny Lay-Kumar

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Venue: Freiburg University

Consent of photography was given by all participants at the beginning of the workshop.

Frontpage photo by Malin Praktijnjo

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Table of Contents

Background and Context	2
Overarching Rationale and Concept of Dialogue Series.....	2
Specifics of the Second Indo-German Dialogue	3
Rationale and thematic introduction	3
Target groups and participants	4
Objectives of this dialogue	4
Expected outcome and output/deliverables.....	4
Outcome:	4
Outputs:	4
Day 1: 8 th November	4
Arrival, Registration, Catching up (10.30 - 11.30 hrs).....	4
Introduction	5
Inter-section: Doing Human Statistics	7
Keynote addresses	8
Sharing and Listening Space.....	11
Interim results Day 1	13
Day 2: 9 th November	14
Threads and Themes Space	14
Transdisciplinary Action Research Space.....	16
Identifying thematic ‘Streams’	16
Outcome of the Streams sessions: areas of actions and activities	17
Group 1: Policy briefs	17

Groups 2 and 3: Urban Farming and Education/knowledge hubs	18
Group 4: Sustaining the flow	19
Conclusions of workshop days	21
Day 3: 10 th November, Field visits	22
Urban Greens: Old Cemetery (Freiburg Centre).....	22
Walk through Freiburg	23
Social Innovation Center “Kreativpark Lokhalle”	24
Eco-quarter Vauban	26
Closing of the Dialogue	29
Location: Green City Freiburg	30
APPENDIX	31

Background and Context

The Indo-German Dialogue is conceived as a continuous series of an annual interaction of academics, civil society activists, government officials, and business/entrepreneurs where appropriate. Its key objective is to provide a platform of sharing and exchange of experiences of social urban innovative change in Europe/Germany and India in order to leverage action towards new transdisciplinary research and practice projects. We view this interaction as a cultural project to address the challenges of urbanization and sustainable from a broad perspective, which also includes rural-urban linkages and relationships.

This is the continuation and first iteration of the Indo-German Dialogue on Green Urban Practices, which was initiated in 2017. The first symposium, funded by the Heinrich Boell Foundation New Delhi, was held in March 2017 with more than 40 participants (practitioners and academics) from Germany and India who met in Chennai for three days. They shared and discussed their experiences about social innovation and change agents towards sustainable consumption and lifestyles. While this group comprised a variety of backgrounds, it turned out that many were engaged with working in the food and agricultural sector concerned with urban (organic) farming, e.g. urban gardening activism (Chennai, Freiburg), organic agriculture (Chennai, Delhi, Berlin area, Freiburg) and organic restaurant (Chennai). Also on the level of research, there were a lot of activities in the analysis of sustainable agriculture, land use, policy and education (Chennai, Bangalore, Pune, Freiburg, Kiel).

From its conception, the intention of this dialogue was moving beyond a 'talking shop' to create a network of people with the potential of envisaging collaboration in practical projects and/or transdisciplinary, practice-oriented research projects. This seed has been sown successfully by building new partnerships. Thus the

IGCS in collaboration with Kiel University continues with research on urban farming in Chennai. Another group led by the Agronauten/Freiburg is currently developing a project proposal with the aim to facilitate a process re-localization of food supply chains and to reconnect producers and consumers of food in order to build sustainable rural-urban food systems. The core objective is to exchange ideas and tools between researchers and initiatives in South Asia (India, Sri Lanka) and Germany to develop actionable solutions in a participative manner.

Overarching Rationale and Concept of Dialogue Series

Social dimensions are increasingly recognised as necessary for a global transition to sustainability. Equally, cities and towns have assumed an important role in action addressing global climate change at the local level. The 21st century will be dominated by the urban phenomenon, as approximately two thirds of the population across the globe is expected to live in cities by 2050.

Clearly, sustainable consumption patterns cannot be achieved by innovations of technological nature alone. It is essential that social practices and routines are taken into account. Changes in lifestyle and consumption will also be needed to effect just or equitable transitions to sustainability globally. Lifestyle changes in turn necessitate a change in mindset (i.e. underlying values and worldviews) as well as shifts in social relations and the evolution of the built environment. Across the globe, innumerable grassroots initiatives and individuals pioneer novel lifestyles, consumption patterns and ways of living together. There is the need for a global perspective of these change agents. Yet, while such initiatives are crucial to drive transformation in Germany and India, there are not many points of interaction between them. Initiating this series of

dialogues is an attempt to encourage that exchange and sharing in the global context.

This series of bi-country dialogues on sustainable practices is conceived as a learning journey. Applying the Collaboratory method as a workshop moderation technique during the first dialogue generated a highly interactive environment, which spurred many discussions and critical reflection. Beyond this, importantly, it actively facilitated the production of concrete project ideas to continue further collaboration between groups and participants beyond the meeting. Clues taken from the feedback of the previous participants suggest, especially time given to share and understand each others' perspectives and situations more in depth is a required prerequisite for durable and continuous interaction between diverse participants. For this reason, more extended time will be granted to these elements as well as adjusting the format of the dialogues to accommodate for this cross-cultural experience as the series continues.

Overall objectives of the dialogue series:

- ✓ cross-cultural experience, knowledge transfer about mutual perspectives and fieldtrips/exposure visits
- ✓ this series of dialogues is underpinned by ongoing research of participants and the organisers (interviews, group discussions, mapping, participant observation at field trips, document & discourse analysis, citizen science elements for participation of practitioners in research process)
- ✓ research that comes out of the dialogue networking process and cumulates in collaborative proposals

Specifics of the Second Indo-German Dialogue

Rationale and thematic introduction

Based on the experience and activities of participants/initiatives of the first dialogue and supplemented by a further review of activities carried out across academia and practice we identified “Education, Learning, Training and Awareness” as a crucial area. We propose this cross-cutting theme for this year’s dialogue to both continue and carry over from the first one. This will also open the door for new opportunities and participants to join us in this effort. Research about urban change agents in Bangalore and Chennai (Hackenbroch and Woiwode 2016) indicates that almost all the studied civil society actors undertake one or the other educational and awareness activity to spread the knowledge and support others to replicate their experience. This was also reflected in the participants of the 1st Dialogue who are either working with educational organisations or are setting up such activities, such as Ka Restaurant’s recently established Academy, Swadharma learning programme in Auroville, Centre for Environment Education (CEE), urban gardening workshops and film making for awareness and many more.

These activities connect to global policy frameworks and campaigns such as the UNESCO’s decade 2005-2014 Education for Sustainable Development (ESD) and the Global Agenda 2030 on the Sustainable Development Goals (SDGs). Social transformations towards sustainable lifestyles will only succeed in practice when people reflect on and learn about the implications of their daily life activities, combined with widely communicating and spreading successful practices, skills, knowledge, values and behaviours. While the local conditions and context are essential dimensions that influence teaching and learning on the ground, transnational exchange with respect to local responses is an inevitable building block to generate global awareness and action. This importance is

evident in Target 4.7 of SDG 4 on education that addresses ESD and related approaches such as Global Citizenship Education. Both Germany and India, have made efforts through national programmes.

Target groups and participants

The symposium seeks to bring together people from academia, grassroots activists and policy makers from Germany and India for a dialogue about the role and potentials that socially innovative individuals and citizens initiatives have in the sustainability transition of cities on the cross-cutting themes of education, learning, training and awareness.

Objectives of this dialogue

1. **good practices:** role of learning, awareness, trainings for changing patterns towards sustainable living and consumption especially in urban contexts
2. **knowledge sharing** about methods of and approaches to ESD (education for sustainable development)
3. potentially, **experiences of knowledge transfer** implemented in projects
4. explore **opportunities for collaborative projects** in ESD
5. explore and document **potential funding** sources

Expected outcome and output/deliverables

Outcome:

A shared understanding between Indian and German participants of research and practice activities in the policy area of education,

learning, teaching, training and awareness towards a sustainability transformation is generated.

Outputs:

- ❖ a workshop documentation/report is available
- ❖ specific project ideas are continued and/or new projects identified including task distribution to follow up
- ❖ a workplan and tentative time schedule of follow up activities is available
- ❖ the network of participants is strengthened and expanded with a basic way forward and structure
- ❖ the next Indo-German Dialogue on Green Urban Practices is planned

Day 1: 8th November

Arrival, Registration, Catching up (10.30 - 11.30 hrs)



(photo: Malin Praktijnjo)

Introduction

The welcome address was delivered by the convenors Dr. Christoph Woiwode and Dr. Jenny Lay-Kumar who introduced themselves briefly. Jenny Lay-Kumar also introduced her support team of students who would take notes and organise the logistics around the event.

Then Christoph Woiwode briefly outlined the programme yet emphasising the flexibility in the schedule since the idea of the event is to provide a platform for interaction.



Christoph Woiwode and Jenny Lay-Kumar opening the 2. Dialogue
(photo: Malin Praktiknjo)

Opening address on behalf of the IGCS by Prof Sudhir Chella Rajan, IGCS Area Coordinator Landuse

He has been with the IGCS since it was initiated in 2010. Prof Rajan pointed towards the global context where the challenges lie: over the past 500 years we witness an increasing occupation of land with no part of the world except desert and high mountains are excluded

of the trend. At the same time, extended urbanization may justify to call this future trend the 'peri-cene', an age where we can not separate the local from the global any more with green spaces fast disappearing. This dramatic change of our natural environment creates a second nature - re-shaped by humans - with a loss of diverse habitats. It forces us to ask the question what is happening to the land and wilderness, and what about sustainable food practices in peri-urban regions of the world as a hybrid of the rural and urban.

He is glad to have the second dialogue, expanding on the ideas of the first dialogue while including new faces and opportunities of more sharing.

The Indo-German Dialogue Series: Purpose and Concept, Dr. Christoph Woiwode

This presentation intended to provide an outline of the previous dialogue and to set the overarching stage for this second dialogue. The main results from the first dialogue are:

- many new connections between the German and Indian participants have been made
- Initialised a discourse especially about sustainability transitions in the farming and food sector across India and Germany
- German participants gained hands-on insight into local initiatives via the field trips on the third day
- A number of project ideas were developed around sustainable urban living (local/regionalisation of food, mobility, festival)
- overwhelming support among participants for continuing with dialogue meetings

➤ Agreement to organise a follow-up dialogue

Following this he turned to the theme of this dialogue as an outcome of the first one, where the importance of education and learning for sustainable development seemed very important. Some questions arising from these thoughts are: What are good practices? What are positive experiences? Share methods, what do we do in India what in Germany, what can we learn from each other? How is knowledge transferred between these two countries? Mobilities of knowledge is challenging, what do we accept as knowledge domains in the first place?



During the opening (photo: C. Woiwode)

The global relevance of the theme is present in some key reports and activities of the international community like UNESCO's decade 2005-2014 Education for Sustainable Development (ESD), Target 4.7 of SDG 4 on education within the Global Agenda 2030 on the Sustainable Development Goals (SDGs), or even the World Bank's

World Development Report 2018 on learning and education. Many of these focus on formal education, on reflecting on these it may be crucial to think about other ways of learning though. Here the 2018 State of the World Report entitled 'EarthEd: Rethinking Education on a Changing Planet' by the Worldwatch offers refreshing ideas.

It makes radical proposals to change currently prevalent education systems by exploring how (formal) education will need to evolve to prepare students for life on a changing planet. Primarily, it argues for many new educational priorities to emerge, such as ecoliteracy, moral education, systems thinking and critical thinking. There is an emphasis on a new set of proficiencies to ensure that students are better prepared both to become leaders in the sustainability transition and to navigate the disrupted future ahead. Learning academically is not enough, instead nature-based and place-based learning opportunities (e.g. urban farming/gardening, food production) are necessary to demonstrate interdependencies and critical thinking, and to make young people realise emotional and social learning- how do they play a role? How can we be socially resilient- learning is much more than just academic learning - we must think about intuition, wisdom, and how we connect and depend on/with nature and each other. In order to achieve this, the report introduces a pyramid of Earth Education principles starting at the bottom with Earth-dependence, interdependence, creativity, deep learning and Earth-centric leadership at the top; all of which are linked by cross-cutting learning of life skills.

In the final section of his talk Christoph Woiwode highlighted the approach and notion of living labs or real world labs as a fitting broader concept and methodology for the participants of the dialogue to organise potential future collaboration. Living labs/ Real world labs attempt to find solutions, have a lot to do with trying out, experimenting and developing prototypes of action. An

underpinning idea is co-creating something from the very beginning; he argued that we are as a group (in this conference) somewhere in the beginning of this. As a transdisciplinary method it helps to bridge the ivory tower pattern of researchers. In Europe living labs have become a core method in field of sustainability transitions. However, he pointed out that this is not a new idea at all, it is a fairly well known practice in many intentional communities and ecovillages, Auroville in South India being probably the first of its kind and largest since the end of the 1960s.



Diwali delicacies from India (left) and Germany (right)

(photo: M. Praktijnjo)

Following this talk, we celebrated Diwali!!!



(photo: M. Praktijnjo)

This Indian festival of lights is an important celebration in India. It coincided on the days of travel for most of the Indian participants. Deliciously home baked heart-shaped sweets (made by Jenny) and Indian sweets (*mithai*) were distributed to all participants. Many expressed delight about the fact that the dialogue is taking place at such an auspicious time!



(photo: M. Praktijnjo)

Inter-section: Doing Human Statistics

Jenny led this interaction for participants to get to know each other. This was a fun icebreaker where people located each other in the room according to questions Jenny asked like where people came from, whether they consider themselves academics or non-academics.

Keynote addresses

The keynote addresses served the purpose of highlighting and bringing together right from the outset of the event the two major themes urban gardening/farming as well education, training and awareness for sustainable development against the background of the two countries.

Natural Farming in India, Dr. Sujatha Byravan (independent researcher, Chennai)

Introduced audience to zero budget natural farming (ZBNF), especially the 'wheel of ZBN' as developed and applied in Andhra Pradesh. In that state farmers' driven extension played a crucial role in spreading ZBNF since it is designed as a programme of the farmers, by the farmers and for the farmers.



Wheel of ZBNF, Andhra Pradesh (photo: Sujatha Byravan 5 Oct. 2018 visit)

In 2017-18, ZBNF was being practiced by 163,034 farmers, on 63,000 hectares in 972 villages, 399 clusters and 343 mandals, across all 13

districts of Andhra Pradesh. It resulted in reduced cost of cultivation, increase in income from intercrops, higher yields, interest savings, and fairer returns. Government to scale up the programme to cover all the 6 mill. farm families cultivating 8 mill. hectares of agricultural land across the 12,924 Gram Panchayats in the state. The vision is to make the entire state of Andhra Pradesh a ZBNF state. The funds required to achieve this scale is approx. 2 Mill. Euros (Rs. 16,134 crores).

Urban Food and Gardening - a learning journey, Dr. Jenny Lay-Kumar (Freiburg University)

The second talk was by Jenny Lay-Kumar, who describes herself as both an activist and researcher. She is active in urban gardening since 2011. She presented on activities going on in Freiburg, why they are going on and which obstacles and chances occur. Freiburg is considered Germany's Green Capital where sustainability has a long history, and yet the ecological footprint is still not small enough.

Urban gardening as part of sustainable development links ecological, social and economic dimensions in projects. Jenny did several educational projects, in cooperation with other partner's for the Freiburg "network for sustainability learning". One focus was on pupils from socially disadvantaged milieus. In the project they explored the market, what food consumption has to do with culture, and the kids e.g. cooked a four continent-menu in the end. The idea was to work with socially disadvantaged teenagers, to ask them to co-design a project (choose excursions) and cook together (involved in choosing menu). Kids, school teachers, extracurricular educators and university chair were involved in this project.

They found that for children vegan food seemed disgusting, some did not know that you can eat pumpkin, they knew it just for decoration. The children did also not see themselves in a position to shape the future since they were thinking it is an adults' topic.

But they found out that it is important to involve them, which would also strengthen a transdisciplinary approach. Eventually, the Local Food Council was founded in Freiburg in summer 2018, consisting of consumers, researchers, farmers, shop keepers, etc. who work together for a sustainable agriculture system in the region.



(photo: C. Woiwode)

Over time the urban gardening movement gained more activists. Even though Freiburg is not a densely populated town, land is expensive so an allowance for gardens is needed, e.g. in public parks or not intensively used places. As a result, many gardens are located next to some parks or the railway but can be found all over Freiburg. Four gardening projects were founded for and with refugees, two of them on the grounds of refugee shelters. While the

movement grew and authorities began to accept it, a lot of engaged people also moved away.

One prominent garden was located right in the city centre. It was an art project by the theatre combining both a political aspect and an art aspect, including permaculture design, a lot of publicity, and cultural events. But the place was re-designed in 2017 as the city didn't want to keep the garden. Another interesting project is an urban garden as a forest garden next to a community forest. It started with edible herbs and is now a kind of orchard. This project is in cooperation with the solidary bee/honey cooperation with the idea to plant for the future.

Jenny Lay-Kumar mentioned some major obstacles to urban gardening in Freiburg. One is access to water. With a moderate climate in Freiburg dry and hot summers are not unusual during which plants need to be watered daily, but within the city the question arises as to who can provide water? Another issue is 'commoning'. Most people are not used anymore to do all that gardening stuff together, who is involved for longer time? E.g. students move away, some other people are too old, yet projects are fully dependent on voluntary work, do not raise money or have no funding.

On the other hand there are opportunities such as 1. generating networks on several levels: local, regional, international; 2 providing research opportunities,, and 3. Urban gardening as social innovation: the movement is involved with local authorities, they are used for education, communication, a lot of experienced based knowledge is gained in gardens (not only gardening itself but also networking between people).

Round of Q&A:

Q: Who owns the harvest?

A: shared with people who are there when it is harvested; shared solidarity. But in schools the one class who takes care of the garden earns the right to harvest it; there was no major vandalism or secret harvest (just little, still fun for people to garden).

Q: what is the particular issue? How can the city get involved?

A: In order to have more gardens, more voluntary workers would be needed - or a shift to taking care of the gardens by employees of the local authorities. While new gardens are included in the planning of new districts, the main focus of the "Green City Freiburg" concept is on green energy and mobility.

Q: , Are grey waters and constructed wetlands used for watering?

A: There are a few small streams in Freiburg, some gardens are near them, but they sometimes dry out in summer. In some cases rain water from close buildings (roofs) is collected, but usually gardeners don't have the professional approach to make this happen.

Q: In Pune: people come by and say: "this is not how we would like a garden to look like". Does this also happen in Freiburg?

A: The issue of gardens not looking so nice isn't a big topic when gardens are located in a corner of a park, but in front of the theatre this did also happen.

Education and Learning for Sustainable Development in India: A Report and some Reflections on Green Pedagogical Practices, Assoc. Prof. Milind Brahme (IIT Madras)

Milind Brahme in his keynote highlighted that Environmental Education was present in some form in schooling in independent India - especially through Social Sciences. But it was not a focussed concern until the 1970s; with people like Rom Whitaker, Kartikeya

Sarabhai an Environmental Consciousness began to make its way into the mainstream.

The predominant approach applied was infusion, i.e. without the necessary questioning of the rationale of a technocratic-industrial-urban-competition-growth oriented vision of development.

VIDYA VANAM SCHOOL

'Rice' as an example of theme-based learning

Theme based learning begins with known, experienced phenomena from the child's life world gradually expanding and deepening the understanding holistically.

In **Science**, rice was cultivated in the campus, the field visit to various rice fields was done, and students learned about biological details of rice.

In **Social Science**, history of rice was explained, the economics of rice which is the current price of rice, debate on pros and cons of GM crops, homeopathic and medicinal uses of rice and there was a visit to a rice mill.

In **Arts**, a dance was performed and how the by-products of rice such as hay, husk, puffed rice can be used for crafts was depicted.

In **Mathematics**, measurements and statistics of Rice, state wise production of rice in a table, world rice exports and leading countries based on rice production & GM crops were explained in graphs.

In **Languages**, poems and stories about the crop, its crop cycle were introduced, collage of the stories told by the students' grandparents about rice was showcased.

It was only in 2003 that by a Supreme Court directive environmental education became a compulsory subject in schools and colleges in the wake of the World Summit on Sustainable Development in Johannesburg, 2002. Following this textbooks were developed for various learning levels at school and in higher education.

For instance in higher education the approach is to fit in a compulsory course into the existing paradigm of UG education. Nature-Biodiversity - still seen as “resource” for human growth, whereas social values, excessive and asymmetric consumption, loss of biodiversity and of local agricultural ecologies are mentioned in passing. Furthermore, it does not consider a critical appraisal of, for example, the Green Revolution or the shift from millet to staple - the disastrous consequences this has had in terms of widespread malnutrition stunting especially among the rural and the poor. Lastly, there is also no discussion on alternative development models or on alternative visions of what development could mean.

MultiGradeMultiLevel (MGML) provides a different approach, a pedagogical model developed by RIVER (Rishi Valley Institute for Educational Resources). At its heart is the educational praxis and philosophy articulated by Jiddu Krishnamurti. It suggests a non-dual perception of the world and worldview, and a non-dual culture of living (orig. “nichtdualistische Weltwahrnehmung und Weltsicht und eine nichtduale Lebenskultur” (Girg/Lichtinger/Müller, 2012: 52). This method comprises a constant observation and awareness of the conditioning of the human mind - falseness of the man-nature dichotomy (is what Gandhi meant) and non-competitive human relationships. The learning process is characterized self-directed, peer and teacher facilitated, lifelong learning and embracing a pedagogical Praxis which begins from the ‘Here and Now’.

These are some of the salient features of MGML:

- ❖ Non-dualistic perception of the world/nature and non-dual ‘Lebenskultur’ - give MGML an **holistic orientation**;
- ❖ Pedagogical Praxis **already always includes the environment** as a shared lived world;
- ❖ Basic idea of OIKOS - Earth as the shared home - **MGML process does not separate Nature and Culture**, or natural and cultural world;
- ❖ **EVS as a subject** then becomes a “**differentiated perceiving and studying**” of an already internalized co-habitat (Mitwelt) in its “**complexity and interconnectedness**” (Girg/Lichtinger/Müller, 2012, p 105);
- ❖ Most importantly - the perceiving and studying ‘**Self**’ is **not separate** from that which is being perceived and studied - so that the **learning process is always self-reflexive**, attentive and aware of the ‘Self’s’ own conditioning.
- ❖ **Point of departure for the classroom process** is always the **life world** of the children - plants, animals, weather, people - and its observation - teacher broaches **themes** to facilitate a widening and deepening of the child’s understanding which is already germinating in its life experience.

Milind Brahme exemplified this approach with two different schools - Marudam and Vidya Vanam.

Sharing and Listening Space

In the afternoon of day 1 the delegates divided randomly in two parallel sessions which were devoted to sharing each other’s work, activities, and experiences through 5 minute long flashlight

presentations followed by 5 mins of Q&A. This was an open format for participants to use any means such as poster, PPP, video, publication items, etc. For this the previous lecture theatre sitting order was changed towards an interactive circle.



Sharing and Listening session (photo: C. Woiwode)

These two sessions brought out a rich and very diverse spectrum of activities across the two main themes education and urban gardening/farming.

For an overview we list some of the projects, initiatives and topics that were presented:

- Water policy governance, sanitation and hygiene (WASH) in slums
- Shikha ecovillage building and learning in Orissa: solar electrification, passive-cooling building design, permaculture farming, school for deaf children, generating

awareness for sustainability in the adjacent villages, transdisciplinary team

- The Good Food shop, Cologne: food saving through collection of remaining harvest from fields, customers decide how much they want to pay, value of food and food production, awareness about food waste and waste in production
- Agronauten Freiburg: research and promotion of sovereignty, resilience and sufficiency in food production, networking building and education through projects, workshops and an agricultural festival, application of intermediate technology, Weltgarten works with refugees
- Edible Routes New Delhi and northern India: urban farming in and around a megapolis, promote growing of vegetables in any place available such as balcony, roof terrace, big/small piece of land, framework for support (workshops, materials, household visits)
- Magic Bean in Chennai: urban kitchen gardening initiative started on barren land, improved soil, work with schools (from seed to plate), hold workshops to spread awareness and how-to knowledge about urban gardens and permaculture 'in a pot'
- Chennai Urban Horticulture and Rooftop Gardening Initiative by Resilient Chennai: enabling of civic engagement, utilize 1000s of acres of rooftops to scale-up vegetable gardening through a citywide strategy, encourage students of 200 corporation schools to take up vegetable gardening and rooftop farming in order to promote a value-based education, conduct training and awareness programs
- Bhoomi College and Network Bangalore: education for earth consciousness, sustainable living, creating spaces for learning and positive action; one year PG Diploma courses

in Holistic Education and Science and Management in Sustainable Living

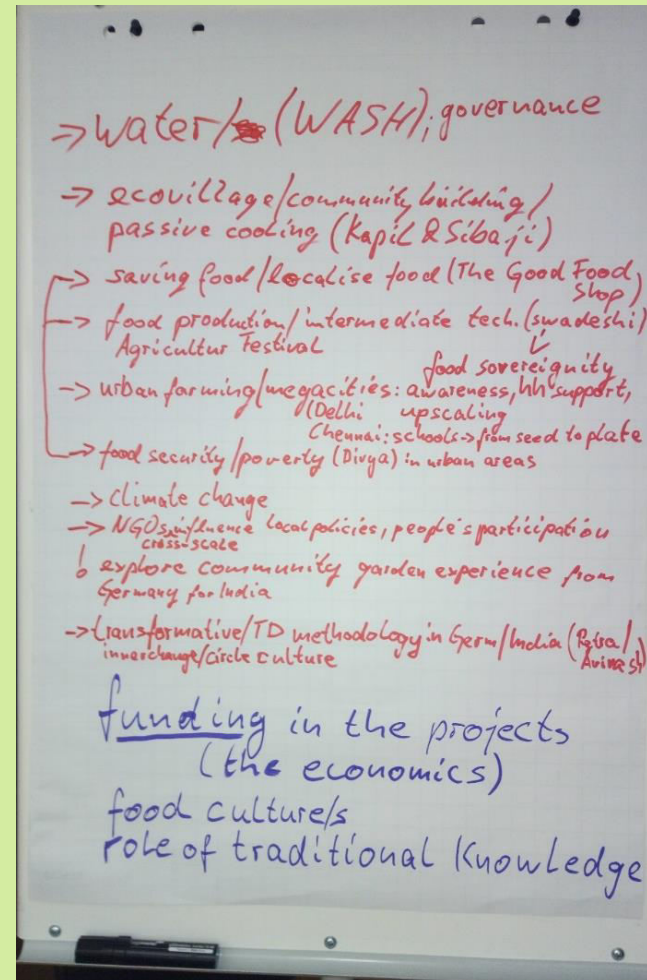
- Green Spaces for communication education and public awareness in Pune, Maharashtra: typology of urban green spaces, their utilization and use for public education and awareness of environment, biodiversity and conservation, collaboration with local authorities to support urban green space development; action based ;earning using school and rooftop gardens
- Education for sustainable development (Centre for Environmental Education Pune): urban governance and public participation
- Transdisciplinary research, learning and action project in Bochum: partnership between Bochum University and municipality, new approaches of teaching and learning about sustainability and sustainable development
- Organic farming for livelihoods and health: postdoctoral research project with IGCS/IIT Madras in peri-urban Chennai
- Urban water issues: climate change impacts on groundwater availability in Patna
- Agroforestry and regenerative agriculture movement (example from Indonesia)
- Climate change impact on ecological systems in the Sunderbans region

Interim results Day 1

The main themes that emerged from this sharing activity are summarized on the flipchart sheet. These topics provided the input for the structuring and clustering of thematic domains on day 2. Additionally, participants were able to identify common interests and to express interest in collaborating with each other. Discussions also brought out areas participants agreed are important for most projects or activities, such as funding in and of the projects (the

economics), the role of traditional or local knowledge and food cultures. Another area that was considered significant is how transformative/TD methodologies are evolving and applied in India and Germany respectively, including issues of inner change and a 'circle culture' of learning and interaction. One comment seems interesting, the fact that in Germany many activities in gardening

aim or generate community building. This seems not the case in India, but it would be useful to explore this community garden experience from Germany for the Indian context (and why it is not present there).



Results from Sharing and Listening Space

Day 2: 9th November

Threads and Themes Space

The morning of day 2 started in the beautiful atrium of the university building with a plenary session moderated by Jenny Lay-Kumar and Christoph Woiwode aiming at identifying major themes, topics, commonalities and issues that had come out of the first day.

As a result of the plenary discussion four broad interrelated themes emerged:

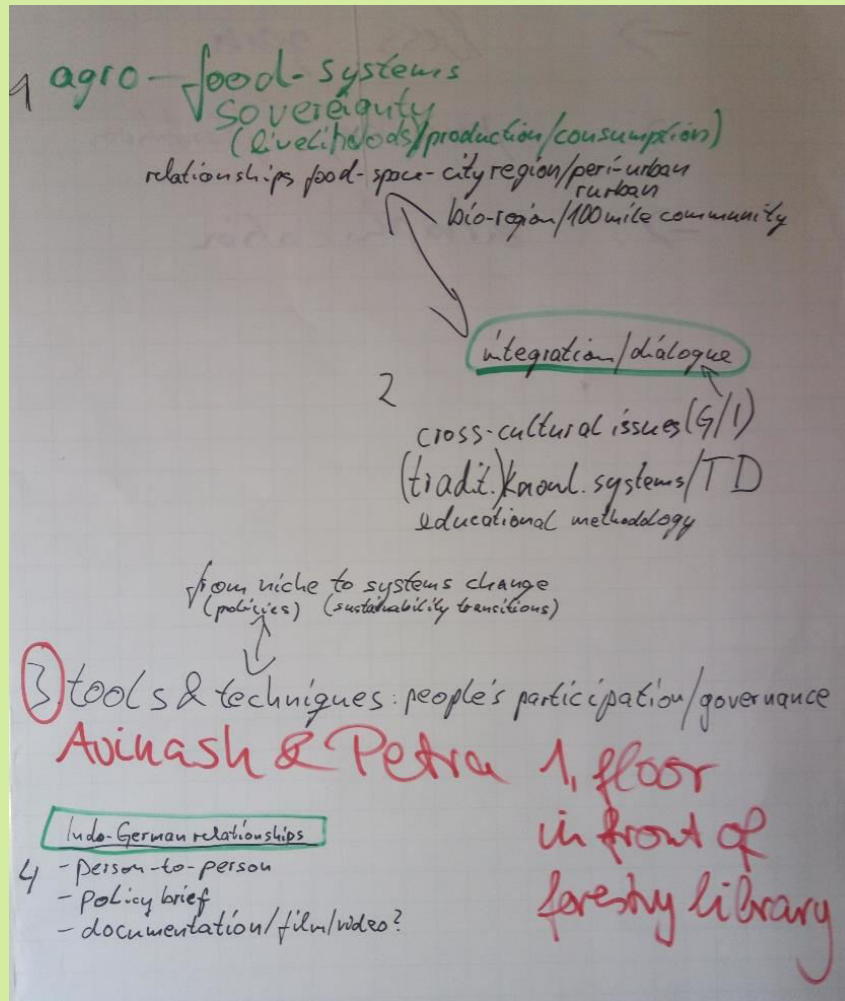
1. **Agro-food-systems, food sovereignty relating to livelihoods, production and consumption** that considers relationships of food-space-city region/peri-urban/rurban. The discussion also critiqued and questioned the use and value of 'urban' and 'city'; why do we limit ourselves to it? While the term urban was further explained as incorporating the 'urban region', it was also clear that the rural areas especially in India show changes in lifestyles that involve increased consumption. We also pointed towards the bio-region as a more neutral term and, with regards to food systems the "100 mile community" (a term coined by Ela Bhatt in her book *Anubandh: Building 100-Mile Communities*) which resonates very much with localization and regionalization of food systems aimed for by urban farming and kitchen gardening initiatives.

2. **Cross-cultural issues in the Indian and German context** of interaction: for example integration and dialogue in relation to the experiences of food systems change in both the countries. This discussion highlighted the relevance of various knowledge domains and systems including the need of taking into account local/traditional/indigenous knowledge and its relevance. Here the group underscored the transdisciplinary approach and usefulness of living labs and educational methodologies. The focus should be on the future through education and learning. For instance, school gardening today, but how can we teach teachers? A discussion

followed about integrating it in formal and informal education, e.g. curriculum. Another question raised was: which are special aspects that Germans and Indians can learn from each other? Some may be: share curriculum and school books, text books for class 10, how is society and food chain working, i.e. food production and consumption.



Threads and Themes Space - Plenary session (photo: C. Woiwode)



Emerging Threads and Themes - Plenary session

3. A third theme of **tools and techniques with regard to people's participation and governance** was identified. Within this topic the group highlighted a typical challenge of sustainability transitions,

namely how niche activities that pioneer novel solutions may become influential and pathbreaking for systems change (e.g. by way of policies and policy making).

4. The last point, **Indo-German relationships**, was viewed as pivotal in terms of the previous point two (cross-cultural sharing and learning). Participants considered as highly valuable and worthwhile to establish face-to-face communication and person-to-person contact during such events like the dialogue. Other means of making use and showcasing the potential of cross-cultural knowledge are policy briefs as well as documentation of activities through films/videos.

Page | 15



Threads and Themes Space - Plenary session (photo: L. Schneider)



Threads and Themes Space - Plenary session (photo: M. Praktinjo)

Transdisciplinary Action Research Space

Identifying thematic 'Streams'

Before lunch the participants divided themselves into four groups to discuss each of the four thematic areas more in detail so as to feed into the subsequent 'Streams' session during which more action-oriented content would be discussed.

The interim results from these group discussions were then presented in the plenary. This process posed a challenge to the participants as it proved extremely difficult to steer away from abstract discussions and move towards more actionable project themes.

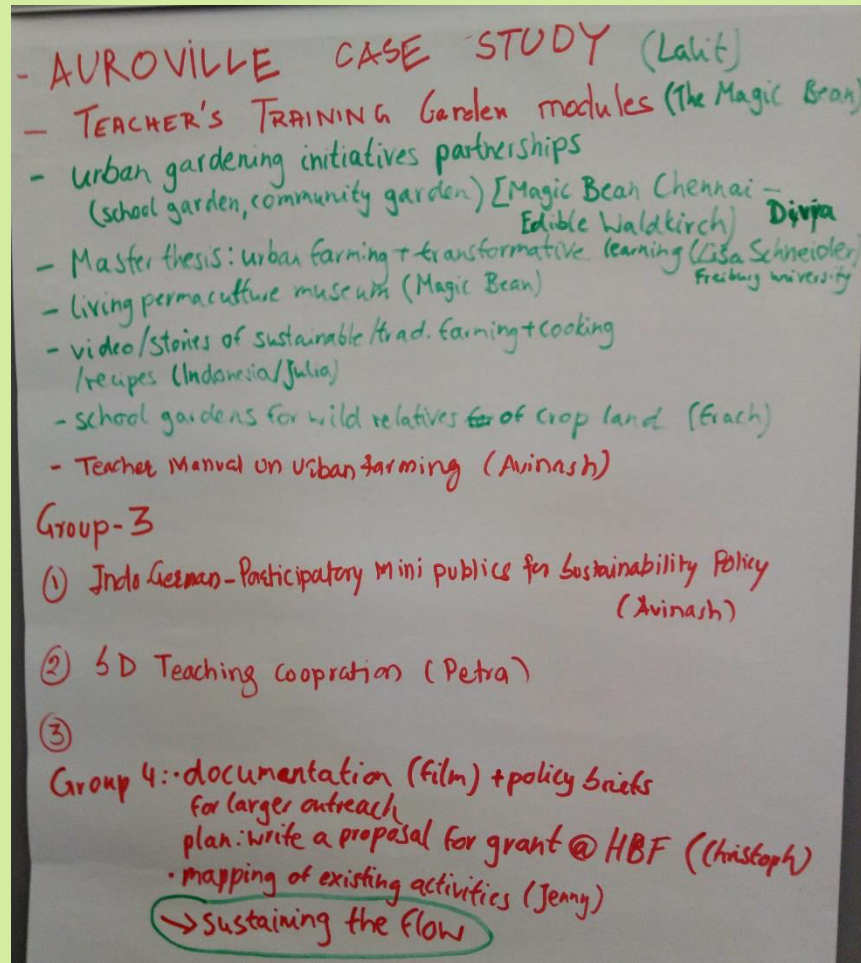


Group work - Transdisciplinary Action Research Space (photo: L. Schneider)

The participants eventually concluded that three levels are relevant for a structured continuation and collaboration of the network: 1. Policy (1 group), 2. Projects (more groups), 3. Continuity of dialogue (1 group).

After extensive talks, including bilateral and small groups outside the plenary, four 'Streams' emerged:

1. Policy briefs
2. Urban farming and education
3. Knowledge hubs
4. Sustaining the flow



Interim results discussed in plenary to distill working groups for thematic 'Streams'

Outcome of the Streams sessions: areas of actions and activities

Group 1: Policy briefs

Policy briefs are viewed as a means for outreach. Many topics that could be considered leaving food systems behind and including transportation and governance.

A brief on framing: in terms of understanding Indo-German context looking at possibilities, dangers and challenges, starting with background, research gaps, key learnings. How would we inform policy makers?



(photo: C.Woiwode)

The policy briefs could be done in tandem with videos, or a series of videos on a website (IGCS? A new IGD website? Blogs?).

Input for video: brief case studies of initiatives and projects could also be input for videos which can be feed into the video project (see next group documentary). The policy briefs should be linked to the other two groups to benefit from the Indo-German experience of sharing and learning as a distinctive element of these briefs.

Groups 2 and 3: Urban Farming and Education/knowledge hubs

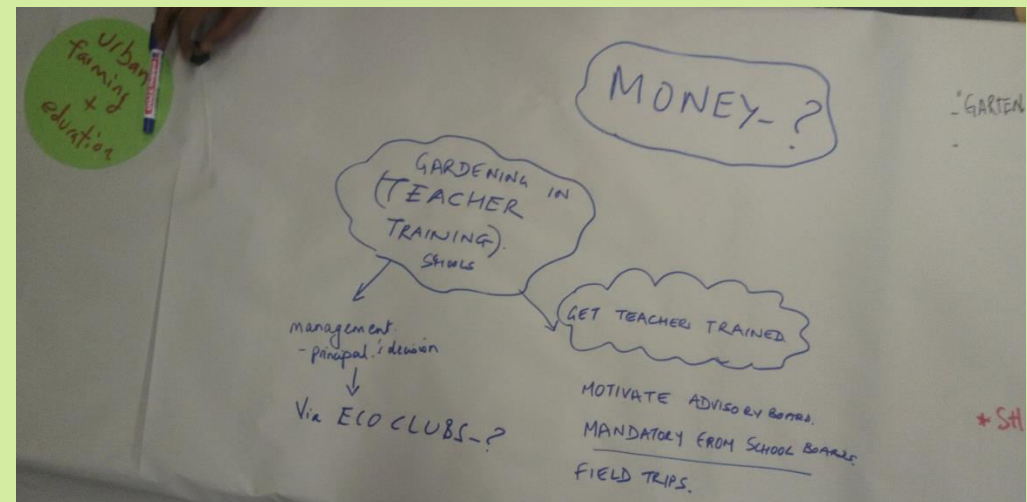
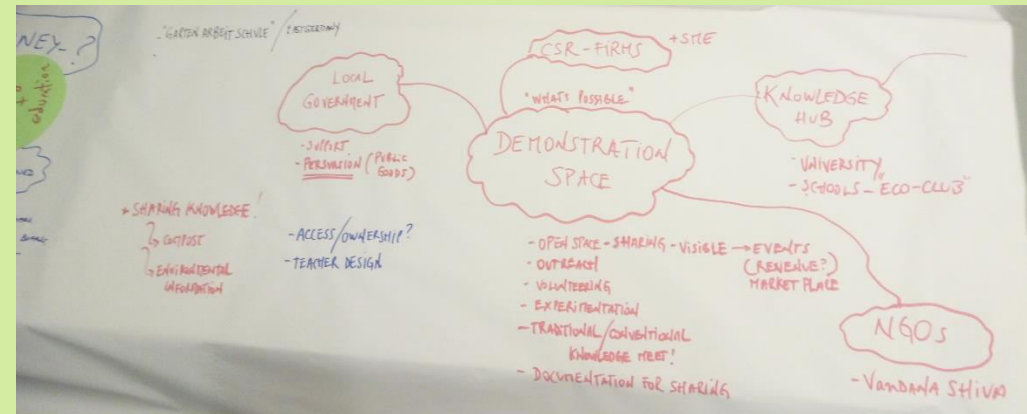
In the course of group dynamics these two groups merged to one.

Knowledge hubs may be formal (e.g. curriculum) or informal (e.g. demos, permaculture, living museum, workshops).

Develop a demonstration space as Living Museums which have the purpose of educating, motivating and experimenting, and as a place to host workshops. One issue is to find suitable land (question of ownership). For example, Kapil mentioned in Delhi they got a lease of land for free. But it is only a temporary solution; one must think to connect with universities or perhaps local governments to lease more longer-term. Another solution may be to lease from individuals or companies who support the ideas. For a learning project across borders, one could think of establishing demonstration plots in Freiburg, Delhi, Chennai, etc. to compare them at the next dialogue. A 'cool' demonstration space has the potential to link to formal education by getting schools and teachers interested in these activities.

The group discussed concrete sharing activities:

- Exchanging information/lessons the Agronauten did at schools with The Magic Bean.
- Sharing and exchange of The Good Food experience in Cologne with The Magic Bean (personally it is already happening through a visit of The Magic Bean in Cologne, but thereafter also virtual).



So two things connected: 1. A demonstration space (piece of land - > in Chennai, X and Freiburg) idea: open space to share, have events, outreach for community, start small, mouth to mouth spread of it, involve local government (pursue them in right way: link to parties, financial or land support), getting in touch with NGOs for funding. In Germany however, it is not easy to find land,

possible solution is private properties. A Knowledge hub is seen as a space where it could happen, e.g. ecoclubs in schools.

Second, use the demonstration space for teaching of school teachers. Is it more feasible to have gardens in schools (small spaces) or demonstrative external spaces (difficult to move children there). Teach teachers first by relating gardens to biology or climate change and so on. Take advantage of fact that ecoclubs in governmental schools in India are already mandatory. Takes a lot of time and needs persons. Funding in India is available for nature issues, relate it to gardening and political level. Comment: Potential for funding: Azim Premji foundation in Bangalore?

How can this be followed up? Answer/Luis: Agronauten started a demonstration space this year (Weltgarten) he can produce a video and interviews with people there.

Group 4: Sustaining the flow

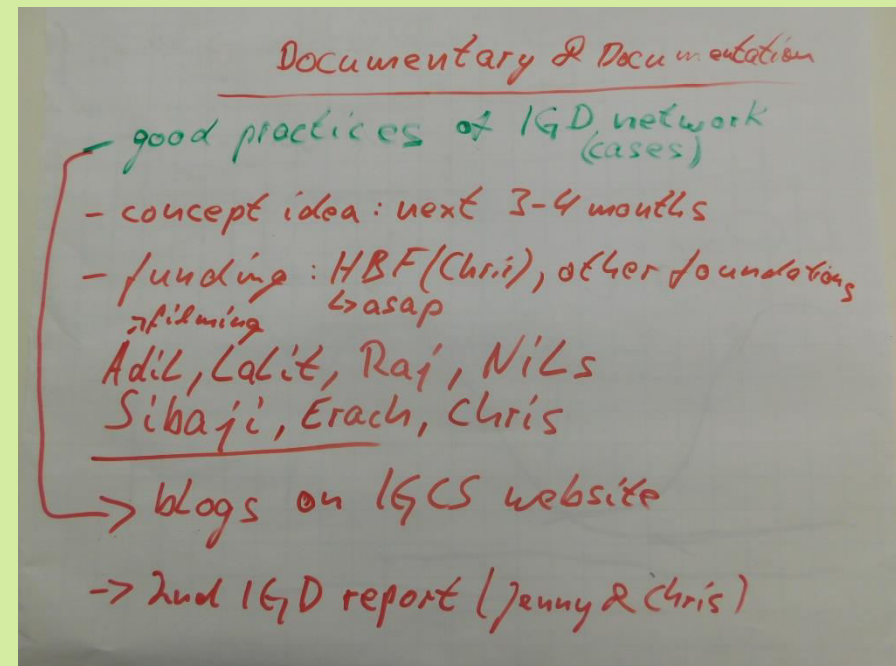
This group covered two different areas: 1. Documentary and documentation, 2. Planning for the 3rd Dialogue.

As to 1: Documentary and documentation

Documentation is crucial for recording good practices of the IGD network (cases) and dissemination will allow sharing and learning from these. Members of the network can provide material for the content (existing blogs, a write up summary of their work). This content can then be used for both inputs to the policy briefs and in developing content and script for a more comprehensive film documentary or multi-media use (blogs, social media, a homepage, etc.).

As it seems the network has sufficient expertise and interested members who would want to develop this further (also potentially from the 1st Dialogue). This group will work towards a concept and

look into funding: project documentation + create the documentary, best agencies might be foundations.



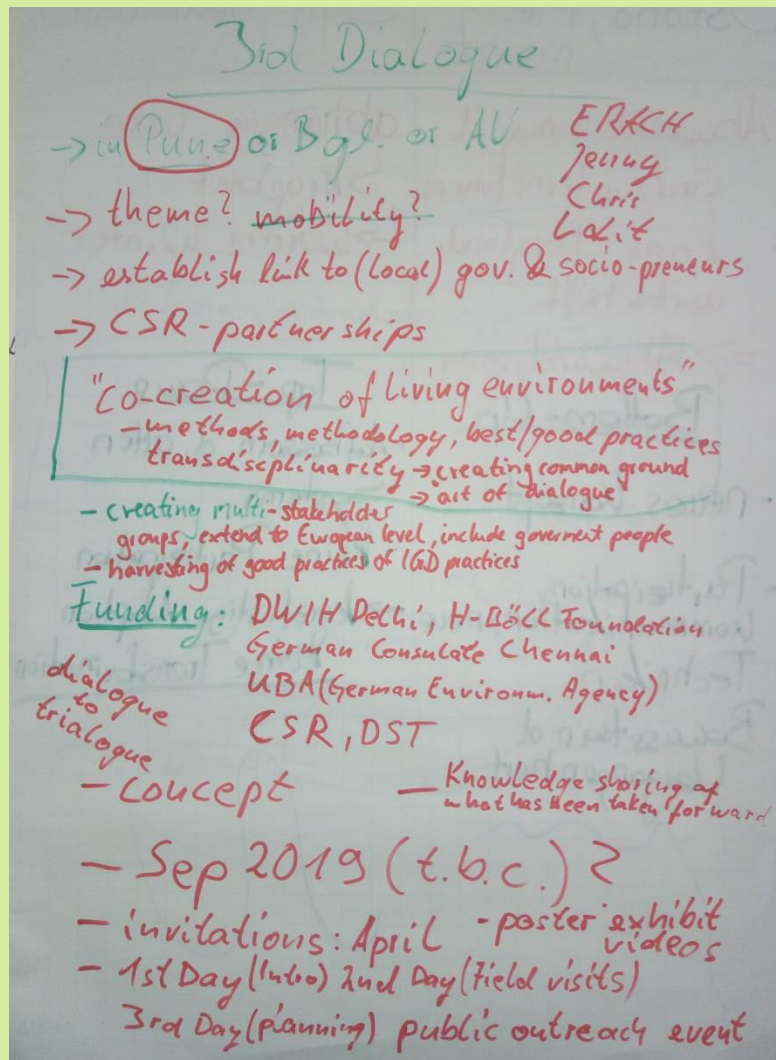
Documentary and documentation of IGD and participant activities

As to 2.: Planning for the 3rd Dialogue

It is agreed that the next IGD will take place in Pune, Maharashtra. Prof. Erach Bharucha from BVIEER and Centre for Environment Education can co-host the event. Date: September 2019 and invitations by April 2019.

Taking the critique about the 'urban' and 'city' into account, there is an attempt to move away from the rural-urban separation towards the living environment. Hence the agreed theme of the 3rd dialogue is "Co-creation of the living environment" that includes in this wording also methodologies (co-creation) of practice and

implementation such as transdisciplinarity and the 'art of dialogue'.



Planning for 3rd Indo-German Dialogue

Mode and concept for a 3 day event again with some modifications though. 2nd day as field visit day, this provides participants with better idea on what is going on where they are, and on the 3rd day interactive sessions again. As a new feature on day three is to include towards the end a public event. Idea is to turn the Dialogue into a Trialogue by engaging with a wider public, there could be public talks, for instance three prominent people may be invited to present on specific topics.

Additional comment: exchange of knowledge could be facilitated, a few persons from the network could prepare something. Also, if follow up of projects, those groups need space in next dialogue (perhaps 4 days?).



Plenary discussion of Streams results (photo: C. Woiwode)

Conclusions of workshop days

In the following the specific objectives and their achievement are highlighted:

1. a workshop documentation/report is available

2. Specific project ideas are continued and/or new projects identified including task distribution to follow up:

Projects that have been agreed upon relate to

- documentation of network member activities (short summaries of cases/activities/projects)
- develop at least two policy briefs on food sector/organic farming and urban gardening, ESD and learning
- documentary film and if possible utilisation of multi-media to showcase Indo-German experiences and perspectives
- planning and preparation of the 3rd IGD in Pune
- exploring and securing funding for 3rd dialogue and other activities

3. A workplan and tentative time schedule of follow up activities is available: For most of the above mentioned activities a tentative time frame is considered, ranging from immediate action, 4 months to continuous interaction.

4. The network of participants is strengthened and expanded with a basic way forward and structure: The table “Established cross-connections and collaborative activities” in the appendix is illustrative for the multifold bi- and multilateral linkages that have been either strengthened since the 1. Dialogue or newly established during this dialogue. It reflects the value of an open and flexible process structure that permits getting to know each other and having plenty of conversations on the side of the workshop.

5. The next Indo-German Dialogue on Green Urban Practices is planned

Follow-up activities have already begun for the preparation of the 3rd dialogue; a local organizing team is established consisting of members from the two host institutions Institute of Environment Education and Research, Bharati Vidyapeeth and Centre for Environment Education in Pune. They will collaborate with IGCS and other delegates on drafting a concept note from January 2019 onwards.

Page | 21



Outlining project ideas (photo: C. Woiwode)

Additional synergies and concomitant effects of the IGD: linking research, documentation and the event series

There have been further opportunities to expand synergising of the outcome of the dialogue which is very much in the spirit of this year's theme education, training and learning.

The participation and involvement of master and doctoral students at the event is significant and considered very important. Their involvement was twofold in conducting research and supporting the documentation. As a result, it fosters education and training of students through two master theses researching on and around the IGD:

1. a master thesis on the Indo-German Dialogue with a focus on sustainable land use/gardening and education; interviews with participants were carried out, minutes and documentation;
2. a master thesis on intercultural educational projects in the context of sustainable agri-food systems, in cooperation with the "Agronauten"/EU project "Food relations" (first supervisor for both: Jenny Lay-Kumar)

This is a promising model that should be continued in the future wherever feasible and beneficial.

Day 3: 10th November, Field visits

Field trips in Freiburg on urban social innovations to sustainability, e.g. community gardens (17 projects in Freiburg, many more in the surroundings,), Foodsharing/-saving, community-based agriculture and bee-keeping, start-up centers Grünhof & Lokhalle, waste free shop, organic restaurant, fab lab, repair cafés. The field trips will allowed building a bridge between a more academic discussion on education, learning and training and practical experiences, opportunities and challenges in the context of sustainable agri-food systems.

In total, three specific sites were visited and a guided walk through Freiburg:

- A. **Urban Greens:** Old Cemetery (Freiburg-Centre): recreational park with community bee-keeping (near venue) (conducted during lunchtime on day 2)
- B. **Urban green alternatives:** an early morning walk through Freiburg town centre discovering green lifestyles (shops, cafes, restaurants, services)
- C. **Social Innovation Center "Kreativpark Lokhalle"** (Freiburg-North), guide: Jonathan Niessen, Grünhof Social Innovation Hub <https://gruenhof.org/kreativpark/>
- D. **Eco-quarter Vauban** (Freiburg-South): car free quarter, community gardens (Wandelgarten and Intercultural Garden), regenerative energy concept, organic restaurant.

Urban Greens: Old Cemetery (Freiburg Centre)





(photos: C. Woiwode)



Cooperative beehives in public space to maintain and increase biodiversity (photo: M. Praktiknjo)

Walk through Freiburg



Daily vegetable and fruit market around the Cathedral (photos: C. Woiwode)



(photos: C. Woiwode)

Social Innovation Center “Kreativpark Lokhalle”

Launched about six months ago, but moved from somewhere else in the city. The city administration had contacted them after realising that the concept is going well. The initiative rents it from the city while the city rents it from the investor, and eventually Grünhof Social Innovation Hub rents it to start up companies who have ideas for promising innovative enterprises. The Building is a former locomotive maintenance workshop in the northern outskirts of Freiburg, the surrounding area is an urban development area.

Grünhof Social Innovation Hub received public support in funding (renovation costs alone are between 2.5-3.5 Mill €), but their aim is to have the investment returned within five years.



The Lokhalle (photos: C. Woiwode)

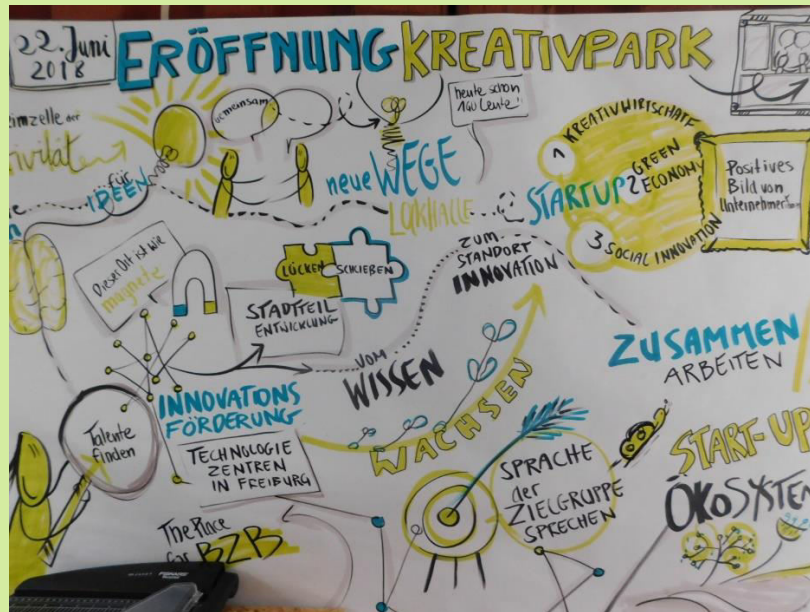
Normally, the selection of companies is value based, a personal decision made by Grünhof Social Innovation Hub. It is not a standardised process that follows clear criteria, rather they aim to talk to very different people, especially ‘those who want to save the world’ with a good, innovative idea, and help them get out of their circle/bubble to connect with leaders. For this kind of work trust is the most important currency in the world, and it is created offline - real trust needs people to meet in the real world. They have a support programme for start ups as these usually do not have money and a business plan. So this is not the place for too artsy or non-profit enterprises.



Companies residing in the innovation hub

(photos: C. Woiwode)





(photos: C. Woiwode)

Eco-quarter Vauban

The second location for site visits was Vauban Quarter in the south of Freiburg. The Wandelgarten (garden of change) and Zusammen Gaertnern (gardening together) were the destinations of interest, besides Vauban as a 'green, urban neighbourhood'.

Helna from transition town Freiburg welcomed the group. The garden idea emerged because in the early years this quarter was planned as a car free neighbourhood, but planning laws at the time made it mandatory to provide one parking space for each housing unit constructed. These parking lots combined made up the space which has now been converted to the garden.



Plan of Vauban (photos: C. Woiwode)

Wandel (= change) was chosen for a name to indicate the planting of ideas; also, the group of people who launched the garden did not have experience in gardening - they are self-taught. They discovered that the soil was contaminated, which posed a massive problem. The area used to be a military area where tanks were washed and maintained.



Enjoying lunch outdoors in the Wandelgarten (photos: C. Woiwode)





Exploring Wandelgarten (photo: L. Schneider)



Zusammen gaertnern (photo: C. Woiwode)

Intercultural Garden (gardening together)

The other community garden - Zusammen Gaertnern (gardening together), is located near Wandelgarten. It was founded in 2016 by an association going by the name Zusammen Leben (living together) which promotes a multicultural, multilingual approach. Every month the garden welcomes people with activity days (Aktionstage). The garden is on formerly barren land, now contains a fire place, compost toilet, and several garden sections for refugees, internationals and others. The intention is to create a feeling of home through interactions with each other in the garden, e.g. cooking and singing together, to get people involved. Roughly forty people are in the core group, at times up to eighty involved.



Closing of the IGD in the Intercultural Garden (photo: L. Schneider)

Closing of the Dialogue

The closing session was held in Zusammen gaertnern. Comments from all participants were invited and are listed here:

- ❖ Provides an open space
- ❖ Besides big projects there is something going on between persons
- ❖ Many one-to-one connections and conversations were going on; huge potential for bilateral collaborations (these need to be recorded - see table in appendix)
- ❖ participants come from different backgrounds and with different expectations, but there was a great deal of respect, interest and patience
- ❖ on day 2 a huge challenge was to move the discussion forward from an abstract level to concrete activities and projects
- ❖ unity in diversity
- ❖ one big outcome: inner transition through inspirations people get from each other and their work
- ❖ importance of gardens: perhaps not so much what is being harvested but that they generate community, a means for community building
- ❖ connect to land, to each other, and to sustainability
- ❖ brought to the surface many differences, but also the ability to think together: seeding ideas
- ❖ extraordinary experience bringing people together

The final closure was celebrated with one minute of silence (a suggestion from Lalit).

Location: Green City Freiburg

The city of Freiburg is an excellent site for the Indo-German dialogue on urban green practices, as it has a pioneer role as a green city. Claiming to be one of the birthplaces of the environmental movement, the city began a sustainability process already in the 1970ies (<https://www.freiburg.de/pb/,Len/372840.html>). Freiburg's eco-modell district "Vauban", its enterprises and initiatives will be part of the field trips. Socio-civic activities have continued to play a crucial role as change agents being part of the „Local Agenda 21“ process. The city of Freiburg signed the Aalborg Commitments (2020 Land Use Plan, 2006) , as well as the associated sustainability targets set by the Freiburg Sustainability Council and adopted by the Municipal Council (2009). In 2011, the Sustainability Management was set up to systematically develop the ‚green profile‘ of the City of Freiburg for the future. A wealth of projects and the innumerable activities and initiatives that help to implement Freiburg's sustainability targets, attest to the city's comprehensive commitment to sustainable development. One vibrant activity in the field of sustainable agriculture and consumption is the annual “agri-culture festival”, organised by the research association “Agronauten” (<http://www.agronauten.net>, <https://agrikulturfestival.de>).

In addition, the city has developed a start-up-culture in the field of sustainable practices (e.g. “Lokhalle” in the new district Gare du Nord). In the last years, the ESD network “learning sustainability” has formed, creating synergies between different fields of sustainability learning (<http://www.leif-freiburg.de/ueber-leif/aktionsfelder/wirtschaft-technik-umwelt-wissenschaft/freiburger-netzwerk-nachhaltigkeit-lernen/>).

Since 2015, “city of the future Freiburg 2030 - shaping the future together” is part of the federal community contest (phase I + II), currently preparing the application for becoming a real life-laboratory from 2019 on (phase III, zukunftsstadt.freiburg.de, Lay-Kumar 2018). Sustainable agri-food systems and education are at the core of the planned real-life-laboratory. The participants of the Indo-German dialogue will have the opportunity to interact with the most relevant stakeholders of the “city of the future 2030” project.



(photo: M. Praktiknjo)

APPENDIX



Second Indo-German Dialogue on Green Urban Practices

Education, learning, training and awareness for sustainable development, 8 – 10 November 2018, Freiburg

Programme

<p>Venue: Room 400, 4. floor Freiburg University "Herderbau" (former building of publishing company Herder) Tennenbacher Strasse 4, 79106 Freiburg <u>Nearest tram station: Tennenbacher Strasse</u></p>

Day 1 Thursday 8th November

10.30-11.30	Arrival, Registration, catching up	Remarks	Facilitation method
11.30-11.50	Introduction Opening by Prof Sudhir Chella Rajan, IGCS Area Coordinator Landuse The Indo-German Dialogue Series: Purpose and Concept, Dr. Christoph Woiwode		
12.00-13.00	"Keynotes" <ol style="list-style-type: none"> 1. Urban Food & Gardening – a learning journey, Dr. Jenny Lay-Kumar (Freiburg University) 2. Natural Farming in India, Dr. Sujatha Byravan (independent researcher, Chennai) 3. Education and Learning for Sustainable Development in India: A Report and some Reflections on Green Pedagogical Practices, Prof Milind Brahme (IIT Madras) 	Each 15 mins talk plus Q&A	
13.00-14.00	LUNCH		
14.00-16.30	Sharing and Listening Space max. 5 mins flashlight presentations by each participant (optional)	any means such as poster, PPP, video, items, etc.; any format!	three parallel group sessions
16.30-17.30 Coffee & Tea with Snack	Marketplace for Networking Informal space for sharing of additional materials about each organisation/initiative/activities may be presented; informal one-to-one talks	Brochures, flyers, posters, books, etc.	
17.30-18.00	Results and summarising of Sharing and Listening Space sessions	Harvesting of the discussions & presentations	
18.00-18.30	Feedback & closing of the day		

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Day 2 Friday 9th November

9.00-10.00	Threads and Themes Space Picking up from day 1, in plenary identify major themes, commonalities, issues				Two note takers from Freiburg University report about day one	In groups of 5-7, on flipcharts and wallpapers participants add on to these to build theme clusters for streams in the afternoon
11.00-11.15	Coffee & Tea					
11.15-12.00	Transdisciplinary Action Research Space				Group work on concrete projects. At least three/four parallel 'streams'	Decide on 1-2 volunteers to take the lead for each stream; group formation
12.00-13.00	Lunch					
13.00-17.00	Transdisciplinary Action Research Space (ctd.)					
	STREAM 1	STREAM 2	'Open' STREAM 3	STREAM 4		Open space
15.30 Coffee & tea with snack	Urban/organic farming (carry over from 1 st Dialogue)	Theme of 2 nd Dialogue	Any other topic that may have come out of previous discussions	Theme and planning for 3 rd Dialogue in India: where, when, funding options	Group work on concrete projects.	After two hours members of streams may change, while stream leads remain
17.00-18.00	Plenary Results of research/action projects					
18.00-18.30	Closure of day 2 & feedback					
19.30	Get-together and dinner (optional)				own cost	

Day 3 Saturday 10th November: Fieldtrips

- A. **Urban Greens:** Old Cemetery (Freiburg-Centre): recreational park with community bee-keeping (near venue)
- B. **Social Innovation Center "Kreativpark Lokhalle"** (Freiburg-North), guide: Jonathan Niessen, Grünhof Social Innovation Hub <https://gruenhof.org/kreativpark/>
- C. **Eco-quarter Vauban** (Freiburg-South): car free quarter, community gardens (Wandelgarten and Intercultural Garden), regenerative energy concept, organic restaurant.

tbc

The field trips will allow to build a bridge between a more academic discussion on education, learning and training and practical experiences, chances and challenges in the context of sustainable agri-food systems.

Contacts:

Dr. Christoph Woiwode, email: c.woiwode@bathspa.ac.uk; woiwode@igcs-chennai.org

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Dr. Jenny Lay-Kumar, email: jenny.lay-kumar@ifp.uni-freiburg.de

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Second Indo-German Dialogue on Green Urban Practices
Education, learning, training and awareness for sustainable development, 8 – 10 November 2018,
Freiburg
Delegates

Sr. No	Name	contact	country	Role (academic/n on-academic)	remarks	Participation status
1.	Kapil Mandawewala	Edible Routes Farm No. 8, Ayanagar Phase 5, New Delhi, 110047 http://edibleroutes.com/ kmandawewala@gmail.com	India	Non-academic	Attended 1. Dialogue	confirmed
2	Assoc. Prof. Milind Brahme	Dep. of Humanities and Social Sciences, IIT Madras, Chennai brahme@iitm.ac.in	India	Academic	Education & inclusion in India	confirmed
3	Prof. Sudhir Chella Rajan	Dep. of Humanities and Social Sciences, IGCS Area Coordinator (landuse), IIT Madras, Chennai scrajan@iitm.ac.in	India	Academic	Attended 1. Dialogue	confirmed
4	Dr. Sujatha Byravan	Independent researcher and scientist, formerly with Centre for Science, Technology & Policy (CSTeP), Chennai sbyravan@yahoo.com	India	academic	Works on 'natural farming' in India Attended 1. Dialogue	confirmed
5	Adil Basha	Media and Communications Head Bhoomi College No.40, Chikkanayakanahalli, Off Doddakanahalli, Sarjapura Road, Bengaluru, Karnataka 560035 http://www.bhoomicollege.org	India	(non-)academic	attended 1. dialogue	confirmed

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		free2rhymeadil@gmail.com				
6	Arjun Bhargava	Resilience Manager Resilient Chennai, a partnership between 100 Resilient Cities and Greater Chennai Corporation, Rockefeller Foundation rm@resilientchennai.com ph.: +91 -87544 - 56735	India	quasi- government	attended 1. Dialogue, was IGCS research staff; 100 RC is now working on upscaling urban gardening in Chennai	confirmed
7	Lalit Kishor Bhati	Auroville Campus Initiative (ACI) and Auroville Integral Sustainability Institute Auroville 605101, Tamil Nadu lalit@auroville.org.in	India	non-academic	attended 1. Dialogue teaching programme 'Swadharma', integral higher education programme in urban/regional planning	confirmed
8	Prof. Shambu C Prasad	Professor, General Management - Strategy and Policy Coordinator, Incubator for Social Enterprises and Entrepreneurs for Development (ISEED) Institute of Rural Management Anand - 388001 ph: +91-2692- 221616 (off) 221707 (res) emails: shambu@irma.ac.in shambuprasad@gmail.com	India	Academic	wrote article about agriculture and transformative social innovation in India	confirmed
9	MR. V.P. Raj	Ka Organic Restaurant & VenkSon Academy, Chennai www.venkson.com vpaj@venkson.com	India	non-academic	organic restaurant, fair trade store & clothing, academy with school projects & training	confirmed
10	Kavitha Ramakrishnan	The Magic Bean, Chennai http://themagicbeanchennai.blogspot.com /greenkav@gmail.com	India	non-academic	attended 1. Dialogue, school garden project becoming a partner of Kastelbergschule, Waldkirch (near	confirmed

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					Freiburg, Jenny Lay-Kumar's homeplace)	
11	Avinash Madhale	Avinash is Programme Coordinator with the CEE Urban Programmes group Vikalp Sangam & Centre for Environment Education (CEE), Pune https://ceeindia.academia.edu/SanskritiMenon avinash.madhale@ceeindia.org (sanskriti.menon@ceeindia.org)	India	non-academic		confirmed
12	Shailendra Kumar Mandal	Assistant Professor Department of Architecture National Institute of Technology Patna Patna-800005, Bihar, India shailendra@fulbrightmail.org shailendra@nitp.ac.in	India	academic	took part in summer school "brilliant minds for social-ecological transformation" with Jenny in August	confirmed
13	Erach Bharucha	Director and Professor Institute of Environment Education and Research, Bharati Vidyapeeth Pune 411043 e-mail: erach.bharucha@bvieer.edu.in Also please copy mails to: shamita@bvieer.edu.in	India	academic	thought leader in land-use planning, biodiversity and food	confirmed
14	Uthra Radhakrishnan	Research Officer, Indo-German Centre for Sustainability (IGCS) Indian Institute of Technology Madras I Chennai 600036 I India uthra.igcs@gmail.com	India	academic	Attended and co-administered 1. Dialogue	confirmed
15	Sibaji Panda	Eco-learning-village Shikha Rural Lifeline Trust Binika, Subarnapur District, Odisha sibajip@outlook.com sibajip@gmail.com	India	non-academic	Education (deaf children) and ecovillage building in Orissa, collaborates with Ulrike Zeshan	confirmed

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16	Archana Meiyappan	The Magic Bean, Chennai http://themagicbeanchennai.blogspot.com/ themagicbeanchennai@gmail.com	India	non-academic	attended 1. Dialogue, school garden project becoming a partner of Kastelbergschule, Waldkirch (near Freiburg, Jenny Lay-Kumar's homeplace)	confirmed
17	Dr. Sonali Narang	independent researcher and journalist Department of Political Sciences, Panjab University, Chandigarh snarang68@gmail.com	India	academic	climate change research, transdisciplinarity, focus on youth, women and marginalized communities	confirmed
Participants from Germany						
18	Dr. Jenny Lay-Kumar	Post-Doc Researcher in Environmental Sociology & Education for Sustainable Development Chair of Forest and Environmental Policy Freiburg University Tennenbacherstr. 4 79106 Freiburg jenny.lay-kumar@ifp.uni-freiburg.de	Germany	(non-)academic	Co-convenor	confirmed
19	Dr. Christoph Woiwode	Senior Lecturer in Human Geography College of Liberal Arts, Research Centre for Environmental Humanities Bath Spa University Newton Park, Bath, BA2 9BN, UK Tel.: +44 (0)1225 875384 Visiting Faculty, Indo-German Centre for Sustainability Indian Institute of Technology Madras, Chennai 600 036, India woiwode@igcs-chennai.org c.woiwode@bathspa.ac.uk	UK/ Germany (IGCS)	academic	Co-convenor	confirmed
20	Luis Bustillo	Agronauten, independent research	Germany	non-academic	could offer field trip	confirmed

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		institute, Freiburg, http://www.agronauten.net/en Freiburg University, Chair of Silviculture luisalfonsobustillo@yahoo.com				
21	Benjamin Elizalde	Agronauten, belizalde@gmail.com	Germany	non-academic		confirmed
22	Prof. Dr. Petra Schweizer-Ries	Nachhaltigkeitswissenschaft mit sozialwissenschaftlicher Ausrichtung Hochschule Bochum University of Applied Sciences Lehr- und Forschungslabor Nachhaltige Entwicklung (LaNE) Lennerhofstr. 140 44801 Bochum Tel.: +49-(0)234-32-10747 Fax: +49-(0)234-32-10014 E-Mail: petra.schweizer-ries@hs-bochum.de www.hochschule-bochum.de/lane	Germany	academic	transdisciplinary sustainability research and learning in Bochum	confirmed
23	master student of Prof Schweizer-Ries					confirmed
24	Prof. Dr. Ulrike Zeshan	Director, International Institute for Sign Languages and Deaf Studies Co-Director, Institute for Citizenship, Society and Change University of Central Lancashire Preston PR1 2HE, UK Ph.: +44-1772-893104 uzeshan@uclan.ac.uk	UK (German national)	academic	facilitator of 1. Dialogue; conceptualises and collaborates with Sibaji Panda on ecovillage development and learning in India	confirmed
25	Dr. Judith Bopp	Kiel University, Germany judithbopp@web.de	Germany	academic	attended 1. Dialogue; former IGCS post-doc fellow	confirmed
26	Aditya Narang	Universität Koblenz-Landau Master Student Ecotoxicology	India	academic	wants to learn about training and	confirmed

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		(interdisciplinary M.Sc.) adityaa1729@gmail.com			awareness communication, as he wants to work in sustainable water management in India after his Master degree	
27	Nicole Klaski	The Good Food No waste shop Cologne info@the-good-food.de formerly: Foodsharing Germany	Germany	non-academic	attended first dialogue, is in touch with The Magic Bean Chennai to set up a no waste shop there	confirmed
28	Malin Praktiknjo	Project Coordinator Indo-German Centre for Sustainability (IGCS) Department 2.0 - International Office RWTH Aachen University, 52062 Aachen Phone: +49 241 80-90676 malin.praktiknjo@zhv.rwth-aachen.de	Germany	academic		confirmed
29	Joy Langohr	Projektassistentz - Indo-German Centre for Sustainability (IGCS) Dezernat 2.0 - Internationale Hochschulbeziehungen RWTH Aachen University Wüllnerstraße 3 b 52062 Aachen Tel: +49 241 80-97851 joy.langohr@zhv.rwth-aachen.de				confirmed
IGCS Alumni Participants						
30	Annamika Johanna Bintz	Technology Transfer Manager at the Institute of Technology Transfer - Fittg GmbH in Saarbrücken, Germany bintz.annamika@gmail.com	German Indian	academic & business	social innovation and enterprises/companies ; India	confirmed

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31	Deepesh Jain	City Innovation Hub Manager (IHU-WASH) TARU Leading Edge Faridabad, NCR, India deepeshjainblue@gmail.com	India	academic	urban sanitation, also involved in work with non-government organisations	confirmed
32	Dr. Divya Rajeswari Swaminathan	Assistant Professor, Department of Geography, Central University of Tamil Nadu, Thiruvavur, Tamil Nadu divyarajeswari@gmail.com	India	academic	agricultural transformation; food security of street vendors; urban and peri-urban issues; Chennai	confirmed
Participants from Freiburg						
33	Julia Ruff	Global Studies Master Program juruff@gmx.de		academic & activist	Master Thesis: Food Systems in the context of global urbanization processes, focus on "Agroforestry" and its "Potential of reshaping mindsets through the regeneration of landscapes"	confirmed
34	Teresa Ziegler	teresasophia.ziegler@gmail.com Global Studies Master Programm		academic & activist	voluntary work for NGO "Ökostation Freiburg", internship for Green City Munich	confirmed
35	Sibylle Roth	PhD Student Chair of Forest and Environmental Policy sibylle.roth@ifp.uni-freiburg.de		academic & practitioner	PhD project: "Muße" in urban forests Trainer in Outdoor Learning colleague of Jenny	confirmed
36	Clemens Jürgenmeyer	Arnold-Bergstraesser-Institute Scheffelstr.48 79102 Freiburg Germany		academic	senior researcher on Indian policy & development since 1970ies	confirmed

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		+49 761 702973 clemens.juergenmeyer@abi.uni-freiburg.de				
37	Dr. Amar Agarwal	Alexander von Humboldt Post Doc DAAD Alumni, AvH Fellow Allgemeine Geologie und Strukturgeologie University of Freiburg, Albertstr. 23-B 79104 Freiburg amar@daad-alumni.de		academic	Indian researcher now working in Freiburg	confirmed
Student Assistants - Uni Freiburg						
38	Lisa Schneider	lisa.schneider@posteo.de		academic + young practitioner	Lisa will write her master thesis on the Indo-German Dialogue with a focus on sustainable land use/gardening and education, she will do interviews, minutes and documentation	Confirmed
39	Emilie Fus	emiliefus18@gmail.com		academic + young practitioner	master thesis on intercultural educational projects in the context of sustainable agri-food systems, in cooperation with the "Agronauten"/EU project "Food relations" first supervisor for both: Jenny Lay-Kumar	Confirmed

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Established cross-connections and collaborative activities among participants of the Indo-German Dialogue Series

Sr. No.	Personal names and organisational affiliations	Interaction since when (e.g. 1.IDG or 2. IDG)	Purpose & topic	Activities planned and/or already carried out
1	Adil Basha, Bhoomi college	2	collaboration on Bhoomi's incubator idea.	A Bhoomi rep joined our programme on "Building and Managing Social Enterprises" soon after on Nov 17-19th
2	Avinash Madale, Centre for Environment Education	2	exploration of possible certificate courses, joint work on environmental education in rural areas	Following up with a project in rural areas that has tried looking at curriculum in Kannada, hope to exchange notes with a person in the KICS network to take it further
3	Christoph Woiwode, Bath Spa University	1 and 2	Exploring ideas on sustainable transitions in touch with Lalit (Auroville Campus Initiative) and Petra (Bochum) to explore further collaboration in teaching and application of transdisciplinary projects exploring collaboration with Milind Brahme (IIT Madras) and Prof. Thomas Mueller (Uni Wuerzburg) in ESD	Hope to discuss possible academic collaborations on the theme from now until dialogue 3 possible visit to Pune and Chennai in between
4	Sudhir Chellarajan, IIT Madras	2	Exploring ideas on sustainable transitions	Hope to discuss possible academic collaborations on the theme from now until dialogue 3. Possible meeting in between
5	Prof. Erach Barucha, BVIEER Pune	2	Pedagogy of Environmental Education	Exploring the possibility of Prof. Erach coming to Bhoomi College to conduct a module on Environmental Education for students of our Holistic Education course
6	Nicole Klaski founder of THE GOOD FOOD	2	foodwaste	Held a talk at a primary school in Chennai about foodwaste, build friendship and

				information exchange with Magic Bean, Kavitha joined our after-harvest in Cologne, hope to strengthen this exchange and continue to learn from each other
7	Annamika Bintz, FITT gGmbH (currently)	2	further academic Indo-German cooperation	6 months Scholarship in Social Intrapreneurship in India, Bangalore, project placement on solving primary needs in a sustainable and empowering manner
8	Sibaji Panda and Ulrike Zeshan, Shikha Eco-Learning-Village	2	Permaculture	Sibaji and Kapil from Edible Roots plan to meet in Delhi to talk about a potential site to work at in Gurgaon. They are also looking at possibilities for Kapil to visit the Shikha Eco-Learning-Village in Odisha and teach/interact about permaculture. Ulrike is in touch with Petra (Uni Bochum) about sharing resources for Serious Games used in Living Lab (Reallabor) projects
9	Milind Brahme, IIT Madras	2	EE / ESD	In touch with Adil from Bhoomi for a possible workshop early 2019; Looking at concrete research projects together with my academic partner at the Univ of Wuerzburg in Germany, Christoph and colleagues at IITM; Preliminary discussion with partner in Wuerzburg to do a quick comparative analysis of EE / ESD in school curricula in Tamil Nadu and Bavaria - needs follow up in Jan 2019
10	Judith Bopp, CAU Kiel	2	natural farming, urban gardening, education, research	Assistance to school gardening with Magic Beans in 2017; Wish for establishment of permaculture / green practice learning centre in Chennai with Magic Beans and others; Wish for policy brief on natural farming and

				use of local knowledge either for livelihood & ecology or for inclusion on educational programmes;
11	Kavitha and Archana, The Magic Bean	1 and 2	Urban Gardening, Waste Management and Education	<p>Been interacting with Judith since last year on school gardens.</p> <p>Been interacting with Nicole on waste management. Visited her shop and spend time to understand the working of the shop.</p> <p>Been interacting with Jenny Lay-Kumar to understand the working of community gardens.</p> <p>Would like to interact with Chella and Arjun on developing demo permaculture gardens in public parks.</p>