Sustainable Social and Environmental Development

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India Study Tour International Social Work Volunteer Programme
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**Introduction**

This is now the third occasion that the School of Humanities and Social Sciences, through CSU Global, has undertaken a study tour and Volunteer programme to India. Commencing in 2010, the programme has continued to be based in a rural community (Malavli) in India. About 70% of India lives in rural areas and India is home to 18% of the world’s poorest people who live on less than $US1/ day. Many of the poorest are found in rural India.

Between the 10th and 24th November 2012, 13 social work students of CSU, an education student of CSU and two lecturing staff travelled to India as a social work study tour. Each student co-contributed $2950 and the University co-contributed $500 through CSU Global to finance the volunteer international programme. We were also joined for few days by a CSU Paramedic student undertaking a placement through ISAC (Indian Study Abroad Centre).

India Study Abroad Center specialises in experiential learning study abroad programs for University students who come to India from various parts of the world. The programs help overseas students broaden their learning within a chosen field of study through holistic, short-term programs that introduce them to a whole new world and open their minds to global realities. Experiential learning creates global citizens who will meaningfully engage with diverse communities in a vastly globalised future order.

One-third of India’s vast population lives below the poverty line and the country is home to one-third of the world’s poor people. Although the middle class has gained from recent positive economic developments, the wide gap between the rich and the poor increases at an exponential rate. The wealth distribution in India is uneven, with the top 10% of income groups earning 33% of the income. Despite significant economic progress, 1/4 of the nation’s population earns less than the government-specified poverty threshold.

The Indian Rural population, along with poverty and lack of livelihood opportunities, faces other issues like health and nutritional problems, inaccessibility to health provisions, lack of potable water and inaccessibility to educational institutions. There are also religious and social barriers like child marriage, superstition, gender discrimination, female feticides, among others that prevent development. The Indian cities face a different range of social injustice. They see a huge population living in Slums just beside the skyscrapers dealing with major problems like lack of proper Sanitation and Hygiene, Corruption, Eviction & Displacement and Livelihood issues.

One objective of the two weeks program is to introduce the students to social work in India and to appraise the students to the many facets of social work including the issues faced by developmental organisations, the values and ethos of social workers, especially in a resource constrained country like India. ISAC has designed the two week program for the students of social work from Charles Sturt University in consultation with the faculty. The students have the opportunity to live in a village setting and visit various organisations working on issues of human rights and social justice, child protection issues, village and community development in general and women’s empowerment in specific issues related to underprivileged groups. Examples include the Schedule tribes and Schedule caste community and women and
children in distressed conditions. The students see ground-level realities and learn about development programs. Additionally, students work closely with select organisations on specific projects to gain in-depth and firsthand experience and internalise the socio-cultural realities surrounding their project.

**Aims of the Programme**

As with previous years the aims of the programme were:

1. To expose Social Work students to an international practice and volunteer experience.
2. To contribute to meeting the School of Humanities and Social Science, Faculty of Arts and University objectives in relation to internationalisation as part of the University strategic plan and to give tangible expression to one of the key University goals (Indigenisation, Internationalisation and Sustainability).
3. To foster the development of international Social Work.
4. To experience social work in a cross-cultural and international context.
5. To participate in a large, residential group and reflect upon the experience.
6. To make a short term volunteer commitment to a developing country.

In addition, in 2012, the programme had a particular emphasis on sustainability. The discipline applied for and was successful in receiving a CSUGreen grant that included developing 6 short modules on sustainability (See Appendix 1 for the Grant application and Appendix 2 for the Modules).

**Rationale for the Programme**

The Australian Government and CSU are encouraging students to experience international placements and study abroad as part of the wider Australian Government’s commitment to internationalising education and promoting civil society. CSU receives more international students than it sends. Regional students have low participation rates in the internationalisation of education.

Indications are that the Australian Government document *Australia and the Asian Century 2012*, will give a clear priority to programmes aimed at Asia. India is the next coming economic and political power and a very significant part of Asia and the Pacific. Demographic projections from Phillip Jenkins in his book *The Next Christendom*, are that by 2025 India will have a population of 1.377 billion people (China will be 1.46 billion) and by 2050, India will be the most populous nation on earth with 1.62 billion people (China will be 1.47 billion).
Anticipated Outcomes

The study tour was designed to give students an experience in international development and social work; experience in group work and residential living; an international volunteer opportunity; the opportunity to consider whether international social work may be a career option; to encourage students to consider international practice and the relevance of Australian Social Work education and frameworks; increase the awareness by students of the innovative practices in social work occurring in a developing country; to consider the integration of casework, group work and community development in varying situations; and to provide a marketing “edge” for CSU in the increasingly competitive social work environment.

It was expected that the small group of students would speak about their experiences and thereby benefit the whole student body.

This year we also targeted students at Dubbo and Port Macquarie campuses as a way of ensuring the integration between the various modes of the Social Work offerings at the University.

A further outcome is to be articles highlighting innovation in practice and in learning and teaching and using the Study Tour/Volunteer programme for promotional purposes.

It was anticipated that the volunteering would also provide some benefit to the developing country of India.

Additionally, with about one in every 30 students of the University being part of the Social Work/Social Welfare discipline and with this discipline being by far the largest in the School of Humanities and Social Science, it was considered that a “showcase” exemplar was needed to internally promote the importance of Social Work/Social Welfare to the University. The mature discipline of Social Work is considerably larger than dentistry, veterinary science and other “showcase” courses.

Method

i. Have students undertake a two week programme of visits to social work agencies within rural India including have them participate in a short term volunteer programme.

ii. Students were required to reflect upon and understand the individual communities and agencies; understand service delivery contexts; understand the unique challenges of developing and international practice; appreciate the wide variety of opportunities for social work in rural and urban India; deliver a volunteer programme of value to rural people in India; relate their studies in communities/group work/casework/social administration and social development to real situations in the international context; and have students appreciate poverty and cross-cultural differences.
Programme for Social Work International Study/Volunteer students

1. Pre-Departure and Suggested Pre-reading for students:
The members of the study tour met on four occasions prior to departure by the Wimba videoconference facility. The pre-departure meetings enabled the distribution of some pre-reading that helped contextualise learning and alerted students to the opportunities for learning and the opportunities for unobtrusive observations. These interactive sessions also enabled students to access the CSU Global pre-departure orientation and also assisted in students making connections across campuses, across courses and across different study modes. Facilitated by Heather Barton, the conferences also enabled academics who had been on previous trips to make a connection and contribution that was very valuable. We also were able to access an Interact project site established for each of the previous two years and continue to build upon both its quantity and quality of information. This proved to be very useful and allowed students to communicate with each other and share information as appropriate. It provided the site for pre- and post-trip evaluation.

Students were encouraged to undertake pre-reading about India including:

- *No Full Stops in India* by Mark Tully
- *India: The Perpetual Paradox* by Shasthi Brata
- *Caste in modern India*: Srinivas
- *Inclusive Education: for children with special needs* by Neena Dash
- *Essays on development issues: India and the Indian Ocean Region*, By R. N. Ghosh, Muhammed Abu B. Siddique, Rony Gabbay
- *Alternative strategies and India's development* By Ramdas Bhatkal, Asiatic Society of Bombay

2. Programme and Day Trips Visiting Organisations in India

An extensive and comprehensive indicative programme was organised by ISAC. A number of complications to the original programme occurred that necessitated some changes. The first complication was the festival of Diwali – a major Hindu festival and the major time of some agencies taking time off. This was a complication that could have been avoided if our timing of the trip was able to have been brought forward by about two weeks. Unfortunately with advent of USM, flexibility in academic timing is less.

The second major and more serious complication was the death of Bal Thackeray. Thackeray founded the Shiv Sena in 1966 to represent and advance the rights of native Maharashtrians. The party has developed into a radical Hindu nationalist and Marathi nativist organisation that has long exercised power in Maharashtra through its ability to orchestrate street violence, including through vandalising state and private property. Thackeray has been accused of inciting communal violence between Hindus and Muslims, most notably during the riots in Mumbai in 1992-93, which resulted in more than 1,000
deaths. Following the announcement of his death a Bund (complete close down) was announced including all transport. We put in place some contingency plans that were thankfully not required – but did result in some forced changes to the indicative programme. Consequently, our programme was:

Agency: Maher Maher

November 10th – Arrival at Mumbai Airport; met by ISAC staff; Overnight at Tunga Hotel

November 11th – Late check out from Hotel and travel to Malavli

November 12th – On arrival Orientation and Programme Orientation and then presentation on development issues by two academics staff from Karve Institute of Social Work, Pune.

November 13th – Visit to Maher Vatsalyadham – a facility for children, intellectually and psychiatrically disturbed women and for women in Aged Care. The students were also involved in the Diwali Celebrations and Rangooli Making.

November 14th – Visit to KESBO and the lighting of fire Crackers for Diwali

November 15th – Presentation by speakers from the Sanmitra Trust

November 16th – Visit to Saheli at Pune and the weekly meeting

November 17th (Saturday) – visit at our expense to Pune for recreational shopping

November 18th – confined to the ISAC centre due to the instability caused by the death of Bal Thackaray and advice from CSU SOS that we avoid any travel
November 19th – Visit to Jankidevi Bajaj gram Vikas Sanstham (a CSR Corporate Social Responsibility Agency) and then to Sadhana (a containment area organisation working for Human Rights)

November 20th-22nd – Student placements as Volunteers.

November 24th – Finalisation of programme reports and end of programme and return trip by bus to Mumbai. Bus trip around Mumbai, final dinner.

Social Work Student and boys from KESBO

Agency: KESBO at Kamshet
Watherway near Sadhana

A very brief outline of the agencies is:

**Sanmitra Trust, Mumbai:** The Sanmitra Trust was founded in 1999, as a non-governmental organisation (NGO) to work among the non-brothel, floating sex-workers in the western suburbs of Mumbai, India. Over the years, Sanmitra has diversified its outreach to include all aspects of People Living with HIV/AIDS (PLWHA). Working in collaboration with the Salesians of Don Bosco, Sanmitra is one of the largest NGO practices in India to control the spread of HIV/AIDS among commercial sex workers. Sanmitra's partnership with the State Bank of India and the New India Assurance Company assist the members secure various self-help and mutual help schemes including micro-savings, micro-credit, micro-health and accident insurance. Today, Sanmitra runs seven funded projects for HIV prevention, and for the care, support and empowerment of PLWHAs. Sanmitra has rapidly acquired the reputation of being a proactive organisation that works to break down the barriers of marginalisation, and stigma of HIV/AIDS. Sanmitra use Self Help Groups (SHG) to destigmatise HIV/AIDS and has programmes related prevention of HIV/Aids to palliative programmes.

Many of the women that presented to the Social Work group were sex workers and some had moving stories.

**Maher Vatsalyadham** – founded in 1997 by a Catholic religious nun, Maher aims to care for and shelter destitute women and children while enhancing their capabilities with a view to facilitating their life-long rehabilitation and to bring about the general advancement of the underprivileged in Indian society. Over 3350 women and children have passed through Maher and it is present in over 85 Indian communities. Multi-faithed and anti-caste, Maher offers students a rare opportunity. The story of Maher is told in the book *Women healing Women*. 
**KESBO Kamshet English school/ boarding orphanage** - Established in 1996, it’s main objective is to provide free accommodation and education to Muslim orphan boys from the Kashmir region of India.

**Sadhana Institute for sustainable development** - Sadhana Institute started works with slums in Dehu road. Main focus is human rights, women empowerment and education. People have been isolated from welfare scheme of state Government. & central Government. Sadhana is helping people to get their rights. The situation exists that Indian citizens in Cantonment areas (similar to military bases) are subject to Army control although they have a very significant number of civilians. The Dehu Road slums, located on Forest land, are unrecognised by both the Cantonment Board as well as the Municipality and are thus deprived of basic civic amenities. The slums are under constant threat of eviction from the Military. Owing to lacking political and administrative recognition, the slum dwellers are denied access to the scarcely available government services. Children of the slums are discriminated against. Drop-out from education rates are thus very high. Due to lack of education and vocational training, the children are forced into unskilled labour to support their families. These slums have become a hub for many criminal and illegal activities such as theft and murders. The aims of the organisation are to promote the educational well being of the society; to undertake activities for achieving the socio economic upliftment and safe health of the communities in the area; to activate and strengthen collectives of youth, women and children; to form and strengthen a Support Group of individuals and organisations working in the 7 Cantonment areas of the state; and to enhance capacity and knowledge building the community on Child Rights.

**Saheli** - Saheli was established in 1998, working as a self help group and collective with female sex workers. Saheli has 3 major projects which are HIV Aids prevention, community kitchen and care home for HIV affected children. All these projects have been implemented with female sex workers in Budhawar Peth, Pune. The opportunity for the group to visit the brothels and red light district to see the conditions of sex slavery imposed upon women through debt and family considerations gave reality to the notion of economic sex slavery.

**Jankidevi Bajaj Vikas Gramin Sanstha** – This agency is a corporate Social responsibility agency formed by the ninth largest company in India (Bajaj). The company has a commitment to the areas where it had production plants. The company produces about 2.5 million auto rickshaws per year and has export markets for its products. Established as a CSR in 1987, its main objective is to act as a catalyst for the participation of rural communities in improving their quality of life, eliminating poverty, empowering women, the development of human and natural resources and promoting ecological balance. The work is done in 24 remote and backward villages in Khed and Maval talukasof Pune, Paithan and Gangapurtalukasof Aurangabad. The projects are based on community development and empowerment principles and involve water conservation & Vermiculture; Family size biogas plants; Goat rearing & Dairy development projects; Family planning; Polio immunisation campaigns; and loans for women both for consumption and income generation.

### 3. CSU Student Social Work Volunteer Placements

As part of this India Study tour involved students’ volunteering to work on a placement site for a period of time, students were assigned in groups (of three) to one of the following placement sites:

**Jankidevi Bajaj Vikas Gramin Sanstha (JBVGS)**
Placements were also available on a remote area Health Van and a group of students went to that option.
Following our visit to Maher, a placement option was available there – but insufficient students numbers prevented that option being taken.

Agency: Jankidevi Bajaj Vikas Gramin Sanstha

Mr Muckerjee from Jankidevi Bajaj Vikas Gramin Sanstha
4. Social and Recreational Programme

The social activity/recreation programme included a visit to the Karla Caves. The caves are a complex of ancient Indian Buddhist rock-cut shrines developed over two periods – from the 2nd century BC to the 2nd century AD, and from the 5th century AD to the 10th century. The oldest of the cave shrines is believed to date back to 160 BC. The group also visited Mumbai and the sites of Mumbai. The group visited Pune and the Aga Khan’s palace and some of the remains of Gandhi and his tomb. Others took the opportunity to visit the Bajha caves. The group spent an evening at a roadside dharba eating traditional Punjabi food. There was the opportunity to attend a temple for some of the group. Many of the group had extended opportunity to interact with locals in the Indian community.

Students at KESBO

Social work Student group with ISAC Staff
**Project Management and shared learning**

Part of the intention was to have participants of the student study tour group understand the steps and considerations that need to be included in events such as this. Accordingly, in the preparatory stage, we circulated to all members of the group matters such as risk assessments, visa and permit requirements, programme aims and project site placement opportunities. Our intention was to pro-socially model the steps that social workers need to undertake in order for creative and different events to occur. While we (Heather and I) had overall responsibility, the participants shared responsibility for many aspects and considered specific areas of interest. They were challenged to think about researching and writing on one aspect of the study tour that had particular relevance for them (say disability, Child Protection, feminism and India).

**Students involved**

Students that went on the tour/volunteer experience were drawn from the undergraduate degree in both distance education mode and full-time on-campus mode and were from second to fourth years (full-time equivalent). It was very important that the programme be available to distance education and part-time student as these are a significant part of the Social Work/Social Welfare student enrolment. The challenge from CSU Global was also to develop an International experience that was “doable” for DE students with family and work commitments and who would not be able to undertake Study Abroad Session length programmes. We also wanted the programme to be available for the Masters of Social Work (professional qualifying) students who study by Distance Education. Equity of opportunity - regardless of study mode or campus - was a guiding principle.

Students from the Bachelor of Social Science (Social Welfare) were also included and special effort was made to recruit from the campuses at Dubbo and at Port Macquarie. CSU Global asked that we take an Education Faculty student as the Education Faculty Programme that was Faculty-led was not going ahead.
A Faculty Member’s Reflective Diary

During the two week programme, a faculty member kept a brief diary of reflection upon the events and learning involved in A Passage to India - (aka The 2012 Social Work India Study Tour).

Day 1 (Saturday 10th November 2012)

This is the first of what may be irregular travel updates and reflections on the India Study Tour. The name of this document is owed to a book “A passage to India” by E M Forster-- a book that is often rated in the top 100 and was written in 1924 against the backdrop of the British Raj and the struggle for Independence.

Activities: The group of 16 meet more or less on time at Sydney airport at 9.00am on Saturday morning. It was an easy book-in and not really much of wait for the 12.15pm leaving of Sydney Airport. Then, 8 hours and 5 minutes to Singapore and two hour stopover and then 5 hours to Mumbai. Arrived at 10.20pm local time but that was about 3.15 am Sydney time. Then, to a local hotel. The hotel was great and we encouraged the students not to get used to it. The accommodation was all downhill from there.

Getting to the hotel was - shall we say - interesting. The luggage was packed on top of the hotel cars - 4 of them. Not tied on at all. One fellow went to tie on one of the bags with his old and well used handkerchief but it was too small and so the idea was abandoned. The luggage travelled unsecured. The car I was in was stuck in a gridlock traffic jam and I had visions of the luggage just going from the top of the car. Anyway - my anxieties were just that- and we arrived all luggage still there.

India Study Abroad Centre met us at the airport.

It has been a very long day and I was really proud of the excitement and good humour with which everyone approached the travel.

Impressions: Even at midnight on Saturday night – Mumbai is chaotic with cars and three wheeler vehicles. I am sure there are some road rules – but I am not sure what they are. The horn seems to be a very important piece of equipment and needs to be used loudly and often. The traffic jam is one thing to behold. The capacity or drivers is simultaneously to be admired and feared.

Again, I need to remark on the change of air and quality as we left the plane. It was a discernable and noticeable difference. We went through some slum areas and there was a vibrancy and sense of life even amid the squalor. People were out walking and ISAC assures me that Mumbai is safe. Interesting that in a population of (arguably) 16 or 12 million and it is noticeable that local neighbourhoods have lots of small businesses and you would seldom need to leave the neighbourhood.

The roads are of hugely varying quality. Mumbai (most people still seem to call it Bombay) has masses of development going on and a huge new metro going in. In was going in two years ago and I cannot see much progress. When I ask ISAC they said that some people had lodged a court action over the metro as it would mean that passers-by would look straight
into their homes. While Hansel of ISAC told me two years ago that completion was due late next year (2011) it is still a very long way off. Seems like a lot still to do.

Learning: Class, gender, poverty as concepts are really evident. Great to get to know the hopes and aspirations of many of the other participants. I have new appreciation of how many refugees and migrants to Australia must feel when you do not know the language, you do not know the culture, you do not know where you are, you are without independent transport, you have to trust others that you have never met. You do not know the food, the noise and air quality is different. The accepted norms are different. Expectations are different.

Random Facts about India:

- Population: 1,173,108,018 (July 2012 est.)
- Age range:
  - 14 years: 30.5% (male 187,197,389/female 165,285,592)
  - 15-64 years: 64.3% (male 384,131,994/female 359,795,835)
  - 65 years and over: 5.2% (male 28,816,115/female 31,670,841) (2012 est.)
- Median Age:
  - Total: 25.9 years
  - Male: 25.4 years
  - Female: 26.6 years (2012 est.)
- Life Expectancy at Birth:
  - Total population: 66.46 years
  - Male: 65.46 years
  - Female: 67.57 years (2012 est.)

Quote of the day:

“God forbid that India should ever take to industrialism after the manner of the west... keeping the world in chains. If [our nation] took to similar economic exploitation, it would strip the world bare like locusts.” Mahatma Gandhi

**Day 2**

Place: Mumbai and Malavli

Activities: A bit of a sleep in and then breakfast at the hotel. Not sure what I had but it was good. A very short walk into the chaos of Mumbai, then, a two to three hour drive to Malavli. It was a really interesting drive through slums, through affluence, through effluent, through the country and then through villages. Lots to see and lots to take in. The text here does not do justice to the assault on the olfactory glands. On the walk this morning, a fellow just urinated in the street. The smells are diesel, two stroke from the auto rickshaws and human beings mixed with development and food cooking. Quite amazing. Traffic was fairly chaotic. On the drive we saw an accident and three or four people were kicking the driver of one of the vehicles. One person in the group had read that this is what happens after an
accident that a whole group of people kick and hit the driver at fault. On a brighter note we also saw monkeys on the road.

The student accommodation is as previously. Our first group exercise was to allocate rooms. An interesting process. but all seems well at present.

Heather and I are staying in the guest house. We will share that with a student from another ISAC programme later in the week. My room has furniture from the 40's or 50's - an ensuite that looks like it is from the 60's and a shower that wets everything and drains out near the toilet. I am really glad that I purchased a single sleeping sheet and a single mosquito net – it was interesting putting that up. Not the lap of luxury. May be better than the students – but I will see. ISAC seem to differentiate between faculty and students – whereas with mature age students in particular we have a much greater sense of equality I think

Impressions: People are lovely. Traffic and the footpaths are areas for stalls and shops. You need to walk on the road. The sights and smells are amazing.

Random Facts:

India – the most post offices, the largest democracy, 25% of the world’s poor.

Quotes of the day:

Unless a life is lived for others, it is not worthwhile
Mother Teresa of Calcutta

God doesn't require us to succeed; he only requires that you try
Mother Teresa of Calcutta

Day: 3

Activities: The day started with an orientation from ISAC to India and to the program. Quite a number of things had changed in the program in part due to the festival of Diwali. This is also India and things travel at their own pace and in their own way. The SIM cards that we were promised did not materialise due to a change in the Indian government regulations last Thursday. One visiting agency has pulled out due to Diwali. In the afternoon we had to members of the Pune University faculty give us an orientation to India. They covered the rural and urban poor situation and the efforts of the Indian government to address some of the key issues. The sheer size of the issues is really the big stumbling block. A major issue is corruption. Another major issue relates to the growing divide between rich and poor. Ecology and sustainability are really big issues here and the loss of forests and agricultural land to peri-urban development is crucial. It was an excellent exposure to social and environmental policy issues.
People are lovely and the rural concerns of mothers are the same the world over – family, children, relationships and the desire for better. Education here was valued.

**Random Facts:**
The Indian railway is the largest employer in the world – employing over one million people.

**Quotes of the day:**
"India is the cradle of the human race, the birthplace of human speech, the mother of history, the grandmother of legend, and the great grand mother of tradition. Our most valuable materials in the history of man are treasured in India only!"  Mark Twain

"So far as I am able to judge, nothing has been left undone, either by man or nature, to make India the most extraordinary country that the sun visits on his rounds. Nothing seems to have been forgotten, nothing overlooked." Mark Twain

"India conquered and dominated China culturally for 20 centuries without ever having to send a single soldier across her border!"  Hu Shih, former Ambassador of China to USA

**Day: 4**

**Place:** Mahar Mahar

**Activities:** An early start and then very interesting train ride to Pune and then a hair-raising bus ride to the agency due to very narrow and very rough roads. The countryside was mountainous and in places very beautiful. We travelled to the outskirts of Pune and then to the agency. It is a compound that takes women and children and was founded by the most amazing nun of the Sacred Heart order. She began the work after turning away a woman from the convent who was asking for help from a husband who was threatening to kill her so that he could take another woman as his wife. She was seven months pregnant. Sister Lucy asked her to return the following day. That evening the woman was covered in kerosene and set alight. Sister Lucy stayed with her while she died and the child was essentially cooked and was born dead. After some depression and questioning of herself, Sister Lucy went to a priest who suggested that rather than be angry or run away that she should do something. She founded a work that has reached over 3800 very vulnerable women and children. The centre we visited is one of many and is a home for women with intellectual difficulties, for women fleeing domestic abuse, for women who are very young (12-15) and have babies. Their situation is that they are denied any sex education and are shunned when they become pregnant. We also visited the aged persons’ home which is filled with women who are too old to work. Many have been in domestic service and when they are too old to work they are put out into the street. Last Thursday, an elderly woman was brought in who was old, infirm, naked with her clothes stolen by men who wanted to see a naked woman. Her nails were very long and hair dishevelled and lacking in any hygiene. The work is extraordinary.

We were welcomed for Diwali and we had stopped off on the way there to buy sweets for Diwali for 150 women and children. There was a Rangooli which is the coloured sands pictures that are done on the ground. The skills displayed and the inclusion was great.
The place is staffed to some extent by volunteers from around the world who come for a period of time and work. It was great to meet a German Social work student and an American student as well as an English and German volunteer.

The group was sung to by the children who welcomed us with gifts. I was really proud of our group who went to the elderly citizens’ women’s home and who were able to impromptu sing the national anthem and *You are my sunshine*. Not sure how much the words meant although there were a couple of people in the group of residents that did speak English. It was also extraordinarily sad to see the lack of facilities for aged women. An OT or social worker could do amazing things in a facility such as this.

I have rarely seen such altruism and care. There were things that were also extraordinarily challenging. A young woman with serious depression and psychosis is getting married and was at the Centre. Sister Lucy and Mahar Mahar are her family. They are negotiating the bridal dowry and are making all the family arrangements that would not be able to happen for a person who is an orphan or abandoned. With antipsychotic medication, she is well but will need the treatment for the rest of her life. Sister Lucy commented that they were lucky to find a good man that would take her as his wife given her condition and the ongoing cost of medication. She did the most beautiful henna work and a number of the students are sporting beautiful henna tattoos. But the challenges are around arranged marriages, the importance of finding a man and the way women are seen as property. Nevertheless, this is an extraordinary work of compassion and hope. The group bought up big here of the produce that the women and children make. A humbling experience of an agency that had its origin in horror and continues to meet present day horrors with grace and compassion!

**Impressions:** People are courageous, tenacious, resilient and change is always possible. Education was critical to the programme today. Getting rid of misinformation and providing real and quality knowledge was a key feature of this project. It was interesting to see the meditation room with the three holy books of the Bible, the quoran and the hindu scriptures sitting side by side in the place of focus. It was interesting to see the focus of the room having the dominant sign of all the major religions on the focus wall including the Star of David. It was not exactly synchronism but rather the valuing of all religions with a focus on humanity. It was offered from a place of Christian hospitality. It gives women choices at a time when most choices are reduced or non-existent.

The agency raises some issues for me and especially in relation to a true complementarian view of the relationship between the sexes. The society is so male dominated that it leaves women in very vulnerable positions.

One of the young people working with ISAC is an orphan and has been in the care of SANPARC an agency that we visited in 2010. He is a lovely young man and mature beyond his 17 years.

This was an extraordinary day.

**Random Facts:**

The game of snakes & ladders was created by the 13th century poet saint Gyandev. It was originally called 'Mokshapat.' The ladders in the game represented virtues and the snakes
indicated vices. The game was played with cowrie shells and dices. Later through time, the game underwent several modifications but the meaning is the same ie good deeds take us to heaven and evil to a cycle of re-births.

The world's highest cricket ground is in Chail, Himachal Pradesh. Built in 1893 after levelling a hilltop, this cricket pitch is 2444 meters above sea level.

Note – India is crazy about cricket. I have had many conversations about cricket and there is much rejoicing about the recent victory of India over England. The only time Australia appears in the press seems to be over the Australia versus South Africa Cricket match. Thank goodness for the Kookaburras and our ability to remind the Indians I speak with that the Kookaburras defeated the Indians at their own national game – hockey. Sadly, that response is often met by something like – “oh well, who cares about hockey – we won the cricket!!!!!!”. All good natured banter – but cricket really is important.

**Quotes of the day:**

What I do you cannot do; but what you do, I cannot do. The needs are great, and none of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful.

*Mother Teresa of Calcutta*

I am a little pencil in the hand of a writing God who is sending a love letter to the world.

*Mother Teresa of Calcutta*

ISAC Staff, CSU Staff and Sister Lucy (Maher Agency – Centre front)
Day: 5

Activities: Today the students went into Lonavala for banking and shopping. It was a crazy day and chaotic but much enjoyed. People spent up quite big and got photos done and some fruit shopping etc.

I forgot to add to last night that we had the festival of Diwali at our accommodation. Candles everywhere and great fireworks provided by ISAC. It was a great night.

In the afternoon we went to Kesbo which is an Islamic Residential school for boys who are orphans from Kashmir. The orphanage was started and funded by Mr Ali. CSU has worked here in the past and Mr Ali was full of praise for the work done by students that has been a blueprint for development. CSU (through the Lila Kirilik fund) has also provided a grant that has done some physical work there. The boys are aged 6-18 and seem very well cared for and of course really keen on cricket. We had purchased a cricket bat and ball and it was great to see the kids playing. There is much to be done. The trade training is using very antiquated materials and the woodworking room could not be used. There are 32 boys and there is one very old and antiquated computer. The shower seems to be a hose with a sprayer on it.

The centre had suffered a terrible blow in 2004 when a truck left the road and ploughed into Kesbo and burning much of it. Two children and a teacher were killed. It is credit to them that they have continued despite the tragedy and have been able to rebuild. Still, there is much to do.

Quotes of the day:

Intense love does not measure; it just gives

Mother Teresa of Calcutta

Peace begins with a smile.

Mother Teresa of Calcutta

Day: 6

Activities: Well what a day. There is political unrest on the State of Maharashtra with a very powerful political leader of a radical party being near death. We have travel advisories indicating that we should take care in travel to Pune or Mumbai and that there may be a call for a shut down if he dies. Our first knowledge of this was when we noticed helicopters flying overhead which has never happened before while we have been here. There are rumours that he has died and others that he is near death. The CSU SOS systems have been activated and we received advice. We stayed in Malavli but that was planned anyway and it seems that locally things are very quiet. The festival of Diwali continues but it seems that it is much lessened by the possible death of the political leader. Rumours abound - but our best
information suggests that things are stable and OK. He is 86 and has advanced heart disease apparently.

We had a visit from the Sanmitra trust which works among sex workers in Mumbai. It was inspiring and informative. First formed by the former Professor of Economics at Mumbai University, the trust operates on self help groups and aims to give women a say in their lives and a control over their futures. They have developed a number of micro financed businesses that have given women economic and social independence and a choice of occupations. It was interesting to hear about the economics of the micro financing and to see the cooperative at first hand. The stories of two of the women was extraordinary and a real testimony to human perseverance and courage. I was pleased to renew my acquaintance with the Professor At Mumbai who has asked for some help on a couple of matters. The group had to leave early due to the political unrest.

Returning to the issue of political unrest, I have decided to hire a bus to Pune tomorrow rather than go by train. The situation will be more under our control and will give us greater flexibility. I have had an anxious email from a parent about the situation. I remain confident that we are safe and will err on the side of caution. The situation should be much clearer after tomorrow when we are expected to visit Pune which was named as a potential trouble spot. Through the good offices of our local man Farooq who is ex-navy and runs a security business, we have contingency plans in place. I do not think that we will need them but will monitor. Our CSU group in Mumbai confined themselves to their hotel. Being in a rural area we are a bit better off.

India is wonderful and unpredictable, chaotic but somehow seems to work - at least a bit.

Quote of the Day

"Civilizations have arisen in other parts of the world. In ancient and modern times, wonderful ideas have been carried forward from one race to another...But mark you, my friends, it has been always with the blast of war trumpets and the march of embattled cohorts. Each idea had to be soaked in a deluge of blood..... Each word of power had to be followed by the groans of millions, by the wails of orphans, by the tears of widows. This, many other nations have taught; but India for thousands of years peacefully existed. Here activity prevailed when even Greece did not exist... Even earlier, when history has no record, and tradition dares not peer into the gloom of that intense past, even from until now, ideas after ideas have marched out from her, but every word has been spoken with a blessing behind it and peace before it. We, of all nations of the world, have never been a conquering race, and that blessing is on our head, and therefore we live....!" Swami Vivekananda, Great Indian Philosopher
Train Travel

**Day: 7**

Disgusting, unbelievable, humiliating and an affront to humanity!!!!!!!!

**Activities:** We took the bus to Pune and really had no political trouble at all. The day in Pune started with a visit to the fort and palace which are magnificent ruins. The place was burned down by the British in the early 1800s during a period of war. The remaining structural base shows a huge building with enormous walls that you walk around with gun turrets etc. Quite amazing. There was so little traffic - by India standards that we had to fill in the time before the agency visit and this was a great place to visit.

Then, we went to Saheli. This is a sex workers collective that has been operating since 1995. The organisation is run by sex workers and is a voluntary collective that works to improve the conditions of the 4-5000 sex workers in the red light district of Pune. Pune is the seventh largest city in India and the red light district is a defined area. Paying for sex in India is not illegal. Soliciting for sex is illegal. Living off the earnings of a sex worker is illegal. The infection rate of HIV is about 40% among the sex workers of Pune and Saheli is working effectively and has lowered the death and the infection rate among sex workers. The brothels are illegal - but very well known to everyone and the authorities. They are run by women who are often managers for the owners who are usually well connected business people or politicians. Sahali has a range of programmes including providing nutritious food at low cost for sex workers, providing 24 hour care for the children of sex workers, providing a clinic for testing
and support, running education programs for sex workers, providing free condoms, taking legal cases in the human rights area to the High Court of India and providing a kitchen as an alternative income generation programme.

The position of sex workers is disgraceful. Almost all are sold to a brothel owner or a recruiter that on sells them to a brothel owner. The average price is about 50000 rupees per girl. While sex with a minor - anyone under 18 years is illegal and while trafficking in people is illegal - the fact is that it is happening all the time. Mostly parents sell the girls of 15 years of age or about that - as young as 12 - and the price depends upon their beauty, age and virginity. The debt of 50000 belongs to the girl and has to be repaid by the girl. The interest rate is anything from 12-30% per MONTH and the girl’s accommodation and her food and any other expenses are added to the account. She receives no payment at all for her work until the debt is paid. If the debt is ever paid, she then receives 40% of any of the services that she then provides. It is definitely sex slavery based on economics. To add to the situation, the family members who sold her may add to her debt by taking money from the brothel keeper as a form of secured loan which the street worker is responsible for. I was shocked that a contractual arrangement can be made in which the material advantage goes to the family and the debt is paid by a third party who is not part of the contractual arrangement. It is like me buying a car and signing the contract that requires my children to pay it off and without them having any knowledge of it all.

We were taken on a tour of the red light district and to an average brothel. I was disgusted. The brothel was on the street and was no more than two metres wide. You entered a low door where the brothel keeper had a bed that was also the transaction area for determining prices. The sex workers were sitting around in very cramped and crowded conditions. Prices varied for 20-1500 rupees per sexual encounter. Twenty rupees is less than 50 cents Australian at the current exchange rate. The price is determined by the beauty and the age of the worker. The worker and the client are led down a narrow hall about fifty centimetres wide and then climb into a box on the left that is about 1.5 metres long and about one metre wide and about one and a half metres high. The bedding - really more like a very very unclean mattress - is disgusting and the encounter occurs here with the box door pulled shut. The women sleep under the boxes when they are not working. I would liken the conditions to living like battery hens in cages. In the early part of their working life, women are restrained by the brothel owner and lack of any other options. The violations of humanity and human rights are beyond description. The lack of hygiene and sanitation was frightening and the working conditions disgusted me. Women work through their menstrual cycle by the use of a female condom and may have a week off following the birth of a child.

Earlier in the year when in Indonesia, I was disgusted at the working conditions of batik makers and I have been exposed to many disgusting situations in nearly 58 years and much of that dealing with the depravity of human beings and the reality of evil through my work in corrections. But I think this is the worst I have seen. The lack of any dignity, the way people are trapped economically, the lack of care for human beings and the sheer evil of the trade on people and trading upon vulnerability is offensive and ugly. It will sound most ungodly - but I hope that there is a special place in hell for those who trade in human beings and treat
human life with such callous disregard! For one of the few times in my life, I was ashamed of being a man and the role that men play in perpetuating a pernicious and ugly trade.

In the remainder of the visit we went through the transsexual zone, saw the program's that Saheli is doing, met some of the children of the street workers and went to the meal preparation area where low cost food that has high nutritional value is provided.

Two positives came out of the field visit. Firstly, the collective is controlled by ex-sex workers who are democratically elected and who look after the sex workers by having strength in numbers. They have a group of peer educators who teach about protecting oneself and who monitor for violence and who bring pressure to bear on the brothel-keepers who are mostly ex-sex workers. The staff that are employed professionally are social workers and are extraordinary. They have not been paid for at least a year. If you are unmarried as a social worker and working in this work - it is likely that you will never marry - such is the stigma against working with this group of people. No family will allow their son to marry a girl who is associating with the red light district. One of the married social workers at Saheli told the story of a neighbour going to the social workers in- laws to tell them that he had seen their daughter- in- law in the red light district and thought they ought to know. They were proud of her work with Saheli and wanted to know what the neighbour was doing there. I have seldom seen such commitment from Social Workers to sustain assistance in the face of terrible circumstances, no pay, stigma and a lot of other things. It was inspirational.

The second positive is that it had generated a great deal of heart searching, existential question about identity and life and purpose among our group. Some are vulnerable after what has been a very confronting situation that is raw and unsanitised. It has been good to be able to offer support and lift people's eyes to the main game.

This account does not do "justice" to the sights, smells, sounds and ugliness of what we saw on the field visit or the depth of depravity of a system that would sell people into a life that lacks any choice. I am again amazed at the spirit of many people but distressed at the very high rates of self harm and suicide that occur among these very unfortunate women.

Please read this with care - and instead of becoming distressed - give thanks for a great life in Australia and DO whatever is possible in small ways to make the world a better place. I have been ever so glad for my Christian faith that takes the reality of evil seriously but also gives the opportunity for making real differences in real situations. I have been ever so glad for people of faith (in this case Hindu) who are so involved in making changes against incredible odds.

**Quote of the Day**

*I have come to realize more and more that the greatest disease and the greatest suffering is to be unwanted, unloved, uncared for, to be shunned by everybody, to be just nobody [to no one].*

*Mother Teresa of Calcutta*
**Day: 8 (Saturday)**

Activities. We went to Pune today for shopping. The political situation is still tense but we travelled by train safely and returned late. We were advised that the political leader Bal Thackarey had died at 3.30 pm and that a bund will be declared. I am not sure what that will mean for tomorrow.

Today we went to the Agakhan Palace and the Gandhi Museum. Really interesting. Then it was shopping - and again the group did Australia proud in stimulating the Indian economy. Lunch at the Blue Nile restaurant and then shops again.

A good day overall. I am not a shopper - but it was OK. Malls are the same the world over.

The group is cohesive and going well - but I think we are all a bit tired.

**Day: 9**

Out of respect for the death of the leader Bal Thackaray we were confined to the compound. We had SOS alerts advising that all things would be closed down on the day and that he was to be incinerated at 7.00pm.

We spent the day at the compound playing cards and cricket and sleeping and reading. It turned out to be a very pleasant indeed and I was proud of the group accepting that there was nothing that we could do. The caves had to be cancelled and also the Dahba.

A quiet but good day.

**Day: 10**

Great day. We visited a most amazing agency that is a corporate social responsibility (CSR) owned by the Bajaj Corporation who make 2-3 million two wheeler and three wheelers per year. India is full of three wheelers called auto rickshaws. The agency (JBGVS) is a really comprehensive agency that works in rural development as well as runs playgroups, children’s vacation care, women empowerment groups, environmental sustainability groups, biogas projects, cow and goat raising projects, land rehabilitation projects, forest programmes and small business development programmes. It was very impressive in scale but of course it is backed by the ninth largest corporation in India. I will correspond with the company when I return and hope to get the PowerPoint presentation. Two groups of students will do their volunteering at this agency in the rural development programme.

The second agency was a human rights agency that works in a cantonment area. Cantonment areas are controlled by the military by legislation and this very small group works to protect the human rights of Indian citizens that are within the military controlled area. Today we travelled by train and auto rickshaw and by bus. Quite an experience!!! In the evening we went to Siddhu’s Dahba which is a roadhouse for truckies that serves the most amazing North Indian food. We feed 20 people for the equivalent of $120 in total.
Amazing.

Tomorrow the students go to their placements. Great excitement all round.

Quote of the Day:

We cannot all do great things, but we can do small things with great love.

Mother Teresa of Calcutta

Carrying water
Day: 11
The first day that students went to their placements. We had four groups go.
Students went on the mobile health van and it was great. They have been out into the tribal villages that are beyond normal medical care. Quite an exceptional experience. The photos are amazing and the opportunities for preventative health are really worthwhile.
The group that went to Saheli the sex workers cooperative were very disappointed. There was little for them to do and the opportunity to do the project that we had envisaged did not occur. We have some plans in place for tomorrow that I hope will be better for them.
The group that went to Kesbo had a mixed reaction. Three were very very pleased and one was not. It seems that the groups were thrown into teaching. Our education student had a great time and taught on agriculture. We have identified a fruit tree planting programme that will provide for sustainable food as well as do some carbon capture. The students will teach on agriculture and the care of trees etc and we will plant on Thursday. We will provide the trees.
The group that went to JBVGS were delighted with the day. They have seen some absolutely great and outstanding community development and the links with and between the social, the economic and the environmental
Quote of the Day:
"If there is one place on the face of earth where all the dreams of living men have found a home from the very earliest days when man began the dream of existence, it is India!"
French scholar Romaine Rolland

**Day: 12**

The groups have returned and three have had a great day. The strategies that we put in place for Kesbo have worked great and the student teaching has been great.

The JBVGS group have had another extraordinary day and the mobile health van have all come back very positive. Sadly the situation with the Saheli group has not changed and at short notice we have abandoned that agency and have made alternative arrangements with some students going to Sadhana and the others going to the van.

The mobile van was once again excellent. They visited some remote areas and villages and had an amazing time.

I have had a great day. Heather and I decided to visit the Samparc van where I had spent a day on the mobile van in 2010. I had had some emails from Dr Santosh of Samparc when I went back to Australia on the first time. I had had no contact for over a year and then on the first day I was in India this time I had an email from him apologising for being out of contact. His email had been down for 13 months. It was an unplanned visit and as we were walking near the station, the doctor recognised me and it was like a reunion of old friends. We spent the next three hours with him. He is a great man and the changes in two years are unbelievable. The day we visited was the dedication of the new hospital, a very functional two story building with a visiting paediatrician and an operating theatre that is so much better than the old building. We toured the old building and then toured the new one. It was remarkable.

In addition, SAMPARC has a new mobile van. It has been specially built and I was amazed at the set up and the functionality. The old van was poorly equipped and crowded and really lacking in functionality. Dr Santosh unlocked the medicine cupboard and took out the nebuliser that we had given him in 2010. It was in the box and proudly had the name of the three students that had given it to him on it and also Charles Sturt University. It is used daily but is kept in pristine condition and is obviously very much appreciated. It was really touching.

We then toured the SAMPARC YHA and also the trade training centre. It was impressive and it was a delightful way to spend three hours.

The visit to Shikshamgram was disappointing with the children away and not being able to see Mr and Mrs Moon. The place looked ill kept and we did not see the new building.

Heather and I went to the Bhaja Caves and met some lovely Indian people on the way. The caves are spectacular but the walk to them is taxing. We went in the hottest part of the day and it was very hard and hot getting to them. But it is worth it as they date from the second century BC and have meditation caves cut into the rock.

The highlight of the day was Samparc and seeing Dr Santosh. I stand amazed at the dedication of some people in India to their work and to their community.

**Quote of the Day**

We have not come into the world to be numbered; we have been created for a purpose; for great things: to love and be loved.

*Mother Teresa of Calcutta*
Day 13

The groups went out again and it was great to see them all return happy. The group that went to Sandhana and the cantonment area were happy and will be able to make a difference. The issues here are complex but some progress is possible. The highlight of the day for me was going with Farroq to a nursery to buy trees for the Kesbo. I have been keen to offset our carbon emissions for the trip by tree-planting and I have a program of tree planting going in Australia. We also wanted to be able to leave something tangible behind in India. So today we got and planted two guava, two banana, two mango, two jam trees and two limes at Kesbo. Our education student Brett did a great job teaching the boys all about plants and the enthusiasm of the boys was caught from Brett's enthusiasm for the work. It was wonderful to see. The head of Kesbo was delighted with the trees but I think more delighted with the practical and innovative ways that the boys were taught. The younger boys were taught by social work students and they have responded admirably. We are hopeful that the enthusiasm will continue and that we will literally see fruit for their labour. The other highlight is that the group has raised 27000 rupee to pass on to Saheli to fit out the children's room for the children of sex workers and to expand the food program for sex workers. This is an enormous effort and we have worked out a way to be able to do it to maximise the benefit. We will leave some clothes and medication for Sandhana and for Samparac as well. I am really proud of the group.
Dr Santoash – Samparc Medical Centre Melvli

Dr Bill Anscombe and Dr Santosh receiving ventilator
Sampare new medical van
Samparc old medical van

Tree planting at KESBO

Tree planting at KESBO
Tree planting at KESBO
Day: 14

Well, a disaster on the final day in India.

The day started really well. One of the students, SAC and I took 27000 rupee to Saheli at Pune to do something to equip the children's nursery room for the children of sex workers and to expand the kitchen food preparation facilities that will ensure better food for sex workers and much much cheaper. The cost of food is added to the street worker’s bill so they either do not eat or are getting further and further into sex slavery. It is a pernicious and evil system. We worked out a way of getting the money there and ensuring that it was used for the purposes that were required. The rest of the group went to the Karla caves.

We left Malvali at 1.00 pm as scheduled. The bus stopped to refuel and I wondered why it was not done before it picked us up. It then stopped three times at roadside stores for no apparent reason. On the outskirts of Mumbai it stopped for 20 minutes without explanation and the driver and co-pilot went walking somewhere. We were left sitting an un-conditioned bus in 34 degrees with high humidity. Neither the driver or co-pilot spoke any English. We then got lost finding the hotel and asked about a dozen people. As a result we did not get to Mumbai til nearly 5.00 pm. The students had asked to see Mumbai and three areas. We had the bus booked - a local bus from 4.00 pm. We decided to do two things. We wanted to see
Dharabi which is the largest slum in Indian and the Gateway to India. This driver also spoke no English. As we were all tired we aimed to be back to eat at the hotel at 8.00 pm. Well, with a combination of gridlock traffic and no English from the driver and no Hindi from me, we ended up at the leather markets and then the Gateway to India and got back about 9.30 pm. About 8 hours on the bus was not what was required before a 14 hour flight to Sydney. The students were generally great about it but I will never travel like that again in Mumbai. Heather and I sat up with Aaron from ISAC until nearly 12 midnight reviewing some of the changes that we think need to be made. It was a really long day. On the positives, I think the group (and the people of Henty and Culcairn that sent a quantity of money with one of the students to be used however she thought fit) have made a great contribution to the Saheli group. The money will go a very long way indeed. The students certainly had a tour of Mumbai. I have certainly learned a lot.

**Day 15 Return from Mumbai to Australia**

I had to leave the group at Mumbai airport. I am to travel to Kerala in the South of India to do some other work for the University. I had hoped to see the students all booked through – but sadly, I was stopped by the Indian Military before getting into the terminal. You need a written copy of the e-ticket before you are even allowed into the airport. The domestic and international airports are in different localities and so my domestic e-ticket would not satisfy the requirement to go into the airport. The military were very nice about it – but were not going to budge.

It has been an extraordinary trip. The students have been great. We have had no ill-health of a serious nature. The dietary requirements were able to be met. We have enjoyed safety even on the very crowded trains. We have opportunity to see social workers in amazing places and making amazing differences. We have been privileged to meet and interact with some wonderful human beings with a depth of commitment that is extraordinary. We have seen some of the best and the worst of humanity. We have seen privilege and poverty. We have been subject to planning and chaos.

**Quote of the Day:**

"She (India) has left indelible imprints on one fourth of the human race in the course of a long succession of centuries. She has the right to reclaim ... her place amongst the great nations summarizing and symbolizing the spirit of humanity. From Persia to the Chinese sea, from the icy regions of Siberia to Islands of Java and Borneo, India has propagated her beliefs, her tales, and her civilization!" Sylvia Levi
Outcomes

**Educational Outcomes:**

Evaluating the educational outcomes for an international experience such as this is somewhat dependent upon the time horizon adopted. An evaluation done within two weeks of completion of the experience is not able to take account of long-term objectives such as whether it impacted upon the long-term careers of students in social work such that they pursued international social work as a career. Especially for those that are in the earlier years of their undergraduate study, it is too early to assess whether it has had a marked impact upon their retention and learning as students and as social workers. While a number of these students have expressed a desire to do their second field education experience overseas, it remains to be determined how many will follow through or be able to follow through on those plans. Longitudinal studies over periods of three, five, and ten years will be undertaken to assess whether there is an on-going and positive contribution to learning such as this.

Funge (2011, p.81), Lough (2009) and Mukherjee (2011) encourage social work educators to focus on the ‘active cultivation’ of an educationally ‘transformative experience’ to ‘promote social change’ and mutually beneficial relationships between the host country and the source country. International experiences have the potential to provide transformative learning and teaching experiences.

International field experiences can broaden participants’ perspectives on core social work values, ethics and purpose by taking students and staff from familiar to unfamiliar contexts of practice (Lyons, 2006). The international field work experience is a critical component in globalizing the profession as it directly exposes participants to cross-cultural issues as well as diversity in theory and modes of practice (Cleak & Wilson, 2004; Panos et al., 2004). Student participants in an international field experience describe it as ‘as challenging as it is rewarding’ (Pawar, Hanna & Sheridan, 2004, p.223).

The literature establishes a rationale for experiential, international educational opportunities to enhance social work students’ global citizenship. International programs can offer students a transformative experience that goes beyond social work education based on instrumental competencies (Abram & Cruce 2007; Lough 2009; Funge 2011).

Based on experience, the keys to success for short-term international study programs include: adequate academic preparation, ongoing facilitation and support; purposeful programme design to encourage mutually beneficial outcomes for students, host agencies and the communities they serve; and given the intensity of the program, adequate opportunities for guided reflection, de-briefing and discussion appear integral to the program’s success.

Previous data from evaluations (see 2010 Report) provides some evidence of the potential impacts on student learning, engagement and motivation with many students describing the program as the highlight of their time at university. Outcomes indicate the potential for short term international programs to generate genuine educational, transnational relationships and
collaboration between students, staff and partner organisations. Adequate liaison with and preparation of all stakeholders as well as consistent academic facilitation appear to be key ingredients for success. Shorter-term study abroad programs also have the advantage of being more accessible for DE, mature-age and part-time students. In the interests of equity and accessibility, ideally students should be offered a range of programs to encourage experiential learning in international social work.

**Environmental Outcomes:**

In 2012, we have been mindful of being environmentally sustainable. It seemed little point to make a significant contribution to India at the cost of using carbon and contributing to global warming that may also impact adversely on others of the world’s poor such as in the Pacific Islands (see for example [http://www.youtube.com/watch?v=v6Kyx5J2lhA&feature=plcp](http://www.youtube.com/watch?v=v6Kyx5J2lhA&feature=plcp) or [http://climate.gov.ki/Climate_change_effects_in_Kiribati.html](http://climate.gov.ki/Climate_change_effects_in_Kiribati.html)).

To offset our carbon footprint, we have used two carbon emission calculators: The **ICAO Carbon** emissions calculator to determine the carbon footprint for air travel as follows:

- Sydney to Singapore return (on aircrafts 333, 744 or 773 consuming an average of 58064 kgs of fuel and with an average seat capacity of 442) – 906.02 kgs of CO2
- Singapore to Mumbai return – 568.84 kgs of CO2
- Total – Sydney to Mumbai return per person – 1475 kgs of Co2
- 16 people at 1475/person = 23.6 tonnes of carbon for the trip.

Including a small amount of land travel and allowances for rounding errors etc – 25 tonnes of carbon seems a reasonable estimate for the carbon footprint.

At the Commonwealth Government price from July 1 of $23/tonnes and a total of 35 tonnes = $575.

The **Greenfleet calculator** (done on-line) estimates 2.72tonne/person or 43.5 tonne for the trip. At the Commonwealth Government price from July 1 of $23/tonnes and a total of 60 tonnes = $1001.

Green fleet indicates that 11 trees per person will offset this carbon use of 2.72 tonnes. That would require 16 people times 11 trees or a total of 176 trees (See [https://secure.greenfleet.com.au/treetotaller/treetotaller.htm](https://secure.greenfleet.com.au/treetotaller/treetotaller.htm))

To offset this carbon footprint we will plant 242 trees on the Yandamurra site at the University in April/May when the issues of crash grazing the site are resolved.

In the application for the Green Grant, we had also asked for a quantity of funding to provide either trees for planting or for a water harvesting programme in India. Again it seemed that the socially and environmentally responsible course of action was to leave a tangible environmental footprint in India. We would have determined the project on-site at one of the Non-Government agencies in India that we use. That would enable us to have achieved environmental and social goals. The funding was not forthcoming for this part of the project.
However, a private donation has enabled us to plant fruit trees at the Kesbo site. These will be cared for by the orphan boys who have had instruction from our agricultural trainee teacher and who supervised the planting and put together an educational programme that included soil and water conservation, tree care, tree knowledge and the use of the fruits of the trees. They were instructed on and assisted with the planting. Trees of the mango, jam, lime, guava and banana varieties were planted. Mangos are slowly growing and will not produce for three years but bananas will produce a crop each year including the first year. This will assist in making the care of the trees both long term and immediate and we hope will continue to sustain interest.

Coloured sand
**Social Outcomes:**

Social outcomes accrue for both the students and also for the people that we met in India and it is not possible to quantify them all. The following are known outcomes:

1. 27000 rupees were raised by the students and associates and has been donated to Saheli. The money will be used for the benefit of children of sexworkers in Pune who are cared for at Saheli but who have no equipment and no resources. The room will be painted and games and educational toys purchased. It is likely to be able to outfit the entire children’s programme run from Saheli.

2. Part of the 27000 rupees will also be spent on the meal programme and expanding the kitchen. We have indicated that the payment of a trainer at 1000 rupees per month for one year would also suit our purposes and wishes. The trainer would be in food preparation and food buying and would train older and now former sex workers in the skills needed for a career change while providing benefits current sex workers in terms of affordable and very cheap food that will limit the debt in sex slavery. The gift has been given to Saheli – but ISAC will oversee the administration of the money. One of our students had been given some Australian dollars by organisations in a very small rural community of NSW with instructions that it could be donated to any purpose that the student considered reasonable. The student is eager to report back on the donation to the community.

3. The social outcomes for Kesbo are in terms of the tree planting and the relationships formed. Additionally, one student has undertaken to develop a sponsorship programme that could be administered through ISAC at no cost for the sponsoring of individual boys resident at Kesbo.

4. A student has undertaken to further develop the website for Sahdana.

5. One student has written a youtube song related to her experience in India (see http://www.youtube.com/watch?v=L87tiQSFOzg&feature=youtube_gdata)

6. We left behind significant quantities of antibiotics (thankfully not used) for the Samparc medical centre, significant quantities of clothing for the Sandana cantonment area, cricket bats for Kesbo and for an orphan at Samparc, balls for Kesbo, and educational material (books, pens, reading material, three series of children’s books, CDs, art materials).

7. It was lovely to see a stuffed toy donated in 2010 being the only and treasured possession of an orphan and clearly much loved in 2012. A number of stuffed Australian toys were donated in 2012.

8. Further email contact has occurred and will be developed between CSU and Sanmitra Trust on a number of matters of mutual interest.
Appreciations

Our first expression of appreciation goes to the individuals and organisations that so generously gave of their time and effort for the student visit. Without exception, the presentations were well developed, interesting, informative and realistic. The visit has had a profound effect on this cohort of students. We hope that agencies that were involved will ultimately reap the reward of well trained, educated and equipped social workers.

We want to express our profound appreciation to CSU Global (Linda Rust and Louise Haberecht) for putting the challenge, undertaking the preparatory and pre-departure work and financially supporting the tour. The support has been immeasurably valuable to us and we know the students who were part of the study tour were profoundly appreciative.

The programme could not have been successful without the wonderful support of ISAC (India Study Abroad Centre). They have the contacts. They arranged the in-India programme. They organised the food and accommodation and transport. They provided the staff and the on-site local knowledge. They unravelled the mysteries of Hindi and Maharashtrian. They interpreted. They interpreted the meta-communication and provide a pro-social model of being a “cultural guide” as well as an interpreter. They provided a safe and supportive environment with outstanding learning opportunities. They were also very easy to work with and were flexible and adaptable.

We want to express our appreciation to Bev Sypott, Lyndal Jones and Paul McLeod in CSU Travel for their support – for unravelling the mysteries of Indian visas and arranging excellent transport, insurances and the “peace of mind” afforded by the SOS system. They were approachable and so easy to work with.

There are numerous other people that we would like to express our appreciation to including A/Prof Jenny McKinnon (Head of School), Mike Collingridge (for undertaking Course co-ordination duties in our absence), and our colleagues in the Social Work discipline who have supported this endeavour and have shown real interested in its development and outcomes.

Overwhelmingly our appreciation is to the students who undertook the study tour. As we have expressed on a number of occasions, they were simply magnificent and entered into the experience, excitement and challenges with the kind of vigour and creativity and integrity that the profession of social work needs.

Conclusion

This is the third occasion that Social Work and the Human services have taken a group to India. The co-operation and support has been wonderful. The experience afforded to students has been outstanding. We are confident that the results and on-going results will be outstanding. This has not been a “holiday” tour – but rather an opportunity to live for a short time in another culture, among real people in their real circumstances and observe Social Work practice in an exceptional way. It has been certainly worth the effort and expense and we hope that this will continue to be an annual event on the Social Work/Social Welfare agenda with appropriately skilled staff rotating through the roles as leaders of the tour.

Heather Barton and A W (Bill) Anscombe
Lecturers – Social Work
Charles Sturt University
12/12/12
Appendix 1  
CSU 2012 Sustainability Grant

Application Form

You are encouraged to discuss your proposal with Edward Maher (A/Manager CSU Green).

1. PROJECT TITLE

Driving holistic cultural change: the consilience of environmental, academic/educational, international and community sustainability goals through carbon offsets

2. PROJECT CONTACT

Please provide details for the main contact for the project.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Position</th>
<th>Contact details</th>
<th>Signature</th>
<th>Supervisor’s signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr</td>
<td>A W (Bill) Anscombe</td>
<td>Course Director</td>
<td><a href="mailto:aanscombe@csu.edu.au">aanscombe@csu.edu.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>69332631</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: If the application is successful, this person will be responsible for managing and implementing the project.
### 3. PROJECT PARTICIPANT/S

Please add/delete rows if there are more/fewer participants than provided for in the spaces below. The signatures may be scanned or faxed separately to CSU Green if necessary.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Position</th>
<th>Contact details</th>
<th>Signature</th>
<th>Supervisor’s signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr</td>
<td>Karen Bell</td>
<td>Lecturer</td>
<td><a href="mailto:kbell@csu.edu.au">kbell@csu.edu.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms</td>
<td>Heather Barton</td>
<td>Lecturer</td>
<td><a href="mailto:hebarton@csu.edu.au">hebarton@csu.edu.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms</td>
<td>Heather Boetto</td>
<td>Lecturer</td>
<td><a href="mailto:hboetto@csu.edu.au">hboetto@csu.edu.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms</td>
<td>Linda Rust</td>
<td>Manager CSU Global</td>
<td><a href="mailto:lrust@csu.edu.au">lrust@csu.edu.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr</td>
<td>Paul McLeod</td>
<td>Manager CSU Travel</td>
<td><a href="mailto:pmcleod@csu.edu.au">pmcleod@csu.edu.au</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. DIVISION OF FACILITIES MANAGEMENT (DFM) APPROVAL

If your project will require DFM assistance or labour with installation or maintenance, or will impact on existing facilities or traffic, you will need to obtain approval from a DFM Director. If you are unsure, please contact Edward Maher to discuss.

DFM Director:

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Position</th>
<th>Contact details</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Steve Butt</td>
<td>Ex Director Facilities Management</td>
<td><a href="mailto:sbutt@csu.edu.au">sbutt@csu.edu.au</a></td>
<td>Please Note: the matter was discussed by the Head of Campus Adrian Lindner in relation to this project. The Project was also discussed with the Indigenous community with regards to the tree planting being done on the Yandamurra site.</td>
</tr>
<tr>
<td>Will</td>
<td>Pollock</td>
<td>Head Gardener</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. PROJECT SUMMARY

In 2010 and 2011, CSU Social Work academics facilitated a 2-week study abroad program for social work students (2 x 18 students/year) in a rural village in India; plans are underway for the 2012 program. Full details of the 2010 visit are at http://www.csu.edu.au/__data/assets/file/0004/203395/India-Study-Tour-Report-2010-.pdf The programs are facilitated in partnership with CSU Global. Details of the 2011 program are accessible via Interact - http://interact.csu.edu.au/portal/site/a7b6304f-53f0-40d0-0085-6b585f576ad3

Social Work (SW) is a discipline concerned with social justice, sustainability and responsible global citizenship. While the study abroad program offers students a valuable international fieldwork experience there is concern that the carbon footprint left is too great and there is a need to work towards cultural change so that carbon produced by international travel at CSU can be offset.

This ambitious project aims to pro-socially model environmentally responsible global citizenship. The project will take concrete steps to put theories into action and to promote sustainability in higher education, as per the Tailloires Declaration to which CSU is a signatory. We aim to off-set the two aspects of our carbon footprint – one in Australia to off-set the carbon generated by travel to India (the tree planting) and the other a project in India in recognition of the cost in carbon, water and other costs to the host nation.

Specifically, the project will increase environmental awareness for staff and students and a commitment to environmentally responsible citizenship at local and global levels. CSU SW academics, divisional staff (CSU Global and CSU Travel) and students will work collaboratively towards carbon neutrality, as per the CSU Green Institutional Development Plan.

In summary, the project has four aspects (referred to as objectives):
1. **Action at the local level** to offset the carbon emitted as a result of air travel;
2. **Outreach action at a global level** via environmentally responsible activities during the active phase of the program in India;
3. **Cultural change** at school and organisational level of CSU via collaboration between academics, CSU Global and CSU Travel staff, as well as students for educational initiatives that encourage environmentally responsible global citizenship with carbon neutral international travel; and
4. **The development of a consistent, CSU-wide carbon calculator.** In 2011, CSU total air miles equated to 27,867,678 for a total of 782.6484 tonne of carbon. This is using the Voyager Travel figures and carbon calculator. On the one hand, at the Commonwealth Carbon price of $23/tonne, this would equate to $18001 to be carbon neutral. This part of the project would aim to develop a proposal for SEG that would assess the merits and assumptions of various carbon calculators (eg ICAO, Greenfleet, Voyager Travel calculator) and then decide upon a consistent measure for the University. It would also consider the policy considerations for off-setting (eg a levy against travellers based on air kilometres, paying a commercial levy, developing a CSU demonstration carbon sink).

This project is underpinned by the concept of ‘consilience’, meaning ‘the jumping together of different knowledges’. Social Work concentrates upon the ‘person in the environment’ – but the environment has generally been defined as the personal, social and political environment. Environmental social work is increasingly attending to the physical environment. Social workers are committed to the UN Millennium Development Goals which include environmentally sustainable goals. Social workers are committed to “glocalised” solutions. This project aims to pro-socially model the bringing together of social, individual, community, educational and ecological goals through the SW India Study Program.

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6. **TOTAL FUNDING/RESOURCES REQUESTED**

Please also indicate why existing Faculty, School or Divisional funding cannot fund this project

$11,721.16

The school and Faculty and CSU Global and academic staff and students already make a contribution. What has not been factored in is the greenhouse neutrality. The easiest and simplest way to offset the programme would be to charge the students a greenhouse cost as a levy on their attendance or by reducing the CSU Global contribution to the students and off-setting that against a Greenhouse levy. What is lost in those approaches (and is outside the funding capacity of the School and Faculty) is the educational opportunity lost and the community and systems changes that can be generated.
7. DETAILS OF THE IMPLEMENTATION OF THE PROJECT

Maximum 750 words (542 words)

Objective 1: Academics have been concerned that the trip produces about 35-60 tons of carbon with no off-sets. This seems contrary to the notion of global community development and responsible global citizenship. Having used the ICAO carbon emission calculator (and a Greenfleet calculator) and having had contact with the Commonwealth Department of Climate Change, we want to plant trees on campus that will off-set that footprint and ensure that the program is carbon neutral. This fits with Criteria 1 (to be greenhouse neutral by 2015) and to co-operate with communities towards sustainability.

Objective 2: During the 2012 visit to Malavli, the academics will assess three organizations (Shikshangram, Chaitanya and KESBO) and consider the community development program that will most meet the needs of environmental sustainability and human development. Shikshangram would be considered for an extensive community garden that would be sustaining and food producing and contribute to food security for orphans from the railway lines of India. Chaitanya would be a donation for the establishment of another site of micro-credit financing on a model that is already integrated and operating and producing a 75% reduction in phosphate use through worm farming and animal management. KESBO (for orphans of the Kashmir conflict) is most in need – but also presents the most difficulties and would need on-site evaluation in relation to water harvesting and storage but would continue a two year association and the work undertaken using a UN Assessment model of the health and environmental health of the agency and its students.

Objective 3: The School of Humanities and Social Science is the largest school in the Faculty of Arts. The Social Work and Human Services discipline is the largest part of the school with over 2000 students. The School has never had a CSU Green grant but has about 1 in every 15-20 CSU students. This project would enable us to reach about 1500 students by using our Interact sites to publicise the “green credentials” of the Study Abroad program and provide an educative function to all students on the interact site. We will promote consilient approaches. An academic with concerns for environmental social work will provide a weekly discussion on the Interact site related to environmental social work and the linkage between the MDGs (Millennium Development Goals) and sustainability. This will lift our performance in achieving the sustainability requirements of the University (an area that we did poorly on in our ACPR) and drive culture change in both the School of Humanities and Social Science and in CSU Global and CSU Travel.
**Objective 4:** Paul McLeod as Manager of CSU Travel would, with other team members, assess the current flight kilometres used and some of the publicly available calculators. They would also assess what current contribution is being made to carbon neutrality (e.g., levies already paid) and assess the differentials. They would advise SEG on the most appropriate way to meet carbon neutrality by 2015 in respect of air kilometres (e.g., cash contribution; the distribution of costs; the development of sustainable timber sinks etc). It is anticipated that this may involve changing forms (such as CSU Global forms and Travel forms) to highlight the carbon cost of travel as well as developing the appropriate carbon off-sets.
<table>
<thead>
<tr>
<th>Stage</th>
<th>Milestone</th>
<th>Completion date/month</th>
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<tbody>
<tr>
<td>May-June 2012</td>
<td>Student recruitment to the programme; identifying the 20 applicants across campuses and programmes that can act as “sustainability champions”</td>
<td>June 2012</td>
</tr>
<tr>
<td>August–October 2012–</td>
<td>Interact on-line discussions with the potential of the whole student body in Social Work</td>
<td>October 2012 and on-going</td>
</tr>
<tr>
<td>12-26 November 2012</td>
<td>Volunteer programme to Malavli - focus upon the environment. Assessment of sustainability project in India – Shikshangram, Chaitanya and KESBO; Allocation of funding to the Indian NGO (objective 3)</td>
<td>December 2012</td>
</tr>
<tr>
<td>July – December</td>
<td>Tree planting on CSU property – including during the two Residential Schools in August 2012 – culture change and awareness raising (objective 1 and 2)</td>
<td>December 2012</td>
</tr>
<tr>
<td>May-December 2012</td>
<td>Working with CSU Global and CSU Travel to change culture to include sustainable travel (objective 1, 2 and 4) for both students and staff travel through such things as a change to the application form and a calculation of carbon and the necessary off-set through finances (cash contribution) or tree-planting.</td>
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## 9. PROJECT BUDGET

Please include labour and on-costs if appropriate

<table>
<thead>
<tr>
<th>BUDGET ITEM</th>
<th>JUSTIFICATION/RATIONALE</th>
<th>COST ($)</th>
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<tbody>
<tr>
<td>Carbon Off-set tree planting CSU Institutional Development Plan (IDP) – 2,4, 7 <strong>Talloires Declaration actions (TD) – 1,2,3,4, 5, 6, 7, 9</strong></td>
<td>Offset 2.72 tonnes of carbon per person x 22 people at11 trees per person for 250 trees – including root stock, ripping, preparation, 2 doses of herbicide, mulching and guards using white box casurinas and greybox (subject to approval)</td>
<td>5000</td>
</tr>
<tr>
<td>Support and research officer 6days @7 hours/day) IDP – 2,4, 7 TD – 1,2,3,4, 5, 6, 7, 9</td>
<td>Assist with the technical aspects of setting up the project website for student education and the technical aspects of the research into carbon calculators (as per objectives 2 and 4) Level 1 Step 4 Causal Academic Rate - $35.1493/hour with on costs $40.98/hour (General Staff –Level 4 Step 1 ) for a total of 42 hours</td>
<td>1721.16</td>
</tr>
<tr>
<td>Community grant for MDG Goal 7 of environmental sustainability Institutional Development Plan (IDP) – 2,4, 7 <strong>Talloires Declaration actions (TD) – 1,2,3,4, 5, 6, 7, 9</strong></td>
<td>To be researched in India and targeted to sustainable goals in India. The idea is to reduce the footprint in India while avoiding being neo-colonial by considering with Indian nationals the most appropriate carbon and water off-set that would be of real benefit to an Indian rural community. Students will undertake an environmental assessment and we hope that this will be the start of something positive and on-going in India for CSU.</td>
<td>5000</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>11721.16</strong></td>
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<td>10. PUBLICITY STRATEGIES</td>
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<tr>
<td>Please outline how you will publicise your project, to build understanding and commitment to sustainability among others.</td>
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<tr>
<td>Maximum 300 words</td>
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<tr>
<td>We would publicise the grant and the activity through the Social Work and Human Services interact site.</td>
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<tr>
<td>We would publicise through academic articles written regarding the ecological social work approach.</td>
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<td>We would publicise through the signage in both Australia and India recognising the grant funding on the funded projects.</td>
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<tr>
<td>We hope to publicise through CSU Global and a change of application form that asks people to calculate their carbon footprint and propose off-sets as part of their travel activity.</td>
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<tr>
<td>We intend to work with the author of the only Australian text on International Social Work and write an addendum to the next edition that is a case study on integrating “glocal solutions”.</td>
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<tr>
<td>Ideally, we would hope to reach 1500 students and create 20 students on three different campuses (Wagga Wagga, Dubbo, Port Macquarie) and in Distance Education that will become “champions” of ecological social work.</td>
<td></td>
<td></td>
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</tbody>
</table>
11. OUTCOMES OF THE PROJECT AND THEIR RELATION TO UNIVERSITY PLANS/TARGETS AND OTHER SELECTION CRITERIA

Maximum 450 words

This project links directly to Essential Criteria 1 and specifically to the target of being greenhouse neutral by 2015 in the area of International travel. This project will bring in CSU Global as a greenhouse neutral partner in relation to International travel. This project also develops co-operation with communities (communities of students, the CSU Global community, staff and rural India Malavli) to enhance global sustainability.

The project is likely to enhance biodiversity through the tree planting programme and entrench sustainability in the minds and actions of students.

The project will be visible through signage.

The project will generate diverse publicity and it is expected that Social Work at least will use this model for future ventures to India and other International developments.

We hope that the concept of off-setting International travel carbon emissions will be adopted by CSU Global and that all sections of the University will develop travel plans on the basis of the off-setting of Carbon pollution through tree planting.

We will look for other sources of funding through grants but there may also be opportunity to redraft processes to make a contribution to tree planting through CSU Global.

There is likely to be a neutral financial return on the investment – but a very substantial social, educational, community and environmental benefit.
Carbon Footprint

We have used two carbon emission calculators:

The ICAO Carbon emissions calculator to determine the carbon footprint for air travel as follows:
- Sydney to Singapore return (on aircrafts 333,744 or 773 consuming an average of 58064 kgs of fuel and with an average seat capacity of 442) - 906.02 kgs of CO2
- Singapore to Mumbai return – 568.84 kgs of CO2
Total – Sydney to Singapore per person – 1475 kgs of Co2
22 people at 1475/person = 32.5 tonnes of carbon for the trip.
Including a small amount of land travel and allowances for rounding errors etc – 35 tonnes of carbon seems a reasonable estimate for the carbon footprint.
At the Commonwealth Government price from July 1 of $23/tonnes and a total of 35 tonnes = $805.

The Greenfleet calculator (done on-line) estimates 2.72tonne/person or 60 tonne for the trip. At the Commonwealth Government price from July 1 of $23/tonnes and a total of 60 tonnes = $1380

Tree Planting

Green fleet indicates that 11 trees per person will offset this carbon use of 2.72tonnesw. That would require 22 people times 11 trees or a total of 242 trees (See https://secure.greenfleet.com.au/treetotaller/treetotaller.htm ).
## Appendix 2

### Green Modules

## Green social work

### Week 1 – WHAT IS GLOBAL WARMING?

**FACTS –**

1. ‘Australia’s per capita emissions are the highest in the OECD and among the highest in the world. Emissions from the energy sector would be the main component of an expected quadrupling of emissions by 2100 without mitigation’.

2. The main **health** risks as a result of global warming in Australia include:

- ‘impacts of severe weather events (floods, storms, cyclones, bushfires)
- impacts of temperature extremes, including heatwaves
- vector-borne infectious diseases (for example, dengue virus and Ross River virus)
- food-borne infectious diseases (including those due to Salmonella and Campylobacter)
- water-borne infectious diseases and health risks from poor water quality
- diminished food production and higher prices, with nutritional consequences
- increases in air pollution (for example, from bushfire smoke)
- changes in production of aeroallergens (spores, pollens), potentially exacerbating asthma and other allergic respiratory diseases
- mental health consequences and the emotional cost of social, economic and demographic dislocation (for example, in parts of rural Australia, and through disruptions to traditional ways of living in remote Indigenous communities).’ *


**ACTIVITY –** Interactive quizzes about your knowledge of global warming


Drinking water quiz: National Geographic


**FORUM QUESTIONS –** From the quizzes, what did you learn? Did any of the answers surprise you? Do you think there are any gender issues relating to global warming?
Green social work

Week 2 - What do we mean by global citizenship?

FACTS –
Definition – ‘Global citizenship implies a moral and ethical responsibility toward human rights, economic fairness, social justice, and environmental sustainability’ and ‘it encourages social work students to make a professional commitment to human rights literacy (knowledge), empathy (concern) and responsibility (action)’ (Hawkins 2009, p.116 & p.122).

ACTIVITY –

1. Compare and contrast the two kitchen images,
2. Which one do you relate to most?
3. What are some of the local and global impacts of a privileged consumerist lifestyle?

FORUM QUESTIONS – In terms of global citizenship, which lifestyle (depicted above) is likely to be more sustainable and why? What actions might be undertaken by a responsible global citizen to contribute toward fairness?

Green social work

Week 3 – How does gender, social justice, and human rights relate to global warming?

FACTS –

1. Women account for half the world’s population and yet are disproportionately impoverished:
   - Seventy per cent of the world’s poor are women;
   - Women work 2/3 of the world’s working hours;
   - Women produce ½ of the world’s food;
   - Earn 10% of the world’s income
   - Own less than 1% of the world’s property
   - Earn half of what men earn on average
   (Reference: http://www.globalpovertyproject.com/infobank/women)


   Human rights are inherent to being human. They are universal and indivisible.
   
   1. Political and civil rights (fair trial, freedom of speech and religion, freedom of movement & assembly, freedom from discrimination, slavery & torture, safety)
   2. Adequate standard of living (health, including food, clothing, shelter, medical care, necessary social services, free education at elementary level)
   3. Collective or solidarity rights (environmental protection, economic development via international cooperation.


ACTIVITIES –

1. PLEASE READ/WATCH –  
   http://www.un.org/womenwatch/feature/climate_change/

2. ‘The girl effect’ -  
   http://www.youtube.com/watch?v=1e8xF0JtVg

3. ‘I dare you/ girl effect’  
   http://www.youtube.com/watch?v=-Vq2mff8puE&feature=relmfu

FORUM QUESTIONS – Why might ‘girls be the answer’? What about males? What gender, human rights and social justice issues affect Australians?
Week 4 – Carbon footprint

What is a “carbon footprint” and how do you measure it? The carbon footprint has historically been defined as "the total set of greenhouse gas (GHG) emissions caused by an organization, event, product or person." (UK Carbon Trust http://www.carbontrust.co.uk/solutions/CarbonFootprinting/what_is_a_carbon_footprint.htm)

Greenhouse gases can be emitted through transport, land clearance, and the production and consumption of food, fuels, manufactured goods, materials, wood, roads, buildings, and services. For simplicity of reporting, it is often expressed in terms of the amount of carbon dioxide emitted. The main influences on carbon footprints include population, economic output, and the energy and carbon intensity of the economy. These factors are the main targets in order to decrease carbon footprints. Scholars suggest the most effective way to decrease a carbon footprint is to either decrease the amount of energy needed for production or to decrease the dependence on carbon emitting fuels. Most of the carbon footprint emissions come from "indirect" sources such as fuel burned to produce goods and services distant from the final consumer. “Direct sources” are those that we have immediate control over (eg hot water, cars, air travel, personal travel etc).

An individual's, nation's, or organisation's carbon footprint can be measured by undertaking a GHG emissions assessment. Once the size of a carbon footprint is known, a strategy can be devised to reduce it and manage it. Examples of the possibilities of managing and reducing the carbon footprint include technological developments, better process and product management, changed purchasing and pricing, methods of capturing and storing carbon, changed consumption habits, off-setting carbon generation and others. Many free online carbon footprint calculators exist that may give widely differing results depending upon the assumptions used. The mitigation of carbon footprints through the development of alternative projects, such as solar or wind energy or waves energy produced electricity reforestation, represents ways of reducing our carbon footprint (carbon offsetting).

FACTS –

2. Enterprise Carbon Accounting (ECA) aims to be a rapid and cost effective process for businesses to collect, summarise, and report enterprise and supply chain GHG usage and generation. To be successful, an Enterprise Carbon Accounting system should have the following characteristics: Comprehensive; Periodic (that is enables updates at regular intervals and comparisons across reporting periods); Auditable (that is traces transactions and enables independent reviews for compliance); Flexible (that is incorporates data from multiple
approaches to life cycle analysis; Standards-Based (that is accommodates existing generally accepted standards and emerging standards); Scalable (that is accommodates growing volume and complexity of business operations); and Efficient (that is delivers data in the timeframe required for decision making). In 2011, Charles Sturt University staff and students travelled 27,867,678 air miles in the course of their work and student experience (this does not include any personal travel). Using the Voyager Travel (the CSU travel company) calculator, this represented a total of 782,6484 tonnes of carbon. At the present cost of $23/tonne this would equate to $18001 to be carbon neutral.

**ACTIVITY –**

**Activity 1:** Please look at and undertake the WWF calculator at: http://www.wwf.org.au/our_work/people_and_the_environment/human_footprint/footprint_calculator/

**Activity 2:** In 2012, 20 social work students and staff will travel to India to make a voluntary contribution of their labour (human resource) and hopefully deposit some skills and abilities within the poor region of Malavli about two hours south on Mumbai. This is great - but will come at a cost of producing carbon. Using the ICAO Carbon calculator please work out what the air miles carbon footprint will be. The ICAO calculator is at: http://www2.icao.int/en/carbonoffset/Pages/default.aspx. Then use the Green fleet calculator at https://secure.greenfleet.com.au/treetotaller/treetotaller.htm and go to the secure “offset emissions” and the detailed section related to flights. Calculate the data for Sydney to Mumbai return as far as carbon usage is concerned.

Please note the assumptions in the calculators. Please note any differences in calculations. Please use the carbon price in Australia of $23/tonne to work out the cost in dollars. Please work out how many trees would need to be planted to offset the carbon produced.

**Activity 3:** Why does all this matter? Please see http://www.youtube.com/watch?v=v6KYxSj2lhA&feature=plcp or http://climate.gov.ki/Climate_change_effects_in_Kiribati.html

**FORUM QUESTIONS –**

How could you reduce your carbon footprint? What are practical steps that you could take? For example, could you change your diet and eating habits to reduce the indirect carbon sources and reduce the amount of miles that food travels to you? Could you reduce your energy consumption? Could you offset you car emissions or reduce them? Could you ride a push bike for some activities? Could you reduce house size to be more energy efficient?
Could you increase your tree planting or support sustainable developments and sustainable design?

ADDITIONAL READING:


Note: My own calculations for the India activity 2 are:

The *ICAO Carbon* emissions calculator to determine the carbon footprint for air travel as follows:

- Sydney to Singapore return (on aircrafts 333,744 or 773 consuming an average of 58064 kgs of fuel and with an average seat capacity of 442) - 906.02 kgs of CO2
- Singapore to Mumbai return – 568.84 kgs of CO2
- Total – Sydney to Singapore per person – 1475 kgs of CO2
- 22 people at 1475/person = 32.5 tonnes of carbon for the trip.
- Including a small amount of land travel and allowances for rounding errors etc – 35 tonnes of carbon seems a reasonable estimate for the carbon footprint.
- At the Commonwealth Government price from July 1 of $23/tonnes and a total of 35 tonnes = $805.

The *Greenfleet calculator* (done on-line) estimates 2.72tonne/person or 60 tonne for the trip. At the Commonwealth Government price from July 1 of $23/tonnes and a total of 60 tonnes = $1380

Tree Planting

Green fleet indicates that 11 trees per person will offset this carbon use of 2.72tonnesw. That would require 22 people times 11 trees or a total of 242 trees (See https://secure.greenfleet.com.au/treetotaller/treetotaller.htm ).
Green social work

Week 5 – ‘Glocalisation’

DEFINITION –

Glocalisation is a combination of the words ‘globalisation’ and ‘localisation’. It means to be able to hold both a local and global focus at the same time – to think of the issues and how they impact at both levels. ‘Glocal’ means the individual, group, unit, organisation or community which is able and willing to think globally and act locally.

FACTS –

What is community capacity?

Community capacity refers to the capabilities that exist within communities and within the networks between individuals, communities and institutions of civil society that strengthen individual and community capacity to define their own values and priorities and capacity to act on these.

Its capacity is another way of saying its strength. A community can be resilient because it has a store on social capital it can draw on.

Community capacity has a number of dimensions and these include:
- Financial capacity - monetary resources available to the community
- Physical resources - assets such as buildings, community meeting halls and places
- Human resources - the skills, knowledge and abilities of people who live and work in the community
- Social resources - that is the networks within the community and the networks between individuals and civil society that profoundly affect the quality of life in community.

Accessed 3 August 2012.

ACTIVITY –

View this website and look at some of the activities that are about developing community capacity and sustainability.  http://www.iscvt.org/

Read the following article:  Taking On the World’s Biggest Challenges  By George Hamilton, ISC President, then answer the questions on the WIKI.
FORUM QUESTIONS –

1. In what ways are community capacity building and global outcomes linked?
2. The article says that climate change is one of the major challenges to people’s quality of life. Post a comment on the forum about whether you agree or disagree with this and the reason you think this way.
3. The article says we need to make the most of economic opportunities that arise. How do you think making the most of local economic opportunities could lead to a more global, positive effect? Can you think of some examples?
4. What could you do individually, at a local level, which might contribute to a positive, broader outcome?
5. Share some ideas on the forum about individual, organisation, or community activities and behaviours which can contribute to a more positive global outcome.
Green social work

Week 6 – ENVIRONMENTAL SOCIAL WORK

FACTS –

'Social work has a long-standing tradition of emphasizing the interaction of people and their environment, although this systems perspective has focused almost exclusively on the importance of social relationships. There is an emerging emphasis within the profession regarding the need to pay more attention to the critical role of the physical environment. The last fifty years has seen a growing global ecological movement, and the profession is joining the call to action for sustainability. Social work must extend this mission to include environmental justice, the human right to live in a clean, safe, and healthy environment. The world's most poor, vulnerable, and oppressed people often live in the most degraded environments and have no control over resources. The important connections between social work, sustainability, human rights, and environmental justice in our contemporary world need to be more clearly articulated in the scholarly literature. An understanding of these separate but closely linked concepts is necessary for the profession to effectively pursue the goal of making the world a more just, humane, and sustainable home for all life'.


ACTIVITY – Resources to explore -

1. VIDEO - http://www.youtube.com/watch?v=53yuF64UgSM&feature=youtube_gdata_player

FORUM QUESTIONS – At the professional level, what obligations do social workers have towards global citizenship and sustainability? At the practice level, in your opinion what are the most significant sustainability issues that you think social workers should be aware of in everyday practice? At a personal level, what changes might you make (or have you made) to your everyday life?