



University for Peace
Universidad para la Paz



Master of Arts in International Peace Studies
UPEACE Program in South East Asia, the Horn of Africa and the Middle East
(UPSAM)

Sustainable Development and Peace

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**This curriculum is submitted in partial fulfillment of the requirements for the
degree of Master of Arts, International Peace Studies**

Permission for Use of the Curriculum

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Full title of Graduation Research Project: 1. Foundation Course in Conflict and Peace Studies
2. Sustainable Development and Peace

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Signed  (A. Sarveswaran)

Place: University of Colombo. Colombo 3, Sri Lanka.

Date: 23 October 2009

This curriculum has been submitted for examination with my approval, as the UPSAM program supervisor:

Signed..... 

Victoria Fontan
University for Peace

Date..... 18/11/09.....

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Dedication

To
the memory
of my father
Sangarapillai Arulanantham
who inspired the value of peace within me
from my childhood.

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Sustainable Development and Peace

“Nature has provided plenty of resources for mankind’s need, but not to the greed”

Mahatma Gandhi (1869-1948).

“The birds that fly in the air and the wild animals that dwell in the jungles have the same rights as you, O great King, to live wherever they wish or to roam wherever they will. The land belongs to the people of the country and to all other beings that inhabit it, while you are only its guardian.”

Arahat Mahinda, the son of Emperor Asoka to King Devenampiyatissa of Lanka. B.C.250-210B.C.¹

¹ Cited by Jayawickrama, Nihal. (2002). *In The Judicial Application of Human Rights Law: National, Regional and International Jurisprudence*. (Front page). Cambridge: Cambridge University Press.

COURSE SYLLABUS

1. Course title

Sustainable Development and Peace

2. Introduction to the course

For many years the world perceived development solely as economic growth. Around the 1980's, this understanding started to change as this narrow approach to development generated many challenges including environmental degradation, depletion of natural resources, poverty, social disparities, social exclusions, social injustices and disempowerment. These challenges led to many conflicts at international, regional and national levels. The challenges and conflicts that were generated by this conventional and narrow approach to development are now perceived by many as unsustainable developments.

The World Commission on Environment and Development published its report entitled "Our Common Future" in 1987. The report emphasized the importance of sustainable development for the survival of present and future generations in the planet. The report focused on economic growth, environmental protection and social development as three dimensions of sustainable development.

Sustainable development was one of the main focuses of many international conferences held during the last decades. The significant conferences were the Earth Summit on Environment and Development in 1992 and the World Summit on Sustainable Development in 2002. The Rio Declaration on Environment and Development and Agenda 21 were outcomes of the Earth Summit, and the Johannesburg Declaration on Sustainable Development was one of the outcomes of the World Summit on Sustainable Development. Principles relating to sustainable development have been incorporated into many international conventions and declarations relating environmental protection and social development. These international instruments cast obligations to promote sustainable development at global, regional and national level. As Sri Lanka is a state party to most of these international instruments, Sri Lanka also has international obligations to promote sustainable development.

South Asia has many challenges including poverty, population growth, gender inequality, environmental degradation and violent conflicts to promote sustainable

development. The South Asian Association for Regional Cooperation (SAARC) and Association of Southeast Asian Nations (ASEAN) are the two important organizations to promote different aspects of sustainable development at the regional level. Issues relating to sustainable development have become an important focus of many programs of these two regional organizations. In the light of these developments at international and regional levels, sustainable development has become an important focus in Sri Lanka too.

Sri Lanka is a developing country and strives to develop with many challenges. Many of the country's development initiatives including industrialization, agriculture, fisheries, tourism and infrastructure are promoted by the government and are primarily driven by economic growth. These developmental initiatives have inherent threats to environmental protection and social development and as such, are based on unsustainable models of development.

In Sri Lanka, many developmental activities and exploitation of resources have already generated conflicts and become a threat to peace. This is due to a fragmented approach and short-term vision of development. These activities cause adverse impacts including pollution, depletion of resources, displacement of people and social problems. Therefore, it becomes important to ensure that developmental activities do not become a threat to environmental protection and social development, and deprive the developmental opportunities of the present and future generation.

The concept of sustainable development which strives to strike a balance between economic, environmental and social dimensions emerges as an important concept. Aspects of sustainable development have been incorporated into many legislations and have become a legal requirement for all major developmental activities in Sri Lanka. Donor agencies also stipulate conditions to incorporate the concept of sustainable development into developmental activities. Civil society in Sri Lanka is also actively promoting sustainable development and sensitizing people on the importance of sustainable development. Many academic institutions also have included some aspects of sustainable development in their courses relating to development.

In this context, this course on sustainable development and peace emerges as one of the most important courses for the academics and people who work or aspire to work in development-related projects or programs in the government institutions, the private

sector, international organizations and non-governmental organizations. Their better understanding of sustainability principles will promote long-term well-being, sustainable development and peace in Sri Lanka.

The University of Colombo offers many courses relating to development, environmental protection and social development under the Postgraduate/Masters Peace and Conflict Studies Program and other programs of study. But, this course, having a holistic approach to sustainable development and peace is not yet available as a specific course under any program. Therefore, this new course introduced under the Postgraduate/Masters in Peace and Conflict Studies Program of the Faculty of Graduate Studies complements the other courses of the Program, and adds value to the other programs of study of the University of Colombo. This course is designed to provide an opportunity to the students in the other relevant programs of study to follow this course if they wish.

3. Description of the course

This course has been designed to provide a broad understanding about the concept of sustainable development and its relevance to peace. The contents of the course cover different aspects of sustainable development and peace, including: the concept of sustainable development; challenges to sustainable development; violent conflicts; human security; ethical aspects; good governance; natural resources; decentralization; sustainable development strategy of Sri Lanka; and education for sustainable development.

The contents of the course have been prepared in the context of Sri Lanka. Therefore, issues relating to Sri Lanka will have special attention during the course. International aspects, regional aspects and experiences of other countries will also be included in the course.

4. Relevance of the course to program of study

This course would enhance the knowledge and understanding of the student with regard to development, sustainable development and its nexus to peace by providing a broad understanding through different methods of teaching. The course will also enhance

the skills of the students to apply the principles of sustainable development with regard to various types of developmental activities.

As this course provides a broad understanding about sustainable development and peace, particularly looking at the linkages between social, economic, and environmental problems, this course becomes important to follow other courses relating to different types of conflicts in the program of study.

5. (a) Main goal of the course:

The main goal of the course is enhancing knowledge, skills, attitudes and values relating to sustainable development and peace, and making the participants envision and participate. promotion of sustainable development and peace.

(b) Objectives of the course:

- Offer a space to reflect, analyse and strengthen students' understanding on the concept and principles relating to sustainable development and peace.
- Stimulate the understanding regarding the nexus between sustainable development and peace.
- Raise the understanding of the importance of sustainable development and peace.
- Raise awareness of causes and effects of unsustainable development.
- Raise consciousness about being a responsible human being on the planet.
- Raise consciousness about being an active citizen to promote sustainable development and peace in the country.
- Stimulate people's participation in the promotion and implementation of sustainable development and peace in the planet.

6. Learning outcomes

At the end of the course students will have:

- Developed an understanding of the importance of sustainable development.
- Developed an understanding about the nexus between sustainable development and peace.

- Developed an understanding about the economic, environmental and social dimensions of sustainable development.
- Been able to understand and differentiate sustainable practices and unsustainable practices.
- Explored the challenges to sustainable development and peace at a global and national level.
- Identified how violent conflicts have an impact on the environment, economy and society, and as such in achieving sustainable development.
- Identified how unsustainable development generates conflicts.
- Linked international cooperation with sustainable development and peace at the national level.
- Analyzed sustainability principles in the strategies of Sri Lanka.
- Linked the role of education in promotion of sustainable development and peace.
- Deepened their understanding of theories and concepts relating to sustainable development and peace.
- They will synthesize their knowledge, skills, attitudes and values in sustainable development and peace with the new learning.
- Enhanced their values with regard to sustainable development and peace.
- Developed their capacities to make suggestions for the promotion of sustainable development and peace.
- Enhanced their skills with regard to application of sustainability principles into developmental activities.
- Developed their abilities to design sustainable development plans and programs.

7. Contents

This course encapsulates issues relating to sustainable development and peace.

The modules for the course cover mainly the following topics:

- The Concept of Development and Sustainable Development.
- Challenges to Sustainable Development and Peace.
- Violent Conflicts and Sustainable Development.
- Human Security, Sustainable Development and Peace.

- Human Rights, Sustainable Development and Peace.
- Ethical Aspects, Sustainable Development and Peace.
- Natural Resources, Sustainable Development and Peace.
- Decentralization, Sustainable Development and Peace.
- Developing Countries, Sustainable Development and Peace.
- International Cooperation, Sustainable Development and Peace.
- Sustainable Development Strategy of Sri Lanka.
- Education for Sustainable Development and Peace.

Detailed outline of the sessions:

Session Number	Lesson	Required Readings & Recommended Readings	Assignments
1	What is: “Development”?	<p><u>Required Readings:</u> Burkey, Stan. (2002), Sen, Amartya. (1999). Jeong, Ho-Won. (2005),</p> <p><u>Recommended Readings:</u> Anielski, Mark (2007), Sen, Amartya. (2004), Porritt, Jonathon. (2007), Commission on Human Security (2003). An agenda for development, Declaration on the right to development.</p>	
2	The Concept of Sustainable Development	<p><u>Required Readings:</u> Dresner, Simon. (2007), Baker, Susan. (2006), Dresner, Simon. (2007).</p> <p><u>Recommended Readings:</u> Blewitt, John. (2008), <i>Our Common Future</i>, Costanza, Robert. <i>et al.</i> (2001), Gibson, Kwasi Nsiah-Gyabaah. (2002). R.B., Hassan, S., Holtz, S., Tansey, J., & Whitlaw, G. (2005), Global Footprint</p>	

		Network, IISD.	
3	Challenges to Sustainable Development and Peace	<p><u>Required Readings:</u> Meadows, Donella. (1996), Blewitt, John. (2008), Wakernagel, M. & Rees, W. (1996).</p> <p><u>Recommended Readings:</u> Gross, Rita. M. (1997), Elkington, John. (1998), UNEP Report, World Summit Outcome.</p>	
4	Violent Conflicts and Sustainable Development	<p><u>Required Readings:</u> International Peace Bureau. (2005), O’Sullivan, Meghan. (2001), Bouvier, Antoine. (1991).</p> <p><u>Recommended Readings:</u> Dorn, Walter. (2000), Bijlsma, Martijn. (2005), Vietnam War Bibliography, Muggah, Robert and Gainsbury, Sally.</p>	
5	Human Security, Sustainable Development and Peace	<p><u>Required Readings:</u> Lonergan, Steve. (2000), Sen, Amartya. (2000), Kotagama, Sarath. (2003).</p> <p><u>Recommended Readings:</u> Paris, Roland. (2001), UNDP. (1994). UNDP (2007/2008), WCED, (1987), MDG Report 2008.</p>	
6	Human Rights, Sustainable Development and Peace	<p><u>Required Readings:</u> Boulding, Elise and Dye, Jennifer. (2002), UNDP. (2000), OECD. (2007).</p> <p><u>Recommended Readings:</u> Elson, Diane. (2002), UN Documents.</p>	

7	Ethical Aspects, Sustainable Development and Peace	<p><u>Required Readings:</u> Goulet, Denis. (1990), Blewitt, John. (2008), Vilela, Mirian. (2006).</p> <p><u>Recommended Readings:</u> Okereke, Chukwumerije. (2008), Mackey, Brendan. (2008), Dresner, Simon. (2007), Kothari, Rajni. (1990), Rees, William. (2002), Rockefeller, S.C. (1997), Ariyaratne, A.T. Earth Charter.</p>	
8	Natural Resources, Sustainable Development and Peace	<p><u>Required Readings:</u> Meadows, Donella., Randers, Jorgen., and Meadows, Dennis. (2004), Speth, G. (2004), Eppawela Case (2000)</p> <p><u>Recommended Readings:</u> McDonough, W. and Braungart, M. (2002). Chapters 2 & 3. Rajepakse, Ruana. (2008), Honey, Martha. (1999). Arundhati, Roy.</p>	
9	Decentralization, Sustainable Development and Peace: The Case of Sri Lanka	<p><u>Required Readings:</u> Baker, Susan. (2006), ICLEI. (1996), UNEP. (2003).</p> <p><u>Recommended Readings:</u> Constitution of 1978, Provincial Councils Act, Municipal Councils Ordinance, Urban Councils Ordinance, <i>Pradeshiya Sabha</i> Act. Agenda 21, Local Agenda 21</p>	Submission of short essay
10	Developing Countries, Sustainable Development and Peace	<p><u>Required Readings:</u> Shiva, Vandana. (2005), Coyle, Jennifer (2005), Puvimanasinghe, S.F. (2000).</p>	

		<p><u>Recommended Readings:</u> MDG indicators, Smith, Douglas, and Jalal, Kazi. (2000), UNDESA, (2009).</p>	
11	International Cooperation, Sustainable Development and Peace	<p><u>Required Readings:</u> Chambers, W.B. (2008), Garrett, Hardin. (1968), Sachs, J.D. Director. (2005).</p> <p><u>Recommended Readings:</u> Rio Declaration, Barrick's Charter, UNDP Report 2007/2008, SD International Cooperation.</p>	
12	Sustainable Development Strategy of Sri Lanka	<p><u>Required Readings:</u> Sri Lanka Strategy for Sustainable Development (Draft), Sri Lanka (1997) <i>Implementation of Agenda 21</i>, Whelan, Tensie. (1991).</p> <p><u>Recommended Readings:</u> Boo, Elizabeth. (1991), Coyle, J.I. (2005). Honey, M. (2008), GSTC Partnership, Neto, Frederico. (2003), Bendell, J. and Font, X. (2004), National Strategies for Sustainable Development, MDGs, Sri Lanka.</p>	
13	Sustainable Development Strategy of other Countries		Group presentation
14	Education for Sustainable Development and Peace	<p><u>Required Readings:</u> Sterling, S. (2001) Chapters 1 & 5, Mckeown, Rosalyn. (2002).</p> <p><u>Recommended Readings:</u> UNESCO, <i>Earth Charter</i></p>	

		<i>Guidebook, UN Agreements, Sauve, Lucie. (1996).</i>	
15	Field visit and conclusion of the course.	<u>Reading:</u> McDonough, William., and Braungart, Michael. (2002).	

8. Teaching Methodology

In this course, different types of teaching methods will be applied to create an environment in which students engage in active learning with an interaction with the teacher and the fellow students. The teaching methods will include lectures, debriefing the previous class proceedings by student comments, class facilitation by students and discussion, group discussion and presentation, preparing posters, role play, simulation, watching video clippings and discussion, discussions based on films and field visit, and guest lectures.

For debriefing previous class proceedings, a schedule will be prepared in advance. For student-lead discussion also a schedule will be prepared in advance and the reading materials also will be indentified in advance. The teacher will intervene whenever it becomes necessary.

For group discussion, students will be divided into different groups and asked to discuss assigned issues and make short presentations. In this exercise, sometimes, students will be assigned to represent different stakeholders and report on their behalf. Role play also will be used in the class. In the role play, students will be allocated different roles to play in hypothetical or actual situations.

Simulation will also be part of the learning process. Students will participate in the simulation exercise according to the state or organization assigned to them. They will be expected to do their homework with regard to the issue and the position of their state or organization in the real world and play their role accordingly.

Guest lectures also will be part of the learning process. Film and short videos will be used to stimulate their perceptions and analysis of issues. For example, students will be requested to watch the movie “Slum Dog Millionaire” and reflect on the movie in the light of sustainable development aspects and peace.

By employing these teaching methods, students will be motivated to engage in active learning through discussion, arguments and debates.

At the beginning of the course, students will receive a reader with a detailed syllabus containing all information relating to the course, required readings and recommended readings. If new materials are available, they will also be distributed.

Students will be expected to read the materials and come prepared for active participation in the class. The teacher will mainly play the role of a facilitator as a student-centered learning approach is adopted in the class. Students are expected and encouraged to bring their own experiences to the class and relate them with the principles and concepts of the course.

The methodologies explained are common for the entire course. But, the methodologies will vary from lesson to lesson considering the contents of the lesson and appropriate learning process for the lesson. Each lesson has methodologies appropriate to the lesson.

Learning/Teaching Resources:

- Chapters from books
- Articles from journals
- UN materials
- Film
- Short videos
- Sri Lankan legislations
- Handouts
- Newspapers
- Magazines
- Web sites

9. Evaluation of teaching

(a) Criteria:

Evaluation is important to see whether the students have understood the core aspects of the teaching; whether the teacher maintains the required standard of the degree; whether the teacher provides what is expected and what is needed from the teacher to the students; and whether the teacher should make any change with regard to on going teaching and for teaching the course in the future.

For evaluation, it is suggested to use both formative evaluation methods and summative evaluation methods. The formative evaluation methods will evaluate the effect of teaching during the period of teaching as ongoing basis. The summative evaluation methods will evaluate

the effect of teaching at the end of the course. Many tools have been designed to achieve this objective.

(b) Evaluation methods and tools of teaching:

- In pairs, students will debrief the previous class proceedings in the following class. After they debrief the previous class proceedings, other students will comment on their debriefing by adding, agreeing or disagreeing with the contents in the debriefing. It will make the teacher evaluate the extent to which the students have gathered information from the teaching in the previous class, and guide the teacher to make changes in his/her teaching if it is necessary.
- In pairs, students will lead a discussion in the class based on two required readings assigned to them. The other students will have to actively participate in the discussion. It will be an interactive exercise among the students. This exercise will make the teacher evaluate the extent to which the students read and understand the reading materials and reflect upon them.
- Teacher-lead discussion will also make the teacher understand the extent to which the students have acquired knowledge and engage in critical thinking and reflection upon the issues. Group discussion and presentation of group findings will enable the teacher to evaluate the extent to which the students have acquired knowledge, applied their knowledge to issues, critically evaluate the issues and reflected upon the issues.
- Students will be divided into groups and will be required to prepare posters explaining the challenges to sustainable development and consequences of unsustainable development. It will enable the teacher to evaluate to what extent they have understood the potential challenges to sustainable development, and their creativities in preparing such informative posters.
- Watching movies and short videos and reflecting upon the themes in the movie and short videos will make the teacher evaluate the extent to which the students relate the principles they learn in the class to the themes in the movie and short videos and vice-versa.
- Simulation will make the teacher evaluate the extent to which the students gather all relevant information for the state or organization they represent, and how they apply the information they have to strengthen the position of the state or organization they

- represent. It will also enable the teacher to evaluate their skills with regard to articulation on an issue.
- Role play will make the teacher evaluate the extent to which the students gather information and apply the information in the role they play. It will also enable the teacher to evaluate not only their knowledge, but also their skills and attitudes.
 - Students will make group presentations in the class. It will enable the teacher to evaluate the extent to which they gather relevant information and synthesize the information with their previous knowledge and reflect upon the issues. It will also enable the teacher to evaluate their presentation skills and their creativities with regard to presentations.
 - Field visits will also be part of the program. After the field visit, there will be a discussion based on the experience of the field visit. During the discussion, the teacher will be able to evaluate the extent to which the students relate the principles they have learned in the class to real life situations and experiences.
 - Students will have to submit a short essay, and sit a final examination. The grades the students receive for the short essay and in the final examination will also enable the teacher to evaluate the extent to which the students have learned from the course, and whether the teacher has maintained the necessary standards in teaching and assessment.
 - At the end of the course students will be requested to respond with evaluation forms about the course. The evaluation forms will have questions with regard to teaching methodology, reading materials, activities in the class, assessment methods and classroom environment. It will also have space for their suggestions. It will provide necessary information to the teacher to evaluate his or her strengths and weaknesses and reflect upon it in future.
 - The evaluations through the formative evaluation methods will enable the teacher to make necessary changes during the course, and the evaluations through the summative evaluation methods will enable the teacher to make necessary changes with regard to his teaching in the future.

Evaluation Tools

Tools	Sessions/place
Debriefing the previous class proceedings	All sessions (except session Nos.1,4,8,13 &15)
Reflection on the previous class proceedings	All sessions (except session Nos.1,4,8,13 &15)
Students lead discussion based on readings	All sessions (except session Nos.5,8,13 & 15)
Participation of students in the discussion	All sessions (except session Nos.5,8,13 & 15)
Teacher-lead discussion	All sessions (except session Nos.11 & 13)
Group discussion and presentation	Session Nos.1,2,5,6,7,8,9 & 14 .
Preparation of posters	Session No.03
Movie and reflection	Session No. 04
Short videos and reflection	Session No.05
Simulation	Session No.11
Role play	Session No.12
Group presentation	Session No.13
Guest Lecture	Session No. 10
Field visit	Session No.15
Short essay	Session No.09 (deadline for submission)
Final examination	At the end of the course
Evaluation form	At the end of the course

Administrative Chapter

10. Lessons in the course

The course has fifteen lessons. Each lesson addresses different topics related to sustainable development and peace and related matters.

11. Number of hours

45 hours.

12. Duration of the course

Each course module will be for three hours. It will be taught three hours per week for fifteen weeks continuously.

13. Medium of instruction

The medium of instruction will be in English. Students shall have good standard in English.

14. Times and place

The time will be any three hours between 8.00 a.m. – 7.00 p.m. on a Saturday, as scheduled by the Academic Coordinator of the program.

The place will be lecture Hall No. _____ of the Faculty of Graduate Studies.

15. Special requirements

The library should be equipped with an adequate number of hard copies of readings and recommended readings. The library shall also have books and journals relating sustainable development and peace. In addition, the library shall subscribe to necessary online journals.

The lecture hall should have a computer with an internet facility and multimedia tools. The lecture hall should have enough space with an arrangement of tables and chairs to facilitate group discussion among the students.

16. Instructor

17. Instructor's biographical data

18. Course Requirements

As the course is part of the Postgraduate Diploma/Masters in Conflict and Peace Studies Program of the Faculty of Graduate Studies, the requirements and the standards of the Program shall apply to this course as well.

It is also intended to offer this course as an alone-standing certificate course for the students outside the program of study. The participants (outside the program study) who wish to follow this course shall have experience and/or interest in the field of sustainable development and peace. Work experience in a relevant field in a governmental organization or non-governmental organization would be considered as an added advantage.

19. Participants

Students in the Program of Postgraduate Diploma/Masters in Conflict and Peace Studies, and the students who wish to follow only this course as a certificate course. This course is a mandatory course to the students in the Program of Postgraduate Diploma/Masters in Conflict and Peace Studies.

20. Number of students

Between 20 and 30 students

21. Attendance

Attendance is mandatory. Students who have not satisfied the minimum requirement of attendance prescribed by the by-law of the program will not be permitted to sit in the final examination unless, the Faculty Board decides otherwise for acceptable reasons.

22. Late submission of assignments

Students are advised to submit their assignments to the assigned Faculty person on or before the deadline, unless they obtain prior permission for late submission from the Faculty for any valid reason. Grades will be deducted for late submission of assignments according to the University policy and by-laws on late submission of assignments.

23. Habitual late attendance

Students are expected to be in class on time, unless any unforeseen incident or event makes them not to be present in the class on-time. Habitual late attendance will adversely affect their grade for class participation.

24. Academic dishonesty

Students are advised to be familiar with the University's plagiarism policy. Plagiarism in any form of assessment or evaluation will be considered as an examination

offence and will be dealt with in accordance with the University policy and by-laws with regard to plagiarism.

25. Recording in the class

Recording the proceedings in the class is prohibited. It is expected from the students to actively participate in the course relating to sustainable development and peace, and express their views on various issues including controversial issues. As students are from diverse sectors and hold different positions in the sectors, participation in the course is expected. Prohibition of recordings becomes important to ensure students' active participation in the class, without fear of leakage of information.

26. Respect for different views

Students are expected to argue and make counter arguments in the class. But, students should respect the views of other students even though they may not agree.

27. Privacy

Students should not take the matters discussed in the class outside the class in a manner which causes any harm or embarrassment to the fellow students.

28. Assignments

Class facilitation

Group presentation

Short essay (word limit 1500-2000)

29. Assessment

Type of Assessment	Allocation of grades
Class participation	10%
Class facilitation	10%
Group presentation	10%
Short essay (word limit 1500-2000)	10%
Final examination	60%

The final examination will be a year-end examination and its duration will be three hours. It will either be a closed book examination or an open book examination. But, students will be informed in advance whether it will be a closed book examination or an open book examination.

Teacher’s Manual

Session: No. 01: What is “Development”?

Objective: To explore the meaning of “development” and discuss whether development means only the economic growth in a country or if it has a broader meaning to embrace or other aspects in addition to economic growth.

Contents:

- Introduction
- Meaning of “development”
- Components of development
- Capitalism and development
- Will development be a threat to peace?
- Is development just a westernization of the world?
- Opportunities for development in Sri Lanka
- Challenges for development in Sri Lanka

Proposed main questions:

- ✓ Does economic growth mean development?
- ✓ Is capitalism a threat to sustainable development?
- ✓ What is human development?
- ✓ What is economic development?
- ✓ What is social development?
- ✓ Explain the nexus between development, conflict and peace.

Methodologies and activities:

Methodology	Activity
Introduction of the course (10 minutes)	By the teacher
Discussion based on two reading materials	Two students leading the discussion

(30 minutes)	Participation by other students
General discussion/dialogue (One hour 30 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (40 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The teaching strategy for this lesson will be discussing what is meant by development and whether development leads to conflict or peace or both. If it leads to conflict, what is the answer?

The question arises, what is meant by development? Does it mean only the economic growth or does it include other aspects of human life such as health, education, empowerment, happiness and other requirements of quality life or social well-being?

Simon Dresner explains the changing focus of development as:

The goal of ‘development’ was first formally enunciated by President Truman in 1949. The objective was generally seen in terms of increasing that newly invented measure, GNP [Gross National Product]...In the 1960s, doubts about the model began to set in. Although economic growth was taking place, it was not bringing tangible benefits to the poor, and was often even leading to their further impoverishment...The problem was initially seen as simply lack of jobs, but it was realized by the 1970s that the poor were held back by lack of education, bad health and nutrition, and policies that favoured the elite. A new approach was taken up by the United Nations, based around social inclusion, promoting equity and fulfilling human potential. The ‘Basic Needs’ approach to development became fashionable in the mid-1970s...A new alternative development model came to prominence in the 1990s – ‘human development’. It had originated with the Indian economist Amartya Sen...and was taken up by the United Nations Development Programme (UNDP) in its annual *Human Development Report* from 1990.²

UN Declaration on the Right to Development provides:

...development is a comprehensive economic, social, cultural and political process, which aims at the constant improvement of the well-being of the entire population and of all individuals on the

² Simon Dresner. (2002). “What Does ‘Sustainable Development’ Mean?. Chapter5 p. 63 at pp 68-70. In *the Principles of Sustainability*. London/Sterling,VA: Earthscan.

basis of their active, free and meaningful participation in development and in the fair distribution of benefits resulting there from. (Paragraph 2 of the Preamble).

According to the declaration, development is an economic, social, cultural and political process for the improvement of the well-being of people.

The right to development has become a third generation human right. The teacher shall lead a discussion as to the linkages between development and the following rights in the light of the provisions in the UDHR, ICCPR and ICESCR:

- Civil rights
- Political rights
- Economic rights
- Social rights
- Cultural rights

The teacher shall raise the question as to what type of development the planet needs and why. The teacher shall link the developmental issues with conflict and peace.

Our Common Future states:

...many present development trends leave increasing numbers of people poor and vulnerable, while at the same time degrading the environment. How can such development serve next century's world of twice as many people relying on the same environment? This realization broadened our view of development. We came to see it not in its restricted context of economic growth in developing countries. We came to see that a new development path was required, one that sustained human progress not just in a few places for a few years, but for the entire planet into the distant future...³

A report of the Commission on Human Security explains the concept of human development as:

...it has helped to shift the focus of development attention away from an overreaching concentration on the growth of inanimate objects of convenience, such as commodities produced (reflected

³ World Commission on Environment and Development. (1987). "From One Earth to one World". At p. 04. In *Our Common Future*. Oxford/New York: Oxford University Press.

in the gross domestic product or the gross national product), to the quality and richness of human lives, which depend on a number of influences, of which commodity production is only one.⁴

The teacher shall discuss how the religious principles, especially the principles in Buddhism could be related to development.

Johan Galtung states with regard to Buddhist principles about development as:

Development must concentrate on decreasing *dukkha*, or suffering. Translated into Western jargon, this means satisfying basic human needs for everyone, beginning of course with the neediest; that is, the people with the greatest amount of *dukkha* to decrease. This is certainly not synonymous with economic growth, as it is understood today...⁵

Development is not only economic growth-driven achievement, but also it includes other aspects including environmental and social aspects.

Some people argue that development is synonymous to happiness. In this sense, the question arises whether what we perceive as development and developed countries have true development. Are all people in the developed world happy? Are all the people in the undeveloped world unhappy?

In this lesson the teacher shall lay a foundation for discussion about sustainable development for the next class.

Evaluation procedure for the session

What Methods?	What Aspects?
Debriefing the class proceedings by students in the next class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.

⁴ Commission on Human Security. Human Security Now. (2003). Chapter 1. At p.8. New York.

⁵ Johan Galtung and Daisaku Ikeda. (1995). "Religion as Transformation". Chapter 4 p. 72 at p. 89. In Choose Peace: Dialogue. London: Pluto Press.

Teacher led discussion/dialogue	To what extent students have acquired knowledge and engaged in critical thinking and reflection upon the issues.
Group discussion and presentation	To what extent students have acquired knowledge, applied their knowledge to issues, critically evaluated the issues and reflected upon the issues.

Required Readings:

- Burkey, Stan. (2002). "What is Development?" Chapter 2 Pp. 26-39. In *People First: A Guide to Self-Reliant – Participatory Rural development*. London: Zed Books.
- Sen, Amartya. (1999). "The Ends and the Means of Development". Chapter 2. Pp.35-53. In *Development as Freedom*. New York: Anchor Books.
- Jeong, Ho-Won. (2005). "Development." Chapter 5. Pp. 123-153. In *Peace Building in Post Conflict Societies: Strategy and Process*. London: Lynne Rienner Publishers.

Recommended Readings:

- Anielski, Mark (2007). "The Economics of Happiness". Chapter 10. Pp 215-227. In *The Economics of Happiness: Building Genuine Wealth*. Gabriola Island: New Society Publishers.
- Sen, Amartya. (2004). "Development as Freedom" Asia Source Interview with Amartya Sen. by Nermeen Shaikh. CIAO Working Paper. Q & A Asia Source Interview : Asia Society. From: <http://www.ciaonet.org/wps/shn09/index.html>
- Porrirt, Jonathon. (2007). "Unsustainable Capitalism". Chapter 4. Pp. 86-110. In *Capitalism as if the World Matters*. London: Earthscan.
- Rist, Gilbert. "Definitions of Development" Chapter I.Pp. 8-24. In *The History of Development: From Western Origin to Global Faith*. Commission on Human Security. Human Security Now. (2003). New York. Chapter 1. At p.8.
- An agenda for development: www.un.org/Docs/SG/agdev.html
- Declaration on the right to development: <http://www.unhchr.ch/html/menu3/b/74.htm>

Session: No.02 The Concept of Sustainable Development

Objective: To understand what is meant by the concept of sustainable development including a clarification of what would be unsustainable development and its environmental, economic and social dimensions.

Contents:

Introduction

Concept of “sustainable development”.

Evolution of sustainable development.

Environmental aspects of sustainable development.

Economic aspects of sustainable development.

Social aspects of sustainable development.

Comparing what would be unsustainable and sustainable development.

“Eco-foot print” and “Overshoot”.

Nexus between sustainable development and peace.

Concept of sustainable in the Sri Lankan culture.

Proposed main questions:

- ✓ What do you understand by the concept of “sustainable development”?
- ✓ What is the interdependent nature of ecosystems and human life?
- ✓ What are the conflicts between ecosystems and human life?
- ✓ What do you understand by “eco footprint” and “overshoot”?
- ✓ What is the nexus between sustainable development and peace?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students

General discussion/dialogue (One hour and 20 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (45 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The strategy for teaching this lesson will be explaining the dimensions and dynamics of sustainable development and discussing why sustainable development is important. The teacher shall link the different dimensions of sustainable development with conflict and peace.

Teacher has to make the students to understand what is meant by “sustainable development” and “unsustainable development”. In this session, different perceptions of sustainable development have to be discussed and the reflections of the students on the different perceptions have to be encouraged.

According to *Our Common Future*:

...sustainable development is not a fixed state of harmony, but rather a process of change in which the exploitation of resources, the direction in investments, the orientation of technological development, and institutional change are made consistent with future as well as present needs...⁶

Blewitt, J. states:

Sustainable development is about protecting and conserving the planet’s natural environment and promoting social equity and a degree of economic equality within and between nations.⁷

Kwasi Nsiah-Gyabaah states:

[Sustainable development] involves development that not only generates economic growth but also distributes benefits equitably; that regenerates the environment rather than destroying it and that empowers people rather than marginalizing them. Sustainable development gives priority to the poor, enlarging

⁶ World Commission on Environment and Development. (1987). “From One Earth to one World”. At p. 09. In *Our Common Future*. Oxford/New York: Oxford University Press.

⁷ John Blewitt. (2008). “Globalization and Sustainable Development”. Chapter 1. Pp 1-26 at p. 13. *Understanding Sustainable Development*. London: earthscan.

their choices and opportunities and providing their participation in decisions affecting them. It is development that is pro-poor, pro-nature, pro-jobs and pro-women. In sum, sustainable development stresses growth, but growth that is consistent with employment, empowerment, human security, equity and a flourishing environment.”⁸

It is important to explain the three dimensions of sustainable development- economic; environmental and social dimensions- and their differences and interconnected nature. These three dimensions have many components and the understanding of the different components of these three dimensions with multiple perspectives is also important.

Susan Baker states, referring to the Brundtland Report, that the following normative principles associate with sustainable development:

- Common but differentiated responsibilities
- Inter-generational equity
- Intra-generational equity
- Justice
- Participation
- Gender equality⁹

The ecological footprint has been developed as to consumption and waste in relation to sustainability principles.

Blewitt states:

Ecological footprint analysis, as defined and developed by Mathis Wackernagel and William Rees (1996)¹⁰, refers to the total area of productive land and water required continuously to produce all the resources consumed by a region (or city) and to assimilate all the wastes produced by a particular population, wherever on Earth that land is located. The ecological footprint is therefore a land-based

⁸ Kwasi Nsiah-Gyabaah. (2002). “Human security and the environment in Sub-Saharan Africa: the challenge of the new millennium.” Chapter 10 P. 224 at p. 226. In *Human Security and the Environment: International Comparisons*. Page, E.A. and Redlift, M. (eds.) Cheltenham: Edward Elgar.

⁹ Susan Baker. (2006). “The concept of sustainable development”. Chapter 2 p. 17 at p. 36. In *Sustainable Development*. London/New York: Routledge.

¹⁰ M. Wackernagel and W. Rees. (1996). *Our Ecological Footprint: Reducing Human Impact on the Earth*, New Society Publishers, Gabriola Island, Canada.

substitute measure of the population's demands on natural capital.¹¹

It is also important to lead a discussion in the class as to the following with regard to the concept of sustainable development:

- Whether the explanations given to the concept are satisfactory.
- Whether the explanations encapsulate all aspects of sustainable development.
- Whether the explanations encapsulate the concerns, problems and challenges of developing countries.
- Whether the explanations to the concept of sustainable development would be an evolving one or static one.
- Whether the students could offer any other satisfactory explanation to the concept of sustainable development.

Blewitt, J. states:

Sustainable development and sustainability are dynamic concepts and processes. Meanings and practices change as the world changes, as our skills, knowledge and capabilities develop, and as communication and dialogue improves.¹²

Evaluation procedure for the session

What Methods?	What Aspects?
Debrief class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge and engaged in critical thinking and reflected upon the issues.

¹¹ John Blewitt. (2008). "Tools and Systems for Sustainability". Chapter 8 p. 173 at p. 175. In *Understanding Sustainable Development*. London/Sterling, VA: earthscan.

¹² John Blewitt. (2008). "Globalization and Sustainable Development". Chapter 1 p. 1 at p. 23. In *Understanding Sustainable Development*. London/Sterling, VA: earthscan.

Group discussion and presentation	To what extent students have acquired knowledge, apply their knowledge to issues, critically evaluate the issues and reflect upon the issues.
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Required Readings:

Dresner, Simon. (2007). “Sustainability Emerging”. Chapter 3. Pp. 28-37. In *The Principles of Sustainability*. London: Earthscan.

Baker, Susan. (2006). “The concept of sustainable development.” Chapter 2. Pp. 17-48. In *Sustainable Development*. London: Routledge.

Dresner, Simon. (2007). “What Does ‘Sustainable Development’ Mean?” Chapter 5. Pp. 63-74. In *The Principles of Sustainability*. London: Earthscan..

Recommended Readings:

Blewitt, John. (2008). “Globalization and Sustainable Development.” Chapter 1.Pp.1-26.In *Understanding Sustainable Development*. London: earthscan.

World Commission on Environment and Development (1987). “Towards Sustainable Development.” Chapter 2. Pp 43-66. In *Our Common Future*. Oxford: Oxford University Press.

Costanza, Robert. *et.al.* (2001). “Ecosystems and human systems: a framework for exploring the linkages”. Chapter 1.Pp. 3-20. In *Institutions, Ecosystems, and Sustainability*. Costanza, Robert *.et.al* (eds). London: Lewis Publishers.

Gibson, R.B., Hassan,S., Holtz,S., Tansey,J., & Whitlaw,G. (2005). “Sustainability : The Essentials of the Concept.” Chapter 3.Pp.38-65. In *Sustainability Assessment: Criteria, Processes and Applications*. Earthscan.

Kwasi Nsiah-Gyabaah. (2002). “Human security and the environment in Sub-Saharan Africa: the challenge of the new millennium.” Chapter 10 P. 224 at p. 226. In *Human Security and the Environment: International Comparisons*. Page, E.A. and Redlift,M. (eds.) Cheltenham: Edward Elgar.

Global Footprint Network : <http://www.footprintnetwork.org/en/index.php/GFN/>

International Institute for Sustainable Development.: www.iisd.org

Session: No.03 Challenges to Sustainable Development and Peace

Objective: To trace the challenges to sustainable development at global, regional, national and local levels.

Contents:

Introduction
Challenges at global level
Challenges at regional level
Challenges at national level
Challenges at local level
How do the challenges become threats to peace?
Suggestions to overcome challenges

Proposed main questions:

- ✓ What are the challenges at the international level to promote and implement sustainable development?
- ✓ What are the challenges Sri Lanka has with regard to promotion and implementation of sustainable development?
- ✓ How could international level challenges be overcome in order to implement sustainable development?
- ✓ How could the challenges in Sri Lanka be overcome in order to incorporate and in doctrine sustainable development?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
General discussion/dialogue	Teacher leading the discussion

(One hour and 20 minutes)	Interactive participation of students
Preparation posters (45 minutes)	Discussion in small groups
	Making posters

Notes to teacher:

The strategy for this lesson will be identifying the challenges at different levels and discussing how these challenges have become a threat to development and peace.

The teacher shall make the students come up with challenges relating to sustainable development. The challenges they suggest should cover all three dimensions of sustainable development.

The challenges at the following levels could be discussed:

- Global level
- Regional level
- National level
- Provincial level
- Municipal level
- Village level

The challenges at global level shall include the following:

- Greed for development
- Exploitation of resources
- Emission of green house gases
- Violent conflicts
- Poverty
- Illiteracy
- Social exclusion

The challenges at regional and national level shall include the following:

- Population growth
- Exploitation of resources
- Violent conflicts
- Poverty
- Illiteracy
- Social exclusion
- Patriarchal system
- Corruption

As Amartya Sen states: “Not only do we have more problems to face, we also have more opportunities to deal with them.”¹³

It is also relevant to discuss whether the challenges in the country could be converted into opportunities and whether the opportunities would become challenges if a sustainable approach is not adopted. The teacher could lead a discussion as to whether the practices which become challenges to sustainable development are against the religious principles as well.

Gross states: “It is equally clear that Buddhism would regard ecologically unsound practices regarding reproduction or consumption as selfish, privately motivated disregard for the finite, interdependent cosmos.”¹⁴

Hinduism also has many aspects of sustainable development. Economic development could be linked with worshipping Goddess Luxmi. Environmental protection could be linked with the important place given to the nature including water, air and earth, and the protection of fauna and flora in the names of gods and goddesses. Social development could be linked with goddess Saraswathy for education and the status given to the goddesses in the religion. Therefore, unsustainable practices may be against the religious principles of Hinduism as well. Similar examples could be found in Islam and Christianity also to explain how the unsustainable practices may be against the religious principles.

Many initiatives are taken at a global, regional and national level to overcome the challenges to sustainable development. The global and regional initiatives are discussed in Lesson 11 (relating to international cooperation) and Lesson 12 (relating to sustainable development strategy of Sri Lanka). However, the challenges continue and become a threat to peace and security of the present and future generations.

¹³ Amartya Sen. (2000). Why Human Security? Presentation at the “International Symposium on Human Security” in Tokyo, July 28, 2000. At P. 02

¹⁴ M.R. Gross. (1997). “Buddhist Resources for Issues of Population, Consumption, and the Environment”. Pp 291-311 at p. 296. In Buddhism and Ecology. Tucker, M.E and Williams, D.R, New York: State University of New York Press.

Evaluation procedure for the session

What Methods?	What Aspects?
Debriefing the class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge and engaged in critical thinking and reflected upon the issues.
Poster preparation (group work)	To what extent students have understood the issues, and their creativities in making informative posters.

Required Readings:

Meadows, Donella. (1996). “Envisioning a Sustainable World”. Chapter 7. Pp. 117-126. In *Getting Down to Earth: Practical Applications of Ecological Economics*. Costanza, R., Segura, O., and Martinez-Alier, J. (eds.). Washington, D.C : Island Press.

Blewitt, John. (2008). “Beyond the Imperatives of Economic Growth and ‘Business as Usual’.” Chapter 6.Pp. 123-147. In *Understanding Sustainable Development*. London: earthscan.

Wakernagel, M. & Rees, W. (1996). “Footprints and Sustainability” Chapter 2. Pp. 31-60. In *Our Ecological Footprint: Reducing Human Impact on the Earth*. Gabriola Island and Philadelphia: New Society Publishers.

Recommended Readings:

Gross, Rita.M. (1997). “Buddhists Resources for Issues of Population, Consumption and the Environment”. In *Buddhism and Ecology*. Tucker, M.E. and Williams,D.R. (eds.). New York: State University of New York Press.

Elkington, John. (1998). “Introduction: Is Capitalism Sustainable?” Chapter 2. Pp. 17-40. In *Cannibals With Forks: The Triple Bottom Line of 21st Century Business*. New Society Publishers.

UNEP. *The Environmental Food Crisis: The Environment’s Role in Averting Future Food Crises*. From:
http://www.grida.no/_res/site/file/publications/FoodCrisis_lores.pdf

UN. 2005 *World Summit Outcome*. Resolution 60/1.
http://data.unaids.org/Topics/UniversalAccess/WorldSummitOutcome_Resolution_24Oct2005_en.pdf

Session : No.04: Violent Conflicts and Sustainable Development

Objective: To examine the nexus between violent conflict and unsustainable development and discuss how the violent conflict in Sri Lanka impacts sustainable development.

Contents:

Introduction

Causes and types of violent conflict.

Adverse impacts on environmental protection.

Adverse impacts on economic development.

Adverse impacts on social development.

From violent conflict to unsustainable development.

From unsustainable development to violent conflict.

Proposed main questions:

- ✓ What is the nexus between violent conflicts and unsustainable development?
- ✓ How do international conflicts have an impact on sustainable development in the countries?
- ✓ How does violent conflict in Sri Lanka affect sustainable development?
- ✓ How will unsustainable development lead to conflicts?
- ✓ What suggestions would you make to overcome the causes of violent conflicts and promote sustainable development?

Methodologies and activities:

Methodology	Activity
Watching movie previous evening ("Slumdog Millionaire") Group reflection on the movie (45 minutes)	Discussion in small groups
	Presentation of group work
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
General discussion/Dialogue (One hour and 30 minutes)	Teacher leading the discussion
	Interactive participation of students

Notes to teacher:

The strategy of this lesson shall be discussing how violent conflicts adversely affect sustainable development and how unsustainable development leads to conflicts. The emphasis should be that sustainable development promotes peace and peace promotes sustainable development.

Violent conflicts relating to both international conflicts and internal conflicts become a threat to sustainable development in many ways. The teacher has to lead a discussion in the class looking at ways the violent conflicts adversely affect the economic, environmental and social dimensions of sustainable development.

In Sri Lanka, the ethnic conflict became a violent conflict because of the demand and denial of power sharing, ethnic discrimination and relative deprivation. The demand of the Tamil community since independence for power sharing through federal state was not conceded by the governments of Sri Lanka. Thereafter, the language policy adopted in the 1950s and the education policy adopted in the 1970s fueled the conflict and transformed it into a violent conflict with a demand for a separate state.

The ethnic conflict in Sri Lanka has claimed the lives of about 100,000 people from all communities and maimed many other thousands of people. It is a loss of valuable human resource in the country. If not, the human resource would have contributed to the sustainable development of the country in many ways.

The ethnic conflict also has caused huge amounts of financial loss to the country in terms of destruction, loss of production and military expenses. Violent conflict causes direct and indirect adverse impact on development. It also affects investments, and promotion of the tourism industry in the country. The expansion of the governmental security sector also becomes a burden, as expenditures could be used for many developmental activities.

The conflict has also deprived the livelihood of the people, especially from the war torn areas. The war situation, lack of raw materials, disruption of transport, lack of infrastructure development and restrictions of movements for security reasons have deprived the livelihood activities of the people and economic development in the areas. The war has caused serious environmental damage also.

The Rio Declaration on Environment and Development provides:

Warfare is inherently destructive of sustainable development. States shall therefore respect international law providing protection for the environment in times of armed conflict and cooperate in its further development, as necessary. (Principle 24)

Martijn Bijlsma states:

In most cases, environmental damage is an unintended effect of military operations. Such damage includes the physical destruction of local ecosystems due to bombardments, the movements of military vehicles and ground forces, contamination caused by scattered ammunition, or the destruction of industrial sites...¹⁵

The violent conflict has adversely affected social development also. It has affected education, health services, welfare activities and social services.

The violent conflict in Sri Lanka has displaced hundreds of thousands of people who become internally displaced in other areas or live in camps. It affects their livelihoods and their contribution to economic development and their social development. Poverty among the internally displaced people forces them to engage in unsustainable exploitation of resources and environmental pollution. Such activities of internally displaced people cause not only environmental conflicts but also social conflicts.

Thus, in Sri Lanka, violent conflict seriously affects economic development, environmental protection and social development which are the three components of sustainable development.

Sri Lanka has the potential to promote sustainable development and emerge as a developed country if the conflicts (mainly the ethnic conflict) are resolved and peace is achieved.

Evaluation procedure for the session

What Methods?	What Aspects?
Reflection on movie	To what extent students related the principles they learned to the themes of the movie and vice versa.

¹⁵ Martijn Bijlsma "Protecting the Environment" Chapter 10 p 165 at p. 166-167. In Gerd Junne and Willemijn Verkoren. (eds.). (2005). *Postconflict Development: Meeting New Challenges*. Boulder/London: Lynne Rienner.

Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge and engaged in critical thinking and reflected upon the issues.

Required Readings:

International Peace Bureau. Geneva. (October 2005). “Military Tools – The Impact of Weapons on Development”. Chapter 4. Pp. 45-75. In *Warfare or Welfare? : Disarmament for Development in the 21st Century*.

O’Sullivan, Meghan. (2001). “Sri Lanka: Civil Strife, Civil Society, and the State 1983-1995.” Chapter 7. Pp. 176-219. In *War and Underdevelopment : Country Experiences*. (Volume 2) Stewart, F. and Fitzgerald, V. *et.al* (eds.). New York: Oxford University Press.

Bouvier, Antoine. (1991). “ Protection of the natural environment in time of armed conflict”. Pp. 567-578. In *International Review of the Red Cross*. No. 285.

Film : Slum Dog Millionaire

Recommended Readings:

Dorn, Walter. (2000). “Small Arms, Human Security and Development”, In *Development Express* No.5. www.rmc.ca/academic/gradrech/dorn7_e.html

Bijlsma, Martijn. (2005). “Protecting the Environment” Chapter 10.Pp. 165-184. In *Post Conflict Development: Meeting New Challenges*. Junne,G. and Verkoren, W. (eds.). Boulder/London: Lynne Rienner.

Vietnam War Bibliography: Agent Orange, Other Chemicals, and Ecological

Issues. From: www.clemson.edu/caah/history/facultypages/EdMoise/orange.html
Muggah,Robert and Gainsbury, Sally. *Holding up Development: The Effects of Small Arms and Light Weapons in Developing Countries*. From : www.id21.org

Session : No.05: Human Security, Sustainable Development and Peace

Objective: To understand the different dimensions of human security and their influence on promotion of sustainable development and peace in the light of the Sri Lankan experience.

Contents:

Introduction

Meaning of “human security”.

Components of human security.

Nexus between human security, sustainable development and peace.

From human security to sustainable development.

From sustainable development to human security.

Challenges to human security in Sri Lanka.

Proposed main questions:

- ✓ What are the different aspects of human security?
- ✓ How do the different aspects of human security promote sustainable development and peace?
- ✓ What are the challenges to human security in Sri Lanka?
- ✓ What are the suggestions you would make to promote sustainable development and peace in Sri Lanka through promotion of human security?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Short video and discussion “Effect of climate change on developing countries” (30 minutes)	Students watching the short video
	Discussion based on the short video
General discussion/Dialogue (One hour and 20 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (45 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The strategy for the lesson shall be discussing the different dimensions of human security and making a link with sustainable development and peace in the light of the Sri Lankan experience.

According to the UNDP Report¹⁶ human security encompasses the following aspects:

- Economic security
- Food security
- Health security
- Environmental security
- Personal security
- Community security
- Political security

Human security aims to achieve “freedom from fear” and “freedom from want”.¹⁷ It is described as a people-centered approach. The concept of human security does not replace the traditional state security. Human security and state security are inter-dependent and mutually reinforcing. One cannot be achieved without the other.

Achieving human security itself is a development. Human security empowers people to contribute to sustainable development. Human security also contributes to preventing conflicts and achieving peace. Therefore, human security is essential to achieve sustainable development and peace. State, international organizations and civil societies have to play important roles in achieving human security in a country. Poverty, disease, HIV-AIDS, war, terrorism, violence, weapons of mass destruction, environmental degradation and climate change are some of the major threats to human security.

Although Sri Lanka is a densely populated developing country affected by the Tsunami and civil war, it has promising progress with regard to human security compared to many other developing countries. Free education and free health service are the main reasons for this progress. However, many challenges to human security still continue.

¹⁶ UNDP. “New Dimensions of Human Security”. Chapter 2 Pp 24-25. In *Human Development Report 1994*. Oxford University Press: New York. From: http://hdr.undp.org/en/media/hdr_1994_en_chap2.pdf

¹⁷ UNDP. “New Dimensions of Human Security”. Chapter 2 at p. 24. In *Human Development Report 1994*. Oxford University Press: New York. From: http://hdr.undp.org/en/media/hdr_1994_en_chap2.pdf

Economic security: In Sri Lanka, the unemployment rate is gradually declining and people are engaging in diversified economic activities. The increasing trend of the employment rate of females is another positive feature in Sri Lanka. The agricultural sector, fisheries, plantations, the industrial sector (including garment factories), the tourism industry, the service sector and foreign employment are the main sources of employment generation. Adequate wages to the working class, mainly in the plantation sector, is always an issue. Sri Lanka has many legislations with regard to employees' social security schemes. But, the lack of compliance with such legislation poses challenges to the economic security of the employees. The damage caused by the Tsunami and the civil war and the restrictions imposed in the war-torn areas for security reasons affect the economic security of the people.

Food security: Famine is not an issue in Sri Lanka. The increasing trend in economic security enhances food security and most of the people have the capacity to purchase their food. But, it is noted that people in the plantation sector lack the capacity to purchase nutritional foods for many reasons including inadequate family income and disproportionate expenses for alcohol. People living in the war-torn areas also have challenges to purchase nutritional food.

Health security: In Sri Lanka, free health services and immunization schemes have enhanced health security of the people to a satisfactory level. Sri Lanka is a HIV/AIDS low prevalent country. Air pollution, water pollution and garbage dumping pose threats to the health security of the people. Vector-borne diseases become a threat to health security during rainy seasons.

Environmental security: Sri Lanka is a state party to all important international instruments relating to environmental protection and it has enacted much legislation to protect the environment. But, lack of effective implementation of these policies pose a challenge to environmental security. Exploitation of resources, air pollution, water pollution, soil pollution, noise pollution, marine pollution, deforestation, loss of biodiversity, soil erosion and coastal erosion have become threats to environmental security.

Personal security: Sri Lanka has many challenges to personal security of the people in all parts of the country. But, the risk to personal security in the war-torn areas is very high. Civil war-related risks, urban violence and domestic violence are the main threats to personal security of the people in Sri Lanka.

Community security: Sri Lankan culture promotes security through community identity and living as community. Ethnic groups, mainly the minority communities, feel that their security could be promoted through community identities. The communities have many organizations and political parties to promote their community security. Indigenous *Veddha* community leaders also emphasize the importance of community security. Sri Lankan family fabric also promotes community security in Sri Lanka.

Political security: Sri Lanka has a vibrant multi party democratic political system. Article 3 of the Constitution provides: “In the Republic of Sri Lanka, sovereignty is in the People and is inalienable. Sovereignty includes the powers of government, fundamental rights and the franchise.” People exercise their sovereign rights in electing the government. The judicial system provides reliefs to the violation of human rights by the government authorities.

The above aspects of the human security situation in Sri Lanka provide a reflection of the impact on economic, environmental and social aspects of sustainable development and peace.

The teacher shall lead a discussion as to how the challenges to human security in Sri Lanka could be overcome.

Evaluation procedure for the session

What Methods?	What Aspects?
Debriefing the class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Reflection on short video	To what extent students related the principles they learned to the themes of the short video and vice versa.
Teacher led discussion/dialogue	To what extent students have acquired knowledge and engaged in critical thinking and reflected upon the issues.
Group discussion and presentation	To what extent students have acquired knowledge, applied their knowledge to issues, critically evaluated the issues and reflected upon the issues.

Required Readings:

Lonergan, Steve. (2000). "Human Security, Environmental Security and Sustainable Development." Chapter 5. Pp. 66-83. In *Environment and Security: Discourses and Practices*. Miriam, R.L. and Brian, R.S. (eds.). London: Mac Millan Press Ltd.

Sen, A. (2000). "Why Human Security?". July 28, 2000. Presentation at the "International Symposium on Human Security" in Tokyo.

Kotagama, Sarath. (2003). "Exploring the Environment and Security Nexus in Sri Lanka". Chapter 5. Pp.129 -154. In *Environment, Development and Human Security*. Najam, Adil.(eds.). Lanham: University Press of America.

Recommended Readings:

Paris, Roland. (2001). "Human Security: Paradigm Shift or Hot Air"? In *International Security*, Vol. 26, No. 2. Pp. 87-102. From:<http://links.jstor.org/sici?sici=0162-2889%28200123%2926%3A2%3C87%3AHSPSOH%3E2.0.CO%3B2-V>

UNDP. (1994). *Human Development Report*. New York: Oxford University Press
http://hdr.undp.org/en/media/hdr_1994_en.pdf

UNDP. (2007/2008). "Fighting climate change : Human solidarity in a divided world." *Human Development Report*. New York: Palgrave Macmillan. From:
http://hdr.undp.org/en/media/HDR_20072008_EN_Complete.pdf

World Commission on Environment and Development. (1987). "Peace, Security, Development, and the Environment." Chapter 11. Pp. 290-307. In *Our Common Future*. Oxford: Oxford University Press.

Commission on Human Security : www.humansecurity-chs.org/index.html
UN Millennium Development Goals Report 2008 from
<http://www.un.org/millenniumgoals/pdf/The%20Millennium%20Development%20Goals%20Report%202008.pdf>

Session : No.06: Human Rights, Sustainable Development and Peace

Objective: To explore linkages between human rights, sustainable development and peace and how violations of human rights would adversely affect sustainable development and peace.

Contents:

Introduction

Civil, political, economic, social and cultural rights.

Right to development.

Right to environment.

Nexus between human rights, sustainable development and peace.

Sri Lankan mechanism to promote human rights.

Proposed main questions:

- ✓ How the civil, political, economic, social and cultural aspects of human rights promote the three dimensions of sustainable development?
- ✓ Do the civil, political, economic, social and cultural aspects of human rights contribute to the implementation of sustainable development in Sri Lanka?
- ✓ What are the challenges, if any, to raise awareness about sustainable development in Sri Lanka through promotion of human rights?
- ✓ What suggestions would you make for sustainable development to happen in Sri Lanka through the promotion of human rights?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
General discussion/Dialogue (One hour and 20 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (45 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The strategy for the lesson shall be discussing how the promotion of civil, political, economic, social and cultural rights will contribute to the implementation of sustainable development and peace.

The following rights are considered as first generation rights:

- Civil rights
- Political rights

The following rights are considered as second generation rights:

- Economic rights
- Social rights
- Cultural rights

The third generation rights include the following:

- Environmental rights
- Right to development
- Right to peace

The teacher shall lead to a discussion concerning the interdependent, inseparable and indivisible character of all these rights.

The teacher shall lead a discussion as to the linkages between human rights, sustainable development and peace in the light of the provisions of the following international instruments:

- Universal Declaration of Human Rights
- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Convention on the Elimination of All Forms of Discrimination Against Women
- Convention on the Rights of Child
- Earth Charter

The concept of human rights is not static, but an evolving one. The concept of human rights guarantees, protects and enhances the basic freedoms and rights of the people. A human being cannot achieve full potential without enjoying these freedoms and rights. These freedoms and rights are important to empower people to enable them to contribute to development. If

human rights of the people are violated, it would deprive not only the development of the people, but also the development of the country.

If human rights are protected and enhanced, it will lead to the promotion of sustainable development and peace. If human rights are violated it will generate conflicts and the conflicts also become challenges to sustainable development.

The concepts of human development, human rights and human security are not the same and their scope and focus are different. But, they do not stand in isolation from the other, they are dependent on each other and they are mutually reinforcing.

Sri Lanka is a state party to all important international instruments relating to human rights. Therefore, Sri Lanka has an international obligation to give effect to the principles embodied in international instruments. Human rights aspects have been incorporated into chapter III of the Constitution. Violation of the rights guaranteed by the provisions in this chapter (by executive or administrative action) is actionable in the Supreme Court of Sri Lanka or in the Human Rights Commission of Sri Lanka.

Some hold the opinion that the Constitution does not adequately protect economic and social rights. If the Constitution is suitably amended to include economic rights, environmental rights and social rights, it will contribute to enhance the promotion of sustainable development in Sri Lanka. Many aspects of human rights have also been incorporated into ordinary legislation.

The teacher shall lead a discussion as to how the patriarchal system affects the empowerment of women and their contribution to sustainable development. The teacher shall also generate a discussion in the light of following cases of how human rights principles in the Constitution are creatively used to promote sustainable development in Sri Lanka:

- Eppawela case
- Nawimana case
- Thuruwila case

In this lesson the teacher shall make a link between the dimensions of human rights and the dimensions of sustainable development.

Evaluation procedure for the session

What Methods?	What Aspects?
Debriefing the class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge and engaged in critical thinking and reflected upon the issues.
Group discussion and presentation	To what extent students have acquired knowledge, applied their knowledge to issues, critically evaluated the issues and reflect upon the issues.

Required Readings:

Boulding, Elise and Dye, Jennifer. (2002). "Women and Development." Chapter 10. Pp. 179-194. In *Introducing Global Issues*. 2nd ed., Snarr, M.T. and Snarr, D.N. Boulder: Lynne Rienner Publishers.

UNDP. (2000). "Human rights and human development" In *Human Development Report*. New York: Oxford University Press. Chapter 01. Pp.19-28. From http://hdr.undp.org/en/media/HDR_2000_EN.pdf

OECD. (2007). DAC Action Oriented Policy Paper on Human Rights and Development. From <http://www.oecd.org/dataoecd/50/7/39350774.pdf>

Recommended Readings:

Elson, Diane. (2002). "Gender Justice, Human Rights, and Neo- Liberal Economic Policies." Chapter 3. Pp.78-114. In *Gender Justice, Development, and Rights*. Molyneux, M. and Razavi, S. (eds.). Oxford (New York?): Oxford University Press.

United Nations Human Rights: Office of the High Commissioner for Human Rights From: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx>

UN Documents Cooperation Circle. Gathering a Body of Global Agreements. Human Rights. From <http://www.un-documents.net/k-001303.htm>

Session : No.07 Ethical Aspects, Sustainable Development and Peace

Objective: To familiarize ethical aspects including intra-generational equity and inter-generational equity and tools relating to sustainable development, and explore to what extent the ethical aspects relating to sustainable development are part of Sri Lankan culture.

Contents:

Introduction
Inter-generational equity
Tools for sustainability
Earth Charter
Ethical aspects in the Sri Lankan culture

Proposed main questions:

- ✓ What do you understand by the concept of “inter generational equity”?
- ✓ What ethical aspects relating to sustainable development do you find in your culture and religion?
- ✓ What contributions does the Earth Charter make to promote sustainable development and peace?
- ✓ How do the ethical aspects relating to sustainable development promote peace?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
General discussion/dialogue (One hour and 20 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (45 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The strategy for the lesson shall be discussing the ethical aspects relating to sustainable development and peace and exploring the ethical aspects in Sri Lankan culture.

The teacher shall explain that development has its own limitations because of the limitations of resources and the carrying capacity of the earth.

Our Common Future provides:

The accumulation of knowledge and the development of technology can enhance the carrying capacity of the resource base. But ultimate limits there are, and sustainability requires that long before these are reached, the world must ensure equitable access to the constrained resource and reorient technological efforts to relieve the pressure.¹⁸

When development exceeds the carrying capacity of the biosphere, it becomes unsustainable development.

Blewitt states:

The ideal condition for development is therefore ‘sustainable development’ - a relational concept referring to a series of practices and processes that ensure ‘development’ does not exceed the ecological ‘carrying capacity’ of the planet.¹⁹

The teacher shall lead a discussion as to the following:

- Inter-generational equity
- Public trust doctrine
- Common but differentiated responsibility

In the *Eppawela* Case (2000), Justice Amerasinghe has extensively discussed these concepts in light of Sri Lankan heritage and culture. He has referred to the Guardianship Principle as an alternative to the Public Trust Doctrine Principle.

Susan Baker states:

The idea of inter-generational equity dates as far back as the political philosophy of Immanuel Kant (1724-1804), who

¹⁸ World Commission on Environment and Development. “Towards Sustainable Development” Chapter 2 at p. 45. In *Our Common Future*. (1987). Oxford/New York: Oxford University Press.

¹⁹ John Blewitt. (2008). “Globalization and Sustainable Development”. Chapter 1. Pp 1-26 at p. 05. *Understanding Sustainable Development*. London: earthscan.

developed the idea of posterity benefiting from the work of its ancestors. The philosopher Edmund Burke (1729-99) also wrote about the idea of inter-generational partnership (Ball 2000).²⁰

According to the Rio Declaration, “The right to development must be fulfilled so as to equitably meet developmental and environmental needs of present and future generations.” (Principle 3.)

The question arises whether the concept of inter-generational equity is new to the Sri Lankan societies, or if it has been part of Sri Lankan heritage and culture for a long period of time. The teacher can relate the very often cited story of an elderly man planting a mango tree to the students to provide a simple example to explain that the concept is part of our heritage and culture.

The Earth Charter states:

“Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.”²¹

Kothari states:

“Sustainability ultimately rests on the democracy of all life, on the recognition that human beings are not masters but members of the earth family.”²²

Ethical aspects relating to sustainable development have a holistic approach and include all living and non-living things on the Earth and give a wider meaning to peace.

Gross states: “The Buddha concluded that, in order to become fully human, one needs to live in moderation, avoiding the extremes of too much indulgence and too much poverty or self-denial.”²³ The principles of Buddhism are against the two extremes and preach to live in moderation which promotes sustainable development and peace.

²⁰ Susan Baker. (2006). “The concept of sustainable development”. Chapter 2 p. 17 at p. 40. In *Sustainable Development*. London/New York: Routledge.

²¹ Principle 16(f).

²² Rajni Kothari. (1990). “Environment, technology, and ethics”. Chapter 1. P 27 at p. 32. In *Ethics of Environment and Development*. Engel, J.R., and Engel, J.G. (eds.). Tucson: The University of Arizona Press.

²³ M.R.Gross. (1997). “Buddhist Resources for Issues of Population, Consumption, and the Environment”. Pp 291-311 at p. 298. In *Buddhism and Ecology*. Tucker, M.E and Williams, D.R, New York: State University of New York Press.

Evaluation procedure for the session

What Methods?	What Aspects?
Debriefing the class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student lead discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge and engaged in critical thinking and reflected upon the issues.
Group discussion and presentation	To what extent students have acquired knowledge, applied their knowledge to issues, critically evaluated the issues and reflected upon the issues.

Required Readings:

Goulet, Denis. (1990). "Development ethics and ecological wisdom." Chapter 2. Pp. 36-49. In *Ethics of Environment and Development*. Engel, J.R. and Engel, J.G. (eds.). Tucson: The University of Arizona Press.

Blewitt, John. (2008). "Envisioning a Sustainable Society." Chapter 7. Pp.149-172. In *Understanding Sustainable Development*. London: earthscan.

Vilela, Mirian. (2006). "The Earth Charter and the Quest for a More Sustainable and Peaceful World". (Dialogue). *Development*, 49(3), Pp. 71-75.

Recommended Readings:

Okereke, Chukwumerije. (2008). "Ethics of global sustainability and neoliberal ideas of justice." Chapter 8. Pp. 146-167. In *Global Justice and Neoliberal Environmental Governance: Ethics, sustainable development and international co-operation*. London: Routledge.

Mackey, Brendan. (2008). "The Earth Charter, Ethics, and Global Governance." Chapter 13. Pp. 197-208. In *Sustaining Life on Earth: Environmental and Human Health through Global Governance*. Soskolne, C.L. (ed.). Lanham: Rowman & Littlefield Publishers.

- Dresner, Simon. (2007). "The Ethics of Sustainability." Chapter 8. Pp. 121-136. In *The Principles of Sustainability*. London: Earthscan.
- Kothari, Rajni. (1990). "Environment, technology, and ethics." Chapter 1. Pp. 27-35. In *Ethics of Environment and Development*. Engel, J.R. and Engel, J.G. (eds.). Tucson: The University of Arizona Press.
- Rees, William. (2002). "What Is Environmental Justice? Socially Just Eco-Integrity: Getting Clear on the Concept." Chapter 18. Pp. 221-242. In *Just Ecological Integrity: The Ethics of Maintaining Planetary Life*. Miller, P. and Westra, L. (eds.) Lanham: Rowman & Littlefield Publishers.
- Rockefeller, S.C. (1997). "Buddhism, Global Ethics, and the Earth Charter" Pp. 313-324. In *Buddhism and Ecology*. Tucker, M.E. and Williams, D.R.. (eds.). New York: State University of New York Press.
- Ariyaratne, A.T. Awakening and the Earth Charter in Sri Lanka. From <http://www.earthcharterinaction.org/invent/images/uploads/ENG-Ariyaratne.pdf>
Earth Charter, From: <http://www.earthcharterinaction.org/content/pages/The-Earth-Charter.html>

Session : No.08: Natural Resources, Sustainable Development and Peace

Objective: To understand the importance of natural resources to ensure sustainable development and examine how unsustainable exploitation of natural resources and degradation of natural resources adversely affect sustainable development and generate conflict.

Contents:

Introduction.

Natural resources (in Sri Lanka).

Exploitation of natural resources and conflicts.

Nexus between natural resources, sustainable development and peace.

Mechanisms to promote sustainable exploitation of resources.

Public Trust Doctrine.

Eppawela phosphate mining case and conflicts.

Proposed main questions:

- ✓ Why are natural resources important to ensure sustainable development and peace?
- ✓ What practices and customs do you find in the Sri Lankan cultures and religions with regard to sustainable exploitation of resources?
- ✓ Give examples for unsustainable exploitation of resources in Sri Lanka.
- ✓ Why does the judgment of the Supreme Court of Sri Lanka in the *Eppawela* phosphate mining case become important to promote sustainable development in Sri Lanka?

Methodologies and activities:

Methodology	Activity
Short video “A Quiet Revolution” (40 minutes)	Watching the video
	Discussing the lessons learned from the video in the light of the Sri Lankan context.
General discussion/dialogue (One hour and 20 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (45 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The strategy for this lesson shall be explaining the importance for sustainable development and discussing in the light of the Sri Lankan experience, how unsustainable exploitation of resources lead to unsustainable development and conflicts.

This session shall help the students understand that the economic, environmental and social dimension of development are inextricably linked with protection and conservation of natural resources.

According to the Stockholm Declaration:

The natural resources of the earth, including the air, water, land, flora and fauna and especially representative samples of natural ecosystems, must be safeguarded for the benefit of present and future generations through careful planning or management, as appropriate. (Principle 2.)

The natural resources including the following become important in the Sri Lankan context:

- Land resources
- Water resources
- Forest resources
- Marine resources
- Minerals

The activities including the following result in unsustainable exploitation, degradation and depletion of natural resources in Sri Lanka:

- Industrialization
- Infrastructure development
- Poverty
- Deforestation
- Mining
- Unsustainable tourism
- Over exploitation of fisheries
- *Chena* method of cultivation
- Use of agro chemicals
- Violent conflict

The teacher shall explain the long history of protection and conservation of natural resources in Sri Lanka.

A custom is a practice in a society from an immemorial period. An established custom has force of law in Sri Lanka. It is very useful to provoke the students to discuss how different customs of Sri Lanka could generate sustainable use of natural resources.

A good example of the unsustainable exploitation of fisheries could be given from the custom established and recognized in the Fernando v. Fernando Case about 90 years ago. In this case, the people in the community had successfully established a custom to prohibit using a certain type of fishing net which catches very small fishes and depletes resources. It shows how the modern principles of sustainable development have been practiced in the communities for a long period of time. Examples could be drawn from various other customs in Sri Lankan communities. In this session, sustainable practices of the indigenous *Veddha* community also can be discussed.

The teacher shall also explain how the laws passed during the colonial period to protect the lands which belonged to the colonial governments have, in-turn, contributed to the protection and conservation of natural resources in Sri Lanka.

The teacher shall generate discussion as to how communities can be made to participate in the protection of natural resources. Examples could be given from the concept of village forest in the Forests Ordinance and other customary principles.

Sri Lanka is a state party to the following international conventions relating to natural resources:

- Convention on Biological Diversity (1992)
- Convention on Wetlands of International Importance Especially as Waterfowl Habitat (1971)
- Convention on the Conservation of Migratory Species of Wild Animals (1979)
- Convention on International Trade in Endangered Species of Wild Fauna and Flora (1973)

National Environmental Act of Sri Lanka provides for policy making with regard to following natural resources:

- Land use management
- Natural resources management and conservation
- Management policy for fisheries and aquatic resources
- Management policy for wildlife
- Management policy for forestries
- Management policy on soil conservation

The judgment of the Supreme Court of Sri Lanka in the phosphate mining case (*Eppawela* case) is very important with regard to natural resources and conflicts in Sri Lanka.

In the *Eppawela* case (2000 {3} Sri LR 243) Amerasinghe, J. stated:

Some of the elements encompassed by the principle of sustainable that are of special significance to the matter before this Court are, first, the conservation of natural resources for the benefit of future generations – the principle of inter-generational equity; second, the exploration of natural resources in a manner which is ‘sustainable’, or ‘prudent’ – the principle of sustainable use; the integration of environmental considerations into economic and other development plans, programmes and projects – the principle of integration of environment and development needs. (at p. 277.)

The Supreme Court judgment in the *Eppawela* case becomes relevant to discuss the following class:

- Natural resources and conflicts
- The role of the state as a guardian to protect natural resources
- Incorporation of international standards in to domestic law
- Natural resources and sustainable development practices in Sri Lanka

Evaluation procedure for the session

What Methods?	What Aspects?
Reflection on short video	To what extent students related the principles they learned to the themes of the video and vice versa.
Teacher led discussion/dialogue	To what extent students have acquired knowledge, engaged in critical thinking and reflected upon the issues.
Group discussion and presentation	To what extent students have acquired knowledge, applied their knowledge to issues, critically evaluated the issues and reflected upon the issues.

Required Readings:

Meadows, Donella., Randers, Jorgen., and Meadows, Dennis.(2004). “Tools for the Transition to Sustainability”. Chapter 8. Pp.265-284. In *Limits to Growth: The 30-Year Update*. Vermont: Chelsea Green Publishing Company.

Speth, G. (2004). “Attacking the Root Causes”. Chapter 8. Pp.151 – 171. In *Red Sky at Morning*. New Haven and London: Yale University Press.

Bulankulama and Others v. Secretary, Ministry of Industrial Development and Others (Eppawela Case). (2000) 3 Sri LR. 243-321. From:
http://www.lawnet.lk/docs/case_law/slr/HTML/2000SLR3V243.htm

Recommended Readings:

McDonough, W. and Braungart, M. (2002). “Why Being “Less Bad” Is No Good”. Chapter 2 . Pp.45-67. In *Cradle to Cradle: Remarking the Way We Make Things*. New York: North Point Press.

McDonough, W. and Braungart, M. (2002). “Eco-Effectiveness”. Chapter 3. Pp. 68-82. In *Cradle to Cradle: Remarking the Way We Make Things*. New York: North Point Press.

Rajepakse, Ruana. (2008). “Water as a Human Right: The Sri Lankan Experience.” Chapter 21. Pp. 311-320. In *Sustaining Life on Earth: Environmental and Human Health through Global Governance*. Soskolne, C.L. (ed.). Lanham: Rowman & Littlefield Publishers.

Honey, Martha. (1999). “Ecotourism Today.” Chapter 3. Pp.60-98. In *Ecotourism and Sustainable Development: Who Owns Paradise?* Washington: Island Press.

Roy, Arundhati. *The Greater Common Good* .

From:<http://www.narmada.org/gcg/gcgindex.html>

Session : No.09: Decentralization, Sustainable Development and Peace

Objective: To explore: how the local governments could contribute to the implementation of sustainable development and peace; evaluate to what extent local governments in Sri Lanka contribute to sustainable development and peace; and make suggestions to enhance the contribution of the local governments in making sustainable development and peace a reality.

Contents:

Introduction.

Decentralization.

How decentralization will help the implementation of sustainable development and peace.

Decentralization system in Sri Lanka.

Advantages of the decentralization system.

Local Agenda 21.

Incorporation of Local Agenda 21 in Sri Lanka – an evaluation.

Suggestions to enhance the contributions of local governments in further implementing sustainable development principles and peace in Sri Lanka.

Proposed main questions:

- ✓ Why is decentralization important to promote sustainable development?
- ✓ Do the local governments in Sri Lanka have a local development strategy that includes the vision of sustainable development?
- ✓ How do the local governments in Sri Lanka promote different aspects of sustainable development?
- ✓ What suggestions would you make to ensure local governments play a more significant role in the implementation of sustainable development and in the promotion of peace in Sri Lanka?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
General discussion/Dialogue (One hour and 20 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (45 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The strategy for the lesson shall be discussing the aspects of the decentralization process in Sri Lanka and evaluating to what extent they contribute to promote sustainable development and peace. Also, the students will make suggestions to enhance the contributions of local governments to promote sustainable development and peace.

Decentralization becomes important to promote sustainable development. If powers are accumulated in the centre, development in the peripheries and other outside areas will be very much hampered for many reasons including: lack of revenue generation; lack of need assessments; lack of decision making; lack of participation of local communities; and difficulties in implementation.

Decentralization is also important for the prevention of conflicts in relation to developmental issues. Conflicts relating to the prioritization of developmental programs, conflicts relating to prioritization of areas for developmental programs and allocation of funds for developmental programs would arise- if the powers with regard to developmental programs are not decentralized. As Sri Lanka is a multi-ethnic country, non-decentralization with regard to developmental programs may generate or aggravate ethnic conflicts as well. As local governments become more directly accountable and responsible to the local communities, decentralization will reduce malpractices also.

Agenda 21 provides for local authorities initiatives to achieve its objectives. It provides:

Because so many of the problems and solutions being addressed by Agenda 21 have their roots in local activities, the participation and cooperation of local authorities will be a determining factor in fulfilling its objectives. Local authorities construct, operate and maintain economic, social and environmental infrastructure, oversee planning processes, establish local environmental policies and regulations, and assist in implementing national and sub national environmental policies. As the level of governance closest to the people, they play a vital role in educating, mobilizing and responding to the public to promote sustainable development.²⁴

Agenda 21 also provides as an activity that “Each local authority should enter into a dialogue with its citizens, local organizations and private enterprises and adopt “a local Agenda 21”.²⁵

According to ICLEI:

Local Agenda 21 (LA 21) Campaign promotes a participatory, long-term, strategic planning process that helps municipalities identify local sustainability priorities and implement long-term action plans. It supports good local governance and mobilizes local governments and their citizens to undertake such multi-stakeholder process.²⁶

The teacher shall lead a discussion to evaluate to what extent economic, environmental and social aspects of sustainable development have been decentralized in Sri Lanka at the following levels:

- Provincial level
- Municipal level
- Urban level
- *Pradeshiya* (village) level

²⁴ Agenda 21. Chapter 28.1. From: <http://www.un.org/esa/sustdev/documents/agenda21/english/Agenda21.pdf>

²⁵ Chapter 28.3

²⁶ ICLEI. Local Agenda 21 (LA 21) Campaign. <http://www.iclei.org/index.php?id=798>

The discussion with regard to the above four levels shall be made in the light of the following legislation:

- Provincial Councils Act
- Municipal Councils Ordinance
- Urban Councils Ordinance
- *Pradeshiya Shaba* Act

At the end, the teacher shall ask students to make suggestions on how local governments can strengthen their role in implementing a vision of sustainable development and promote peace in Sri Lanka.

Evaluation procedure for the session:

What Methods?	What Aspects?
Debriefing the class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge, engaged in critical thinking and reflected upon the issues.
Group discussion and presentation	To what extent students have acquired knowledge, applied their knowledge to issues, critically evaluated the issues and reflected upon the issues.

Required Readings:

Baker, Susan. (2006). “The local level: LA 21 and public participation.” Chapter 5. Pp.104-132. In *Sustainable Development*. London: Routledge.

International Council for Local Environmental Initiatives(ICLEI). (1996). *The Local Agenda 21 Planning Guide*. Pp.1-11.

UNEP. (2003). “Tourism and Local Agenda 21: The Role of Local Authorities in Sustainable Tourism”. From <http://www.unep.fr/shared/publications/pdf/3207-TourismAgenda.pdf>

Recommended Readings:

Constitution of 1978

Provincial Councils Act

Municipal Councils Ordinance

Urban Councils Ordinance

Pradeshiya Sabha Act

Agenda 21. Chapter 28.1. From:

<http://www.un.org/esa/sustdev/documents/agenda21/english/Agenda21.pdf>

ICLEI. Local Agenda 21 (LA 21) Campaign. <http://www.iclei.org/index.php?id=798>

Session : No.10: Developing Countries, Sustainable Development and Peace

Objective: To examine specific challenges developing countries have to implement sustainable development practices and ensure peace and explore how developing countries could overcome these challenges.

Contents:

Introduction

Environmental challenges in developing countries.

Economic challenges in developing countries.

Social challenges in developing countries.

Causes for challenges.

Impact of challenges on sustainable development and peace.

Suggestions to overcome challenges.

Proposed main questions:

- ✓ What are the opportunities developing countries have in realizing the vision of sustainable development?
- ✓ What are the challenges developing countries have to implement sustainable development?
- ✓ How do challenges to sustainable development become threats to peace in developing countries?
- ✓ Should the concept of “common but differentiated responsibility” be an integral part of international instruments relating to sustainable development?
- ✓ What are the suggestions you would make to strengthen the capacity of developing countries in implementing sustainable development and peace?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
General discussion/dialogue (One hour)	Teacher leading the discussion
	Interactive participation of students
Guest lecture (One hour)	Presentation by a guest lecturer from UNDP

Notes to teacher:

The strategy for this lesson shall be discussing the challenges to sustainable development in developing countries and making suggestions to overcome the challenges to ensure sustainable development and peace in developing countries.

According to Our Common Future:

...development that is sustainable has to address the problem of the large number of people who live in absolute poverty - that is, who are unable to satisfy even the most basic of their needs. Poverty reduces people's capacity to use resources in a sustainable manner; it intensifies pressure on the environment...²⁷

The challenges to implement sustainable development in developing countries include the following:

- Population growth
- Poverty level
- Illiteracy level
- Lack of empowerment
- Widespread diseases
- Natural disasters
- Lack of resources
- Exploitation of resources

²⁷ World Commission on Environment and Development. "Towards Sustainable Development" Chapter 2 at p. 49. In *Our Common Future*. (1987). Oxford/New York: Oxford University Press.

- Corruption
- Violent conflicts
- Lack of clean technology and finances

According to *Our Common Future*:

The Commission believes that widespread poverty is no longer inevitable. Poverty is not only an evil in itself, but sustainable development requires meeting the basic needs of all and extending to all the opportunity to fulfill their aspirations for a better life. A world in which poverty is endemic will always be prone to ecological and other catastrophes.²⁸

The teacher shall explain the concept of “common but differentiated responsibility” with regard to obligations of developing countries in the pursuit of environmental protection and sustainable development.

Susan Baker explains:

This principle of ‘common but differentiated responsibilities’ provides a way of distributing the responsibilities and tasks associated with the promotion of sustainable development more fairly among the Third World and industrial countries. The principle acknowledges that industrial countries have been the main contributor to environmental problems through their patterns of resource exploitation, production and high consumption. It also recognizes the unequally borne economic effects of implementing international environmental laws and agreements. Further, it takes account of the different capacities, including financial and technical capacities, available within countries to address the problem. In short, the use of the principle of common but differentiated responsibilities is driven by equity considerations.²⁹

The teacher shall discuss with the students to what extent this concept shall be incorporated into international conventions and whether the concept shall become applicable to all developing countries without any classification particularly given the different levels of

²⁸ World Commission on Environment and Development. “From One Earth to one World”. At p. 08. In *Our Common Future*. (1987). Oxford/New York: Oxford University Press.

²⁹ Susan Baker. (2006). “The concept of sustainable development”. Chapter 2 p. 17 at pp 36-37. In *Sustainable Development*. London/New York: Routledge.

capacity to address challenges each country carries. The discussion shall include the exemptions given to China and India from the climate change conventions.

In developing countries the challenges to economic, environmental and social dimensions of sustainable development generate conflict and lead to violent conflicts. Then violent conflicts adversely affect the three dimensions of sustainable development. Thus, the causes and effects become a cycle and affect sustainable development and peace in developing countries.

Evaluation procedure for the session:

What Methods?	What Aspects?
Debriefing the class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge, engaged in critical thinking and reflected upon the issues.
Guest Lecture	To what extent students engaged in discussion with the guest lecturer by synthesizing their new knowledge with prior knowledge.

Required Readings:

Shiva, Vandana. (2005). “Earth Democracy in Action.” Pp.145-187. In *Earth Democracy: Justice, Sustainability, and Peace*. Cambridge: South End Press.

Coyle, Jennifer (2005). “Barriers to Trade in Certification Programs for Sustainable Tourism : Implication for Developing Countries.” From http://www.stanford.edu/dept/publicpolicy/programs/Honors_Theses/Theses_2005/Coyle.pdf

Puvimanasinghe, S.F. (2000). “Development, Environment and Human Dimension: Reflections on the Role of Law and Policy in the Third World, with Particular Reference to South Asia”, In *Sri Lanka Journal of International Law*, Vol 12. P. 35.

Recommended Readings:

MDG indicators: <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>

Smith, Douglas, and Jalal, Kazi. (2000). “The Challenge of Environmentally Sound and Pro-poor Infrastructure Investments.” Chapter 4. Pp. 113-151. In *Sustainable Development in Asia*. Manila: Asian Development Bank.

United Nations Department of Economic and Social Affairs. (2009). “Un-DESA Policy Brief No 12: A Global Green New Deal for Sustainable Development.” From <http://www.un.org/esa/policy/policybriefs/policybrief12.pdf>

Session : No.11: International Cooperation, Sustainable Development and Peace

Objective: To discuss why international cooperation is important in the process of implementing sustainable development and peace and evaluate to what extent Sri Lanka has benefitted from international cooperation to realize the vision of sustainable development and peace.

Contents:

Introduction

Nexus between international cooperation, sustainable development and peace.

Regional organizations.

International organizations.

The nature and types of international cooperation to Sri Lanka.

To what extent Sri Lanka has benefitted from international cooperation to make sustainable development happen and ensure peace.

Proposed main questions:

- ✓ What is meant by international cooperation in the context of sustainable development and peace building?
- ✓ Why is international cooperation important to promote sustainable development and peace?
- ✓ What are the international organizations involved in promoting sustainable development and peace in Sri Lanka?
- ✓ How do the regional organizations contribute to the promotion of sustainable development and peace in Sri Lanka?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
Simulation (Two hours)	Students representing different states and organizations
	Feedback by the teacher

Notes to teacher:

The strategy for the lesson shall involve a simulation exercise which will focus on international cooperation efforts to ensure the implementation of sustainable development and ensure long lasting peace in Sri Lanka.

The global nature of developmental and environmental issues and challenges has increased interdependence and cooperation among states.

International cooperation is an essential requirement with regard to sustainable development and peace. Especially within developing countries such as Sri Lanka which highly depend on international cooperation for sustainable development and peace.

International cooperation with regard to security, funds, debts, aids, trade, expertise, technology and education are some examples. International cooperation through these types of assistance benefit Sri Lanka with regard to agriculture, investments, health care, education, infrastructure developments including water schemes and high ways, and environmental protection.

UN Organizations including the following contribute to sustainable development in Sri Lanka:

- UNDP
- UNEP
- UNICEF
- UNHCR
- WHO
- ILO

International Organizations including the following contribute to sustainable development in Sri Lanka:

- IUCN
- CIDA
- SIDA
- USAID
- AUSAID
- CARE
- OXFAM
- Save the Children
- IOM
- ICRC

Regional Organizations including the following contribute to sustainable development and peace in Sri Lanka:

- South Asian Association for Regional Cooperation (SAARC); and
- Association of Southeast Asian Nations (ASEAN).

The following international instruments also illustrate the importance of international cooperation:

- Stockholm declaration on human environment
- Rio declaration on environment and development
- Agenda 21

In the case of *Bulankulama and Others v. Secretary, Ministry Industrial Development and Others (Eppawela Case)* (2000 {3} Sri LR 243 at 274-275), while delivering the Supreme Court decision, Justice Amerasinghe stated as to the obligations of Sri Lanka with regard to the international declarations as follows:

... the principles set out in the Stockholm and Rio De Janeiro Declarations are not legally binding in the way in which an Act of our Parliament would be. It may be. It may be regarded merely as 'soft law'. Nevertheless, as a Member of the United Nations, they could hardly be ignored by Sri Lanka. Moreover, they would, in my view, be binding if they have been either expressly enacted or become a part of the domestic law by adoption by the Superior Courts of record and by the Supreme Court in particular, in their decisions.

International cooperation contributed significantly to rebuild Sri Lanka and promote the implementation of sustainable development practices and peace building projects after the Tsunami in 2004.

The teacher shall make, inter alia, the above aspects reflect in the simulation exercise.

Evaluation procedure for the session:

What Methods?	What Aspects?
Debriefing the class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Simulation	To what extent students gathered information and apply the information to the role they played, and their skills and attitudes.

Required Readings:

Chambers, W.B. (2008). "From Stockholm to Johannesburg via Malmo: A historical overview of international coordination of environment-sustainable development institutions." Chapter 2. Pp. 15-43. In *Inter linkages and the Effectiveness of Multilateral Agreements*. Tokyo: United Nations University Press.

Garrett, Hardin. (1968). "The Tragedy of the Commons". In *Science*. Vol 162. No. 859. Pp. 1243-1248. From <http://www.sciencemag.org/cgi/content/full/162/3859/1243>

UNDP. Sachs, J.D. Director. (2005). UN Millennium Project. "Inventing in Development: A Practical Plan to Achieve the Millennium Development Goals." New York. From: <http://www.unmillenniumproject.org/documents/overviewEngLowRes.pdf>

Recommended Readings:

Rio Declaration on Environment and Development

<http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm>

Barrick's Corporate Responsibility Charter

http://www.barrick.com/Theme/Barrick/files/docs_ehss/CSR_Charter.pdf

UNDP. (2007/2008). "Fighting climate change : Human solidarity in a divided world." *Human Development Report*. New York: Palgrave Macmillan. From:

http://hdr.undp.org/en/media/HDR_20072008_EN_Complete.pdf

SD International Cooperation.

UN Documents Cooperation Circle. Gathering a Body of Global Agreements. Sustainable Development. From <http://www.un-documents.net/k-001303.htm>

Session : No.12: Sustainable Development Strategy of Sri Lanka

Objective: To evaluate the strategy of Sri Lanka for sustainable development and examine to what extent the legislative, executive and judicial initiatives of Sri Lanka have strengthened the strategy for sustainable development and peace.

Contents:

Introduction

Strategy of Sri Lanka.

Legislative, administrative and judicial aspects of the strategy.

Positive aspects in the strategy in relation to sustainable development and peace.

Negative aspects in the strategy in relation to sustainable development and peace.

Sustainable tourism in Sri Lanka.

Contribution of the private sector to promote sustainable development and peace in Sri Lanka.

Proposed main questions:

- ✓ What are the opportunities and challenges helping or hindering Sri Lanka's commitment to achieve the Millennium Development Goals?
- ✓ What are the important aspects of the strategy to promote sustainable development and peace in Sri Lanka?
- ✓ What are the shortcomings of the strategy to promote sustainable development and peace in Sri Lanka?
- ✓ Did the ancient Sri Lanka have any strategy to promote sustainable development and peace?
- ✓ What are the suggestions you would propose to enhance the effectiveness of the Sri Lankan strategy to promote sustainable development?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students
General discussion/dialogue (One hour)	Teacher leading the discussion
	Interactive participation of students
Role play (One hour)	Students representing Government Ministries and Authorities, NGOs, INGOs, and the private sector.
	Feedback by the teacher

Notes to teacher:

The focus of the lesson shall be discussing the strengths and weaknesses of the strategy of Sri Lanka to promote sustainable development and peace. Students will make suggestions to enhance the effectiveness of the strategy in order to better promote sustainable development and peace.

Country Profile:

Although Sri Lanka has been affected by violent ethnic conflict for the last 26 years and faced the challenges of the Tsunami in 2004, its progress with regard to achieving sustainable development is satisfactory. According to the latest Millennium Development Goals Indicators³⁰ some important profiles are as follows:

Population below USD 1 (PPP) per day: 14.0 % (2002)

Growth rate of GDP per persons employed: 5.36 (2006)

Share of youth unemployed to youth population 10.9 (2005)

³⁰ From: <http://mdgs.un.org/unsd/mdg/Data.aspx> (accessed on 27 May 2007).

Share of youth unemployed to youth population, women 11.0
(2005)

Children under 5 moderately or severely underweight: 29.4%
(2000)

Population undernourished 22.0% (2002)

Pupils starting grade 1 who reach last of grade of primary: 92.2%
(1991)

Literacy rate of 15-24 years old: 97.6% (2007)

Literacy rate of 15-24 years old, men: 97.1% (2007)

Literacy rate of 15-24 years old, women: 98.1% (2007)

Share of women in wage employment in the non-agricultural
sector: 44.5% (2006)

Children under five mortality rate per 1,000 live births: 13%
(2006)

People living with HIV – 15-49 years: 0.10% (2007)

Proportion of land area covered by the forest: 29.9% (2005)

Proportion of the population using improved drinking water
sources: 82% (2006)

Slum population as percentage of urban population: 13.6% (2001)

It is interesting to note that the literacy rate of 15-24 year-old women is higher than of men. The teacher shall make use of other useful indicators from the Human Development Report of the UNDP and the World Bank Report and analyze the trends. The indicators might become more satisfactory if the ethnic conflict is resolved and peace is achieved in the country.

The teacher can make use of the following Millennium Development Goals indicators and evaluate the achievement of Sri Lanka³¹:

- Eradication of extreme poverty and hunger
- Achievement of universal primary education
- Promotion of gender equality and empowerment of women
- Reduction of child mortality
- Improvement of maternal health
- Combating HIV/AIDS, malaria and other diseases
- Ensuring environmental sustainability
- Developing a global partnership for development.

The teacher shall explain the salient features of the Sustainable Development Strategy (draft) of Sri Lanka and make the students comment on the positives aspects and negative aspects of it.

The teacher should lead a discussion with regard to Sri Lanka's responses to the three dimensions of sustainable development. The discussion shall include the positive and negative aspects and opportunities and challenges in the light of legislative, administrative and judicial initiatives:

- Economic development: industrialization, agriculture, fishing industry, tourism, etc.
- Environmental protection: legislative, executive and judicial actions to protect the environment. Special focus should be made to the environmental impact assessment scheme in the National Environmental Act, Coast Conservation Act and Fauna and Flora Protection Ordinance.
- Social development: education, health, empowerment of women and welfare schemes.

Students shall compare the achievements of Sri Lanka with some other developing countries and discuss the reasons for Sri Lanka's remarkable achievements in education and health.

³¹ http://ddp-ext.worldbank.org/ext/ddpreports/ViewSharedReport?&CF=1&REPORT_ID=1336&REQUEST_TYPE=VIEWADVANCED&HF=N (accessed on 09 June 2009).

The teacher shall lead the class to discuss the extent to which the private sector in Sri Lanka contributes to realizing sustainable development and peace.

The teacher shall link the sustainable development initiatives of Sri Lanka with peace-building and generate a discussion to what extent the sustainable development initiatives contribute to the promotion of enduring peace.

Tourism

Sri Lanka pays much attention to resuscitate its tourism industry as one of its main sources of foreign exchange earner and to make the tourism industry to generate employment opportunities.

Sri Lanka has already encountered many developmental, environmental and social conflicts related to and affecting the tourism industry. Unsustainable tourism issues include the following:

- Adverse impacts on livelihood activities of local communities
- Adverse impacts on the environment
- Social problems especially child sex, prostitution and alcoholism

The teacher has to discuss the importance of promoting the tourism industry in Sri Lanka and the opportunities and challenges to promote ecotourism and sustainable tourism in Sri Lanka. Certification programs have become relevant to promote sustainable tourism.

Honey states that the 1992 UN Conference on Environment and Development:

...provided impetus for a variety of efforts to set environmental standards through voluntary compliance, governmental regulation and international agreements and treaties.”³² He cites the definition³³ of certification as: “... a voluntary procedure that assesses, monitors and gives written assurance that a business, product, process, service, or management system conforms to specific requirements.”³⁴

Global Sustainable Tourism Criteria of the Partnership for Global Sustainable Tourism Criteria incorporates the main themes of “effective sustainability planning; maximizing social

³² M.Honey. Setting Standards: Certification Programmes for Ecotourism and Sustainable Tourism. Chapter 15 Pp 234-261 at p. 241. In Amanda Stronza and William H. Durham. (eds.). (2008). London: CABI.

³³ He makes a note that it is not an universally accepted definition.

³⁴ M.Honey. Setting Standards: Certification Programmes for Ecotourism and Sustainable Tourism. Chapter 15 Pp 234-261 at p. 235. In Amanda Stronza and William H. Durham. (eds.). (2008). London: CABI.

and economic benefits for the local community; enhancing cultural heritage; and reducing negative impacts to the environment.”³⁵

Sri Lanka’s certification programs have not yet developed. The teacher shall lead a discussion as to the advantages and disadvantages, if any, of the certification programs.

Evaluation procedure for the session:

What Methods?	What Aspects?
Debriefing class proceedings by students in the next class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge, engaged in critical thinking and reflected upon the issues.
Role play	To what extent students gathered information and applied the information to the role they played, and their skills and attitudes.

Required Readings:

Sri Lanka Strategy for Sustainable Development (Draft). From:
<http://www.un.org/esa/agenda21/natinfo/countr/slanka/nsds.pdf>

Government of Sri Lanka (1997). *Implementation of Agenda 21: Review of the progress made since the United Nations Conference on Environment and Development 1992*. Information Provided to the UN Commission on of Sustainable Development. From:
<http://www.un.org/esa/earthsummit/lanka-cp.htm>

³⁵http://www.sustainabletourismcriteria.org/index.php?option=com_content&task=view&id=58&Itemid=188
 (accessed on 28 March 2009)

Whelan, Tensie. (1991). "Ecotourism and Its Role in Sustainable Development." Chapter 1. Pp. 3-22. In *Nature Tourism: Managing for the Environment*. Whelan, Tensie (Ed.). Washington D.C : Island Press.

Recommended Readings:

Boo, Elizabeth. (1991). "Making Ecotourism Sustainable: Recommendations for Planning, Development and Management." Chapter 9. Pp.187-199. In *Nature Tourism: Managing for the Environment*. Whelan, Tensie (Ed.). Washington D.C : Island Press.

Coyle, J.I. (2005). "Barriers to Trade in Certification Programs for Sustainable Tourism : Implication for Developing Countries." From http://www.stanford.edu/dept/publicpolicy/programs/Honors_Theses/Theses_2005/Coyle.pdf

Honey, M. (2008). "Setting Standards: Certification Programmes for Ecotourism and Sustainable Tourism." Chapter 15. Pp. 234-261. In *Ecotourism and Conservation in the Americas*. Stronza, A, and Durham, W.H. (eds.). (2008). London: CABI.

Global Partnership for Sustainable Tourism Criteria (GSTC Partnership). "Global Sustainable Tourism Criteria." From http://www.sustainabletourismcriteria.org/index.php?option=com_content&task=view&id=58&Itemid=188

Neto, Frederico. (2003). "A new approach to sustainable tourism development: Moving beyond environmental protection." *Natural Resources Forum*. 27. Pp. 212-222.

Bendell,J. and Font, X. (2004). Which Tourism Rules? Green Standards and GATS. *Annals of Tourism Research*. Vol. 31 No.01. Pp. 139 – 156.

National Strategies for Sustainable Development. From www.nssd.net

Millennium Development Goals, Sri Lanka, World Bank Data and Statistics, http://ddp-ext.worldbank.org/ext/ddpreports/ViewSharedReport?&CF=1&REPORT_ID=1336&REQUEST_TYPE=VIEWADVANCED&HF=N

Session : No.13: Group Presentation

Objective: To enhance knowledge, skills and attitudes relating to the preparation and presentation, in order to prepare students to participate and contribute in public forums in the sphere of sustainable development and peace.

Methodologies and activities:

Methodology	Activity
Group presentation	Preparation for group presentation
	Presentation
	Questions and answers (students)
	Comments by the teacher

Brief explanation on the methodology/activity:

The presentations will be on a sustainable development strategy of a country other than Sri Lanka. Students can choose any country in consultation with the teacher.

Students will make their presentation in groups of four. The total time for presentation, and questions and answers based on the presentation will be 30 minutes. Students will be expected to make their presentation for 20-22 minutes and lead to questions and answers during the remaining time.

Students will be expected to use creativity and innovations in their presentations.

Evaluation procedure for the session:

What Methods?	What Aspects?
Group presentation	To what extent students gathered information, synthesized the information and reflected upon the issues. Also group cohesiveness, presentation skills and creativity.

Session : No.14: Education for Sustainable Development and Peace

Objective: To explore to what extent the education system of Sri Lanka incorporates education for sustainable development and peace values, and to discuss what suggestions could be made to the education system of Sri Lanka to promote sustainable development and peace.

Contents :

Introduction

Why education for sustainable development?

Formal education, sustainable development and peace.

Informal education, sustainable development and peace.

Non-formal education, sustainable development and peace.

Ancient education system of Sri Lanka, sustainable development and peace.

Sri Lankan education system, sustainable development and peace.

Suggestions to the education system of Sri Lanka to promote sustainable development and peace.

Proposed main questions:

- ✓ Why is education that promotes sustainable development and peace important?
- ✓ Is education to promote sustainable development and peace at a satisfactory level in Sri Lanka?
- ✓ What types of education methods would you suggest to promote sustainable development and peace in Sri Lanka?
- ✓ What suggestions would you make to promote sustainable development and peace through education?

Methodologies and activities:

Methodology	Activity
Debriefing previous class proceedings (10 minutes)	Presentation by two students
	Comments by other students
Discussion based on two reading materials (30 minutes)	Two students leading the discussion
	Participation by other students

General discussion/dialogue (One hour and 20 minutes)	Teacher leading the discussion
	Interactive participation of students
Group work (45 minutes)	Discussion in small groups
	Presentation of group work

Notes to teacher:

The strategy for the session includes: discussing the importance of education for sustainable development and peace; exploring the aspects of sustainable development and peace in the Sri Lankan education system; and making suggestions to the education system of Sri Lanka to promote sustainable development and peace.

John Blewitt states with regard to education for sustainable development as:

Underpinning Education for Sustainable Development is the aim to encourage people to become eco-literate. This involves being able to comprehend the world holistically and developing the knowledge and capacity to perceive its overall interrelatedness.³⁶

Education for sustainable development and peace requires formal, non-formal and informal education system approaches. The formal education system approach is usually utilized in schools, universities and other such institutions. The non-formal education system approach is through guest lectures, brown bags, workshops and organizations within the academic institutions. The informal education system includes customs, traditions, cultural dimensions, religious tenets, media, temples and movies. In the Sri Lankan context all of these three education systems become relevant.

The teacher shall lead a discussion to explore to what extent the ancient education system of Sri Lanka incorporated aspects of sustainable development and peace. Examples should also be drawn from the education provided by religious institutions.

The Earth Charter aims to: “Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.”³⁷

³⁶ John Blewitt. “Communication and Learning for Sustainability”. In *Understanding Sustainable Development*. (2008). London/Sterling, VA: earthscan. Chapter 9 p. 199 at p. 221.

³⁷ Principle 14(a).

The teacher shall lead a discussion to explore to what extent the education system of Sri Lanka at the primary, secondary and tertiary level incorporates aspects of sustainable development and peace.

John Blewitt (with regard to the UN Decade for Education for Sustainable Development) clearly identifies the main Education for Sustainable Development tasks as to:

- act as the primary agent of transformation towards sustainable development, increasing people’s capacities to transform their visions for society into reality.
- foster the values, behaviour and lifestyles required for a sustainable future
- become a learning process, facilitating decision-making that considers the long-term future of the equity, economy and ecology of all communities.
- build the capacity for such future-oriented thinking.³⁸

At the end, the teacher shall request the students to make suggestions to the education system of Sri Lanka to improve the way in which it incorporates aspects of sustainable development and peace in its curricula.

Evaluation procedure for the session:

What Methods?	What Aspects?
Debriefing t class proceedings by students in the following class and comments by other students.	To what extent students have understood teaching and gathered information from teaching.
Student led discussion based on readings and participation of other students in the discussion.	To what extent students read and understood the reading materials and reflected upon them.
Teacher led discussion/dialogue	To what extent students have acquired knowledge, engaged in critical thinking and reflected upon the issues.

³⁸ John Blewitt. “Communication and Learning for Sustainability”. In *Understanding Sustainable Development*. (2008). London/Sterling, VA: earthscan. Chapter 9 p. 199 at p. 217.

Group discussion and presentation	To what extent students have acquired knowledge, applied their knowledge to issues, critically evaluated the issues and reflected upon the issues.
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Required Readings:

Sterling, S. (2001). “Towards Sustainable Education”. Chapter 1. Pp. 21-33. In *Sustainable Education: Re-visioning Learning and Change*. Bristol: Green Books Ltd.

Sterling, S. (2001). “Reorienting Education – Designing for Change”. Chapter 5. Pp. 77-88. In *Sustainable Education: Re-visioning Learning and Change*. Bristol: Green Books Ltd.

Mckeown, Rosalyn. (2002). *Education for Sustainable Development: Toolkit*. Version 2 .Pp 1-37. From: http://www.esdtoolkit.org/esd_toolkit_v2.pdf

Recommended Readings:

UNESCO. *Education for Sustainable Development*. From http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html

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Session : No.15: Field Visit and Conclusion of the Course

Objective: To learn, through observation, the opportunities and/or challenges for realizing sustainable development and the promotion of peace and discuss the important aspects of the field visit in order to have a better understanding of the opportunities and/or challenges to achieve sustainable development and peace in Sri Lanka.

Methodologies and activities:

Methodology	Activity
Field visit	Identifying the appropriate place
	Collecting background information about the place
	Identifying the objectives of the visit
	Visiting the place
	Observing the place and surroundings
	Taking photographs (if permitted)
	Talking to the officials
	Talking to the people
	Talking to the stakeholders (if relevant)
	Gathering all possible information about the positive aspects and negative aspects
	Recording the information in electronic devices if possible.
	Taking necessary notes
	Synthesizing the knowledge with new experience
Reflecting on the experience	
Conclusion of the course (One hour)	Teacher debriefing the topics covered in the course
	Teacher linking the topics covered in the course
	Concluding remarks by the students and the teacher

Notes to teacher:

Field visit

The teacher shall identify a place which would be an eye-opener to the students. The place shall reflect either unsustainable practices or sustainable practices. Therefore, the following types of places could be identified:

- A garbage dump in Colombo which reflects unsustainable practices and generates many conflicts.
- An industry which adopts sustainable practices.
- A development area which complies with sustainable development practices.
- A development area which does not comply with sustainable development practices and generates conflicts.

A discussion should be generated in the light of their experience in the field.

The reading selected for this session may or may not be relevant to the field visit depending on the place of visit. Whether the reading is relevant to the field visit or not, it should be read for students' better understanding of issues relating to sustainable development and peace.

See the annexure for the description of the field visit.

Evaluation procedure for the session:

What Methods?	What Aspects?
Field visit (See the annexure for description)	To what extent student relate the principles they have learned in the class to the real life situations and experiences.

Conclusion of the course

At the end of the session, the teacher should debrief the topics covered during the course and make links between the different topics of the course. The teacher should focus on the interconnectedness and interdependence of the topics and their relationships with economic, environmental and social dimensions of sustainable development.

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Evaluation procedure for the course

What Methods?	What Aspects?
Short essay	To what extent students have learned from the course and whether the teacher has maintained the necessary standards in teaching and assessment.
Evaluation forms	Whether the teacher has used appropriate reading materials, adopted appropriate teaching and evaluation methods, and whether the classroom environment was conducive for learning.
Final examination	To what extent students have learned from the course and whether the teacher has maintained the necessary standards in teaching and assessment.

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³⁹ I am grateful to my supervisor Professor Mirian Vilela for providing the list of Online Videos.

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Annexure

Description of the Field Visit⁴⁰

The field visit shall be to one of the places described in the note to the teacher for session 15. The place shall be an eye-opener to the students for its positive impact on sustainable development or negative impacts on sustainable development. If the location has positive impacts it will promote peace, and if it has negative impacts it will generate conflict. As the course concerns sustainable development and peace, the chosen location's nexus with peace or conflict will be an ideal place for the field visit. The selection of the location is very important to achieve the objective of the visit and the course.

Before the visit to the location, students shall gather background information about the location, the activities this site partakes in and the impact of the activities. Students may be able to gather the information from websites, literature review and discussion with the people who have prior knowledge about the location and activities. The information students receive should not involve bias. This pre-research activity will help students have a better understanding when they visit the location.

Before the departure for the field visit, the teacher shall briefly explain the objectives of the visit, his/her expectations from the visit and the activities relating to the visit.

Students have to make note of the geographical location and reflect whether the location is suitable for the activities. When students make note of the location they should take into consideration the geographical settings of the location, natural resources surrounding the area, vulnerable or fragile environments, neighborhoods and other activities around the location.

Students have to make note of the practices visible during the visit in order to evaluate whether the practices are sustainable practices or unsustainable practices. Sometimes what they observe at the location will reflect sustainable or unsustainable practices, not only involving that specific location, but also surrounding environments and ecosystems. This includes production process, production chain and consumption patterns. For an example, if the place of visit is a garbage dump, students's observations in the place will make them reflect the sustainable or unsustainable practices in the place and/or sustainable or unsustainable practices in the places from where the garbage comes.

⁴⁰ Inspired by "Observation Guideline Field World" prepared by Dr. Abelardo Brenes, Director, MA Peace Education and Dr. Alicia Cabezudo, Professor for Course PEP 6061 in UPEACE, Costa Rica.

During the visit the students should talk to the officials of the place and gather information with regard to: sustainable or unsustainable (or both) practices at the location; possible alternatives to enhance the sustainable aspects of the practices; and the challenges they have to enhance the sustainable practices. If possible, students shall take photographs which speak for themselves about the sustainable or unsustainable (or both) practices in the place.

Sometimes, it may be relevant to talk to the people in the surrounding neighborhood as well as the stakeholders. If it is relevant, students shall make an effort to gather all possible information from these people by talking to them with regard to sustainable or unsustainable practices.

The course is focused on sustainable development and peace. Therefore, aspects of conflict and peace also become relevant to the course and the field visit. Students shall make an effort to collect information on how sustainable practices promote peace or unsustainable practices generate conflicts.

Conflicts may differ depending on the unsustainable practices. The conflict may be relating to unsustainable exploitation of natural resources, degradation of environment, health hazards, loss of livelihood or displacement of people. Sometimes the unsustainable practices may lead to interpersonal conflicts, social conflicts or ethnic conflicts. Students shall gather information relating to such conflicts, if any, and the nature and magnitude of such conflicts.

The field visit has been scheduled at the end of the course to enable the students to look at the issues in the light of the knowledge, skills, attitudes and values they have developed during the course and have a holistic approach to the issues. Students shall synthesize their new learning experience from the field visit with their knowledge, skills, attitudes and values and reflect upon their experience in the field visit. The teacher shall guide the students to reap maximum benefit from the field visit.