Teaching Sustainable Development through International Public Service: lessons from the Sustainable Chiapas Program

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Available at: https://works.bepress.com/marcotavanti/23/
Teaching Sustainable Development through International Public Service
LESSONS FROM THE SUSTAINABLE CHIAPAS PROGRAM

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Presented at the 33rd Annual National Teaching Public Administration Conference (TPAC), Rapid City, MI, May 13, 2010
I. Teaching Sustainability at DePaul University’s School of Public Service

II. Teaching Sustainable Development to International Public Service Graduate Students: The sustainable development lessons of Chiapas.

III. Teaching as Developing Integrated Capacity for Glocal Public Service
Teaching Sustainable Development at DePaul University’s School of Public Service
Teaching Sustainability Beyond Academic Silos

C.O.R.E.

- DePaul
- POL
- SCI
- ECO
- SOC
- MGT

STARS
Sustainability Tracking Assessment & Rating System

AASHE
Association for the Advancement of Sustainability in Higher Education
The Andragogy Frameworks for Effectively Teaching & Learning Sustainable Development at DePaul University’s School of Public Service

- Environmental Natural Capital
- Community Social Capital
- Economic Financial Capital
- Institutional Capacity
- Organizational Capacity
- Leadership Capacity
Teaching Sustainable Development to International Public Service Graduate Students

The sustainable development lessons of Chiapas
The Chiapas Andragogy

1. Green and the colors of the earth
2. Cultural Diversity and Bio-diversity
3. Integrated Human Sustainable Development
4. Immersion into the complexity of Chiapas
5. Local and ISL Coordinators
6. Glocal connections Chiapas-Chicago
Impact on students

- **INTERSECTIONS:** “This program opened my eyes and allowed me to see the intersections between the government, private and public sectors that we hear so much about in our classes.” (Chiapas student 2008).

- **INSPIRED AND CHALLENGED:** “I was inspired both by the people I met in Chiapas and the people from DePaul. I was consistently challenged in every way imaginable and in a way that would be impossible not to have an impact” (Chiapas student 2009).

- **FUTURE DECISIONS:** “This program was truly something that I believe will help form some of my future decisions and direction. I have learned the importance of remain open and prepare ourselves well.” (Chiapas student 2010).

Read more at: [http://sustainablechiapas.blogspot.com](http://sustainablechiapas.blogspot.com)
“Chiapas is about opening your eyes, mind and heart”
Learning through intellectual, emotional, physical, and intercultural relations
CHIAPAS Y LAS FRONTERAS
OTRAS PERSPECTIVAS DESDE ABajo Y A LA IZQUIERDA

THE GEO-POLITICAL AND GEO-ECONOMIC AND GEO-SOCIAL STRUGGLES FOR BIODIVERSITY, HUMAN MOBILITY AND SURVIVAL
CHIAPAS BEYOND HOLLYWOOD
DIRECTLY LEARNING FROM THE REALITY, PRACTICES AND VOICES OF PEOPLE AND ORGANIZATIONS
SUSTAINABLE DEVELOPMENT AND HUMAN RIGHTS

The Santo Domingo Church where Fray Bartolomé de Las Casas, the 16th century champion for indigenous rights, preached in the defense of indigenous people.

LEARNING ABOUT THE ROLE OF THE CHURCH PROMOTING INDIGENOUS-HUMAN RIGHTS AND COMMUNITY-LEADERSHIP CAPACITY AMONG INDIGENOUS COMMUNITIES
1910-2010
CENTENARIO DE LA REALIDAD
LEARNING ABOUT THE HISTORICAL AND GLOBAL SIGNIFICANCE OF LAND RIGHTS
STRUGGLE FOR RESOURCES

1998: IDPS FROM THE ORGANIZATION LAS ABEJAS RESISTING THE ARMY WHO OCCUPIED THE ONLY WATER SOURCE AVAILABLE IN THE XOYEP CAMP, CHENALHO, CHIAPAS.
UNSUSTAINABLE UNFAIR TRADES

LEARNING ABOUT ORGANIC PRODUCTION, INTERNATIONAL TRADE AND ECONOMIC JUSTICE
MAIZ DEL PUEBLO | PUEBLO DE MAIZ

LEARNING ABOUT BIODIVERSITY, BIO PROSPECTING AND INTELLECTUAL PROPERTY RIGHTS
GOVERNMENT AGENCIES, COOPERATIVES AND NGOs PANELS
LEARNING FROM BEST-PRACTICES WHILE FOSTERING COLLABORATIONS
UNIVERSITY-COMMUNITY CONFERENCES
ON SUSTAINABLE DEVELOPMENT AND
DEVELOPMENT AND HUMAN RIGHTS
FROM IVORY TOWERS TO TABLES OF DIALOGUE
### Students SWOT analyses of their learning in Chiapas

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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<tbody>
<tr>
<td>1. Eye-opener</td>
<td>1. Chicago Latino connections</td>
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<tr>
<td>2. Experiential-collaborative</td>
<td>2. Mexico programs connections</td>
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<td>3. Integrative learning</td>
<td>3. No Corporate partnerships</td>
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<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
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<tr>
<td>1. Participatory Development</td>
<td>1. Poverty tourism</td>
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<tr>
<td>2. Indigenous Diversity</td>
<td>2. Career disconnection</td>
</tr>
<tr>
<td>3. Capacity Building</td>
<td>3. Sustainable leadership</td>
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Impact on Chiapas:

“I never saw anything like this in Chiapas. It is the first time that I see an indigenous woman speaking from the podium of this aula magna of the university.” (participant at the 2008 DePaul-UNACH Conference)

“With this conference you provided the space to dialogue on real challenges of development, sustainability, identity and rights.” (NGO leader participating in 2007 DePaul-Unitierra Conference)
IMPACT ON ALUMNI: Sample of entrepreneurship initiatives

1. SOLIDARITY: Responding to the needs of indigenous organizations
2. FAIR TRADE: Conferences, delegations, videos
3. COMMUNICATION: Creation of blogs, wikis, webpages; presentations & publications.
4. ORGANIZATIONS: ChiapanECHO, Flames for Justice, Chiapas Alumni Network; World Engagement Institute
Teaching Sustainable Development as Integrated Capacity Building

1970s: INDIVIDUAL CAPACITY: training and skills.

1980s: ORGANIZATIONAL CAPACITY: restructure and reorganization

1990s: INSTITUTIONAL REFORMS: policy change, public service ethics

2000s: INTEGRATED APPROACH through cross-sector partnerships
Thank you

Muchas Gracias

Kolabalik

Q&A