Learning Together for Tomorrow
Education for Sustainable Development
10th APEID International Conference
6-8 December 2006
Bangkok, Thailand
Education for Sustainable Development: A Cultural Approach

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Conceptual Underpinnings (1)

- Education for All (EFA)
- Education for Sustainable Development (ESD)
- Heritage Education (HE)
- Arts in Education (ArtsEd)
Conceptual Underpinnings (2)

cultural resources

recreational vs. educational values
Conceptual Underpinnings (3)

arts as a tool to create cultural resources

arts as a tool to decode cultural resources
I Arts in Education
II (World) Heritage Education
Creative Learning
Arts in Education in Asia
An instrumental approach to arts in education

**TRADITIONAL APPROACH**
- teaching of art history and aesthetics and learning of artistic skills
  - ability to reproduce artistic forms in a competent manner

**INNOVATIVE APPROACH**
- using arts as a tool for learning
  - stimulate cognitive development
  - encourage innovative thinking
  - engender appreciation for cultural diversity
  - reinforce behaviour patterns underlying social tolerance

An instrumental approach to arts in education
ISSUES

- Research and evidence supporting the benefits of the Arts in Education approach in Asia:
  - scarce
  - anecdotal
  - difficult to access

- Insufficient best-practice case studies
  - poor conveying of theoretical assumptions
  - little documentation
NEEDS

Better research and knowledge-sharing

⇒ Quantitative research:
Reflect richness and complexity of Asian realities and cultures

⇒ Qualitative research:
Explain linkages between arts instruction and intellectual and social development of children
Strategy for the Promotion of the Instrumental Use of Arts in Education in Asia

Establishment of Observatories
UNESCO World Conference on Arts Education

Building Creative Capacities for the 21st Century

Lisbon, Portugal, March 2006

⇒ Arts Education Roadmap

www.unesco.org/culture/lea/roadmap
World Heritage Education
WHE is a pedagogical approach that advocates the reaffirmation of identity, mutual respect, dialogue, unity in diversity, solidarity, positive interaction among the cultures of the world.
The World Heritage Education Project

UNESCO World Heritage Center
Associated Schools Network (ASPnet) Coordination Unit
Section for Youth
UNESCO Field offices
National Commissions for UNESCO

1994 - Young People’s Participation in World Heritage Preservation and Promotion

Goals & Objectives

Provide young people the necessary knowledge, skills & commitment to protection of heritage
Foster intercultural dialogue & promote better understanding of cultures
Develop effective educational approaches & teaching material to facilitate incorporation of WH in the curricula
World Heritage Educational Resource Kit

1. Educational Approaches to World Heritage
2. The World Heritage Convention
3. World Heritage and Identity
4. World Heritage and Tourism
5. World Heritage and the Environment
6. World Heritage and a Culture of Peace
7. Resource Materials
World Heritage Educational Resource Kit for Teachers

- Armenian (2002)
- Chinese (1998)
- English
- Finnish (2002)
- French
- Georgian
- German (2003)
- Indonesian (2001)
- Italian (2002) * also in video
- Laotian (2001)
- Russian
- Slovak (2002)
- Spanish
- Swedish (2003)
- Turkish (2002)
- Urdu (2003)
- Uzbek (2001)
- Vietnamese (2001)
1st sub-regional workshop WH in Young Southeast Asian Hands
Sukhothai, Thailand, 2000

2nd sub-regional workshop WH in Young Southeast Asian Hands
Vigan, Philippines, 2001
Seeing With Yong Eyes

Third sub-regional Southeast Asian teacher training workshop on using art to teach about World Heritage

Penang, Malaysia
15-20 January 2006
Infusing WHE into formal education

*Heritage as an educational resource*

**ART**
- draw a heritage site

**BIOLOGY**
- catalogue the flora of a natural heritage site

**GEOGRAPHY**
- select a geological site for study

**HISTORY**
- discuss the historical significance of a site

**MATHEMATICS**
- calculate the results of heritage-related survey
“WHE can be applied throughout the curriculum – by teachers of history, science, geography, art, mathematics, language, and other subjects and fields of study.

By using WHE teachers can help to mobilise today’s youth in ways that bring the peoples of the world closer together in a climate of trust, mutual appreciation and solidarity.”

Koïchiro Matsuura
Director-General of UNESCO
Goals of the UN Decade of Education for Sustainable Development (2005-2014)
developing skills required by future generations in order to negotiate a sustainable future:

- Envisioning
- Critical thinking and reflection
- Systemic thinking
- Building partnerships
- Participation in decision-making
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