The UNESCO Observatory - Multi-Disciplinary Research in the Arts

Faculty of Architecture, Building and Planning
THE UNIVERSITY OF MELBOURNE

August 2010
Acknowledgements

This report would not have been possible without the generous contribution of the Faculty of Architecture, Building and Planning and University of Melbourne staff, students, volunteers. Also the numerous supporters, partners and members of UNESCO Observatory projects and Cultural Village program who have been involved over the last five years. This report is the culmination of their efforts and the Observatory offers them sincere gratitude.

Special acknowledgement and thanks go to Professor Frank Larkins, Professor Tom Kvan, Professor Ruth Fincher and members of the Advisory Board, Reference Group and Faculty Management Group. Special thanks are attributed to Dr. Angela Hass for her constant academic support, wise advice and for contributing to the writing of this report. The Faculty of Architecture, Building and Planning provides a centrally located home for the Observatory and operational assistance from Ms. Helen McNab, whose steadfastness has proven to be invaluable.

Dr. Naomi Berman, Associate Editor and Rosie Ren designer are a vital, professional team working for the successful publication of the Observatory’s refereed journal. Other activities are made possible by outstanding people from diverse fields such as Lois Peeler, Chairman of the Worawa Aboriginal College Board and staff; Dr. Helen Drennen Principal of Wesley College and staff; Colin Goh CEO The Arts House Singapore and staff and Aileen Ong CEO Gawad Kalinga Singapore and Tony Meloto Gawad Kalinga, The Philippines. Dr. Martin Fowler, colleague and expert in Melanesian architecture, Emmanuel Parsimei, Director MACCONET, Kenya and numerous other colleagues and partners offer their expertise and collaboration for the success of our endeavours.

The publication of this report would not have been possible without the generous volunteerism of Chris Platania-Phung, (for writing parts of Part A), and Tina Samson for offering her expertise in project management and for writing Part B of this report. They have devoted considerable time to support recent Observatory activities. Their enthusiasm and belief in what we are trying to achieve is gratefully appreciated. Many other people have offered their generous time including Faculty design staff Michelle Burder, Faculty IT staff Stephen Sibanda and Tri Le, web and multi-media support team - Tony Zara and Kirsten Muir.

Above all, the UNESCO Arts and Culture staff including Georges Poussin and Doyun Lee, Paris Headquarters and Tim Curtis and Tristan Rousset, Bangkok Regional Office are thanked for their dedication, support, cooperation and inspiration.
Director’s Introduction

In these challenging times people from diverse realms of life are realising how creative processes can restore community, identity and sustainable habitation. Arts education, broadly conceived, can foster creative processes. In recognition of this UNESCO has called for Observatories to lead arts education practice and evaluation.

The UNESCO Observatory located at the University of Melbourne aims to contribute to the wellbeing and strengthening of communities through partnership building on a range of arts programs, infrastructure projects and scholarly empirical research. The Melbourne Observatory aims to improve social cohesion and sustainability through arts education, community participation and innovative multi-disciplinary research endeavours.

Entering its fifth year, the Melbourne UNESCO Observatory is contributing to the promotion of the arts, education, cultural development and preservation with ongoing emphasis on the Seoul Arts Education Agenda and the United Nations Millennium Development Goals. The next major target is to gain significant financial support to sustain the momentum achieved so far.

UNESCO Headquarters, Cultural Sector has requested a profile of the Melbourne Observatory in order to encourage other communities and organisations to establish Arts Education Observatories. This report provides a detailed profile as well as guidelines on setting up such an NGO.

I wish to thank most sincerely the genuine support received from the Faculty of Architecture, Building and Planning and the commitment and enthusiasm from students and staff across the University. The Advisory Board, Reference and Management Groups offer significant guidance and loyalty to our programs and purpose, for which I am exceedingly grateful.

With the establishment of other Observatories we can collectively strengthen our efforts to realise the UNESCO mission to develop arts education. To this end I trust this document will make a genuine contribution.

Lindy Joubert
Director
The Melbourne UNESCO Observatory
Terms of Reference

Acting upon the instructions of the Director-General of UNESCO, the Director of UNESCO Melbourne Observatory shall:

1) Conduct a profile study on the UNESCO Observatory on Arts Education in Melbourne (UNESCO Observatory for Multi-Disciplinary Research in the Arts), whose primary function is to act as a clearing house, collecting, analysing, re-packaging and disseminating resources on arts education. This study will focus on i) providing information on the development of the Observatory and its current status with a comprehensive understanding of the role and functions, approaches and strategies of the Observatory; ii) conducting a S.W.O.T. assessment on the performance and functions of the Observatory, including core issues and problems encountered; and iii) presenting a framework of strategies for partnership development.

2) This research will include the above-mentioned resources produced in a report format with recommendations and technical guidelines so that it could serve as a generic working document for establishing a UNESCO Arts Education Observatory in different regions and contexts.
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OVERVIEW

This report has two parts:

PART A: PROFILE OF AN OBSERVATORY

The social and policy background to UNESCO Arts Education Observatories is introduced along with a profile of the Melbourne UNESCO Observatory:

→ The origins of the Observatory - governance - organisational support - key milestones achieved

The Melbourne Observatory established the Cultural Villages Program that now focuses most activities at this NGO. The underpinnings of the program are described:

→ community and place - multi-disciplinary research - student engagement

A summary on each Cultural Village is then provided as well as adjunct activities:

→ teaching and cultural education programs - advocacy - hosting of arts and culture events

A S.W.O.T. evaluation of the Melbourne Observatory was conducted as part of the current report. The summary of findings is found towards the end of Part A. Drawing from the evaluation, a list of key recommendations for other groups intending to start an Observatory follow, as well as conclusions from the report.

PART B: TECHNICAL GUIDELINES

A major aim of this report is to provide guidelines to communities seeking to establish a successful UNESCO Observatory. Towards this, technical guidelines are presented:

→ A five phase framework for organisational development of this form of NGO

Please refer to the appendices for additional detail to Parts A and B.
PART A

PROFILE OF THE MELBOURNE UNESCO OBSERVATORY
UNESCO Arts Education Conferences

Two major UNESCO Arts Education Conferences have taken place – the first held in Portugal, March 2006 – the second in Seoul, May 2010.

POLICY DEVELOPMENTS

Consensus was strong from a series of UNESCO and art education affiliated forums that while arts education had much to contribute, extensive work was not documented enough, and stakeholders could work much more closely to make the case for arts education in mainstream policy.

A milestone in UNESCO strategic policy for Arts Education was the proposal for ‘Arts Education Observatories’ in the Asia-Pacific Action Plan. Observatories would be concentrated centres for:

- partnership building - research integration - conducting arts education programs - showcasing case studies - advocacy - improving quality of research and education

Photo 1: Prof. Larry O’Farrell, UNESCO Chair, Queen’s University, Kingston Canada and Ms Doyun Lee, Culture Sector, UNESCO Paris Headquarters
Photo 2: Speaker at the 2nd World Arts Education Conference
Photo 3: Korean National Dance company at the 2nd World Arts Education Conference
Photo 4: Workshop session at the 2nd World Arts Education Conference
The value of arts education was reinforced at the 2nd World Conference on Arts Education. Follow-up reports include:

- Final Report: 2nd World Conference on Arts Education (O’Farrell, 2010)

Observatories play an integral role to achieving the goals set out by UNESCO.
Background to UNESCO Arts Education Observatories in the Asia-Pacific

As a UNESCO initiative the Observatories aim to encourage the use of the arts in creating international understanding, celebrating cultural diversity and building cultural bridges.

At the time of this report the Asia-Pacific region is represented by the following UNESCO Arts Education Observatories (visit the UNESCO Bangkok website for links to these Observatories):

- In Melbourne, the UNESCO Observatory for Multi-Disciplinary Research in the Arts
- In Singapore, the UNESCO-National Institute of Education Centre for Arts Research in Education
- In Thailand, the UNESCO Observatory on Arts Education (Burapha University and CHARTaid)
- In Hong Kong, the Inter-cultural Creative Education Observatory of the Hong Kong School of Creativity
- In New Zealand, Arts Hub Aotearoa, at the National Centre for Research in Music Education and Sound Arts, Canterbury University

The first Observatory was established in late 2006 at The University of Melbourne with the signing of a Memorandum of Understanding between UNESCO and The University of Melbourne.

The Melbourne Observatory addresses the UNESCO Arts in Education agenda and the Seoul Agenda. As the longest serving Observatory, the Melbourne Observatory can be a model for future establishments. This report and accompanying guidelines are likely to complement benchmarks offered by the other Observatories listed above.
Genesis of the Observatory at the University of Melbourne

During the period 2000 to 2003 Lindy Joubert was in Paris, working as a consultant to UNESCO on a full-time basis. Prior to this period, she was Director of the Asia-Pacific Confederation of Arts Education and had been a University academic in the arts since 1978. This work established a link which, after attending UNESCO meetings in India and Hong Kong, in 2005, led to a proposal to UNESCO that an Observatory should be established in Melbourne under Lindy Joubert’s leadership at the University of Melbourne.

Subsequently, in Melbourne, an application was submitted and discussions were pursued with: Faye Marles (Former Chancellor), Frank Larkins (Deputy Vice-Chancellor Global Relations and Research), Vijoletta Braach-Machvetas (Deputy Vice Chancellor Knowledge Transfer) and Faculty officers. These individuals all shared an enthusiasm for the establishment of an Observatory at the University.

A formal application to host an Observatory in the Faculty of Architecture, Building and Planning was prepared by Lindy Joubert, endorsed by Ruth Fincher as Dean and submitted from the University in November 2005 over the signature of Professor Frank Larkins.

Following formal approval from UNESCO, discussions between the parties continued, leading to the signing of a Memorandum of Understanding between the University of Melbourne and UNESCO in November 2006.

The focus of the Melbourne UNESCO Observatory is to bring people together with shared interests in the arts and community wellbeing.

It would meet the University’s longer term aims of supporting cross-disciplinary collaborative partnerships with government and industry bodies, and further the contribution of research to public life.

The official launch of the Observatory took place at Circus Oz Birrarung Marr, in 2008 (see poster in top right corner).
 Governance

This figure provides a schematic of the governance structure. It shows that the Observatory reports to UNESCO Bangkok and Paris Headquarters, and is governed within the University by an Advisory Board, Reference Group and Management Committee. The Director and small team conduct most of the day-to-day operations.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

The Observatory reports to the Cultural Sector, Section of Creative Industries for Development Division, UNESCO Headquarters Paris, and the UNESCO Regional Advisor for Culture in Asia and the Pacific, Bangkok Regional Office.
→ FACULTY OF ARCHITECTURE, BUILDING AND PLANNING, THE UNIVERSITY OF MELBOURNE

An Advisory Board, Reference Group and Management Group have been assembled. These governance bodies have successfully guided and advised the activities of the Observatory and are a vital part of the Observatory’s sustainable success.

The Advisory Board and Reference Group meet three times a year and the recently convened Faculty Management Group also plan to meet three times a year.

→ ADVISORY BOARD

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Michael Arnold</td>
<td>Barrister and Solicitor in the Supreme Court of Victoria</td>
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<tr>
<td>Dr Steve Curry</td>
<td>Centre for Applied Philosophy and Public Ethics, The University of Melbourne</td>
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<tr>
<td>Dr Helen Drennen</td>
<td>Principal, Wesley College, Melbourne</td>
</tr>
<tr>
<td>Professor David Dunt</td>
<td>Director, Centre For Health, Programs and Economics,</td>
</tr>
<tr>
<td></td>
<td>School of Population Health, The University of Melbourne</td>
</tr>
<tr>
<td>Professor Ruth Fincher</td>
<td>Department of Resource Management and Geography,</td>
</tr>
<tr>
<td></td>
<td>The University of Melbourne</td>
</tr>
<tr>
<td>Dr Angela Hass</td>
<td>Art Historian, Faculty of Architecture, Building and Planning, The University of Melbourne</td>
</tr>
<tr>
<td>Associate Professor Margaret Kelaher</td>
<td>Centre for Health, Programs and Economics,</td>
</tr>
<tr>
<td></td>
<td>School of Population Health, The University of Melbourne</td>
</tr>
<tr>
<td>Paul O’Dwyer</td>
<td>Senior Counsel, Victorian Bar</td>
</tr>
<tr>
<td>Professor Paul Smyth</td>
<td>General Manager Research and Policy, Brotherhood of St. Laurence, Professorial Fellow Social Policy, Centre for Public Policy, The University of Melbourne</td>
</tr>
<tr>
<td>Pera Wells</td>
<td>Former Secretary-General of the World Federation of United Nations Associations at the UN New York and a diplomat of the Australia Foreign Service</td>
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→ REFERENCE GROUP

All members are from the University of Melbourne.

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Professor Frank Larkins (Chair)</td>
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<tr>
<td>Professor Graham Brown</td>
<td>Director Nossal Institute</td>
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<tr>
<td>Dr Pat Mclean</td>
<td>Director Academic Enrichment Services</td>
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<tr>
<td>Associate Professor Harry Minas</td>
<td>Director International Centre for Mental Health</td>
</tr>
<tr>
<td>Jacyl Shaw</td>
<td>Strategic Advisor Pro-Vice Chancellor’s Office of Global Engagement</td>
</tr>
<tr>
<td>Associate Professor Robyn Sloggett</td>
<td>Director Cultural Materials Centre</td>
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</tbody>
</table>
**PART A**

**PROFILE OF THE MELBOURNE UNESCO OBSERVATORY**

**Pro Vice Chancellor Professor Liz Sonenberg**  Office of Research Engagement; Chair of Information Systems

**Professor John Webb**  Deputy Director Australia India Institute

For backgrounds on members of the Advisory Board and Reference Group, see [http://www.abp.unimelb.edu.au/unesco/personnel.html](http://www.abp.unimelb.edu.au/unesco/personnel.html)

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**→ MANAGEMENT GROUP**

<table>
<thead>
<tr>
<th>Dean, Professor Tom Kvan (Chair)</th>
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<tbody>
<tr>
<td>Professor Frank Larkins</td>
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<tr>
<td>Andrew Hutson  Associate Dean, Resources</td>
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<tr>
<td>Sandra Gordon  General Manager</td>
</tr>
<tr>
<td>Roland Wunder  Finance Manager</td>
</tr>
<tr>
<td>Stephanie Morgan  Executive Officer</td>
</tr>
<tr>
<td>Jason O’Leary  Marketing Manager</td>
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**→ DIRECTOR AND TEAM**

The immediate team is comprised of the Director (Lindy Joubert) who is supported by the Administrative Assistant (Helen McNab). A team of volunteers assist with Observatory activities. Current volunteers include:

<table>
<thead>
<tr>
<th>Chris Platania-Phung  Research Associate</th>
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<tr>
<td>Tina Samson  Project Management Consultant</td>
</tr>
<tr>
<td>Pooja Adhia  Graphic Design</td>
</tr>
<tr>
<td>Chris Payne  Mighty World graphic design</td>
</tr>
<tr>
<td>Maya Stacey  Research and project support</td>
</tr>
<tr>
<td>Jess Blomfield  Research and project support</td>
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</tbody>
</table>
Organisational support

The Faculty of Architecture, Building and Planning provides office space and equipment including computers, telephones, desks and chairs to run the Observatory and administrative assistance by Helen McNab since July 2007. In addition, the Faculty has covered costs relating to the UNESCO Observatory e-Journal.

Overall organisational and financial management within the Observatory has been the responsibility of Lindy Joubert in consultation with the faculty Finance Manager and General Manager. The Director was successful in gaining grants between 2006 and 2007, and in 2010. Grant details and the year of application success are listed in Appendix A. Consistent medium and long-term funding is yet to be attained. New partnerships are underway in 2010 and seeking funds for Cultural Village projects and associated research are a continual priority at the Observatory.

Students, architects and experts have been offering their services for projects on a pro-bono basis.
Milestones of the Observatory

- 2005: Established Advisory Board
- 2006: First architecture student field trip to the Cook Islands
- 2007: First issue of UNESCO Observatory E-Journal
- 2008: Design Build/UNESCO Melbourne Observatory Health Centre Project outside Lae, PNG
- 2009: CADS VicHealth report published
- 2010: MoU signed with ‘The Arts House’ Singapore

- 2005: Director presented Observatory programs at UNESCO World Summit on Arts Education, Lisbon
- 2006: Published Book: Educating in the Arts – the Asian Experience
- 2007: Official launch of the Observatory at Birrarung Marr
- 2008: Betty Mabo Cultural Event
- 2009: Director invited as guest speaker at UNESCO Expert Advisory Committee Arts in Education, Paris
- 2010: Student collaboration with Witorowa College

- 2005: Director invited to present at the UNESCO 2nd World Conference on Arts Education, Seoul
- 2006: Director plans Cultural Village projects in collaboration with Gawad Kalinga, Singapore and the Philippines.
- 2008: Published Book: Educating in the Arts – the Asian Experience
- 2009: Director invited as guest speaker at UNESCO Expert Advisory Committee Arts in Education, Paris
- 2010: IBES grant $16,500 received with partners

- 2005:Betty Mabo Cultural Event
- 2007: Vital Arts – Vibrant Communities Conference
- 2009: Vital Arts – Vibrant Communities Conference

- 2005: First issue of UNESCO Observatory E-Journal
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- 2010: Director invited to present at the UNESCO 2nd World Conference on Arts Education, Seoul

- 2005: Director presented Observatory programs at UNESCO World Summit on Arts Education, Lisbon
- 2006: Director invited to present at the UNESCO 2nd World Conference on Arts Education, Seoul
- 2007: Director invited as guest speaker at UNESCO Expert Advisory Committee Arts in Education, Paris
- 2010: Director invited as Guest speaker Creative City International conference, Yokohama
The Cultural Village Program

The United Nations is developing village projects around the world, exemplified by the Millennium Villages initiative in Africa (see UN, 2008). In the context of Arts Education, the Director of the Melbourne UNESCO Observatory founded a Cultural Village development program which now serves as the centre-piece of the Observatory’s activities (see diagram below). The following pages introduce these activities under three main headings: Community and Place, Multi-disciplinary Research and Student Engagement.
Community and Place

There is extensive empirical evidence for the significance of place in community health and wellbeing (e.g. WHO Report on Social Determinants in Health, 2008; Wilkinson & Pickett, 2009; Liese et al., 2010; Hester, 2006) and supports the role of place-making in line with the UN Millennium Development Goals. Cultural Villages are local communities seeking to support the health-providing and sustaining aspects of their cultures and practices through new infrastructure – spaces for community gatherings, community services, arts-in-education, and protection of heritage.

Partnership building and the fostering of ongoing collaboration with local communities is fundamental to the Cultural Village program. The nature of the UNESCO Observatory’s collaborative work embodies the University of Melbourne’s strategic goal of engagement and knowledge transfer, as well as providing marginalised communities the opportunity to engage in a two-way educative process on their views, cultural orientations and direct participation in key decision-making processes.

Cultural Village projects bring together communities and supporting NGOs, architect firms, state government representatives, university-based academics and students (see Appendix B for an outline of partners). There are local communities, such as in Point Nepean, who are proposing involvement with Worawa Aboriginal College and seeking to partner with the Melbourne Observatory. Further examples of Cultural Villages in partnership with the Melbourne Observatory are provided at the end of this profile report.
Multi-Disciplinary Research

Under UNESCO policy an Observatory’s role is to mobilise both research and practice in arts education. The Melbourne Observatory seeks to extend the insights University-based research provides, to contribute to community wellbeing and sustainability. The University of Melbourne as the host to the Observatory, has been an ideal partner for developing research methodologies that inform practice. This university is research intensive and internationally renowned for its work.

Both UNESCO and the University of Melbourne recognise the need for diverse disciplines to engage in more direct dialogue for research to contribute more readily to address current challenges in societies. However, discourse between disciplines and genuine long-term collaborations are much more difficult to set in train than usually proposed (Boltho & McDonnell, 2010). The Melbourne Observatory is actively engaged in facilitating discourse and collaboration between disciplines:

architecture and design - arts education - sociology - public health & community - psychology - sustainability sciences - program evaluation - philosophy and applied ethics

The Observatory is currently in the process of consolidating the unique and inter-dependent contributions of respective disciplines that are pertinent to what communities are seeking to achieve at a local level. Simultaneously it is engaged in the ongoing need to develop criteria for appropriate evaluation. As the Melbourne Observatory is concerned with the broad benefits of arts education for a community, research and evaluation requires an integration of arts-in-education with arts-in-health (for the latter, see White, 2009; Hamilton, Hinks & Petticrew, 2003; Staricoff, 2004; Rosenberg, 2008). Recent attention to arts projects in a community health context in high profile research journals (e.g. see Hampshire & Matthijsee, 2010) demonstrates that arts approaches can be evaluated comprehensively and critically.

The Observatory is developing collaborations with other arts education and community initiatives with a university research component, such as programs directed by Mike White, an international expert on community-based arts-for-health (pictured right). University-based researchers have much to learn from local community initiatives in arts education, whereas arts-in-health and communities can draw on university expertise to document and evaluate their hands-on activities.
Research dissemination and outputs

Facilitating research and the publication and dissemination of knowledge are major functions of Arts Education Observatories. The Melbourne UNESCO Observatory for Multi-disciplinary Research in the Arts is particularly focused on this role. The following pages highlight research and dissemination outputs achieved thus far – a published book, an e-journal, and a major report with collaborators.

→ BOOKS

As part of their function of disseminating knowledge UNESCO Observatories can co-ordinate and peer-review arts education programs, practices and research through books.

The Director published a book in 2008 that includes 21 contributors illustrating a wide range of arts education programs in the Asia-Pacific Region.

Written by leaders in a wide range of creative fields and from all corners of the Asian region, this collection of essays presents arts and education programs which reflect traditional and contemporary practices.

→ BOOK CHAPTERS

Commentaries on arts education are also achieved through book chapters.

The Disability in the Arts Disadvantage in the Arts Australia provided a series of evaluation and case studies of community-based arts projects, entitled Proving the Practice (Lewis & Doyle, 2008). Joubert and UNESCO Observatory collaborators on the CADS project (see next page) contributed the following chapters to this book:

- ‘Structured Story Telling in Community Arts and Health’ (Kelaher, Curry, Berman, Jones, Dunt, Stanley, Johnson & Joubert, 2008) describing an innovation on the Most Significant Change approach to evaluation.

- ‘Arts Education: ‘Childhood Trauma: Do the Arts in Education have a Role to Play?’ (Joubert, 2008).
PROFILE OF THE MELBOURNE UNESCO OBSERVATORY

→ REPORT

The first major research project that the UNESCO Observatory’s Director and the Faculty of Architecture, Building and Planning was involved in as a steward, was the Community Arts Development Scheme (CADS project) funded by VicHealth.

The evaluation involved a multi-disciplinary network of groups:

School of Population Health (The University of Melbourne) - Centre for Applied Philosophy and Public Ethics (The University of Melbourne) – Faculty of Architecture, Building and Planning (The University of Melbourne) - Victorian College of the Arts - Brotherhood of St Laurence

Evaluation of the Community Arts Development Scheme was released as a Report by VicHealth. The full report can be accessed at:


The research team, led by Associate Professor Margaret Kelaher and Professor David Dunt (Centre for Health Policy, Programs and Economics, School of Public Health) and Dr Naomi Berman are developing this work for academic publications.

→ JOURNAL: UNESCO Observatory Multi-disciplinary Research in the Arts Journal

The Observatory founded a peer-reviewed e-journal in 2007. It represents the Observatory’s main outlet for showcasing arts education practice and research in the Asia-Pacific region and globally. Lindy Joubert serves as Editor-in-Chief and Dr Naomi Berman as co-editor. The 6th issue will be published in 2010.

The journal and its articles can be directly accessed at:

http://www.abp.unimelb.edu.au/unesco/ejournal/

Journal issues to date:

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<th>Month</th>
<th>Issue</th>
<th>Title</th>
<th>Guest Editors</th>
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<tbody>
<tr>
<td>2007</td>
<td>December</td>
<td>Vol. 1</td>
<td>Multi-disciplinary Arts – A Global View</td>
<td>Editor-in-Chief: Lindy Joubert</td>
</tr>
<tr>
<td>2008</td>
<td>August</td>
<td>Issue 2</td>
<td>Creative Local Communities: Cultural Vitality and Human Rights</td>
<td>Kim Dunphy and John Smithies. Cultural Development Network, City of Melbourne</td>
</tr>
<tr>
<td>2009</td>
<td>January</td>
<td>Issue 3</td>
<td>Creativity, Policy and Practice Discourses: Productive Tensions in the New Millennium</td>
<td>Dr. Pamela Burnard, Cambridge University</td>
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PART A
PROFILE OF THE MELBOURNE UNESCO OBSERVATORY

2009
June
Issue 4
Vital Arts – Vibrant Communities: Community, Health and the Arts
Editor-in-Chief: Lindy Joubert

2009
December
Issue 5
Making the Case for the Arts
Guest Editor: Max Wyman OC

2010
Forthcoming September
Issue 6
Singing: Interdisciplinary perspectives on a natural human expressive outlet
Guest Editor: Prof. Larry O’Farrell, UNESCO Chair, Arts and Learning, Queens University, Canada

All journal covers as shown above are designed by Rosie Ren, except red cover (middle, above), which is designed by Vrushti Mawani.
Conferences

Conferences are part of the Asia-Pacific Action Plan for bringing people together to share knowledge and best practice case studies. UNESCO has held two major international conferences on Arts Education, inspiring observatories to conduct similar events in their respective regions.

→ VITAL ARTS – VIBRANT COMMUNITIES CONFERENCE

In 2008 the Melbourne UNESCO Observatory held the Vital Arts – Vibrant Communities Conference over two days. There were around 70 attendees at this event. The conference began with a Welcome Country ceremony performed by Elder spokes person Carolyn Briggs of the Boonwurrung Foundation.

Projects were discussed that focused on young indigenous people, older adults, diaspora communities, regional Kenya, the homeless, and groups that had been subjected to trauma.

The speakers illustrated the range of promising work in:

- community-based arts (e.g. Women’s Circus)
- ethics
- government health departments
- economics
- sociology
- public health
- architecture
- tourism

Some of the highlights of the program focused on the Performing Arts, art in hospitals and storytelling. Papers from the conference were published in the 4th issue of the Observatory e-journal.

→ CONFERENCE SUPPORT

The Director and research collaborators have presented work at local and international conferences. A list of presentations is provided in Appendices C and D.

In addition, the Observatory has provided consultation, support and sponsorship for a range of arts-in-health and arts-in-education conferences.

The upcoming Arts in Health Conference at the University of Melbourne, November 2010 will be sponsored by the UNESCO Observatory.
Future Research Directions

The UNESCO Observatory is developing a medium-term research plan that is aligned with the Cultural Village program. Preliminary research plans are underway with:

→ The Department of Information Systems (Dr Jon Pearce and Dr Shanton Chang)
→ Central Queensland University (Professor Brenda Happell), and
→ The Melbourne Ballet Company (Gary Chan)

Peer-reviewed publications integrating arts-in-education with Arts in Health is work-in-progress for the Observatory.
The Cultural Village Program

In the starting years of operation the UNESCO Observatory initiated community collaboration projects focused on new infrastructure. These were formerly called Community Cultural Arts and Architecture Projects (CCAAP). These projects have evolved into an international Cultural Village Program that is in the process of consolidation in 2010.

Scope of Cultural Villages:

- Australia
- Japan
- New Zealand
- United Arab Emirates
- Finland
- Kenya
- Papua New Guinea
- Vietnam
- India
- Laos
- Timor Leste
- The Philippines
Worawa Aboriginal College

Worowa school, on the significant site of the Coranderrk Station, Victoria, is a secondary college directed by aboriginal peoples. Through a new Faculty of Architecture, Building and Planning postgraduate subject – ‘Facilities for Social Sustainability’, students specialising in architecture, botany, history and environmental science are developing plans for a new cultural centre, under the supervision of Lois Peeler (Chairman of the Board at Worawa). The course co-ordinator is Lindy Joubert.

Yiramalay-Wesley Studio School

The Wesley College of Melbourne and communities of Yiramalay via Fitzroy Crossing (Western Australia) have developed a close partnership over six years. Some of the stated objectives are to: “expand life opportunities and learning pathways for students in both communities”, “offer a new senior years’ curriculum and new national secondary qualification for Years 10-12”, and “provide local readiness and industry training in the cattle industry, agri-business, eco-tourism, and the arts” (Wesley-Yiramalay Prospectus). The latest milestone is the building of a new school in Fitzroy Crossing for secondary education and as a base for a range of community activities and services. The new school is actively supported by the Banuba Cattle Company, Yiramalay elders and parents of students at Wesley Melbourne. A series of induction programs consisting of four-week visits of students from both regions are underway across the Wesley College and Yiramalay campuses.
AFRICA: Kenya

Maasai Cultural Village
Maasailand, Rift Valley.

The Maasai communities in the Rift Valley near the Ngong Hills, in conjunction with UNESCO Observatory, Duke of Edinburgh Awards Program and OzQuest under the guidance of Emmanuel Parsimei (Director of MACCONET) are planning a Cultural Village comprised of a complex of facilities. Facilities will complement the heritage, crafts, traditions and skills of the Maasai people as well as extend vocational learning opportunities. Partners will be together to work on site designs in December 2010. There will be an emphasis on youth participation from all communities involved. This shared initiative is supported by the local government and land is secured for development.

Korogochio Informal Settlement, Nairobi.
Cultural Education and Information Technology Centre

Central to the Cultural Village in Korogochio, supervised by Peter Litonde (Child Peace Africa Project) will be the building of a Cultural Education and Information Technology Centre. Around half of the 150,000 inhabitants of Korogochio are children. Children from diverse tribes in the local region will be able to meet at the centre, engage in art and other creative activities, as part of fostering social unity and child development. Child Peace Africa is a major partner in planning of the Korogochio Cultural Village.

Photo 10: Primary School in Kenya
Photo 11: Korogochio children making artworks out of newspaper and found materials
Gichocho Cultural Village

In close consultation with the community, the University of Melbourne student group, UNESCO Observatory Director, Global Aid Partnerships Australia (GAPS) and the local Gichocho church and school developed and finalised concept designs for an arts and health services and vocational training centre. Design elements were developed in close observance of Gikuyu styles of architecture. The new facilities, if built, will redress the lack of access to affordable health services and learning opportunities experienced by the Kiambu community.

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Photo 12: Student architectural group in Kenya trip
Photo 13: Emmanuel Parsimei giving the cultural orientation program to Melbourne architecture students
Photo 14: Kevin Ndungu architecture student showing the model to Korogochio school students
Photo 15: Making a traditional Massai house
Photo 16: Plan view of proposed construction for Gichocho education cultural health centre
ASIA-PACIFIC: India

Kerala, West Bengal, Karnataka

Communities in Karnataka, West Bengal and Kerala are interested in developing new infrastructure for the promotion of their arts and community-led activities. New facilities will provide a source of income for local residents, and the preservation of their heritage. The India Arts Foundation will facilitate this project.

The Abihyana Theatre Research Centre, located in Thiruvananthapuram, invite locals to explore social issues through engagement in their theatre productions and street plays. The Abihyana communities have proposed a multi-stage fostering of art-in-community including plans for a theatre school, museum and library. Three acres of land is assigned by the Abhyana to build the cluster of facilities.

The Gombermane Puppet House utilise theatre for community development and education and need physical infrastructure to conduct puppetry performances and provide community spaces for local activities and visitors from the surrounding region. Six acres of land in Karnataka was identified as well situated for establishing the new centre.

The Bauls and Fakiri musicians of Bengal have land for a new resource centre. The centre will allow Bauls and Fakiri to perform music for visitors and develop tourism, house and exhibit cherished musical instruments and books, and serve as a meeting spot for diverse community activities.

Photo 17, 18 and 19: Bauls and Fakirs singers from West Bengal
ASIA-PACIFIC – Timor Leste

The proposed centre in Lospalos aims to support cultural activities such as traditional craftmaking and weaving, strengthen governance processes and eco-tourism directed by the local communities. Key themes in this project are partnership building, skills and inter-generational learning, and inclusiveness. Key partners are the communities of Lospalos, Many Hands International (an NGO), and the Melbourne Observatory. Jose Ramos-Horta is official project patron to the partnership.

ASIA-PACIFIC: Laos

This Cultural Village will provide a centre where locals are able to practice and preserve traditional Laos weaving practices. The centre will be comprised of rooms for books, weaving and fine arts, and be adaptable to changes in community services. The centre will also provide vocational training to children at an orphanage close by. The project partner is NGO – Textile Theory.
Bat Trang, Hanoi

Dr Dinh Quoc Phuong conducted a case study of issues of built environment and culture for a pottery village in Bat Trang, Hanoi. Phuong stresses that identity-making is important aspect of a cultural village: “What should be done to maintain a village’s identity? I believe, it should be important to know what should be maintained and what should be changed. Therefore, it is crucial to identify the patterns of cultural life, which includes identifying craft production and significant structures such as the communal house, the gate, and pagodas, to begin the find the solution to sustaining the villages’ character.”
ASIA-PACIFIC: Cook Islands and the Torres Strait Islands

Projects that took place in the Cook Islands and Torres Strait Islands preceded the Cultural Village Program and provided an important background to developing the program.

Students visited Moa Island in the Torres Strait. The Mualgal people educated students on local cultures and how the new design of an eco-tourism resort would serve the community. Student design plans were presented to the Mualgal community and they were extremely well received.

The objective for the Cook Islands project was to design the Ministry of Education building in Rarotonga. Students prepared comprehensively for the trip, ensuring optimised co-ordination of teamwork during the design phase. An affiliate in this project was the University of the South Pacific outpost.

Photo 27: Artist notebook, showing examples of Betty Mabo’s weaving techniques on the Torres Strait Island trip
Photo 28: Students in Cook Island school retaining cultural heritage through a dance lesson
Photo 29: Faculty of Architecture, Building and Planning students making a model ready for presentation to the Kubin community and Elders
Photo 30: Student dancers from Moa Island having a rest during a cultural performance
ASIA-PACIFIC: Papua New Guinea

Cultural Villages in New Ireland, Nissan Island and Ilahita

Cultural Villages in these regions are aimed at providing facilities for vocational training, cultural education, health services and education, and promoting eco-tourism.

MIDDLE EAST: United Arab Emirates

Cultural Village for Abu Dhabi, United Arab Emirates

The UNESCO Observatory was invited to submit a proposal for the development of a Cultural Village in Abu Dhabi with the focus on Emirati national women. The proposed Cultural Village has reached the second stage of a feasibility study. A major aim is to build a multipurpose centre to facilitate the sharing and preservation of the art and culture of Emirati women; increased networking of Emirati women organisations; access of artists and artisans to education, cultural tourism and economic activity; education opportunities in traditional and contemporary art forms, and the use of new information and communication technologies. The initial building designs incorporate traditional and modern architectural forms. Possible facilities in the centre plan include a museum, market space, learning centre and library.

Photo 31: Designs and structure of the National Art Gallery, PNG by Dr Martin Fowler – Artitect
Photo 32: Traditional structure photo by Dr Peter McGlynn
Photo 33: Concept drawing for Abu Dhabi Cultural Village by Peter Edgeley.
NEW ZEALAND

Mangatowai Marae

The focus of this project is to build a Marae – a spiritual place for the Maori people to come together and practice and celebrate culture. The Marae will include sustainable facilities. Project design by Angela Alessi, PhD candidate, Faculty of Architecture, Building and Planning.

EUROPE: Finnish Lapland


The Cultural Village project in Finnish Lapland is to design an eco-tourist resort near Levi for the Sami people. These developments are supervised by Niiles-Jouni Aikio and Ante Aikio. The design includes space where the Sami people have the opportunity to use and demonstrate their traditions and skills to local and international visitors, and also showcase their handicraft and unique style of food preparation. Reindeer herding is an important part in Sami culture – a large corral for 40-50 reindeers will be incorporated into the design.

Photo 34: Design by Pooja Adhia
Photo 35: Traditional Sami structures, Levi, Lapland
Since 2005, the Faculty of Architecture, Building and Planning, have organised field trips in collaboration with Australian Indigenous, Papua New Guinea, Cook Island and Kenyan communities to design facilities using local knowledge, local materials, arts, cultural practices and traditional construction methods.

These projects engage post-graduate students’ expertise in design, social planning, architecture, landscape architecture, water and waste management and cultural research, providing a valuable resource for future community development.

University of Melbourne student teaching and learning field trips cross disciplines in architecture, the arts, health and community development include:

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Project Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Kenya</td>
<td>Gichocho project – health and education (8 students), Co-ordinated by Lindy Joubert</td>
</tr>
<tr>
<td>2008</td>
<td>Cape York</td>
<td>School renovation project with Carnevale and Divall architects and student Ursula Chandler</td>
</tr>
<tr>
<td>2008</td>
<td>Point Nepean</td>
<td>Cultural Education Visitors Centre – 3rd year Architecture design studio. Co-ordinated by Anna Ely and Peter Mallatt</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Papua New Guinea</td>
<td>Design and research for Community Health Centre with Design and Build (30 students)</td>
</tr>
<tr>
<td>2007</td>
<td>Torres Strait</td>
<td>Design and research for eco-tourist resort (12 students). Co-ordinated by Lindy Joubert and Dr Martin Fowler</td>
</tr>
<tr>
<td>2005</td>
<td>Cook Islands</td>
<td>Design and research for Ministry of Education building (14 students). Co-ordinated by Lindy Joubert and Dr Martin Fowler</td>
</tr>
</tbody>
</table>

Photo 36: Lois Peeler leading a workshop for the design of new facilities at Worowa College
Cultural Education Programs

In this area, the Melbourne Observatory has fostered relationship between Chinese groups and various groups in Victoria (university, government and agriculture sector). This occurred through good relations with Chinese schools, local government and the UNESCO network.

→ Overseas Students and Cultural Education in 2007

The UNESCO Observatory Network has the ability to attract overseas secondary students wanting to engage in cultural education programs. Programs are stimulating and offer a rich and rewarding experience for overseas students:

- Cultural education programs for two groups of secondary school students (around 160 in one and 48 in the other) from Shanghai, China were for English language training, environmental knowledge, Indigenous knowledge and also general Australian culture such as engaging in football games.

- The groups of 68 and the 160 were divided into small teams. Twelve students from Architecture, Building and Planning served as mentors and it was highly successful.

→ Chinese rice farmers and the agriculture management

Melbourne Observatory hosted a visit by Chinese farmers who wanted to learn about improved methods of rice growing from the Swan Hill farming community.

→ Chinese delegate visit to Melbourne

Chinese government officials visited Melbourne to learn about ethics and anti-corruption governance through meeting local and state governments in Melbourne. The Melbourne Observatory was the main co-ordinator of their visit, and also involved Dr Steve Curry (Centre of Applied Philosophy and Public Ethics), and Chief Magistrate Jelena Popovic.
Other Functions

Advocacy

→ Broad community engagement, advocacy roles and public discourse

There are cases where the Observatory is supporting thriving villages that are under threat, such as the neighbourhoods of Shimokitazawa in Tokyo. Shimokitazawa is adored and frequented by young people and others embracing youth cultures. It is composed of compact, complex networks of pedestrian-friendly narrow streets infused with forms of cultural expression (Kobayashi, 2007). This vibrant community is concerned with local and city government plans, now in their 60th year, to build a major 26-metre wide road and tall buildings through Shimokitazawa. The proposal is widely viewed by community groups to potentially affect the social integrity and aesthetic value of the area.

Masami Kobayashi, Professor of Architecture at Meiji University, Tokyo, a representative of the Shimokitazawa Forum, provides a questioning of building plans. Kobayashi sees the Melbourne UNESCO Observatory as playing a role in understanding potential impacts of stakeholder plans in the future of Shimokitazawa. Professor Kobayashi who is also a part-time academic at Harvard University, has taken students from the University to engage in research and planning investigations.

Photo 37, 38, 39 and 40: Cultural Village/Suburb Shimokitazawa, Tokyo Japan
Activities / Events

→ EXHIBITIONS

Hans Guggenheim Exhibition, George Paton Gallery, The University of Melbourne, 2008

Hans Guggenheim of Project Guggenheim produces a series of drawings based on his many travels related to his project setting up arts programs for children across many countries. The aim of Project Guggenheim is to protect and preserve their heritage and cultural values. The exhibition held at the George Paton Gallery at The University of Melbourne was curated by Anna Hirsh.

Billy Missi Exhibition, George Paton Gallery, The University of Melbourne, 2007

Torres Strait artist Billy Missi exhibited his work at the George Paton Gallery at the University of Melbourne, curated by Andrew Martel. Billy Missi is part of a small group of Torres Strait artists specialising in hand-coloured lino-cuts depicting the myths, legends, flora and fauna of the Torres Strait region. Billy Missi’s work has been collected by the Victoria and Albert Museum and the Tait Gallery, London and is in collections internationally.

Photo 41: Billy Missi, print-making artist, at work in Moa Island
 EVENTS

Betty Mabo visit

Following a student design investigation program for an eco-tourist resort in the Torres Strait, good relations were forged and Betty Mabo (daughter of native land rights activist Edward Mabo) along with group of 28 dancers and singers, visited Melbourne during Mabo week. The UNESCO Observatory hosted the event at the Prince Philip Theatre.

 POSTER COMPETITION

In 2007 and 2008 UNESCO Observatory held a poster competition. Children globally were invited to submit posters on specific theme connected to UN goals such as climate change, overcoming poverty, health issues, biodiversity and destruction of species and habitat.
Website

Observatories need a website to conduct their functions as clearing houses and point of communication with partners and other interested groups. A good example of a website serving these functions is the Korean Arts Culture Education Service (KACES) site where a range of resources for arts education can be accessed and where stakeholders can promote their work. Under the supervision of Tristan Rouset at UNESCO Bangkok headquarters, the Melbourne Observatory participated in the evaluation of the information hub currently under development, and Tina Samson provided a report on its functionality. In Bangkok early next year, the Melbourne Observatory will be contributing to discussions to further develop the KACES website towards promoting arts education.

Technical support for The Melbourne Observatory website is provided by the Faculty of Architecture, Building and Planning web management and multi-media support team – Tony Zara and Kristen Muir.

→ UNESCO OBSERVATORY WEBSITE

The web address is: http://www.abp.unimelb.edu.au/unesco/
Evaluation of The Melbourne Observatory – S.W.O.T. Analysis

A S.W.O.T. analysis conducted in conjunction with members of the Board of the Melbourne Observatory in early 2010 yielded the following findings:

**Strengths**

- **Leadership:** The Melbourne Observatory’s strengths lie in large part in the exceptional qualities its Director, Lindy Joubert, brings to it: dedication, vitality, great networking abilities and longstanding experience of working in Arts, Education & the Community Health sector. She has also worked particularly well with the Board, comprising senior academic and community figures. Building on her experience of working with UNESCO in Paris, the Director has been the driving force in the establishment and running of the Observatory. She has led and co-ordinated an array of community and research projects, established an extensive network of local and international partners and built up a distinct profile for the Observatory.

- **Brand Power:** The Observatory has strong ‘brand’ appeal. The high esteem in which UNESCO is held has placed the Melbourne Observatory well. In addition, the Observatory is part of one of the most prestigious universities in the Southern Hemisphere – The University of Melbourne.

- **Unique positioning:** The Melbourne Observatory is the first Arts Education Observatory to be established under the auspices of UNESCO. Indeed, UNESCO have requested that The Melbourne Observatory serve as a model for the development of Observatories in other regions of the world.

- **Resources:** The UNESCO Melbourne Observatory has access to a rich resource pool that includes prominent academics from a range of disciplines, a large and culturally diverse student body at the University, and volunteers, among them leading professionals, who offer their services pro bono.

- **Networks and partnerships:** Over the past years the Director has successfully established significant networks and developed strong collaborative partnerships with NGOs, other universities, grassroots communities, and businesses across the country and overseas which benefit and strengthen Observatory activities.

- **Multi-disciplinarity:** The Melbourne Observatory emerges from a unique fusion of the principles of UNESCO, The University of Melbourne, and the Faculty of Architecture, Building and Planning. This strategic alignment is being optimally utilised by the Director to broaden multi-disciplinary research in Arts and Education and to contribute to community initiatives. Melbourne University’s drive for increased disciplinary interaction and diversity links in with the Observatory’s multi-dimensional approach.

- **Engagement:** The activities of the Melbourne Observatory demonstrate the objectives recommended by UNESCO, in addition to providing a strong example for the University of Melbourne’s Knowledge Transfer agenda. This is evidenced in the publications of the Observatory as much as in its cross-cultural activities. Innovation is one of the most important by-products of The Melbourne UNESCO Observatory, arising naturally from its intense engagements locally and overseas, as for example in the establishment of the Cultural Villages Model or the development of new Faculty subjects which engage the student body in community activities and inter-cultural exchanges.

- **Research & Teaching:** The University of Melbourne is a world renowned research and teaching institution positioned amongst the highest rankings world-wide. The Observatory’s research projects and interdisciplinary activities are measured by University standards, whilst remaining closely aligned with UNESCO’s objectives.

- **Geographical positioning:** Located in Australia, The Melbourne Observatory has become a strong contributor within the Asia-Pacific region, yet it is also reaching out to the world at large.

- **Facilities:** The UNESCO Observatory has excellent facilities with a fully functional office located in the heart of the University’s main campus.
Weaknesses

- **Lack of resources**: Due to a lack of human resources in terms of number of staff, The Melbourne Observatory has become reliant on pro bono services and volunteers. Since volunteers are often unable to sustain their commitments long-term, they are not always able to follow through on projects. This problem has had an inhibiting impact on the organisation, for example the organisation and maintenance of the all-important Observatory Website is still incomplete and not up to date (see more below).

- **Support for Director**: The Melbourne Observatory relies on the personality and contacts of its Director. Indeed, the future of the Observatory could be at risk without the Director, who is tireless in her commitment to initiating research and supporting social causes. This dependence on one person to drive the Observatory, its agenda, funding and activities, is unsustainable in the long term. While the recent addition of two volunteers, one for project management and one for research co-ordination, has provided some support of late, the Board and the Director are looking at ways of providing additional ongoing professional support.

- **Lack of funds**: The Melbourne Observatory is short of funds. In recent times, grant applications have not translated into more funds. There is a real need for skilled and experienced helpers to invest time in preparing funding applications on behalf of the Observatory. The Observatory is yet to secure financial self-sufficiency.

- **Strategic Tensions**: While the support of the University is powerful, there are nonetheless tensions between the directions the University sets for its staff (research driven and measured by publications) and the primarily community service orientated focus of the Observatory. Harnessed, and at its best, this tension brings about remarkable results. Overall a number of community needs and research opportunities have been identified, but they have yet to be synchronised and translated into long-term cohesive strategic planning. This process is being acknowledged and steps are underway to address it.

- **Lack of promotion**: There has been inadequate media exposure. As a result the Observatory has only had limited promotion of its activities and has therefore been unable to capitalise on them in the public arena. It has established an excellent e-journal, yet numerous groups to whom the journal would be relevant, are still unaware of its existence. The Observatory website does not currently showcase its strengths, neither does it provide a clear definition of its main objectives. This urgently needs to be addressed with targeted information updates and increased links to UNESCO and fellow Observatories.
Opportunities

- **Projects:** The Melbourne Observatory is involved in a wide range of major projects both locally and overseas, including Gward Kalinga in the Philippines, and ‘The Arts House’ in Singapore.
- **Partnerships:** Melbourne University’s ‘Melbourne Model’ agenda is creating opportunities to engage in a variety of multi-disciplinary links across the University, as well as other networks and partnerships which can be strengthened with the establishment of Observatories globally.
- **Research:** The location of the Melbourne Observatory at the University of Melbourne provides the perfect environment to pursue cutting edge research in the fields of arts, education and community health with acknowledged leaders in these disciplines.
- **Innovation:** The Observatory is in the process of developing means to promote arts education and to assist in preserving cultural traditions. Its focussed effort in this regard is through the Cultural Villages Model.
- **Entrepreneurial spirit:** As the first arts education Observatory, the Melbourne Observatory is developing criteria for the establishment of other arts education Observatories globally.
- **Students:** One of The Melbourne Observatory’s strengths is the student cohort across different faculties who are passionate and committed to working with communities around the world. The Melbourne Observatory is actively seeking out and creating opportunities to engage students in relevant cultural community activities.

Threats

- **Funds:** Lack of funding may result in The Melbourne Observatory being unable to acquire necessary human resources to see through its activities. The priority at this stage is to secure long-term funding.
- **Economic climate:** There was a reduction in business philanthropy following the last recession and there is risk of a double global recession. Funding opportunities are constrained in the current climate.
- **Changes in the University’s strategic direction:** Strategic changes at the University could potentially constrain the activities of The Melbourne Observatory.
- **Political shifts:** Changes in the political landscape may impact on overseas collaborations.
Recommendations

A major aim of this report under the terms of reference is to provide a set of recommendations for communities seeking to establish a sustainable Observatory.

Based on this profile and its evaluative component, the Melbourne Observatory makes the following recommendations:

- Support, focus and trust in a host is fundamental to developing an Observatory
- Allow extra time to establish an Observatory as developments usually take significantly longer than anticipated, particularly in relation to securing funding
- Identify collaborative partnerships for funding and research outcomes
- Identify bi-lateral projects for inter-cultural exchange
- Formation of travelling studios for cross-cultural teaching and learning opportunities
- Establish ongoing relationships so that projects can be sustained over extended periods of time
- Garner support from local governments, NGOs and educational institutions
- Seek out opportunities for inter-disciplinary projects e.g. nursing and the arts
- Focus on joint funding applications to tap into wider field of resources i.e. across countries
- Engage with major companies for support
- Ensure potential partners engage in ethical conduct
- Greater media and press coverage to highlight work and raise profile
- Participatory approach is essential to all collaborations with communities
- Creative ageing, engage elders in communities
- Access at all levels of community and societal groups
- Continuing education and development
- Train the trainers

Alongside the above recommendations this report includes, as Part B, a guiding general framework for establishing an Observatory.
Conclusions

Developing this profile report has been an opportunity for the UNESCO Melbourne Observatory to reflect on past achievements, current progress and increase focus on future directions.

Key achievements of the Observatory include:

- long-term partnerships between communities and organisations focused on the UN Millennium Development Goals, arts education and health and wellbeing
- a refereed e-journal on multi-disciplinary research in the arts presenting the latest and best-practice work internationally
- a Cultural Village program to strengthen the arts, culture and vocational opportunities for communities and the development of design project for infrastructure through field trips

The next major step for the Observatory will be attracting large scale funding to implement new infrastructure as part of the Cultural Village program, to conduct new research and evaluation of the program, and securing long-term sustainability as an NGO.
PART B

FRAMEWORK FOR ESTABLISHING UNESCO OBSERVATORIES
OVERVIEW

This report sets out a framework for establishing UNESCO Observatories. The suggested guidelines are based on reflections from The Melbourne UNESCO Observatory’s experience in establishing the first Arts Education Observatory in the Asia-Pacific region, combined with established concepts and processes in project management and organisational practice.

A key challenge for a UNESCO Observatory, like other new NGOs, is to be sustainable. Rigorous planning is critical to long-term sustainability. This section encompasses a range of important guidelines worthy of consideration for planning and sustainability. However, it must be noted that the proposed framework is generic and will therefore need to be adapted to the specific circumstances and aims of each individual Observatory.

The framework is presented in five phases:

PHASE I: INITIATION
PHASE II: PLANNING
PHASE III: IMPLEMENTATION
PHASE IV: CONSOLIDATION
PHASE V: SUSTAINABILITY AND GROWTH
Figure 1. Phases in establishing a UNESCO Observatory

The five phases represented in Figure 1 outline the steps involved in setting up an Observatory for long-term success. Guided by the requirements of each phase, the Observatory can monitor its progress and ensure that key milestones are achieved.

**Phase I - Initiation**, entails preliminary planning, such as completing all the necessary application requirements. Once official approval is granted by UNESCO, the new Observatory enters an iterative cycle spanning Phases II to V: **Phase II – Planning, Phase III – Implementation, Phase IV – Consolidation** and **Phase V – Sustainability and Growth**.

Throughout these phases **Financial Management** – **Legal Counsel** – **Communication** and **Risk Management** are constantly attended to.
PHASE I

INITIATION

It is vital for the host of a potential UNESCO Observatory to develop a comprehensive understanding of UNESCO’s expectations on how the new Observatory would function and contribute to the community through art education and art-in-education. UNESCO documents such as the ‘Asia-Pacific Action Plan’ set out a detailed *modus operandi*, highlighting the purpose of Observatories, and their activities, as well as the level of support UNESCO provides for their establishment and ongoing operations. The ‘Asia-Pacific Action Plan’ also outlines the application procedure – submission of the application form, endorsement letter and the signing of a Memorandum of Understanding between UNESCO and the host organisation.

The focus of the *Initiation* phase is on preliminary planning and the submission of an application to UNESCO.

**Governance and Management**

It is important to clarify the governance and management systems at the outset and establish procedures for internal operations, strategic planning and decision making. This allocates responsibilities and promotes accountability and effectiveness.

At this point, the formal appointment of the Observatory Director should be finalised. The Director is the major advocate and leader of the Observatory. The role of the Director is to provide overall vision and direction, manage internal operations, delegate responsibilities to implement Observatory strategies and to build networks and partnerships with the wider community.

**Stakeholder Analysis**

The purpose of conducting a stakeholder analysis is to identify the various individuals and groups whom the Observatory will directly and indirectly support, such as marginalised communities, NGOs, arts education teachers and researchers, and policy makers. A stakeholder analysis also considers those who will impact and influence the Observatory such as the host organisation, communities seeking support, local government, sponsors, and UNESCO affiliated entities.
Mission, Vision and Values

Setting the new Observatory’s mission, vision and values provides the basis for decision-making and is an important means of communicating to all stakeholders what the Observatory represents and what it strives for. It underpins the action plan.

Action Plan

The Action Plan details the strategy for establishing the Observatory office and lists key short- and long-term plans for sustainability, growth and the building of a profile. It also sets out benchmarks for the Observatory’s activities.

The Action Plan is drafted in the Initiation Phase and finalised in Phase II, the Planning Phase. The following section lists task domains that are encompassed by the Action Plan:

→ ANALYSIS

Following on from the stakeholder analysis, a preliminary study is undertaken to assess local needs and determine how the Observatory can best assist in meeting those needs and creating local community support through arts in education. This process can be facilitated by experts in arts education and leading community members through workshops, interviews and surveys. Tools such as S.W.O.T. Analysis (identifying Strengths, Weaknesses, Opportunities and Threats) can support this process.

→ OBSERVATORY GOALS

The Observatory’s overarching Mission, Vision and Values forms the basis for establishing its aims and for developing the strategies to achieve them. Ideally the Action Plan should provide a set of short-term goals (‘quick wins’ to energise and build momentum), medium goals (6-12 months) and long-term goals (3-5 year plan). A good principle is to work out challenging and detailed goals (Latham & Locke, 2007).

→ PEOPLE

The Observatory is supported by paid staff and the goodwill of volunteers. Once the long-term Knowledge, Skills and Abilities (KSAs) needed to reach the Observatory’s aims have been identified, supporting staff should be selected - for example the Observatory is likely to need administrative and secretarial support as well as expertise in financial matters (see below). Drawing on the Observatory’s goals, Key Performance Indicators (KPIs) should be identified for paid staff. Further a strategy needs to be established to attract and sustain both long- and short-term volunteers. Their expertise in a variety of areas such as research, project management, information technology and administration is much needed and valued. It provides a contribution that not only resonates with the ethos of Observatories but is essential to their ongoing innovative momentum.


→ **INFRASTRUCTURE**

The Observatory office needs to be appropriately equipped and functional. Facilities include access to telephones, printing, storage, meeting rooms, work space for staff and volunteers and computers with high speed internet. Access to these resources can be difficult in some regions, and the Observatory may need to research avenues to help provide these essential services.

→ **FINANCIAL MANAGEMENT**

The internal operations of an Observatory must be transparent. Strong financial management is critical for long-term success. A resourceful Financial Manager must be appointed to provide expert advice on financial and taxation matters, manage Observatory funds, cash flow and budgets. This role further involves finance updates for Observatory Board meetings and active participation in critical discussions such as portfolio reviews and funding activities.

→ **FUNDING STRATEGY**

An enormous challenge for a new Observatory is to secure funding. Grants are highly competitive and changes in the economic climate tend to dampen philanthropic contributions. A solid strategy to secure funding is imperative as well as the devising of contingency plans for times of financial hardship. Potential avenues for funding include major research, government and university grants and businesses providing philanthropy, and/or Corporate Social Responsibility programs. Those seeking to develop an Observatory should also be alert to possible locally-based start-up and seed grants.

→ **LEGAL COUNSEL**

Access to legal advice is vital for the establishment phase of the Observatory and beyond. Legal counsel should be obtained on matters including, but not limited to: contracts between the Observatory and partners/sponsors/funders/staff/contractors, ethical standards and responsible conduct, on engagement with other cultures, insurance and liabilities, patents, intellectual property and trademarks, statutory requirements and due diligence. Legal advice can be costly, therefore it is desirable to have a host who can provide this service internally, or consider bodies that specialise in helping NGOs with legal matters.

→ **MARKETING AND COMMUNICATION STRATEGY**

To promote and raise the profile of the Observatory it is essential to devise a marketing and communication strategy. Simple marketing tools such as promotional material, brochures and business cards are important. Communication methods such as an up to date website and newsletters ensure stakeholders and the interested public can easily inform themselves on Observatory activities.
→ NETWORKS AND PARTNERSHIPS

Building networks and partnerships is central to Observatory aims. The long-term potential of an Observatory to serve the community may ultimately depend on the strength of its partnerships. UNESCO Observatories commit to a participative approach, where genuine relationships are fundamental. The Director plays a critical role in the development of networks and partners - an outgoing, social entrepreneur is needed at the heart of the Observatory to successfully build relationships.

→ RISK ASSESSMENT AND MANAGEMENT

As any other organisation an Observatory is vulnerable to potential risks. Risks can pose both threats and opportunities. A formal assessment of risks is required, and is the basis for a risk management plan.

As a first step, risk areas must be located – for example, partnerships, sponsors, staff, political and economic climates; within these areas specific issues may be identified and assessed for their likelihood of materialising and for their potential level of disruptive impact on the Observatory and its stakeholders. Tools from the field of risk management, such as the Risk Severity Matrix, are useful for this process (see Gary & Larson, 2008, p. 204).

An example is presented below.

![Figure 2. Example of a Risk Matrix (adapted from Gary & Larson, 2008, p. 204)](image-url)
In Figure 2, on the vertical axis is the level of likelihood of a risk occurrence. On the horizontal axis is the degree of impact, in this case, rated out of 5. A Risk Severity Matrix based on these dimensions is then derived. It is divided into 3 zones – Major Risks, Moderate Risks and Minor Risks. Once each risk is positioned within the most appropriate zone, a risk response strategy is devised to eliminate, or manage risk (for more detail on these general risk management processes – refer to Gary and Larson, 2008).

The response strategy should be delegated and delivered within an accepted timeframe, as shown in the table below:

<table>
<thead>
<tr>
<th>RISK</th>
<th>IMPACT</th>
<th>RESPONSE</th>
<th>RESPONSIBILITY</th>
<th>REVIEW DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMIC DOWNTURN</td>
<td>High</td>
<td>• Seek long-term sponsorships</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Arrangement for support from host</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building reserves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAFF TURNOVER</td>
<td>Medium</td>
<td>• Set succession plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sharing tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Individual staff members with multiple domains of knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH VOLUNTEER TURNOVER</td>
<td>Medium</td>
<td>• Establish a mentoring program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accept high turnover</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Initiation phase is the most important step in establishing a successful Observatory. It is during this phase that the Observatory assesses its long-term viability and its potential to substantively support the community. While it can be challenging to finalise all aspects, persisting with detailed planning will minimise conflict and confusion in later stages. It is important that an individual takes responsibility to ‘drive’ the process – ideally the Director of the Observatory, who is supported by a core strategy team. It is also important to set timelines to reach the key milestones in each phase; in the Initiation phase this would be formal approval by UNESCO to set up a new Observatory and the completion of a draft Action Plan. This would enable the Observatory to enter the next phase of its development – Planning.
PHASE II
PLANNING

In Phase II the development of the Observatory enters an iterative cycle as described in Figure 1.

Finalise Action Plan

Phase II builds on the planning initiated in Phase I. The draft Action Plan is finalised in this second phase, however it is important to bear in mind that the Action Plan is a work in progress that should be revised and improved on an ongoing basis.

Items from the Action Plan that can be finalised include:

- Recruitment of staff
- Fixing a suitable location for the Observatory Office
- Identifying an able Financial Manager and access to legal counsel
- Devising preliminary Marketing and Communication strategies

The major milestone in Phase II is to finalise the strategies to attain the goals set out in the Initiation phase.

Set up systems and procedures

To achieve operational excellence the Observatory must set up systems and processes. Part of this includes the set up of databases to house information and the implementation of operations, systems and policies. Databases include listings of:

- Sponsors
- Board and Committee members
- Volunteers
- Partners and Sponsors
- Expense and income reporting

It is also important to prepare criteria to enable realistic assessments of potential projects, and checklists to ensure that they align with Observatory values and goals. As there can be many
projects to co-ordinate, it is also important to utilise portfolio management tools to track progress (for example, databases and project management software).

**Strategy to meet Observatory goals**

The Observatory must set clear strategies to achieve its set goals. Developing detailed strategies is a collective effort of the Observatory Board and the Director. Once the strategy is finalised, key actions and milestones are identified.

A basic example is illustrated below:

<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISEMININATION OF ARTS EDUCATION INFORMATION</td>
<td>• Establish a peer-reviewed journal</td>
<td>→ Topic → Art Designer → Print costings → List of authors → Chief and Associate Editors → Timelines</td>
</tr>
<tr>
<td></td>
<td>• Establish a website</td>
<td>→ Web Designer → Costing → IT support → Content Manager</td>
</tr>
<tr>
<td></td>
<td>• Hold an arts education conference</td>
<td>→ Venue → Costing → Event Manager → Volunteers → Speakers → Keynote → Registration System → Accommodation → Evaluation forms</td>
</tr>
<tr>
<td>RAISE THE PROFILE OF THE OBSERVATORY</td>
<td>• Booklet/fliers</td>
<td>→ Art Designer → Content → Promotional Manager → Distribution</td>
</tr>
</tbody>
</table>

**Roles and responsibilities**

As part of implementing the above strategies, the table can be extended to include persons responsible to deliver on the key items. More detail can be generated including timelines and resource requirements.
PHASE III
IMPLEMENTATION

Strategy in action

In Phase III the Observatory’s day to day function should involve implementing the Observatory’s strategies and meeting its targets. For example:

- Set up of Observatory Office is completed
- Observatory website goes live
- Journal is released
- Running arts education programs, conferences, workshops and other events
- Support community projects
- Networking at events
- Promoting the Observatory

Record keeping

To support operational transparency the Observatory needs to maintain accurate record keeping of Board meeting minutes, signed contracts and correspondences.

It is important to regularly update and maintain all databases set up in the planning phase.

Accurate record keeping not only ensures transparency but also enables the Observatory to track progress, manage resources and identify the most effective organisational processes. It provides a means to gauge timelines and costs to realise Observatory activities. For example, it assists in tracking vendors who provide cost effective and reliable services, and helps identify preferred suppliers.
PHASE IV
CONSOLIDATION

When entering Phase IV, the Observatory should have gained momentum and be able to draw on proven organisational practices. For example at this stage the Observatory may have completed a conference, held several workshops, released journals and secured funding.

This is an opportune time to review the Observatory’s strategies and make amendments as needed. It is a suitable point to have a ‘pulse check’ and assess the level of satisfaction of stakeholders, staff and volunteers through workshops and meetings. It is also an opportunity to assess the economic, political and environmental climate and indentify any trends the Observatory may want to capitalise on or avoid.

Evaluate practices

In Phase IV the Observatory should evaluate whether its practices are still effective. Some of the following questions could be considered:

- Is the governance structure effective?
- Are the current systems enabling the Observatory to reach its objectives?
- Does the Observatory need to streamline its processes?
- Has the Observatory scope changed?
- What are the areas of weakness?
- How is the Observatory measuring its success?

Review strategy

In Phase IV a performance evaluation should be considered:

- The Observatory’s progress: Is the Observatory delivering on its commitments?
- Staff & Volunteer performance: Identify areas for further supportive development
- Progress on projects: Are they being delivered on time, on budget? Does the Observatory have the necessary resources?
In Phase IV it is also worth revisiting:

- The Observatory’s objectives
- The Observatory’s portfolio
- The MoU between UNESCO and the host – this may entail rewriting the MoU to track changes of intent or vision

**Continuous improvement mechanisms**

Continuous improvement to reach operational excellence will impact on the success of Observatory projects and activities.

_**Lessons Learned**_ – the Observatory team should meet to discuss particularly successful activities that can be replicated in future projects. Similarly the working team and the Director need to identify areas that require improvements. Meetings provide occasions to reflect on past achievements and future projects in an open forum and generate enthusiasm and the team spirit needed to forge ahead freely.

It is also worth considering _process improvement_ models such as Plan-Do-Check-Act Cycle – PDCA (also referred to as the Deming Cycle, developed by Deming) to achieve operational efficiency.
PHASE V
SUSTAINABILITY AND GROWTH

The sustainability of the Observatory can be challenging. The major factors to ensure continuity is to secure funding, have a reliable host, stable leadership and committed support staff.

Once the Observatory has successfully reached a sustainable phase it will need to plan for growth.

Funding and Self-Sufficiency

Securing long-term funding is critical for sustainability. In order to secure funding it is essential to focus energies and dedicate resources to realise this goal first and foremost. Various strategies may assist in the process such as seeking in-kind expertise to assist with grant applications, or even considering income generating opportunities such as providing consultation services.

Leadership and Support

Communication is a vital factor for the sustainability of an Observatory, particularly within the core Observatory team. Regular staff meetings for updates on activities, amendments and flexible delegation among team members and volunteers is essential.

Growth

Once the Observatory has secured long-term funding, it is time to plan for growth. Considerations include:

- Expanding the Observatory portfolio
- Recruiting additional staff
- Moving premises
Conclusions

As the first established arts education Observatory the Melbourne UNESCO Observatory, Faculty of Architecture, Building and Planning, at the University of Melbourne is in a unique position to offer leadership and take on a consultative role in relation to fledging Observatories around the world. The purpose of this section of the Observatory’s report was to provide general guidelines for establishing an Observatory. In its fourth year of operations the Melbourne Observatory is currently in the consolidation phase, yet it is still learning, improving and working towards its vision. Helping to build a network of Observatories is a welcome opportunity to mainstream arts education in its own right and contribute to achieving the United Nations Millennium Development Goals and the goals of the latest UNESCO commitment to Arts Education as stated in the Seoul Agenda, 2010.
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## APPENDICES

### Appendix A: Grant applications and progress

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>$7,000</td>
<td>Faculty Strategic Fund</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$20,000</td>
<td>Two International Faculty Field Trip Grants</td>
</tr>
<tr>
<td>2007</td>
<td>$14,500</td>
<td>Faculty Strategic Fund</td>
</tr>
<tr>
<td>2008-2010</td>
<td></td>
<td>Seven grants were submitted but were unsuccessful</td>
</tr>
<tr>
<td>2010</td>
<td>$16,500</td>
<td>Institute for Broadband-Enabled Society Seed Grant. UNESCO Observatory leading one of three sub-projects of a research program on connecting learners within and between schools ($16,500 of the overall $70,000 funding for the program).</td>
</tr>
</tbody>
</table>
Appendix B: Partners

The Observatory is in partnership or collaborates with the following overseas and Australian organisations, and University of Melbourne entities:

**International Partnerships**: UNESCO Paris Headquarters • UNESCO Bangkok • The Arts House, Singapore • Gawad Kalinga, The Philippines and Singapore • Kalifa Fund, Abu Dhabi, United Arab Emirates • MACCONET, Maasai Community Kenya • Papua New Guinea – Ministry Of New Ireland and Nissan Island • Timor Leste, Los Palos Community and University Of Timor Leste, Dili • Sami Community, Levi, Finnish Lapland • India - Kerala, West Bengal, Karnataka Name Communities • New Zealand, Mangatowai ; Korogochio, Nairobi • Laos- Textile Theory and MAP Architects • Vietnam, Hanoi for three Communities • Tin, Pottery and Silk • Heide Prinzessin von Hohenzollern • Rwanda, President of The Senate • World Futures Summit • Korean Arts and Cultural Education Services • Hong Kong Institute of Education • Faculty of Art Education, Queens University, Canada • Hong Kong Institute of Education • India Foundation for The Arts • Asian Culture Enterprise, Singapore Ltd • INSEA, International Society for Education Through Art • IDEA, International Drama Education Association • ISME, International Society For Music Education • Children in Scotland • Children in Europe • Kubin Community, Mua, Torres Strait Islands • Lae, Papua New Guinea • Ministry Of Education, Cook Islands • Musee Branly, Paris • Asia Pacific Association For The Arts • Gichocho School, Kenya • Child Peace Africa, Korogochio, Nairobi, Kenya • Bali, Anak Ayu Sri Wahyuni, Denpasar. Bali • Project Guggenheim Catholic Church Gichocho, Kenya • Tectura International Architects • The Kaiser Institute, USA • Green School, Bali

**Australia and Regional Partnerships**: United Nations Academic Network • Duke of Edinburgh Awards Program Victoria • Wesley College • Worawa Aboriginal College • University Of Newcastle Arts and Health • Wesley College • Asia Pacific Journalism Centre • Brotherhood of St. Laurence • Boonwurrung Foundation • Point Nepean Community Trust • Swan Hill Rural City Council • Land Care Australia • Greening Australia • Healthy Minds Network Swan Hill • Community Cultural Development Network, City Of Melbourne • Disability in The Arts Disadvantage In The Arts (DADAA) • VicHealth • Australia Council • Circus Oz • Indigenous Circus Arts Network (ICAN) • Global Aid Partnerships (GAPS) • Centre of Melbourne Multi-Faith and Others Network • Royal Children’s Hospital • Southern Healthcare • Cape York Partnerships • Mualgal Corporation and Torres Strait Islander Native Title Corporation • Elders and Community, Kubin Village, Mua Island Torres Strait • The Melbourne Ballet Company • Helping Hands NGO
Partnering architectural firms: Peter Edgeley • Carnevale and Divall – Grant Divall • Ursula Chandler • MAP Architects – Sam Rattanavong • BURO Architects – Paul von Chrismar • Richard Blight • Six Degrees Architects – Peter Mallatt • Anna Ely Architect • Greg Burgess Architects • Martin Fowler Architect

University Of Melbourne Partnerships: Melbourne Sustainable Society Institute • Faculty of Architecture, Building and Planning • Institute for a Broadband Enabled Society • Cultural Materials Centre • Nossal Institute • International Centre for Mental Health • Australia India Institute • Pro-Vice Chancellor’s Office of Research Engagement • Pro-Vice Chancellor’s Office of Global Engagement • Academic Enrichment Services • Centre for Health, Policy, Programs and Economics • Centre for Applied Philosophy and Public Ethics • Department Of Resource Management and Geography • Leadership, Involvement and Volunteer Experience Advisory Group • Department of Information Systems • Victorian College of the Arts • Ormond College • Global Perspectives Summit
Appendix C: Conference Presentations


2007  Joubert, L., ‘Multi-disciplinary Arts – the UNESCO Observatory Addresses the Challenge’. The World Creativity Summit, Hong Kong.


2009  Joubert, L., ‘The UNESCO Observatory, Multi-disciplinary Research in the Arts’. World Future Summit Abu Dhabi UAE - January, invited guest speaker and Panellist: Panellist on Women and Leadership and the Sustainability panel. Asked to be one of four people to summarise the Summit in the final presentation to world leaders, see website list of attendees: http://www.futurecapitals.org/08/speakers.asp


CADS Conference Presentations (Research Generated by the VicHealth CADS Project):

**2007**  


**2008**  


Appendix D: Presentations by Director

INVITED GUEST SPEAKER

2007  Pacific Arts Association, Musée Branly, Paris

2008  Exhibition Opening of Kimberly, WA artists Donny Woolagoodia & Eric Norval

2008  Children In Scotland, Keynote Speaker

2009  Future Capitals World Summit, Panellist & Speaker
        http://www.futurecapitals.org/08/speakers.asp

2009  UNESCO Expert Advisory Committee Arts In Education, Paris, June

2009  Creative City International Conference, Yokohama, September
Appendix E: Director contributions as member

COMMITTEES

2007-2008  Member Point Nepean Indigenous Reference Group
2008 -     United Nations Academic Network
2008 -     Honourable Advisor, Creative Education Observatory, Hong Kong Institute of Education
2008 -     Worawa Aboriginal College Educational Advisory, University of Melbourne representative
2009 -     University of Melbourne LIVEAG Committee
2009 -     International Advisory Committee, Arts in Education, UNESCO Paris Headquarters
2009 -     Member Associate Forum for Melbourne Indigenous Partnerships
2009 -     UNESCO Bangkok, UNESCO Observatories

BOARDS

2007       Common Centre of Melbourne Multi-faith and Others Network
2009       International Director Macconet, Kenya
Appendix F: Recent developments at the Melbourne Observatory

During finalisation of the Melbourne Observatory profile report, the following events and milestones took place:

Lindy Joubert, Director of the UNESCO Observatory moderated Round Table Four at a United Nations conference in Melbourne at the end of August 2010, the largest UN event ever held in Australia. The conference focused on advancing global health and achieving the Millennium Development Goals (MDGs). The conference titled, *Advance* Global Health – *Achieve the Millennium Development Goals*, brought together more than three hundred non-government organisations from over 70 countries and over 1,500 delegates. Most importantly, sustaining programs and actions by NGOs and civil society to maintain momentum after 2015 became one of the key issues for discussion.

Representing the UNESCO Observatory in September, the Director was invited as an expert participant in the inaugural Global Perspectives Summit, a student-led forum attended by over one hundred University of Melbourne students. Student backgrounds were diverse, representing 17 countries. Over three days they discussed issues in population policy and looked at a new index of health and wellbeing. The GPS was categorised as “Youth+Vision = Future” as part of the University’s Melbourne Model.

In September 2010 VicHealth invited the UNESCO Observatory as one of the key representatives in arts and health to contribute to a policy creation meeting for the newly formed Arts Health Foundation.

Lindy Joubert and Chris Platania-Phung gave a presentation, “Cultural Villages for the Promotion of Arts Education” to the ‘Views, Values and Visions’ INSEA regional conference held at the National Gallery of Victoria in October. Their paper of the same title has been accepted for publication in the peer-reviewed journal – *Arts Education Australia*.

The Director and Chris Platania-Phung attended a major meeting of the Wesley-Yiramalay partnership, in mid October. Recent events in the partnership include completion of the Yiramaly-Wesley studio school, and a visit by six Yiramalay students to Melbourne as part of the induction program. Plans for a comprehensive evaluation study of the partnership by UNESCO Observatory are underway.

Esther Sternberg, a leading scholar on how environments interact with body and mind to affect health and wellbeing, visited Melbourne in mid-October. The Melbourne UNESCO Observatory hosted Sternberg’s visit, in conjunction with Ormond College, and the Faculty of Medicine, Dentistry and Health Sciences. Sternberg’s presentation on built environment, place and health in the Architecture Faculty demonstrated the value of multi-disciplinary research and practice in developing healthy and sustaining environments.
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