World Heritage Education for Sustainability

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presentation at

seeing with young eyes

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Sustainable viable and can be continued in the long term in ways that do not harm but benefit equally – not just people, all people & planet

This can apply to anything from decisions about the school compound or your neighbourhood/village to personal concerns and issues relating to the national economy and global environment.
Sustainable Development

• Many defns .. evolving/emerging .. depend on contexts

• Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. (Brundtland Commission, 1987)

• paradigm shift
  ✓ fr problem-solving to creating
  ✓ fr self-centredness to becoming other-centred
Sustainable Development

Ensuring a better quality of life for everyone .. now & for generations to come

• progress that recog. everyone’s needs, esp the poor, deprived, marginalised
• effective protection of environment
• prudent use of resources - natural and human made
• maintenance of high & stable levels of econ growth & employment
• democratic, respectful governance at all levels
SUSTAINABLE DEVELOPMENT

CULTURE
Farming and indigenous communities have practiced principles of SD for centuries.

Many communities throughout the world have incorporated into their lives the ideas and principles before DESD or UN’s concern.

Concept of edu for SD was explored from the time SD was endorsed at UN General Assembly in 1987.

UN Decade for ESD: OBJECTIVES

1. Enhance role of edu and learning to achieve SD
2. Facilitate links & networks, exchange & interaction among all
3. Provide space & opportunity for refining & promoting the vision of, and transition to SD – thro all forms of learning & public awareness
4. Foster quality of teaching and learning
5. Develop strategies at every level to strengthen capacity in ESD
What is ESD?

- Central role of edu/learning in sustainability – edu for, not about
- Vision:
  ‘A world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.’ .. more than environ edu
- Aim:
  prepare pple of all walks of life to plan for and find solutions for issues that threaten the sustainability of our planet and the well-being of all
- Challenge: for everyone, formal, informal, non-formal
ESD ..con’td

- enables people to develop the knowledge, values, skills and behaviour (attitudes and action) to participate in decisions about the way we do things individually & collectively, both locally & globally, that will improve the quality of life now without damaging the planet for the future.

- central role of edu
  - edu in all its forms and at all levels
  - edu as end and means to achieve SD
  - re-orienting edu, redefining edu - learning
Education in/for SD .. learning

- Edu – the primary agent of transformation towards SD
- Edu fosters the values, behaviour and lifelstyles reqd for a sustainable future
- Edu for SD is a process of learning how to make decisions that consider the long term future of the equity, economy and ecology of all communities
- Edu builds the capacity for such future-oriented thinking
ESD: Key FEATURES

- Interdisciplinary and holistic
- Values-driven with vision building
- Systemic thinking
- Critical thinking .. problem solving .. reflection .. creating alternatives
- Participatory .. decision-making
- Partnerships and multi-logue
- Locally relevant, culturally appropriate
Key Concepts/Principles of ESD

- Interdependence .. interconnectedness
- Citizenship & stewardship
- Needs and rights of future generations
- Diversity – bio, cultural
- Quality of life, equity, justice, peace, inter-cultural respect, tolerance/acceptance
- Sustainable change
- Uncertainty & precaution .. anticipatory .. pro-active
ESD and WHE

1. Contexts and contextual

2. Objectives .. Learning outcomes

3. Content .. Themes

4. Implementation Framework
ESD and WHE: Relationship

1 Contexts and contextual
- global concerns
- unsustainable development
- multiple levels

2 Objectives .. Learning outcomes
- WHE’s focus on awareness, protection & preservation of heritage (natural and cultural) is essential underlying component of ESD’s goal of sustainability
- Values and identity
ESD and WHE: Relationship

3 Content .. themes

✓ WHE’s sub areas of identity, tourism, environment, culture of peace are also integral dimensions to ESD

4 Implementation Framework

✓ teaching-learning approach and methods

  • learning spiral (knowing, understanding, valuing, reflecting/analysis, action)
  • Multiple intelligence .. different ways
  • participatory methods – approaches that involve/engage and not just convey a body of knowledge .. active participation

✓ partnership and multiple stake holders
✓ locally relevant, culturally appropriate
Relationship of WHE and ESD

- great similarity
- ESD offers a broader framework beyond heritage to sustainability
- Introduce/incorporate perspective of sustainability to heritage concerns in WHE
The current WHE workshop: lessons for ESD

- working with young students .. outside the regular curriculum
- active participation and partnership
- use of local resources
- arts edu and cultural/community mapping as methods in SD education
Some suggestions/questions for you to take in to the workshop

- How would you introduce/integrate the concepts & values of sustainability into the activities?
- How to enable students uncover and reflect on their assumptions, values and worldviews through arts-in-edu and cultural/community mapping activities?
- How do we facilitate students reflect on and make sense of their own identities and what is important to them in accordance with the values and goals of sustainability?
- How do arts-in-education and cultural/community mapping contribute to sustainability?
ENJOY the WORKSHOP

ENJOY PENANG

ENJOY the INTERACTION and LEARNING
• teaching and learning .. different approaches .. multiple intelligences
• brings context, perspectives and motivation to learning
• awareness on how to create more healthy & equitable world for all ..
  ✓ Interest & enthusiasm, passion
  ✓ Values: concern, caring ethic, respect, acceptance
• encourage creative problem solving
  ✓ Stimulate ownership & responsibility
  ✓ Empowering students
  ✓ Increase critical thinking skills
Basic Principles of SD

1. **Care** for each other and value social justice & peace

2. **Protect** natural systems & use resources prudently/wisely

3. **Value** appropriate development & satisfying livelihoods for all

4. **Make decisions/ACT** thro fair and democratic means

Developing capacity (knowledge, skills) and commitment (values/attitudes) at level of personal, family/collective actions, in levels for local, national & global communities is the task of educating for a sustainable future.