

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.

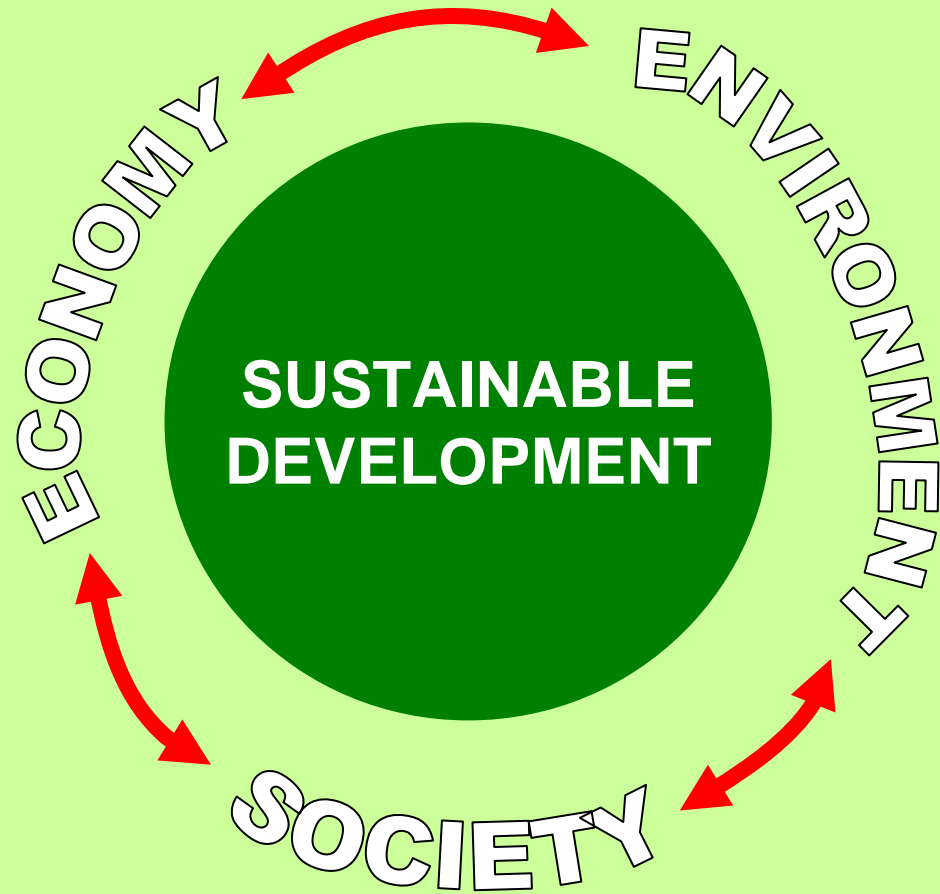
Sustainable Development

- 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



CULTURE

SUSTAINABILITY COMPASS

NATURAL/ECOLOGICAL SYSTEMS

(Questions about natural environment & their relationship to each other & relationship with society/people)

(land, sea, air, living things)

N

Ecological

Spiritual

WHO DECIDES ?

W

Political

Economic

E

ECONOMIC SYSTEMS

(Questions about \$, trading, ownership, buying & selling)

(Questions about politics & power. Who makes choices & decide what is to happen? Who benefit? Who lose out?)

Social

S

SOCIAL SYSTEMS

(Questions about people: their relationships, culture, traditions, the way they live including how gender ethnicity, age, class etc. affect their relationship.)

Ref: Teaching & learning for a sustainable future:

<http://www.lsf-1st/en/teachers>

Contexts: Hist of ESD

- Farming and indigenous communities have practiced principles of SD for centuries
- Many communities thro'out the world have incorporated into their lives the ideas and principles before DESD or UN's concern
- Concept of edu for SD was explored fr the time SD was endorsed at UN General Assembly in 1987
- Decade for ESD: 2005-2014

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 lifestyles 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

SD perspective for this workshop

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