



Culture, Museums and Sustainable Development

ICOM Philippines 2015 Bacolod Conference
19 August 2015

Presented by
Lucio Sia
Executive Director

*UNESCO South East Asia Centre of Lifelong Learning for
Sustainable Development (SEA CLLSD)*




- Established by virtue of an Agreement between the Philippine government and UNESCO in 2009, the South East Asia Centre of Lifelong Learning for Sustainable Development (SEA CLLSD) promotes education in the context of sustainability and lifelong learning.
- Formally entered into force on 2 May 2013
- The framework is pursuant to UNESCO's initiatives in education and sustainability, as articulated in the Post-2015 Education Agenda and Education for Sustainable Development (ESD).



SEA CLLSD envisions a just and compassionate society where opportunities for learning for sustainable development are available to all, including the marginalized and disadvantaged sectors of society and non-school mainstream learners in hard-to-reach areas of the country.

Our mission is to be the regional centre for advocacy, research-innovation, training for lifelong learning for sustainable development through collaborations among service providers and experts on life-long learning and sustainability in Southeast Asia.



SEA CLLSD is a centre in Education with a cross-cutting mandate in the sectors of science, culture, and communication. SEA CLLSD's vision is to serve as a unique platform for fostering an ASEAN identity. It is the South East Asian hub in lifelong learning for sustainable development.

By reinforcing regional collaboration, we aim to strengthen regional and national capacities to develop and implement policies and plans within a lifelong learning framework.



Our institutional tasks:

- **Capacity-building for service providers in the field of lifelong learning for sustainable development;**
- **Research to advance opportunities for and improve the quality of lifelong learning for sustainability**
- **Advocacy to develop public awareness and appreciation for the existence of learning/education possibilities for sustainable development, in a variety of social settings and places.**

We strive to be inclusive by reaching out to

- **communities**
- **youth (as movers and also out-of-school youth)**
- **special learners**
- **disadvantaged and displaced populations**
- **indigenous peoples**
- **out-of-school youth**
- **non-literate adults**
- **the elderly**
- **victims of disasters and natural calamities.**



United Nations
Educational, Scientific and
Cultural Organization



South East Asia Centre of Lifelong Learning
for Sustainable Development



Working together

- **The development of strong inter-sectoral partnership between and among public and private entities is a key component in SEA CLLSD programs. SEA CLLSD develops linkages with various groups and institutions across the Region in the planning and conduct of its activities.**
- **By banding together, the ASEAN countries are able to share resources and expertise in reorienting the thrust of their education goals towards a stronger appreciation of the principles of lifelong learning and sustainable development**

THE COUNTRIES WE WORK WITH

1) Brunei Darussalam



2) Cambodia



3) Indonesia



4) Lao PDR



5) Malaysia



6) Myanmar



7) Philippines



8) Singapore



9) Thailand



10) Timor Leste



11) Vietnam



Strategies towards Post-2015


Alignment of SEA-CLLSD to Post-2015 Education Agenda:

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through **global citizenship education and education for sustainable development.**

Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally trained, motivated and well-supported **teachers.**

Some activities for 2015

- UNESCO Guidelines on International Teacher Exchange Programmes
- Teacher Exchanges with APCEIU
- Teacher Training programmes and projects
- World Teachers' Day celebrations in coordination with UNESCO Bangkok and HQ
- Organization of National Teachers Month: “My Teacher, My Hero” with Metro Bank Foundation
- Anti-doping in sports programme
- ICT Competency framework for teachers
- Development of website and regular updates

- 
- Fourth meeting of the UNESCO Category II Centres in Education
 - Seminar on Transforming Community Museums into Lifelong Learning Sites
 - Seminar on Using Water Education to Strengthen Community Efforts towards Sustainable Development
 - Regional Symposium on Indigenous People's Education

- Partnerships and networking: IBE, Harvard, Education International, Associated Schools Network, UNESCO Chairs, UIS, OECD
- Collaboration with International Task Force on Teachers for EFA
- Advocacy of the UNESCO-ILO Recommendations on Teachers and Teaching Personnel
- Restorative Approaches to Schools : University of Cambridge, Nottingham and Edinburgh
- Social Networks: Facebook, LinkedIn, Twitter
- Fund raising

Teacher training curriculum/focus on LLL and GCE

Production/dissemination of briefs, modules, learning material to support teaching in:

- Global Citizenship Education
- Peace Education
- Human Rights
- Sustainable Development

in non-traditional settings e.g.:

- Post-conflict and conflict contexts (INFE)
- Nomadic populations
- Indigenous people
- Multi-grade/UPE classrooms (CWS)

and on cross-cutting themes e.g.:

- Gender (UNICEF)
- HIV and AIDS (ILO, EI)
- Social dialogue (ILO)

Production of briefs, modules and training material to support pedagogic practices for Higher Education and Vocational Education teachers with key intersectorial focus e.g. Science (Water Education) , Culture (Museums), CI (Mobile Learning, ODL/OER), SHS (Human rights; anti-doping)...

SEA CLLSD's three major thrusts:

- **Capacity building for sustainable communities**
- **Research to integrate sustainability practices into education and training environments**
- **Advocacy and information dissemination to advance policy**

Capacity Building for sustainable communities

ICT Competency Framework for Teachers and Open Educational Resources (OER)	The programme serves to catalyze initial development and continuous evolution of national OER policies. A set of interlinked activities assists the participants to go through the policy development cycle and provides impetus to the policy implementation process.
Working session on Community Learning Centres (CLC) with focus on Elderly	A forum on Senior Citizen Centres as community learning centres in ASEAN countries and how these centres contribute to active aging. The forum reviews and compares ASEAN policies, legislation and best practices that benefit the elderly.
Transforming Community Museums into Lifelong Learning Sites	Local or community museums are ideally situated to become sites or spaces for lifelong learning. Seminars serve as a forum for sharing and exchange among lecturers, administrators or program directors of museums with lifelong learning philosophies and creative activities

Research - Integrating sustainability practices into education and training environments

Early Childhood Learning Provision in 5 SE Asian Countries : Cambodia, Lao Republic, Myanmar, Vietnam

Looks into how Cambodia, Lao Republic, Myanmar, Vietnam and the Philippines provide early childhood care and education. It examines the relationship of early childhood education and long-term positive results for lifelong learning potential, better academic achievements over the years, lower rates of teen problems (such as teen pregnancy and incarceration)...

Using Water Education and Energy to Strengthen Community Efforts towards Sustainable Development

Integrating ESD in local community activities, with water as theme, to spread functional knowledge and understanding of water issues among ordinary community residents.

Advocacy/Information - Advancing Policy


Guidelines for International Teacher Exchange Programmes	Teacher Exchange Programme Guidelines aimed at enhancing global educational competence of participating teachers and schools through long and short-term teacher exchange programmes in Asia and the Pacific.
Lifelong Learning in the new Global Action Programme and SDGs	Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development. A review of programmes and strategies that foster quality and inclusive lifelong learning for all. It examines the implementation of policies and plans within a lifelong learning framework, the challenges of equity, quality, inclusion, expansion, mobility and accountability.
Community Learning Centres with focus on Elderly	Looks at Senior Citizen Centres as community learning centres in ASEAN countries and how these centres contribute to active aging. The study reviews policies, legislation and best practices that benefit the elderly.


Culture, museums and sustainable development


- Sustainability means ‘meeting the needs of the present without compromising the ability of future generations to meet their own needs.’
- Museums similarly consider the future as well as the present. Museums ideally enhances the quality of life of everyone, both today and in the future’. They balance the interests of different generations
- Responsibility to provide access to current and future generations, there is a duty to respect the contributions of past generations, particularly benefactors, communities of origin and creators of the objects which museums now safeguard.


- Museums devote considerable resources to honoring the legacy of collections, information and knowledge contributed by people in the past and passing it on to future generations.
- Sustainability is usually considered under three headings. The most familiar of these is **environmental** sustainability. But it is about much more than meeting the challenges of climate change; there is also **economic** sustainability and **social** sustainability.
- Sustainability concerns the long-term role of museums and their relationships with communities, as well as the future of the planet.
- Sustainability is connected to education, the economy, business, travel, leisure, culture and our communities. Getting the balance right is vital to secure a stable future. A massive cultural shift is required in every community, in every school, every workplace and every home.

- Internationally, most conventional museums are not engaged in sustainable development work... despite potential benefits that might flow to their institutions and local communities.
- Museums have a lot to consider. They typically occupy **energy-hungry** buildings and have **expanding collections**, which they aim to keep in tightly-controlled environmental conditions. They often totally destroy old exhibitions and displays and replace them with new ones, with little reuse or recycling.
- **Quality** of service and ‘excellence’ sometimes seem less important than counting the number of visitors. Tourists, especially international tourists, are regarded as desirable visitors, in spite of the fact that tourism often involves extensive, energy-consuming travel.
- More locally, museums often launch **short-term projects** to build relationships with new audience groups, without a clear view of how the relationships will continue once the project funding ends.

- 
- Long-term thinking is essential to sustainability, yet few museums plan more than a few years ahead (apart from major capital projects). Some traditional sources of funding are being eroded. Many museums are overstretched as they are expected to achieve more and more on flat, or declining, funding.
 - concepts of sustainability have the potential to help museums improve their **service** to society, to make decisions about **collections management**, to secure long-term **financial stability** – and, of course, to **serve future generations** appropriately.


- 
- Sustainability offers great opportunities for museums.
 - It brings new ways of interpreting collections and reaching audiences, it offers new ways of thinking about old problems such as collections care, financial stability and relationships with local communities.
 - It brings better use of all resources, improved accountability and social responsibility and opportunities for excellence, innovation and creativity.
 - It gives a chance to provide community leadership and is increasingly important to central and local government, and other funders.

- 
- Museums have to work within the resources available to them. The sustainable answer may be to do less, but do it better. Uncertainty about funding leads museums to think short-term, whereas sustainability requires a long-term approach.
 - Museums need to be clear about their purpose and ensure that their most important activities are sustained. By restricting activities to “core business” operating costs can be greatly reduced...

- 
- Sustainability has been described as ‘efficiency with a conscience’ and a key aspect of sustainable operation is to use the limited resources that are available efficiently in order to achieve the maximum possible impact.
 - Museums may need to face up to difficult questions about who might pay for the services they provide, and even to think seriously about what sort of museum sector might be funded from a smaller pot of money.


- **Economic sustainability** might sometimes be best achieved by working in close partnerships with other museums, or other types of organization, to share resources.
- As part of the public realm, museums have always contributed to society by, for example, helping to create a sense of place. In recent years, several museums have strengthened their relationships with society.
- Their work is audience-focused, they are accountable and most consult widely, considering the concerns of local people alongside those of experts. They engage with many communities and actively develop new audiences.
- Museums can increase their **social** sustainability by deepening and diversifying these relationships, aiming to reflect the diversity of society in all that they do.
- Museums need to have a long-term attitude to audiences, for example by valuing repeat visitors.

- One of the keys to long-term sustainability is museums becoming more socially responsible. **Social responsibility** has been described as organizations' efforts 'to improve society and undo harm where harm has been done'.
- Museums have a tremendous opportunity to play a vital, new role as **cultural** facilitator through interactive, community-led activities' that will strengthen society.
- In this way some museums have great potential to contribute to creating sustainable communities, 'places in which people want to live, now and in the future [that] embody the principles of sustainable development at the local level' and include 'a strong local culture and other shared community activities'.

- 
- Consideration of social sustainability has led to renewed questioning of the role of museums: ‘What is the **objective** of the museum? Is it to promote culture, a particular scientific discipline, its curators’ scholarship or tastes, another way for cultural consumption or for leisure?’
 - Or is it one of the most effective educational instruments for community development, which draws its strength and life from the community, uses the cultural and social capital of the community, opens windows on the outside world, and listens to its real problems?’


- Museums can strengthen their relationships with society by becoming socially responsible enterprises that have a positive impact on the lives of people who work for them, who provide services to them and who grow or manufacture the things they consume or sell (the goods in their shops, the food in their cafes). By their behavior, museums could become demonstration models for a sustainable society.
- Museums can consider their place in the local economy as purchasers of goods and services, perhaps seeing benefit in using local suppliers. Some museums focus on local distinctiveness in the shop and cafe, as well as in the displays. Staff who live locally are a link between the museum and its immediate community.


- Museums can also consider their relationship to society globally. 'Museums are better suited than any other public entity to help us explore connections of the local to the global...
- Museums can play a critical role in moving the communities they serve towards a more sustainable future.' They may need to think harder about balancing the needs of people in the Philippines and people across the world.
- Most museums reject illegally-exported objects and recognise their responsibilities towards communities that originated the collections they hold. How far does international responsibility extend: To using fair trade coffee in the cafe and selling fair trade goods in the shop?
- Do many museums have international touring and lending policies that serve a broad educational and cultural purpose rather than primarily aiming to raise income from rich countries that can pay handsomely?

- 
- Some argue that sustainability is such an important issue that museums should show leadership in their displays, exhibitions and programmes.
 - The former UK arts minister, Estelle Morris wrote that museums have a 'unique position in being able to raise awareness and stimulate the public's interest' in sustainable development.
 - Museums have a pivotal role to play in showing the connections between the social, economic, cultural and environmental aspects of sustainable development, and making information about the issues more widely available

- This is particularly true for **community museums** and **heritage education**, which are among the best means of bringing people to the consciousness of their personal responsibility in the conservation and balanced utilization of their environment and natural resources.
- Museums can promote individual and collective engagement with the ideas and issues of sustainability... People will be challenged to envisage a sustainable future so they will know what to aim for and can think through the consequences of their actions and behaviour.
- **Cultural organisations** are well placed to influence people's behaviour because they 'are well used to communicating with diverse audiences – it's a core part of the business... They have the skills and the physical spaces to communicate with.


- One of the **key roles of museums** is to safeguard the long-term public interest in the collections which are a tangible link between the past, present and future.
- Neglect of cultural capital by allowing heritage to deteriorate, by failing to sustain cultural values by not maintaining the stock of tangible and intangible cultural capital will place cultural systems in jeopardy.
- Until recently, museums have approached this responsibility rather passively, assuming that 'all museum collections should somehow be preserved for infinity.
- museums undoubtedly spend a significant amount on storing and caring for collections to a high standard so that they will be available to future generations
- There is a strong presumption against disposal.

- 
- However, the flipside of cautious retention of collections is that they grow: the rate of acquisition far outstrips that of disposal.
 - Collections may become a future liability. While disposing of an object always constitutes some kind of lost opportunity for future generations, so does its retention. The burden of caring for unwanted and unusable collections can tie successors' hands just as much as the loss of something they might have valued.

- 
- Museums whose collections continue to grow while their existing collections lack effective management... seem not to be meeting the needs of the present in full because they are not able to realize the potential of the collections they hold and they are compromising the ability of future generations to meet their needs by passing on these collections to them to look after, having added even more material to them.


- Sustainability will also be improved if museums get better at recognizing the **transferability of skills** from other types of organization and are able to draw on the talents of a diverse range of staff.
- Most museums could improve the way they nurture and develop staff by, for example, using appraisal schemes and supporting continuing professional development. There is a particular need to ensure that junior staff develop the experience, skills and knowledge that they require to progress to management roles.
- All staff need to regularly refresh their skills and knowledge. (People working for museums at all levels, but particularly senior management, need to understand sustainable development).
- Few museums try to anticipate their future requirements for staff. To be sustainable they need to improve succession planning in areas where skills and knowledge may be in short supply. Museums also need systems to enable them to retain

- Too often collections-related knowledge exists only in the heads of individuals and so it leaves at the same time as the individual.
- The knowledge contained in an exhibition disappears when the exhibition ends. The sector also needs to make collections-related expertise available to museums without specialist staff and to train new generations of collections specialists.
- As essential skills will often be outside individual museums, the sector needs to have effective systems and processes for sharing information about good practice. Sector bodies are improving the way information about the operation of museums is recorded and made accessible through, for example, museum development officers and a variety of toolkits.
- However, people working for museums do not always seem aware of best practice and there appears to be a tendency to reinvent the wheel.

- 
- To become sustainable, museums will need to be more willing to adapt to change and much more realistic and assertive about **what they can and cannot deliver** with available resources – and clearer about what society actually wants and needs from them.
 - Sustainable museums, and a sustainable museum sector, may require us to revisit many of our assumptions **that more is better**.

Community-based approach

- Museums using a community-based approach aim to invite members of the communities they represent to contribute to the process of collecting artefacts and exhibiting them to the public, with a view to building and reinforcing their specific sense of history and identity.
- Such museums bear witness to people's aspirations, not only in terms of preserving artifacts that have particular meanings for the communities from which they come, but also in terms of safeguarding and putting on public display, overlooked or unrepresented elements of a people's heritage, or elements that are threatened by extinction.

- 
- A further feature common to most community-based museums and cultural institutions is the importance they attach to transmitting and perpetuating living cultural traditions.
 - For this reason, such institutions have tended to abandon the term “museum” in favour of cultural centres or heritage centres, this being in line with their employment of cultural heritage and identity as tools to maintain living cultural traditions and creativity and to help tackle economic and social marginalization.

NIAS HERITAGE MUSEUM: BETWEEN COMMUNITY AND CULTURE PRESERVATION



UNESCO, 2010. 'Community-Based Approach to Museum Development in Asia and the Pacific for Culture and Sustainable Development, UNESCO, Paris

- Community members are most encouraged to learn further about their culture through the exhibition of the museums. Moreover, the next generation has a lot to learn from the carefully-planned education programmes of the museum, such as the lessons on the techniques in traditional architecture and herbal medicine.
- As a service to the public, the museum sees to it that it is run professionally and in a culturally-sensitive manner. This is done by combining local wisdom with the international code of ethics and standards in museum management.
- The museum keeps in mind that it has to serve the needs of the community by facilitating the preservation of the people's culture and identity. It works to promote culture as part of the identity of the people, thus, it cannot be separated from the local community who use the museum for education and inspiration.
- Ultimately, it is important for the museum to show the best

- To effectively make museum objects a source of inspiration, museum **staff** should have good skills in exhibition development. To achieve this objective, the museum personnel should have the opportunity to enhance their expertise through trainings in collection management and community development.
- Serving the needs of the community makes museum work quite complex. Identifying their needs alone is complicated because communities are heterogeneous, diverse, and multi-cultural.
- Moreover, culture has always been dynamic and ever-changing, hence, the paradigm of cultural conservation is likewise evolving. The heritage museum in Nias is therefore a process. It transforms and adjusts itself based on the changing social conditions over time.

- The work is never completed and will never be perfect. Ultimately, the Nias Heritage Museum has to be responsible to the local community and will strive to become an inspiration for self-reliance and social identity.
- The long term plan of the museum is to encourage more access to its facilities and collections, strengthen community participation, establish stakeholder ownership through site conservation, serve the cultural needs of the community, become an effective educational tool for its visitors, and spread the seeds of inspiration via its exhibitions and supporting activities.
- Moreover, it hopes to serve all kinds of people (children, people with disabilities, adults, elders, women, men, educated and uneducated, the poor and the rich, etc.).

- It will also work towards enhancing its collection management and establishing a formal collection policy, taking into account a “bottom-up” management approach and community-based programming. The Nias Heritage Museum will strive further to confirm that the museum is a centre of community interaction in a cultural context.

In summary, To flourish sustainably, museums:

- 1 Value and protect natural and cultural environments and are sensitive to the impact of the museum and its visitors on them.
- 2 Strive for excellence, building deep long-term relationships with a range of audiences.
- 3 Acknowledge the legacy contributed by previous generations and pass on a better legacy of collections, information and knowledge to the next generation.
- 4 Manage collections well, so that they will be a valued asset for future generations, not a burden.

To flourish sustainably, museums:

- 5 Make the best use of energy and other natural resources and minimize waste, setting targets and monitoring progress towards them.
- 6 Consider the potential for demonstrating and encouraging sustainable development.
- 7 Contribute responsibly to the social, cultural and economic vitality of the local area and wider world.
- 8 Develop staff, offer satisfying and rewarding employment and learn from their experience and that of others.

To flourish sustainably, museums:

- 9 Respond to changing political, social, environmental and economic contexts and have a clear long-term purpose that reflects society's expectations of museums.
- 10 Plan long-term, take full account of sustainable development in all their activities and policies and work within available resources.
- 11 Join with other museums, and other organizations, in partnerships and mergers, where it is the best way of meeting their purpose in the long term.



**Philippines
National Commission
for UNESCO**



**SEA CLLSD
Southeast Asia Centre of Lifelong Learning
for Sustainable Development
under the auspices of UNESCO**

THANK YOU

Permission to copy (unmodified) or use part or all part of this powerpoint presentation for educational or non-commercial use should be sought from the speaker who delivered this presentation at the ICOM Philippines 2015 Bacolod Conference on 18-21 August 2015. This material may not be sold or used for business purposes.