Heritage Education for Sustainable Development:
The Cases of Tunisia and Lebanon

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Sustainable Development Goals 2030

https://www.un.org/sustainabledevelopment/sustainable-development-goals/

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## Sustainable Development Goals 2030

https://www.un.org/sustainabledevelopment/sustainable-development-goals/

SDG 4
Ensure inclusive and equitable quality education
and promote lifelong learning opportunities for all

Target 4.7
By 2030, ensure that all learners acquire *knowledge and skills* needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

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# Rethinking Education
## Towards a global common good?



Rethinking Education
Towards a global common good?

Humanistic Approach to Development and Education

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# Humanistic Approach to Development and Education

**Fundamental Principles**

❖ Concern for sustainable human and social development

❖ Recognizing the diversity of lived realities

❖ Reaffirming a core of ethical values

**Fundamental purpose of education:**

To enhance and sustain the dignity and capacity of the human person in relation to others and to nature

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# Policy Foundational Importance of Teachers

❖ Changing role of teachers: Guides/Facilitators of learning.
❖    Guide through the ever-expanding maze of knowledge

❖ Develop competencies to critically process information:
❖    Social and ethical dimensions of learning

❖ Reversing the de-professionalization of teachers in both North and South

❖ Recognize the importance of educators beyond the formal
❖    sector (community learning centers, youth groups…)

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## Policy
## Focus on Equity

- ❖ An education that does not marginalize or exclude

- ❖ Recognition of open and flexible lifelong learning systems

- ❖ Inclusive policy-making

- ❖ Protecting the right to basic education and equal opportunity at post-compulsory levels

- ❖ Reduce disparities in educational outcomes among groups.

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## Governance
## Rethinking Learning in a Complex World

**Complexity characterized by blurring of boundaries between:**

❖Formal and informal learning

❖Global and national policy-making

❖Public and private education

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## Principle of Education as a Public Good under strain

❖ Expanded access to education and increasing pressure on public financing;

❖ Greater involvement of non-state actors to supplement public financing and in response to a growing demand for *voice* in public affairs;

❖ Changing scale, scope and penetration of private engagement into all aspects of the educational endeavour;

❖ Risks related to commodification, marketization of education.

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## Education as a *common* good

Beyond the dichotomy of the public and the private,
the principle of education as a *common* good:

❖ Reaffirms the collective dimension of education as a shared societal endeavour;

❖ Integrates an acknowledgment of the diversity of contexts and conceptions of human well-being while reaffirming a core of shared values;

❖ Emphasizes the participatory process of public policy formulation and implementation.

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## Education and knowledge as common goods

The governance of education can no longer be separated from the governance of knowledge.

Creation, transmission, acquisition, validation and use of knowledge common to all people engaged in a collective societal endeavour.

Knowledge as the common heritage of humanity.

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## Sustainable Development Goals 2030

Culture and heritage are fundamental to achieving

Sustainable Development Goals



**HERITAGE: DRIVER & ENABLER OF SUSTAINABILITY**

↑ One of the promotional graphics used by ICOMOS, with the slogan 'heritage: driver and enabler of sustainability' and a special icon for heritage, featuring elements representing culture, nature and people.

↑ The UN's official Target 11.4 icon.

https://www.icomos.org/images/DOCUMENTS/Secretariat/2021/SDG/ICOMOS_SDGs_Policy_Guidance_2021.pdf

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Sustainable Development Goals 2030

Culture and heritage are fundamental to achieving

Sustainable Development Goals

https://en.unesco.org/creativity/sites/creativity/files/sdg-infographic.jpg

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## Historic Inquiry

The student ask and answer questions related to people, objects, monuments, and sites; e.g.:

- What is it?
- Why is it important?
- What is its value for us today?
- (How, Where, When, & Why)

- Continuity and change
- Cause and consequence
- Historical Value
- Use od documents
- Historical perspective

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## Phases of Inquiry-based learning

Observe, ask questions, formulate hypotheses, plan which evidences to collect

Collect and group evidences to confirm or confute initial hypotheses

Interpret and analyse evidences

Summarise and communicate results

Discuss and review evidences

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Virtual Reconstruction of Ksar Said. Project director: Virtual Experience Company & Cambridge University

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# From Henri Cole's 1867 Convention to ReACH 2017

New Declaration

- Vision
- Reproduction
- Storage
- Sharing
- Collaborations

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## Digital Reconstructions of endangered and LOST heritage
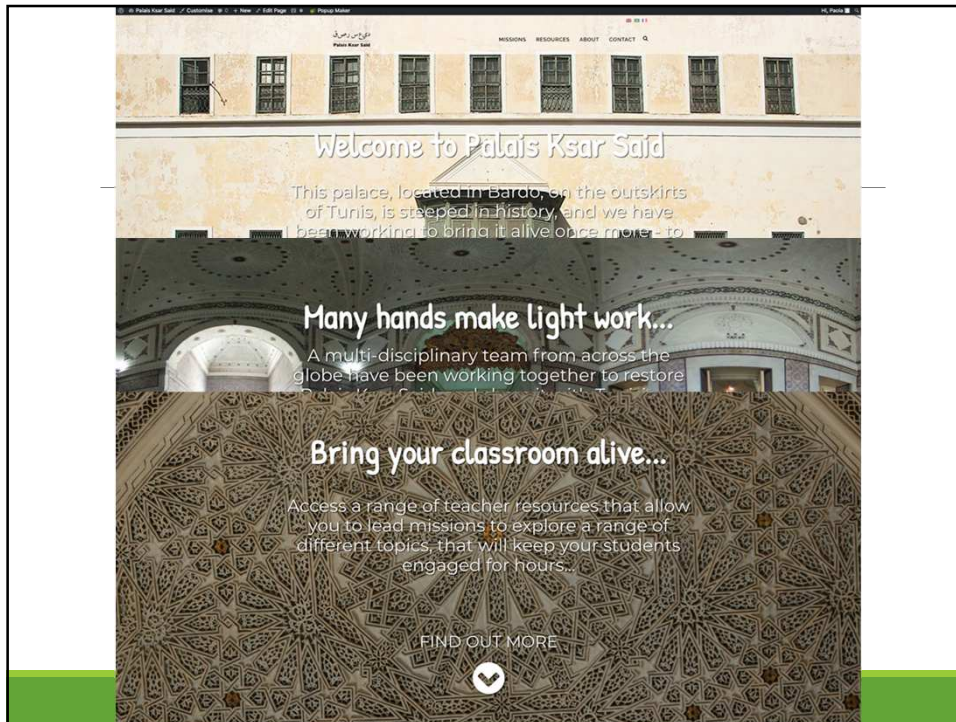


Advocacy

blog.sketchfab.co
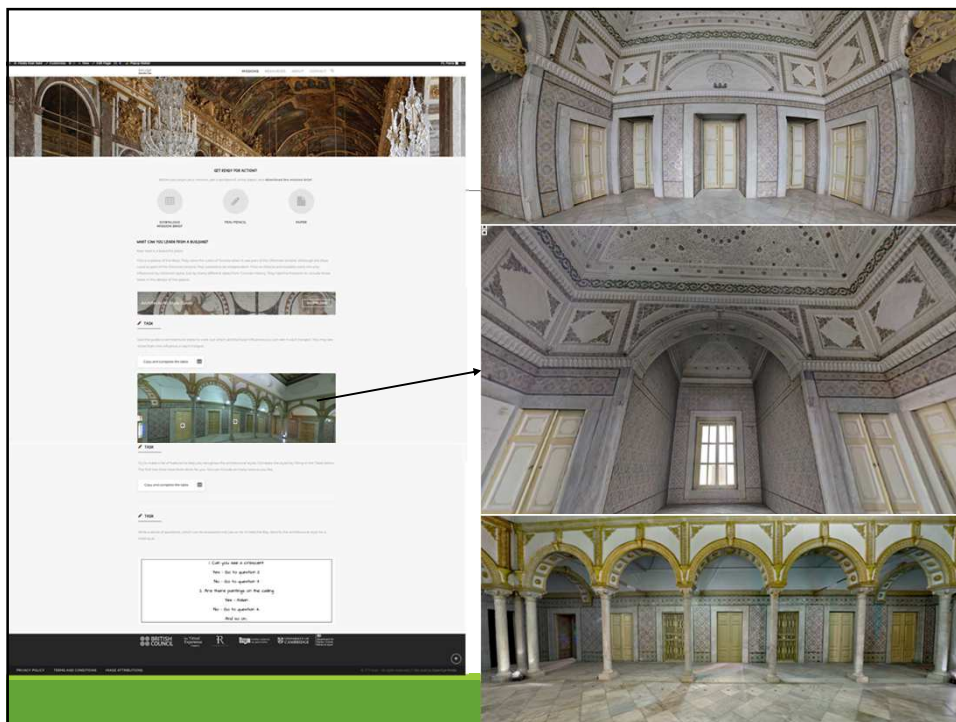
"Digital colonialism"

Community involvement

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L'ÉVEIL D'UNE NATION

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## Critical Design and the *Uncanny*

"Any experience that challenges a preconception will at first appear odd, but here the details and finish of the artefacts, combined with the short explanations describing their functions and modes of interaction, entices the audience into exploring the concept further" Auger 2015.

"…an uncanny effect is often and easily produced by effacing the distinction between imagination and reality, such as when something that we have hitherto regarded as imaginary appears before us in reality, or when a symbol takes over the full functions and significance of the thing it symbolizes, and so on." Freud 1919.
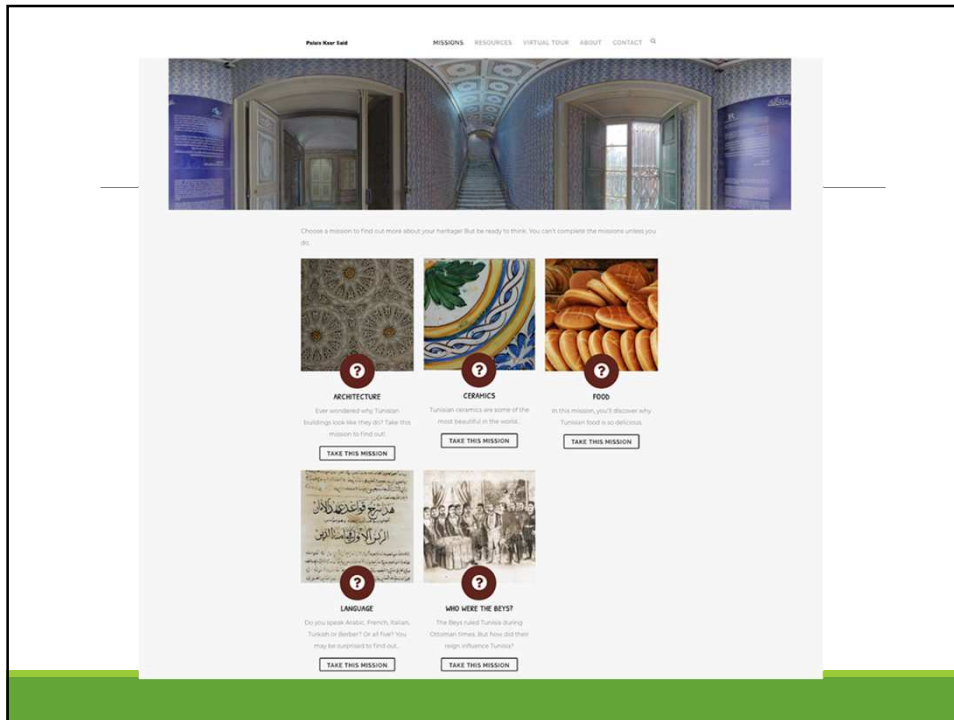


fig. 1 *Traditional design vs Speculative design.*
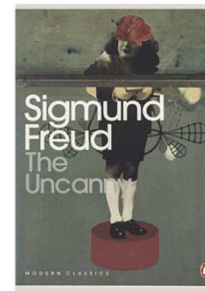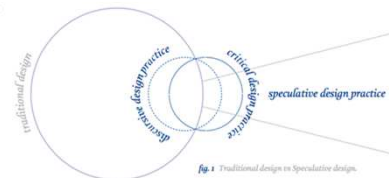
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## Objectives

1. Formative assessment (co-design of main contents)

2. Mid-term evaluations (evaluation of contents, drafted activities, and platform)

3. Summative assessment (final evaluation of web-content, translations, activities, and virtual hotspots and panoramas).

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# Mid-term evaluation



"This is a school with students coming from suburban areas of the city. This does not mean that they are not clever, it means that they have less opportunities… we do not have the money to bring them to visit monuments and sites, which means that these virtual tours have an added value for our students. They allow them to visit monuments that they would not visit otherwise".

"We have a theoretical answer and practical one. Which answer would you like?...OK, here the practical answer. We have 50 min to teach the period from the Beylical to the 19th century: crisis and attempts of reform'...50 min in which we also have to take attendance. We start the lesson with an introduction, then give a list of facts and ask them to take notes. This is what we do... Last year for the first time we had this experience… we brought the students to the exhibition ['L'Eveil d'uneNation'] and they saw something they will never forget…".

| Formative assessment | Mid-term evaluation | Post-assessment |

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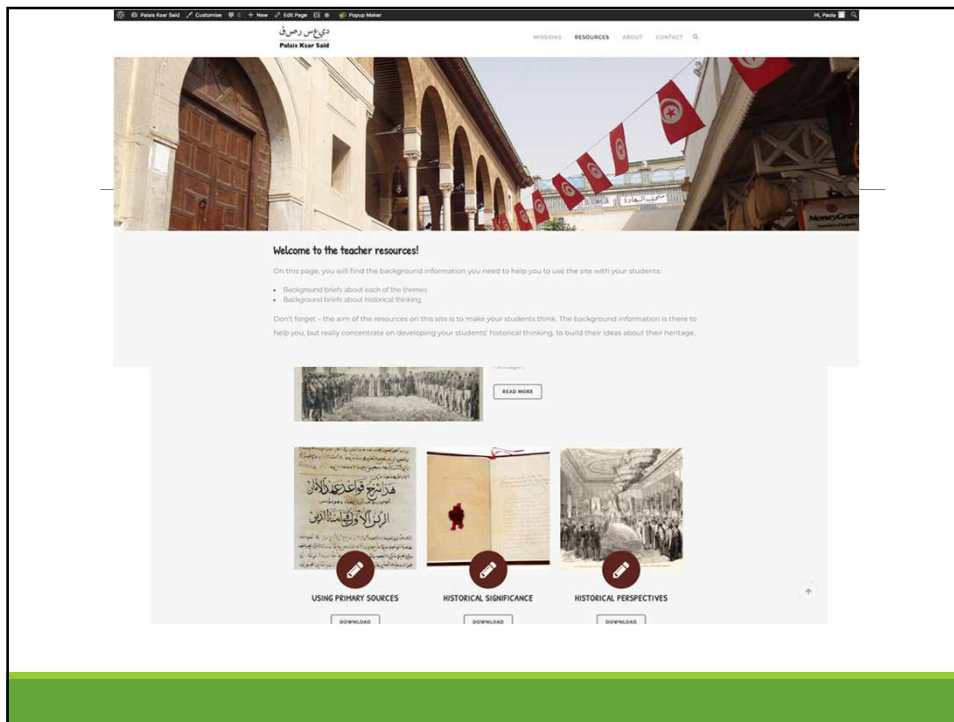
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# Post-assessment



Formative assessment | Mid-term evaluation | Post-assessment

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## Post-assessment: Final Questions

1. **Engagement:** they liked "having to answer questions" and "looking around the Palace" for evidence.

2. **Challenge:** they found it surprising that there was not necessarily a right answer to some of the questions, but the teacher thought they "understood they were working more like real historians".

3. **Engagement with historical thinking:** One group commented that it was "good seeing the old Treaties and old photographs", and that they were surprised by continuity in foods eaten in Tunisia.

4. **Surprise/Uncanny:** Students were surprised by the impact of other languages on Tunisian Arabic, displaying evidence that their preconceptions about their language had been effectively challenged. The language activity was a helpful instrument to evaluate the idea of the *uncanny*.

5. **Knowledge building:** All students and their teacher reported that the activities enabled them to critically reflect on their cultural heritage.

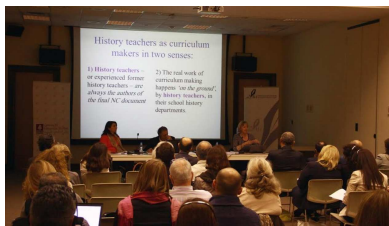| Formative assessment | Mid-term evaluation | Post-assessment |

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## Final thoughts



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**The civil war in Lebanon**

## Historical vs Heritage Education in Lebanon

https://www.lahlebanon.org/education/the-civil-war-in-lebanon/

Lebanon's modern history textbook narratives stopped in 1943 (this was the year of independence), and do not cover the history 1975 Civil War and post-1975 Civil War.

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# Recent Financial Crisis

The economic pressures on Lebanon are stark. Lebanon, one of the world's most heavily indebted states, is grappling with the worst economic crisis since the 1975-90 civil war. As recent protests have shown, people are looking for change; they are also looking to assert their national pride and identity.

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After the Blast,
Beirut Fights to Save
Its Architectural
Heritage

The Aug. 4 port explosion decimated
neighborhoods filled with historic buildings.
Now activists are struggling to keep
developers at bay.

By **Lin Noueihed**

26 October 2020, 04:01 GMT

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Activists fear the blast will accelerate the gentrification of Beirut's historic neighborhoods,
destroying their unique architectural heritage.

Photographer: Hasan Shaaban/Bloomberg

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Architect Youssef Haidar said that without political reform, Beirut's heritage will remain under threat.

Photographer: Hasan Shaaban/Bloomberg

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## Urban Heritage, historic centres and the glass-case effect

Vulnerable communities



Preserving the historic homes of displaced communities in Lebanon

https://www.britishcouncil.org/arts/culture-development/cultural-protection-fund/projects/historic-homes

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## Urban Heritage, historic centres and the glass-case effect



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## Urban Heritage, historic centres and the glass-case effect



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https://www.britishcouncil.org/arts/culture-development/cultural-protection-fund/projects/historic-homes

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