



Association "Education for Sustainable Development"

Safeguarding of Traditional Knowledge & Practices as a Sustainable Development Resource: Role of Education

Sophia Savelova

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Association "Education for Sustainable Development"



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Safeguarding of Traditional Knowledge & Practices
as a Sustainable Development Resource:
Role of Education

1. What is Traditional Knowledge?

2. Traditional Knowledge & Education. Correlation between them.

3. Traditional Knowledge & Sustainable Development.

4. Traditional Knowledge in Education for Sustainable Development.



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Safeguarding of Traditional Knowledge & Practices as a Sustainable Development Resource: Role of Education

1. What is traditional knowledge?

Traditional knowledge –
knowledge, innovations and practices of indigenous and local communities associated with genetic resources:

- ✓ Accumulated by communities over centuries
- ✓ Adapted to local needs, cultures and external conditions
- ✓ Transmitted from generation to generation

“For centuries, communities across the globe have studied, used and shared traditional knowledge related to local biological diversity and how such knowledge can be used for various important purposes: from food and medicine, clothing and shelter to developed farming and animal breeding skills.” [1. p. 1]



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АССОЦИАЦИЯ
ОБРАЗОВАНИЕ ДЛЯ
УСТОЙЧИВОГО РАЗВИТИЯ

Idea

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Safeguarding of Traditional Knowledge & Practices
as a Sustainable Development Resource:
Role of Education

2. Traditional Knowledge & Education. Correlation between them.

TRADITION (*traditio* – transmission, imparting) – a universal form of fixation, consolidation and selective preservation of various elements of sociocultural experience, as well as a universal mechanism for its transmission, which provides for a stable historical and genetic continuity in sociocultural processes.[2] – **is inherited (E-process): “Natural” Pedagogics.**

KNOWLEDGE – selective (1), ordered (structured, organized) (2), obtained in a certain way (method) (3), arranged according to certain criteria (norms), (4) information of social implication (5) and recognized as specific knowledge identified by social agents and society in general (6) [3] – **evolved, acquired, formed (E-process): Education / dialectics / methods**

[2] Abushenko, V.L. Traditsiya / V.L. Abushenko // Sociology: Encyclopedia / Compiled by A.A. Gritsanov, V.L. Abushenko, G.M. Yevelkin, G.N. Sokolova, O.V. Tereshchenko. – Minsk: Knizny Dom, 2003

[3] Abushenko, V.L. Znaniye / V.L. abushenko // Sociology: Encyclopedia / Compiled by A.A. Gritsanov, V.L. Abushenko, G.M. Yevelkin, G.N. Sokolova, O.V. Tereshchenko. – Minsk.: Knizhny Dom, 2003. – P. 337 – 339.



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2. Traditional Knowledge & Education. Correlation between them.

All elements of a tradition are imbued with symbolic content and refer to the meanings and archetypes embodied in a particular culture [2]

TRADITION is transmitted:

- Directly and practically (through reproduction of certain forms of actions and certain regulatory rules of conduct— *rite*)
- Verbally (*through folklore and mythology*)

The loss of semantic components in the ritual form of existence of an authentic tradition reduces it to the level of custom
(*as a constantly and massively reproduced form*)



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Safeguarding of Traditional Knowledge &
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Resource: Role of Education

2. Traditional Knowledge & Education. Correlation between them.

All elements of a tradition are imbued with symbolic content and refer to the meanings and archetypes embodied in a particular culture [2]

TRADITION is transmitted through a rite, folklore and mythology.

Risk — reduction to the level of custom

KNOWLEDGE – *evolved, acquired, formed (E-process):*

Tradition can be socialized in the activities of both “consumers” and “creators” of culture [2]

Tradition takes on its transformed form, reflecting and rationalizing itself within the framework of a professionally evolving culture:

- Receives a written and signed expression ...
- Newly returns to the layer of real behavior
- Can be consciously supported and transformed by actors ... depending on the agents it is addressed to

***Regeneration/preservation of semantic components of a tradition—
EDUCATION***



Sustainable development

Fundamental changes in the system of values

Earth Charter

*(29 June 2000
Peace Palace,
the Hague,
the Netherlands,
general public representatives)*

– a people’s document containing a set of essential ethical principles with a very broad polycultural basis in support of sustainable development ideas

“When basic needs of a person are satisfied, the development of his or her personality becomes paramount, which means becoming better versus having more.

Our ethical imperatives are a reflection of:

- a personality ideal we choose to follow, and
- the types of relationships we choose for life in society.”

Preamble to the Earth Charter

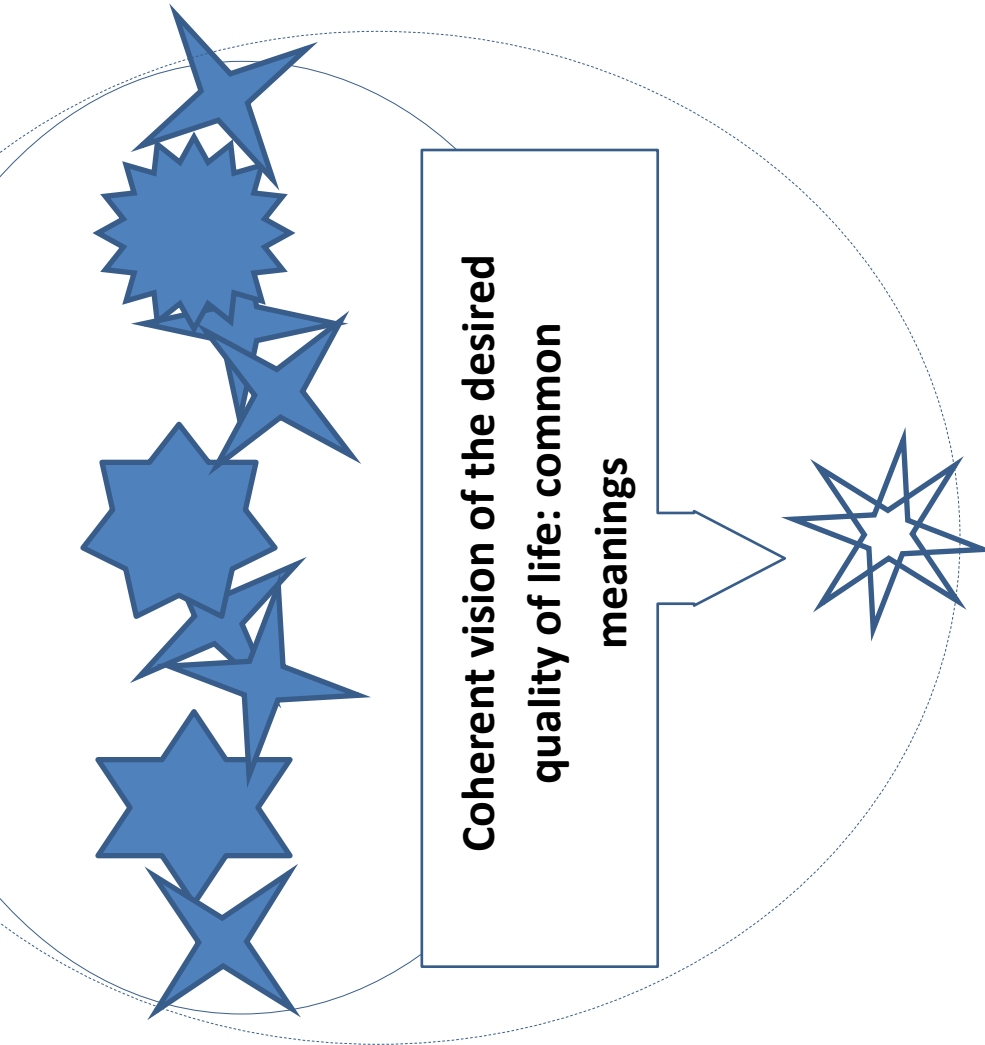


Right to the prime quality (sustainability condition)





Sustainable development



Sustainability enhancement factor –

knowledge of what determines the feasibility of unifying different and of all others to live together, ensuring own well-being

**World – many different things:
Our own vision / our own goals**

Convergence of diversity is the most important factor ensuring sustainable development.



Methodology

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Safeguarding of Traditional Knowledge & Practices as a Sustainable Development Resource:
Role of Education

Sustainable development

EDUCATION
CULTURE

Polyculturalism:

actual principle and requirement for the organization of educational practices at all levels of the continuing educational system



Knowledge

of what determines the feasibility of unifying different and of all others to live together, ensuring own well-being = "poly" (single in a multitude)

Coherent vision of the desired
quality of life: common
meanings

Our own vision / our own goals:
a lot of different things

Convergence of diversity is the most important factor ensuring sustainable development.



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АССОЦИАЦИЯ
ОБРАЗОВАНИЕ ДЛЯ
УСТОЙЧИВОГО РАЗВИТИЯ

Methodology

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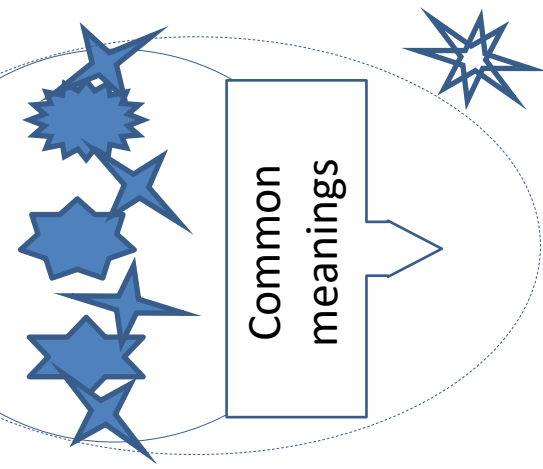
Safeguarding of Traditional Knowledge & Practices as a
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Sustainable development

EDUCATION
CULTURE

Education in the area of
sustainable development

Education for the benefit of sustainable
development



A developing personality is a person who successfully acts in a situation, who does not "dissolve" in the environment (circumambieny, surrounding) and who does not destroy it with his or her actions.



Education in the area of
sustainable development
Information/theoretical discussion

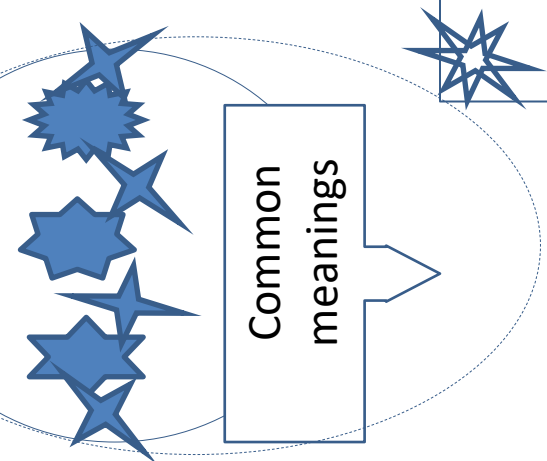
Sustainable development

EDUCATION
CULTURE

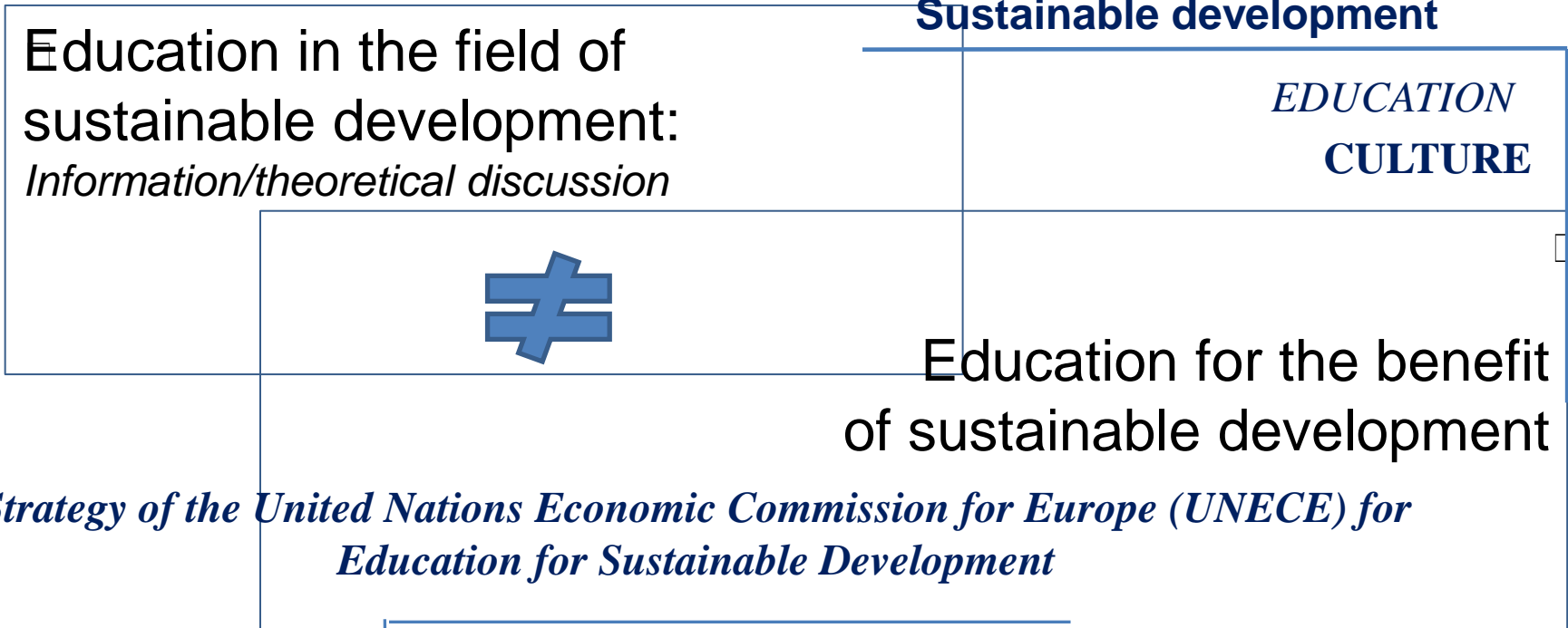


Education for the benefit of sustainable
development

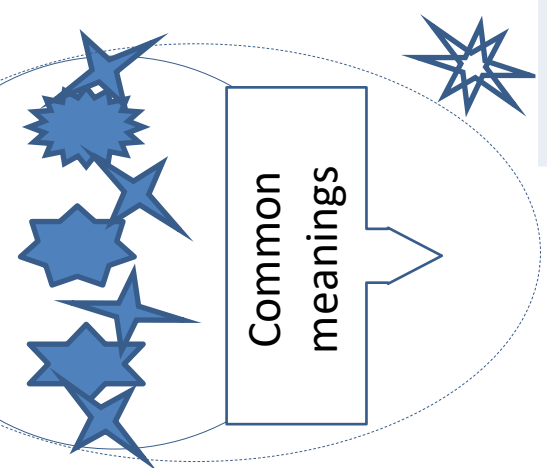
*A means to ensure a more sustainable future:
Practical focus – systematicity;
Holistic nature – convergence of ecological, social and economic;
Interdisciplinarity;
Activity – availability in the course of life.*



A developing personality is a person who successfully
acts in a situation, who does not "dissolve" in the
environment (circumambieny, surrounding) and who
does not destroy it with his or her actions.



Objective 7. Contributing to the conservation, use and promotion of indigenous knowledge, as well as local and traditional knowledge in the field of education for sustainable development.



A developing personality is a person who successfully acts in a situation, who does not "dissolve" in the environment (circumambieny, surrounding) and who does not destroy it with his or her actions.

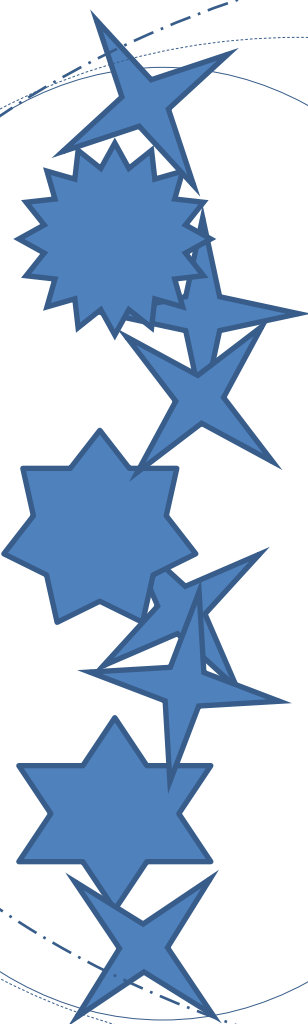


Sustainable development

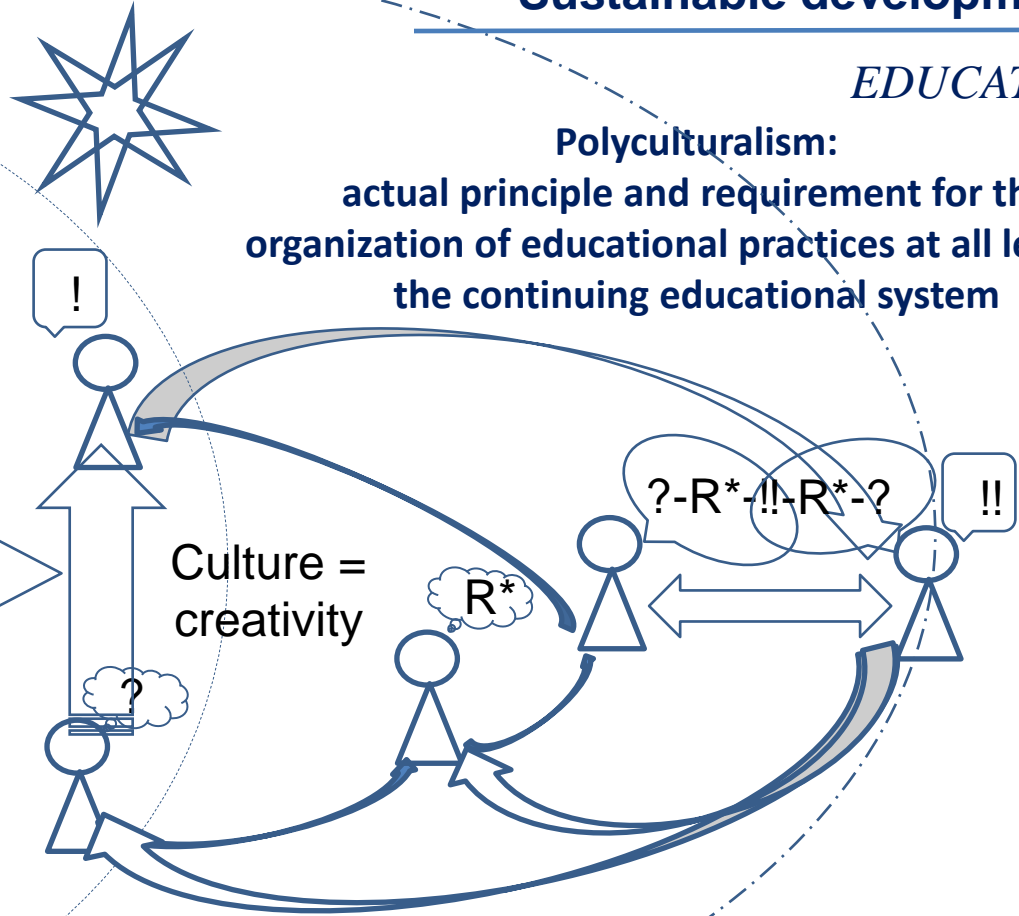
EDUCATION

Polyculturalism:
 actual principle and requirement for the organization of educational practices at all levels of the continuing educational system

Polycultural upbringing



Coherent vision of the desired quality of life: common meanings



Our own vision / our own goals:
 many different things

A developing personality is a person who successfully acts in a situation, who does not "dissolve" in the environment (circumambieny, surrounding) and who does not destroy it with his or her actions.



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Methodology

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 Sustainable Development Resource:
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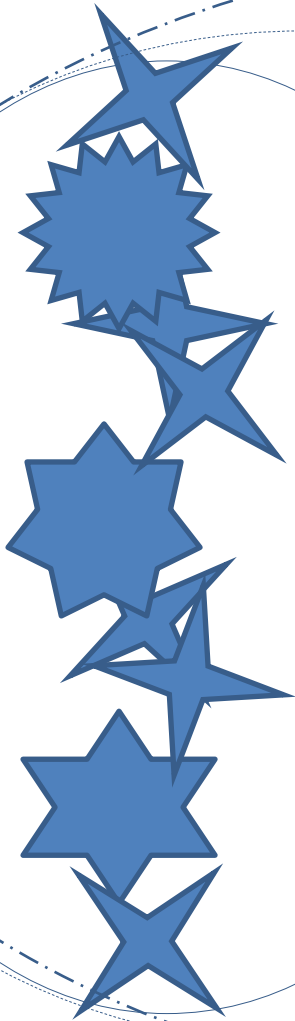
Sustainable development

EDUCATION

Polyculturalism:

actual principle and requirement for the organization of educational practices at all levels of the continuing educational system

Coherent vision of the desired
 quality of life: common
 meanings



Culture =
 creativity

*Creation:
 new cultural meanings*

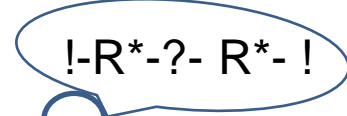
Cultural identification: self-conception

Awareness: knowing them

Knowledge of them

Cultural phenomena

Polycultural upbringing

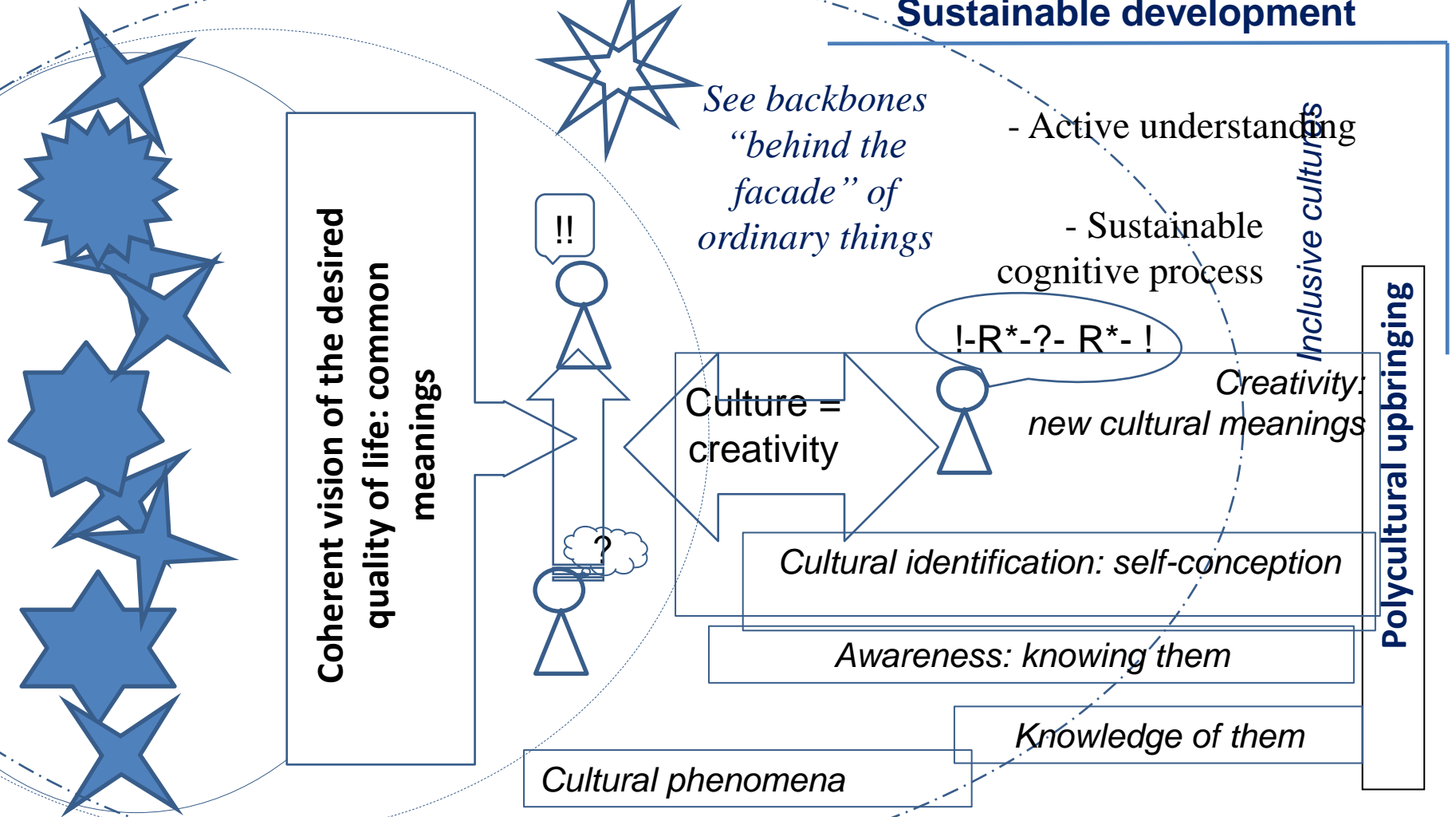


Our own vision / our own goals:
 many different things

A developing personality is a person who successfully acts in a situation, who does not "dissolve" in the environment (circumambency, surrounding) and who does not destroy it with his or her actions.



Sustainable development



*See backbones
 "behind the
 facade" of
 ordinary things*

- Active understanding
- Sustainable cognitive process

Our own vision / our own goals:
 many different things

A developing personality is a person who successfully acts in a situation, who does not "dissolve" in the environment (circumambency, surrounding) and who does not destroy it with his or her actions.



Involvement in the process of independent search for options in discovering the meanings hidden behind the phenomena "out in the open".

Sustainable development

EDUCATION – Active learning

Observation of people and phenomena encountered in his or her life, cultural artifacts and nature.

Active cognition

Emotional involvement in the processes of peculiar (unique), scientific and culturological cognition.

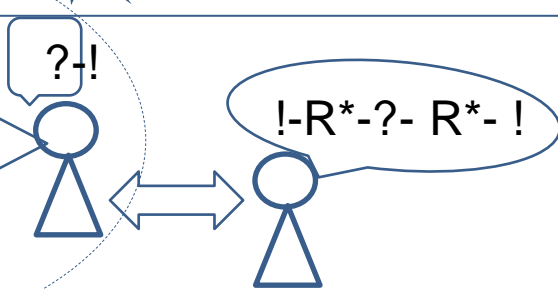
Polycultural upbringing

Sustainable cognitive interest

Habit formation:

- **Formulate new versions**
- **Ask related questions**
- **Individually search for answers**
- **Assess variants to solve cognitive tasks**

Common meanings



Culture & creativity

World of culture



Association "Education for Sustainable Development"



Idea: methodology

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Safeguarding of Traditional Knowledge & Practices as a Sustainable Development Resource: Role of Education

Involvement in the process of independent search for options in discovering the meanings hidden behind the phenomena "out in the open".

Observation of people and phenomena encountered in his or her life, cultural artifacts and nature.

Sustainable development

EDUCATION for SUSTAINABLE DEVELOPMENT

Formation of culture-congruent behavior bases.



Poly-cultural upbringing

Active cognition

Emotional involvement in the processes of peculiar (unique), scientific and culturological cognition.

Inclusion into the world of knowledge, nature and culture

Common meanings

?-!

Inclusive observation

Facilitation

Emotional experience/empathy

Visualisation

Verbalization

Culture & Creativity

World of culture

Habit formation:

- Formulate new versions
- Ask related questions
- Individually search for answers
- Assess variants to solve cognitive tasks



Sustainable Development
Goals for Belarus

ЦЕЛИ
УСТОЙЧИВОГО РАЗВИТИЯ В
БЕЛАРУСИ

School + Village:

Hand in Hand to Sustainable Development

Educational support of the Sustainable Development Strategy for Sporovo Rural Council in the activity of Zditotvo secondary school, Bereza District, Brest Region

Project “My Small Motherland” (2008-2010)

Zdzitauski Falvarak

*Author's course
“Zditavaznaustva” (optional
course, 6-7 forms,
Nina Kosevich, a teacher of
geography)*

*Research
works*

**Books:
“Folk games of
Zditovo village”;
“Zdzitava – Radzima
Milaya”
and etc.**

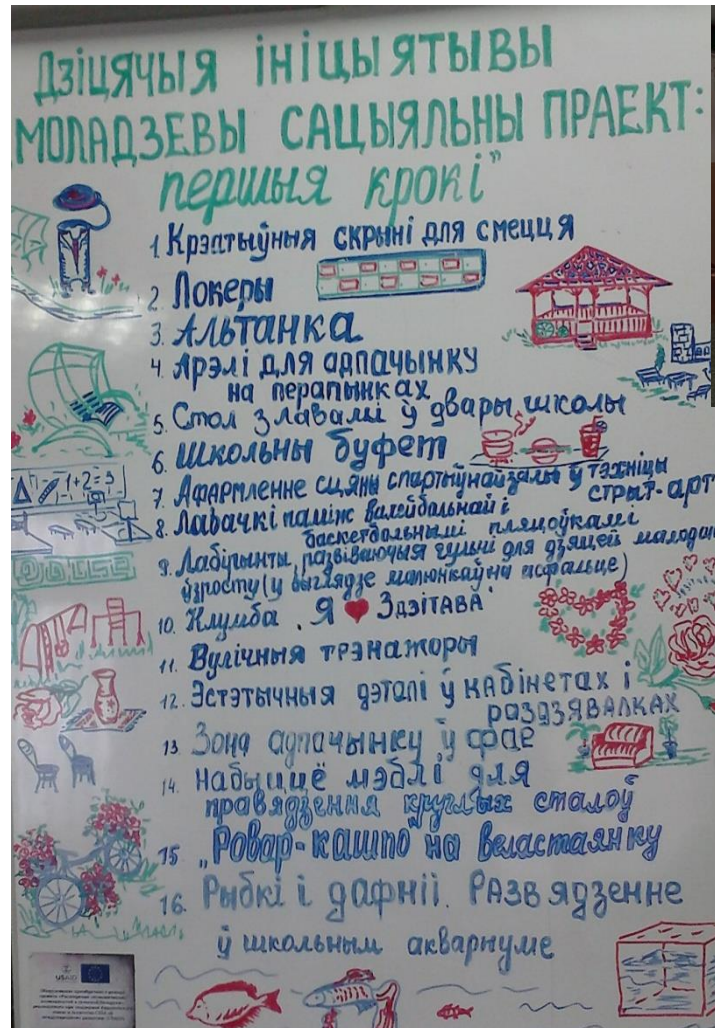
**“Dictionary of Dialects as a Source of
National Culture Knowledge”
Karyna Sychyk, 10th form pupil
(2018-2019)**

ZDZITAUSKI KIRMASH – 2018

(children's fair) in the context of the Sustainable Development Strategy implementation

KIRMASH

(pupils' initiative)





Idea: methodology

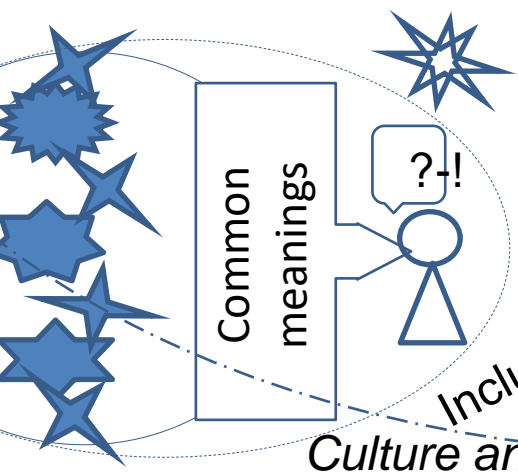
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Sustainable Development

EDUCATION for Sustainable Development

Formation of the foundations of culture-congruent and eco-friendly human behavior in the open developing world.

Polycultural upbringing



World of culture

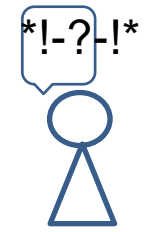
Inclusive observation

Facilitation

Emotional experience/empathy

Visualisation

Verbalization



Objective of Pedagogics:

selection of methods to organize observation and cognition processes for educatees



Sustainable Development

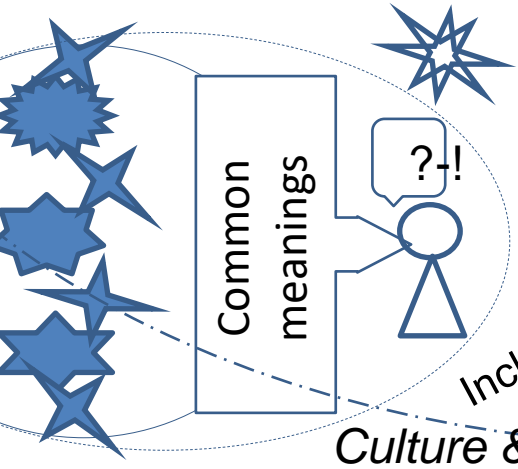
Key methodology of a pre-school education establishment – integration of life and of a cognitive process.

Education for Sustainable Development – methodology of inclusion in the world of cognition, nature and culture

The main “limiter” in ensuring of ESD practices at the stage of pre-school education is the willingness (preparedness) of a teacher:

- Think in terms of culture related to their deep meanings
 - Environmentally friendly actions
 - Demonstrate culture-congruent behavior
 - Organize cultural and creative processes together with educatees
- Formation of the foundations of culture-congruent behavior**

Polycultural upbringing



Inclusive observation
Facilitation
Emotional experience / empathy
Visualization
Verbalization

World of culture

Objective of Pedagogics:
selection of methods to organize observation and cognition processes for educatees

