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PERSATUAN PENDIDIKAN SENI PULAU PINANG

Community-based Arts and Culture Education

48, Toh Aka Lane, 10100 George Town, Penang, Malaysia

www.arts-ed.my

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ANNUAL REPORT
2018

VISION STATEMENT

To be the partner of choice for community-based arts and creative education in order to promote cultural sustainability and placemaking

MISSION

- Utilize arts and culture for community development and social transformation
- Create platforms for inter-generational cultural interaction and transmission
- Develop the critical, creative and aesthetic capacity of young people, cultural workers and educators

GOALS (2017-2019)

Programmes & Activities

1. A pool of 20 community-based/place-based arts and culture human resources for Arts-ED (trainers, programmers, facilitators, coordinators)
2. 15 (5 per year) creative arts education programmes for young people
3. 10 secondary school teachers (from 5 schools) to apply Arts-ED's methodology in their practice
4. 3 education materials
5. Fully functional Arts-ED archive
6. 3 consultancy projects

Organisational

7. Administration - All SOP and core work processes in place and adhered to:
8. Human Resource - 3 full-time programme staff and 1 full-time Admin & Programme Coordinator
9. Finance -
 - (i) Annual surplus/retained revenue increase of 5%
 - (ii) Secure 2 long-term funders and 2 new funders

CONTENTS

	Page
Executive Summary	4
Project Overview and Outreach	5
Human Resources, Funder and Collaborators	7
Summary of 2018 Project	
• Creative Arts Education Programme for Young People	10
• Capacity Building	15
• Documentation, Research & Interpretation	20
• Network and Exchange	22

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EXECUTIVE SUMMARY

Key Initiatives

In 2018, Arts-ED continued providing creative arts and culture education programme for school students and worked very closely with those in formal education – schools and teachers from the Northeast district of Penang.

2 key focus areas were:

1. Cultural Heritage Education Programme (CHEP) for Schools
2. Capacity Building for school teachers in creative teaching and learning methodology.

Key Achievements

- **Reached out to 22 schools, 1872 student, 340 educators and 270 cultural practitioners** through various type of engagements
- **Advocacy of Place-based learning (PBL)** as a teaching and learning methodology through the pilot of a structured system of a teacher training programme. The team aims to produce a training kit in 2021
- **Soft launch of Sekolah Budaya Warisan with 3 pilot schools** that took the lead in developing cultural heritage projects in schools – a step forward in developing sustainable cultural heritage education.
- **Collaboration with diverse partners** ranging from schools, a college university, local traders/artisans/artists, local associations, non-profit organisations, government agencies to private entities. George Town World Heritage Incorporated (GTWHI) and Penang Education Council have been the longest supporting funders.
- A **committed team** comprised of project-based freelancers and volunteers who have been contributing for more than 1 year.
- Presented and exchanged our works through more than **14 major and minor scale, local and international conferences and workshops** led by the junior team in Arts-ED.

We would like to acknowledge all our funders, collaborators, members, volunteers, community members and friends for contributing time, knowledge and effort together to promote cultural sustainability and placemaking.

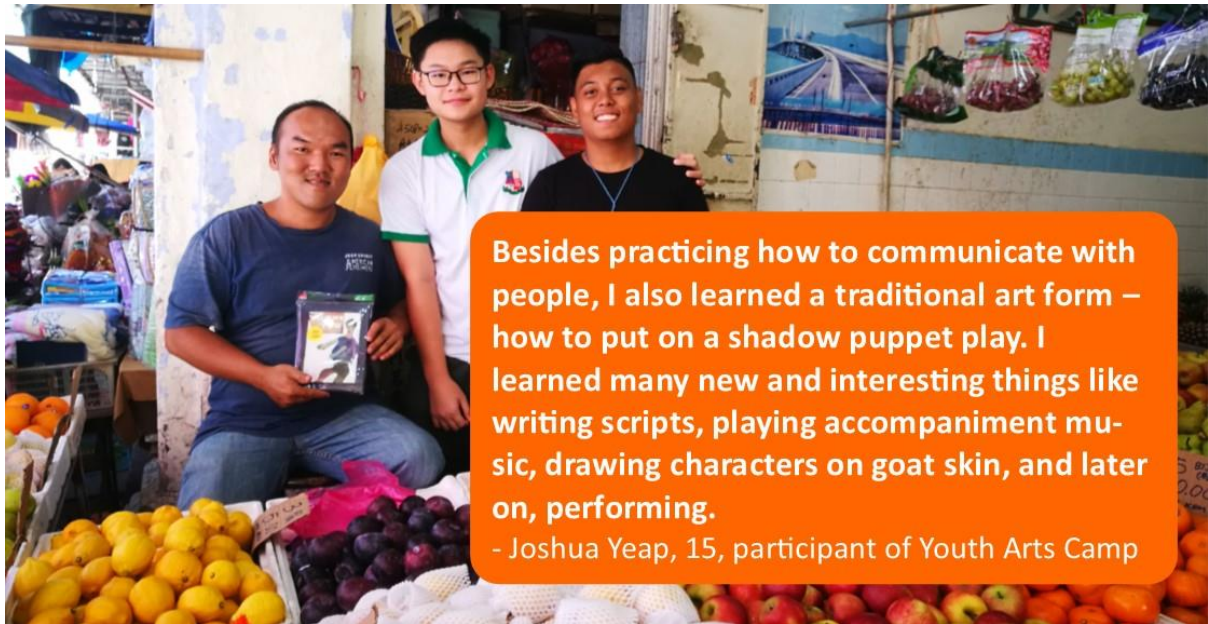
PROJECT OVERVIEW



A total of 24 projects and 13 workshop and presentations in the 4 key areas were implemented and all accounts were closed in 2018 except Arts Education Archive Malaysia (AEAM) – Archival which has been set as an on-going project.

No.	Project
1	Creative Arts Education Programme for Young People <ul style="list-style-type: none">• Cultural Heritage Education Programme for Schools (CHEP)• 10 x cultural heritage programmes with various cultural themes• 3 x Place-based Learning projects by Sekolah Budaya Warisan (CHEP)• Boria Workshop for Children• 3 x cultural heritage hands-on and experiential events
2	Capacity Building <ul style="list-style-type: none">• 3 x in-service teacher training workshops on Place-based Learning methodology– for Malaysia, Korea and Nepal• 2 x training workshops for Cultural and Community Workers• 2 x in-house training workshops on Global Citizenship Education (GCED) & Place-based Learning (PBL) and Effective Presentation Skills
3	Documentation, Research & Interpretation <ul style="list-style-type: none">• 1 Arts Education Archive Project and Web Interpretation• 5 videos, 4 boards games and 2 conference papers/presentations
4	Networking & Exchanges <ul style="list-style-type: none">• 5 Conferences (Proceedings, Paper or Presentation)• 5 Talks & Sharings• 2 Exchange Programmes• 1 Training

OUTREACH



Besides practicing how to communicate with people, I also learned a traditional art form – how to put on a shadow puppet play. I learned many new and interesting things like writing scripts, playing accompaniment music, drawing characters on goat skin, and later on, performing.

- Joshua Yeap, 15, participant of Youth Arts Camp

1872

STUDENTS

340

EDUCATORS

22

SCHOOLS

270

CULTURAL
PRACTITIONERS

- **1,872 primary and secondary school students** participated in cultural and creative education programmes of various themes and levels.
- **516 educators and 270 cultural practitioners** benefitted from exposure to our programmes and methodology which range from sessions that increase basic awareness and understanding, focus on skill and knowledge training, to coaching sessions that include application of learning.
- **22 primary and secondary schools in Penang** participated. Out of these schools, **3 Sekolah Budaya Warisan teams with 17 core teachers** worked closely with Arts-ED in teacher training to develop their own Place-based Learning projects.



All this was made possible with the help of:

HUMAN RESOURCE



Committee Members (2018-2020)

- President: Molly Lee
- Secretary: Abel Benjamin Lim
- Treasurer: Woo Yee Saik
- Committee members: Toh Lai Chee, Charis Loke, Goh Choon Ean, Roya Astani Ravichandran

Members

Arts-ED has a total of **23 members** as of 31 December 2018. They are as follows (arranged by year of membership):

- | | | |
|------------------------------|--------------------------------|-----------------------|
| 1. Liyana Pillai bt Abdullah | 9. Toh Lai Chee | 17. Abel Benjamin Lim |
| 2. Ho Sheau Fung | 10. Roya Astani Ravichandran | 18. Loo Que Lin |
| 3. Woo Yee Saik | 11. Lau Hooi Lin | 19. Charis Loke |
| 4. Tan Pek Leng | 12. Lee Nyet Ngo @ Molly Lee | 20. Koh Aun Qi |
| 5. Chua Hang Kuen | 13. Shona Dominique Levingston | 21. Choo Poh Lean |
| 6. Kuah Li Feng | 14. Goh Choon Ean | 22. Heng Zhi Yee |
| 7. Ang Ban Siang | 15. Agnes Maritha James | 23. Lim Siew Bee |
| 8. Elizabeth Cardosa | 16. Hor Wei Vern | |

Staffing

Arts-ED employed **3 full-time** and **1 part-time staff** in 2018

- Chen Yoke Pin (Senior Manager) – joined in August 2004
 - Foo Wei Meng (Programme Manager) – joined in January 2016
 - Wan Atikah bt Wan Yusoff (Programme Coordinator) – joined in Dec 2016
 - Adeline Chua Shu Ting (Part Time Programme Officer) – joined in May 2017
- Interns/Attachment

Arts-ED provided internship opportunities for **2 undergraduates** and **1 attachment**:

- Suezanne Eu Sze Min, June- Sep 2018
- Loo Wan Jo, June-Sep 2018
- David Chin, 9 Oct – 30 Nov 2018

Creative Arts and Culture Education Team (ACE)

In 2018, we had 88 creatives who formed the creative arts and culture education team (ACE). The majority of them were volunteers and others were engaged as project-based workers or freelancers. The team's diverse backgrounds allowed them to play different roles such as traditional arts practitioners, artisans, artist collaborators, programmers or facilitators.

FUNDERS, PARTNERS, COLLABORATORS & COMMUNITY



Arts-ED collaborated with the following local and international organizations/groups to ensure the smooth implementation of various projects for this year: Collaboration with diverse partners ranging from schools, a college university, local traders/artisans, local associations, non-profit organisations, government agencies to private entities. They contributed in terms of **grant money, spaces, entrance fee, technical & IT support as well as being knowledge partners.**

A highlight was gaining support from the Northeast District Level Education Office – *Pejabat Pendidikan Daerah (PPD) Timur Laut*. **Besides providing a platform for programme promotion and recruitment**, PPD continued with their support by launching our Sekolah Budaya Warisan and endorsing PBL methodology to their teacher-coaches and school teachers.

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(A) CREATIVE ARTS EDUCATION PROGRAMME FOR YOUNG PEOPLE

Using specially-designed programmes that are diverse in cultural themes and levels, we highlighted place-based and community-based learning. This was done using various creative tools or media like interactive trails, traditional games, craft, visual art, performing and culinary arts.



Interviewing a coffee shop owner about the uses of nutmeg



Participants listen to how Europeans started to build a community around the St. George's Church

1. Cultural Heritage Education Programme for School (CHEP)

Duration	Jan-Nov 2018
Partner/Funder	George Town World Heritage Incorporated (GTWHI) Penang Education Council co-funded Level 2 – Teacher Training
Community & Collaborator	22
Advisory Team	Toh Lai Chee, Molly Lee, Janet Pillai, Ang Ming Chee
Core Team	Chen Yoke Pin, Foo Wei Meng, Wan Atikah, Adeline Chua
ACE team	10 freelancers and 45 volunteers

In 2018, CHEP continued in its third year, which marked the final year of its 3-year plan aimed at promoting local cultural heritage to young people through creative education programmes in collaboration with George Town World Heritage Incorporated (GTWHI) – funded by the Penang State Government. The programmes received the participation of 1,334 students and 422 teachers from 22 Penang schools.

CHEP continued to offer **2 levels of programme participation** for schools in 2018.

Level 1 – Creative cultural heritage themes programmes

For Level 1, the 9 programmes provided a good range of cultural heritage topics from games, craft making, local culinary arts, and historical settlements to local markets. School of Craft shifted from school-based to place-based, making 8 out of 9 programmes place-based. Wa Wa Warisan was the only school-based programme in 2018.

No.	Programme Title	Topic	Sessions
1	Wa Wa Warisan	Childhood games	8
2	Heritage Exploration Trails	Trail 1: Traditional customs & practices in George Town	18
3		Trail 2: Early Settlements of George Town	
4		Trail 3: Migration History & Settlements of George Town	
5	School of Craft	Traditional Craft: wood products and carving technique	14
6	You Think You Can Masak	Local culinary arts: Usage of Rice & how to prevent food wastage	15
7	Youth Arts Camp	Research & interpretation of Chowrasta Traditional Market.	56
8			
9			

Level 2 – Sekolah Budaya Warisan - 3 school-led cultural heritage projects

Following the setup of the Sekolah Budaya Warisan Committee in 2017, 2018 saw 5 schools from the Northeast District of Penang join the effort. The aim of a Sekolah Budaya Warisan (SBW) is to promote and disseminate cultural heritage by infusing cultural heritage content into school curriculum or co-curriculum.

This level was designed to encourage schools (teachers and students) to take ownership in promoting cultural heritage within the school context by using the PBL method. Schools are expected to carry out these roles after going through a **3-part training** provided by CHEP **over the course of 2 years** in **Design and Implementation of Place-based Learning (PBL) Programme**. The training was jointly funded by Penang Education Council (see section B. Capacity Building for more details).

Out of the 5 schools who participated in **Sekolah Budaya Warisan** initiative. 3 Sekolah Budaya Warisan with 17 core team teachers (SMK Abdullah Munshi, SMK Air Itam and Penang Chinese Girls Private High School) successfully planned, designed and conducted their pilot and PBL project in 2018, while the other 2 schools are still in the midst of training.



A soft launch was held on 9 November 2018 to announce and showcase the pilot PBL projects by 2 Sekolah Budaya Warisan – SMK Air Itam and SMK Abdullah Munshi.

The 1-day soft launch was well attended by approximately 200 teachers, students, and Northeast District Education officers.

Key events during the programme were:

- An exhibition showcasing 2 PBL projects – MyPenangHill and *Getaran Jiwa*
- A launch event
- 2 PBL project sharings by teachers-in-charge and a roundtable attended by 11 school principals, teachers and education department officers

For more info, refer to Project page: <https://www.facebook.com/CHEP.Penang/>



Participants sharing their work process in researching P.Ramlee



Model of Penang Hill to better showcase the landslide incident last year



Sekolah Budaya Warisan launched with the ceremony of rojak-making. Each ingredient represented a party involved.



Pn Clarina presenting the processes, benefits and challenges of her school's PBL project - Getaran Jiwa

2. BINTANG BORIA - Children's Traditional Performing Arts Class

Duration	15 session every Sunday from 12 Aug – 2 Dec 2018. Each session lasted 2 hours.
Funder	Masjls Bandaraya Pulau Pinang (MBPP)
Collaborator	Omara Production
Core Team	Coordinator: Lilli Pushpam A/P Vetha Perinbam Arts & culture education facilitator: Chen Yoke Pin, Adeline Chua Boria trainer: Omar bin Md Hashim, Yusof bin Mat Hashim Nazreen Bt Md Noor, Nur Syafiqah Hanim Bt Anuar

Bintang Boria was a traditional performing arts class aimed at upper primary school children that were former participants of Majlis Bandaraya Pulau Pinang's (MBPP) previous traditional dance classes. It was a collaboration between MBPP (organiser), Arts-ED (arts & culture education component) and Omara Production (Boria skills and technique).

Arts-ED's involvement in this second phase of Boria classes was mainly in pedagogy and culture education. The classes not only taught the technical side of Boria, a traditional performing art form but also had the added component of transmitting the history of it to participants. The class also encouraged participants to come up with their own themes. The content of the performance was also based on storylines that were inspired by their ideas.

35 participants between 8 – 12 years-old went through 4 components in the training:

1. Introduction to Boria (components & history)
2. Devising
3. Skill Training
4. Rehearsal and Performance.

Participants came away with a greater appreciation of Boria as a traditional performing art form and improved their Boria techniques. There needs to be even more emphasis on Boria historical knowledge and different ways of conveying participant learnings to the public.

All parties are interested to collaborate on furthering and deepening the knowledge, skills and values of the existing group of participants.

3. Cultural Heritage Hands-on and Experiential Events

Arts-ED was approached by event organisers to programme and conduct these 3 interactive cultural experiential programmes.

No.	Event Organiser	Event Name	Duration	Dates	Content
1	Chinese New Year Street Celebration Committee	Chinese New Year Celebration	1 day	25 Feb 2018	Traditional games
2	TLM Sdn Bhd and Majlis Perbandaran Seberang Perai	Butterworth Fringe Fest	2 days	1 & 2 Dec 2018	Traditional games
3	Majlis Bandaraya Pulau Pinang	Pesta Kanak-kanak: Heritage Heboh	Half day	1 Dec 2018	Traditional food, cooking, games and craft.

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(B) CAPACITY BUILDING

Arts-ED continues to see the importance of capacity building as a way forward in developing sustainable cultural heritage education.

We introduced a series of **teacher training workshops and consultations that advocate Place-based Learning (PBL) as a teaching methodology**. Teachers that went through the training were empowered to plan and execute their own projects. This year saw the launching of 3 pilot schools (Sekolah Budaya Warisan) with their very own school-led cultural heritage education projects

1. In-House Training of Future Trainees (TOFT)

Timeline	May and June 2018
Partner/Funder	In-House Funding
Trainer	Janet Pillai, Woo Yee Saik

There were 2 training sessions conducted by seniors to equip the junior trainers/facilitators.

- I. Intro to Global Citizenship Education (GCED) and how to infuse GCED to PBL programme Workshop by Janet Pillai
- II. Presentation Skill Workshop (TOFT) by Woo Yee Saik

15 participants from Arts-ED attended the training while only 3 junior trainers were assessed and certified by Arts-ED (in house certification) to train teachers in Place-based Learning methodology.

Local Groups: School Teachers

2. Training Programme for Local School Teachers in Designing and Implementing Place-based Learning (PBL) Programme

Timeline	Feb-Nov 2018
Funder	Penang Education Council and GTWHI
Team	Trainers I Dr Molly, Dr Toh Lai Chee Junior Trainers/Facilitators I Chen Yoke Pin, Foo Wei Meng, Adeline Chua, Charis Loke Coordinators Chen Yoke Pin, Foo Wei Meng

Between February to November 2018, 320 teachers from 5 Penang schools (4 secondary schools and 1 primary school) participated in the various stages/components in this series of teacher training programme.

1. SMK Air Itam
2. SMK Abdullah Munshi
3. Penang Chinese Girls' Private High School
4. SK Convent Green Lane
5. SMJK Chung Hwa

The training serves as a strategic approach in building the capacity of teachers to play a more active and key role in sustaining the effort of cultural heritage education in school. Teachers learned from Understanding, Skill Development to Application. Arts-ED led the respective schools in **3 levels of Designing and Implementing Place-based Learning (PBL) Programme:**

(i) Lecture – talk and sharing on key concepts and process of PBL

(ii) Hands-on workshop in knowledge and skills building in the area of:

- cultural heritage knowledge,
- site research and mapping skill
- creative methods in teaching and learning
- project planning and design using PBL methodology

(iii) Coaching and consultation on practical sessions on how to design and implement a PBL project

Out of the 5 schools, **17 teachers from these 3 schools successfully planned, designed and implemented their PBL projects** within their schools this year. Although the number of teachers (17 instead of 20) is lesser than the targeted number, it was a fruitful year where Arts-ED managed to garner more interest from other schools that have approached us in conducting similar training for their school teachers. Due to limited human resource for Arts-ED's teacher training team, we must prioritize and be more selective in choosing the schools to participate in this free teacher training programme.

The approach used for the teacher training programme is **"learning by doing"**. It is a more effective way to train local teachers based on our observations this year. Teachers mentioned they had a better understanding of the PBL method and tools after designing their own PBL projects using the skills and knowledge they gained from the training programme. And most importantly, they were able to reflect and review their practices during the final review session which was facilitated by the Arts-ED trainers.

Based on the feedback, Arts-ED's teacher training team will investigate ways to improve the design of the training programme and training materials. Arts-ED aims to produce **a basic guideline** for local teachers in designing and implementing a PBL project next year as we enter phase 2 of this project in 2019 and 2020.



Teachers connecting with farmer community to map the place and issues of Penang Hill.



Exposure to different methods of learning – visual mapping of memories of George Town.

International Groups: School Teachers

3. Advanced Training Workshop on GCED for GCED through Place-based (Community-based) Learning Approach for Korean Educators

Consultancy Project

Timeline	1-5 August 2018
Funder	Asia-Pacific Centre of Education for International Understanding (APCEIU) Korea
Team	Trainers Janet Pillai & Dr Molly Lee Junior Trainers/Facilitators Chen Yoke Pin, Foo Wei Meng, Adeline Chua, Charis Loke, Lim Siew Bee Team Tan Choon Eng, Khor Boh Ling (guides) Coordinators Wan Atikah, Foo Wei Meng, Suzanne Eu Sze Min and Loo Wan Jo (Intern)

This five-day workshop introduces the Place-based Learning (PBL) method as a transformative teaching approach for Global Citizenship Education (GCED) to participating Korean teachers. It also aimed to strengthen the participants' practical skills to design and implement GCED initiatives utilizing PBL methodology. Another objective was to provide participating teachers with guidelines and tools to incorporate PBL into their curriculum. Participants were a group of 20 elementary and high school teachers accompanied by two APCEIU officers.

4. Introduction of PBL to Teachers at Teach for Nepal

Timeline	15 December 2018
Funder/Collaborator	Teach for Nepal
Team	Facilitator I Adeline Chua

Our Programme Officer Adeline Chua, a Teach for Malaysia alumni, connected with Teach for Nepal to conduct an introduction to Place-based Learning on 15 Dec 2018 to 13 fellows (teachers recruited under the Teach for Nepal programme) posted to schools within the Sindhupalchok area.

Following 2 school visits to better understand the academic context, Adeline ran a 4-hour workshop that introduced the resources needed and processes involved in running a PBL project. Fellows had a brainstorm session and presentation that focused on how to engage students with a local issue and what tools to use to facilitate their critical reflection.

After the workshop, fellows gave feedback that they could see themselves applying the methodology on small scale lessons within their own subjects. Teach for Nepal's Senior Leadership Development Officer also expressed keen interest to adopt PBL into pre-service training for fellows.

International Groups: Creative and Cultural Practitioners

5. Using Creativity to Explore Community Issues - Thailand Djung Network Training Workshop Consultancy Project

Timeline	24-26 July 2018
Funder/ Collaborator	Thailand Djung Network
Team	Facilitators I Adeline Chua and Chen Yoke Pin

For the first part of the seminar, Arts-ED shared case studies and methodology of best practices focused on how we use local resources and arts to address an issue linked with responsible citizenship.

For the second part, we conducted a half-day workshop for approximately 60 participants. Selected community projects were used as examples for participants to re-examine their current working processes and think about how to use available resources and suitable art forms to address a community issue.

6. Djung Thailand Youth Group - Kiriwong (17-19 Oct) Consultancy Project

Timeline	17-19 Oct 2018
Funder/ Collaborator	Thailand Djung Network
Team	Facilitators I Chen Yoke Pin and Youth Arts Camp workshop team

Arts-ED conducted a workshop in the mapping of important assets in a historical and touristic cultural site using Kiriwong and George Town as the sites of comparison. We also shared our case studies of how youth can participate in cultural mapping via presentation and observation of on-going Youth Arts Camp workshop.



Adeline Chua facilitating the cultural workers from Djung Network to plan community-based project using arts approach



Trainer Janet Pillai leading a site tour of Chinese clan houses with the Korean teachers

(C) DOCUMENTATION, RESEARCH & INTERPRETATION

An archival online portal house (in progress)
2 conference papers, videos on student's artworks and 4 educational board games.

1. Arts Education Archive Malaysia (AEAM) – Archival Project 2016-2018

Timeline: Jan-Dec 2018

Team: Janet Pillai, Chen Yoke Pin, Chong Ley-Lynn, Rosheen Fatimah (KL)

This archive project continued from after its launch in Dec 2017. Five Arts Centre's and Arts-ED's archival collection from 1978-2013 is now available online at [Arts Education Archive Malaysia \(AEAM\)](#). The collection features selected case studies along with interpretative articles. A total of 4 programmes and 9 projects that fell between 2000 and 2012 were selected to be interpreted in detail.

As of 2018, 3 projects were completed, and 8 more projects will continue its archival process in 2019-2020. Arts-ED will adopt the same archival system to first archive its projects which were selected for this collection and later archive the remaining important projects (2013- present) to build a resource for Arts-ED by 2020.

Other documented output/publications produced in 2018 are:

No	Documentation & Link	Form
1	Cultural Heritage Education Programme (CHEP) 2 minutes promotional video https://www.youtube.com/watch?v=kSAP5s-mTM4	Video
2	4 x prototype board games designed to highlight what it takes to manage a public market (Chowrasta Market)	Board Games
3	4 stop-motion animations created as part of the Youth Arts Camp 2018 'Fruitvengers' workshop. Created by secondary school students, these stop-motion animations depict the origin stories of different fruits, from the orchard to Chowrasta Market to the table, as well as their 'superpowers'. The students first learn about the supply and demand of fruits from the vendors and customers, then combine their findings into a visual narrative resulting in these charming videos. https://youtu.be/tFv4L8w-pLc	Stop-motion video

4	<p>2 wayang kulit (shadow puppet) performances were produced from a workshop participated by 12 young artists. They interviewed fruit wholesalers and vendors from Chowrasta Market Penang to find out the pros and cons of buying imported and local fruit. Their learnings are interpreted into two original 15-minute wayang kulit performances.</p> <p>https://bit.ly/2XtM0kY https://bit.ly/2IFNFAX</p>	Video
5	<p>Culture Beyond the Classroom: Raising Awareness of ICH through non-formal arts education programmes for youth at Asia-Pacific ICH NGO Conference on the theme ICH NGOs towards Sustainable Development of Communities at Hue, Vietnam</p> <p>Author: Charis Loke</p>	Conference paper
6	<p>Creative Cultural Education – How Students Can Engage Meaningfully with Heritage presented at International Conference In Managing Urban Cultural Heritage (MUCH)</p> <p>Authors: Adeline Chua Shu Ting & Chen Yoke Pin</p>	Conference Paper

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(D) NETWORK AND EXCHANGE

Through 6 Conferences (Proceedings, Paper or Presentation) + 5 Talk & Sharing + 2 Exchange Programmes +1 Training

We shared and exchanged experiences with:
Macau, Hong Kong, Taiwan, Singapore, Philippines, Korea, Thailand, and Nepal

In the areas of:
Youth engagement and empowerment, creative arts and cultural heritage education,
and community engagement



Charis Loke presenting her paper – raising awareness of ICH through non-formal arts education for youth



Chew Win Chen (okuilala) sharing how the Sungai Pinang Kita project used arts as a platform for community participation, raising awareness and generating solutions



Chen Yoke Pin and Goh Choon Ean appeared as speakers under the Education and Capacity Building categories at the Managing Urban Cultural Heritage Conference



Choo Poh Lean, a Sekolah Budaya Warisan teacher, sharing her school project with visitors at Hari UNESCO Malaysia

- END -