SAFEGUARDING INTANGIBLE CULTURAL HERITAGE IN FORMAL AND NON-FORMAL EDUCATION

Intersectoral Meeting, 7-8 October 2019

UNESCO Headquarters, Paris, Room VIII

Summary report

I.   Introduction and objectives

From 7 to 8 October 2019, the Living Heritage Entity at UNESCO Headquarters – in close collaboration with UNESCO's Education Sector – convened an intersectoral meeting to explore 'Safeguarding intangible cultural heritage in formal and non-formal education'. The meeting brought together over 50 colleagues from all UNESCO regions, including 10 Field Offices, Education Institutes and the Education and Culture Sectors at Headquarters. The meeting also benefited from sessions with the Chiefs of both the Education and Culture Sector Executive Offices and the Chief of Section for Mobilizing Government Partner Resources from the Bureau of Strategic Planning. The meeting closed with remarks from Ms Stefania Giannini, Assistant Director-General for Education on behalf of the two Assistant Director-Generals (Culture and Education).

In 2017, an initial intersectoral meeting on 'Integrating intangible cultural heritage in education' held at UNESCO Headquarters saw a converged interest in the topic from field office and headquarters colleagues from both the Culture and Education Sectors. This second meeting brought together colleagues from the first meeting along with others who had implemented related activities during the biennium. The meeting was divided into two parts, corresponding to its main objectives:

- Part 1: Reviewing progress made on implementing the priority on safeguarding intangible cultural heritage in formal and non-formal education.

- Part 2: Defining areas for future strategic work on safeguarding intangible cultural heritage in education, in particular for the 40 C/5.

The present report summarizes the two days of discussions and planning sessions, and explores areas for future collaboration and action.

II.   Part I: Reviewing progress made on implementing the priority on safeguarding intangible cultural heritage in formal and non-formal education

The meeting opened with presentations from the Living Heritage Entity and Education Sector to recall the rationale and entry points for intersectoral work on safeguarding ICH in education.

Why safeguard ICH in education?

1) The culture perspective
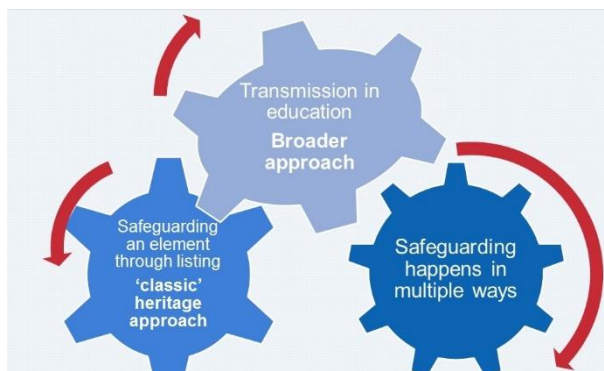
Education can play a valuable role in safeguarding intangible cultural heritage. This is why the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage includes a reference to 'transmission, particularly through formal and non-formal education', as part of the proposed safeguarding measures (Article 2.3). In the context of the Convention, transmission is a dynamic, interactive process through which intangible cultural heritage is constantly recreated from one generation to the next. It is at the centre of intangible cultural heritage safeguarding.

Safeguarding under the Convention happens in multiple ways. One approach is the 'classic' heritage approach, which involves identifying an element or a site and making a plan to safeguard it. However, because of the complex, diverse and living nature of ICH, this approach will only go so far. The other approach to safeguarding is a broader approach that can reach many more communities and make a greater contribution to intangible cultural heritage safeguarding. It is in this approach that education becomes extremely important since modes and methods of transmission that are recognized by communities can be strengthened in education programmes. In this regard, education programmes can foster respect for ICH and provide new spaces to ensure its transmission to future generations.

2) The education perspective
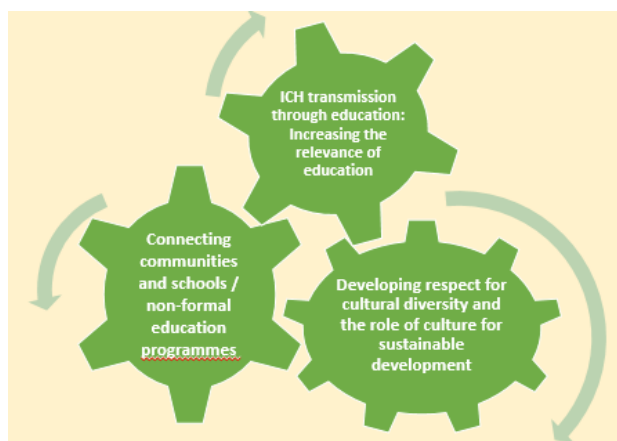
While access to education has traditionally been a main indicator for development, data shows that being in school does not necessarily mean that students are learning.[1] Recently there has been a shift from a focus on access to education to a focus on quality and with that, relevance.

There is an increasing awareness that the relevance of education is crucial for learning. Indeed, this focus on quality is one feature that stands out in the targets of Sustainable Development Goal 4[2], with target 4.7 on education for global citizenship and sustainable development being the most clearly linked with relevance. Among other things, this involves relevance in terms of content and methods, including language.

Intangible cultural heritage can provide context-specific content and pedagogy for education programmes and bring schools closer to communities; thus acting as a leverage to improve the relevance of education and learning outcomes. In this regard, intangible cultural heritage is an incredibly rich resource for attaining SDG 4, target 4.7, which advocates for the

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1. UNESCO Institute for Statistics. *More Than One-Half of Children and Adolescents Are Not Learning Worldwide.* Fact Sheet No. 46, September 2017. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000261556
2. Herein after SDG 4

'appreciation of cultural diversity and of culture's contribution to sustainable development'. Target 4.7 is therefore a key entry point for the work of integrating ICH in education and "respect for cultural diversity" is being monitored through the data collection mechanism under the 1974 Recommendation on education for peace and human rights.[3] Similarly, the monitoring of the implementation of the 2003 Convention includes education-related indicators.[4]

Within the work of the Education Sector, there are several areas for intersectoral work on ICH and education, namely: policy and planning; technical and vocational education and training; literacy; teachers; global citizenship education, including education for the prevention of violent extremism; education for sustainable development; and research and foresight. Furthermore, the Education Sector has many related publications[5] that can be resources for this intersectoral work.

New priority on 'Safeguarding ICH in formal and non-formal education'

Given the important role that education can play in safeguarding, 'Safeguarding ICH in formal and non-formal education' was adopted as a new funding priority at the twelfth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage in 2017 (Decision 12.COM 6). The thematic priority was also integrated in the 39 C/5 (Paragraph 05061) as an area for intersectoral cooperation, in line with SDG 4, target 4.7 and will continue as proposed in the draft 40 C/5.

Over the biennium, 15 Field Offices carried out initiatives involving colleagues from both the Culture and Education Sectors under this priority.[6] At the global level, the Secretariat has established a clearinghouse for knowledge sharing, cooperation and innovation on intangible cultural heritage and education. The Secretariat is preparing dedicated webpages to disseminate information from the clearinghouse, drawing on experiences and examples from Field Offices and countries.

Key achievements of the intersectoral work

As part of the priority on 'Safeguarding ICH in formal and non-formal education', some of the key achievements made over the biennium are included below. Activities were mainly initiated by the Culture Sector, which had invested funds as seed money and led to fruitful intersectoral collaboration with the Education Sector:

1. **The role of ICH in education and its importance to achieve SDGs, in particular SDG 4, is better understood**. Specific efforts to work intersectorally to include intangible cultural heritage in Education particularly in field offices at regional as well as country level, have led to this better understanding. Sub-regional meetings and national working groups where awareness was raised were successful modalities in

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3. Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms
4. Overall results framework for the 2003 Convention
5. UNESCO. *If you don't understand, how can you learn?* (2016). Policy Paper 24. Global Education Monitoring Report. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000243713
UNESCO. *Indigenous knowledge and practices in education in Latin America: exploratory analysis of how indigenous cultural worldviews and concepts influence regional education policy.* 2017. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000247754_eng
UNESCO. *Literacy in multilingual and multicultural contexts: effective approaches to adult learning and education.* 2016. Available at https://unesdoc.unesco.org/ark:/48223/pf0000245513
UNESCO. *Rethinking education: towards a global common good?* 2015. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000232555
6. Abuja, Almaty, Amman, Bangkok, Bangladesh, Beijing, Beirut, Cairo, Dakar, Harare, Havana, Lima, Nairobi, Santiago and Tashkent.

this regard and generated interest and action for the new programme with ministries and stakeholders from both culture and education.[7]

2. **Experiences of integrating ICH in education are taken into account in curriculum development and reform.** In some countries education ministries are now collaborating with culture ministry institutions to integrate ICH in curriculum reform, holding consultations, establishing working groups, generating knowledge and learning from concrete relevant experiences (examples include Benin, Lebanon and Senegal).

3. **ICH is integrated in teacher training for Education for Sustainable Development (ESD).** The Regional Capacity Building Programme for Teacher Educators on Education for Sustainable Development (CAP-ESD) integrated ICH in its regional training course for teachers in Southern Africa and in the related 'Change Project Guidelines.' Teacher training institutions from three countries benefitted from the training (Botswana, Namibia, and Zimbabwe) and are now integrating ICH in their change projects. Teacher training and pedagogic materials were also developed in other countries (for example Jordan, Egypt and Mongolia) and more are expected in three regions drawing from pilot projects and knowledge generated through surveys (Asia and the Pacific, Latin America and the Caribbean, Europe).

4. **Knowledge and information on integrating ICH in education is now available.** Surveys were conducted at regional level to consolidate and analyse relevant existing experiences and identifying regional and thematic specificities (Asia and the Pacific, Central Asia, Europe, and Latin America and the Caribbean).

5. **New ways of working intersectorally developed**: Several field offices explained that working on this new intersectoral priority has led to a change in the way they are working, developing intersectoral working methods and processes that will benefit future work. The same is true at Headquarters for collaboration between the Living Heritage Entity and several sections of the Education Sector as well as the Education Institutes.

In the process of this work, offices identified **local priorities and specific needs**: In the Harare Office, colleagues addressed education relevance through ICH by harnessing different practices and in particular traditional knowledge, whereas colleagues from the Dakar Office highlighted the importance of teaching in local languages. The offices from Latin America and the Caribbean felt non-formal education offered untapped opportunities for safeguarding, also underlining the importance of indigenous peoples' heritage. Each office saw different opportunities and found ways to tailor the work to the local needs in the countries where they are working.

Main challenges and lessons learnt

Meeting participants also highlighted the key challenges they encountered and how they were addressed in their work. These included:

1. **Developing a shared understanding of ICH** and its connections with different thematic areas of work in education: The concept of ICH is often either not known among education stakeholders or they only have partial knowledge about it. In particular, the dynamic nature of ICH is not always understood, the fact that ICH changes over time and is recreated through the transmission process, constantly

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7. '2018 Sub-regional meeting for ICH safeguarding in Northeast Asia: ICH in Education: Towards Join Collaboration for Promoting ICH in formal and non-formal education', 'Sub-regional meeting: Safeguarding intangible cultural heritage through formal and non-formal education in Central Asia', '2019 Sub-regional meeting for ICH safeguarding in South Asia: ICH in education: Toward a joint collaboration for the promotion of ICH in formal and non-formal education', National working group meeting in Dakar, Senegal, 16 May, 2019. A national working group was established in Benin in May 2019.

adapting to new developments. Furthermore, there is a need for more conceptual work about the intersections between ICH and the different thematic areas of work mentioned above, such as global citizenship education (including education against violent extremism) and education for sustainable development. In some cases there were some concerns about conflicting messages when it comes to human rights education or sexuality education. These topics need more discussion and dialogue among everyone involved in this work.

2. **Identifying key stakeholders and partners and getting them on board:** Initially field offices encountered a challenge since stakeholders were not sensitized to the topic and education and culture stakeholders are not accustomed to working together. The above-mentioned sub-regional and national working groups and consultations helped address this challenge and established relationships for joint work.

3. **Finding ways to undertake intersectoral work in UNESCO:** A key added value of UNESCO is its ability to work intersectorally, which is seen as increasingly important for Member States; however, it is challenging, because UNESCO's administrative structures do not yet support it. Still, colleagues found innovative ways of working together despite administrative hurdles. The lessons learnt could be useful when developing future intersectoral modalities.

4. **Designing new projects and programmes in the larger context of the SGDs**: There have been challenges ensuring that everyone involved in project and programme design in a given country can see the connections between the work on ICH and education and the SDGs. While progress has been made in generating and collecting examples of how ICH can be integrated in education and countries are learning from pilot activities in this area, colleagues felt that more conceptual work on the connections between ICH and the different themes under SDG 4 would be helpful for effective programme design. Work has started in some areas, such as global citizenship, TVET and ESD, but more is needed.

5. **Fundraising for intersectoral work**: Intersectoral work presents challenges for resource mobilization. A new [UNESCO Resource Mobilization Guidebook](#) is designed to provide colleagues with a step-by-step overview on resource mobilization, including guidance on identifying key donors and focusing on upstream work. Thus far, funds have been raised for multi-country projects in Europe and in Latin America and the Caribbean and dialogue is ongoing with different donors based on project proposals that were elaborated (see more information below).

6. **Leadership for integrating ICH in education at the country level:** While intersectoral collaboration requires the involvement of both education and culture stakeholders, one of the lessons learnt is that, if this work is to scale up, a strong commitment from education institutions and decision makers will be required at country level. The education sector in each country has the lead in taking decisions about the future of the education methods, content and systems in their countries and these need to open up to provide spaces integrating ICH.

III. Part II: Defining areas for future strategic work on safeguarding intangible cultural heritage in education, in particular for the 40 C/5

The Living Heritage Entity and Education Sector will continue to leverage UNESCO's global role in intangible cultural heritage and in education as well as its ability to work intersectorally. Future efforts will focus on key areas within the work of the Education Sector where living heritage can contribute most to improving education quality and relevance, notably in the following four:

- global citizenship and peace education;
- education for sustainable development;
- technical and vocational education and training; and
- teacher development.

Thus far, Field Offices and Headquarters have focused their efforts on establishing dialogue and collaboration between stakeholders and starting to build a strong foundation of knowledge (surveys, teacher training materials consultations, working groups). Moving forward the emphasis will be on increasing support and development for concrete projects that are integrating ICH in education programmes, while also developing the conceptual and policy work in this interdisciplinary field. Specific areas for future work include:

1. **Projects at regional and country level:** A number of project proposals have been elaborated and are currently being discussed with different donors. Funds have already been mobilized for some. In addition UNESCO will continue integrating relevant activities into existing or upcoming education sector projects.

2. **Strengthening conceptual knowledge and capacities:** Guidance on the concept of ICH and how it connects with the different key areas for intersectoral work is being requested by colleagues and stakeholders. The work on survey analysis, guidance materials and conceptual reflections will continue and will be shared with all involved to ensure effective delivery at country level.

3. **Identifying international resource people** to provide technical assistance to countries as needed: UNESCO will train a core group of resource people to be involved in the implementation of related projects.

4. **Information sharing on living heritage and education:** At the global level, the Secretariat of the 2003 Convention is establishing a clearinghouse for knowledge sharing and cooperation on intangible cultural heritage and education, which will be housed under the dedicated webpage of the Convention. The clearinghouse will be connected to other clearinghouses on education themes and facilitate gathering and disseminating information on relevant initiatives.

IV.   Conclusions and next steps

The meeting clearly showed that the intersectoral work has had initial success. In the countries where intersectoral work has been carried out, a deeper understanding of the role of intangible cultural heritage and its importance in achieving SDGs, especially SDG 4, has emerged. In this context, teacher training, working groups at country level, stakeholder consultations and surveys on the state of experience with the integration of ICH in educational programmes have proven to be useful activities.

Moreover, the integration of 'learning with ICH' into existing education programmes has shown to be an effective approach. The most striking example has been the integration of ICH in the regional Capacity Building Programme for Teacher Educators on Education for Sustainable Development (CAP-ESD) in Southern Africa with support from Japan. At the same time, specific intersectoral projects on ICH and education were successfully developed (for example Jordan, Lebanon, Egypt and in Latin America and the Caribbean). In this regard, it was encouraging to see that the Netherlands became the first Member State to provide financial support for a specific regional programme on ICH and education. Other countries came on board and initiated intersectoral working groups and dialogue at ministerial level, working closely with UNESCO offices and producing project proposals to request financial support, for example Benin, Senegal and Burkina Faso. Countries in Asia and the Pacific have shared

their existing experiences and are now reflecting on how to take the work forward across the different levels of education. The ASPnet schools are involved in carrying out pilot projects to demonstrate viable approaches with the support of category 2 centres in Asia and the Pacific and in Europe with support from the European Union.

All these achievements are a good beginning. However, different challenges have been encountered, including the lack of suitable resource persons to support UNESCO in this work. This gap must be filled. Within UNESCO, too, cooperation and peer learning between cultural and educational experts needs strengthening in order to further develop this programmatic interface between the ICH safeguarding and the various thematic areas of the work at of Education Sector. It is very important to move from sensitization and knowledge generation to programmatic and policy work with the ministries concerned. More projects should be carried out to build capacities, identify tailored approaches for specific country contexts and introduce the findings of the practical pilot projects at the highest political level.

Next steps

For the reasons mentioned above, the participants proposed the following next steps:

1. Build on the work of country offices during the 39 C/5 to anchor ICH safeguarding effectively and sustainably in formal and non-formal education programmes through the work to be carried out in 2020/21 (40 C/5). The focus will be on policy dialogue with ministries and stakeholders as well as on raising funds for new projects and programmes and/or embedding the initiatives in existing education programmes.

2. Support the process through the intersectoral working group that is emerging from this work and which should be consolidated and established. It will become a community of practice of colleagues from field offices and headquarters, supporting each other, coordinating initiatives, and strategizing for the future, notably for the next C/4.

3. Continue the intersectoral work on concept papers, policy briefs and programme documents, especially in the area of intangible cultural heritage and education for sustainable development and global citizenship education, in line with SDG Target 4.7 (focus for intersectoral work in the 40C/5).

4. Train a group of experts (freelance or institutionally attached from all regions of the world) who bring relevant experience and qualifications in the fields of education and culture to become a core group who can reliably help UNESCO to further develop and implement the new programme focus, particularly at country level (funds have been secured to hold this in June 2020).

5. Support the monitoring of this thematic area both within SDG4 monitoring and the monitoring of the Convention for the Safeguarding of Intangible Cultural Heritage (funds have been secured to hold a meeting of experts in September 2020).

6. Request the ADGs of the Education and Culture Sectors to release a communication to field offices thanking them for the work accomplished and encouraging them continue working on this important intersectoral programme focus, notably with a view to inform the next C/4.

The meeting closed with remarks from Ms Stefania Giannini, Assistant Director-General for Education, who emphasized the important interlinkages between culture and education and confirmed there is a joint commitment from the two Assistant Director-Generals for this work.

ANNEXE

Achievements, challenges and lessons learned

As part of the review of the progress made in the biennium some colleagues were invited to participate in a panel discussion to share their experiences from the perspective of achievements and challenges. Their experiences are summarized in the following table.

Presenters	Achievements	Challenges	Lessons Learned
UNESCO Office in Harare	**Harnessing traditional Knowledge** A project in Southern Africa addressed relevance through ICH using traditional indigenous knowledge (e.g., teaching mathematics with traditional games). Teachers reported better results because students could relate to ICH. **Teacher training on ICH in education** A current four-year teacher training project on education for sustainable development that integrates ICH in education.	**Lack for research and data on impact of ICH in education** Showcasing that ICH in education can improve learning outcomes would allow parents, communities, governments and donors to see the benefits of such initiatives and the need to invest. **Convincing stakeholders** Convincing stakeholders to invest in this area, as well as colleagues to allocate time to work collaboratively and intersectorally on this issue. Important to show communities are part of the process.	**ICH can increase education relevance** The incorporation of ICH in education is an effective tool to make learning relevant for the learner. However, more research is required in this area in order to strengthen the argument. More 'convincing' both inwards (within UNESCO) and outwards (boarder community, Education Sector, parents, donors etc.) is also needed.
UNESCO Office in Dakar	**Reconnecting schools with their local communities** A project document has been developed, including situation analysis, for a multi-country project. The methodology is ready and they are approaching donors. **Bilingualism in Senegal** Making learning relevant again means teaching in local languages, so as to motivate children to attend and stay in school as well as improve learning outcomes. Essential to this is the re-writing of African history and heritage – moving away from teaching of history through the lens of colonialism and post-colonialism.	**Breaking the silos** Often there is so much pressure to meet your own objectives that it is easy to forget about collaboration. Institutional and mind-set changes are required to overcome this barrier – enabling space for agile and meaningful collaborations is essential. **Going beyond piloting** How can we take our work on ICH and education beyond pilot activities? How can we scale it up? We need to understand our possible entry points better as well as who our champions are.	**Learning from colleagues** The intersectoral approach required in integrating ICH in ED means more interaction with colleagues from the Culture and Education Sectors, which in turn leads to a greater understanding of colleagues' modalities of work and field of competencies – thus strengthening collaboration efforts. *"If you want to go fast, go alone. If you want to go far, go together."* **(Africa proverb)**
UNESCO Offices in Havana and Santiago	**Improving the quality of education through ICH** Harnessing indigenous knowledge and language is a way to safeguard ICH in education, but also make learning relevant for learners. **A new way of working** The project on integrating ICH in education opened up new ways of working in the region. We have been working between sectors and between offices to achieve concrete results.	**How to measure the impact of ICH in education** We need to find opportunities and methods to measure the 'tangible' impact of ICH in education on learning outcomes. **ICH in non-formal education** While we have made some efforts by involving local ICH practitioners, spaces outside schools (formal settings) need to be created in order to safeguard ICH in non-formal education.	**Non-formal education offers opportunities when institutional structures are rigid** There isn't much space in the 'formal' Education Sector, such as in curriculum development to bring in ICH – as ICH is fluid and so whilst it is important to integrate it in formal education, it is equally important to safeguard it in non-formal education and the creation of cultural spaces may help to facilitate this.

| UNESCO Office in Bangkok | **Integrating ICH into lesson plans**
Survey and project in collaboration with the category 2 centre the International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO (ICHCAP).

Mother tongue education conference
Although a hot topic in the region, Member States managed to discuss the issue and the impact on early childhood education. Many synergies with ICH and education that can help launch intersectoral collaboration. | **Teachers' workload**
Teachers already have a heavy workload and many different priorities. They are strapped for time and resources, and do not have the reflex to draw on ICH. Yet, adequate and effective training and support for teachers can help create a conducive learning environment for ICH.

Valorizing ICH
Often education outcomes are based on exams and other assessments that do not include ICH. As a result, parents might not want to see it included if it is not assessed. How can the knowledge associated with, and competencies acquired through, ICH be assessed? How can parents and students see the value in including it in teaching and learning? | **Focusing on Target 4.7, but also going beyond**
SDG 4 as a whole is necessary for the achievement of all the other SDGs and so when we incorporate ICH in education, we need to apply it to SDG 4 as a whole, such as target 4.5 on inclusion, target 4.4 on TVET, target 4.c on teachers and so forth. |

Surveys on intangible cultural heritage and education

In some field offices, initial work focused on undertaking surveys to better understand the current situation related to ICH and education. Below are some of the key findings presented from the surveys:

Asia and the Pacific	Central Asia
Focus: Teaching and learning with and about intangible cultural heritage in primary and secondary schools survey in Asia and the Pacific **Objectives:** (1) To understand how living heritage is used for teaching and learning in primary and secondary schools in Asia-Pacific (2) To collect case studies (3) To generate recommendations for future actions **Key findings:** - 80% of respondents believe that using ICH in schools is beneficial for students! - 90% of respondents collaborate with communities. - 72% of responding teachers use living heritage for teaching. - 94% of school managers are willing to support teachers. - Over 50% teachers get ICH information on internet and from local communities. - Lack of knowledge and lack of time are main barriers.	**Focus:** Integration of intangible cultural heritage into secondary schools and TVET institutions in Central Asia **Findings on ICH and technical and vocational education and training (TVET) in Central Asia:** - **Of 1400 TVET institutions in four countries, 500 have some links with ICH.** - All TVET programmes linked to ICH have opportunities for students to meet with craftsmen, observe their work and exchange with them. - Although TVET institutions have ICH-related content, they may not be aware of or in line with concepts from the 2003 Convention. - Respondents from the survey will gather for a meeting in November 2019 to encourage networking on this topic and to design pilot activities to further integrate intangible cultural heritage in TVET. **Findings on ICH and secondary schools:** - 194 questionnaires completed (teachers and administrative officers), representing 36 schools - Of teachers, 79% know what ICH is and 78% include elements of ICH in their lessons. - ICH has been integrated in many different subjects, including history, music, fine arts, geography, languages and physical education. - 64% of respondents mentioned that ICH was included in extracurricular activities.

Latin America and the Caribbean	Europe
Focus: Integrating intangible cultural heritage in educational practices	**Focus:** Survey on ICH in the ASPnet schools in the EU
Objectives: (1) Study on mapping the diversity of education practices integrating ICH (2) Education guide adapted to the region	**Objectives:** (1) Assess the use of ICH in schools (2) Gather experiences from different contexts that could inspire schools and teachers to develop similar activities
Preliminary results: ***Note:** This survey was still in progress at the time of the meeting - Reciprocal link between education and ICH. - Practices that expand the notion of education. - Concepts and practices are sometimes not formulated as ICH even though they correspond. - Results of the survey will be related back to lifelong learning, life-wide learning and life-deep learning.	**Preliminary results:** *Note: This survey was still in progress at the time of the meeting - This survey is still in the analysis phase. - Based on first sample: 104 online respondents are developing ICH activities, the majority of which are integrating within the curriculum of existing subjects. - Attention should be given to: (1) risk of folklorization of ICH; (2) implications of changes in Europe: migration, refugees, minorities, social challenges

Thematic discussions

Education for sustainable development (ESD)

Connections between ESD and ICH safeguarding:
- o Both ICH and ESD focus on the use of participatory methods.
- o Teachers can use local knowledge and ICH to teach about the environment and sustainable lifestyles (e.g., traditional knowledge related to natural resource management).
- o Some of the ICH of communities is closely linked to their local environmental context.
- o ICH and indigenous knowledge can support the learning of mainstream subjects.
- o Community knowledge and connecting community members with classrooms are recognized as valuable assets to teaching and learning.

Ideas for projects and activities in this area:
- o Provide training and support to teachers to bring in the local context and ICH to improve teaching and learning practices.
- o Develop methodological approaches, using participatory and community-based methods to bring ICH into the classroom.

Global citizenship education (GCED)

Connections between GCED and ICH safeguarding:
- o Some of the key words that came through in the discussion were: values, identity, cultural diversity, intercultural dialogue, local knowledge, social cohesion, social inclusion, and global and local community.
- o Both GCED and ICH put importance on respect and appreciation for cultural diversity and on learning to live together peacefully.
- o Traditional philosophies embody key concepts of GCED.
- o Themes such as human rights and the prevention of violent extremism may be difficult to address in certain countries where these topics can be controversial. Therefore, ICH can be an entry point to discuss more challenging topics.

Ideas for projects and activities in this area:
- o Identify areas of work where the meaning and social function of ICH overlaps with themes and objectives of GCED.

- o Explore how the informal ways of learning that are embodied in ICH can be harnessed for GCED.

Technical and vocational education and training (TVET)

Connections between TVET and ICH safeguarding:
- o Many TVET institutions or systems are already providing education and training in areas that are, in some cases, part of the ICH of communities, but they are not labelling it as ICH or are already using mode of transmission (such as master to apprentice) that have connections with ICH.
- o Non-formal and informal TVET systems are often closely linked with the ICH of communities and offer opportunities to integrate it further.
- o Both TVET and ICH can empower young people and communities (economically and socially) to contribute to solving local/national/global problems.
- o TVET is focused on preparing young people for work and some ICH practices are linked to the economic life of the community; however, focusing ICH on its employment/economic benefits comes with possible challenges around decontextualization and overcommercialization.

Ideas for projects and activities to work in this area:
- o Conduct a mapping exercise in order to unpack what is happening at the global and regional levels and have a global picture.
- o Look at how we can get this work in the existing strategies at global and regional level. (e.g., UNESCO TVET Strategy).
- o Organize capacity building for educators and training institutions.

Teacher Training

Connections between teacher training and ICH safeguarding:
- o While ICH can provide content and methods for learning, teacher are often not aware of the benefits that learning with ICH can bring to the classroom nor are they aware of the methods to integrate ICH in the classroom; as a result, sometimes teachers are reluctant because they do not see the connection.

- o A project with ASPnet schools in Lebanon trained teachers to incorporate ICH within existing subject. For example, they included the art of soap making (i.e., ICH) in subject curricula such as in chemistry – demonstrating that there is space for ICH in education.

Ideas for projects and activities to work in this area:
- o Prepare materials for teacher training institutions to raise teachers' awareness of ICH and provide them with methodologies for incorporating it in their classrooms.
- o Develop teaching and learning materials, such as lesson plans with materials, for teachers.
- o Start with pilot projects, but at the same time also envisage strategic work with Ministries to scale up the work.

**SAFEGUARDING INTANGIBLE CULTURAL HERITAGE
IN FORMAL AND NON-FORMAL EDUCATION**

Intersectoral Meeting, 7-8 October 2019

UNESCO Headquarters, Paris, Room VIII

Agenda

Monday 7 October, 2019		
9:00 – 9:30	*Registration and arrival of participants*	
9:30 – 9:45	Welcome remarks	
Part 1: Reviewing progress made on implementing the priority on safeguarding intangible cultural heritage in formal and non-formal education		
9:45 – 10:15	Meeting background and progress made over the biennium Meeting objectives, introducing the participants	Mr Tim Curtis
	Perspectives from education, including rational for intersectoral work	Mr Sobhi Tawil
10:15 – 10:30	*Coffee break*	
10:30 – 11:45	Panel: Key achievements and challenges *Teams share 3 key achievements (5 mins each), 3 challenges (5 mins each) and one piece of advice (3 mins each), followed by plenary discussion (15 mins)* • Ms Cecilia Barbieri, Ms Olga Rufins Machin and Mr Nicolas Del Valle • Ms Carolyn Medel-Anonuevo and Ms Yvette Kaboza • Mr Tidiane Sall and Ms Guiomar Alonso Cano • Ms Maki Hayashikawa and Ms Bich Hanh Duong	Moderator: Ms Susanne Schnuttgen
11:45 – 12:30	Surveys on ICH and education: what we've learned so far *Teams share what they have learned through their surveys on ICH in education (10 mins each), followed by plenary discussion (35 mins)* • Asia and the Pacific Ms Duong Bich Hanh and Ms Vanessa Achilles	Moderator: Ms Himalchuli Gurung

	- Central Asia Ms Aigul Khalafova and Ms Aijarkyn Kojobekova - Latin America and the Caribbean Ms Carla Pinochet and Ms Olga Rufins Machin - Europe Ms Helena Drobna and Mr Marcelo Murta	13
12:30 – 14:30	*Lunch*	
14:30 – 15:00	Surveys on ICH and education: what we've learned so far (*continued*)	Moderator: Ms Himalchuli Gurung
15:00 – 15:15	*Coffee break*	
Part 2: Defining areas for future strategic work on safeguarding intangible cultural heritage in education, in particular for the 40 C/5		
15:15 – 17:30	Thematic discussion *World café groups (25 mins each) followed by plenary discussion where group leaders share feedback (35 mins)* *Education for sustainable development* Mr Bernard Combes Ms Adele Nibona Mr Caleb Manikonza *Global citizenship education* Ms Aditi Pathak Ms Sabrina Salis *Technical and vocational education and training* Mr Wouter De Regt Ms Ashley Cunningham *Teacher training (all levels)* Mr Joseph Kreidi Mr Lamine Sow	Moderator: Ms Lydia Ruprecht
Tuesday 8 October, 2019		
9:30 – 11:45	Framing UNESCO's work on safeguarding intangible cultural heritage in education *What are the entry points for this intersectoral work in the C/5 and upcoming C/4? How can we strengthen intersectoral work on this topic?* Led by Ms Astrid Gillet and Ms Lynne Patchett *How does our work on safeguarding ICH in education contribute to the SDGs?* Led by Ms Carolyn Medel-Anonuevo and Ms Guiomar Alonso Cano	Moderator: Mr Tim Curtis

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	• *Who are the stakeholders and how do we get them on board?* Led by Ms Cecilia Barbieri and Ms Yvette Kaboza	
11:45 – 12:30	Work plan development in regional groups and for the global level *Regular programme and extra-budgetary*	Moderator: Ms Susanne Schnuttgen ED and CLT co-chairs
12.30 – 14:30	*Lunch*	
14:30 – 15:45	Work plan development (*continued*)	Moderator: Ms Susanne Schnuttgen
15:45 – 16:00	*Coffee break*	
16:00 – 17:00	Fundraising session with Ms Jessica Jeavons	Moderator: Ms Maki Hayashikawa
17:00 – 17:30	Conclusions and next steps, including the possibility of a working group and roadmap on this topic	Moderator: Mr Tim Curtis
17:30 – 18:00	Closing remarks	Ms Stefania Giannini, Assistant Director-General for Education

SAFEGUARDING INTANGIBLE CULTURAL HERITAGE
IN FORMAL AND NON-FORMAL EDUCATION

Intersectoral Meeting, 7-8 October 2019

UNESCO Headquarters, Paris, Room VIII

<u>List of Participants</u>

Colleagues from Field Offices and Institutes

NAME	TITLE	CONTACT
UNESCO Office in Abuja		
Mr SOW, Lamine	Senior Programme Specialist for Education	ml.sow@unesco.org
Ms NIBONA, Adele	Programme Specialist for Culture	a.nibona@unesco.org
UNESCO Office in Almaty		
Ms KHALAFOVA, Aigul	National Professional Officer for Culture	a.khalafova@unesco.org
UNESCO Office in Bangkok		
Ms HAYASHIKAWA, Maki	Chief of Section for Inclusive Quality Education	m.hayashikawa@unesco.org
Ms DUONG, Hanh Bich	Chief of Unit, Programme Specialist for Culture	db.hanh@unesco.org
UNESCO Office in Beijing		
Ms GURUNG, Himalchuli	Programme Specialist for Culture	h.gurung@unesco.org
UNESCO Office in Beirut		
Mr KREIDI, Joseph	National Programme Officer for Culture	j.kreidi@unesco.org
UNESCO Office in Dakar		
Ms ALONSO CANO, Guiomar	Programme Specialist for Culture	g.alonso@unesco.org
Mr SALL, Tidiane	Project Officer for Education	t.sall@unesco.org
UNESCO Office in Havana		
Ms RUFINS MACHIN, Olga	National Professional Officer for Culture	o.rufins@unesco.org
UNESCO Office in Harare		
Ms MEDEL-ANONUEVO, Carolyn	Senior Programme Specialist for Education	c.medel-anonuevo@unesco.org
Ms KABOZA, Yvette	Programme Specialist for Culture	y.kaboza@unesco.org
Mahatma Gandhi Institute of Education for Peace and Sustainable Development		
Ms PATHAK, Aditi	Associate National Project Officer	a.pathak@unesco.org
UNESCO Office in Santiago		
Mr DEL VALLE, Nicolas	Programme Assistant for Education	n.del-valle@unesco.org

UNEVOC International Centre for Technical and Vocational Education and Training		
Mr DE REGT, Wouter	Associate Publications Officer	w.de-regt@unesco.org

Experts

NAME	TITLE	CONTACT
Ms ACHILLES, Vanessa	Consultant and Facilitator, UNESCO global network of facilitators	vanessa.ach@gmail.com
Ms KOJOBEKOVA, Aijarkyn	Consultant and ICH expert	akojobekova@gmail.com
Mr LAGES MURTA, Marcelo	Consultant and PhD candidate, Museum Studies, Lusophone University of Humanities and Technologies	mlmurta@gmail.com
Mr MANDIKONZA, Caleb	Lecturer, University of the Witwatersrand	calebmandikonza@gmail.com
Ms PINOCHET, Carla	Assistant professor, Anthropology Department, Universidad Alberto Hurtado	cpinochetcobos@gmail.com
Ms SALIS, Sabrina	Consultant and ICH expert	s.salis@unesco.org

Colleagues from UNESCO Headquarters

NAME	TITLE	CONTACT
Education Sector		
Ms GILLET, Astrid	Chief of Executive Office	am.gillet@unesco.org
Ms ADDOW, Hamdi	Associate Project Officer, Global Citizenship and Peace Education	h.addow@unesco.org
Ms ANANIADOU, Katerina	Programme Specialist, Youth, Literacy and Skills Development	k.ananiadou@unesco.org
Ms BARBIERI, Cecilia	Chief of Section, Global Citizenship and Peace Education	c.barbieri@unesco.org
Ms BYUN, Won	Senior Project Officer, Education for Sustainable Development	wj.byun@unesco.org
Mr CHANG, Gwang-Chol	Chief of Section a.i., Education Policy	gc.chang@unesco.org
Mr COMBES, Bernard	Programme Specialist, Education for Sustainable Development	b.combes@unesco.org
Ms DETZEL, Sabine	Chief of Unit, ASPnet	s.detzel@unesco.org
Mr ESCHWEILER, Erik	Volunteer, ASPnet Unit	e.eschweiler@unesco.org
Ms LE THU, Huong	Programme Specialist, Education Policy	h.le-thu@unesco.org
Ms RUPRECHT, Lydia	Programme Specialist, Global Citizenship and Peace Education	l.ruprecht@unesco.org

Mr TAWIL, Sobhi	Chief of Section, Office of the Assistant Director General for Education	s.tawil@unesco.org
Culture Sector		
Ms PATCHETT, Lynne	Chief of Executive Office	l.patchett@unesco.org
Ms GROPA, Maria	Programme Specialist, Executive Office	m.gropa@unesco.org
Ms HYDE, RitaMae	Assistant Programme Specialist, Cultural Policies and Development Entity	rm.hyde@unesco.org
Ms HUANG, Danni	Cultural Policies and Development Entity	d.huang@unesco.org
Living Heritage Entity		
Mr CURTIS, Tim	Chief of Entity	t.curtis@unesco.org
Ms SCHNUTTGEN, Susanne	Chief of Unit, Capacity Building and Heritage Policy	s.schnuttgen@unesco.org
Ms OHINATA, Fumiko	Chief of Unit, Programme Management	f.ohinata@unesco.org
Ms CUNNINGHAM, Ashley	Associate Project Officer	ae.cunningham@unesco.org
Ms DROBNA, Helena	Regional Officer, Western and Eastern Europe	h.drobna@unesco.org
Ms HOPKINS, Juliette	Associate Programme Specialist	ju.hopkins@unesco.org
Mr JOSEPH, George	Associate Regional Officer, Asia and the Pacific	g.joseph@unesco.org
Ms LEE, Doyun	Regional Officer, Africa	d.lee@unesco.org
Mr NAKATA, Julien	Regional Officer, Africa	k.nakata@unesco.org
Mr PEREDO, Leandro	Associate Regional Officer, Latin America and the Caribbean	l.peredo@unesco.org
Mr SAMADOV, Rasul	Regional Officer, Arab States	r.samadov@unesco.org
Mr SCEPI, Giovanni	Regional Officer, Asia and the Pacific	g.scepi@unesco.org
Ms SHEN, Yue	Associate Project Officer	y.shen@unesco.org
Ms TAMAS, Ioana	Assistant Project Coordinator	im.tamas@unesco.org
Ms TOUNKARA, Sokona	Associate Regional Officer, Africa	s.tounkara@unesco.org
Science Sector		
Mr CRAWHALL, Nigel	Chief of Section, Small Islands and Indigenous Knowledge	n.crawhall@unesco.org
Ms GONZALEZ-GONZALEZ, Veronica	Consultant, Small Islands and Indigenous Knowledge	v.gonzalez-gonzalez@unesco.org

Observers

NAME	TITLE	CONTACT
Ms VILLALOBOS, Alejandra	Student, University of Pennsylvania	avillal@gse.upenn.edu