

<b>FORMAT</b>		
1. Name of resource	<b>Understanding Shared Histories: A teaching package for South-East Asia</b>	
2. Location	<a href="https://bangkok.unesco.org/content/understanding-shared-histories-teaching-package-south-east-asia">https://bangkok.unesco.org/content/understanding-shared-histories-teaching-package-south-east-asia</a>	
3. Alternative location	<a href="https://sharedhistories.asia/">https://sharedhistories.asia/</a> (Accompanying website) <a href="https://unesdoc.unesco.org/ark:/48223/pf0000372482">https://unesdoc.unesco.org/ark:/48223/pf0000372482</a> (Teacher's Guide) <a href="https://unesdoc.unesco.org/ark:/48223/pf0000372483">https://unesdoc.unesco.org/ark:/48223/pf0000372483</a> (Unit 1) <a href="https://unesdoc.unesco.org/ark:/48223/pf0000372484">https://unesdoc.unesco.org/ark:/48223/pf0000372484</a> (Unit 2) <a href="https://unesdoc.unesco.org/ark:/48223/pf0000372485">https://unesdoc.unesco.org/ark:/48223/pf0000372485</a> (Unit 3) <a href="https://unesdoc.unesco.org/ark:/48223/pf0000372486">https://unesdoc.unesco.org/ark:/48223/pf0000372486</a> (Unit 4)	
4. Author[s]	UNESCO and UNESCO Bangkok Office	
5. Publisher/producer/host	UNESCO and UNESCO Bangkok Office	
6. Year	2019	
7. Suggested citation	UNESCO and UNESCO Bangkok Office (2019). Understanding Shared Histories: A teaching package for South-East Asia. Retrieved from <a href="https://bangkok.unesco.org/content/understanding-shared-histories-teaching-package-south-east-asia">https://bangkok.unesco.org/content/understanding-shared-histories-teaching-package-south-east-asia</a> .	
8. Languages in which available	English, Thai, Bahasa Indonesia, Vietnamese, and Khmer.	
9. Geographic area resource relates to	Southeast Asia	
10. Does the resource relate to a specific time frame?	N/A	
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	
	Other	X, Teaching package
12. If this is part of an initiative, what is the initiative?	N/A	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes in Unit 1	
14. Explicit links to	Yes in Unit 1	

museums/libraries/archives		
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	X
	<b>Archives</b>	
	<b>Libraries</b>	
	<b>Other</b>	
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</b>	X
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion	The resource contains indirect links to collections and is helpful for guiding learners to know more about Southeast Asian histories.	
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X	
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'	X	
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
<b>Use collections to support research that contributes to sustainable development</b> (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		

<b>Make decisions around collections that contribute to sustainable development more effectively</b>	
i. employment (recruiting, staff training, staff safety)	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships	X
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	“The project brought together historians and educators, ministries and schools, teachers and students from Southeast Asia. Its key objective was to present history education about the region in a different manner; to focus on the common past to build the regional identity in the future.” (Teacher’s guide P.15)
21. Intended audience of resource	Primarily for educators and students taking history and social studies classes. However, the package can also be customized and used in other subjects such as geography, language, art, music, sports, and even extra-curricular activities.
22. Process of development	“The pedagogical materials are the result of a comprehensive project undertaken from 2013 to 2019 by UNESCO with the financial support of the Republic of Korea.” (Teacher’s guide P.15)
23. Organisation/structure/contents	The whole teaching package consists of a teacher’s guide, four teaching units, and an accompanying website where

	materials and additional resources can be found. In each unit, there are sources, handouts and lesson plans for educators' and students' use. In total, there are 26 lesson plans.
<b>FRAMEWORKS</b>	
24. Framework structure	N/A
25. Relevant policy considerations	N/A
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	X
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	This practical and comprehensive teaching package mainly helps addresses several SDG targets including 4.1 (ensure quality and equitable primary and secondary education

	<p>leading to effective learning outcomes for all), 4.7 (education for sustainable development and appreciation of cultural diversity and culture’s contribution to sustainable development), 10.2 (empower and inclusion of all, irrespective of ethnicity and origin), and 17.17 (partnerships for teaching Southeast Asian histories among schools, educators, scholars, museums, international organisations and national-level institutions dedicated to education).</p>
<p><b>35. SDGs and SDG targets the resource helps advance</b></p>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>	<p>Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>

<p><b>SDG 10. Reduce inequality within and between countries</b> 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>		<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>			
<p><b>SDG 17. Partnerships for the goals</b> 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>		<p><b><i>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</i></b></p> <p>Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organizations and institutions.</p>			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	