FORMAT		
1. Name of resource	**Bringing Living Heritage to the Classroom in Asia-Pacific - A Resource Kit**	
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000383135.locale=en (ENG) https://unesdoc.unesco.org/ark:/48223/pf0000384376 (THA) https://unesdoc.unesco.org/ark:/48223/pf0000383713 (RUS)	
3. Alternative location		
4. Author[s]	Various. Regional coordination team: UNESCO Bangkok: Duong Bich Hanh, Hangying Li ICHCAP: Weonmo Park; Min Jung Kim; Jinyoung Seo APCEIU: Yangsook Lee Lead expert: Vanessa Achilles	
5. Publisher/producer/host	United Nations Educational, Scientific and Cultural Organization (UNESCO), UNESCO Bangkok, International Information and Networking Centre for Intangible Cultural Heritage in Asia and the Pacific and Asia-Pacific Centre of Education for International Understanding (APCEIU)	
6. Year	2022	
7. Suggested citation	UNESCO, ICHCAP and APCEIU (2022). Bringing Living Heritage to the Classroom in Asia-Pacific – A Resource Kit. Retrieved at https://unesdoc.unesco.org/ark:/48223/pf0000383135.locale=en.	
8. Languages in which available	English, Thai, Russian	
9. Geographic area resource relates to	Asia and the Pacific Region, with global relevance, especially countries in which Asian and Pacific diasporas and communities are present	
10. Does the resource relate to a specific time frame?	No	
11. Type	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	
	Case studies	X
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to	Yes	

	museums/libraries/archives		
15. Types of institutions the resource covers	**Museums**	X	
	Archives	X	
	Libraries	X	
	Other	X	
16. Does the resource relate to specific disciplines?	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology**	X	
	Science, natural history, technology, medicine, engineering, manufacturing	X	
17. If no explicit links to collections, justification for inclusion			

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)

Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, 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
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	X
Use collections to support research that contributes to sustainable development (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	

Make decisions around collections that contribute to sustainable development more effectively	
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	X
vii. security, disaster preparedness and risk reduction	X
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
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	X
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
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)	

AIMS AND CONTENT

20. What issues does the resource aim to address?	The resource aims to promote transformative education through integrating living heritage in schools. "Integrating living heritage in school teaching and learning can enhance education quality, enliven the experiences of students and teachers, and contribute to keeping this heritage alive for current and future generations." (P.2)
21. Intended audience of resource	Policy-makers, school directors, teachers, students, parents and heritage practitioners
22. Process of development	"From the end of 2019 to early 2022, UNESCO has been working with partners to implement a pilot project "Teaching and Learning with Living Heritage in Schools" in six countries in Asia and the Pacific - including Cambodia, Kazakhstan, Kyrgyzstan, Nepal, Republic of Korea and Thailand. Over 1900 students from 21 schools had the opportunity to participate in these innovative classes. Throughout the process, 86 teachers, with more than two

		thirds being women, have developed and tested 101 lesson plans and activities." (P.2)
	23. Organisation/structure/contents	Booklet 1: What is Living Heritage? Booklet 2: Why Teach with Living Heritage? Booklet 3: Alignment with Education Priorities Booklet 4: A Six-Step Method to Guide Teachers? Booklet 5: The Role of Parents and Community Members Booklet 6: The Role of School Managers Booklet 7: The Role of Policy-makers Booklet 8: Tools and Resources Booklet 9: Teachers' Stories
FRAMEWORKS		
	24. Framework structure	
	25. Relevant policy considerations	Yes
	26. Resources for implementation identified	Yes
	27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)		
People (social sustainability)		X
Planet (environmental sustainability)		
Prosperity (economic sustainability)		X
Peace		X
Partnerships		X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)		
Gender perspectives		X
North and South perspectives		
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs		
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE		
	30. SDGs and Agenda 2030 specifically mentioned?	Yes
	31. SDGs specifically mentioned?	Yes, SDG 4 (whole resource) and SDG 6 (One specific example from Viet Nam).
	32. SDG targets specifically mentioned?	

33. SDG indicators specifically mentioned?	

SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	This open-access resource kit is helpful for educators, particularly those who work at schools. Topics and case studies presented in the resource are related to SDG targets 3.4 (promotion well-being to children and young people through living heritage), 4.1 (quality primary and secondary education), 4.5 (educate people gender equaling through living heritage), 4.7 (acquire knowledge and skills in order to promote sustainable development), 5.1 (empower girls and young women through education), 8.9 (promotion of local culture, craftsmanship and products), 10.2 (inclusion of all), 11.4 (safeguard living heritage), 11.A (strengthen ties between urban and rural areas through teaching and learning about local living heritage), 16.7 (inclusive and participatory approach to education), 17.9 (capacity building in developing countries and encourage North-South and South-South cooperation) and 17.16 (call for greater partnership for sustainable development).

35. SDGs and SDG targets the resource helps advance	
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections. Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives. Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.

education leading to relevant and effective learning outcomes	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all	Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.

women and girls everywhere	
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products	Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers). Develop and implement plans to reduce and remove negative impacts of tourism. Numbers of activities and/or products drawing on local culture. Value to artisans and source communities of activities and products drawing on local culture.
SDG 10. Reduce inequality within and between countries 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	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. Numbers and proportions of people making use of collections in relation to the demographic of the local population Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage	*11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage* Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them. Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and

| | natural heritage at risk.

Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.

Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage. |
|---|---|
| **SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable**
11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning | Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning.

Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.

Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas.

Number of outreach and other activities that promote awareness and accessibility of collecting institutions in urban and rural areas, and that promote awareness of regional development plans and risks, with opportunities for people and communities to input into such plans. |
| **SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.**
16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels | ***16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions***
16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group

Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.

Decision-making draws on diverse backgrounds, viewpoints |

		and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.			
SDG 17. Partnerships for the goals 17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation		Number and diversity of international capacity-building activities to aid implementation of each and all of the SDGs. Number and diversity of North-South, South-South, and/or triangular co-operations and partnerships to aid implementation of each and all of the SDGs.			
SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries		Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	