

FORMAT		
1. Name of resource	Learning with Intangible Heritage for a Sustainable Future - Guidelines for Educators in the Asia-Pacific Region	
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000232381 (ENG) https://unesdoc.unesco.org/ark:/48223/pf0000370380 (RUS) https://unesdoc.unesco.org/ark:/48223/pf0000370381 (UZB)	
3. Alternative location		
4. Author[s]	Janet Pillai Co-author: Vanessa Achilles Contributors: Tim Curtis, Elizabeth Cardoso Editor Ellie Meleisea	
5. Publisher/producer/host	United Nations Educational, Scientific and Cultural Organization and UNESCO Bangkok Office	
6. Year	2015	
7. Suggested citation		
8. Languages in which available	English, Russian and Uzbek	
9. Geographic area resource relates to	Asia-Pacific Region	
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?	"Thanks to the generosity of the Japanese people and government, through the support provided by Japan Funds-in-Trust, UNESCO tested an innovative teaching approach in four countries of the Asia-Pacific region: Pakistan, Palau, Uzbekistan and Viet Nam, promoting lessons tailored to the context of each school, aiming at educating a generation of young people to be engaged in building a better and more sustainable world." (P.4)	
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions	Museums	

the resource covers	Archives	
	Libraries	
	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	The resource mainly targets at schools or classroom-setting education but planning of teaching activities likely involves intangible cultural heritage and cultural objects that imply potential collaboration between collections-based institutions and schools.	
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	X	
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	X	
Make decisions around collections that contribute to sustainable development more effectively		

i.	employment (recruiting, staff training, staff safety)	X
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	
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?	<p>“This guide explains how the strategic incorporation of ICH elements and ESD principles into the curriculum can enable learners to gain the knowledge and skills that are necessary for ensuring sustainable development in the future.</p> <p>The guide provides suggestions on how institutions like museums, cultural societies, heritage organizations and ICH NGOs can partner with schools to forward intergenerational transmission of ICH.” (PP.8-9)</p>	
21. Intended audience of resource	<p>“The guide has been designed to be used by upper-elementary and lower-secondary school teachers, teacher educators in teacher education institutions, and curriculum development professionals.</p> <p>The guide would also be of interest to stakeholders from cultural institutions such as museums, cultural societies, heritage organizations and ICH non-governmental organizations (NGOs) and associations that are concerned with the continuity and vitality of local knowledge and</p>	

	practices.” (P.9)
22. Process of development	<p>“The tenth anniversary of the Convention for the Safeguarding of the Intangible Cultural Heritage and the end of the United Nations Decade of Education for Sustainable Development provide us with an excellent opportunity to reflect on some of our achievements in these fields.</p> <p>Over the two years of the project, teachers and project partners explored the richness of intangible cultural heritage in their areas, and local practitioners proudly shared their knowledge.” (P.4)</p>
23. Organisation/structure/contents	<p>Foreword Acknowledgements Glossary of Terms and Abbreviations Introduction 1 Understanding the Key Concepts 2 Combining ICH Elements and ESD Principles for Learning 3 Integrating ICH-ESD into Formal Education: Preparation, Design and Implementation 4 Visibility and Sharing 5 Reference Materials for Teachers Conclusions References</p>
FRAMEWORKS	
24. Framework structure	Safeguarding of the Intangible Cultural Heritage (2003)
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	
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?	
31. SDGs specifically mentioned?	
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 mainly helps educators and teachers better deliver teaching activities and curricula related to intangible cultural heritage in lessons of different subjects, including both humanities and sciences. It covers SDG targets 4.1 (education activities for all children and teens), 4.5 (inclusion of gender perspectives and indigenous knowledge), 4.7 (appreciation of cultural diversity), 5.1 (case studies that cover role of women and girls in ICH), 11.4 (safeguard ICH), 16.7 (inclusive and participatory education approaches), 17.9 (call for partnerships and collaborations among local groups and countries in the Asia-Pacific), 17.16 (partnerships to support developing countries in achieving SDGs).
35. SDGs and SDG targets the resource helps advance	
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 education leading to relevant and effective learning outcomes	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.

<p>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</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p>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</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>SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere</p>	<p>Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to</p>	<p><i>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</i></p>

<p>protect and safeguard the world's cultural and natural heritage</p>	<p>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.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>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.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p>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</p>	<p><i>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</i> <i>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</i></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>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.</p>
<p>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</p>	<p>Number and diversity of international capacity-building activities to aid implementation of each and all of the SDGs.</p> <p>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.</p>

and triangular cooperation					
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	