

<b>FORMAT</b>		
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4. Author[s]	International Research Centre for Intangible Cultural Heritage in the Asia-pacific Region (IRCI) Edited by IWAMOTO Wataru, NOJIMA Yoko, SASAKI Kazue and DUDKO Anastasia	
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8. Languages in which available	English	
9. Geographic area resource relates to	Asia-Pacific Region with global relevance	
10. Does the resource relate to a specific time frame?	2020-2021	
<b>11. Type</b>	Report	X
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	
	Case studies	X
	Other	
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	Museums	X
	Archives	X
	Libraries	

	<b>Other</b>	X
<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		
<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		X
<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		X
<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	X
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		
<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	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)		
<b>AIMS AND CONTENT</b>		
<b>20. What issues does the resource aim to address?</b>	“This report presents the outcomes of the two-year project ‘Research on ICH’s Contribution to SDGs; Education and Community Development,’ which was launched in FY 2020 to investigate the relationships among ICH, education, and community development, and discover the roles of ICH in acheiveing SDGs 4 (Quality Education) and 11 (Sustainable Cities and Communities).” (P. i)	
21. Intended audience of resource	Including but not limited to researchers, universities, museums, non-governmental organisations, institutions, community members within and outside of the region, and staff who work in the cultural and education sectors	
22. Process of development	“The main parts of the project were commissioned by the SDGs Platform within the ‘Platform for Future Co-creation of UNESCO Activities’ framework of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan.” (P. i)	
23. Organisation/structure/contents	Preface Table of contents Acronyms and Abbreviations 1. Summary of the Research on ICH’s Contribution to SDGs: Education and Community Development 2. Summary of the 2-year Case Study	

	3. International Symposia Appendix
<b>FRAMEWORKS</b>	
24. Framework structure	Platform for Future Co-creation of UNESCO Activities' framework of the Ministry of Education, Culture, Sports, Science and Technology (MEXT)
25. Relevant policy considerations	
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	X
North and South perspectives	
<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?	Yes
31. SDGs specifically mentioned?	Yes, the overarching SDGs mentioned are 4 (quality education) and 11 (sustainable cities and communities)  Others mentioned SDGs in case studies include 1 (no poverty), 3 (good health and well-being), 5 (gender equality), 8 (decent work and economic growth), 9 (industry, innovation and infrastructure), 10 (reduced inequalities), 13 (climate action), 16 (peace, justice and strong institutions), 17 (partnerships for goals).
32. SDG targets specifically mentioned?	Yes. SDG targets 4.7 (peace and cultural diversity) and 11.4 (strengthen efforts to protect and safeguard the world's cultural and natural heritage).
33. SDG indicators	No

specifically mentioned?	
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	This open-access report helps readers understand the significance of ICH in achieving the SDGs and its connections to education and community development. Topics and contents covered are related to SDGs 1.5 (build resilience of communities through ICH), 3.4 (ICH enhances the well-being of people in everyday life and in the museum-setting), 4.4 (informal education with ICH in museums, acquire skills needed through ICH and ICH brings job opportunities), 4.5 (ICH education for everyone), 4.7 (education for sustainable development), 5.1 (highlight and acknowledge women’s importance in ICH), 5.5 (women’s active participation in ICH-related activities), 8.5 (employment and work opportunities), 8.9 (promotion of local culture through ICH and museums), 10.2 (empower communities through ICH), 11.4 (safeguard ICH), 11.A (enhance links between urban and rural areas with ICH), 12.8 (increase awareness of sustainable development through ICH), 13.3 (local knowledge helps mitigate negative impacts on climate change), 16.7 (inclusive and participatory approaches) and 17.16 (foster partnerships through ICH).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<b>SDG 1: End poverty in all its forms everywhere</b> 1.5 By 2030, build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.	Number of collecting programmes that aim to build resilience to climate-related events and other shocks and disasters, for example by forming collections that can contribute to related educational and research programmes.  Number of educational programmes drawing on collections that incorporate resilience perspectives.  Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters.  Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters.  <i><b>Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such</b></i>

	<i>as accident insurance; and by paying fair prices to all suppliers</i>
<p><b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b></p> <p>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</p>	<p>Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard.</p> <p>Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections.</p> <p>Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.</p> <p>Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes to ensure the availability of a skilled workforce. (GRI)</p> <p>Average hours of training per year per employee by gender, and by employee category. (GRI)</p> <p>Total estimated number of individuals receiving training from the company as a result of the initiative. (e.g. employees, suppliers, distributors) (Business Call to Action)</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p>

<p>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><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 5. Achieve gender equality and empower all women and girls</b>  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><b>SDG 5. Achieve gender equality and empower all women and girls</b>  5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of</p>	<p>Number and proportion of women included in programmes, partnerships and processes relating to collections and collection-based institutions at</p> <ul style="list-style-type: none"> <li>i. foundation/entry levels</li> <li>ii. intermediate levels</li> <li>iii. senior levels, including management, leadership and</li> </ul>

<p>decision-making in political, economic and public life</p>	<p>decision-making.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>  8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>	<p>Increase in number of people in full and productive employment relating to collections, through job creation and recruitment.</p> <p>Increase in proportion of existing staff working with collections in productive employment.</p> <p>Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment.</p> <p>Removal of pay disparities by gender and/or other status for those working with collections.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>  8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</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</p>

	<p>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 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b>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</b></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><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b> 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning</p>	<p>Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning.</p> <p>Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.</p> <p>Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas.</p> <p>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.</p>
<p><b>SDG 12 Ensure sustainable consumption and</b></p>	<p><b>12.8.1 Extent to which (i) global citizenship education and</b></p>

<p><b>production patterns</b> 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><b><i>(ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></b></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>
<p><b>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.</b> 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><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></b> <b><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></b></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><b>SDG 17. Partnerships for the goals</b> 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial</p>	<p>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.</p> <p>Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving</p>

resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries		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	