

FORMAT		
1. Name of resource	Educating for Creativity - Bringing the Arts and Culture into Asian Education	
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000142086	
3. Alternative location		
4. Author[s]	UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific	
5. Publisher/producer/host	UNESCO	
6. Year	2005	
7. Suggested citation	UNESCO	
8. Languages in which available	English	
9. Geographic area resource relates to	Asia	
10. Does the resource relate to a specific time frame?	No	
11. Type	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?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
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	
17. If no explicit links to collections, justification for inclusion	This resource surveys and explores the implementation of education for the arts, heritage and culture in Asia which is useful for any heritage, cultural practitioners or people working in the creative cultural industries to have a better understanding of the scene in Asia for future collaboration and partnership.	
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		
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		
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example		X

by developing impactful partnerships	
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 arts have the potential to play a distinct and unique role in bringing the ideals of quality education into practice. As a creative medium, the arts stimulate cognitive development, encourage innovative thinking and creativity, engender understanding of the importance of cultural diversity and reinforce behavior patterns underlying social tolerance... This report includes many of the papers presented at these two meetings and an overview of the outcomes of those meetings. These papers, prepared by artists, educators, policy makers and experts in art and culture from across Asia, together reflect the convergence in the goals of the people of the various nations that make up the Asian region, and provide a comprehensive summary of the aims and achievements in arts education in Asia, and of the direction and progress of education reform efforts so far. (pp. vii-viii)
21. Intended audience of resource	Arts educators, teachers, artists, policy makers, experts in arts and culture
22. Process of development	The publication is a report for the Asian Regional Symposia on Arts Education: 1) Measuring the Impact of Arts in Education and 2) Transmissions and Transformations: Learning Through the Arts in Asia
23. Organisation/structure/contents	Contents Acknowledgements Foreword: Revisiting the Values of the Arts and Culture in Education Introduction: The Role of the Arts in Improving the Quality of Education Part I: Arts in Asian Education 1. Culture and Arts Education in Asia

	<ul style="list-style-type: none"> 2. Asia-Region Meetings on Arts in Education 3. The Case for Mainstreaming the Arts in Asian Education 4. Arts in Asian Education Case Studies 5. Policy and Reform <p>Part II: The Way Forward</p> <ul style="list-style-type: none"> 6. Research for the Future 7. Action Initiatives <p>Annexes</p>
FRAMEWORKS	
24. Framework structure	No
25. Relevant policy considerations	No
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
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	
North and South perspectives	X
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?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically	No

mentioned?	
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The SDGs are not mentioned explicitly, but this resource can help support sustainable development in various ways and address the following SDG targets: 4.1 (quality primary education), 4.2 (quality early childhood education), 4.7 (education for sustainable development), 10.2 (empowerment and inclusion of all), 17.9 (international capacity-building activity and South-South cooperation), and 17.16 (enhancement of global collaboration by multi-stakeholder partnerships).
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 all 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	Number of programmes drawing on collections that support early childhood development. Number of programmes drawing on collections that aim to prepare children for primary education.
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	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

<p>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>relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p>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</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>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> <p>Number and diversity of international capacity building programmes to aid implementation of each and all of the SDGs in Global South countries.</p>

and triangular cooperation		Financial and other forms of support to implement these programmes.			
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	