



Learning through heritage: enhancing youth engagement

Geographical scope/benefitting country(ies):	Global with pilot activities in AFR and APA (4 countries in each region)
Duration (in months):	24 months (2 years)
Name and Unit of project Officer	CLT/EO
Partner(s) institutions:	<u>In each country:</u> Ministry of Culture Ministry of Education Teachers' training institutes
Total estimated budget inclusive of Programme Support costs	USD 3,000,000

Rationale and background

Heritage plays an important role in human development as a repository of knowledge, driver of economic growth, symbolic force for stability and conveyor of meaning. It provides opportunities for providing responses to the challenges of the complex contemporary world, marked by rapid societal and environmental changes. Indeed, heritage in all its diversity and

different forms is a valuable common good for creative innovation, well-being, dialogue, employment, income generation, reconciliation and sustainability. This insight underlies the rationale of the UNESCO conventions related to heritage, which cover a broad range of heritage from natural to cultural, tangible and intangible, movable and immovable, terrestrial and underwater.

UNESCO conventions related to heritage:

- Convention for the Protection of Cultural Property in the Event of Armed Conflict – 1954
- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property – 1970
- Convention concerning the Protection of the World Cultural and Natural Heritage – 1972
- Convention on the Protection of the Underwater Cultural Heritage – 2001
- Convention for the Safeguarding of the Intangible Cultural Heritage – 2003

Throughout the world, heritage today faces a growing number of threats and pressures – from environmental factors, socio-economic changes, armed conflict, natural disasters, or even sheer neglect from lack of recognition and valorization for the well-being and development of societies. In order to ensure concerted action in preserving and safeguarding heritage, it is important to mobilize a broad spectrum of stakeholders. One important group to engage is children and youth, who will play an instrumental role in sustaining heritage in all its diverse forms in the years to come. The project will articulate materials that address the different needs, aspirations, capacities and contributions of girls and boys.

With a view to strengthen the role of children and youth in the long-term promotion, protection and transmission of all forms of heritage, as reflected in the UNESCO conventions, it is not enough to raise awareness about and increase appreciation for heritage in its diversity, but also to actively facilitate the right to access and enjoy heritage in all aspects of public policy and action applying a gender-responsive approach.

The lack of awareness of the value of heritage and the lack of opportunities to engage in preserving and safeguarding heritage in the public sphere not only puts the heritage in risk of being irremediably lost. It also impoverishes the younger generation's sense of identity and belonging within its respective socio-cultural continuum, and thus limits its ability to engage and contribute meaningfully to society at large. Education plays a critical role in this regard. UNESCO studies conducted in the Asia-Pacific region show for instance that educational programmes which valorize and integrate heritage and local knowledge yielded multiple benefits in the area of self-development, improved social skills and improved economic prospects. In addition, such programmes also lead to improved learning outcomes by keeping learners more engaged.

With a long-term view to strengthening the protection of heritage in all its forms, facilitating access to and enjoyment of heritage among the younger generation as related to development of their self-identities, as well as to contributing to improved learning outcomes, it is proposed to develop a comprehensive programme for heritage education.

Why UNESCO?

As the leading agency in the heritage field, UNESCO has pioneered and set the standard for a number of education and awareness raising programmes linked to various dimensions of heritage. These notably include:

- the **World Heritage Education Programme** (since 1994) and its different components:
World Heritage in Young Hands Kit for secondary school teachers (exists in 37

languages), youth fora, teacher-training workshops, the Volunteers Initiative and the different tools developed within this programme.

- informational materials aimed at children under the **Underwater Cultural Heritage Education Programme**, including a children's website, a children's iPad application, a series of children cartoons, various children plays as well as a special set of materials on underwater heritage from World War I.
- educational materials for children on the protection of movable cultural heritage and the fight against its illicit trafficking, such as cartoons, info-graphic movies and informational kits adapted to different regions of the world.
- A pilot project entitled "**Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development**" (2013-2014) currently being piloted in the Asia-Pacific region
- the **South-East Asian Traditional Children's Games** project (2009-2010), including guidelines for deploying games-based curriculum in schools
- heritage education materials developed specifically in the context of various countries in cooperation with relevant authorities and agencies, for instance Viet Nam and Pakistan

However, there is so far no education programme for young people, which takes into account a comprehensive approach to heritage in all its different dimensions and diversity. Furthermore, there is also still no programme which interrogates the relationship between all forms of heritage and education, with a view to finding ways for education to become a mechanism for valorizing local identity and values as embodied by heritage, and for enhancing appreciation of others' heritage and values.

The need for such a comprehensive and innovative programme for heritage education is critical, given growing recognition of the interconnections among the various forms of heritage and the role of heritage in our lives, particularly from a broader development and societal perspective. It also increases awareness within the heritage field of the need to articulate integrated responses to heritage safeguarding, particularly in ways which reflect the inter-linkages among the principles of the relevant UNESCO conventions.

Overall Goal/Objective

The long-term goal of this heritage education programme is to facilitate the engagement of children and youth in the promotion, protection and transmission of all forms of heritage, in a manner which makes heritage relevant and meaningful to their own development trajectories. As part of this integrated approach, it shall facilitate and show the links among the various forms of heritage as well as illustrate the value of all forms of heritage. The targeted age group are secondary school students.

In terms of overall development impact, the programme aims to strengthen protection and continued transmission of various forms of heritage by enhancing the younger generation's opportunities and capacities to enjoy and integrate their heritage in the construction of their identities and life paths thereby contributing to the quality and relevance of their education. It also aims to broaden the young generations' understanding of the world's diverse culture and natural environments.

With a view to introducing heritage-topics into the educational system, the programme aims in the initial stage at building the capacity of teachers, ideally through existing teacher training institutions, to understand the concept of heritage in all its forms and to introduce diverse forms of heritage in a classroom context to promote the above-mentioned goals. While teachers are the initial primary target, this methodology will provide a mechanism for

eventually reaching out to a large group of children and youth both in the pilot phase and in the expansion phase.

In order to address both the global and the local levels, the programme will be implemented through two intertwined steps:

- At the global level, UNESCO will develop a generic “teacher’s resource pack on using all forms of heritage in education” including two modules: one on key contents and messages related to heritage (definitions, principles, national and international cooperation) and one on methodological guidelines on how to use it in teaching, in consultation with international and regional experts, and with inputs and feedback from the local level.

- At the local level, pilot countries will use these two modules to train a team of facilitators, which will then work with teacher-training institutions on developing adapted educational resource materials (teacher training materials, lesson plans, sample curricula and content) to fit their respective contexts.

The pilot activities will be facilitated by a national team and driven by practitioners, including educators, culture bearers as well as heritage practitioners. The pilot activities will at the same time benefit from guidelines and mentoring from UNESCO and regular exchange activities at the regional and global levels, ensuring cross-sharing of experiences and lessons learned. Whenever possible, students will be involved in activities in order to ensure their active participation in the programme from the very outset.

Through a feedback loop, and the combination of both top-down and bottom-up approaches, lessons learned from the pilot activities will then be re-visited at the global level, in order to refine the core messages about heritage and to generate core methodological principles and best practices for heritage education. These will be packaged in the form of a “core resource pack” aimed at teachers, which is meant for global distribution.

The two-step approach allows for a balance of universal and endogenous content and approaches – ensuring, on the one hand, that key messages that are embodied in the UNESCO conventions are clearly articulated and communicated for maximum visibility and impact around the world. On the other hand, it also recognizes the diversity of cultural contexts and educational systems, which will be reflected to some extent in the pilot countries, and allows space for bottom-up approaches to formulating materials which express local aspirations and address local concerns and challenges in a most appropriate manner.

This project will be implemented in several phases, tentatively:

- Phase 1 (pilot phase)
- Phase 2 (expansion phase)
 - National roll-out of heritage education methodology and materials in schools in the original pilot countries
 - Expansion to other countries (development of customized country-level materials)

The specific objective for Phase 1 will be to develop heritage education training and resource materials for teachers, which can be used by teacher training institutes for both pre-service and in-service training. Through the training on heritage education, teachers will gain a better understanding about heritage, what it is, why it is important, and how this knowledge can be used in classroom to improve the quality and relevance of their education.

The pilot programme will focus on:

- (i) articulating the core materials regarding heritage and
- (ii) developing and refining a methodology for heritage education along with sample resource materials and content aimed at teachers, which will be tested with teachers in selected schools in pilot countries in Africa and Asia-Pacific regions.

In terms of concrete outputs, at the global level, the first phase will result in a “teacher’s resource pack on using all forms of heritage in education” for world-wide distribution. It will contain:

- (i) a module on “understanding heritage” which covers the key concepts and messages regarding heritage that are formulated in line with the principles of the UNESCO conventions; and
- (ii) a module containing methodological guidelines and teaching resources for integrating heritage - in its diverse forms – in teaching.

At the country-level, country-specific resource materials aimed at teachers will also be generated. While the global resource pack will be in English, these country-based resource materials will be developed in the national language. They will introduce the key messages with a stronger focus on the country’s heritage and will adjust the methodology for heritage education to the specific context of the country.

A selection of the most innovative materials emerging from the pilot countries will be included as illustrative examples in the global resource pack.

Main expected results

Expected Result 1

A core training programme and modules on using heritage in education for teachers is available globally

Expected Result 2

Local training programme and modules on heritage education for teachers is available in pilot countries

Expected Result 3

Results of the integrated heritage education pilot programme for teachers are disseminated

Activities and outputs/deliverables relating to the achievement of expected results

Activity 1 – expected results 1

Set-up of quality control and technical oversight mechanisms at the global level

Output/deliverable 1.1

Project management team and multi-disciplinary expert committee set-up

Output/deliverable 1.2

Global / regional working sessions organized to develop core material (including by using IT for communication)

Activity 2 – expected results 1

Development of a core module on Understanding Heritage in all its forms for teachers

Output/deliverable 2.1

Core messages and materials developed, tested and refined

<p>Activity 3 – expected results 2 Development of a core module on methodology and guidelines on the use of all forms of heritage in teaching</p>
<p>Output/deliverable 3.1 Core methodology and materials developed, tested and refined</p>
<p>Activity 4 - expected results 2 Set-up of quality control and technical oversight mechanisms in each pilot country</p>
<p>Output/deliverable 4.1 Multi-disciplinary team set-up in each of the 8 pilot countries</p>
<p>Output/deliverable 4.2 National meetings organized</p>
<p>Activity 5 - expected results 2 Customization of the core training programme and modules on Understanding Heritage in all its Forms for teachers in each pilot</p>
<p>Output/deliverable 5.1 National facilitating teams trained to use the core materials in their work with teacher-training institutions</p>
<p>Output/deliverable 5.2 Methodology and training materials customized, tested and refined (ready for roll-out)</p>
<p>Output/deliverable 5.3 Sample lesson plans are available</p>
<p>Activity 6 - expected results 2 Capacity-building for teachers</p>
<p>Output/deliverable 6.1 Workshops with teachers organized</p>
<p>Output/deliverable 6.2 Methodology tested in classroom with students</p>
<p>Activity 7 - expected results 3 Visibility in the pilot countries</p>
<p>Output/deliverable 7.1 Interest from Teachers Training Institutes (TTIs)</p>
<p>Output/deliverable 7.2 Meetings organized with key stakeholders and policy makers</p>
<p>Activity 8 - expected results 3 Visibility at the global level</p>
<p>Output/deliverable 8.1 Presentation of results and outputs in global and regional fora</p>

Beneficiaries and stakeholders

The immediate target of this project will be teachers from the secondary level. Through the project, they will be exposed to innovative teaching techniques which aim to increase learning outcomes while keeping students engaged.

The ultimate beneficiaries will be students who are children and youth. Through the project, students in participating pilot schools will gain awareness about heritage in general, and their own heritage specifically. Eventually, beneficiaries will also be youth in the non-formal learning spheres (out of school youth, disadvantaged youth groups, etc.).

Indirectly, the community as a whole will benefit from a young generation aware of the value of its heritage in all different forms.

The key stakeholders include:

- Ministries of Culture and Education and teacher training institutes.
- A multi-disciplinary team, selected by each partner country, will be set up in each country to customize generic materials and adapt the methodology to the local teaching context.

Implementation strategy

UNESCO will be responsible for the overall implementation and coordination of the project. The project will be implemented by UNESCO's Culture Sector in close cooperation with the UNESCO Education Sector (both at HQ and in the relevant Field Offices), national authorities (in particular Ministry of Culture, Ministry of Education and teacher training institutions), with the support of National Commissions for UNESCO, as well as expert inputs from relevant universities, NGOs, education providers, culture bearers and heritage practitioners.

UNESCO also seeks to identify influential partners in order to establish strategic partnerships and to ensure a wide dissemination of its materials and content messages.

Implementation shall be conducted in a manner that is cost-effective and timely and in making efforts to establish the most relevant and useful forms of cooperation for the achievement of the project goals.

The project will be conducted in two parallel streams, one at the global level, one at the national level in selected pilot countries cross-fertilizing each other.

At the global level, a multi-disciplinary team of experts will work on developing a global "teacher's resource pack on integrated heritage education", which will contain generic content on heritage education. This resource pack will introduce:

- (1) Information on heritage in all its forms, presented in an integrated and easily-accessible manner while ensuring alignment with the principles promoted in the UNESCO conventions.
- (2) A methodology for teachers to integrate information on and appreciation of heritage in teaching subjects in schools.

Multi-disciplinary national teams will be set-up to customize, test and refine these materials and methodology in pilot counties. This process will involve the customization of materials, training of teachers on heritage as well as on the methodology, development of sample materials and lesson plans by the trained teachers, sample lessons conducted with students, feedback/evaluation and adjustment of materials.

Lessons from the various pilots will be incorporated in the core resource pack.

In order to ensure consistency in the interpretation, testing and customization of the modules in the various pilot countries, global and regional-level meetings will be set-up, involving UNESCO, experts and the national focal points.

Sustainability and exit strategy

With a view to mainstreaming the programme methodology and resource materials in a more systemic and long-term manner, the project will seek collaboration from Ministries of Education and teachers' training institutions to adopt the teacher's resource packs and their proposed methodology. Beyond the scope of this specific project, but through well-established UNESCO channels, UNESCO will advocate for formal incorporation of the methodology in the national curricula where relevant. Eventually, outreach will extend to larger group of children and youth in the non-formal learning spheres (out of school youth, disadvantaged youth groups, etc.).

Annex 1: Draft timeline – overview

Level	Tasks	Responsibility	Participants / actors	Year 1												Year 2											
				1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Global																											
	Set-up multi-disciplinary experts team / committee	UNESCO		X	X																						
	Develop core messages and skeleton guidelines	Experts	UNESCO			X	X	X	X																		
	Identify national focal points & partners	UNESCO	Expert committee			X	X	X	X																		
	First global working session with experts and national focal points	UNESCO	National team, experts							X																	
	Regional working session Asia-progress	UNESCO	National team, experts											X													
	Regional working session Africa - progress	UNESCO	National team, experts											X													
	Analysis and comparison of progress in both regions, adjustment of project if needed	Experts	UNESCO											X	X												
	Second global session with national focal points	UNESCO	National team, experts						X												X						
	Adjustment of core messages (ongoing, based on findings from pilot)															X	X	X	X	X							
	Compilation of information, global manual	Experts	UNESCO																		X	X	X				
	Launch	UNESCO																					X				
	Advocacy / Visibility events	UNESCO																			X	X	X	X	X		
National	First working session with national partners	National focal point	National team , expert, UNESCO							X																	
	National teams customize core messages and develop teaching materials	National focal point	National team								X	X	X	X	X	X	X	X	X	X							
	Teachers' training										X	X															
	Testing in schools and teachers' training centers		National team								X	X	X	X	X	X	X	X									
	Second working session with national partners	National focal point	National team , expert, UNESCO											X													
	Refining materials	National focal point	National team												X	X	X	X									
	Launch / Results' sharing / advocacy	National focal point	National team , expert, UNESCO																		X	X	X	X	X		