ROUNDTABLE:

Learning with intangible cultural heritage in education

Side event at the eleventh session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage

Concept note

Date & time:	Tuesday, 29 November, 2016 from 1.15 to 2.30 p.m.
Venue:	Conference Room 1, United Nations Economic Commission for Africa Conference Centre
Languages:	English with French interpretation
Conveners:	UNESCO Intangible Cultural Heritage Section and the UNESCO International Institute for Capacity Building in Africa (IICBA)
Background:	Education can play a valuable role in safeguarding intangible cultural heritage, in particular through teachers. This is why the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage includes a reference to 'transmission, particularly through formal and non-formal education,' as part of the proposed safeguarding measures (Article 2.3). Accordingly, States Parties are encouraged to ensure, within their respective educational systems and policies, the 'respect for' and 'enhancement of' intangible cultural heritage in society (Operational Directives, paragraph 180).

Similarly, the 2030 Agenda for Sustainable Development targets 'promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development' to achieve Goal 4 on quality education and lifelong learning opportunities for all.[1] In this regard, intangible cultural heritage can provide an incredibly rich resource, which is why UNESCO promotes its incorporation in education programmes in all relevant disciplines and encourages countries to fully harness the potential of traditional modes and methods of transmitting intangible cultural heritage within education systems.[2]

UNESCO has organized several initiatives focusing on bringing together intangible cultural heritage and education.[3] Most recently, in 2015, UNESCO launched two initiatives on learning with intangible cultural heritage in formal education. The first, Learning with Intangible Heritage for a Sustainable Future, involved four pilot projects in Asia (Pakistan, Palau, Uzbekistan and Viet Nam). The team in each country worked to build the capacity of teachers to incorporate intangible heritage and the principles of education for sustainable development into teaching and learning practices.[4]

The second initiative, also in Asia and the Pacific, was a Regional Symposium to Promote the Integration of Intangible Cultural Heritage at Post-Graduate Levels in Higher Education.[5] Further work is planned on both

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1. A/RES/70/1 – *Transforming our world: the 2030 Agenda for Sustainable Development*.

2. *Intangible Cultural Heritage and Sustainable Development*. Brochure available from: http://www.unesco.org/culture/ich/en/kit

3. Such initiatives include, for example, UNESCO-ACCU Expert Meeting on Transmission and Safeguarding of Intangible Cultural Heritage through Formal and Non-formal Education, Chiba, Japan, 21 to 23 February, 2007; Intangible Cultural Heritage, Education and Museums, UNESCO Arts in Education Observatory; and Intangible Cultural Heritage and Education: Experiences, Good Practices, Lessons Learned, eighth annual meeting of the South East European Experts Network on Intangible Cultural Heritage, Limassol, Cyprus, 15 and 16 May, 2014.

4. For further details, see: http://www.unescobkk.org/culture/ich/ichesd/

5. For more information, including the Background note, see: http://www.unesco.org/culture/ich/en/events?meeting_id=00504

these initiatives with, for example, a second regional symposium on intangible cultural heritage in higher education planned in Latin America and the Caribbean.

In Africa, several countries have taken steps to integrate intangible cultural heritage in education.[6] At the regional level, the African Union has adopted the Charter for African Cultural Renaissance in which, among other things, States commit to 'access to education and culture for all segments of the population' and to 'protect and develop tangible and intangible cultural heritage'.[7] Furthermore, the African Union has put both culture and education high on their Agenda 2063: The Africa We Want.[8]

The UNESCO International Institute for Capacity Building in Africa (IICBA), which aims to strengthen teacher development in Africa, has some experience already in integrating intangible cultural heritage in teacher development in Africa and is committed and well placed to take a lead in this field.

Objective: The goal of the side event is to share recent experiences from UNESCO and States Parties on intangible cultural heritage in education, encourage discussion and generate interest and ideas for future work on this topic, such as policy briefs or operational projects.

Participants: Representatives of States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage, accredited NGOs, facilitators from the UNESCO network and individual experts present at the eleventh session of the Intergovernmental Committee interested in intangible cultural heritage and education.

Format: The 75-minute roundtable discussion will include introductory remarks from the co-organizers and then a moderator will lead a **Q & A style discussion session**.

Moderator:
- **Jyoti Hosagrahar**, Director, Division for Creativity

Speakers:
- **Yumiko Yokozeki**, Director, International Institute for Capacity Building in Africa (IICBA)
- **Mahama Ouedraogo**, Acting Director, Department of Human Resources, Science and Technology, African Union Commission
- **Tim Curtis**, Secretary, Convention for the Safeguarding of the Intangible Cultural Heritage
- **Sajida Vandal**, UNESCO facilitator, Project 'Learning with intangible cultural heritage for a sustainable future': the case of Pakistan
- **Nigel Encalada**, Director, Institute for Social and Cultural Research of the National Institute of Culture and History, integrating intangible cultural heritage in the curriculum of Belize
- **John De Coninck**, Technical Advisor, Cross-Cultural Foundation of Uganda

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6. Examination of the reports of States Parties on the implementation of the Convention and on the current status of elements inscribed on the Representative List of the Intangible Cultural Heritage of Humanity (Document ITH/15/10.COM/6.a).

7. *Charter for African Cultural Renaissance.* Available at: http://www.au.int/en/treaties/charter-african-cultural-renaissance

8. Agenda 2063: The Africa We Want. Documents available at: http://agenda2063.au.int/en/documents/list-all-documents-agenda-2063-15-july-2016