Promoting Intangible Cultural Heritage for Educators to Reinforce Education for Sustainable Development in the Asia-Pacific Region

Project Document

Pilot Countries: Palau, Pakistan, Uzbekistan and Viet Nam

Time Frame: 18 months (January 2013 – June 2014)

Funding source: Japanese Funds-in-Trust (JFIT)

Executive Summary:

The UN Decade of Education for Sustainable Development will end in 2014. This target date provides a stimulus to accelerate progress towards achieving the aims of the decade. Underlining the importance of sustainable development is the necessity to re-orient education systems in a manner that is cognizant and inclusive of local cultural practices and knowledge systems. Having evolved over generations in specific ecological and social contexts, these practices and knowledge systems, instilled in our intangible cultural heritage (ICH), form the basis for sustainability in all its dimensions. Widespread adoption of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003) provides a great opportunity for understanding and safeguarding ICH through ESD.

As a result, UNESCO Bangkok has developed a project to raise awareness and capacity of teachers to incorporate ICH in forms of local knowledge and practices into teaching and learning in order to reinforce cultural diversity to drive towards sustainability. Designed as an inter-sectoral collaboration between UNESCO's Education and Culture sectors, the project aims to identify and promote innovative approaches in integrating ICH into learning environments and curricula at the secondary school level in four pilot countries – Palau, Pakistan, Uzbekistan and Viet Nam – selected to represent the diverse socio-cultural environments of the Asia and Pacific region.

Through the project, teacher educators, teachers, students and communities, as well as policy and decision makers, will be engaged in appreciating the relevance of their ICH as a mainspring of cultural diversity and a commitment to sustainable development. The project will facilitate new pathways of inter-generational transmission that is central to the vitality of ICH.

The project consists of four components:
1. Formulating principles and methodologies for incorporating ICH into teaching and learning within an ESD framework.
2. Facilitating the development of locally-customized guidelines and material for incorporating ICH into teaching and learning in schools in four pilot countries.
3. Conducting a regional synthesis exercise to highlight the lessons learned commonalities as well as diversities among the four pilot projects.
4. Preparing policy-level advocacy materials and activities to showcase achievements and share lessons learned.

The outcome of this project will be used to seek support from policy makers and educators in the four pilot countries to scale up their activities more broadly into their education system, and to encourage Member States to adopt and adapt the project methodology in their own countries.

1. Background/Context

The upcoming closure of the United Nations Decade of Education for Sustainable Development in 2014 presents an opportunity to accelerate progress towards achieving the aims of the decade. As emphasized by the Director-General of UNESCO, Education for Sustainable Development (ESD) is based on the fundamental interdependence of environment, economy, society and cultural diversity, which together form the key to a better and more just world in the 21st century.

Within this scope, this project seeks to reinforce the centrality of cultural diversity as a fundamental part of ESD. ESD can be used as the platform to re-orient education systems towards sustainability in a manner that is cognizant and inclusive of local cultural practices and knowledge systems. Having evolved over generations in specific ecological and social contexts, these practices and knowledge systems form the basis for sustainability in all its dimensions.

These practices and knowledge systems are parts of our intangible cultural heritage (ICH), which comprises of oral traditions, performing arts, social practices, rituals and festive events, traditional craftsmanship, knowledge and practices concerning nature and the universe. The widespread adoption of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage highlights the concern and commitment of Member States to protect and foster ICH, which is at risk of deterioration, disappearance and destruction due to the processes of globalization and social transformation.

As the lead UN agency on education and culture, UNESCO has an important role to play in the promotion of both ESD and ICH. Using ESD as the pedagogical framework, the project will raise awareness and capacity of teachers to incorporate ICH into teaching and learning in order to reinforce cultural diversity to drive towards sustainability.

Designed as an inter-sectoral effort between UNESCO's Education and Culture sectors, this project aims to identify and promote innovative approaches in integrating ICH into learning environments at the secondary school level in four pilot countries – Palau, Pakistan, Uzbekistan and Viet Nam – selected to represent the diverse socio-cultural environment of the Asia and Pacific region. The project will establish a methodology, and yield pilot outputs and policy-level recommendations for future mainstreaming in a larger scale.

The project will engage teacher educators, teachers, students and communities, as well as curriculum developers and policy-makers, in renewing their appreciation of the relevance of their ICH as a mainspring of cultural diversity and a commitment to sustainable development. ICH content will be incorporated into educational curricula for in-class teaching and learning as well as co-curricular activities, paying particular attention to the contribution and participation of community members, such as local elders and cultural practitioners, in providing local knowledge and wisdom. This will encourage students to learn by re-connecting with their local culture and environment. At the same time, the project will facilitate new pathways of inter-generational transmission that is central to the vitality of ICH.

2. Objectives

1) To equip educators and learners in the 4 pilot countries with the knowledge and skills to understand ICH that is conducive to sustainable behaviours, lifestyles and practices grounded in traditional wisdom;

2) To immerse the education sector from the 4 pilot countries in the importance of integrating validation for, and cultivation of, local identities and knowledge systems into the formal education system; and

3) To raise awareness in the 4 pilot countries and throughout the region about the value and importance of ICH as a form of education that can promote sustainability of local traditions and knowledge.

The following results are expected:

1. Both regional generic principles and methodologies and locally-customized guidelines and materials for incorporating ICH into teaching and learning in schools developed.

2. Increased awareness amongst policy and decision makers from the Education and Culture sectors on mainstreaming the approaches to incorporate ICH into schools and other education channels

3. Project Justification

The target date for the United Nations Decade of Education for Sustainable Development is approaching rapidly. There are still many challenges in meeting the DESD goals. Efforts made in the early stages of the decade have raised much awareness of ESD, but most of the interventions made were initiated within the Education sector. Recognizing that ESD has multiple pillars – society, economy, environment and culture – it is therefore important for stakeholders in all sectors to collaborate to achieve the objectives of the decade.

The centrality of cultural diversity is a fundamental part of ESD. To re-orient education systems towards sustainability, it is necessary to recognize and include local cultural practices and knowledge systems which are instilled in ICH. Through globalization and social transformation, there is great concern that much of ICH is at risk of being lost. This has led to increasing urgency to protect and foster ICH according to the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage (2003).

Acknowledging the vital role of teachers in the transmission of the knowledge and values, UNESCO Bangkok has implemented projects on re-orienting teacher education towards ESD with support from JFIT. Using the experiences gained, and taking advantage of UNESCO's role as the lead UN agency for education and culture, UNESCO Bangkok has a unique advantage in implementing an inter-sectoral project between Education and Culture sectors, drawing on the inter-linkages between ESD and ICH.

LOGFRAME MATRIX

	Intervention logic	Objectively verifiable indicators of achievement/benchmarks	Sources and means of verification	Assumptions and risks
Development Objective(s)	Educators and learners are equipped with the knowledge and skills to understand (and apply/engage in/with) ICH that is conducive to behaviours, lifestyles and practices (enrooted in traditional wisdom) which contribute to sustainable development.	• Gaps in teacher education policies, curricula, materials and pedagogies to integrate ICH/ESD identified and addressed by target countries with guidance from UNESCO	• National curriculum • Research reports from national experts	• A common understanding about the inter-relationship between ICH and ESD exists amongst relevant stakeholders (e.g. MOEs, TEIs)
Immediate Objectives or Project Goals	Encourage the integration of ICH and ESD in school curricula by providing reference material and policy recommendations tested during the pilot in 4 countries.	• Number of case studies and policy recommendations developed • Repository of lessons learned (challenges and opportunities) • Guidelines for adaptation	• Pilot case studies • Policy recommendations • Materials for educators, school administrators and curriculum developers on integrating ICH via ESD into the education sector	• Cooperation between different ministries in supporting project • Willingness of schools to be involved in project • Willingness of local community members to be involved
Expected Results	**Expected Result 1** Both regional generic principles and methodologies and locally-customized guidelines and materials for incorporating ICH into teaching and learning in schools developed.	**Performance Indicator(s):** • Number of case studies on ICH in education (in all countries) documented and shared • Number of national level guidelines and materials developed by national teams • Number of stakeholders contributing to guidelines development and testing, including teachers, community members, policy-makers	• Case studies • Reports from participating TEIs/pilot schools • Monitoring and evaluation reports from national teams	• Commitment of regional experts, national and local resource people

	Expected Result 2 Increased awareness amongst policy and decision makers from the Education and Culture sectors on mainstreaming the approaches to incorporate ICH into schools and other education channels	**Performance Indicator(s):** • Number of policy makers engaged in the integration of ICH/ESD into the education sector • Policy recommendations • Range of dissemination of the advocacy material (pilot findings)	• Advocacy materials (including policy recommendations) • Events and list of participants • Project report	• Interest of policy makers in ICH and ESD • No turnover of policy makers, i.e. same policy makers throughout the duration of the project
Activities	**Component 1: Regional Framework Development** • Identify regional institution (preliminary research and consolidation of findings) • Identify lead national counterparts (Culture and Education sector) who will be conducting the pilot project in selected countries • Organize a regional meeting to develop the generic principles and methodologies • Consolidate meeting outcomes and develop a draft customized framework for pilot activities in selected countries based on overall project methodology	• Comparative research conducted on existing practices • Principles and methodology for integration of ICH into education channels developed • Tentative framework for each pilot country developed, based on the overall project methodology • Number of national counterparts involved in the regional framework development	• Preliminary research findings • List of national counterparts • Regional meeting report • Regional framework/methodology guideline	N/A
	Component 2: Preparation of National Guidelines, Pilot Study and School Testing at the Secondary Level • Appoint national teams • Develop national level guidelines (adapted from regional model)	• Number of participating stakeholders (in a given role, i.e. curriculum, TEI, ICH experts, etc.) • Number of pilot schools and TEIs identified for participation	• List of national team members • National guidelines and report • Pilot materials for integration into schools	

	• Develop materials for piloting • Introduce guidelines and materials in pilot schools/communities • Collect feedback from teachers, students and other involved stakeholders • Describe the methodology and compile results and lessons in a national report	• Number and quality of national level ICH/ESD frameworks • Number of teachers/teacher educators participating in the pilot • Number of students exposed to piloting of ICH/ESD materials		

	Component 3: Regional synthesis
	• Organize a meeting of regional experts and national teams to:
	  - Review and consolidate national reports, including the teaching guidelines/materials emerging from the pilot projects
	  - Review and finalize the overall project methodologies
	  - Develop policy-level recommendations based on the outcomes of the pilot projects.
	• Create an online repository of reports, curricula and pedagogical materials that can be used as a reference for future implementation in the region
		• Number of reports and findings
		• Number of policy recommendations identified and developed
			• Consolidated report of pilot tests
			• Policy recommendations for integration into the education sector
			• Content of the online repository of information	

	Component 4: Policy-level advocacy • Identify the most efficient advocacy mechanism in pilot countries • Prepare advocacy materials, based on national findings and regional	• Number of targets for advocacy lobbying identified • Number of events in the region where the project's findings are presented		

	materials • Engage in advocacy activities with relevant decision makers in pilot countries • Disseminate the results of the pilots and the materials using existing Education and Culture networks in the whole Asia-Pacific region.		

1. Detailed Activities

Component 1: Regional Framework Development

As the first step, a regional institution with experience in ICH and/or ESD will be identified. Resource people from both the Culture and Education sector in the four target countries will also be contacted. Together, they will develop a set of generic principles and methodologies for incorporating ICH into teaching and learning within an ESD framework. Advisors and mentors with rich experience in ICH from institutes such as the ICH Category II Centre in Japan (International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region - IRCI) will be called upon for their assistance.

1.1. Identification of a regional institution who will conduct preliminary research and consolidate findings, in close collaboration with UNESCO Bangkok
1.2. Identification of lead national counterparts (in both culture and education) who will be conducting the pilot project in select countries
    1.2.1. Secure commitment of key participants to engage in pilot testing of ICH/ESD integration into teacher education institutes (TEIs)/schools
1.3. Organization of a regional meeting to develop the framework/methodology for ICH/ESD integration into TEIs/schools
1.4. Regional institution: consolidation of meeting outcomes to finalize the overall ICH/ESD project methodology and framework

Component 2: Preparation of National Guidelines & Pilot Study

Using the principles and methodologies developed in the first step, pilot projects in the four selected countries will be conducted to develop locally-customized guidelines and sample material for incorporating ICH into teaching and learning in schools. Existing materials could also be tested and evaluated. Each pilot team will select a teaching subject. In collaboration with local knowledge-bearers, they will then identify the ICH elements appropriate to teach this subject in the local context and with particular relevance to sustainability challenges in that place.
The guidelines and materials will be introduced in pilot schools. This will allow the national team to collect feedback from teachers, students and other involved stakeholders in order to refine the national guidelines.

2.1 Appointment of national teams, including the lead national counterparts identified in component 1, researchers and other relevant partners
2.2 National level guidelines development (adapted to the local context; to pilot in schools)
2.3 Development of materials for piloting; already existing materials can also be collected for further testing and refining (teachers/local experts/UNESCO Field offices)
2.4 Guidelines and materials introduced in pilot schools
2.5 Feedback from teachers, teachers, community members and other involved people collected
2.5 Methodology used in the pilot, results of the work and lessons learnt compiled in a national report

Component 3: Regional Synthesis and Policy-level Advocacy

A regional synthesis exercise will be conducted to highlight the lessons learned, commonalities as well as diversities among the four pilot projects. A meeting of the pilot project implementers will be convened (face-to-face or via video-conferencing as far as is possible) to share experiences and challenges encountered during the pilot activities.

Documents and materials developed during this pilot project will be collated in a structured website for reference and future implementation in the pilot countries and all over the region.

3.1 Meeting of regional institution and national teams
      3.1.1 Review and consolidation of national reports, including the teaching guidelines/materials emerging from the pilot projects
      3.1.2 Review and finalization of the overall project methodologies
      3.1.3 Development of policy-level recommendations based on the outcomes of the pilot projects.

3.2 Creation of an online repository of reports, curricula and pedagogical materials that can be used as a reference for future implementation in the region

Component 4: Policy-level advocacy
The project will wrap up with policy-level advocacy activities to showcase achievements and share lessons learned from the four pilot national projects with educational decision makers across the Asia-Pacific region. This component will be conducted with a view to encourage policy-level actions to mainstream the incorporation of ICH into schools and other educational channels, by bringing about needed changes such as curriculum reform, new approaches to teacher training and improvement of pedagogical techniques to allow community-based learning.
The main focus of the advocacy effort will be undertaken in the 4 pilot countries. This process will be customized in each country to reach decision-makers more efficiently. The advocacy effort will also be extended regionally with the dissemination of the results through existing regional information networks.

4.1 Pilot teams identify the most efficient advocacy mechanism, based on the local context
4.2 Pilot teams prepare advocacy materials, based on their findings and the regional materials
4.3 Pilot teams engage in advocacy activities with relevant decision makers in their own country, i.e. organization of a meeting or participation in existing national consultation process
4.4 Coordinating team disseminate the results of the pilots and the materials using existing Education and Culture networks in the whole Asia-Pacific region.

Work plan

Activities	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Regional Framework Development																		
Project Component 1	Identify regional institution (preliminary research and consolidation of findings)		▨	▨															
	Identify lead national counterparts who will be conducting the pilot project in selected countries		▨	▨															
	Organize a regional meeting to develop the generic principles and methodologies				▨														
	Consolidate meeting outcomes and develop a draft customized framework for pilot activities in selected countries based on overall project methodology					▨													
	Preparation of National Guidelines. Pilot Study and School Testing at the Secondary Level																		
Project Component 2	Appoint national teams						▨	▨											
	Develop national level guidelines (adapted from regional model)								▨	▨									
	Develop materials for piloting								▨	▨									
	Introduce guidelines and materials in pilot schools/communities									▨	▨	▨	▨						
	Collect feedback from teachers, students and other involved stakeholders									▨	▨	▨	▨						
	Describe the methodology and compile results and lessons in a national report												▨	▨	▨				
	Regional Synthesis																		
Project Component 3	Organize a meeting of regional partner and national teams to: -Review and consolidate national reports, including the teaching guidelines/materials														▨	▨	▨		

	emerging from the pilot projects -Review and finalize the overall project methodologies -Develop policy-level recommendations based on the outcomes of the pilot projects.														░	░	░				
	Create an online repository of reports, curricula and pedagogical materials that can be used as a reference for future implementation in the region														░	░	░				
Project Component 4	**Policy-level Advocacy**																				
	Prepare advocacy materials, based on national findings and regional materials																░	░			
	Engage in advocacy activities with relevant decision makers in pilot countries																░	░	░		
	Disseminate the results of the pilots and the materials using existing Education and Culture networks in the whole Asia-Pacific region.																░	░	░		
Submission of Final Report **(applicable for the final year of the project)**																					░