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Intangible Cultural Heritage

Safeguarding intangible cultural heritage through formal and non-formal education in Latin America and the Caribbean ¹

Geographical scope/benefitting country(ies)	Latin America and the Caribbean Chile, Ecuador, Guatemala, Peru
Type of funding	Earmarked voluntary contribution to the Intangible Cultural Heritage Fund received from the Kingdom of the Netherlands
Amount	111,00 USD (100,00 EUR)
Implementing field office(s)	UNESCO Santiago in collaboration with UNESCO Guatemala - UNESCO Lima - UNESCO Quito
Reporting period	February 2021- October 2021

¹ Also referred as “Learning with intangible cultural heritage for a sustainable future in Latin America and the Caribbean”.

I. Background & Summary

Safeguarding intangible cultural heritage, or living heritage, is confronted with significant challenges today, whereby the continued transmission from person to person and through generations of many expressions and practices is under threat. The region of Latin America and the Caribbean is no exception. In this case, education through different modes of learning –formal and non-formal– can play a critical role in safeguarding living heritage. The region has been particularly active in integrating living heritage in education, including through intercultural education and community-based education. While some countries in the region have indeed gained valuable experience in this area, others are looking for guidance and support. In this regard, safeguarding living heritage in formal and non-formal education is an untapped opportunity to ensure that future generations can continue to benefit from and contribute to their living heritage while making learning more relevant and meaningful for them. For this reason, 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).

Chile, Guatemala, Ecuador, and Peru are among the Member States looking for guidance and support in this new area. The last three have been selected to benefit from the proposed project to develop innovative methodologies tailored to their national contexts, while Chile will participate under a self-funding modality. All of these countries are active Member States of the 2003 Convention with limited experience in integrating living heritage in education. In the most recent reports, some of the Member States (Guatemala and Chile) did not report any training in this area, and others (Peru and Ecuador) reported emerging efforts to incorporate living heritage in formal and non-formal education. These selected countries also have a strong indigenous cultural background that informs the education policies as pointed out in recent regional reports on indigenous knowledge and practices in education published by the UNESCO Regional Bureau for Education in Latin America and the Caribbean (UNESCO, 2019). All four of these countries are looking for guidance to strengthen the integration of living heritage in education, mainly focused on innovative methods and links between formal and non-formal education to support the implementation of the Education and Culture agenda of each country.

Each country is at different stages of implementing the 2003 Convention and the SDG 4 of the 2030 Agenda for Sustainable Development. However, all of them need technical support to integrate living heritage into formal and non-formal education. Given their limited yet deep rooted experiences in education with living heritage, work in these selected four countries contributes to the piloting process of the teaching guidelines that have been developed in the region. Chile and Peru run several initiatives on integrating living heritage in non-formal education but lack a direct connection or integration with formal education (curricula, schools, learning materials). At the same time, Guatemala and Ecuador are being supported to strengthen the formal education system through capacity building activities for educators, and to create links between schools and other non-formal modes of learning (museums, cultural and community centres). The activities of this project assist the Member States' efforts in including living heritage

in education policies at the national level, as well integrate living heritage in the regional education coordination process lead by UNESCO. While encompassing two sub-regions of Latin America and the Caribbean, this project will also contribute to a regional strategy on the integration of living heritage in education for sustainable development, global citizenship, cultural diversity, and peace (SDG Target 4.7).

Since 2018, UNESCO's Regional Bureaux for Education and Culture in Latin America and the Caribbean (Santiago, Chile, and Havana, Cuba, respectively) have collaborated on a research and mapping project on the intersection of living heritage and quality education for a sustainable future. This mapping process has been carried out to understand how living heritage intersects with formal and non-formal education. Building on the results of that mapping, capacity building for educators and community practitioners in the four participating countries (Chile, Ecuador, Guatemala, and Peru) were organized in August-September 2021. UNESCO is now preparing the organization of a technical meeting with the project countries including experts, national stakeholders, and the Member States representatives to consolidate and review the training and mapping results, facilitate exchange experience and identify lessons learnt. Within the framework of the 2003 Convention, and the SDG-Education 2030 regional coordination, the meeting will strengthen and affirm the recommendations on how to sustain successful results beyond the project.

Specific Objectives:

Within the framework of safeguarding living heritage through the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the Latin America and Caribbean and the regional coordination of Sustainable Development Goal 4 (Education) of the 2030 Agenda, this project will:

- Facilitate the integration of living heritage in formal and non-formal education and policy dialogue, thereby contributing to the mainstreaming of education for sustainable development, global citizenship, cultural diversity, and peace (SDG Target 4.7).
- Strengthen teachers and education practitioners' use of methods and capacities in this new area through workshops or online training, as appropriate, in the selected countries.
- Promote an exchange of the lessons learned from the country projects among policymakers and practitioners at regional and international levels through UNESCO's networks and publications.

II. Implementation of the project for the period under review

This project centres on national trainings and a monitoring phase, building on the insights and connections established during the previous mapping and research project. In June 2021, the UNESCO Regional Bureau for Education in Latin America and the Caribbean in Santiago, Chile and the Field Offices in Ecuador, Guatemala,

and Peru established teams to organize and facilitate the national trainings. Regional planning meetings in July and August 2021 established the objectives, methodology, and monitoring tasks to be carried out by each team according to an agreed upon timeline.

Three-day trainings were held in each country in late August and throughout September 2021. The first two days of the training focused on training modules and sharing community experiences. The third day of the training was a workshop focused on developing learning objectives and designing a lesson plan for the participants to implement in their community(ies), drawing from the modules and the feedback of facilitators and peers.

Each Field Office selected six lesson plans from their workshop to monitor and accompany during the activity implementation phase with local communities in October and November 2021. Monitoring included meetings with the participant (or participants) to go over planning, challenges, and strategies during the implementation. After the data collection phase, each Field Office will analyse the collected data and is due to publish a national report in November. The OREALC/UNESCO Santiago office is due to publish a regional report in December.

Activity	Description	Output
<p>1. Establish teams from both Culture and Education Sectors of the UNESCO Field Offices to develop training materials and implement work-plans tailored for each national context and determine which schools and non-formal education spaces will be involved, in consultation with the Ministries of Education and Culture.</p>	<p>Field Offices assembled working teams from the Culture and Education sectors to plan and facilitate national trainings on learning with living heritage, building on activities and experiences captured during the previous regional investigation and mapping.</p>	<p>Two regional planning meetings in July and August and one post- training meeting in October</p> <p>Bilateral working meetings between Field Office teams and OREALC/UNESCO Santiago held throughout the planning and monitoring phases</p> <p>Elaborated action plan and training guide; resource toolkit; monitoring materials; communication materials</p>
<p>2. Conduct national trainings for building capacities of educators (teachers, bearers, and others). These training activities introduce educators to the main concepts of intangible cultural heritage and transformative education for sustainable development, global citizenship, cultural diversity, and peace (SDG Target 4.7). The participants will engage in discussions on existing approaches and methodologies to incorporate intangible cultural heritage in learning activities and develop lesson plans that include participation from community members such as local elders and practitioners</p>	<p>Trainings were held in August and September, organized by field teams in each country and coordinated with guidance from the Culture & Education Unit of the UNESCO Regional Bureau for Education in Latin America and the Caribbean in Santiago. The three-day training and workshop introduced participants to the project and the region's work in the field of living heritage. The training concluded with a lesson plan workshop.</p>	<p>National trainings completed: 4 Total participants: 85 participants</p> <p>Lesson Plans collected: 73 completed lesson plans from the participants</p> <p>Detailed daily learning logs</p> <p>Pre- and post-training questionnaires</p> <p>Additional material added to the resource toolkit from participants</p> <p>Horizontal cooperation between participants: three active national WhatsApp groups with participants and facilitators</p>

<p>3. Accompany and monitor selected programs in formal and non-formal settings. Community members are at the centre of the transmission of intangible cultural heritage; hence, their involvement in this activity and their consent are of paramount importance.</p>	<p>Each Field Office team selected six lesson plans to monitor during the implementation phase. This included meetings with the participant to go over planning challenges and strategies, activity implementation and community involvement. Whenever possible, the team would attend the activity, either in person or virtually. After the activity, participants reflected on their work and proposed innovative ideas for the next activity. Field offices are encouraged to provide feedback and resources to support the participants' planning and implementation of future activities.</p>	<p>Activities Monitored: 25 total</p> <p>Detailed lesson plans and activity materials created by the participants</p> <p>Pictures, video, and audio provided by the participant</p> <p>Monitoring and implementation data collected by the Field Office</p>
<p>4. Determine whether the lesson plans have met their objectives and gather feedback on aspects of the lesson plans that need to be improved. Throughout documenting the experiences by innovative self-reporting methods and audio-visual recording (depending on the local costs), teachers/educators will encourage community participation in the project. Evaluations will assess the content, materials, and teaching-learning methods of the lessons. In particular, this activity will consider the feasibility of the lesson plan, the accuracy of the information on the ICH element(s), and the relevance of the ICH-ED links to the subject.</p>	<p>Following regional guidelines and an evaluation rubric, each Field Office will evaluate the lesson plans and activities monitored. Along with the sample of monitored activities, Field Offices will analyse the lesson plans and training materials submitted by participants during and after the workshop.</p>	<p>Four national reports in process</p> <p>One regional report in process</p> <p>Four short videos produced and published by each Field Office about their country's engagement in this project</p> <p>Photos, videos, and other materials provided by participants</p>

Progress towards results (summary table)

Overall goal of the project: Participating countries in Latin America and the Caribbean engage in action to safeguard intangible cultural heritage (ICH) through formal and non-formal education and thereby improve educational quality and relevance, notably the attainment of SDG Target 4.7 on education for sustainable development, global citizenship, cultural diversity, and peace.

Overall assessment: The participating countries have benefitted from the research evidence to inform their policies on living heritage and education. Also, the strengthened national capacities facilitated networking and horizontal learning among bearers, teachers and educators. The participants were introduced to the links between intangible cultural heritage and its contributions to relevance and quality education in each country.

Output N°1: Teachers and educators have strengthened the skills and resources required to integrate the safeguarding of intangible cultural heritage in education programs.

Performance Indicators (PI) and associated Target (T)/baselines (b)

Achievement(s)

Deliverables contributing to output

Programmed

Attained

PI: Establish teams from both Culture and Education Sectors of the UNESCO Field Offices to coordinate and implement working plans
T/b: 1 team or representative from both sectors from each participating Field Office/0 baseline

Each office assigned a team or representative from each Field Office to participate in regional planning meetings, coordinate a national training, and monitor and evaluate submitted materials.

Four trainings took place throughout the region focusing on teaching and learning with and through living heritage, bringing together diverse experiences and perspectives from community members, educators, and culture specialists.

Deliverables 1:

- Two regional planning meetings in July and August and one post-training meeting in October
- Bilateral working meetings between Field Office teams and OREALC/UNESCO Santiago held throughout the planning and monitoring phases
- Action plan and training guide
- Resource Toolkit
- Monitoring Materials
- Communication Materials

PI: Capacity building for formal and non-formal educators on teaching and learning with living heritage
T/b: 1 National Training/country for teachers and community educators on teaching and learning with living heritage/0 baseline

One national training in each of the four participating countries were completed in August and September.

The training concluded with a lesson planning workshop, ensuring participants developed learning objectives and a working plan, as well as reinforced the skills necessary to integrate the safeguarding of living heritage into their educational programs.

Deliverables 2:

- Four completed Trainings with 85 participants.
- 73 completed lesson plans collected from participants after the workshop
- Detailed daily learning logs
- Pre- and post-training questionnaires
- Additional material added to the resource toolkit from participants
- Three active national WhatsApp groups with participants and facilitators

<p>PI: Test the guidelines within selected programs in formal and non-formal settings according to the lesson and training plans developed in the national workshops with UNESCO accompany and monitor throughout the process.</p> <p>T/b: 6 lesson plan activities from the workshop monitored/0 baseline</p>	<p>Each Field Office selected at least six activities from the lesson planning workshop to closely monitor their planning and implementation from October-November.</p>	<p>Through the trainings, participants created a peer network to support the implementation of their activities in their communities and increase the sustainability of safeguarding efforts in their country context.</p>	<p>Deliverables 3:</p> <ul style="list-style-type: none"> • 25 total activities monitored from the region • Detailed lesson plans and activity materials created by the participants • Pictures, video, and audio provided by the participant • Monitoring and implementation data collected by the FO
<p>PI: Evaluate the lesson plans, assessing the content, materials, and teaching-learning methods of the lessons and determine whether the lesson plans met their objectives.</p> <p>T/b: 1 national report published per country/0 baseline</p>	<p>Evaluations are currently underway and national reports will be finalized by December 2021.</p>	<p>25 activities total selected as the monitoring sample, capturing data and examples of diverse initiatives, activities, and outcomes from the region.</p>	<p>Deliverables 3:</p> <ul style="list-style-type: none"> • Four national reports in process • One regional report in process • Four short videos produced and published by each Field Office about their country's engagement in this project

III. Challenges and how they were addressed

- The impact of the COVID-19 pandemic significantly slowed down implementation of the project, from the capacity-building phase to the phase of accompanying the country teams and monitoring the selected education practices, which should test the lesson plans developed in the national training. The accompanying was held remotely, widening UNESCO's efforts to track the processes on the ground (i.e. providing a low-tech mechanism for the self-reporting processes and needed equipment - such as SIM Cards - so as to guarantee stakeholders participation in the activities);
- Trainings were held two months after proposed dates due to delays in coordination and scheduling conflicts. A revised work plan is presented below;
- Short accompanying phase due to delay of trainings against a strict deadline for analysing and reporting;
- Quick turnaround time for Field Offices to complete national reports after the monitoring phase;

Revised workplan:

Activity	Original Time-plan	Revised Time-Plan
Coordination meetings from both the Culture and Education Sectors of the UNESCO Field Offices	August 2020- December 2021	June- December 2021
Develop training materials and work-plans	August-October 2020	June-August 2021
Proposals adaptation and modification according to each national context	November 2020-January 2021	July- September 2021
Pre-testing education guidelines/training materials	February-March 2021	August 2021
Capacity-building workshop on ICH in teaching and learning	April-July 2021	August-September 2021
Test the guidelines within selected programs in formal and non-formal settings according to the developed lesson and training plans	May-August 2021	September-November 2021
Teachers and educators' experiences accompany and monitoring process	June-September 2021	September-November 2021
Assessment and gather feedback	August-September 2021	November-December 2021
High-Level Technical Meeting	May-July and October 2021	March-April 2022
Analyze lessons learned and draft recommendations validated in a regional workshop	December 2021	April- May 2022
Disseminate recommendations and project outcomes	November-December 2021	May-June 2022
Final report and evaluation	December 2021	June 2022
Communication/visibility (official launching, media announcements, website)	December 2021	June 2022

IV. Sustainability

A primary goal of the national trainings was to strengthen capacities of new and already practicing participants, ensuring the sustainability of not only the programme's efforts but the work of participants in their community.

- A toolkit was created as part of the workshop materials, edited and expanded on by the field offices, facilitators, national organizations, and training participants.
- Networks have been organically created by participants across the territory with similar target audiences or thematic work, which is made feasible by the virtual connectivity that has been common in workplaces today. Three out of the four trainings included the creation of a WhatsApp group by the organizer for the participants to share information and keep in contact. Throughout the monitoring phase, those WhatsApp groups have been active with announcements of activities, support and encouragement of new initiatives, and a sounding board for participants who have questions or are looking for resources.

- Projects and activities start with and have a focus on the community. The training was planned with flexibility in mind, giving autonomy to the field offices to tailor the training to their participants' needs and their country context. The outlines and workflow provided included instructions on how to modify according to practical needs, such as lack of internet connection or access to technology. This allowed field offices to further centralize the communities and their work, editing the modules for participants to best understand and use according to their needs.
- The daily log, the primary monitoring and pedagogical tool for the training, was created to capture responses in a similar manner. It guided the participant in brainstorming an idea, refining it into an objective, and creating an activity to meet that objective. It also served as a guided self-reflection for the participant to identify strengths in their work and build on them in future activities. The methodology behind the creation and use of this tool was explained during the training, allowing the participant to adapt the tool for their work if necessary and to further understand how this project was being implemented, monitored, and analysed. The transparency of the evaluation built trust between participants and training organizers and acknowledged that the participants and communities were the leaders in championing the teaching and learning with and through living heritage.

V. Communication and Visibility

- Contribution acknowledged in a working document of the sixteenth session of the Intergovernmental Committee;
- Training materials designed;
- Announcements on social media platforms of national activities being implemented during the monitoring phase;
- Six illustrations for each country (24 in total) focused on their practices and elements of living heritage to use on their social media and project materials