

**CONVENTION FOR THE SAFEGUARDING OF THE
INTANGIBLE CULTURAL HERITAGE**

TRAINING PROGRAMME FOR THE GLOBAL FACILITATORS' NETWORK

LIVING HERITAGE AND EDUCATION

**10 July 2025
Online**

Concept note and agenda

I. Background

1. Living heritage provides a powerful foundation for learning. Rooted in learners' own contexts, it enhances learner's engagement, strengthens social cohesion, and fosters appreciation for cultural diversity. The safeguarding of living heritage through formal and nonformal education is recognized as a key safeguarding measure in Article 2 of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. The Convention also calls upon States Parties to promote the recognition of, respect for, and enhancement of intangible cultural heritage in education, as outlined in Article 14.
2. UNESCO launched its intersectoral programme on [Safeguarding living heritage in formal and non-formal education](#) in 2017. It was approved as a funding priority for the period 2018 – 2021 (Decision [12.COM 6](#)), and later for the period 2022–2025 (Decision [16.COM 12](#)). The programme aligns with broader efforts linking [culture and education](#) and promotes learning with and about living heritage through all educational disciplines and levels.
3. Phase I (2018–2021) of the programme focused on building technical capacity and raising awareness. Over 80 countries benefited from projects supported by UNESCO, many of which fostered collaboration between schools and communities. The [Clearinghouse on Living Heritage and Education](#) was established to facilitate global knowledge-sharing. An evaluation by UNESCO's Internal Oversight Service in 2021¹ highlighted strong impact, including improved teacher confidence, increased student engagement, and greater community pride. However, it called for scaling up efforts and embedding initiatives more firmly in education systems. Phase II (2022–2025) responded to this by focusing on systemic integration through policy support, inter-ministerial collaboration, and putting emphasis on online tools such as an upcoming online course on living heritage and education. In parallel, a group of resource persons was trained to support national efforts for integrating living heritage safeguarding in education in two successive editions of [a training of trainers course in 2021](#).
4. Throughout the two programme phases, UNESCO has gained substantial experience in incorporating living heritage in education and offers a comprehensive set of tools and resources to support efforts in this field. Furthermore, the global context is favourable for advancing this work, as reflected in recent international frameworks and recommendations. These include the [Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development](#) (2023), which emphasizes the role of living heritage in fostering mutual understanding, solidarity and social cohesion, and the [Framework for Culture and Arts Education](#) (2024), which promotes the integration of local perspectives in education and the active engagement of heritage bearers.

II. Objectives

5. Building on these experiences, an online training session is convened for members of the global facilitators' network of the 2003 Convention to strengthen both their conceptual understanding and practical skills in delivering training and supporting activities that integrate living heritage in diverse educational settings.

More specifically, the learning objectives are to:

- Develop a shared understanding of the connections between living heritage safeguarding and education;
- Explore practical approaches and tools for integrating living heritage and education through concrete experiences;
- Reflect on the facilitator's role in supporting the safeguarding of living heritage in both formal and non-formal education and strengthen collaboration among network members.

¹ See documents [LHE/21/16.COM/10 Rev](#) and [LHE/21/16.COM/INF.10 Rev](#)

This session is designed for facilitators regardless of the extent of prior experience in safeguarding living heritage in education. A short survey will be conducted before the training to collect participant examples and insights from their relevant experiences, which may be shared during the session.

Agenda

10 July 2025, 3.00 p.m. – 6.00 p.m. (Paris time, English/French interpretation)	
3.00 p.m. – 3.15 p.m.	<p>Item 1 - Opening</p> <ul style="list-style-type: none"> Welcome by Fumiko Ohinata, Secretary of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, UNESCO Objectives and methodology of the training by Vanessa Achilles and Maite Zeisser, facilitators
3.15 p.m. – 3.55 p.m.	<p>Item 2 – Introduction: Connecting with the foundations of living heritage and education</p> <ul style="list-style-type: none"> Warming up exercise, followed by video 'UNESCO Futures of Education Report: Reimagining our futures together' Plenary discussion: <ul style="list-style-type: none"> <i>How does the vision of the futures of education connect with intangible cultural heritage safeguarding?</i> <i>In your work or context, how do education and living heritage intersect, and what benefits arise from this relationship?</i> Brief presentation: Key educational concepts and frameworks that inform work on living heritage and education
3.55 p.m. – 4.00 p.m.	Break
4.00 p.m.– 5.10 p.m.	<p>Item 3 – Innovative approaches on living heritage and education initiatives</p> <ul style="list-style-type: none"> Overview of survey results by facilitators Living heritage meets education: Interview-style panel presenting three experiences with different approaches Breakout groups (Group A: English/French, Group B: English, Group C: English, Group D: French): <ul style="list-style-type: none"> <i>How can these experiences be applied to your context and work?</i> <i>What can you add from your own perspective and experiences?</i> <i>What tools, support, or resources would help advance this work?</i> <p>NB: Key points from the working group discussions will be included in the report. The primary aim is to encourage reflection.</p>
5.10 p.m. – 5.50 p.m.	<p>Item 4 – The role of facilitators at the intersection of living heritage and education</p> <ul style="list-style-type: none"> Plenary discussion: <ul style="list-style-type: none"> <i>What role have you played - or could we play - as facilitators in living heritage and education?</i> <i>How have you supported an ethical approach that respects communities and the diversity of stakeholders involved?</i> <i>What could help facilitators strengthen their role effectively?</i> Brief sharing of available UNESCO resources
5.50 p.m. – 6.00 p.m.	Wrap-up and closing