

# Living heritage and education

## Training Programme for the Global Facilitators' network

*10 July 2025 (online)*



**unesco**

Intangible Heritage  
Convention

# Key educational concepts and frameworks (Item 2)

**Education systems**

**Living heritage**



## Article 2.3

Recognizes transmission through **formal and non-formal education** as a safeguarding measure

## Article 14

Calls on States Parties to: Ensure recognition of, respect for, and enhancement of intangible cultural heritage **through educational programmes**



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# Living heritage is a powerful foundation for learning



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- Supports States in achieving inclusive and equitable **quality education** for all
- Fosters mutual respect and appreciation for **cultural diversity**
- Connects to learners/youth and **community lives**
- Supports agency for **change** in our societies

# What is quality education?

- Learners of all ages and stages of life
- Focuses on bringing out the **full potential** in learners
- Is based on a **holistic system of human development: academic, physical, artistic, emotional, spiritual, and self-development**
- Is learning and teaching in a way that respects the **rights** of both educators and learners
- Allows learners to **contribute constructively to society**, while strengthening **identity** and **social responsibility**
- Generates opportunities for **progress** and **prosperity** for learners, for the societies and the world

# What is transformative education?

Equips learners to create positive change

Critical thinking

Empathy

Collaboration

Freedom of expression

Freedom of thoughts

“Transformative education” (\*) involves co-created teaching and learning that recognizes and valorises the dignity and diversity of learners in educational settings, eliminates all barriers to their learning and motivates and empowers them to reflect critically, become agents of change and protagonists of their own future, enabling informed decision-making and actions at the individual, community, local, national, regional and global levels”

Human-rights based

Non-discriminatory

Respectful of diversity

Inclusive

Education for peace and human rights  
Education for sustainable development  
Global citizenship education

(\*) Definition from the Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development



# Quality education is a sustainable development goal



- Ensuring inclusive and equitable quality and education and promote lifelong learning opportunities for all.
- List of targets and indicators that are descriptive of quality education standards (references for the education community).
- Target 4.7: Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of **a culture of peace and non-violence**, global citizenship and **appreciation of cultural diversity** and of **culture's contribution to sustainable development**

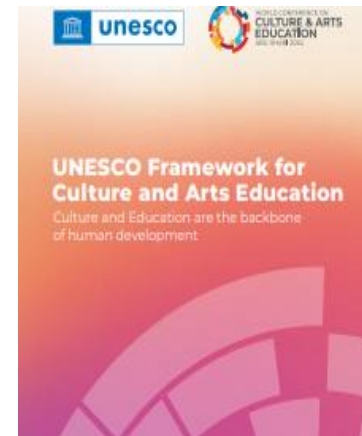
Entry point for intersectoral work on culture and education from a global policy perspective

- International acknowledgement of the connection between culture and education
- Anchored in human rights
- Cover all forms, types and levels of education and learning (formal, non formal, informal, lifelong, life wide, traditional, indigenous learning environments)
- Involve a wide range of stakeholders, including cultural actors
- Promote holistic and transformative education



*The Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*

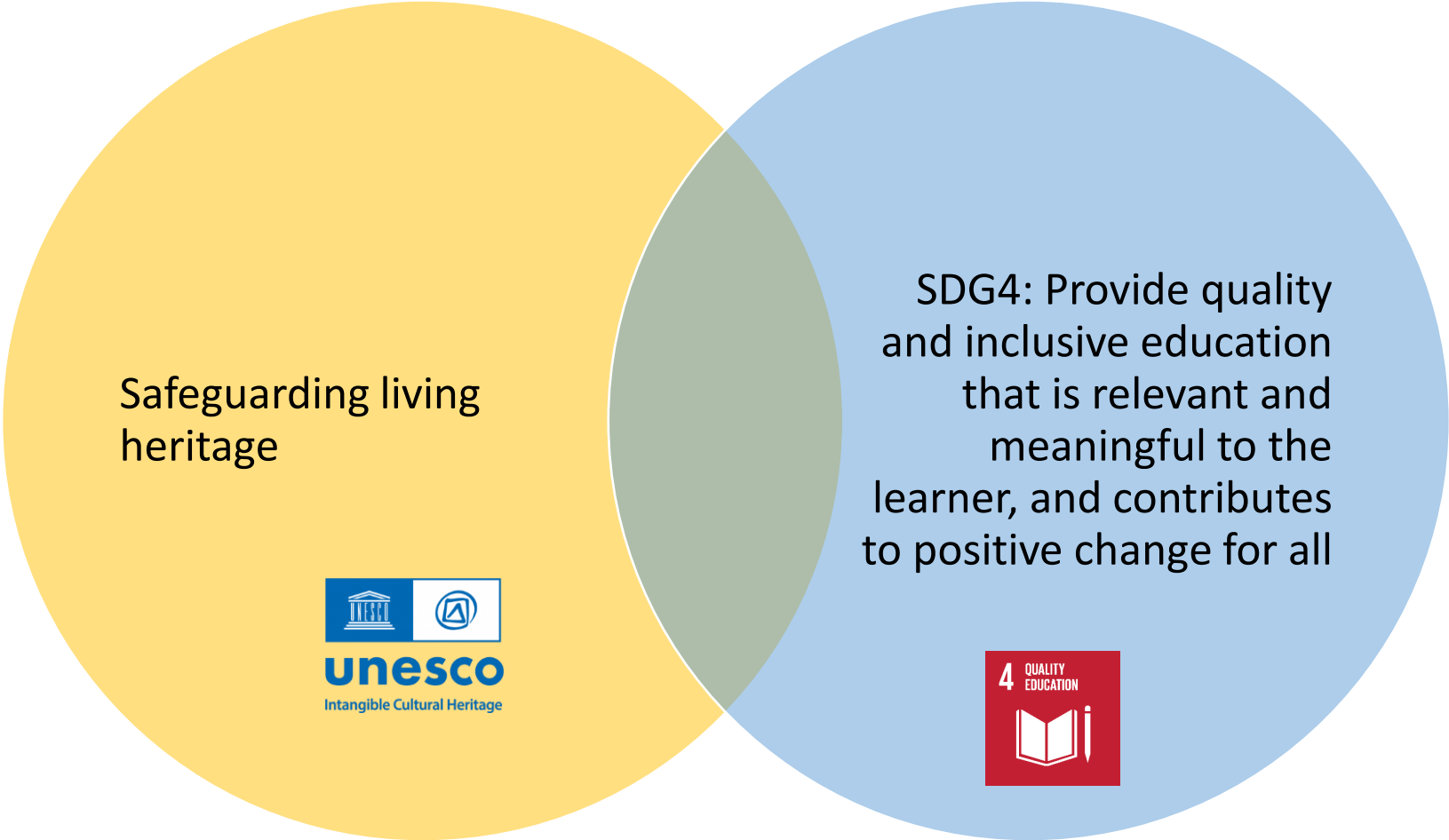
<https://www.unesco.org/en/global-citizenship-peace-education/recommendation>



*UNESCO Framework for Culture and Arts Education*

[https://www.unesco.org/sites/default/files/medias/fichiers/2024/04/WCCAE\\_UNESCO%20Framework\\_EN\\_CLT-EDWCCAE20241.pdf](https://www.unesco.org/sites/default/files/medias/fichiers/2024/04/WCCAE_UNESCO%20Framework_EN_CLT-EDWCCAE20241.pdf)

# Connecting living heritage and education: a win-win situation



# Connecting living heritage and education: a win-win situation

- Encourages the co-creation of learning contents
  - Promotes inclusive, intergenerational learning, connecting learning spaces and the life, realities and contexts of learners and encouraging context-specific / relevant ways of learning (pedagogies)
  - Empower learners, educators, bearers and other involved stakeholders to become self-confident and agents of change in their communities, contexts and societies
- Increases the relevance of education through contextualized learning contents → Enhances learning outcomes
- Connects students and other education stakeholders with their surrounding communities and the living heritage that they practice:
  - Promotes respect for oneself, one's culture, sense of identity and belonging
  - Encourages the transmission of ICH and therefore contributes to safeguarding
- Provides exposure to other cultures → Promotes respect for cultural diversity
- Explores local solutions to development issues → Promotes respect for one's space, environment, the planet
- Fosters gender equality

# Education settings - living heritage and education

Formal  
education

TVET

Non formal  
education

Informal  
learning

All grades

All subjects

Curriculum integration

Extracurricular activities and lifelong learning

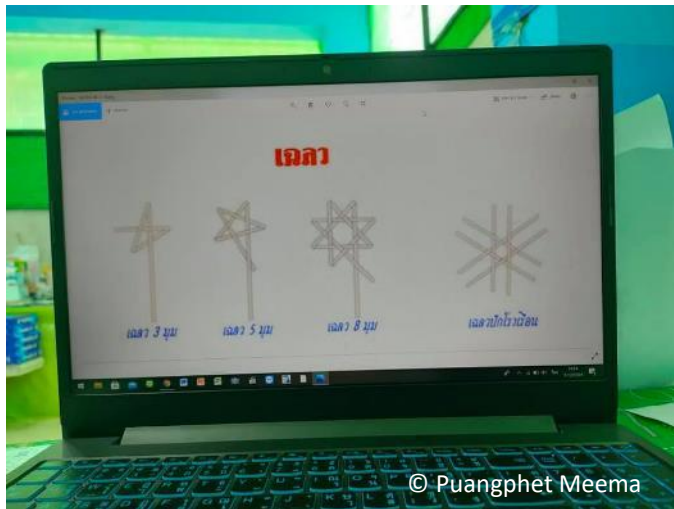
Communities as knowledge holders



Teaching about living heritage

Teaching with living heritage





## Teaching about intangible cultural heritage

- Research
- Making charms
- Art

## Teaching with intangible cultural heritage

- Mathematics (shapes)
- Science (natural resources)
- English and Chinese language (vocabulary)
- Social sciences (beliefs, social bonds)
- Thai language (history)
- Career development (economic regeneration)
- PE (body movement)

*'I learned a lot of things. I will remember this later on in my life. I understood how people from the past used trigonometry too. I learned how to make a ladder well. I wish other subjects also used methods like these so that we can easily understand them. I know that this will improve learning and also daily life. Everyone will be able to improve.'*

A student from the pilot project 'Bringing living heritage to the classroom' in Nepal



*‘If students like something, they will find the time for it. For the activities with living heritage, we found the time, even if we are busy, because we liked it!’*

Maria Christina PAPADOPOULOU

Student of the project ‘Teaching and learning with living heritage’, in Greece



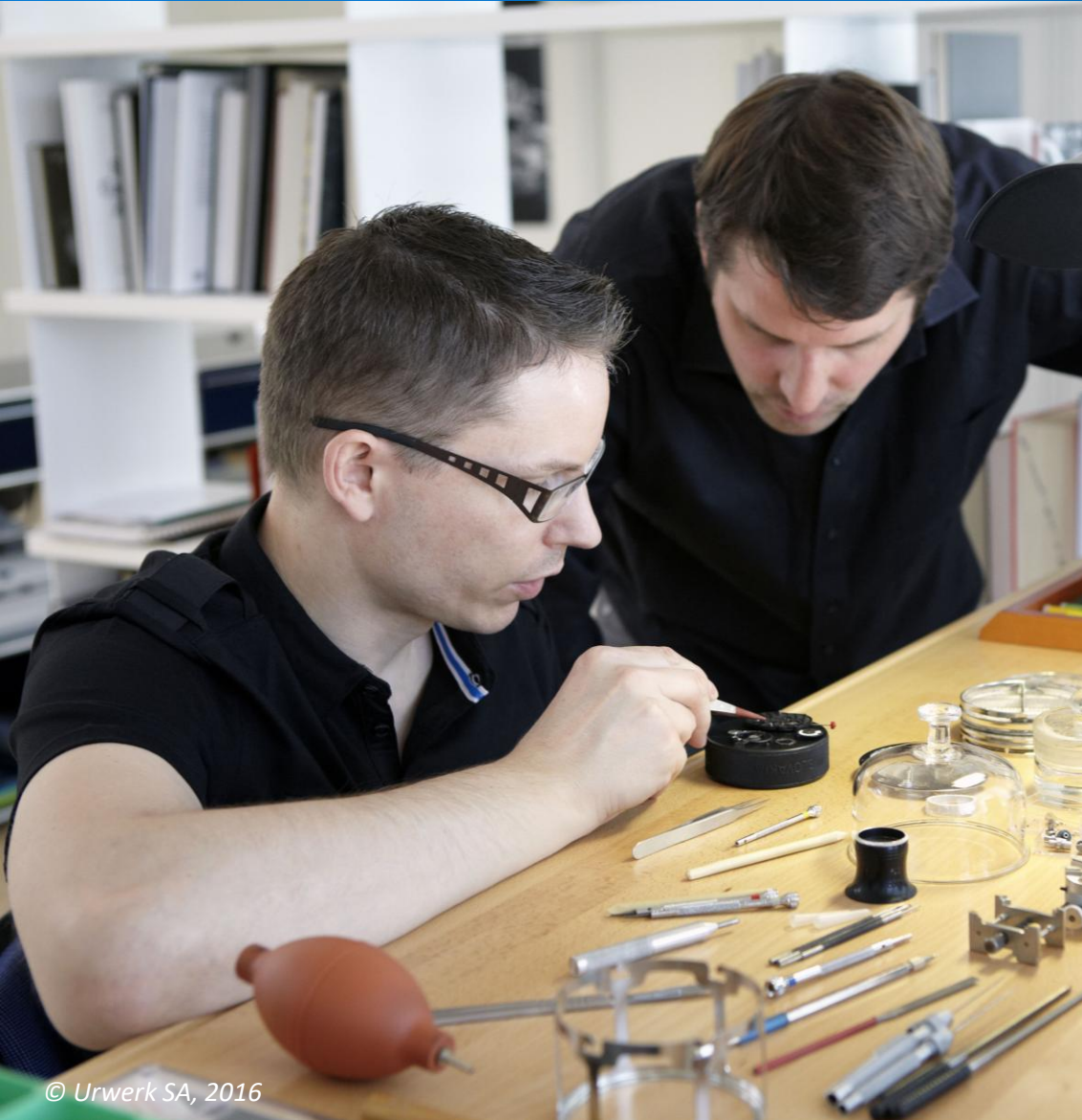
Insights from  
UNESCO's programme  
on living heritage and  
education  
(Item 2)

By Susanne Schnüttgen, Head, Capacity-Building and  
Heritage Policy Unit, Living Heritage Entity



- Developed **tools and methods** to integrate living heritage in education
- Over **80 countries** benefited from diverse projects
- National **awareness-raising** and intersectoral collaboration promoted
- Launched an open-access **Clearinghouse** for resources and project information
- Trained **39 resource persons** to support living heritage education integration





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- **Increased awareness** and respect for living heritage among youth and communities
- Stronger **identity**, pride, and **appreciation of cultural diversity**
- **Teachers confident** in integrating intangible cultural heritage across subjects
- **Strong collaboration** between **communities and schools**
- **Recommendation:** Scale up to embed lessons in education policies and systems



- Focus on anchoring living heritage projects in education systems, policies and learning spaces
- Global alignment with key international education frameworks
- National projects with early interministerial collaboration for sustainability, whole school approach and assessment

# Safeguarding intangible cultural heritage in formal and non-formal education

2017 UNESCO  
intersectoral  
consultations  
(Culture/Educati  
on)

Decision  
12.COM 6:  
**Funding priority**  
**2018 – 2021**

**Phase I**  
**Project, tools,  
methodologies**

IOS  
Evaluation  
(2021)  
  
Scaling-up

Decision 16.COM 12:  
**Funding priority**  
**(continued)**  
**2022 - 2025**  
intersectoral priority  
in the 41 C/5 and 42  
C/5

**Phase II**  
**Scaling up:  
grassroots and  
policy-level  
action**

2025 Global  
Reflection  
  
Taking stock  
and looking  
ahead