Teaching and Learning with Living Heritage

A Resource Kit for Teachers

Based on the Lessons Learnt from a Joint UNESCO-EU Pilot Project

Safeguarding intangible cultural heritage through formal and non-formal education contributes to attaining Sustainable Development Goal 4 – Quality Education

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Foreword UNESCO

Engaging Youth for an Inclusive and Sustainable Europe is a joint effort by UNESCO and the European Commission to address shared priorities in the fields of cultural heritage and education. Developed under the European Year of Cultural Heritage, the project was launched in 2019 to encourage and support young people's engagement in the protection and safeguarding of their cultural heritage. This initiative has succeeded in creating an active network of committed young heritage professionals and has opened the way for new approaches to teaching and learning with living heritage in primary and secondary schools.

The relationship between living heritage and education is one of mutual reinforcement. Living heritage improves the relevance of educational programmes and promotes an appreciation of cultural diversity and the role of culture in sustainable development, a key target of SDG 4. Meanwhile, education plays a vital role in building broad-based awareness of living heritage and efforts to safeguard it. Since 2017, UNESCO has been working to implement initiatives that contribute to safeguarding intangible cultural heritage through formal and non-formal education. Activities are currently underway in more than 30 countries around the world. The viability of living heritage rests on efforts to build awareness among young generations and to support them as they explore, recognize and participate in the transmission of their living heritage. When acknowledged and shared, especially at an early age, living heritage cultivates respect and appreciation for cultural diversity, facilitates intercultural dialogue and contributes to more resilient, peaceful and inclusive societies.

The results of this first joint UNESCO–EU initiative on culture and education have exceeded all initial expectations. The dedication of everyone involved-from teachers and learners, school directors and national coordinators of the UNESCO Associated Schools Network (ASPnet), to bearers and practitioners of intangible cultural heritage-has shown the beauty and immense potential of integrating living heritage in education. We hope that the resource materials, films and tools produced under this pilot project will inspire many educators to make living heritage part of their everyday teaching.

To imagine a better future, young people need inspiration. In this journey of discovery and learning with and about living heritage, we stand ready, together with our partners, to ensure that every youth can access quality education and reach their full potential through culture.

Stefania Giannini
UNESCO Assistant Director-General for Education

Ernesto Ottone Ramírez
UNESCO Assistant Director-General for Culture

Foreword European Commission

2018 was the European Year of Cultural Heritage, a year dedicated to celebrating Europe's heritage as a rich and diverse mosaic of cultural and creative expressions.

Some 12.8 million people took part in more than 23,000 events organised across the European Union and beyond, with the aim of strengthening their connection to European heritage and fostering a sense of belonging to a common European space. In this context, the European Commission and its partners, including UNESCO, supported several projects dedicated to European heritage. To build on the success of the Year and to ensure that its legacy will be long lasting, the Commission's European Framework for Action on Cultural Heritage proposed more than 60 actions to promote and protect cultural heritage.

The European Year focused on four main pillars: engagement for heritage, sustainability, protection and innovation. These pillars highlighted the positive impact of the Year on the perception of Europe's cultural heritage as a fundamental resource for the EU. As part of the engagement pillar, Heritage at School focused, and continues to focus, on education and lifelong learning in order to raise awareness about the importance of cultural heritage for Europe.

The joint UNESCO–EU project Engaging Youth for an Inclusive and Sustainable Europe represents a significant milestone in this process. It is also the first time that the two organizations have come together to address their common priorities in education and culture in a joint project. This resource kit builds on the knowledge and expertise gained from the bottom-up approach undertaken alongside teachers and learners from UNESCO ASPnet schools across the EU. It is my hope that this handbook and the entire resource kit will inspire teachers and help all educators to integrate living heritage in school-based teaching.

The involvement of Europe's youth in the safeguarding and transmission of living heritage is fundamental for the sustainability of cultural heritage into the future. Integrating our heritage, especially our intangible cultural heritage, in young people's education is key to raising awareness about the importance of connecting youth with their communities. It also helps to bridge what is being taught at school and at home. In doing so, it is my firm belief that we provide young people with opportunities to value, enjoy and, crucially, to safeguard Europe's cultural heritage.

This education initiative is unparalleled in its resonance with the slogan of the European Year of Cultural Heritage: *'Our heritage: where the past meets the future'*.

Mariya Gabriel
European Commissioner for Innovation, Research, Culture, Education and Youth

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List of abbreviations

ASPnet	UNESCO Associated Schools Network
EU	European Union
ICH	Intangible Cultural Heritage, as defined by the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. Throughout the text, intangible cultural heritage, living heritage and the acronym ICH are used interchangeably.
ICT	Information and Communication Technologies
NGO	Non-governmental Organization
SDGs	2030 Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization

Key concepts
used in this resource kit[1]

The concepts below are further explained, discussed and illustrated in this kit and in the different resources provided on the webpage of the Convention for the Safeguarding of the Intangible Cultural Heritage and its global capacity building programme.

Intangible cultural heritage (ICH) or living heritage

refers to the knowledge, practices and expressions that are passed down from generation to generation, in families and communities everywhere around the world. Living heritage is continuously recreated in response to an ever-changing environment and includes oral traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe, and the knowledge and skills related to craftsmanship. Living heritage provides meaning in the everyday lives of communities, groups and individuals, and a sense of identity, continuity and belonging that contributes to their well-being. The importance of ICH is not the cultural manifestation itself, but rather the wealth of knowledge and skills that is shared and the meaning it carries for those involved. Throughout this text, intangible cultural heritage (or its acronym ICH) and the term living heritage are used interchangeably.

ICH element

is a term used to refer to a specific expression of ICH, which can be a tradition, cultural practice, event, knowledge or skills or a combination of several of these. Examples include a song, a dance, a carnival, a recipe, or the knowledge and skills that go into pottery making. You might also think of a ritual or a cultural practice that helps communities to celebrate important events (e.g. a birth), deal with challenges (e.g. death or funerals) or help prevent and resolve conflict. For a better idea of what an ICH element is, please consult the interactive platform Dive into intangible cultural heritage, which features elements inscribed on the Lists under the 2003 Convention. You will also find many ICH elements in this resource kit, which were identified by teachers and students from the ten pilot schools as being meaningful for them and their communities.

The Convention for the Safeguarding of the Intangible Cultural Heritage or the 2003 Convention

is an international legal instrument that was adopted by UNESCO's General Conference of Member States in 2003 and has been ratified (i.e. signed) by 178 countries around the globe (August 2020). By ratifying the Convention, national governments commit to safeguard the living heritage present in their territories. The 2003 Convention includes different measures to ensure the safeguarding of living heritage, one of which is 'transmission, particularly through formal and non-formal education' (Article 2.3).

[1] The explanations of these key concepts draw from the text of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, the Convention's Operational Directives, the materials developed by UNESCO under the Convention's global capacity programme (notably Unit 3 on key concepts), the Ethical principles for safeguarding intangible cultural heritage, the thematic brochures developed by the Living Heritage Entity and the Kit of the Convention for the Safeguarding of the Intangible Cultural Heritage.

Communities, groups and individuals

create, maintain and transmit their living heritage. The Convention places communities at the centre of all its safeguarding activities. While the Convention consistently speaks about 'communities, groups and individuals', in the context of safeguarding ICH they are sometimes referred to as 'practitioners and bearers' to better identify certain members who play a specific role with regard to their ICH. Members of a group or community may self-identify as part of one or several communities. They decide what living heritage is since only they know what meaning it carries for them.

Safeguarding living heritage

means ensuring the viability, continuity and transmission of ICH from generation to generation. It refers to taking deliberate actions so that communities can continue practising and transmitting their ICH in a way that is meaningful to them. Members of these communities have their own safeguarding measures and strategies. However, State agencies, local authorities, NGOs, schools or other institutions may also take the initiative to support communities' actions. According to the 2003 Convention, safeguarding measures should not, however, be developed or implemented without the widest possible participation of the communities, groups or individuals concerned (Article 15). Safeguarding living heritage is a dynamic process that allows for communities adapting their practices in response to environmental and social changes.

Education and safeguarding living heritage

The 2003 Convention proposes a variety of safeguarding measures, including ones related to education. It refers to 'transmission, particularly through formal and non-formal education', as an important safeguarding measure (Article 2.3). Modes and methods of transmission that are recognized by communities can be strengthened through formal and non-formal educational programmes. In this regard, education programmes can foster respect for ICH and provide new spaces to ensure its transmission to future generations (see Brochure on Living Heritage and Education).

Ethical principles for safeguarding intangible cultural heritage

have been prepared in the spirit of the 2003 Convention and existing international legal instruments protecting human rights and the rights of indigenous peoples. They are a set of aspirational principles and are widely accepted as constituting good practices for governments, organizations and individuals who directly or indirectly work with intangible cultural heritage to ensure its viability.

Sustainable Development Goals (SDGs)

are the **17 goals** of the **2030 Agenda for Sustainable Development** adopted in 2015 by the United Nations with the objective of guiding the world towards a better, more just and sustainable future. The SDGs are interconnected and open the path for every citizen, in any capacity, to contribute to their achievement by 2030.

Sustainable Development Goal 4 | Department of Economic and Social Affairs (un.org)

aims at 'ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all'. Its target 4.7 is particularly relevant to the work of integrating living heritage in formal and non-formal education because it emphasizes learning to appreciate cultural diversity and the role of culture in development, global citizenship and peace education as well as education for sustainable development – all as part of the criteria for high-quality education.

The examples provided in these materials demonstrate how teachers and learners can

contribute to attaining SDG 4, and particularly its target 4.7, by integrating living heritage in schools.

Quality education

has always been one of UNESCO's priorities in the field of education. It has come to the fore as communities, educators, leaders and nations acknowledge that **what is learned and how learning occurs are as important as access to education**. The understanding of what quality education consists of is constantly evolving, and today's education is expected to contribute to sustainable human development, peace and security and the quality of life at the individual, family, societal and global levels. UNESCO promotes **quality education as a human right** and supports a rights-based approach to the implementation of all educational activities. Appreciating cultural diversity and understanding the role of culture for sustainable development have become explicit targets of quality education.[2]

Global citizenship education (GCED)

aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. It nurtures solidarity and respect for diversity among students in order to build a sense of belonging to a common humanity and is based on the three domains of learning: cognitive, socio-emotional and behavioural. The key learning outcomes, key learner attributes, topics and learning objectives suggested in GCED are based on these three domains and are interlinked and integrated into the learning process.[3] Safeguarding living heritage in formal and nonformal education provides many opportunities for community-based and context-specific approaches to GCED.

[2] UNESCO (2013), *Promoting quality education: education for peace, human rights and democracy; education for sustainable development; curricula, educational tools and teacher training*, available online at https://unesdoc.unesco.org/ark:/48223/pf0000129748, accessed on 27 November 2020;

[3] UNESCO (2017), The ABCs of global citizenship education, available online at The ABCs of global citizenship education - UNESCO Digital Library, accessed on 27 November 2020;

A joint UNESCO-EU pilot project

The joint UNESCO–EU project European Year of Cultural Heritage: Engaging Youth for an Inclusive and Sustainable Europe was developed for the 2018 European Year of Cultural Heritage to **strengthen the connections between young people, their heritage and education**. From January 2019 to April 2021, two main project activities were implemented - the European Young Heritage Professionals Forum (20 to 24 May 2019, Zadar, Croatia) and Raising awareness for and learning with intangible cultural heritage in European schools, which focused on **raising awareness about the importance of safeguarding** living heritage by integrating it in primary and secondary school-based education in the European Union.[4] This set of materials is the result of the latter initiative.

Although different approaches for teaching and learning with living heritage in schools are being developed around the world, the first step in conceptualizing such an approach in the European context was to identify a suitable partner from the education sector. The UNESCO Associated Schools Network (ASPnet[5]) was an obvious choice due to their extensive experience in implementing similar projects, including the Whole-School Approach to Climate Change in school-based education. In addition, numerous ASPnet schools indicated their interest in working more with living heritage. The first task was therefore to mobilize ASPnet and engage schools to actively take part in the project. In the spring of 2019, an initial webinar was organized to introduce the initiative to the UNESCO ASPnet National Coordinators in every country of the European Union. The project schedule was then planned together with the National Coordinators in light of the different school calendars across the region.

[4] Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden. The United Kingdom was part of the project until the country withdrew from the European Union on 31 January 2020.

[5] The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defences of peace in the minds of children and young people. The network has about 2,000 member schools in the EU and the ASPnet National Coordinators coordinate activities within each country.

> I never thought I would be interested in living heritage or that I could integrate it in my teaching. After this experience, as teachers, we understood that living heritage can be combined with any school subject.
>
> – Florian Englebrecht, teacher, Austria

Over the summer of 2019, following a call for proposals, ten teachers were identified based on their previous experience with living heritage, the subject(s) they taught and their motivation to implement small pilot projects in their schools. Teachers from Austria, Belgium, Cyprus, Czechia, Estonia, Greece, Lithuania, Poland, Spain and the Netherlands were selected and invited to choose one learner from their school (12 to 17 years old) to complete the school team.

In October 2019, the school teams met for an initial training workshop in Vienna, Austria. For three days, they worked with two UNESCO-trained facilitators to better understand the different aspects of teaching and learning *with* living heritage and to develop small innovative pilot projects to be carried out upon their return home.

Over the following four months, from November 2019 to February 2020, the pilot projects took shape: accompanied by the same facilitators, the school teams finalized their ideas and developed detailed plans, which they shared with their heads of schools. They also brought other teachers, learners and parents on board. Their projects were implemented across a variety of subjects such as computer-aided design, geography, mathematics, physics, economy, literature, languages, physical education, music and art. In addition, extracurricular activities with the communities enabled the school teams to learn more about the living heritage element(s) they had chosen or to participate in activities related to the transmission of the element(s).

At the end of February 2020, the teams met again in Rotterdam, the Netherlands to share their experiences and lessons learned. They also commented on an initial draft of these materials. Their feedback and reflections informed the conceptualization and structure of this resource kit for teachers.

A resource kit for teachers

‘By teachers for teachers’ is the driving idea behind this resource kit. Inspired by the experience UNESCO has accumulated from similar projects around the world, this set of resource materials is based on the ten innovative pilot projects jointly designed and implemented by ASPnet teachers and students under the UNESCO–EU project. The hope is that it will encourage similar novel initiatives across the European Union and beyond. With each project, the participating teachers, students and ICH bearers become part of a global community of practice that integrates living heritage in education. In so doing, they strengthen quality education and the safeguarding of intangible cultural heritage.

About this kit

This resource kit includes several components that provide teachers with information on why and how to incorporate living heritage into their school-based activities.

The kit is available online in English and French. For easy access, all the elements listed below are provided in this practical handbook with external links. They are referenced across different chapters, according to their relevance, helping you to understand the step-by-step approach through concrete examples.

A practical handbook
which you are reading right now, comprised of two components:

- **Background information and concepts,** which provide an overview of facts and concepts that teachers may find useful before starting to incorporate living heritage into their lesson plans and pedagogy.
- **A step-by-step approach**, which provides useful guidance for educators and a walk-through of the entire process of integrating living heritage in lesson plans or extracurricular activities.

Ten case studies
documenting the ten pilot school projects that integrate living heritage in school-based learning, illustrating the step-by-step approach and showing the context-specific adaptations of the process.

Practical tools
‘ready to use’ materials to facilitate teachers’ implementation of their activities.

Films
three short films (5–7 minutes each) that document three of the pilot projects and accompany their respective case studies. These films provide a concrete view of what learning with living heritage looks like in practice, involving school subjects as diverse as computer aided design, physics, mathematics, visual art, music and geography, and proposing a holistic pedagogic approach. The showcased experiences demonstrate an increased awareness of one’s own living heritage and that of others, leading to a greater appreciation of cultural diversity.

Who is this resource kit for?

This kit was designed with input from, and for the benefit of, primary and secondary school teachers in the European Union, regardless of the subject they teach or whether or not they are familiar with the concept of living heritage. It may also be of interest to teachers and educators from other parts of the world who would like to know about teaching with living heritage.

The approach cuts across different school subjects and levels. It is relevant for curriculum-based and extracurricular activities.

The publication is recommended for teachers as well as for heads of schools and administrators who can encourage and support similar projects in their schools.

> With living heritage, learning becomes more interesting, meaningful and motivating for students. And, as teachers, we know that when students are motivated, they achieve better results.
>
> – María Isabel Brión Caíño, teacher, Spain

How to use this resource kit

The resource kit uses a modular structure intended to serve a variety of interests, educational levels and school subjects. Teachers can discover the kit at their own pace, following their own priorities.

If you are a teacher who is new to the concept of living heritage, we recommend that you read this material in a sequential order, referring back to the key concepts section at the beginning of this guide when new terminology comes up. However, you may also start by reading the case studies and watching the films to gain a more concrete idea of what others have done, before reading further about what living heritage is and how you can integrate it in your school.

Why teaching and learning with living heritage?

In this set of resource materials, we don't just refer to teaching *about* living heritage, but also teaching *with* living heritage. What is the difference?

When teaching ***about*** living heritage, the **focus is on introducing intangible cultural heritage as the subject of instruction**. The content of the lesson could thus be intangible cultural heritage more generally or a specific ICH element. Here, the teacher can present a specific practice, skill or knowledge. For example, children can learn about the origins and meaning of a local tradition or about how traditional clothing is made. Living heritage offers many examples to be shared in class. Learning about living heritage may occur during a class dedicated to living heritage or as part of other classes, such as arts or sports, or even history or languages.

When teaching ***with*** living heritage, the **focus is on using elements of living cultural heritage as learning opportunities integrated within subjects in the school curriculum**. This can make the learning content more relevant and meaningful for learners because it ties in with their worldviews, knowledge systems and imagination.

Intangible cultural heritage offers a wide range of learning content and methods for teachers to draw on. Exploring the *volume ratio of hemispheres* in mathematics through homemade truffles prepared with carob syrup in Cyprus or the *physical properties of soundwaves* in physics using the bells of the *Glöckler* in Austria are just two examples. Learning with intangible cultural heritage can be integrated into a wide range of subjects, such as languages, chemistry, physical education, social studies, and more. In doing so, the content becomes more interesting and relevant because it is closely linked to learners' lives, which may also make it easier to understand. Many elements of living heritage and their transmission to the next generation provide practical examples of holistic learning because they do not rely solely on cognitive intelligence, but also on relational intelligence and the power of imagination. Since learning with living heritage draws on knowledge that is held within the community, it is most effective when the elements of living heritage integrated in the lessons are meaningful to the students and their families.

Typically, learning *with* living heritage also involves a certain amount of learning *about* living heritage. To better understand what teaching *with* living heritage can look like, please watch the three videos that are part of this resource kit or browse through the case studies.

What are the benefits of teaching with living heritage?

There are numerous benefits of integrating living heritage in school-based education. We can highlight two general ones: first, incorporating ICH in education contributes to its safeguarding, which means that it helps ensure that a practice,

knowledge or skill continues to be passed on to future generations. The second benefit is that the integration of living heritage in school-based learning helps provide high-quality education that is relevant to the learner. This relevance also involves fostering an appreciation of cultural diversity for sustainable living, global citizenship and peace (see Sustainable Development Goal 4, Target 4.7).

The teachers and learners who were part of the ten pilot projects have reflected on the importance of bringing living heritage practices into the classroom. Many aspects were not evident at the outset, but unfolded over the course of the project.

Ten pilot school projects (case studies)

The following list highlights a few of **the most important short- and long-term benefits** for teaching and learning at school, as identified by teachers and learners:

- **Contributes to the safeguarding of living heritage.**

  Safeguarding ICH is the main objective of the 2003 Convention. Safeguarding ICH helps sustain cultural diversity and foster respect for it, thereby contributing to sustainable development and peace. Integrating living heritage in school-based learning offers an excellent opportunity to raise awareness about its importance while also encouraging its continued practice and transmission. School activities inspire students to share their living heritage, motivate them to engage in the practice and ultimately empower them to actively contribute to its safeguarding.

- **Contributes to achieving quality education.**

  Research into quality education suggests that students learn and retain knowledge better when the content is placed in context and linked to prior knowledge and ways of learning, enabling students to connect at a personal level. Integrating living heritage into the learning process is one way to bring about these conditions. Moreover, exploring living heritage involves holistic methodologies of learning, with students using their cognitive, relational and mathematical intelligence and other aspects of multiple intelligences. Integrating living heritage in school-based education can thus increase the quality of education, in particular by making lessons more relevant and inclusive.

- **Improves learning outcomes.**

  The ability of living heritage to provide context-specific content across different subjects allows it to achieve a range of different learning outcomes. Students are more likely to relate to a lesson that builds on local knowledge or practices with which students are already familiar and which carry meaning for them, their families and their communities. Such lessons may offer them opportunities to share their experience with the living heritage element in the class or apply their new knowledge or skills at home. Thus, in-school learning experiences become more relevant to students' daily lives. It is well known that motivated students are more likely to be engaged in the classroom, to interact with their teachers and classmates, and to achieve better results.

- **Connects theoretical knowledge with real life.**

  Lessons that incorporate living heritage to illustrate certain aspects of the teaching process or ones that are structured around living heritage enable students to learn in a more practical and hands-on manner while reflecting on the role that living heritage elements play

in their lives and those of their communities. This may encourage students to discuss living heritage and develop stronger bonds with their families, friends and communities.

- **Encourages multidisciplinary approaches and cooperation among teachers.**

ICH elements can often relate to multiple school subjects. Teachers are encouraged to collaborate with one another to allow pupils to learn about an element from different perspectives. Teaching with living heritage challenges teachers to develop new innovative approaches, which may require them to diversify their teaching methods and tools and work more closely together.

- **Promotes students' wellbeing.**

Teaching with living heritage helps students build self-respect, socioemotional skills and positive worldviews and habits. Teachers and students feel empowered by realizing that they are contributing to a greater purpose of safeguarding living heritage and promoting cultural diversity. Additionally, allowing students to understand a subject through their living heritage can ease stress associated with exams, foster joyful learning and improve the teacher-pupil relationship.

- **Cultivates respect and appreciation for diversity and creates a space for everyone to participate.**

Diversity in the classroom is related to learners' social and cultural backgrounds. Learners differ by gender and age group, while some may have special education needs. Teachers can feature the living heritage of different pupils or communities in their lessons to encourage constructive exchanges and appreciation among their students. Integrating intangible cultural heritage can thus foster respect for diversity and a sense of connection between communities and populations within or outside the country, which are also core values for global citizenship and peace education. Such an approach is valuable in all school contexts since it develops important life skills, and may be particularly appreciated in a culturally diverse school environment. It also might be of interest when designing approaches to reach children with special education needs.

- **Helps young people explore their identity.**

Living heritage is ingrained in who we are, shaping what we value and how we see and act in the world. Therefore, integrating living heritage in education connects students to their past, to each other and to the wider world. It can strengthen students' sense of identity and belonging. Having a sense of belonging and acceptance at an early age is important for building self-esteem and understanding oneself and one's place in society, and is one of the keys to building a peaceful world.

- **Strengthens dialogue between generations.**

Not only is intergenerational communication important for the transmission of living heritage, it is also crucial for the well-being of all communities. Bringing parents, grandparents or tradition bearers from different age groups into the educational process can make learning more relevant and enjoyable. It can also reduce the gap between what is taught at school and what young people learn in their communities and homes, creating a better connection between the two and recognising living heritage within the education system.

- **Explores local solutions to global environmental problems.**

As bearers of knowledge about nature and the universe, communities are essential actors in protecting and sustaining the environment. In the school context, ICH can shed light on local approaches to sustainably manage natural resources, prevent land erosion or natural disasters, protect biodiversity and build resilience.

Understanding the concept of living heritage
and the importance of its safeguarding

Before explaining the concept of living heritage, you may wish **to experience some of the rich manifestations of living heritage** using UNESCO's interactive online tool Dive into Intangible Cultural Heritage, which showcases over 500 elements inscribed on the Lists of Intangible Cultural Heritage under the 2003 Convention.

You can also watch four short stories on living heritage, in which young people speak about how they engage with their intangible cultural heritage. For further inspiration, you can also browse through a collection of videos from around the world that show the multitude of expressions living heritage can take.

In addition, please take the opportunity to explore the **inventories of intangible cultural heritage** in your region or country, which may help you identify ICH elements that might already be represented in your school community or nearby. As you will see, teachers have integrated elements inscribed on the national inventories into their pilot projects, such as *kama* flour in Estonia or carob products in Cyprus.

The understanding of 'cultural heritage' has evolved considerably in recent decades, owing significantly to UNESCO's standard-setting work in the field of culture. Cultural heritage is not limited to monuments or objects, which are referred to as tangible cultural heritage. Instead, this heritage also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals and festive events. Even certain knowledge, practices and skills fall into this category, which may be related to craftsmanship or our relationship to nature and the universe.

Intangible cultural heritage – also called living heritage – includes the practices, representations, expressions, knowledge and skills that **communities, groups and individuals recognize as part of their cultural heritage**. The importance of intangible cultural heritage does not lie in the cultural manifestation itself but rather in the meaning it carries for communities and the **knowledge and skills that are transmitted from one generation to the next as a result**.

It is important to note that the definition of living heritage under the 2003 Convention only includes expressions that are 'compatible with existing international human rights instruments, as well as with the requirements of mutual respect among communities, groups and individuals, and of sustainable development' (Article 1).

What all living heritage expressions have in common is that they **have a meaning and a value for those who practise them**. Intangible cultural heritage gives people a **sense of belonging, identity and continuity**. Transmitting and sharing

living heritage can thus promote social cohesion and respect for cultural diversity and can help communities build resilient, peaceful and inclusive societies and even facilitate intercultural dialogue and mutual respect. In the face of increasing globalization, intangible cultural heritage is therefore an important factor for **maintaining cultural diversity and human creativity**.

Diverse examples of living heritage (case studies)

For their school projects, the ten teachers and their pupils selected living heritage elements as diverse as the Japanese *Hanga* printing technique, the *O Merdeiro* carnival figure, traditional costume patterns, the *Kūčiukai* cookies, the *poldermodel* for decision making, the *Rebetiko* dance, the *Glöcklerlauf* celebrations, the *Lefkara* embroidery, carob-based dishes, the *Masopust* carnival and *kama* flour. Read the case studies to discover how they these elements were identified and selected.

Living heritage domains

As we've seen, living heritage is comprised of a wide variety of manifestations, which can be grouped in domains based on the types of activities, knowledge and practices involved. The 2003 Convention proposes a non-exhaustive list of five broad domains:

- **Oral traditions:** proverbs, tales, legends, myths, epic songs and poems, nursery rhymes, chants;
- **Performing arts:** traditional vocal and instrumental music, dance, theatre, puppetry, pantomime, sung verse, masks, costumes;
- **Social practices and rituals and festive events:** seasonal ceremonies, traditional games and sports, culinary traditions, traditional legal systems, events in the agricultural calendar, carnivals;
- **Knowledge and practices concerning nature and the universe:** knowledge about local fauna and flora, traditional healing systems, traditional ecological wisdom, indigenous knowledge;
- **Traditional craftsmanship:** traditional artisanry of pottery, musical instruments and household utensils, tools, clothing and jewellery, costumes and props for festivals and performing arts, decorative art and ritual objects, toys.

It is important to mention that many living heritage elements are part of more than one domain. Consider for example, the figure of *O Merdeiro*, a popular character who represents the ancient rivalry between peasants and fishermen and is the leading figure in the local annual carnival organised every February in Vigo, Spain. The carnival involves specific clothing and masks (including *O Merdeiro*), a parade with music and dances, food and other social practices. It therefore fits into all of the above domains.

Watch the film:

O Merdeiro in geography, music and art classes

How to recognize living heritage

Of all the cultural expressions that surround us, how can we tell what is living heritage and what is not?

The first thing to keep in mind when guiding your students to reflect on their living heritage is that intangible cultural heritage is **community-based**. This means that it can only be identified by those who are passing on their expressions, knowledge, traditions, skills and customs from generation to generation. In other words, intangible cultural heritage must be recognized as such by the **communities, groups or individuals** that create, maintain and transmit it. They are the ones who decide if something is part of their living heritage or not, and there are no experts or authorities who can decide this for them. Your students are sure to have participated in or be familiar with certain practices and activities in their communities, although they might not be aware that these are part of the community's intangible cultural heritage.

Another important aspect of living heritage is that it involves practices and expressions that continue to exist and be meaningful to their bearers **in the present**. While manifestations of intangible cultural heritage draw on a community's **traditions**, they are also **contemporary, living and continuously recreated** through a dynamic process. Living heritage is not an unchanging object, but rather something that permanently evolves in response to our environment and our history. Living heritage, as defined in the 2003 Convention, does not include expressions that are no longer **practised or transmitted**. For example, medieval dances would only be considered living heritage if there is a group or community that is still transmitting them to the next generation. In its school project, the Austrian team from the Salzkammergut region selected their local tradition of the *Glöcklerlauf* to integrate into school-based learning. This festival of lights has been practised every year for generations on January 5 (Epiphany Eve). Men and women, young and old, prepare for months in advance to be able to participate in the celebration.

Watch the film:
Glöcklerlauf in physics and computer-aided design classes

Whether a certain element is 'authentic' or 'beautiful' is not important. What matters is that the living heritage is meaningful for the community and that it links the past, the present and the future. The school project in Belgium, for example, discovered that their 140 students had family ties to 37 different countries around the globe. The project allowed learners to share their living heritage, taking pride in their cultural backgrounds and celebrating the school's cultural diversity. The school then selected the traditional *Hanga* printing technique from Japan to be integrated across different school subjects.

Watch the film:
Traditional *Hanga* printing in art and math classes

To summarize, intangible cultural heritage:

… refers to the **practices, representations, expressions, knowledge** and **skills** that communities, groups and individuals recognize as part of their cultural heritage;

… is **community based**, meaning that only community members—not experts or authorities—can decide whether a given expression is part of their living heritage or not;

… carries **meaning and value** for those who practise it;

… is **transmitted from generation to generation**, with younger generations learning from their elders, while all community members are involved in recreating and adapting their living heritage through the transmission process;

… is **traditional, contemporary and living**, meaning that people practise and transmit it today;

… is **dynamic and changes over time**, which means that it may not be the same today as it was for our grandparents, or as it will be for the generations to come;

…. is **present in communities in all countries of the world**, irrespective of their geographic location or whether they live in urban or rural settings;

… is **not limited by state borders** and can be practised by community members in villages and cities across different regions or countries;

… is **inclusive**, meaning that it involves all sectors and strata of society, including indigenous peoples, migrants, immigrants and refugees, people of different ages and genders, persons with disabilities and members of vulnerable groups;

… gives people a **sense of identity, continuity and belonging** to one or more communities and to society at large.

The Convention for the Safeguarding of the Intangible Cultural Heritage

As the only organization of the United Nations with a specific mandate in the field of culture, UNESCO works to safeguard cultural heritage and promote cultural diversity as a force for dialogue and development. One of UNESCO's functions is standard-setting in its fields of competence. In 2003, the UNESCO General Conference adopted the Convention for the Safeguarding of the Intangible Cultural Heritage, the first international treaty to provide a legal, administrative and financial framework for safeguarding *living heritage*. Thanks to this Convention, living heritage has become part the broader heritage field, along with all other forms of heritage such as built, natural and underwater heritage.

In the European Union, all current 27 Member States have ratified the 2003 Convention and have thus **committed to the safeguarding of the intangible cultural heritage present in their territories**. In each country, there are one or several designated **competent bodies specialized in ICH safeguarding**—these can include National Commissions for UNESCO or Ministries of Culture—which can be a valuable source of information when implementing school projects and activities involving living heritage. These bodies are also responsible for one or more **inventories[6] or registers of ICH** at a national level, which can serve as references when selecting and researching the living heritage to integrate into your lesson plans.

[6] Inventory or register of intangible cultural heritage is a tool to identify and define knowledge and information about an living heritage element in view of its safeguarding. Article 12, para 1 of the Convention indicates the following : 'To ensure identification with a view to safeguarding, each State Party shall draw up, in a manner geared to its own situation, one or more inventories of the intangible cultural heritage present in its territory. These inventories shall be regularly updated.'

> It was important to understand that by integrating living heritage in lesson plans and extracurricular activities, we also contribute to its safeguarding. Knowing that we are doing something with a greater impact, that we are playing a role in something larger, makes us feel very proud. After this experience, we will continue to teach with living heritage.
>
> – Aikaterini Christodoulou, teacher, Greece

The concept of 'safeguarding' living heritage

Intangible cultural heritage can only be kept alive as long as it is relevant to those who practise it and is transmitted between generations. **When we talk about safeguarding living heritage, what we mean is ensuring that it remains an active and meaningful part of peoples' lives. This means maintaining the transmission of the knowledge, skills and practices involved, as well as the values and meaning it carries for the communities.**

Community members have a right to access and enjoy their heritage and make decisions about its future. Communities and groups who practise living heritage have their own systems for transmitting their knowledge and skills, which are often highly complex and cannot always be easily understood by someone from outside the community. **Therefore, safeguarding living heritage always involves the communities, groups and individuals that are the bearers and practitioners of the heritage since they are ultimately the only ones who can ensure its survival over time.**

However, intangible cultural heritage currently faces growing threats from widespread societal changes and globalization. As a result, many different stakeholders are making efforts to help safeguard it, including governments, non-governmental organizations, universities and schools. The 2003 Convention considers the role of these stakeholders to be fundamental. In particular, the Convention recognizes the 'transmission of intangible cultural heritage through formal and non-formal education' as a key safeguarding measure (Article 2) and it mentions the importance of promoting awareness and respect for intangible cultural heritage (Article 14). As teachers, you can play a key role in recognizing your students' living heritage. Activities inside and outside the classroom can strengthen students' awareness and appreciation for their own intangible cultural heritage and cultivate respect for that of others. Ultimately, such activities can contribute to the transmission and safeguarding of living heritage.

Intergenerational transmission plays a central role in ensuring the continued practice and safeguarding of ICH. Typically, knowledge and skills are passed to the next generations in the context of peoples'

everyday lives, including from family members at home. However, the institutionalization of societies, migration and other factors have created increasing disruption to these transmission modalities. This is one reason why the safeguarding of living heritage in formal and non-formal education has become so important today.

It is clear that there is room for greater consideration of living heritage in modern school curricula and pedagogy. Schools have not yet fully harnessed the potential of intangible cultural heritage to improve the quality and relevance of education. Similarly, many of the opportunities to use cultural diversity to inform educational content and methodology remain neglected. The transmission of living heritage involves a rich diversity of knowledge systems and learning methods, which can provide schools with innovative teaching methods and increase educational quality. The integration of intangible cultural heritage therefore allows schools to improve their educational programmes while also providing new spaces for safeguarding living heritage.

For more examples that illustrate how to integrate the safeguarding of intangible cultural heritage in education, please visit the project's webpage as well as the UNESCO Clearinghouse on living heritage and education. For further reading, you may also consult the 2003 Convention Research Bibliography.

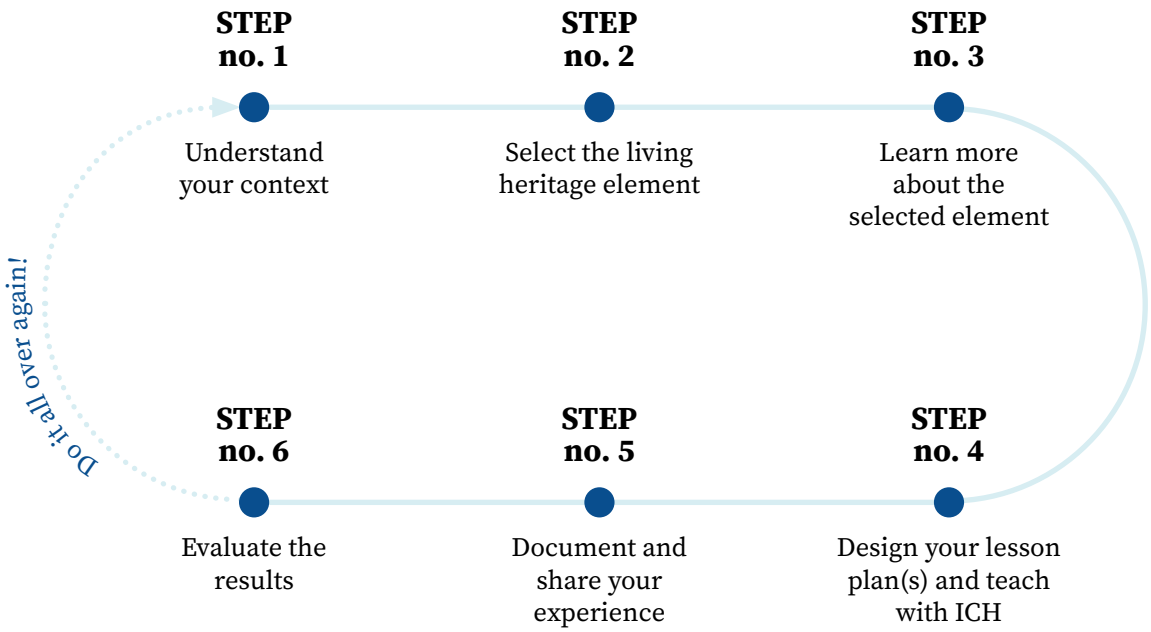
A step-by-step approach

to integrating living heritage in school-based education

The six steps presented in this section were identified through the pilot projects implemented in ten UNESCO ASPnet schools across the European Union. The teachers that led the process have tested the approach and their hands-on experience has informed the steps presented here. Each step follows a logical sequence, guiding you from the selection of the living heritage element to its integration in lesson plans or extracurricular activities, in and outside of school.

Yet, as with most teaching approaches, there is no *one-size-fits-all* approach to integrate living heritage in school-based education. You may find that some of the suggestions below are not applicable to your context or you may wish to take a different approach. The six-step approach is a work in progress and teachers and learners should adjust it to fit their context and needs. We invite you to explore, utilize and adapt the proposed methodology and choose the examples that best serve you, your pupils and your learning objectives.

Read, practise and explore!



STEP 1. Understand your context

Understanding your context is the first step towards imagining what you can do, when, how and with whom. If you have never worked with living heritage before, take this moment to observe and reflect, as it will set the stage for any activity you will end up doing. Allow yourself the space and the time to analyse your context from a living heritage perspective – in the end, living heritage is all around us, even if we have not recognized it as such before.

This first step is a preparatory phase before you select the living heritage element and integrate it into your pedagogy. You have a wealth of options to consider when integrating living heritage in a school-based education context: you can do it alone or together with other teachers, in the classroom or as an extracurricular activity, as a single lesson or as a series of lessons.

Before doing anything else, take a moment to think about your school community and the living heritage that is present in its immediate proximity. Try to identify which people may be able to help you introduce certain living heritage expressions to your students – family members, artisans, cultural institutions. Look at the different ways in which living heritage could fit into school curricula and activities. If you wish, you can also discuss ideas for activities that integrate living heritage with your colleagues.

Most importantly, enjoy this process!

> Children with a migration background often feel that there is no space for them to express themselves, to share where they come from. By integrating living heritage into our teaching, students were so happy that the school provided a space for their culture.
>
> – Rembert Jonckheere, teacher, Belgium

> Students can easily relate to intangible cultural heritage, as they know it from home, they have seen it and experienced it.
>
> – María Isabel Brión Caíño, teacher, Spain

What is the living heritage present in your school environment?

Now that you have read the first part of this document, you should be familiar with the concept of intangible cultural heritage and know why you would like to integrate it into your teaching. It is time to explore and identify the living heritage present in your school environment, keeping an eye out for opportunities to integrate it into your teaching in a creative and collaborative way.

Consider engaging your students in a participatory survey in their families and communities.

Identifying the living heritage present in the families and communities of your students is an important step in understanding the local context. It is also a prerequisite for selecting the element(s) that you wish to use in your teaching.

One way to identify the local ICH elements is to carry out a simple mapping exercise, which does not need to be exhaustive. Doing this mapping exercise with your students can help you to learn about their living heritage and will help them to better understand the concept of ICH. You may wish to start by identifying:

- ICH elements directly **related to students' lives** (e.g. seasonal or family celebrations, musical instruments, dances or songs): students and their families will certainly be happy to provide some suggestions. This step could yield particularly interesting results in classes where students come from different cultural backgrounds since it gives all students the opportunity to share and learn about each other's living heritage.

- ICH elements **related to the life around the school location** (e.g. events in the village, city or region, such as a procession or a festival) and widely practised by the local communities: resources may include local practitioners, artisans, cultural associations representing traditional crafts, professional staff working in the field of culture, including those in cultural centres, libraries, museums, etc. Your teaching colleagues can be excellent sources of information as well.

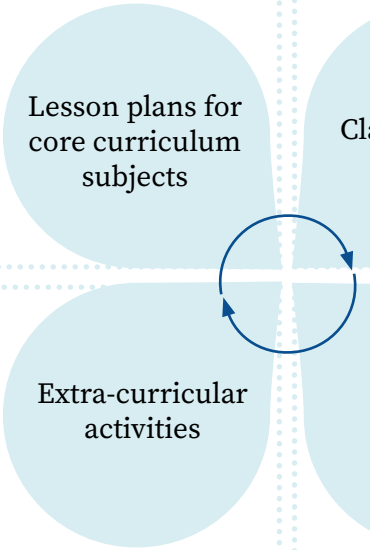
- ICH elements already **documented in local or national inventories**[7] or on the UNESCO lists can offer easily accessible inspiration. You can also access information about such elements by exploring UNESCO's Dive into ICH and see if any of the listed elements are practised in your region.

What kind of activities can you do?

Once you have a clearer idea of the living heritage present in your school environment, you can think about the kinds of activities that you can develop at your school.

In most schools, teaching is organized around a **mandatory curriculum**, typically structured into subjects, such as mathematics and natural sciences, social studies, languages, arts, music and sports. Some schools also dedicate time to **special or thematic projects and events** and **extracurricular activities**. Living heritage can be integrated in all

[7] Inventories or registers of living heritage can often be consulted online. You can visit the Ministry of Culture's website or contact the National Commission for UNESCO in your country to ask about the ICH inventory.



In Estonia, language and mathematics teachers designed their lessons around the preparation of the traditional *kama* flour and related practices.

Students in the Belgian pilot project organized a school-wide survey to identify the cultural backgrounds present in the student body. Pupils were asked to bring objects related to the living heritage of their community(ies), which were presented in an exhibition showcasing the school's diversity.

For the pilot project in Cyprus, a group of students produced a video outside school hours on mathematics and living heritage - the process of making carob truffles was used as example of solving solid geometry problems.

In Poland, under the guidance of the mathematics teacher, students prepared an exhibition on living heritage and symmetry, presenting family objects on posters or in videos.

of these components. Explore the options in your school and identify those that are most appropriate and feasible.

Who can be your partners?

The community-based nature of living heritage underscores the importance of finding allies and partners to get involved in and support the process. The primary allies are, of course, families and community members, who can provide information and advice regarding the living heritage that you are thinking of using. Other potential partners are your colleagues, who can help you reflect on how a specific element could be integrated in the mandatory curriculum of different subjects or as an extracurricular activity.

Partners at school:

You can discuss your initial ideas about integrating a possible intangible cultural heritage element with different colleagues:

- Colleagues **teaching the same subject** (in your school or elsewhere) can provide content-related ideas and feedback, helping you to assess if the living heritage you might have in mind could be relevant for the mandatory learning objectives.
- Colleagues **teaching other subjects** may be interested in exploring whether the elements of living heritage you have in mind could be relevant to their subjects, and perhaps in developing a joint project.
- Colleagues **responsible for clubs or associations** might be interested in helping to integrate the living heritage element in the school by providing space for a related activity, organizing a visit or event, or giving a presentation to the pupils.

Support from school management can motivate your colleagues to join you in teaching with living heritage.

Some of your colleagues may already have experience in working with living heritage and can share their knowledge.

Not all teachers will want to participate, and that is all right. Positive results from a small and committed group may attract more colleagues later.

PEOPLE TO MEET

Family members: parents, grandparents and other relatives

Bearers and practitioners

Local associations (cultural, health, sports, religious, etc.)

Representatives of cultural centres, museums, libraries, archives, art schools, etc.

Representatives of local universities and other cultural experts

Government officials (culture, heritage, sports, tourism, etc.)

Partners in the community:

As noted earlier, communities and intergenerational transmission are at the heart of safeguarding living heritage. Always keep in mind that involving bearers and practitioners can provide significant benefits for students' learning experience. The ten pilot projects have shown that bearers and practitioners were willing and excited to contribute to this kind of endeavour at any stage. They can inform the preparation of lessons, help implement activities and contribute to broader discussions on teaching and learning with living heritage. Working with practitioners and bearers adds value to the learning process by connecting youth with their elders and facilitating the transmission of knowledge, meaning and skills.

Practitioners and bearers can:

- help identify the living heritage in the school community;
- offer more information about particular living heritage elements, mainly by sharing why living heritage is meaningful to them, providing insight on how elements can be integrated in the school context or even developing pedagogical materials;
- be invited as guest speakers to present and/or demonstrate an element;
- receive students in their workspace or living place (e.g. workshop, cultural site, museum, library, etc.)
- help review a lesson plan and discuss whether the ICH-related content reflects the values of the community;
- guide students during the event in the case of a celebration (e.g. carnival) and help them to better understand it.

When working with living heritage, it is always good to be mindful that carrying out research

> By having to first understand living heritage, everyone spoke to their grandparents, teachers, associations and then shared with the group. These activities provided us with a point of view from different perspectives and we liked it.
>
> – Sara Caride Piñeiro, student, Spain

or data collection within a community may be sensitive and must be done with the highest level of respect. The 12 Ethical Principles for Safeguarding Intangible Cultural Heritage can provide useful guidance for such activities.

Meeting the communities

In Spain, the teacher organized a visit to the school of the 'A Merdeira' ethnographic association, whose representatives explained the local carnival traditions, with a special focus on the *O Merdeiro* carnival figure, which represents fishermen disguised as farmers.

How and when should activities with ICH be scheduled?

The timing of your activity may depend on a number of factors and it is important to reflect on these early on in the planning process; ideally **when you are preparing your overall programme** at the beginning of the school year. However, integrating living heritage into your lesson plans and activities can also be carried out at a later stage, perhaps **in the middle** or even **towards the end of a school year**. You can start small with one or a few lessons or with a small project that can be enlarged in subsequent years.

Some living heritage elements are related to a specific time or period of the year: carnivals, rituals, specific events and celebrations, practices linked to the changing of seasons or the agricultural cycle. In cases where participation in the events is part of the plan for integrating the element in the learning process, activities should start well in advance to prepare adequately and increase students' awareness about the event. The event itself may become an opportunity for students to experience living heritage, reflect on it and, possibly, continue its transmission in the future. It can also give them the opportunity to observe and document the element.

Make sure to consider community members' availability and consent when planning their involvement (field visit, demonstration of the element, interviews, etc.). At certain times of the year, they may be too busy.

Scheduling lessons around carnival celebrations

The *Masopust* carnival in Czechia takes place every year in February. Prior to the celebrations, English, history and art classes were dedicated to the carnival and informed students about historical and contemporary practices and their meaning. A group of students went on to participate in the carnival and produced a video, which was later used in an English class to discuss this cultural practice.

STEP 2. Select the living heritage element

Completion of the first step has provided you with an overview of the living heritage context around you – within and outside your school. You have now learned who your key partners might be, and what is feasible in your school context.

Now, it is time to narrow things down and decide which intangible cultural heritage element(s) you will finally make part of the students' learning experience, the lesson you would like to teach with ICH and the activity(ies) you would like to organize with local practitioners or bearers.

> Teaching with living heritage was a learning experience for us as well. Even if we knew more than the students, we still had our learning moments.
>
> – Kristi Kaldmäe, teacher, Estonia

How do I select the living heritage element?

There are two main approaches to start reducing your mapping exercise from the previous step. You can start with **the living heritage elements you identified** or with **the school subject**:

ICH as the entry point

One ICH element selected for teaching

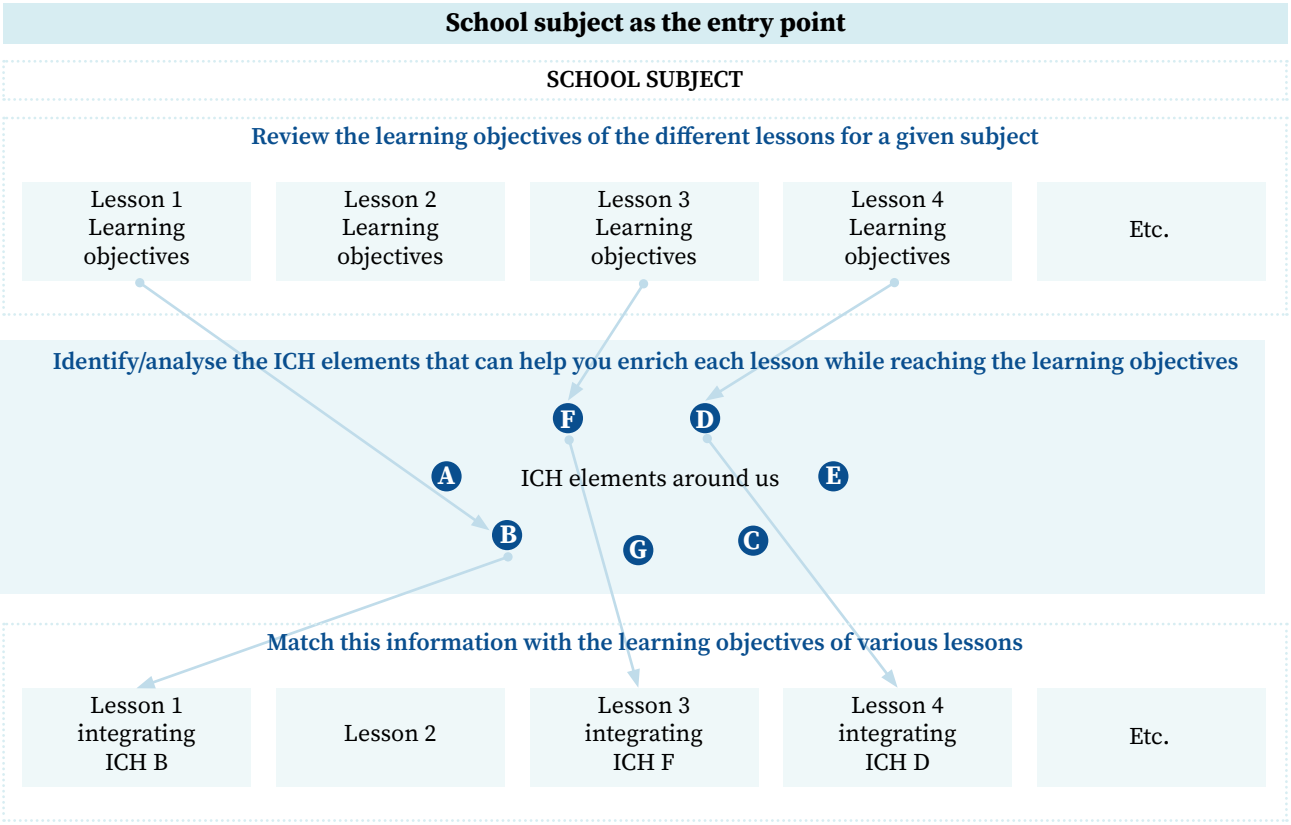
Identify/analyse information from this element that can be used to teach various subjects.

What kind of action/knowledge/belief is inducted by the practive of this ICH?

What kind of materials are used or produced in relation to this practive and could be used as source materials during a lesson?

Match this information with the learning objectives of various subjects.

Math lesson integrating this ICH	Physics lesson integrating this ICH	Language lesson integrating this ICH
Geography lesson integrating this ICH	Art lesson integrating this ICH	Etc.



To help you select your living heritage element, Tool 2 offers ideas of **possible links between school subjects and living heritage elements**. Please keep in mind that a single living heritage element can often be related to several school subjects.

The prominence of the living heritage-related content can vary depending on the topic of the lesson.

Consider your students' interests and needs when you select the living heritage you will work with.

Students will be more receptive to a new activity if they are already interested in the topic. They might already actively participate in the cultural expressions of their own community, which may be a source of pride for them. They may also be curious about the heritage of other communities. Some pupils are themselves practitioners of a living heritage element and may be able to share their experience with their schoolmates. This was the case in the pilot projects in Austria and Spain, where individual students introduced the living heritage elements to their peers.

Kūčiukai cookies in language, mathematics and technology classes (Lithuania)

Kūčiukai are symbolic small bread cakes – a very popular dish that Lithuanian families serve on Christmas Eve. During the hands-on technology class, pupils learnt how to bake their own cookies. The activity was open to all students, including learners with physical disabilities. During English, German, Lithuanian and Russian language classes, the recipe and the traditions associated with *Kūčiukai* cookies served as context to develop students' vocabulary (through translations, for example) and conversational skills. In mathematics, the recipe served as base for various calculations.

Learning symmetry in mathematics using traditional decorative patterns (Poland)

Stroje ludowe are, in Polish, traditional costumes from various regions, worn by men, women and children of all ages for special occasions such as marriage ceremonies or festivals. For the school project with living heritage, the mathematics teacher introduced traditional costume patterns from different regions to explain and demonstrate the concept of symmetry. Students researched traditional costume patterns, consulted a local folk group and interviewed family members about the meaning of these patterns and the embroidery techniques used.

At the end of this step, you should have a clear idea of the living heritage element that you will be working on, either by yourself or with other teachers.

As with any new initiative to be carried out in the school environment, you may need the approval of your school director or the school board before you start. Depending on the specific activity you would like to implement, you may also need to inform the parents and, in some cases, obtain their consent.

What do you need to plan for?

By this time, you have probably identified one or two ICH elements you would like to work with. Before starting the planning process, it is necessary to determine whether it is feasible to organize your activity around these ICH element(s). As with any novel activity conducted in the school context, you need to identify the requirements and the challenges you may face when implementing it.

Most lessons and activities can be organized with minimal supplies, but others may require more logistics and investment. The resources available in your school will determine what is realistically feasible. You may need to be flexible and consider other options if changes need to be made.

Consider other aspects related to the ICH element that might impact your activities. For example:

- Language: in multicultural environments, will students have to interact with local practitioners or resource persons and read materials in different languages?
- Safety regulations: what rules do you need to follow to organize field trips or invite external persons to your school? Can you transport students in your personal vehicle?

> In this project, teaching and learning with living heritage helped in tackling aspects of identity, of European identity, our identities as humans in the world, the identity of a group.
>
> – Ignas Juskevicius, teacher, Lithuania

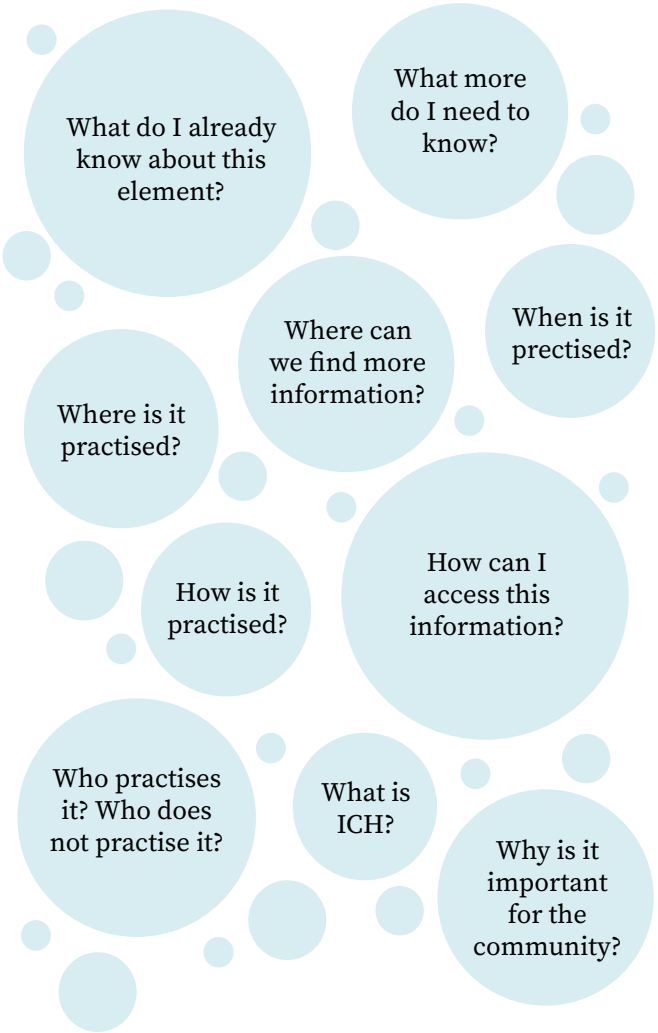
TASKS	REQUIREMENTS
Preparing lessons, developing handouts and identifying practitioners of your activities	Information about the element and collaboration with community members
Receiving guest speakers, organizing events, exhibitions, activities	Suitable space
Displaying audio-visual materials (photos, films)	Audiovisual equipment (projector, screen)
Organizing field trips, meeting with local resource persons	Institutions/communities to be visited (e.g. museums, libraries, archives, performing art centres, local cultural associations) Transportation: public (train/bus) or private (car/school bus)
Documenting practices and carrying out interviews	Camera, recorder
Paying entry fees, purchasing supplies	Funding
Implementing the project, doing research, organizing exchanges with local communities	Time

Next, ask yourself whether there are alternative options to reach your objectives if some resources are not available or if you face certain constraints. Before moving on, list the requirements, challenges and alternative solutions involved in your educational activity with living heritage. You can use a similar format to the table above. This will help you to decide whether you can work with the element you chose, or if it is necessary to change and choose another one that allows you to implement your activity more easily.

By the end of this step, you will have chosen the ICH element on which you are going to work, either by yourself or with other teachers, and the format of your activity (the subjects or extracurricular activities in which you will integrate it). You should also be aware of any requirements and foreseeable challenges to ensure that you can carry out your activity successfully.

STEP 3. Learn more about the selected element

For a lesson that integrates ICH, you may need to gather information about the element, which could require contacting bearers and organizations involved in safeguarding the element.



> Our teaching contributes to the everyday life and well-being of the students. It prepares them to lead sustainable lifestyles, understand diversity and become true citizens of the world. Living heritage helped me and my colleagues in doing that.
>
> – Aikaterini Christodoulou, teacher, Greece

There are many ways to collect information. The most common methods are **desk research** and **interviews with practitioners, the latter being particularly important to understand the meaning of the element for the community**. During **desk research**, you collect information written by other people and made available in books, articles, or on the internet. When performing **interviews**, you collect information yourself from practitioners, including family members, artisans, artists, representatives of relevant NGOs or cultural institutions. While this can be more time consuming, exchanges between students and practitioners or bearers are much richer and more interesting for pupils. The interview process may engage learners on several levels: listening, observing, reflecting and, in some cases, exploring the practice of the element. Interviewers can ask as many questions as needed to deepen their understanding of the element and of the practitioners.

The activities below can help you learn more about the living heritage element you have selected while creating engaging experiences for your students.

- If possible, plan activities to collect information about the selected element alongside your students.
- Involve community members: in addition to interviews, you can also **visit** them in their homes or workshops or invite them to introduce their ICH to the students directly in the school.
- Plan **field trips** to cultural institutions and professional associations that are involved in the practice or safeguarding of the element.

If you collaborate with other teachers, divide the tasks and learn about the ICH element from several perspectives. A physics teacher might look into its scientific dimensions, while a teacher of

The **Practical tool *Gathering information*** (see Tool 1) Provides useful recommendations on how to conduct interviews in an effective and ethical manner.

Additional information can be found in the UNESCO capacity-building materials on community-based inventorying (Units 18-37) on the UNESCO website.[8]

[8] To access the materials, you can register in the 'Access to capacity-building materials - intangible heritage - Culture Sector - UNESCO' window.

humanities could search for information related to its historical and social aspects. Such teamwork can build a deeper understanding of the heritage element with a view to integrating it into different subjects.

STEP 4. Design your lesson plan(s) and teach with ICH

Define learning objectives

Learning objectives, or learning outcomes, describe clearly what students should know or be able to do at the end of the lesson. In a lesson with living heritage, you may want to highlight how the ICH element helps to reach the learning objectives of the subject.

You may also want to add a learning objective to measure the extent to which the lesson helps raise awareness of living heritage and safeguarding. Broader learning objectives related to the development of behavioural or emotional capacities can also be included.

What kind of activities can you use to reach the learning objectives? **Group work, discussions, individual assignments, encounters with the bearers** – you know best what will engage your students and fit with your school's philosophy.

Interviewing family members (Spain)

For their pilot project with living heritage, the students interviewed their grandparents about their lives and work at sea or in the field. They also collected sayings and popular songs. This assignment allowed them to enrich their vocabulary and knowledge of maritime and agricultural activities. They went on to share these stories in class, turning a theoretical geography lesson on the local economy into a real experience.

> I would love to do this type of activity every year because I had never done anything like this before.
>
> – Jada Russu, student, Netherlands

> Learning with living heritage proved to be very practical, as it prepares students for real-life situations. It equipped students with the skills, tools and vocabulary they will use not only for their exams, but later in life. It will help them build good relationships with peers from across the globe.
>
> – Kristi Kaldmäe, teacher, Estonia

> Designing the traditional Glöcklerlauf caps during the CAD lesson was much more complex and challenging than drawing the simple geometric patterns we usually do, but students found it more interesting and meaningful, as it was related to a practice they all knew.
>
> – Florian Engelbrecht, teacher, Austria

Example of learning objectives for physics and computer-aided design (Austria)

In physics, students were learning about the creation and physical properties of sound waves using the free mobile app *Phyphox*. The bells of the *Glöckler* were brought to school and served as examples for students to measure different sound frequencies. Pupils in computer-aided design (CAD) classes, learning to design and print two-dimensional patterns, used *Glöcklerlauf* caps as examples and digitized their patterns. The ICH-related objective was to learn about the *Glöcklerlauf* tradition – how it is practised within the community, the significance of the patterns and symbols on the *Glöcklerkappe* (caps) and the meaning of ringing the *Glöckler* bells.

Example of learning objectives for a mathematics lesson (Cyprus)

- Recognize the basic geometric solids;
- Apply empirical methods to measure similarity ratios (radii, area and volume);
- Become acquainted with carob products and how they are used;
- Understand the importance of this ICH element for our island;

In addition to the learning objectives related to mathematics, the two final objectives were added to emphasize the aspects of the lesson related to ICH.

“

I am passionate about mathematics and I am very good at it, but I never thought that mathematics could be used in the outside world, it was something new for me. With living heritage, students can use mathematics.

– Konstantinos Antoniou, student, Cyprus

Some living heritage elements may involve their own pedagogies, which could inspire your own teaching and help contextualize the lesson. Teaching and learning with ICH often benefit from active pedagogies that offer more space for practical exploration and exchanges. The activities you design should integrate the selected element and be adapted to your subject, your methodology and your students. Whatever you choose to do, dare to be creative!

‘Think-pair-share’, game-based learning, storytelling: many online sites propose a selection of student-centred approaches and activities for more inspiration. You can look for keywords such as collaborative learning, blended learning, game-based learning, personalized learning, differentiated learning and student-centred methods, among others.

“

By introducing living heritage in our lessons, the teacher-student relationship was also different and better. We all worked as teams and it was good.

– Dovydas Tamosiunas, student, Lithuania

Role-play as an instruction method (The Netherlands)

The teacher anchored his economics lesson on the *poldermodel*, a form of consensus decision making, with a role-play activity. The lessons began with five theoretical sessions that taught students about what living heritage is, how the consultative economy is related to it, and the characteristics and history of the *poldermodel*. The roleplay was then organized at the Social and Economic Council of the Netherlands. Students were divided in two groups representing employers and employees and discussed issues relating to the minimum wage. This experience provided students with information on the history and relationships between employers and employees and first-hand experience in formulating arguments, a very useful skill for their further education and everyday life.

Hands-on activities as an instruction method (Estonia)

Students enriched their vocabulary by translating the recipe for *kama* and discussing it in their language classes. In mathematics, they converted the Imperial Russian measurement units into modern ones and calculated the proportions of the various ingredients using percentages. Then, hands-on learning took place in the school kitchen, where students worked in groups to prepare *kama*-based recipes. This activity helped students to acquire new vocabulary, which they can use to discuss traditional dishes from Estonia with peers from abroad.

Learning does not need to be limited to the classroom. If logistical considerations and safety rules allow it, the school grounds and the spaces around the institution can offer different teaching environments. In lessons involving living heritage, you may want to explore the surrounding areas where the element is practised.

Select and develop pedagogical materials

In addition to textbooks, teachers are constantly developing and selecting materials to use during their lessons. ICH elements provide a rich source of inspiration and information to support edcuators.

- Audiovisual materials (e.g. photos, videos, documentary films, drawings), stories (e.g. interviews with grandparents or practitioners), online applications enliven the presentations and can be used as resources during activities.
- Objects related to the element can be observed, manipulated or reproduced during lessons.
- Books and other publications provide supplementary materials for research and assignments.
- Customized handouts can draw inspiration from the selected ICH element.

Promoting practical and experiential learning is key when you teach with living heritage. These approaches can benefit the learning process, facilitating exchanges between students as well as interactions between the school and the communities. Don't hesitate to think outside the box!

Making teaching and learning with living heritage happen

Integrating living heritage in school-based education starts from the moment you first engage your students in discovering the living heritage present in the school community. The steps that you have followed so far are part of teaching and learning with living heritage. Laying the groundwork in this manner is an important part of the learning process, during which your students develop numerous competencies and skills directly or indirectly related to the subject you teach and the curriculum. It helps ensure that learning objectives are reached and encourages students to become aware of their heritage and to contribute to its safeguarding.

Now that the preparatory work is completed, it is time to implement the prepared activities along with your students, teaching colleagues, communities and other identified key partners. During the session(s), students often share their knowledge,

From objects to apps and films: a diversity of tools for teaching

(Austria)

Students used the mobile phone app ***Phyphox*** to analyse the noises made by the **Glöckler bells** during a lesson on acoustics and sound waves.

(Czechia)

The English and history teachers showed **TV documentaries** on the Masopust carnival in class to deepen discussions with the students.

If you need examples of ICH for your materials, the UNESCO website has photos and videos of ICH elements listed under the 2003 Convention available for download. You can also use the Dive as a means of letting students discover the elements and the linkages between them.

> With living heritage, we have learnt a lot, but in a different way. Learners were also more eager to participate in the activities related to intangible cultural heritage.
>
> – Erich Peer, teacher, Austria

> Students always ask me 'how does this help me?'. With living heritage, learning mathematics becomes more concrete, but also more inspiring and interesting.
>
> – Olympia Orfanidou, teacher, Cyprus

sometimes beyond what was envisioned in the lesson plan, creating a very engaging experience. Discussions, group work or individual assignments can provide opportunities for pupils to express themselves more than usual. Even though they have all become familiar with the living heritage used in the lesson, they may vary in terms of their experiences, knowledge and beliefs.

Such a diversity of experiences among the students can enrich their learning. Be flexible during the lesson to allow pupils to convey their ideas and remain attentive to ensure respect and tolerance towards others' opinions.

STEP 5. Document and share your experience

Now it is time to document and share your experience.

Documenting the experience of teaching with living heritage may be done in two ways:

> Living heritage seemed to create a space for everyone to participate.
>
> – Vendula Buríanová, student, Czechia

- **Document for yourself:** Teaching with living heritage may be a fairly new approach for many educators. Documenting your activity can help you reflect on your own experience and allow others to learn from it. You may want to record as you progress through the activity. Consider keeping a journal in which you note down your reasons for engaging in this process, how you handled the preparatory and teaching steps, the challenges you faced, the materials you prepared, and the outcomes of this experience. When thinking about outcomes, consider the results for the students, the relationship with the community, the living heritage element and yourself. Keeping track of your actions in the moment can help you to compare your motivations and intentions with the actual results. It can also help you reflect on what you could do differently in the future and formulate recommendations for others.

- **Document for others:** the purpose of this type of documentation is to share your experience

with others, be it through social media, the school's webpage, a photo exhibition, a public presentation or through other channels. Students can and should be part of this documentation process. As they say, a picture is worth a thousand words – a photo or video exhibition can therefore say a great deal about your experiences. In addition to the pedagogical value of the documentation process and the new skills it allows your students to acquire, the materials can enliven future lessons and provide a meaningful illustration of your experiences for others.

These two options can complement one another, as teachers might start documenting their experiences for themselves and then decide to document it for others.

And now, **share your stories and inspire others!** Teachers are the best source of inspiration for other teachers. Your experience can offer practical ideas and recommendations for colleagues as they design their own activities. Lesson plans and materials can be uploaded to online repositories managed by the school, ministries of education or teachers' networks. This can also save your colleagues a great deal of time in that they can reuse or adapt these materials to their own context rather than developing everything from scratch.

In addition to the teaching materials, share your experience in your own network. You are sure to find interest among other teachers and students in your school, other schools in your region or abroad, the ASPnet in your country, eTwinning schools in the European Union and beyond. Your successes will inspire and motivate them. They can learn from the difficulties you faced and avoid unnecessary challenges. In turn, they may send you some useful feedback to improve your existing lessons or ideas to develop new ones.

You can also reach out to a broader international network by showcasing your experience on the UNESCO Clearinghouse on living heritage and education. A template is available to help you develop your experience into a case study, in a similar manner to the ten pilot projects of the UNESCO–EU project.

Please keep in mind that if you want to take and share pictures or videos featuring your students, community members or others, you always need to have written approval from them. For students under 18 years of age, you will need written approval from their parents. Your school may already have a specific policy on this matter.

Documenting a physical education lesson (Greece)

A teacher recorded a video of the physical education class including the demonstration of dances done by the teacher and the actual exercises performed by students. The recordings were then used by the ICT teacher and his students as background materials to develop an online application. In addition to documenting the project, the app will be used to teach *rebetiko* dances in the future.

STEP 6. Evaluate the results

While the evaluation can happen at the end of the activity, it can also be done throughout the process of teaching and learning. This resource kit proposes a process-oriented approach with different stages, meaning your lesson plan can schedule an evaluation at different points in time. You can assess yourself, request feedback from colleagues, collect students' input or combine all three to evaluate your activity. Assessing the process while it is ongoing also allows you to adjust and improve. The final evaluation will provide valuable lessons learned for future activities, both for you and for your peers.

Assessing students' learning outcomes

Evaluations of lessons with ICH should use the assessment methods that are appropriate for the activity, the school context and the curriculum requirements. You can follow those used by your school or use other creative assessment methods of your choice.

Evaluating the process: reflecting on teaching with ICH

Improving the quality of education is a process that requires the investment of time and resources. Here just a few ideas for questions that you can use to reflect on the teaching process:

- Has the integration of living heritage added value to your lesson(s)?
- Did the use of living heritage make the lesson or activity more engaging, more meaningful and better accessible for students?
- Did it create a more open relationship between students and teachers?
- Did it improve relationships in the classroom?
- Did students participate more actively?

While living heritage represents a resource for the lesson, the process also contributes to awareness raising about the importance of ICH and its safeguarding. You can therefore also evaluate these aspects:

- Do students understand the information presented about ICH during the activity?
- Through this activity, have students become more aware about this element or about ICH in general and why it is important to safeguard it?
- Does the way the ICH is presented and used during the school activity respect the values of the community and reflect the importance of the element?

> 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, Greece

- Has the activity led students to participate in transmitting the living heritage element in the future?

There are many different tools that can help you to evaluate students' awareness of ICH - you may know of some yourself. During the pilot projects, we used these two:

KNOW, WANT, LEARN form (KWL)

K	W	L
What I know about this ICH	What I want to know about this ICH	What I learned about this ICH

3-2-1 EXIT PASS form

3	3 new things I learned about this ICH: 1. _____ 2. _____ 3. _____
2	2 reasons why this is important for my community and me: 1. _____ 2. _____
1	1 way to safeguard this ICH element: 1. _____

DO IT ALL OVER AGAIN!

It certainly requires a lot of courage and time to test a new teaching and learning approach and to prepare the initial lessons. Hopefully, each attempt will be easier. Your curriculum is extensive and living heritage is extremely rich. There are indubitably many opportunities to find linkages between living heritage and your school activities. You could explore another element, partner with different teachers or propose a project or an extracurricular activity. Your students may have some ideas too.

So, be creative and do it all over again!

List of films

Teaching and learning with living heritage:

O Merdeiro in Galician language, geography, music and art classes:

full version (4,50 min)

social media version (1 min)

Glöcklerlauf in physics and computer-aided design classes:

full version (5,20 min)

social media version (1 min)

Japanese Hanga printing in art and math classes:

full version (6,37 min)

social media version (1 min)

List of case studies

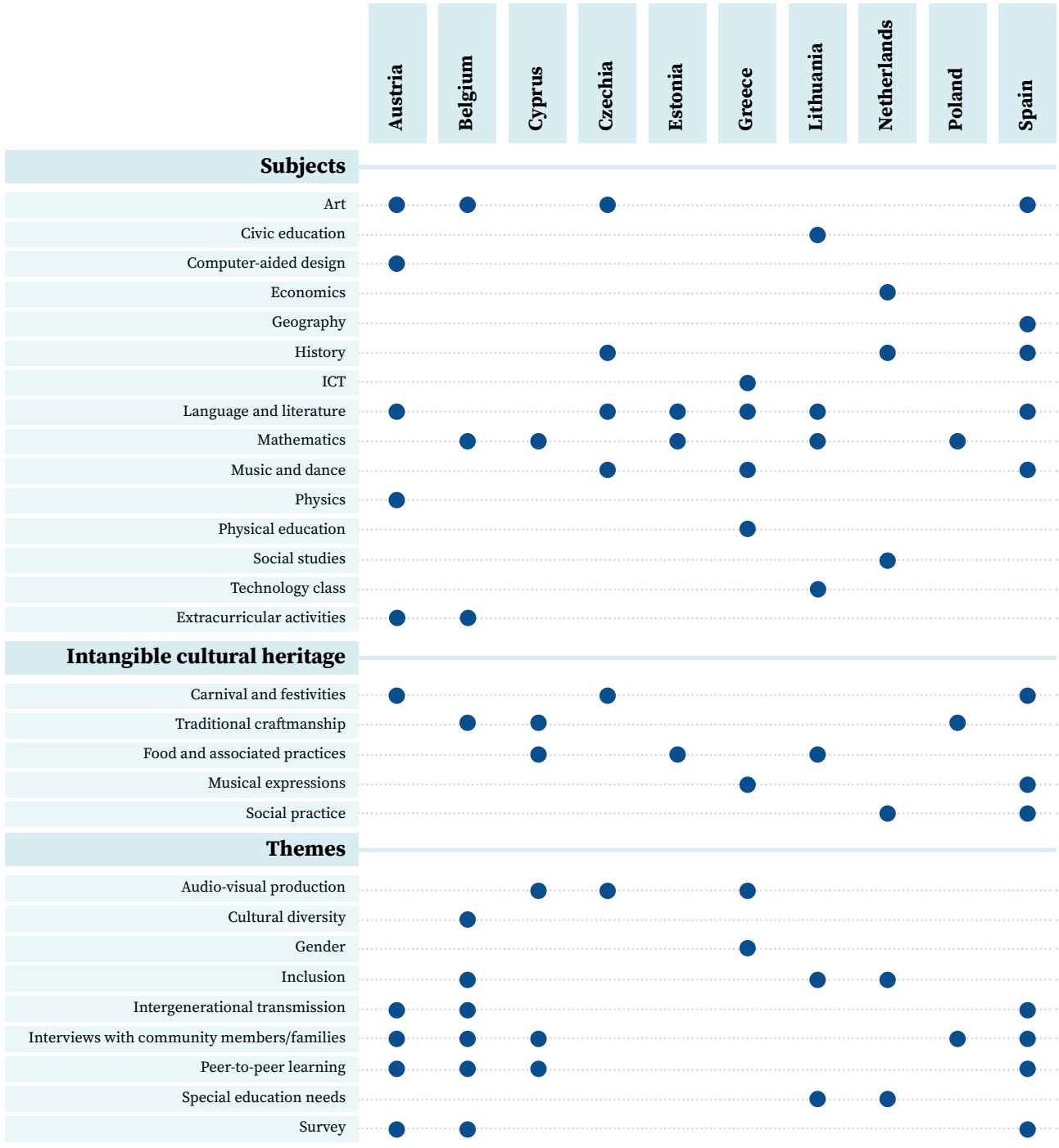
based on the ten school pilot projects[9]

Teaching and learning with living heritage:

- *Glöcklerlauf* in physics and computer-aided design classes, Austria
- Japanese *Hanga* printing in art and math classes, Belgium
- *Lefkara* laces and carob products in math classes and extracurricular activities, Cyprus
- *Masopust* carnival in language, history, civics and art classes, Czechia
- *Kama* recipe in language and math classes, Estonia
- *Rebetiko* in literature, English language, sports and ICT classes, Greece
- *Kūčiukai* Christmas cookies in language and technology classes, Lithuania
- The *poldermodel* in economics, social studies and history classes, The Netherlands
- *Stroje ludowe*, traditional decorative patterns in math classes, Poland
- *O Merdeiro* in Galician language, geography, music and art classes, Spain

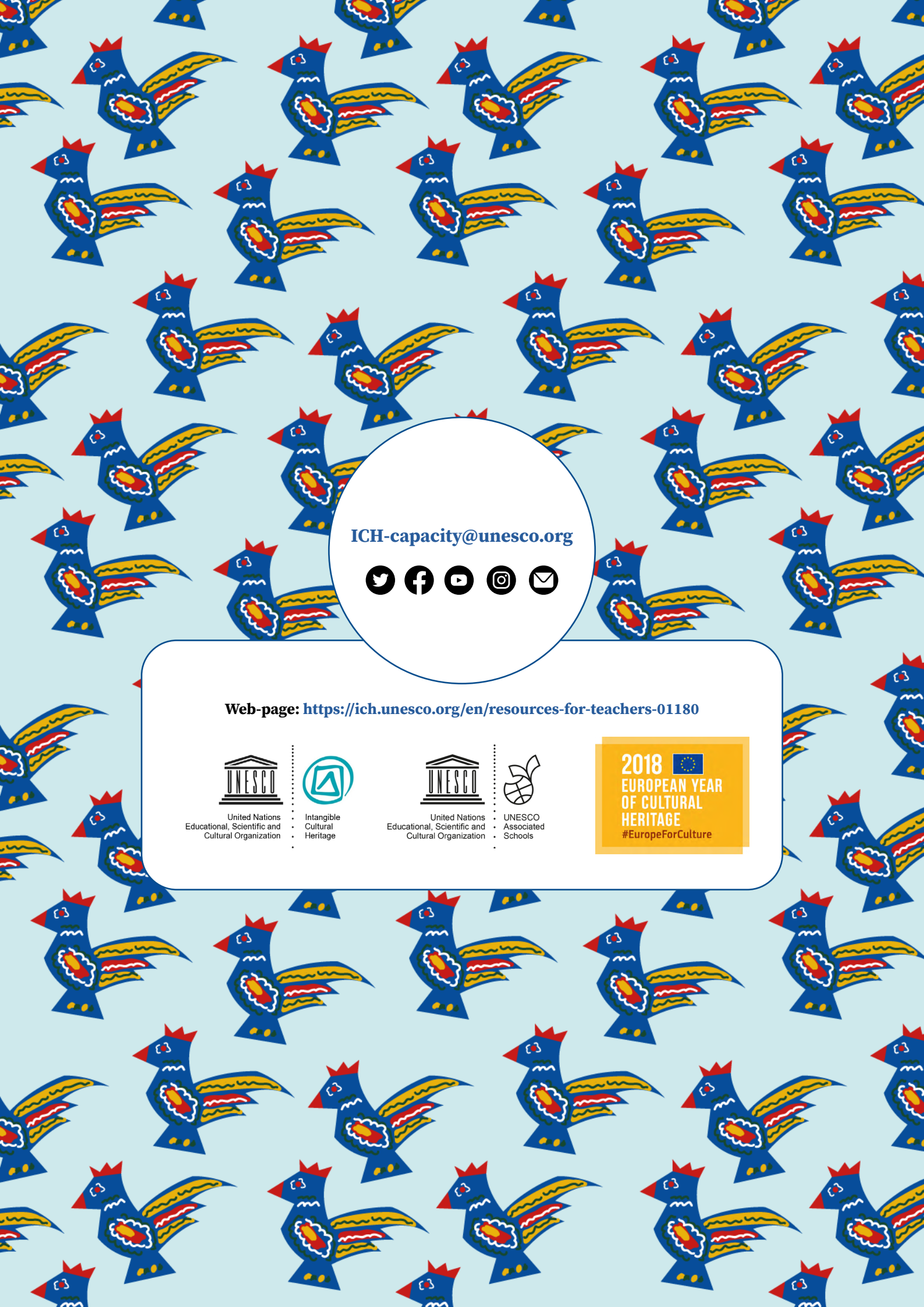
[9] The case studies are presented in the alphabetical order of the countries in which they were implemented.

Case studies: thematic index



Practical tools

This publication is conceived as a *living document* and new practical tools for teachers will be added, as they become available. Please check the most updated list of practical tools for teachers on our webpage: https://ich.unesco.org/en/resources-for-teachers-01180



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