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| **INTRODUCTION** |

The term ‘cultural heritage’ has undergone significant changes in recent decades. Today, cultural heritage is not limited to monuments and collections of objects, but encompasses natural heritage, cultural landscapes, traditions and living expressions transmitted from generation to generation - the intangible cultural heritage (ICH[[1]](#footnote-1)), acknowledged by the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

Intangible cultural heritage brings together vibrant cultural expressions that flourish in our communities, such as bread making, solstice festivals, carnivals, fairs or traditional markets. It also includes the know-how of manufacturing traditional toys or ceramics, poetry duels, knowledge about nature, local food production, religious celebrations and profane festivals, songs, rituals, social practices, dances…. everything that enriches the cultural diversity of the whole humanity. The lists of elements established under the 2003 Convention illustrate its richness.

The transmission of some practices is endangered today, often due to the lack of awareness and interest among younger generations. Therefore, schools have a crucial role to play not only in raising awareness about the importance of living heritage for the well-being of our communities, but also in promoting its transmission though a diversity of learning activities in schools. Integrated in school-based learning and teaching, ICH can make education more interesting and relevant for children and teachers alike.

UNESCO is currently launching a pilot survey to identify examples of good practices related to intangible cultural heritage in school-based learning and teaching among the ASPnet[[2]](#footnote-2) schools across the European Union. The research addresses teachers of primary and secondary school learners (from 11 to 18 years old). The objective is to assess the use of ICH in schools and to gather experiences from different contexts that could inspire schools and teachers to develop similar activities. As a first step, the collected experiences will be used to develop guidance materials for school teachers on how to integrate intangible cultural heritage in schools (within the existing curricula, but also in extra-curricular activities).

We would be very grateful if you could fill in the short survey that follows. It should not take you more than 15-20 minutes and can be filled-in directly online or downloaded here and submitted as an attachment in word format. The survey is also available in Spanish, French, Portuguese. Please be assured that your responses will remain confidential and will be used in an aggregated form only.

Your participation is very important for the success of this project and we thank you in advance for your time. Please answer the survey before **Friday 20 September 2019**.

If you have any questions, please do not hesitate to consult UNESCO’s webpages[[3]](#footnote-3), the dedicated project webpage, or contact us at survey.ichUNESCO@gmail.com with copy to Ms I.M. Tamas, Assistant Project Coordinator, at im.tamas@unesco.org.

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| **CONTACT INFORMATION** |

**Name**:

**E-mail**:

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| **SCHOOL PROFILE** |

1. **Country**:
2. **Name of the school**:
3. **Address**:

3.1 Based in: rural environment semi-urban environment  urban environment

1. **Educational level**:

PrimarySecondary

* 1. **Please, specify**:

General

SpecializedTVET (Technical and Vocational Education and Training)

1. **Institution affiliation**:

Public – National / Ministerial

Public – Regional / Local

Private

Religious

Other. Please, specify:

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| **TEACHER PROFILE** |

1. **Gender**:

Female  Male  Other

1. **Age**:
2. **What is your field/area of graduation**?

Arts

Languages

Mathematics

Music

Religion

Ethics

Natural Sciences

Chemistry

Physics

Biology

Social studies

History

Geography

Physical Education

Technology

Civil education / citizenship

Others, please, specify:

1. **Subjects you teach:**

Arts

Languages

Mathematics

Music

Religion

Ethics

Natural Sciences

Chemistry

Physics

Biology

Social studies

History

Geography

Physical Education

Technology

Civil education / citizenship

Others, please, specify:

1. **Number of classes you teach this/next year**:
2. **Please specify working experience in years**:

1 – 2 3 – 5 6 – 10 10+

1. **Have you ever participated in any specific training on intangible cultural heritage?**

Yes  No

Please, specify (training / place / institution that promoted it):

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1. **Are you active in any club, group or NGO dedicated to any kind of intangible cultural heritage practice, such as traditional songs or dances, woodwork, music, embroidery, traditional sports, ceremonies, etc.?**

Yes  No

If yes, please, specify

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| **CULTURAL HERITAGE IN SCHOOL ACTIVITIES** |

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| **SCHOOL CURRICULUM** |

1. **Do you involve intangible cultural heritage in any of your school-based teaching activities? (For example, the use of traditional bells to explain the expansion of sound waves in physics, or the use of traditional sauerkraut preparation (fermented white cabbage traditionally produced in Central Europe) to demonstrate the scientific process of fermentation, painting eggs for Easter using traditional decorating methods, or using blueprint to dye T-shirts. These practices could be used in arts and crafts lessons, but they could equally be integrated in other subjects such as chemistry, geometry, and math.) If No, please jump to Question 26**

Yes  No

If Yes, please answer the questions 15 to 25, describing one concrete activity in which you use intangible cultural heritage in your teaching or as extracurricular activity.

If you have more than one activity that you would like to share, please add as many project pages as necessary, copying pages 4 and 5.

1. **How is this activity being organized?**

As a special / specific subject (e.g. Folklore, Traditional culture, Traditional woodwork, etc.)

As an extracurricular activity (e.g. a Club of young falconers, folklore ensemble, embroidery group, etc.)

It is integrated in the current curriculum of a regular subject (e.g. in arts, literature, sports, etc.)

* 1. **Please, specify:**

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* 1. **If it is integrated in the current curriculum of a regular subject(s), please select:**

Arts

Languages

Mathematics

Music

Religion

Ethics

Natural Sciences

Chemistry

Physics

Biology

Social studies

History

Geography

Physical Education

Technology

Civil education / citizenship

Others, please, specify:

1. **Age of learners participating in this activity**:
2. **Number of learners participating in this activity (approx.)**:
3. **Intangible cultural heritage element or experience used (e.g.: the use of traditional bells to explain the expansion of soundwaves in physics, or traditional sauerkraut preparation (fermented white cabbage traditionally produced in Central Europe), or painting eggs for Easter using traditional decorating methods, etc.):**

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1. **Please describe how intangible cultural heritage is being used in this activity (e.g.: How do you integrate it? Is there is any special setting needed to use intangible cultural heritage in this activity? Are specific materials needed for this activity? How much time does the activity take? Does it require group work or is it individual? What is the teacher’s role throughout the activity?) (max 2000 characters)**

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1. **Did you collaborate with practitioners to prepare or implement this activity?**

Yes  No

* 1. **If yes, how were they involved? (Please select all answers that apply)**

They came to the school to demonstrate their practices/knowledge in school

They came to the school to teach about their practices /knowledge in school

They taught me about their intangible cultural heritage

They received students in their home or workshops

They met students in community centres

They helped students with their projects

Others, please, specify:

* 1. **If you did not work with practitioners, what were the reasons for this? (Please select all answers that apply)**

I have never tried it

I do not know with whom I could work

People in the community are too busy

People in the community are not interested

People in the community do not know how to work with a school

Others, please, specify:

1. **If available, please provide one-two pictures to illustrate your activity (attach to the e-mail with the answered survey)**
2. **If your activity has a website/blog/social media, please share the link:**

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1. **What benefit did using intangible cultural heritage bring to you and to your learners? Why do you think it was beneficial to the learners to have intangible cultural heritage in your class? (max 800 characters)**

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1. **What challenges do you face in working with integrate intangible cultural heritage in your school? (max 800 characters)**

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1. **Do you use new technologies for your activities involving intangible cultural heritage?**

Yes  No

If yes, please, specify which:

Use of mobile phones and other devices

Creation of online content

Video recording

Photo editing

Electronic games

Use of groups and profiles of WhatsApp / Facebook / Instagram

Other. Please, specify

If no, do you think it could be developed in your school? How?

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1. **If you do not use intangible cultural heritage for teaching, what would be the reason(s) for not doing so?** (select all appropriate answers)

This is the responsibility of another teacher

It is not in the curriculum

There is not enough time

I do not know how use intangible cultural heritage in teaching

The school does not have resources to teach intangible cultural heritage (instruments, budget, etc.)

The students are not interested

Other, please, specify:

1. **Do your learners come from diverse cultural backgrounds (such as minorities, migrants – including from other regions within the country, refugees, etc.)?**

Yes  No

If yes, are any aspects of their diverse intangible cultural heritage integrated in any way in your classroom?

Yes  No

If yes, how?

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If no, do you see a way how this could be improved? Please describe:

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1. **Which are your main sources of information about intangible cultural heritage? (select all appropriate answers)**

School library

Other libraries

Internet

Community members

Local cultural or museum officers

Other teachers

Formal training (e.g. workshops, seminars, etc.)

National Commission for UNESCO

ASPnet National Coordinator

Other, please, specify:

1. **Would you like to receive more information and support for integrating intangible cultural heritage in your teaching?**

Yes  No  I don’t know

If Yes, how would you prefer to receive this support?

Guidance materials  
 Online course  
 Online Training (e.g. webinar, tutorials, videos)  
 Expert assistance in developing new projects  
 Other, please, specify:

If No, it is because:  
 I have enough support  
 I do not want to use intangible cultural heritage in my teaching

1. **Which type of resources would be most useful**? (select the 2 most relevant answers)

Books / written materials

Audiovisual materials

Online resources (e.g. webinar, tutorials, videos)

Local community members

Local cultural or museum officers

Other, please, specify:

1. **Which channels would be most appropriate for you to learn about methods that allow you to use intangible cultural heritage in your teaching?** (select the 2 most relevant answers)

Through a dedicated website/on-line learning course or other on-line resources

Through seminar / short training

To learn from other teachers

Please, specify how:

Other, please, specify:

1. **Are there any specific events or activities in the school calendar that involve intangible cultural heritage?**

Yes

If yes, please, specify: (max 800 characters)

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No

1. **Is there any incentive or reward given for integrating intangible cultural heritage in classroom or extra-curricular activities?**

Yes

If yes, please, specify: (max 800 characters)

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No

1. **Are there any activities in your school on intangible cultural heritage in cooperation with: (Please specify):**

Local public authorities

NGOs

Other schools

Local community

Private companies

National Commission for UNESCO

ASPnet National Coordinator

Others/None of the above

If there are, please specify:

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If you have any other additional information, online project links, as well as suggestions regarding the integration of intangible cultural heritage in schools, please feel free to use the space below. You can also send us additional files (photos, videos, graphic materials) if you find it relevant. To do so, just contact us at the email: survey.ichUNESCO@gmail.com, with copy to Ms I.M. Tamas, Assistant Project Coordinator, at im.tamas@unesco.org.

1. Sometimes also referred to as ‘living heritage’ [↑](#footnote-ref-1)
2. UNESCO Associated Schools Network [↑](#footnote-ref-2)
3. What is intangible cultural heritage? Why safeguard intangible cultural heritage? Intangible cultural heritage domains, Frequently asked questions, etc. [↑](#footnote-ref-3)