

APPENDIX 1

Documents

1. Training program
2. List of teachers
3. Report of the training workshop by VME and VNIES
4. Presentation materials by VME and VNIES

*The workshop was conducted in Vietnamese and with Vietnamese version of the presentation materials. Those documents were translated into English for the project.



Bảo tàng Dân tộc học Việt Nam
Vietnam Museum of Ethnology



Trung tâm nghiên cứu quốc tế
về di sản văn hóa phi vật thể
ở khu vực châu Á – Thái Bình Dương
International Research Centre
for Intangible Cultural Heritage
in the Asia-Pacific Region



Viện Khoa học giáo dục Việt Nam
Vietnam Institute of Educational Sciences

TRAINING PROGRAM

Intangible Cultural Heritage Education at Schools towards Sustainable Goals

- Duration: 23rd & 24th August, 2019
- Location: Vietnam Museum of Ethnology (Meeting Hall on the 3rd floor, Kite-wing Building)
Nguyen Van Huyen Road, Cau Giay District, Hanoi
- Participants: Teachers from 7 secondary schools in Hanoi
- Lecturers: Experts from the Vietnam Institute of Educational Sciences and the Vietnam Museum of Ethnology

Day 1 – Friday, 23rd August, 2019

Duration	Content	People in charge
8:00 – 8:30	Delegate welcoming, training materials distribution	VNIES and VME teams
8:30 – 9:00	Delegate introduction Opening speech Photograph taking	Vu Hong Nhi Prof. Assoc. Dr. Pham Van Duong (VME Deputy Director) All delegates
9:00 – 9:15	Warm-up activities	Vu Phuong Nga
9:15 – 9:30	Introduction about the Project	Prof. Dr. Nguyen Thi Hong Van
9:30 – 10:30	Intangible cultural heritage and Sustainable development	MA. Pham Thi Thuy Chung
10:30 – 10:45	Tea break	
10:45 – 11:15	New curriculum framework	Dr. Luong Viet Thai
11:15 – 11:45	Discussion	
11:45 – 13:30	Lunch	Prof. Dr. Nguyen Thi Hong Van
13:30 – 14:30	Relationship between Education about ICH and ESD	
14:30 – 15:30	Framework of lesson plan integrated with ICH and ESD and Steps of building a lesson plan	Dr. Vu Hong Nhi
15:30 – 15:45	Tea break	
15:45 – 16:45	Practice of matrix (in groups)	All teachers
16:45 – 17:30	Discussion and Comments	All teachers VNIES and VME teams

Day 2 – Saturday, 24th August, 2019

Duration	Content	People in charge
8:30 – 8:45	Warm-up activities	Vu Phuong Nga
8:45 – 9:15	Introduction about lesson plans integrated with ICH and ESD	Prof. Dr. Nguyen Thi Hong Van
9:15 – 10:00	Discussion on 5 lesson plans in the Guidelines (in groups)	All teachers
10:00 – 10:15	Tea break	
10:15 – 11:30	Practice of teaching using 5 lesson plans in the Guidelines (in groups)	All teachers VNIES and VME teams
11:30 – 13:00	Lunch	
13:30 – 14:30	Methods of data collection	Dr. Vu Phuong Nga
14:30 – 15:00	Practice of interview	
15:00 – 15:15	Tea break	All teachers
15:15 – 16:00	Photovoice - the power of photos	Dr. Vu Phuong Nga
16:00 – 16:30	Discussion	All teachers VNIES and VME teams
16:30 – 17:00	Closing speech Certificate of Participation awarding	Prof. Dr. Le Anh Vinh (VNIES Deputy Director)

LIST OF TEACHERS
participating in the training course on
"INTANGIBLE CULTURAL HERITAGE EDUCATION AT SCHOOLS
TOWARDS SUSTAINABLE DEVELOPMENT"
Hanoi, 23rd & 24th August, 2019

TT	Full Name	Name of Secondary Schools	Subject
1	Teacher 1	Thực nghiệm KHGD	Math/ Experience activities
2	Teacher 2	Thực nghiệm KHGD	Geography
3	Teacher 3	Thực nghiệm KHGD	Physics
4	Teacher 4	Thực nghiệm KHGD	Literature
5	Teacher 5	Thực nghiệm KHGD	Arts
6	Teacher 6	Thực nghiệm KHGD	Biology
7	Teacher 7	Thực nghiệm KHGD	Civic education
8	Teacher 8	Yên Hòa	Literature
9	Teacher 9	Yên Hòa	Geography
10	Teacher 10	Yên Hòa	Biology
11	Teacher 11	Yên Hòa	Physics
12	Teacher 12	Yên Hòa	Mĩ thuật
13	Teacher 13	Ngô Sĩ Liên	Biology
14	Teacher 14	Ngô Sĩ Liên	Geography
15	Teacher 15	Nghĩa Tân	Literature
16	Teacher 16	Nghĩa Tân	Experience activities

17	Teacher 17	Lương Yên	Geography
18	Teacher 18	Lương Yên	Physics
19	Teacher 19	Tây Sơn	Experience activities
20	Teacher 20	Tây Sơn	Chemistry
21	Teacher 21	Lê Ngọc Hân	Chemistry
22	Teacher 22	Lê Ngọc Hân	Geography



Bảo tàng Dân tộc học Việt Nam
Vietnam Museum of Ethnology



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Viện Khoa học giáo dục Việt Nam
Vietnam Institute of Educational Sciences

REPORT

Training Workshop on "Intangible Cultural Heritage Education at Schools towards Sustainable Development"

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- Location: Vietnam Museum of Ethnology (Meeting Hall on the 3rd floor, Kite-wing Building)
Nguyen Van Huyen Road, Cau Giay District, Hanoi
- Participants: Teachers from 7 secondary schools in Hanoi
- Lecturers: Experts from the Vietnam Institute of Educational Sciences and the Vietnam Museum of Ethnology
 - + Assoc. Prof. Dr. Nguyen Thi Hong Van – VNIES
 - + Dr. Luong Viet Thai – VNIES
 - + MA. Bui Thanh Xuan – VNIES
 - + MA. Bach Ngoc Diep – VNIES
 - + MA. Nguyen Trong Duc – VNIES
 - + Dr. Vu Phuong Nga – VME
 - + Dr. Vu Hong Nhi – VME
 - + MA. Pham Thi Thuy Chung – VME
- Guests:
 - + Assoc. Prof. Dr. Pham Van Duong – VME Deputy Director
 - + Assoc. Prof. Dr. Le Anh Vinh – VNIES Deputy Director
 - + Ms. Dam Thu Huong – Principal of Yen Hoa Secondary School
 - + Ms. Le Thi Mai Huong, Principal of Thuc Nghiem KHGD School

1. Preparation

- Meeting between the two teams to discuss the plan for the training workshop;
- Identifying the list of secondary schools to be offered the training;
- Determine the quantity of teachers being invited from each school: normally two teachers from one school except Thực Nghiệm KHGD School and Yên Hòa School. These two schools are selected to participate in the 2019 project as two pilot schools, therefore, 5 teachers from each school were invited to the training workshop;
- Building the training program;
- Building lectures;
- Writing invitation letter;
- Sending the letters to the principals of 7 secondary schools;
- Making a list of teachers who were assigned to participate in the training workshop;
- Preparing training materials: Each teacher receives a clear bag including one printed guidelines, one pen and papers for taking notes during the training. Besides, A0 papers and markers are ready for exercises and practices according to specific lectures. Other preparation works such as booking lunches and tea breaks for the training participants were also taken care of.

2. Training workshop

At the training workshop, Assoc. Prof. Dr. Pham Van Duong, Deputy Director of the VME, and Assoc. Prof. Dr. Le Anh Vinh, Deputy Director of the VNIES delivered speeches and expressed their concerns and support for the project.

Ms. Dam Thu Huong, Principal of Yen Hoa Secondary School, and Ms. Le Thi Mai Huong, Principal of Thuc Nghiem KHGD School, also presented at the workshop. Ms. Le Thi Mai Huong addressed her trust on the experts from the Vietnam Museum of Ethnology and the Vietnam Institute of Educational Sciences after many years of collaboration with the two institutes in promoting education integrated with intangible cultural heritage for students at schools. Ms. Dam Thu Huong showed her deep understanding of the role of leaders in educational organization since changes were done only when the leaders were open with innovation. Therefore, she hoped that the teachers of Yen Hoa Secondary School who participated at the training workshop would gain useful

knowledge to enrich their lessons so as to more engage students in learning knowledge, perceiving values, and practicing skills towards sustainable development.

During the workshop, the teachers were equipped with knowledge about intangible cultural heritage, sustainable development, and new curriculum framework – three vertices of the triangle for building a lesson plan integrated with intangible cultural heritage towards sustainable development. The lecture on the relationship between education about intangible cultural heritage and education for sustainable development showed them the importance of safeguarding intangible cultural heritage through education as well as the need to equip students with knowledge, values, and skills towards sustainable development.

The teachers also had opportunities to practice building matrix (frame for lessons integrated with ICH towards SD) and fieldwork skills such as interview to collect information, selecting photos to express an idea or a theme. According to the teachers, these activities were helpful as they profoundly understood that they themselves need to learn more about ICH and SD in order to transmit what they perceive to the students. Going to the field and learning about the ICH at the field is also an important work that they need to do to get update about the ICH and to find various ways to integrate the ICH into the lesson.

The teachers also give good comments on the content of the Guidelines, especially the lesson plans so that the two teams from the VNIES and the VME could consider making the Guidelines better in this year project.

3. Printed guidelines distribution

The printed guidelines were distributed to the teachers and the project members as followed:

- Of 7 schools sending teachers to the workshop, each school received 10 copies (photo of representative of each school receiving the copies with signature is attached with this report): *70 copies*.
- Of 22 teachers joining the workshop, each person received one copy: *22 copies*.
- Of 8 members from the VME and the VNIES, each person received one copy: *08 copies*.

Total: 100 copies

4. Up-coming activities

- Writing thanks letter and a brief report of the training workshop.
- Sending thanks letter and the brief report of the training workshop to the principals of the 7 schools.
- Meeting with the principals of Yen Hoa Secondary School and Thuc Nghiem KHGD School and their groups of teachers who participated in the training workshop to listen to the ideas of the teachers about lessons integrated with ICH towards SD.
- Select one teacher from each school to participate in building lesson plan according to the Guidelines.
- Guiding and consulting the teachers in building the lesson plans.
- Preparing for the monitoring workshop of the IRCI at the end of October.



INTANGIBLE CULTURAL HERITAGE AND SUSTAINABLE DEVELOPMENT

A DISCUSSION OF THE CONTENT OF THE GUIDELINE DOCUMENTS

*THE EDUCATION OF INTANGIBLE CULTURAL HERITAGE IN SCHOOLS IN ORDER TO REALIZE
SUSTAINABLE DEVELOPMENT GOALS*



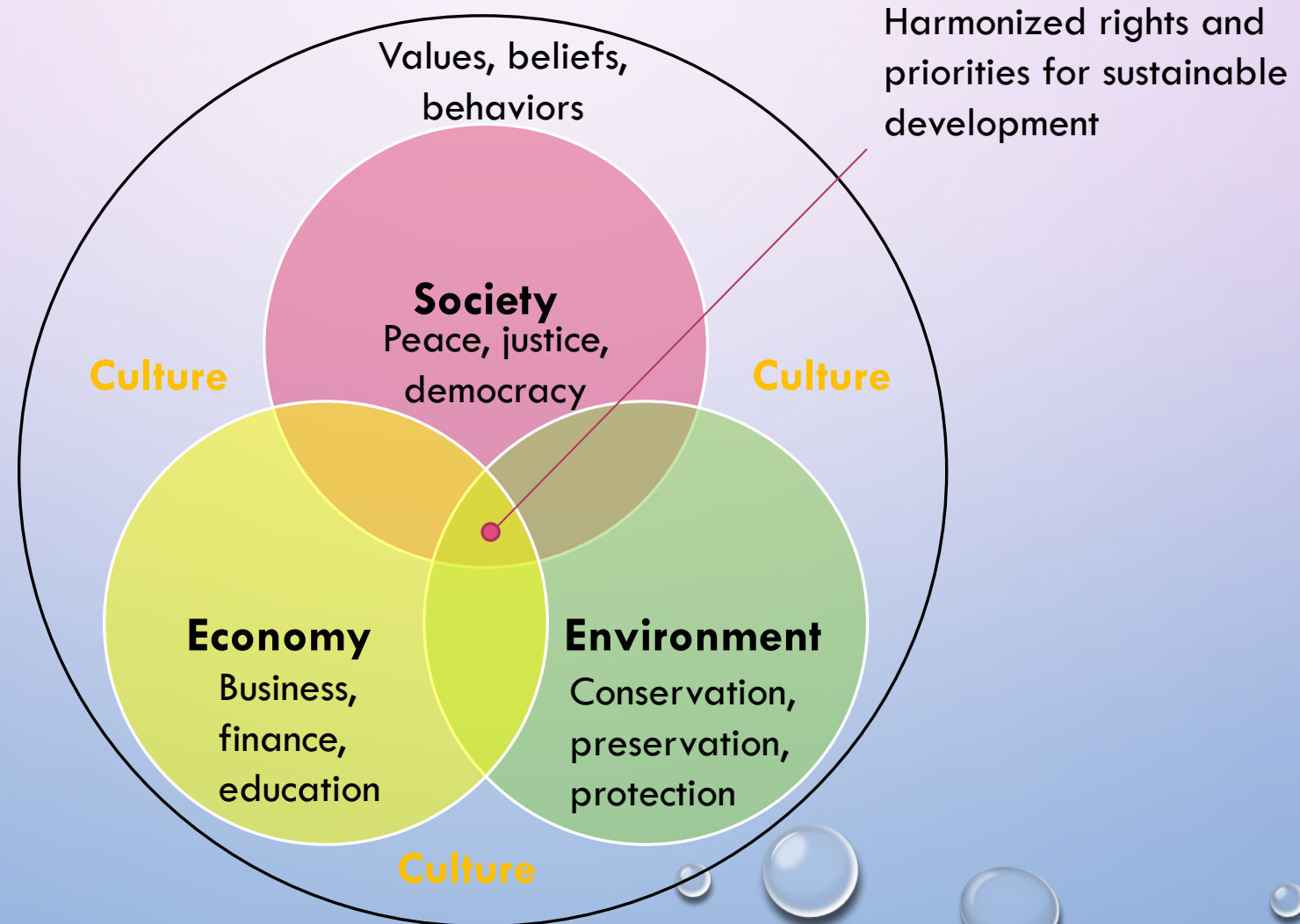


WHAT IS SUSTAINABLE DEVELOPMENT?

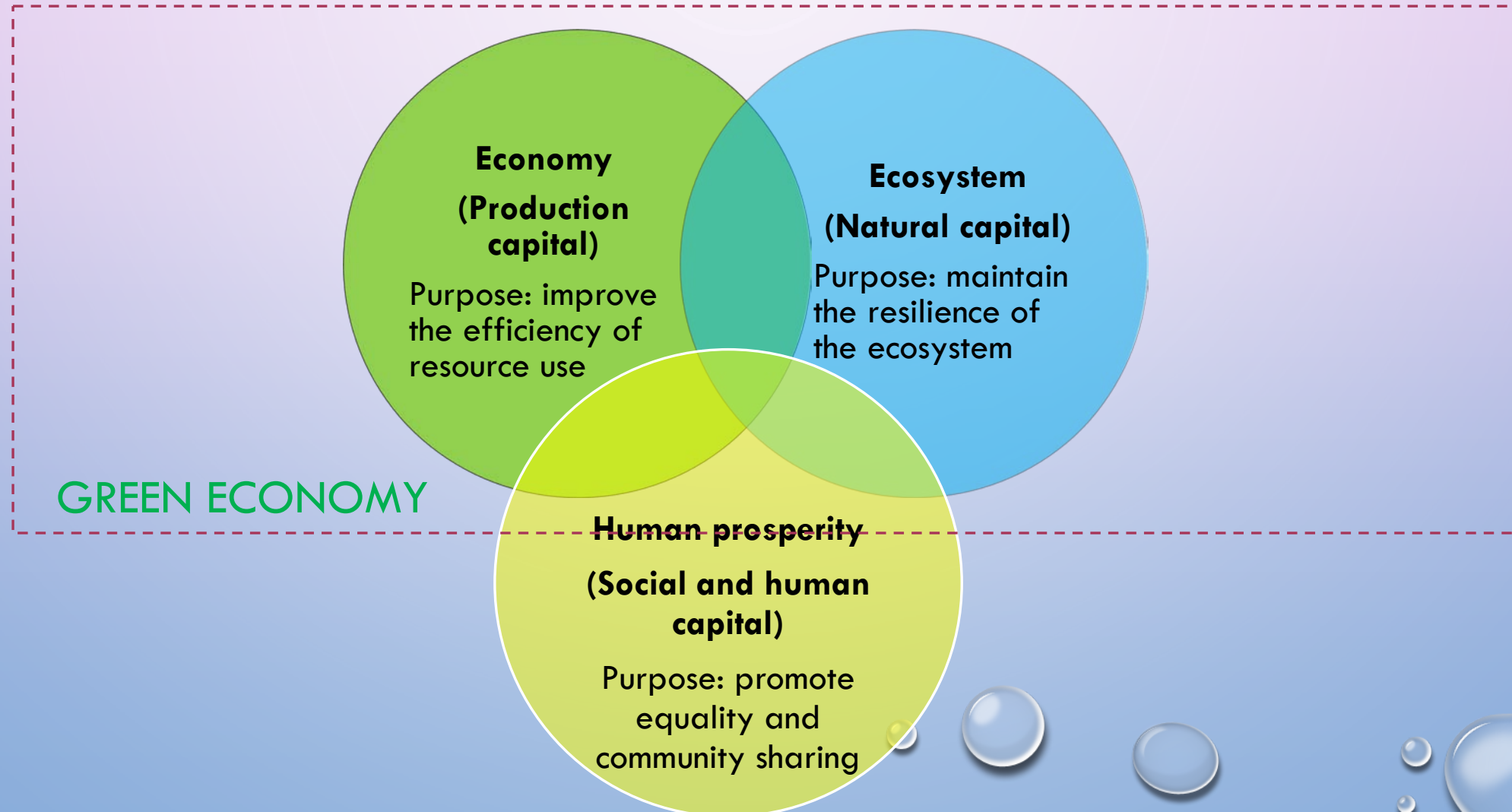
- CURRENT DEMANDS
- FUTURE DEMANDS



SUSTAINABLE DEVELOPMENT



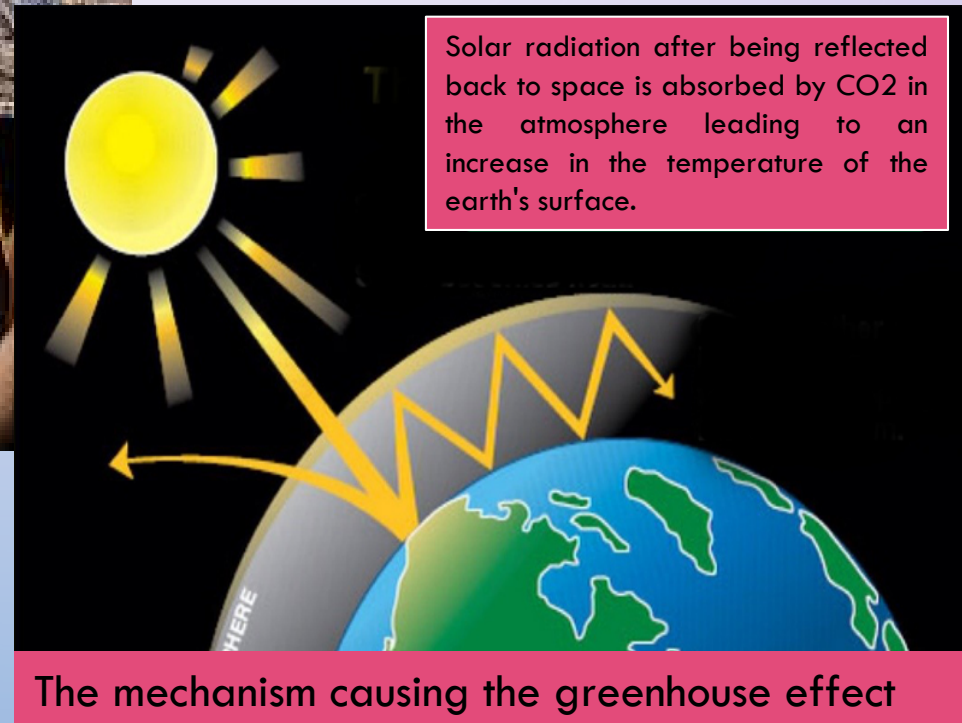
SUSTAINABLE DEVELOPMENT (SD)



WHY DO WE CARE ABOUT SUSTAINABLE DEVELOPMENT?

- THE EFFECT OF SUSTAINABLE DEVELOPMENT ON INDIVIDUALS
- THE HISTORY OF RESEARCH ON SUSTAINABLE DEVELOPMENT
- THE THREE PILLARS OF SUSTAINABLE DEVELOPMENT
- SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABLE DEVELOPMENT AFFECTS EVERY INDIVIDUAL





HISTORY OF RESEARCH ON SUSTAINABLE DEVELOPMENT

- PEOPLE-CENTERED
 - RESPONSIBILITY AND PREVENTION
- 

THE THREE PILLARS

THE THREE PILLARS OF SUSTAINABLE DEVELOPMENT



ECONOMY

- *Firstly*, economic sustainability, (or sustainable economic development) is rapid and safe economic development with quality assurance.



SOCIETY

- *Secondly*, social sustainability is social justice and human development.



ENVIRONMENT

- *Thirdly*, ecological and environmental sustainability is the ability of the environment to exist constantly.

17 GOALS (2015 - 2030)



INTANGIBLE CULTURAL HERITAGE

- DEFINITIONS
- DOMAINS
- FEATURES

WHAT IS INTANGIBLE CULTURAL HERITAGE?

- CULTURAL HERITAGE;
- TANGIBLE CULTURAL HERITAGE;
- INTANGIBLE CULTURAL HERITAGE;
- INTANGIBLE CULTURAL HERITAGE IN RELATION TO TANGIBLE CULTURAL HERITAGE.

DOMAINS

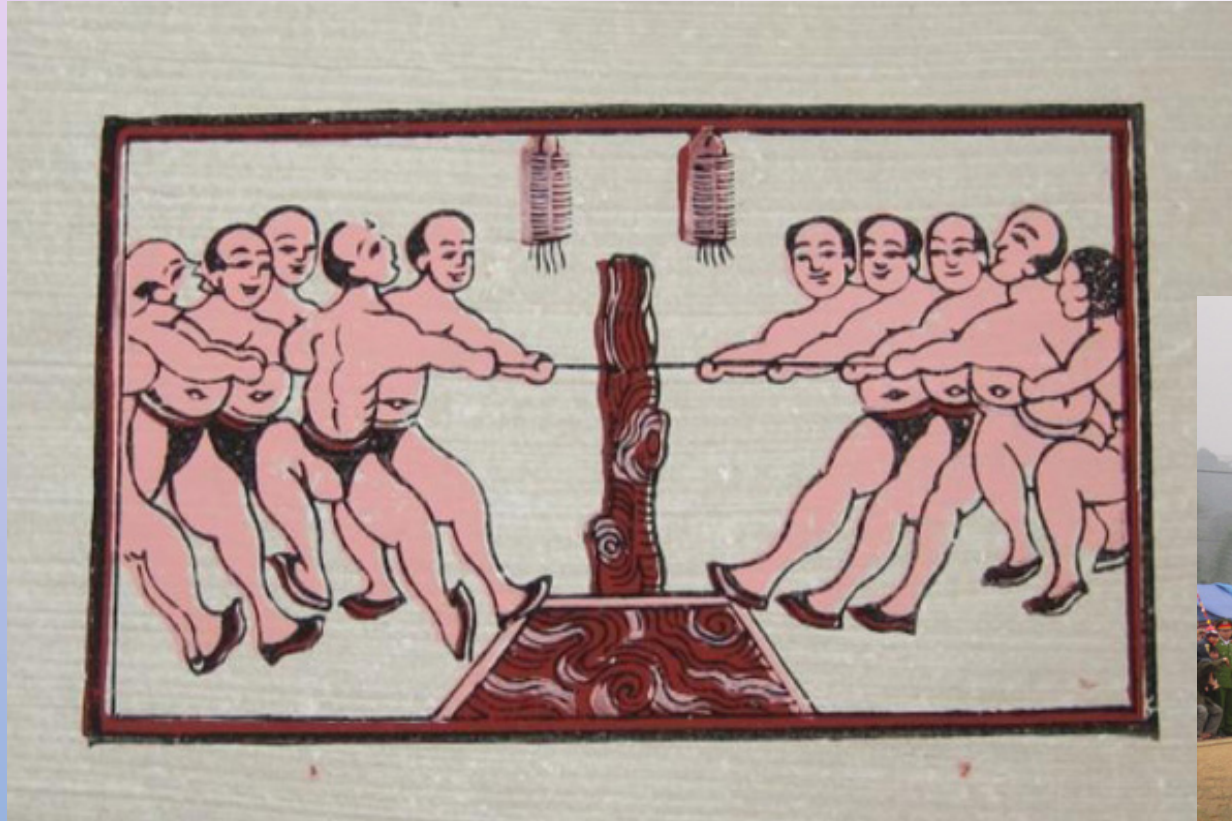
- ORAL TRADITIONS AND EXPRESSIONS, INCLUDING LANGUAGE AS A VEHICLE OF INTANGIBLE CULTURAL HERITAGE;
- PERFORMING ARTS;
- SOCIAL PRACTICES, RITUALS AND FESTIVE EVENTS;
- KNOWLEDGE AND PRACTICES CONCERNING NATURE AND THE UNIVERSE;
- TRADITIONAL CRAFTSMANSHIP.



FEATURES OF INTANGIBLE CULTURAL HERITAGE

- TRADITIONAL WHILE STILL LIVING AND CONTEMPORARY;
- INCLUSIVE;
- REPRESENTATIVE;
- COMMUNITY-BASED;
- HAVING RESPECT FOR HUMAN RIGHTS.

CASE STUDY: *TUG OF WAR*



TUG OF WAR



QUAN HO BAC NINH FOLK SONGS



Quan Ho Bac Ninh Folk Song is an antiphonal singing tradition expressing the close relationship between the brothers and sisters a group of Quan ho. It has become the a typical cultural feature of the Kinh community in Northern Vietnam.

TAC XINH DANCE OF THE SAN CHAY ETHNIC MINORITY PEOPLE



Performance of Tac Xinh dance in a seasonal ritual at the village hall



2003 CONVENTION

- CULTURAL DIVERSITY AND SUSTAINABLE DEVELOPMENT
- INTERDEPENDENCY OF INTANGIBLE CULTURAL HERITAGE, TANGIBLE CULTURAL HERITAGE AND NATURAL HERITAGE
- A RISE IN AWARENESS
- PROMOTION OF MUTUAL UNDERSTANDING
- COMMUNITY ROLE



THE CONVENTION DECLARATION

THE EXISTENCE OF INTANGIBLE CULTURAL HERITAGE IS THE GUARANTEE OF SUSTAINABLE
DEVELOPMENT





Thank you!



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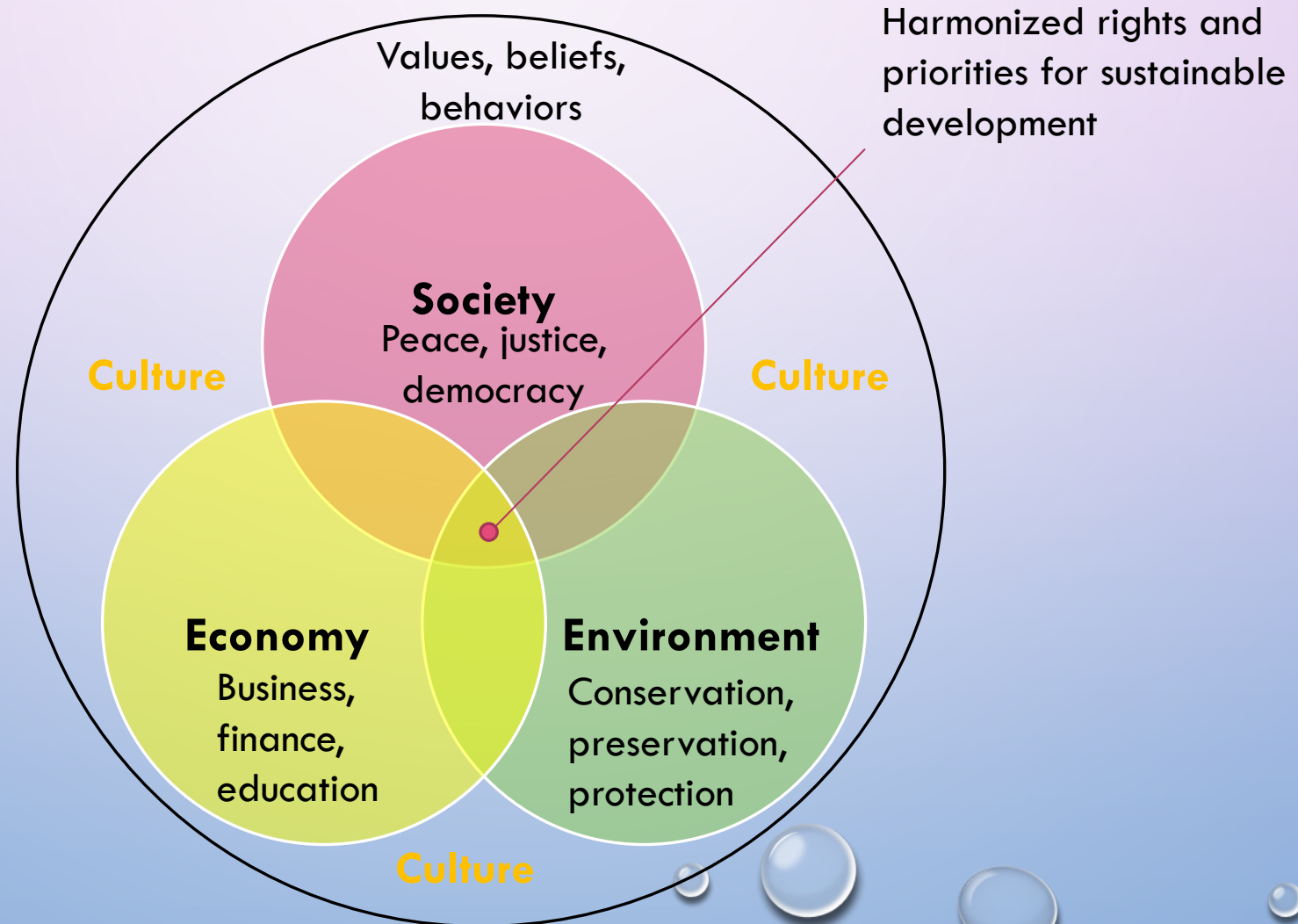


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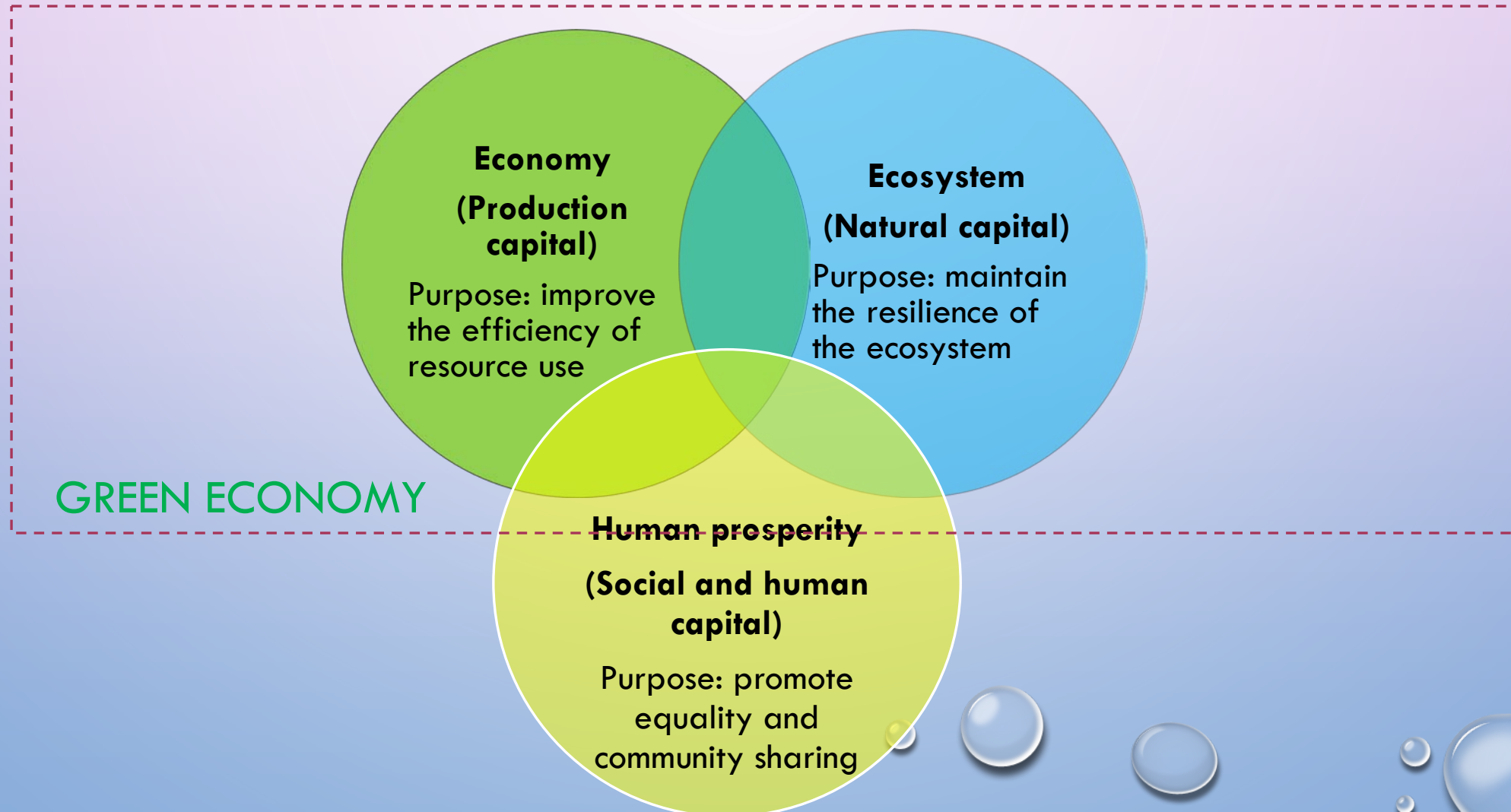
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SUSTAINABLE DEVELOPMENT



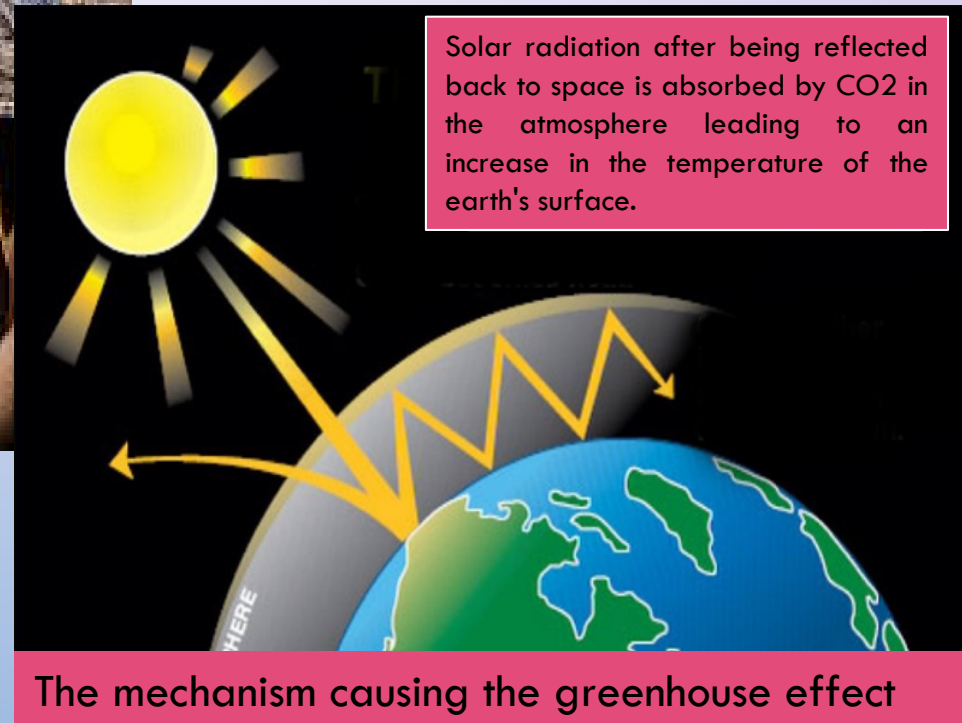
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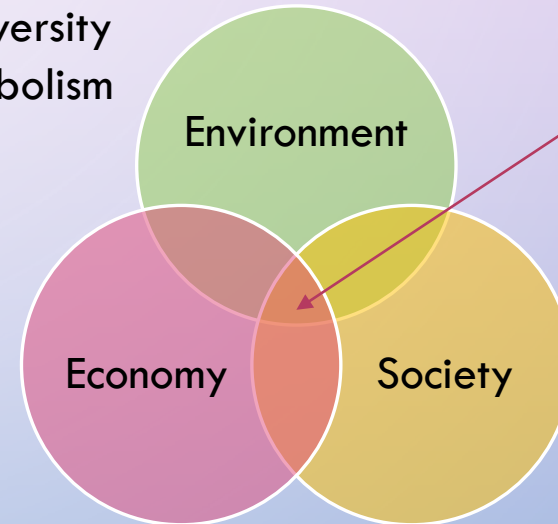
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THE THREE PILLARS

- **The purpose of sustainable development**
 - *The purpose of sustainable development:* to maintain the balance of nature.
- 1) Develop the economy effectively.
 - 2) Develop all aspects of society harmoniously, improve living standards and increase people's intellectual ability.
 - 3) Improve the ecological habitats, living environment, and ensure a long-term and substantial development for the present generation and future generations.

Environmental sustainability

Unified ecosystem
Biodiversity
Metabolism



Optimal location
for humans

Economic sustainability

Growth
Development
Effectiveness

Social sustainability

Cultural identity
Accessibility
Stability

17 GOALS (2015 - 2030)



1. Poverty Eradication
2. Hunger Eradication
3. Healthy Lifestyles
4. High Quality Education
5. Gender Equality
6. Clean Water And Sanitation

7. Clean And Sustainable Energy
8. Decent Work And Economic Growth
9. Industrialization, Innovation And Infrastructure
10. Inequality Reduction
11. Sustainable Urban Communities
12. Responsible Consumption And Production

13. Take Urgent Action To Combat Climate Change
14. Oceans, Seas And Marine Resources
15. Protection Of Forest And Terrestrial Ecosystems
16. Peace, Justice And Effective, Accountable And Inclusive Institutions
17. Partnership For Sustainable Development

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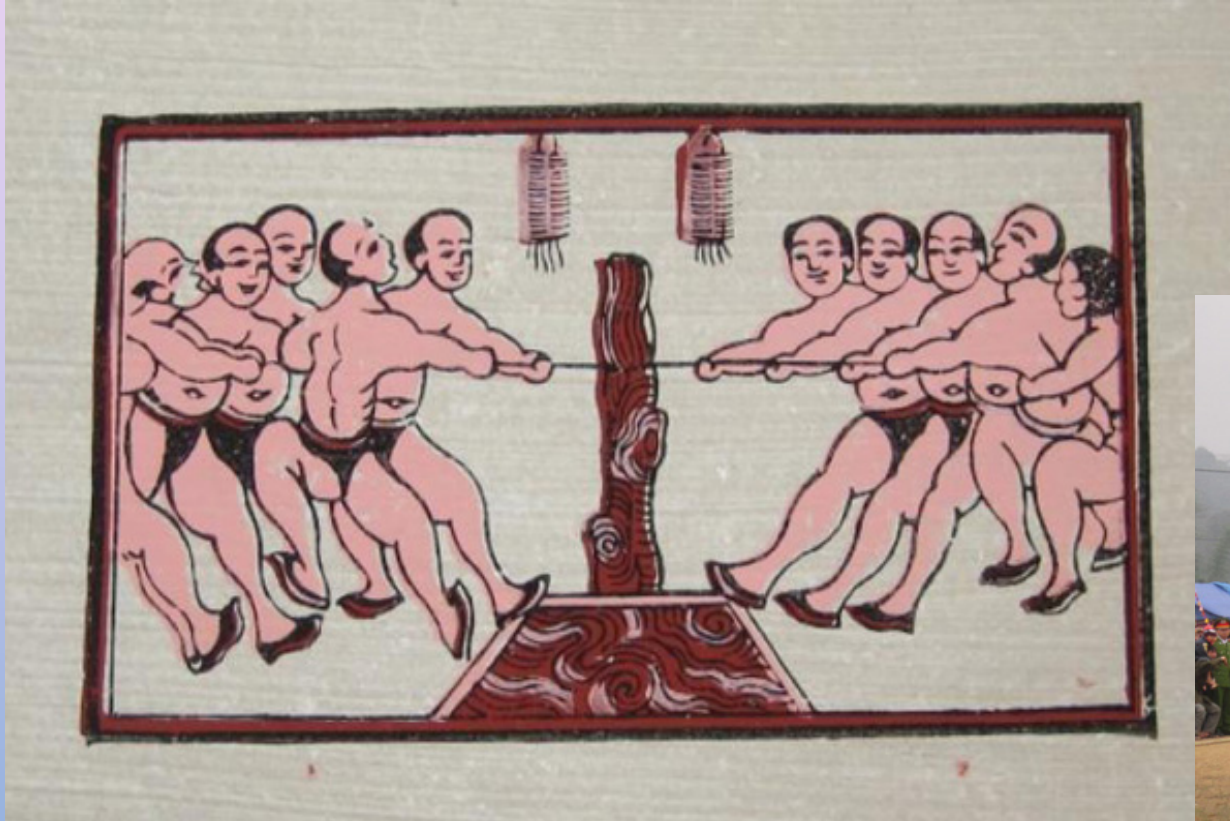
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DEVELOPMENT





Thank you!

INTRODUCTION

**THE NEW GENERAL
EDUCATION CURRICULUM**

*(issued together with Circular No.
32/2018/TT-BGDĐT, 26/12/2018)*

Hanoi, August-2019

OBJECTIVES OF THE NEW GENERAL EDUCATION CURRICULUM

- Help students to acquire general knowledge and effectively apply that knowledge into real life, for them to be able to self-study for life, to have the orientation to choose appropriate careers, build up and develop harmoniously social relationships, and have positive personalities, characteristics and a rich spiritual life.
- As a result, students can have a meaningful life and make a positive contribution to the development of the country and all humanity.

THE RADICAL CHANGES IN THE NEW GENERAL EDUCATION CURRICULUM

1. Switching strategies from teaching lesson content to developing students' qualities and competencies.
2. The curriculum is divided into two phases: basic education and vocational orientation.
3. The new curriculum applies high integration in lower grades and gradual differentiation in higher grades; differentiated instruction and teaching through student activities.
4. Emphasis on innovating teaching methodology and capacity development: changing from the traditional informing method to a method of exploring, discovering and teaching through the learning activities of students.
5. Innovating new evaluation methods in order to assess student competency.

“The legal basis for the changes are: Resolution No. 29 of The Central Committee of the Communist Party of Vietnam; Resolution No. 44 of the National Assembly; Decision No. 404 of the Prime Minister,...; in the context of Industry 4.0; International experience and Vietnam experience inheritance...”

6. The new general education curriculum is an open one, specifically in that:
- a) It assures a unified orientation and core educational contents, which is compulsory for students nationwide. It also gives independence and responsibility to localities and schools in choosing and supplementing plenty of informative learning materials, in implementing appropriate education strategies to suit the students' needs and actual situations of the educational institutions and their regions. It guarantees the connection between schools with the families, authorities and communities.
 - b) The new education curriculum only stipulates the general principles and orientations about the required quality and competence of students, educational contents, educational methods and evaluation methods. It does not have complicated requirements, so that textbook authors and teachers can be proactive and creative in implementing the curriculum.
 - c) The new education curriculum ensures the stability and the scalability in implementation to accommodate scientific-technological advancements and practical requirements.

ATTRIBUTES INHERITED FROM THE PREVIOUS GENERAL EDUCATION CURRICULUM

- Comprehensive educational goals to fulfil ethical, intellectual, physical, and aesthetic potential of students.
- Educational principles of "learning by practising", "applying theories into reality", "families, and communities working together with schools in students' education.”
- Course system: basically unchanged.
- Teaching contents: reorganized but basically unchanged.
- Duration of teaching: basically unchanged.
- Active teaching method.

Orientation on developing quality and competence of students

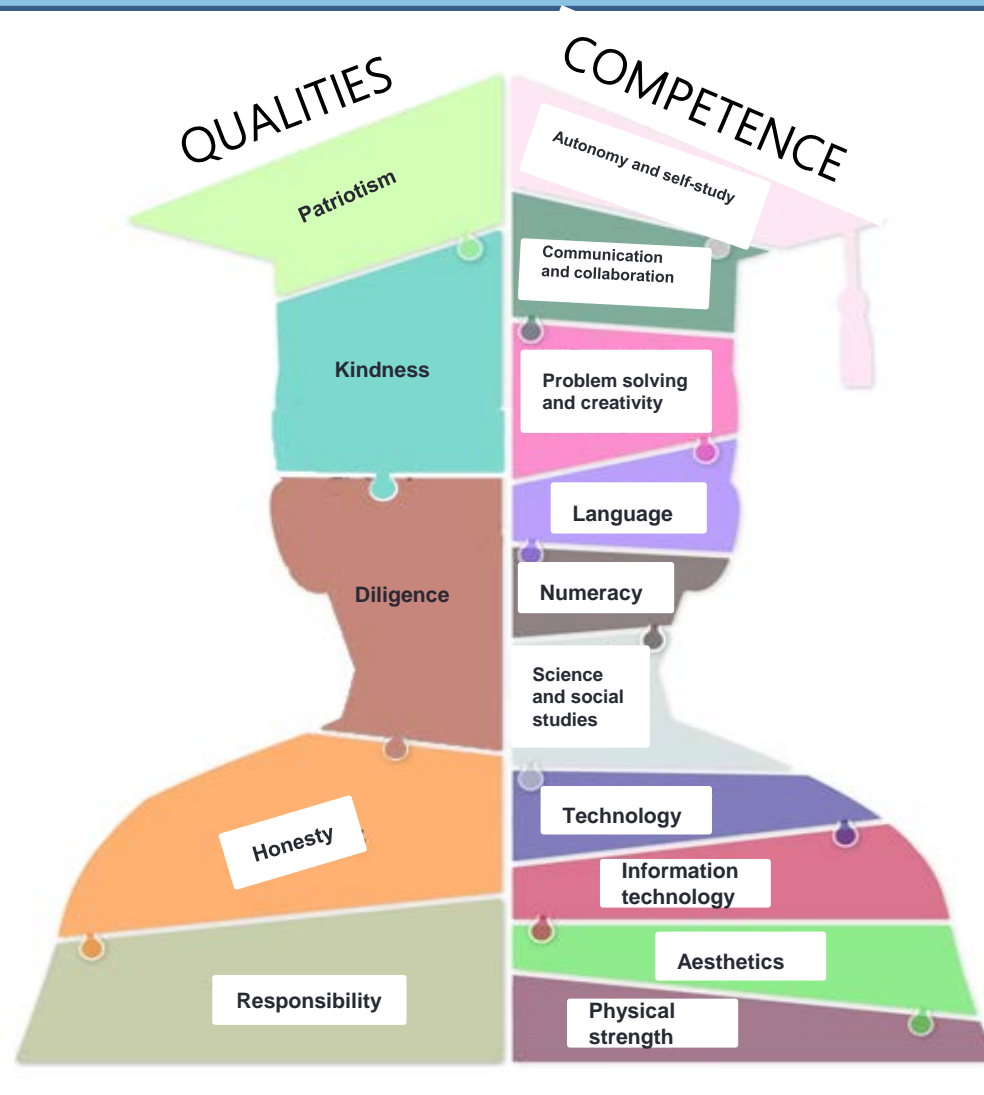
REQUIREMENTS

ON

QUALITY AND

COMPETENCE

OF STUDENTS



School Subjects List |

The first phase : BASIC EDUCATION

Primary schools	
Subjects and compulsory education activities	1) Vietnamese Language 2) Mathematics 3) Morality 4) Arts 5) Nature and Society (Grades 1, 2, 3) 6) History and Geography (Grades 4, 5) 7) Science (Grades 4, 5) 8) Foreign Language 1 (Grades 3, 4, 5) 9) Information Technology And Technology (Grades 3, 4, 5)
	10) Physical Education 11) Experience activities
Optional subjects	Ethnic minority languages, Foreign Language 1

School Subjects List |(cont)

The first phase : BASIC EDUCATION

Secondary schools

Subjects and compulsory education activities

- 1) Literature
- 2) Mathematics
- 3) Foreign Language 1
- 4) Civics
- 5) Biology, Physics, Chemistry
- 6) History and Geography
- 7) Art

- 8) Information Technology
- 9) Technology
- 10) Physical Education
- 11) Vocational-oriented activities
- 12) Local extra-curricular activities

Optional subjects

Ethnic minority languages, Foreign language 1

School Subjects List (cont)

The second phase: VOCATIONAL ORIENTATION (HIGH SCHOOLS)

Subject groups	Subjects
Compulsory subjects and educational activities	1) Literature 2) Mathematics 3) Foreign language 1 4) Physical education 5) National Defense and Security Education 6) Vocational-oriented activities 7) Local extra-curricular activities
Subjects selected according to career orientation	<i>Students choose 5 subjects from 3 subject groups, each group selects at least 1 subject</i>
Social sciences	History, geography and foreign language
Natural sciences	Physics, Chemistry, Biology
Technology and the Arts	Technology, Information Technology, Arts
Optional subjects	Ethnic minority languages, Foreign language 2

CONTENT OF EDUCATION AT LOCALITIES

- Basic or topical issues of local culture, history, geography, economy, society, environment, vocational orientation, etc.
- To equip students with knowledge and foster students' love for their homeland, and encourage them to learn and apply what they have learned to contribute to resolving the problems in their localities.
- At primary schools, local extra-curricular activities are integrated with experience activities. At the lower secondary and upper secondary levels, local educational content is a separate subject.
- The provinces and centrally-controlled cities shall develop and evaluate the educational contents of their localities under the guidance of the Ministry of Education and Training.

Orientation on Educational Methods

General orientation:

Applying constructive methods to initiate students' activities.

Types of students' activities:

Discover, practice, exercise (apply to detect and solve real-life problems).

How to organize activities:

- **Inside and outside of campus.**
- **Study theories, do exercises / experiments / projects, play games, discuss, visit, go camping, read books, do collective activities, engage in community service activities.**
- **Work independently, in groups, in a class.**
- **Ensure each student is given the opportunity to carry out his or her own assignments and practical experience.**

REQUIREMENTS TO BE ACHIEVED IN THE SUBJECT

For example: Specific manifestations of competence in studying Natural Sciences

Competence	Specific manifestations	
1. Awareness of natural sciences	Know / Recognize / Name / Express / Talk about / Present
		Describe / Classify/ Analyse / Compare / Choose/ Explain / Use scientific language / Identify and correct wrong information
2. Learn about nature (discover and explore the natural world)	Raise problems/ Question the nature of problems to explore and discover more / Make judgments, formulate hypotheses/ Make action plans/ Implement plans/ Write reports, presentations and discussions/ Recommend measures to solve a problem in the learning situation and make informed decisions
3. Apply knowledge and skills (especially in real situations)	Explain/ Solve problems/ Evaluate

For example: Requirements to be achieved in the subject.

(specific on topics) (Natural Science)

Sound

- Perform experiments to create sound waves (such as strumming, tapping on metal rods, etc.) to prove that sound waves can be transmitted in solids, liquids and air.
- Explain the transmission of sound waves in the air.
- Determine the amplitude and frequency of sound waves based on pictures or graphs.
- Know the unit of frequency is the hertz (denoted by Hz).
- Indicate the relationship between loudness and amplitude.
- Use musical instruments (or electronic learning materials and oscilloscopes) to prove that the pitch of the sound is related to the sound frequency.
- Give examples of good reflective objects and anti-reflective objects.
- Explain some simple phenomena common in reality related to sound waves; propose a simple plan to limit noise effects on human health.

Evaluating Educational Results

Objectives of evaluating educational results: to provide accurate, timely and valuable evaluations on whether students meet requirements; to assess student progress, to provide guidance, adjust teaching activities, manage and develop programs, ensure each student's progress, and improve the quality of education.

Evaluation criteria are the required competence and qualifications specified in the general curriculum, subjects and educational activities.

Regular assessment (carry out combined evaluations of teachers, students' parents, students self-evaluation and assessments of other students)

Periodic assessment (carried out by educational institutions)

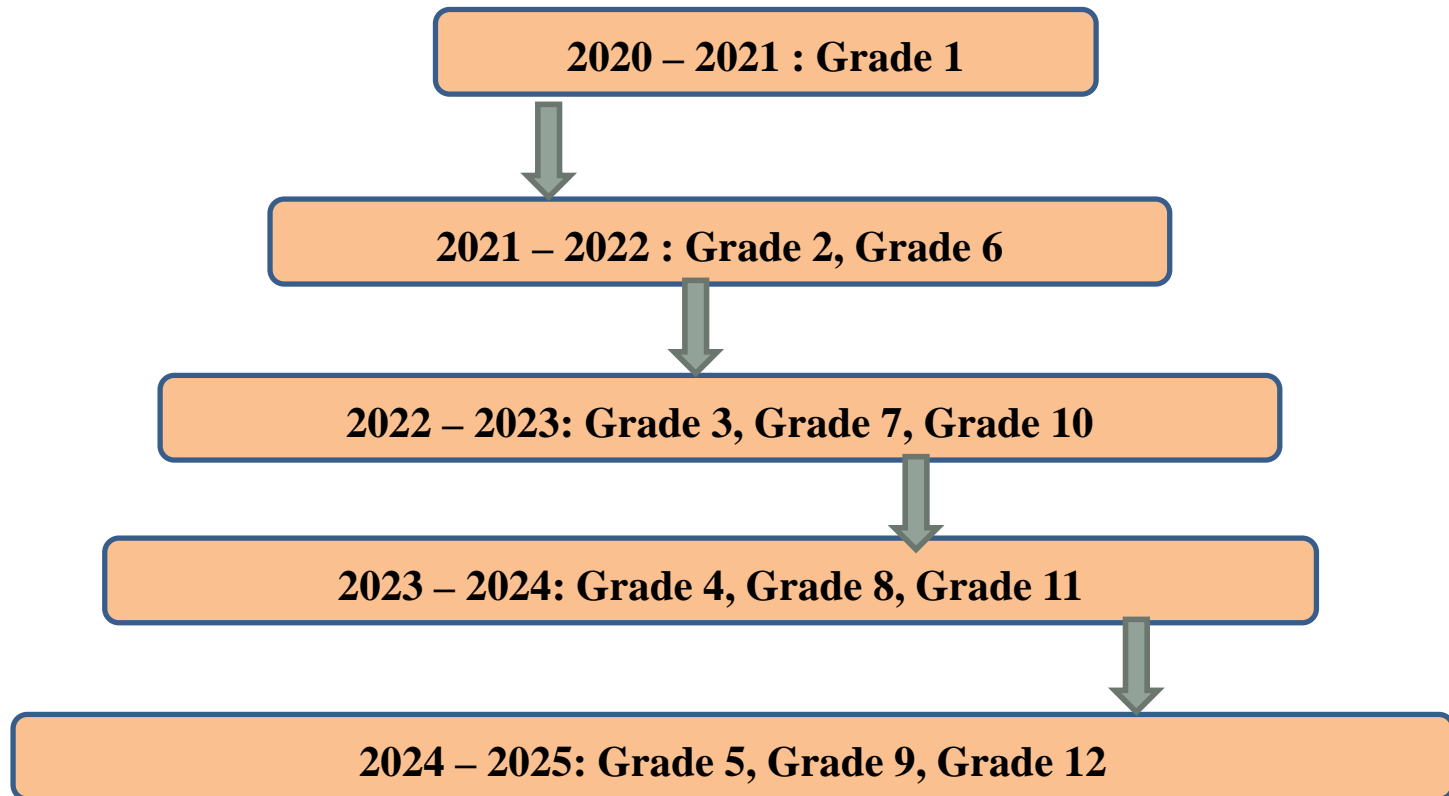
Extensive assessment at the national and local levels (carried out by educational evaluation organisations; for management purposes)

THE GENERAL EDUCATION CURRICULUM WITH THE TOPIC OF EDUCATION OF CULTURAL HERITAGE

- Curriculum development standpoint (2): *consistent with the characteristics of the Vietnamese people, Vietnamese culture, traditional values and human values as well as UNESCO's common development initiatives and orientations of education for Sustainable Development.*
- A standard of *patriotism* is required:
 - At secondary schools: *have a sense of responsibility to protect cultural heritage, actively participate in activities to preserve and promote the value of cultural heritage.*
 - At high schools : *actively and positively engage and mobilize others to participate in activities to protect and promote the value of cultural heritage.*
- Educate students about cultural heritage and develop other qualities and competencies: hard work, kindness, problem solving and creativity, communication and cooperation (by assessment and by teaching method), etc.
- Education of cultural heritage and orientations: evidence-based practice, integrated teaching, focusing on practice, applying learned knowledge, experiencing in an open program.

THE MAIN STAGES IN THE PERIOD 2020 - 2025

1. Implementing the new general education curriculum and new textbooks:



A SINCERE THANK YOU!



The Relationship Between Education For Sustainable Development And Education On Intangible Cultural Heritage



Research Team, Vietnam Institute of
Educational Sciences



Contents

1. Sustainable Development Goals 4 & 4.7

- 01. Description of the contents
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2. Education For Sustainable Development

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4. The Relationship Between The Two Areas

- 10. Description of the contents
- 11. Description of the contents
- 12. Description of the contents



1. Sustainable Development Goals 4 & 4.7

- **SDG 4 Quality Education / Sustainable Development Goal 4**

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

SDG 4.7 - Sustainable Development Goal 4.7



* 4.7: by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through **education for sustainable development** and sustainable lifestyles, human rights, gender equality, promotion of **a culture of peace and non-violence**, global citizenship, and **appreciation of cultural diversity and of culture's contribution to sustainable development.**



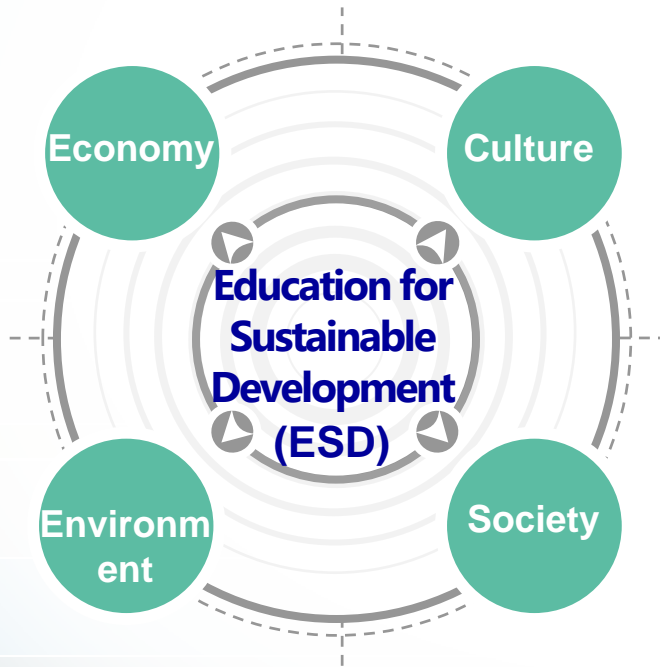
2. Education for Sustainable Development (ESD)

ESD : A Multiple-Perspective Approach



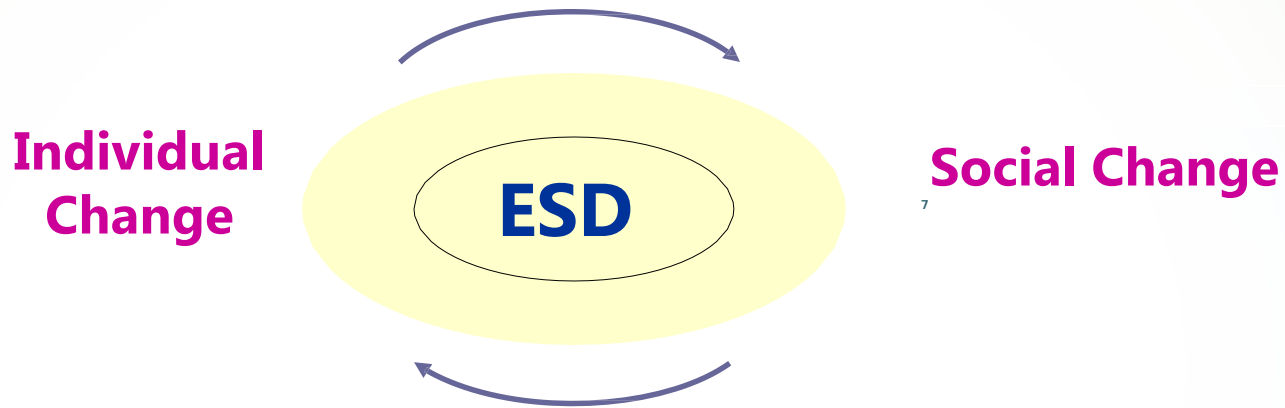
2. Education for Sustainable Development (ESD).....

What is ESD?



- Aim at creating changes in present society in order to build up a more sustainable society in the future.
- Include the acquisition of skills, values, attitudes, and behaviours that enable learners to reason, anticipate, critically think and make informed decisions to deal with issues relevant to the sustainability of nature, environment, people, society. (UNESCO, 2015).

2. Education for Sustainable Development (ESD).....

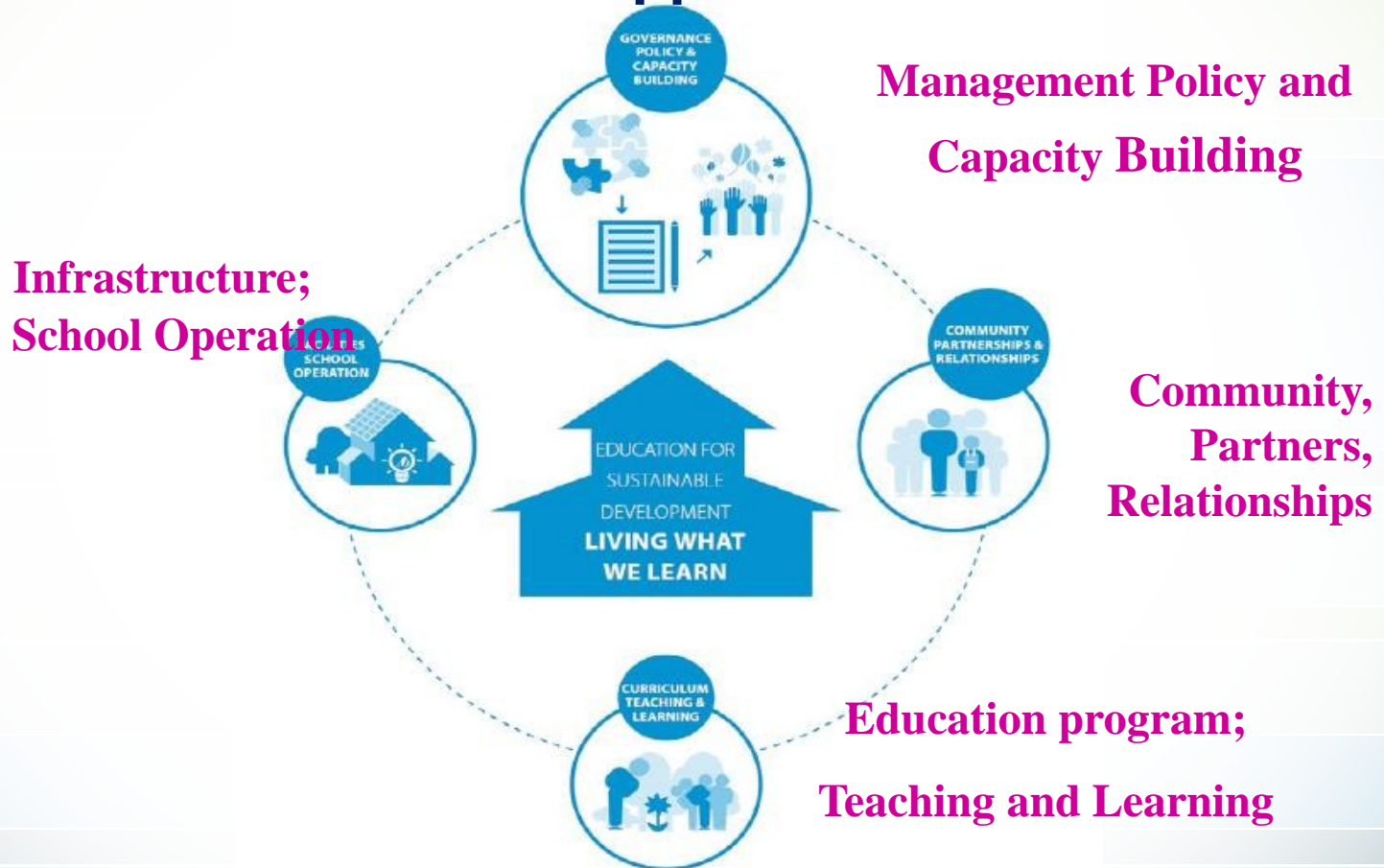


**New Pillar of Learning
(UNESCO 2009)**

**“Learning to Transform Oneself
and Society”**

Education for Sustainable Development Goals (SDGs)

School-Wide Approach (UNESCO, 2017)





ESD Education Principles

- **Interdisciplinary and comprehensive**
- **Encourage critical thinking and problem-solving skills**
- **Value-oriented**
- **Multimodality (using a variety of approaches: music, movement, visuals)**
- **Participation**
- **Availability and suitability (local and international)**

Education on Intangible Cultural Heritage

Forms of Expression

- ✓ Oral traditions and expressions, including language as a vehicle of intangible cultural heritage;
- ✓ Performing arts;
- ✓ Social practices, rituals and festive events;
- ✓ Knowledge and practices concerning nature and the universe;
- ✓ Traditional craftsmanship.

Characteristics

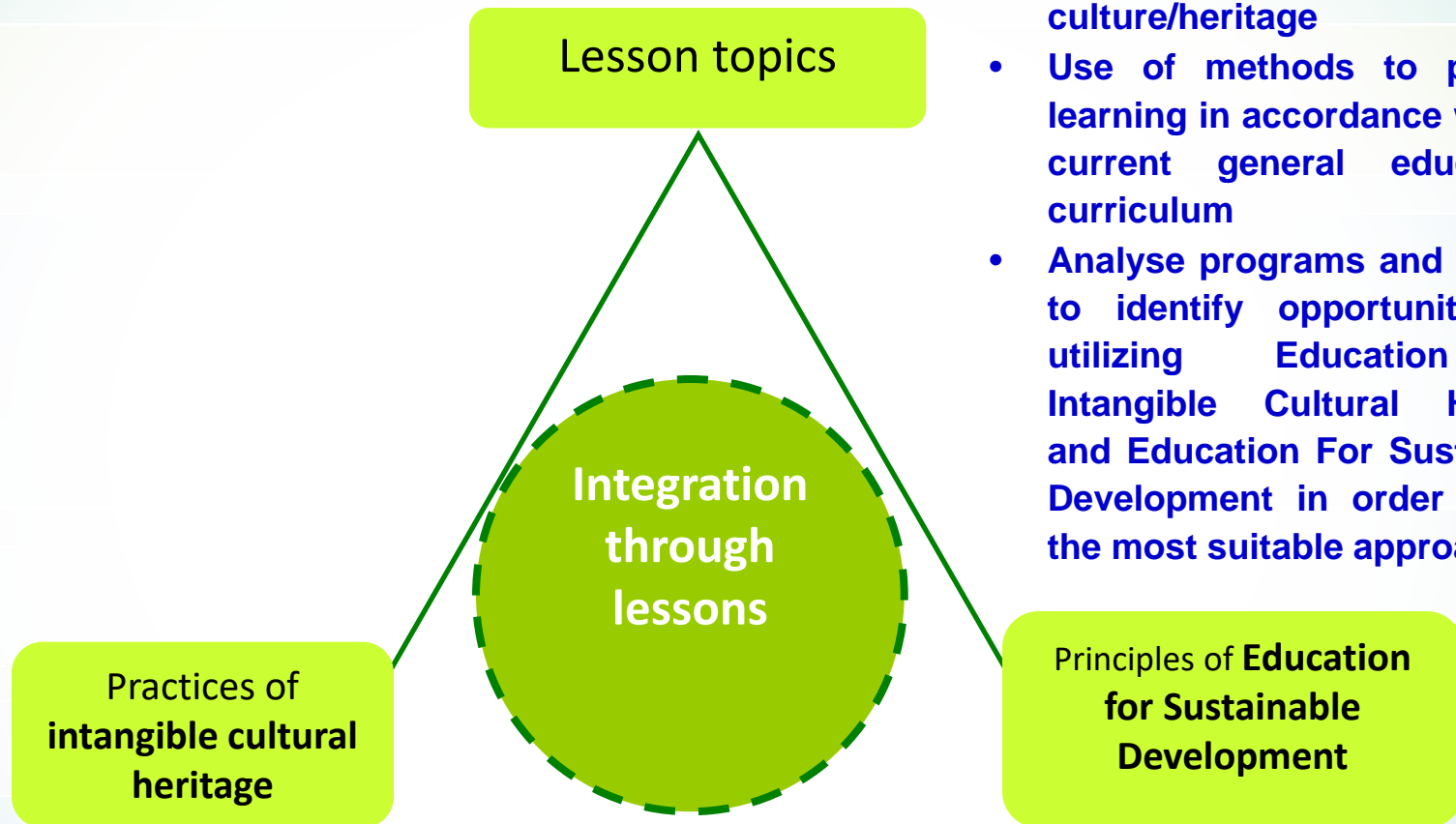
- ✓ Traditional, contemporary and alive
- ✓ Inclusive
- ✓ Representative
- ✓ Community-based
- ✓ A respect for human rights



4. The Relationship Between Education For Sustainable Development And Education On Intangible Cultural Heritage

- ❖ Powerful, collective, responsible practices
- ❖ Transfer of knowledge and skills between generations
- ❖ Adaptability, creativity, innovation
- ❖ Use natural resources in a sustainable way
- ❖ Apply local economic and social structures

4. The Relationship ...

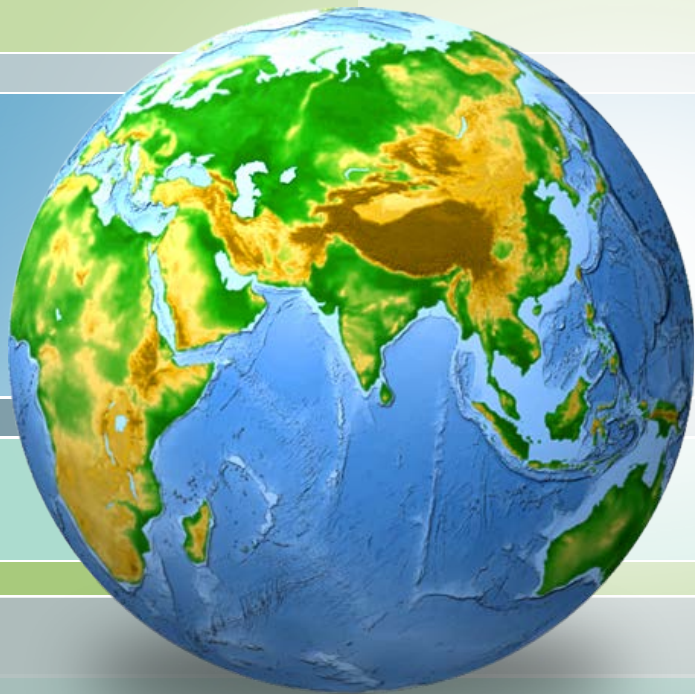


- To not just teach about culture/heritage
- Use of methods to promote learning in accordance with the current general educational curriculum
- Analyse programs and lessons to identify opportunities for utilizing Education On Intangible Cultural Heritage and Education For Sustainable Development in order to find the most suitable approach

4. The Relationship ...

✓ Thus, Education On Intangible Cultural Heritage in schools is also a means to implement one of the sustainable development goals (4.7). Educating on cultural heritage is not only beneficial in **terms of culture**; it also helps students **build up essential life skills, promote social relationships, preserve the living environment, and improve the quality of life.**

✓ Currently, policies on Education For Sustainable Development have been issued, including those related to Education On Intangible Cultural Heritage. Importantly, teachers need to be equipped with specific knowledge and skills to implement this educational content in high schools effectively.



Thank you
Teachers!

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MATRIX AND LESSON PREPARATION STEPS



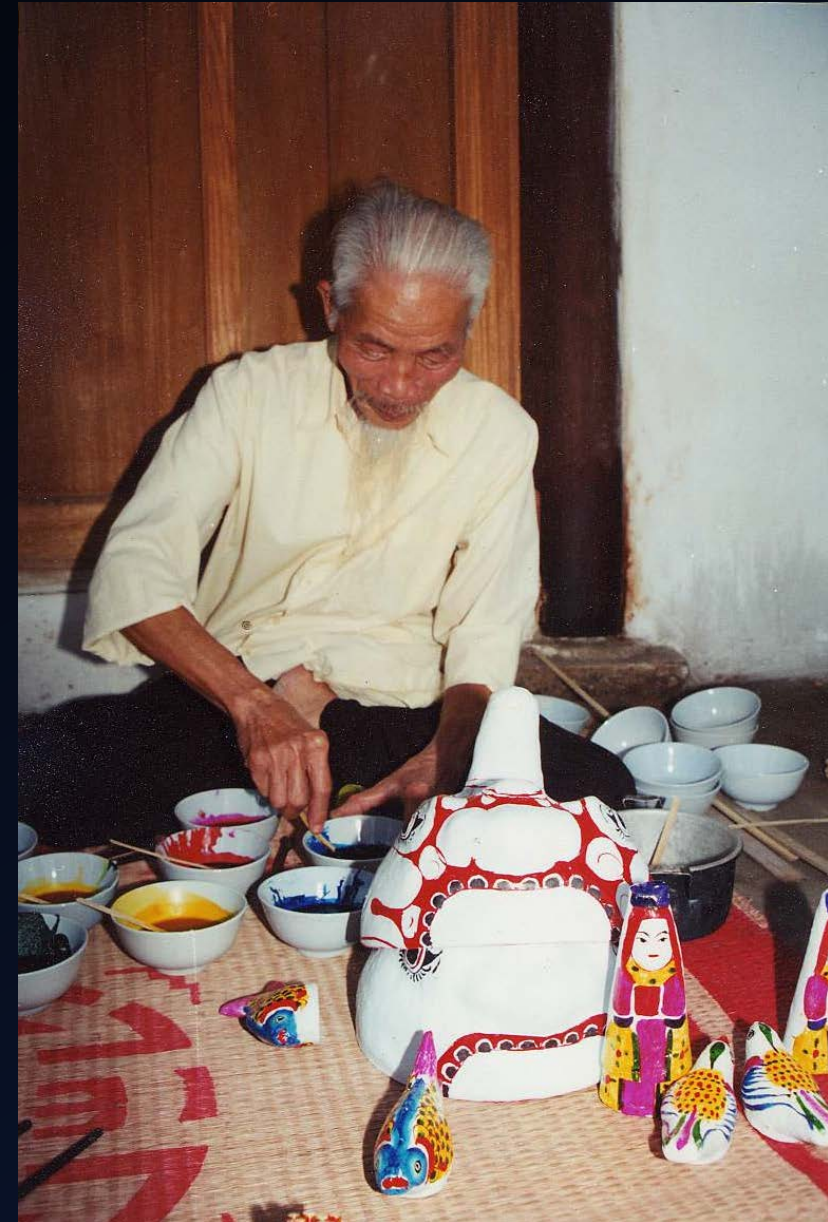
VU HONG NHI, VIETNAM MUSEUM OF ETHNOLOGY

LESSON PREPARATION STEPS

- Teachers play a very important role in incorporating intangible cultural heritage into lessons. Teachers are experts in selecting the contents and elements of intangible cultural heritage to integrate in different lessons in a logical and effective manner.
- The implementation process used by teachers can be divided into different steps, depending on the subject, the lesson and the level of engagement of each person. However, to perform successfully, teachers need to take note of the following:

Step 1: Study, research, and list out intangible cultural heritage

- *Teachers need to:*
- Clearly understand the concept and characteristics of intangible cultural heritage, especially those to be chosen for integration into the lesson.
- Use different methods of searching information in order to learn and capture knowledge about the types of intangible cultural heritage in Vietnam and in local area through different sources.
- Make a brief list of the intangible cultural heritage of the locality or ethnic group.
 - + Purpose: for convenient further reference and use;
 - + The list should cover the following contents: name of the heritage, place of the heritage, formation process of the heritage, characteristics of the heritage, community creating and nurturing the heritage, values of the heritage, the practice of heritage in the contemporary context;



Step 2: Find a story to connect the intangible cultural heritage and the lesson content

- *Teachers need to:*
- strongly understand the program framework and the knowledge to transfer in each lesson;
- have strong knowledge on stable development;
- study all lesson contents in the textbook program, based on the existing list of intangible cultural heritage, finding the link between scientific knowledge to be transferred to students and the characteristics of the intangible cultural heritage; and
- make a summary of connections among *subject knowledge, characteristics and/or values of the heritage and knowledge of sustainable development.*
- *Note:* one lesson can be illustrated by various kinds of heritage which conveys different information of sustainable development to avoid boredom.
- With reference to the conditions of the school's facilities and teaching abilities of the teachers, select an appropriate intangible cultural heritage to prepare detailed lesson designs associated with that intangible cultural heritage and information about sustainable development.

Step 3: design the lesson plan

- *Teachers need to:*
- ensure to integrate intangible cultural heritage into lessons, to transfer both subject knowledge and information about sustainable development;
- study secondary materials related to the selected intangible cultural heritage, identify additional information and images to develop the lesson content; and
- determine the form to add information and images (field research, consultation from experts and researchers) while referring to newly updated secondary documents on heritage.
- *Integrated lessons should satisfy the following requirements:*
- + convey the subject content correctly and fully according to the prescribed program;
- + balance the amount of time spent for the subject knowledge, information about intangible cultural heritage and knowledge of sustainable development; ensuring the class time as prescribed;
- + determine the contents to be prepared in advance for both teachers and students to make the lesson highly effective; and
- + use a student-centered approach, enabling students to actively explore subject knowledge, intangible cultural heritage and sustainable development through active learning methods.



Some recommendations on interactive activities:

- + presentation by individuals or groups;
- + acting via teamwork or role-playing;
- + making models from existing materials which are easily acquired, and presentations by individuals or groups;
- + taking photos following prescribed topics and organizing a gallery by classes working in groups;
- + recording and interviewing people to make films introducing cultural heritage including teachers, the school management board and students;
- + inviting specialists, researchers, artisans holding intangible heritage to participate in the lesson;
- + playing games related to the heritage contents, working in groups; and
- + field trips (for extra-curricular lessons).
- *Teaching will be more effective if teachers are able to study and learn about heritage in reality.*

Guiding Visitors to See the Exhibition



Step 4: attempt teaching activities, collect reactions and suggestions, and improve the lesson plan

- If possible, teachers should organize test lectures to collect reactions and suggestions to test and compile the following:
- The relevance of lesson content with intangible cultural heritage;
- The logic between the knowledge of sustainable development and the value of intangible cultural heritage and subject knowledge;
- The feasibility of the teaching method and degree of association of cultural heritage with the lesson; and
- The rationality of lesson length, time for each type of knowledge.
- In order to meet the requirements of the course's program, based on post-trial evaluations, teachers can:
 - + Combine or replace activities as appropriate;
 - + Adjust the time for each activity; and
 - + If necessary, teachers continue to add more materials and facilities for the lesson.

Step 5: perform teaching activities using intangible cultural heritage

- Arrange the well-designed lesson in the subject's teaching plan according to the school's academic schedule for the school year.
- During the teaching process, teachers continue to propose evaluations and recommendations to adjust and supplement the lesson plan with the Board of Directors and the subject department in order to get the optimal lesson.
- In order for the lesson to be effective, teachers need to be well-prepared and fully qualified for the organization of teaching activities to take place safely as planned in class or at heritage sites.
- If the lesson takes place at a cultural heritage site, teachers should have specific requirements for students to learn and perform *before, during and after* the lesson.
- Using a questionnaire method after each lesson to evaluate the results and collect the students' requirements which will help teachers to improve the lesson.

The questionnaire should cover the following contents:

- + the scientific knowledge students learn from the lesson;
- + the information about the cultural heritage integrated in the lesson that students have to acquire;
- + the knowledge about sustainable development that students learn from the lesson;
- + the student's feelings about the lesson;
- + what students want to know more about cultural heritage; and
- + what the knowledge about sustainable development that students acquire means for their lives.
-



STEPS TO PREPARE A LESSON WITH INTANGIBLE CULTURAL HERITAGE

Step 1

- Study, research and list the intangible cultural heritage

Step 2

- Find the connection between the intangible cultural heritage and the lesson content

Step 3

- Prepare the lesson plan

Step 4

- Try the teaching activities, collect reactions and improve the lesson plan

Step 5:

- Perform teaching activities using intangible cultural heritage

MUSEUM STAFF WITH LESSON PREPARATION STEPS

Step 1

- Understand the content of the program, subjects, and lessons

Step 2

- Find the connection between the intangible cultural heritage and the lesson

Step 3

- Prepare matrix and experience activities

Step 4

- Practice, get feedback and then improve the program

Step 5:

- Perform teaching activities at the Museum

MATRIX AND SOME EXAMPLES

Grade & Lesson	Knowledge To Be Acquired	Associated Intangible Cultural Heritage	Characteristics of Intangible Cultural Heritage	Sustainable Development (knowledge, skills and values)
Grade 6 <i>Experience activity 6</i> <i>Social activities and community service</i> - <i>Cultural, friendship and cooperation activities</i>	Playing a tug of war game in Vietnamese, Cambodian, Korean and Philippine styles, and: - Pointing out the purpose of cooperation, the need for cooperation with others and the significance of international cooperation in social life; demonstrating respect and preservation of traditions, sharing and respecting for differences among individuals and	<i>Ceremonies and tug of war games in Vietnam, Cambodia, South Korea, Philippines</i>	- Ceremonies and tug of war games are widely practiced in rice-growing cultures in East and Southeast Asia, to wish for favorable conditions of rain and wind, abundant crops or predictions related to success or failure of a cultivation effort. - Depending on each member country, ceremonies and tug of war games are held at the national level or in certain regions within each country.	The value of equality and knowledge of the game are transmitted through oral skills or through observation and direct participation; diversified practices according to the specific ecological conditions of each region. They enhance dialogue and promote respect

EXAMPLE OF MATRIX FOR EXPERIENCE ACTIVITY



MATRIX AND SOME EXAMPLES

Grade & Lesson	Knowledge To Be Acquired	Associated Intangible Cultural Heritage	Characteristics of Intangible Cultural Heritage	Sustainable Development (knowledge, skills and values)
Grade 6 <i>Experience activity 6</i> <i>Social activities and community service - Cultural, friendship and cooperation activities</i>	Participate in a performance and analyze the meaning of international cooperation and demonstrate the spirit of friendship and peace with other ethnic groups. Express respect for the performers. Manage some situations that may arise when working together. Know how to coordinate with others when trying to	<i>The folk arts of Southern amateur music</i>	A popular performing art form in the South of Vietnam, born at the end of the 19th century from the needs of the community and reflecting the thoughts and feelings of the southern people - the gardens and wetlands with an industrious, generous, open, simple but loyal and courageous lifestyle. Currently, Southern amateur music has been popular in many places: in festivals.	The value of equality and knowledge of the music are transmitted through oral skills or through observation and direct participation; Enhance dialogue and promote respect for cultural diversity among peoples.

EXAMPLE OF MATRIX FOR EXPERIENCE ACTIVITY

Lesson for Grade 6
Experience activity 6

Social activities and community service - Cultural, friendship and cooperation activities

INTANGIBLE CULTURAL
HERITAGE

*The folk arts of Southern
amateur music*

Knowledge need to be acquired

Attending a performance of the Southern Amateur music:

- Analyze the meaning of international cooperation and demonstrate the spirit of friendship and peace with other ethnic groups; and
- Manage some situations that may arise when working together: know how to coordinate with others when trying to play musical instruments or sing traditional music.

**Characteristics of
Intangible Cultural
Heritage**

Reflecting the thoughts of the Southern people, their liberal and courageous lifestyle. Performing in festivals, anniversaries, weddings, birthdays, gatherings, etc.

**Sustainable
development
(knowledge, skills and
values)**

Community solidarity;
Creativity on the basis
of traditional heritage
to enrich people's
spiritual life;
Understanding lifestyle
behavior through lyrics;
Improving the quality
of spiritual life thanks
to entertainment.

MATRIX IN NATURAL SCIENCE SUBJECTS

Grade & Lesson	Knowledge To Be Acquired	Associated Intangible Cultural Heritage	Characteristics of Intangible Cultural Heritage	Sustainable Development (knowledge, skills and values)
Grade 6 Forces and movement	Understand thrust and pull forces and their effects. Examples of contact forces: collision force, elastic force, tension force, resting friction force, sliding friction force, air resistance.	<i>Ceremonies and tug of war games in Vietnam, Cambodia, South Korea, Philippines</i>	When playing, traction is generated from the two teams; frictional force (sliding friction force) occurs between the players' legs and the ground and between the players' hands and the rope; tension of rope; air resistance, especially when it's windy, etc.	The value of equality and effectiveness of cooperation and coordination in group work. To respect and be proud of the cultural heritage of the nation.

EXAMPLE OF MATRIX FOR NATURAL SCIENCE SUBJECTS

Intangible
Cultural
Heritage
*Tay
Nguyen
gong
cultural
space*

Characteristics of Intangible Cultural Heritage

The size, shape and material of the gong and the sound they emit; different ways to play the gong, adjusting the gong to change the sound quality.

Sustainable development (knowledge, skills and values)

- To respect and be proud of the unique music of the nation;
- value of teamwork and community cohesion; and
- the need to protect and maintain the cultural heritage of the nation.

Lesson for Grade 7
Natural science

Sound - from oscillation to sound

Knowledge to be acquired

Understand that sound waves are produced by vibrating objects and transmitted in the environment by vibrations of environmental elements (sound is only available when there is force acting on the emitting object).

INFORMATION COLLECTION METHODOLOGY

Vu Phuong Nga
Vietnam Museum of Ethnology

Methods of information collection

- Study existing document references
- Ethnographic fieldwork
 - + Field research
 - + Observational participation
 - Monitoring
 - Interviewing

+ Study/refer to documents

- **Research books**
- **Specialist magazines**
- **Newspapers (written, pictures and audio)**
- **Photographs and videos**
- **Internet, etc.**

Observational participation

Observational participation is the cornerstone of cultural anthropology. It requires a close approach to the research subjects and makes them comfortable with your presence so that you can observe and record information about their lives.

Five principles

- Choose a convenient site for the research.
- Prepare necessary papers about yourself and your project.
- Make use of your own personal relationships.
- Think carefully about your answers to your questions.
- Spend your time on familiarizing yourself with the social and natural foundations of the study site.

Informants

- Find the key informants: do not make an impulsive choice, and carefully check the role and the position of prospective informants (ensure that the selected person does not impede your contact with other important informants).
- Some informants sometimes may give you incorrect information.
- Payments for informants (causing potential ethical issues).

Monitoring

- Direct monitoring with reaction.
 - + Continuous monitoring (CM) is observing a subject or a group of subjects and recording their behavior as honestly as possible.
 - + Application of technology in continuous monitoring: recording audio and video.
 - + Monitoring with interaction.
- Discreet monitoring.

Interviewing

- ***Informal interviewing***: relaxed control of the subjects and recollection of the interview content after the interview ends.
- ***Unstructured interviewing***: have a clear plan but control responses of the informants as little as possible in order to make the informants open up and express themselves naturally.
- ***Semi-structured interviewing***: interviewing with instruction.
- ***Structured interviewing***: interviewing using a clear and controlling plan.

Unstructured interviewing

- Start of the interview: introduce yourself to the subject, why they have been chosen, encourage them to interrupt, and ask for their permission to record.
- Allow the informants to lead.
- Benefits:
 - + Flexible.
 - + Helps to build the initial relationship with the informant.

Probing

- Silent probing
- Repeated probing
- Probing with long questions
- Probing by leading
- Talkative informants
- Partial assertion (bait)

Observational participation skills

- Study the language used.
- Develop a clear awareness of all details of everyday life.
- Develop your memory.
- Maintain your ethical standards.
- Develop your writing skills.
- Wander
- Stay objective in your research.



"You can't build a hut, you don't know how to find edible roots, and you know nothing about predicting the weather. In other words, you do *terribly* on our I.Q. test."



The author with members of a Jama'at in
Mae Sot, Northwestern Thailand



Thank you!

PHOTOVOICE

VOICE FROM PHOTOS




Vu Phuong Nga
Vietnam Museum of Ethnology

What is photovoice?

Photovoice is the method used and developed by Caroline Wang and her colleagues to describe their work with the Yunnan Women's Development and Reproductive Health Program in China.

“Please ask people to express their lives, perspectives and experiences using photographs and explanations.” (Wang and Burris 1997)



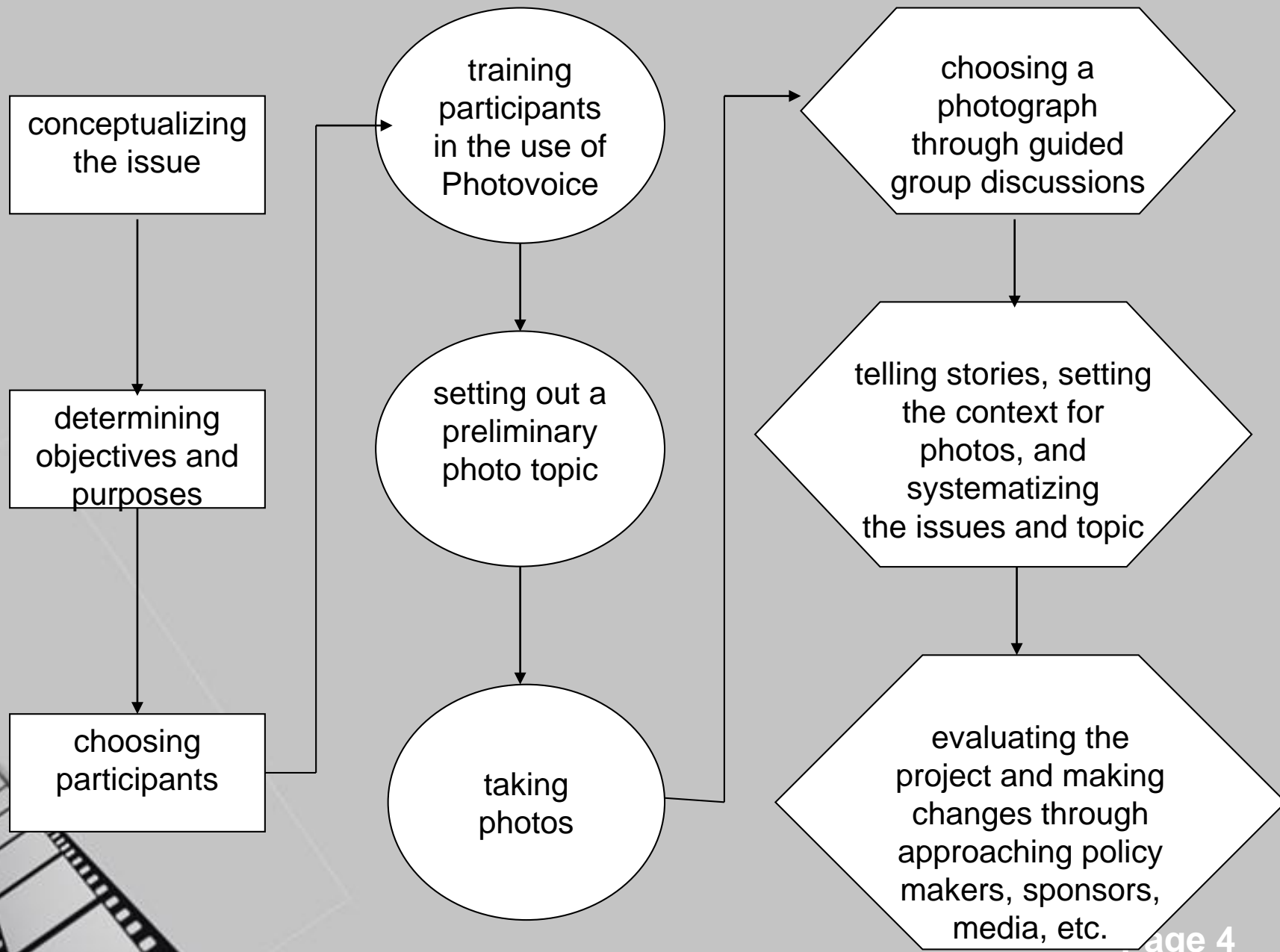
Photovoice is a method whereby one can identify, express and enhance his/her community through a specific imaging technique. (Wang and Burris 1997: 369)

Objectives of photovoice

- allowing participants to record and reflect different issues in their community;
- fostering critical dialogue and knowledge regarding personal and community issues through large and small group discussions on photographs;
- access to policy makers. (Wang and Burris 1994, 1997)



Procedures to perform a photovoice project



Example: *residents of the Old Quarter talking about intangible cultural values*

- Conceptualizing the issue: intangible cultural heritages are not only national cultural heritages but also ordinary things in daily life such as knowledge of trading, life styles of local people, etc.
- Determining objectives and purposes: approaching Old Quarter residents to learn and speak about local intangible cultural values.

Example: *residents of the Old Quarter talking about intangible cultural values*

- Choosing 20 people living in Hang Buom street area. These people should be of different genders, be aged 18-75, be of different occupations and backgrounds (such as being originally from Hanoi or being non-residents).
- Training participants to use Photovoice.
- Giving a specific photo topic.
- Taking photos.
- Guiding group discussions to choose taken photos.

Example: *residents of the Old Quarter talking about intangible cultural values*

- Telling stories, setting the context for photos, and systematizing the issues and topics.
- Commercial and cultural space.
- Style of cuisine.
- Knowledge about the natural environment.
- Knowledge about folklore and art.
- Knowledge about behaviour and conduct.
- Consciousness of personal origin (family, home village).
- Morality and ethical standards.
- Faith, beliefs, and religion.
- Holders of cultural heritage.

A new cultural value?

Photo 1: Nguyen Van Sam, 71 years old, No. 85 Hang Buom, Night Market in the Old Quarter. According to Sam, “Night markets make the Old Quarter more lively. It is very boring if there is no night market.”



Photo 2: Nguyen Huyen Chi, 25 years old, No. 3 Noi Mieu Alley, Hang Ma Street, in the days close to Tet. Chi said, “Markets open not only in daytime, but also in night time.”



The charm of the Old Quarter

Photo 1: Hoang Anh Thu, 20 years old, No. 12 Ta Hien/Hang Ma Street: the days close to Tet.

- Photo 2: Nguyen Huyen Chi, 25 years old, No. 3, Noi Mieu Alley, street: vendors outside the Dong Xuan Market gate.

- Photo 3: Hoang Anh Thu, 20 years old, 12 Ta Hien: selling red envelopes and greeting cards on Hang Duong Street. He said, “Although it’s too crowded and frustrating in the Old Quarter, many people still do not want to move. Firstly, they are familiar with this crowded but lively life and secondly, it’s very convenient. Once you get out of the house, you can access all kinds of things” (Nguyen Van Hoanh, 70 years old, 71 Hang Buom)



Example: *residents of the Old Quarter talking about intangible cultural values*

- Evaluating the project, making changes through reaching to policy makers.
- In March 2010, a workshop at the Old Quarter Cultural Center was organized in order to summarize the three-year study on the *Sustainable Urban Development Program* including the project of *Sustainable Development of Hanoi's Old Quarter*.
- As a result of the research results, the Management Board of the Old Quarter under the Department of Culture, Sports and Tourism was established at Quan De Pagoda (No. 28, Hang Buom) on March 29, 2010 in order to honor intangible cultural values and provide information to the public.

Areas to apply Photovoice

- Medicine and health (HIV, etc.).
- Education.
- Environment (climate change, etc.).
- Local knowledge.
- Culture (tangible and intangible).
- Issues of daily life.
- Using metaphorical images to talk about past experiences of invisible trauma.

....



...that's how I felt...right after my accident, that there was no connection and there were so many missing links as I tried to begin living again...it was kind of like living in the middle of nowhere...When I saw that, well, that seemed like a perfect way to sum it all up, you know

Source: Pre-pilot study 2005
Photographer: Laura Foley

... this is what I felt right after my accident: there was no connection and there were so many missing links again. It was kind of like living in the middle of nowhere...

...When I saw this image, well, that seemed like a perfect way to sum it all up, you know. Using metaphorical images to talk about past experiences of invisible trauma

Teachers can apply Photovoice to which subjects of intangible cultural heritage?

- Asking students to take photos of the intangible cultural heritage around them.
- Analyzing the results based on the photos collected.



Thank you!

