

## APPENDIX 2. DOCUMENTS OF THE INTERNATIONAL SYMPOSIUM

2-1. General Information

2-2. Programme schedule

2-3. List of Participants

**International Symposium for “Research on ICH Contribution to SDGs:  
Education and Community Development” (Online)**

Date: 28-29 January 2021 11:00 – 18:00 (Japan Time)

## **General Information**

### **1. Background of the project**

The Sustainable Development Goals (SDGs), adopted in the 70th General Assembly of the United Nations on 25 September 2015, have gradually infiltrated in countries around the world. Since the SDGs are the common goals shared by the international community to realise the sustainable world, the countries have sought ways to achieve the goals. UNESCO emphasizes potential contributions of culture, especially intangible cultural heritage (ICH) in SDG 2 (Zero Hunger), 4 (Quality education), 5 (Gender Equality), 11 (Sustainable Cities and Communities) and 17 (Partnerships for the Goals), and put great priority on the safeguarding of ICH in formal and non-formal education at the 12th session of the Intergovernmental Committee in 2017. With these situations, Intangible Cultural Heritage in the Asia-Pacific Region (IRCI) conducted the 2-year project that testifies ICH contribution to SDG 4, mainly the target 4.7<sup>1</sup>, starting from 2018.

The project was successfully completed in cooperation with the counterparts in the Philippines for non-formal education and in Viet Nam for formal education by developing the guidelines that unique ICH elements are incorporated into educational materials and using the materials in actual teaching and learning settings in both counties.

Through the 2-year project<sup>2</sup>, IRCI found out that ICH contributes to SDG 4. The educational materials using ICH could help learners understand the ICH itself and acquire its knowledge and skills. We further witnessed that affection towards learners' community and pride as members of their community were cultivated in the course of the project. In formal education, ICH helped students learn not only academic subjects but also non-cognitive skills. It is worth noted that the attempt using ICH into formal and non-formal education could affect not only learners but also educators including cultural bearers and government officials. The project clearly proved to achieve the target 4.7 and that ICH contributes SDG 4.

As UNESCO suggests that ICH's potential contribution to other SDGs as well as SDG 4, IRCI will focus on another SDG, namely SDG 11 in addition to SDG 4, because ICH is deeply related to the community where the ICH is practiced and transmitted. In order to

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<sup>1</sup> SDG 4 target4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

<sup>2</sup> Project details: <https://www.irci.jp/research/sdgs/>

study how children who receive the education related ICH contribute to their community and put their acquired knowledge and skills into practice for community development, IRCI will launch a new 2-year project this year. The project aims to unveil relationships among ICH, SDG 4 and SDG 11 and clarify ICH roles on quality education and community development through a series of case studies. In cooperation with NGOs in Bangladesh, Indonesia and Kyrgyzstan, IRCI will analyse good practices that combine ICH, education and/or community development to testify ICH's contribution to SDGs and utilise the outcomes for safeguarding ICH effectively.

## **2. Purpose of the international symposium**

The purpose of the international symposium is to share the results of the case studies conducted by counterparts in order to clarify the relationship among ICH, SDG 4, and SDG 11 and to find ICH contributions to SDGs, especially SDG 4 and SDG 11. The international symposium will serve to deepen knowledge with respect to the relationship between ICH and SDGs of the participants and to discuss future perspectives on ICH research that lead to effective ICH safeguarding.

With help from the UNESCO Associated Schools Project Network (ASPUivNet), United Nations University Global RCE Network (RCE) and Asia-Pacific Cultural Centre for UNESCO (ACCU), Japanese youth and educators will be invited from universities and organisations to the symposium. They will share cases of Japan's ICH education with international researchers and resource persons and promote UNESCO related activities domestically and internationally.

Furthermore, in cooperation with the Goi Peace Foundation, which has organised ESD youth conferences, the international symposium will give a valuable opportunity to consider the relationship among ICH, education and community development from the viewpoints of youth

It also expects to enhance a network of researchers in the ICH related fields in the Asia-Pacific region.

## **3. Expected results**

1. Relationships among ICH, SDG 4 (Quality Education), and SDG 11 (Sustainable Cities and Communities) are clarified.
2. ICH contributions to SDGs, especially SDG 4 and SDG 11 are identified.
3. Japanese youth and educators are expected to cultivate their knowledge and understanding of ICH safeguarding and SDGs, especially SDG 4 and SDG 11.
4. Participants are expected to build and enhance their research network.

#### **4. Cooperating Institutions**

- Dhaka Ahsania Mission (DAM), Bangladesh
- Dewi Fortuna Community Learning Center (DFCLC), Indonesia
- Taalim-Forum Public Foundation (TFPF), Kyrgyzstan

#### **5. Participants**

- Experts from DAM, DWCLC and TFPF
  - Experts from Vietnam Academy of Social Sciences (VASS), Vietnam Museum of Ethnology (VME), Vietnam Institute of Educational Sciences (VNIES) and National Commission for Culture and the Arts (NCCA)
  - Experts from UNESCO Bangkok Office
  - Resource persons
  - Japanese youth and educators
- \* Online participants from ASPUnivNet, UNESCO School, RCE Network and “ESD Japan Youth” of Goi Peace Foundation will be expected to join as observers (maximum 100 participants).*

#### **6. Schedule plan**

*\*Japanese youth and educators will join the session 4 on the second day.*

##### **The first day (28 January 2021)**

1. Introduction
2. Session 1: Presentations about the case study by the counterparts
  - Share the case study by each counterpart (Bangladesh/Indonesia/Kyrgyzstan)
  - Comments from the Participants
3. Session 2: Discussion and analysis
  - The relationship among ICH, SDG 4 and SDG 11
  - ICH contributions to SDGs
  - Possible solutions for social issues
  - Future perspectives and challenges regarding the ICH contributions to SDGs

The Second day (29 January 2021)

4. Session 3: Presentation about the follow-up of the previous project by the counterparts of FY 2018 – FY 2019
  - Share the current situation in each country (the Philippines/Viet Nam)
  - Future attempts/plan
  - Comments to the case study of 2020 and discussions
5. Session 4: Forum with participation of Japanese Educators and Youth (with simultaneous interpretation)
  - Brief presentation about the case studies by counterparts in FY 2020  
*\*The short version of the presentation on the 1st day.*
  - Brief presentations about their activities by Japanese educators and youth
  - Discussions
6. Closing

**7. Organiser**

International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI)

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Time: 11:00 - 18:00 Japan Time

8:00 - 15:00 Bangladesh/Kyrgyzstan time

9:00 - 16:00 Indonesia/Thailand/Viet Nam time

10:00 - 17:00 The Philippines time

**Programme Schedule**

Day1 : Thursday 28 January

11:00 - 11:30	Introduction
	Opening Remarks
	Mr. IWAMOTO Wataru, Director-General, IRCI
	Mr. KAMEOKA Yu, Senior Deputy Secretary-General, Japanese National Commission for UNESCO Deputy Director-General for International Affairs
	Ms. Duong Bich Hanh Programme Specialist for Culture, UNESCO Bangkok Office
<u>SESSION 1: Presentations about the case study</u>	
11:30 - 11:50	Mr. ABM Shahab Uddin Dhaka Ahsania Mission (DAM), Bangladesh
11:50 - 12:10	Mr. Kristian Apriyanta Dewi Fortuna Community Learning Center (DFCLC), Indonesia
12:10 - 12:30	Ms. Almagul Osmonova Taalim-Forum Public Foundation (TFPF), Kyrgyzstan
12:30 – 14:00	Lunch Break
<u>SESSION 2: Discussion and analysis</u>	
14:00 – 16:00	Themes - ICH contributions to SDGs
16:00 – 16:15	Break
16:15 – 17:30	Themes - Future perspectives and challenges regarding the ICH contributions to SDGs
17:30 – 18:00	Wrap up for the Day 1

Day2 : Friday 29 January

11:00 - 11:15	Introduction for the day2
<u>SESSION 3: Presentation about the follow-up of the previous project (FY2018 – FY2019) by the counterparts</u>	
11:15 – 11:35	Ms. Renee Talavera National Commission for Culture and the Arts (NCCA), the Philippines
11:35 – 11:55	Ms. Pham Thi Thuy Chung Vietnam Academy of Social Sciences (VASS) Ms. Vu Hong Nhi Ms. Vu Phuong Nga Vietnam Museum of Ethnology (VME) Ms. Bui Thanh Xuan Vietnam Institute of Educational Sciences (VNIES)
11:55 – 13:00	Lunch Break
<u>SESSION 4: Forum with participation of Japanese Educators and Youth</u> <i>Japanese youth and educators participate the symposium</i> <i>Japanese-English simultaneous interpretation available</i>	
13:00 – 13:15	Introduction
	Opening Remarks
	Mr. IWAMOTO Wataru, Director-General, IRCI
13:15 – 14:00	Brief presentation about the case studies (15 min x 3, including Q&A) <i>* The short version of the presentation on the 1st day</i> Mr. ABM Shahab Uddin (DAM), Bangladesh Mr. Kristian Apriyanta (DFCLC), Indonesia Ms. Almagul Osmonova (TFPF), Kyrgyzstan
14:00 – 14:10	Break
14:10 – 15:10	Brief presentations about the activities of Japanese youth and educators (15 min x 4, including Q&A) Introduced by Asia-Pacific Cultural Centre for UNESCO (ACCU), Global RCE Network, The Goi Peace Foundation ASPUnivNet Mr. ICHINOSE Tomonori Professor National University Corporation Miyagi University of Education UNESCO associated Schools (applying) Mr. CHIBA Shin Principal Sendai City Akiu Lower Secondary school RCE Network Mr. FURUSAWA Reita Associate professor, International ESD/ SDGs Center, Chubu University

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	The RCE Chubu Coordinator Group for transmission of the torch to next generation as cultural heritage Mr. TAGUCHI Shintaro
15:10 - 15:30	Break
15:30 – 16:30	Discussions Possible themes ( <i>The Themes may change</i> ): - ICH and education - ICH and community development - Concreate methods to achieve SDG 4 and SDG 11 by using ICH
16:30 – 17:00	Closing



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**List of Participants**

<b>Bangladesh: Dhaka Ahsania Mission (DAM)</b>	
Mr. Md. Shahidul Islam	Head of Education & TVET Sector
Mr. ABM Shahab Uddin	Researcher
<b>Indonesia: Dewi Fortuna Community Learning Center (DFCLC)</b>	
Mr. Kristian Apriyanta	Representative
<b>Kyrgyzstan: Taalim-Forum public foundation (TFPF)</b>	
Ms. Almagul Osmonova	General Director
Ms. Jyldyz Doolbekova	
Ms. Anara Alymkulova	Director, Institute of Sustainable Development Strategy (ISDS)
<b>The Philippines: National Commission for Culture and the Arts (NCCA)</b>	
Ms. Renee Talavera	Head, Cultural Communities and Traditional Arts Section
<b>Viet Name: Vietnam Academy of Social Sciences (VASS)</b>	
Ms. Pham Thi Thuy Chung	Researcher, Institute for Religious Studies
<b>Viet Name: Vietnam Museum of Ethnology (VME)</b>	
Ms. Vu Hong Nhi	Researcher/Deputy Head of Education Department
Ms. Vu Phuong Nga	Researcher/Deputy Head of the Audio-visual Department
<b>Viet Nam: Vietnam Institute of Educational Sciences (VNIES)</b>	
Ms. Bui Thanh Xuan	Deputy Director, Research Division for Continuing Education
<b>UNESCO Bangkok</b>	
Ms Duong Bich Hanh	Programme Specialist for Culture
<b>Japan: Ministry of Education, Culture, Sports, Science and Technology</b>	
Mr. KAMEOKA Yu	Senior Deputy Secretary-General, Japanese National Commission for UNESCO Deputy/Director- General for International Affairs

International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI)

<b>Resource Persons</b>	
Ms. Liou Lin-Yu	Professor, Department of Music Education, Nara University of Education
Mr. Masahisa Sato	Professor, Graduate School of Environmental and Information Studies, Tokyo City University
Mr. Tomo Ishimura	Head, Audio-Visual Documentation Section, Tokyo National Research Institute for Cultural Properties
<b>Japanese Youth and educators (Session 4 only)</b>	
Ms. KONISHI Miki	Programme Coordinator, United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)
Mr. FURUSAWA Reita	Associate professor, International ESD/ SDGs Center, Chubu University The RCE Chubu Coordinator
Mr. SUZUKI Keisuke	ESD Youth Japan Secretariat, The Goi Peace Foundation
Mr. TAGUCHI Shintaro	Group for transmission of the torch to next generation as cultural heritage
Mr. OYASU Kiichi	Director, Education Cooperation Department Asia-Pacific Cultural Centre for UNESCO
Mr. CHIBA Shin	Principal, Sendai City Akiu Lower Secondary school
Mr. ICHINOSE Tomonori	Professor, National University Corporation Miyagi University of Education
<b>Secretariats</b>	
<b>International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI)</b>	
Mr. IWAMOTO Wataru	Director-General
Ms. SASAKI Kazue	Associate Fellow
Ms. UMEDA Yasuyo	Associate Fellow