United Nations
Educational, Scientific and
Cultural Organization

Intangible
Cultural
Heritage

Regional Centre for
the Safeguarding of the Intangible
Cultural Heritage of Latin America
under the auspices of UNESCO

Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America

Contextual Learning: Education, Intangible Cultural Heritage, and Innovative technologies

About CRESPIAL

- We are an international organization created in February 2006 thanks to an agreement between UNESCO and the peruvian government with the objective of promote and support actions to safeguard and protect the vast intangible cultural heritage of the peoples of Latin America.

- As a category 2 center under the auspices of UNESCO we contribute to the achievement of the objectives of the 2003 Convention ***"Convention for the Safeguarding of the Intangible Cultural Heritage"***.

- CRESPIAL is the only specialized center on intangible cultural heritage in Latin America and the Caribbean.

- CRESPIAL works jointly with all Latin American countries that decide to join. To date, 18 countries have joined: **Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, El Salvador, Ecuador, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela**.

Education, Intangible Cultural Heritage, and Innovative technologies

Principles of the project:

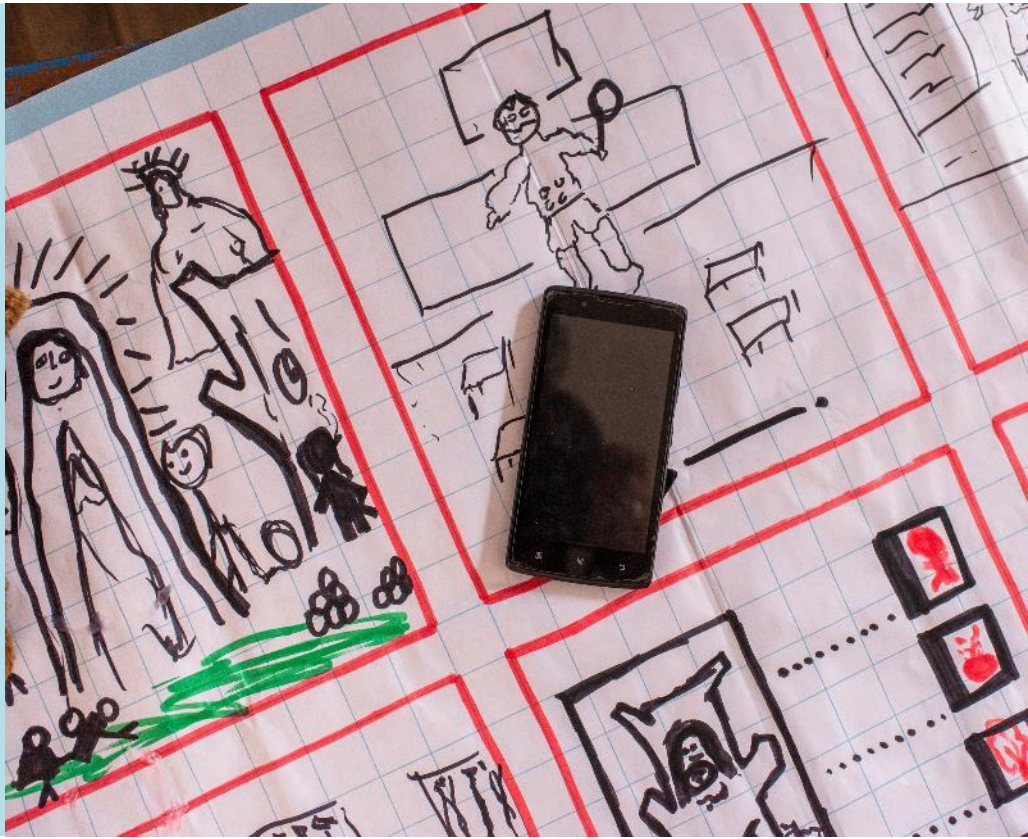
- Technology is a tool for raising awareness about your Intangible Cultural Heritage
- Encourages students to develop research skills to consolidate learning
- Students have a leading role in the development of actions to safeguard their Intangible Cultural Heritage.

The main goals of the project

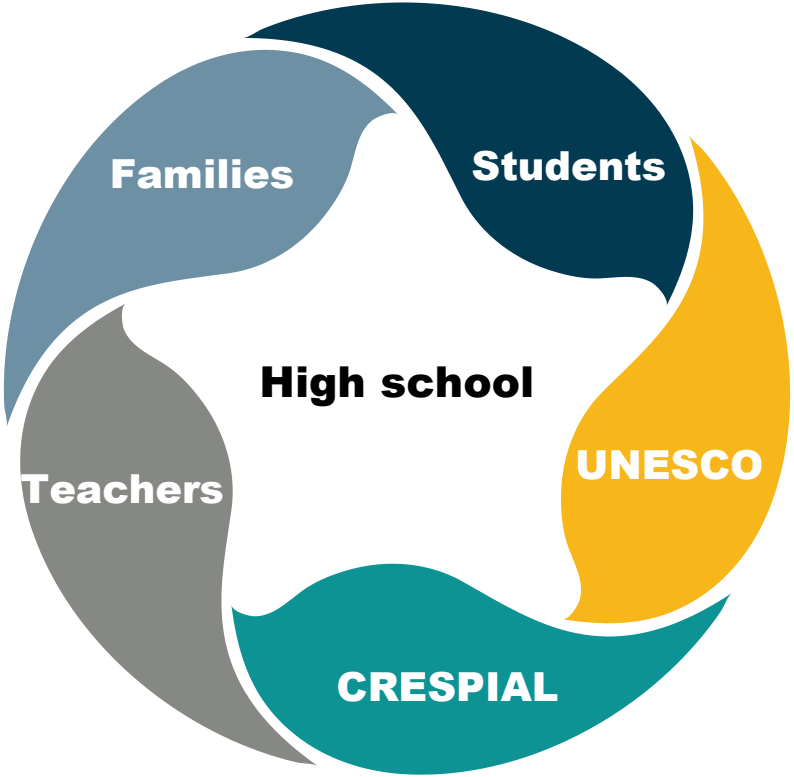
- Apply and validate the guide for implementation of education, ICH and education and innovative technologies developed by Crespial and Gal in 2019 and 2020 in educational institutions in the Cusco region that are part of the Horizontes Project of the Unesco office in Peru.

- Leveraging technology to give students a leading role in students to play a leading role in the in the development of actions to safeguard their Intangible Cultural Heritage.

- Involve students in the creation and consumption of content.



Actors


Families
Students
High school
Teachers
UNESCO
CRESPIAL

Horizontes
Programa de Secundaria Rural
CRESPIAL

What is Intangible Cultural Heritage?

Refers to those practices, knowledge, techniques, representations and expressions which:

They are passed down from generation to generation.

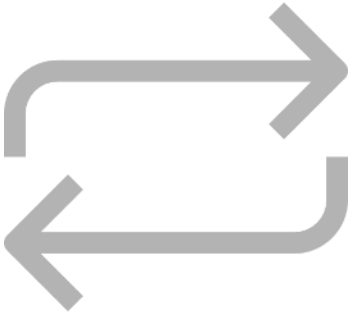
They are traditional, alive and dynamic.

They have a place and make sense in the community. They involve many aspects of social life and play a role in it.

They generate a sense of identity and continuity in their practitioners.

It is recognized and defined by communities, not by experts.

Synergy between Intangible Cultural Heritage and the Sustainable Development Strategies Group (SDGs):



Intangible Cultural Heritage and sustainable development have a close reciprocal relationship.

- ICH practices can contribute to the social, environmental and economic development of individuals, communities and countries.
- Sustainable development contributes to strengthening the viability of local ICH practices.

Specifically, the Project contributes directly to SDG 4:

- Seeks appreciation and recognition of cultural diversity through education.
- Promotes research among students in their territories, their creativity, and the use and appropriation of technologies for educational purposes.
- At the institutional level, it promotes the articulation of intersectoral efforts.

Technologies tools

- Metaverse application Sound and image recording tools (tablets,
- cell phones, digital cameras)
- Internet
- Computers
- Whatsapp group
- Research log

Outcomes

1. Students from both educational institutions will develop augmented reality experiences as a result of a research process around an element of their own Intangible Cultural Heritage.

2. Contribute to regional educational policies by promoting experiences of articulation between culture and education.

3. To build materials and tools that allow the Project to be replicated in other organizations and institutions

Results: Experiences in Metaverse in the high schools (1/2)

I.E. Lauramarca		
Una forma de cocina tradicional (A traditional way of cooking): Hapuy	**Una práctica social (A social practice): El ayni**	**Las formas de consumo de alimentos (Forms of food consumption): El chuño**
Scan the code with your phone to open this experience	Scan the code with your phone to open this experience	Scan the code with your phone to open this experience

Results: Experiences in Metaverse in the high schools (2/2)

I.E. Javier Pérez de Cuellar			
La práctica del tejido	La danza de Tupay Carnaval	Las formas tradicionales de vestir	Las variedades del maíz

Final remarks

- The proposal that Crespial has developed is an important contribution to establish the effective and concrete articulation of education and intangible cultural heritage.
- In this experience we have worked with teachers from rural secondary schools and with students from Peruvian Quechua communities.
- The students are very willing to communicate and share those practices that are part of their lives.
- Students find it easy to identify their PCI and their territory.

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