



SDG 9
INDUSTRY,
INNOVATION &
INFRASTRUCTURE

PRESERVING THE PAST FOR OUR FUTURE!

Big Changes Start Small!

BEACONHOUSE GLOBAL
PROJECTS - EDITION III

PROJECT CONTACT PERSON
sana.talat@bh.edu.pk

WHAT IS INCLUDED

1. PROJECT OVERVIEW

This project is aligned with **SDG 9 - Industry, innovation, and infrastructure** and is one of the most audacious goals of UNDP for the year 2030.

This project, '*Preserving the past for our future*', has been narrowed down to study the market presence and sustainability of the indigenous craftsmanship, to spur the economic growth for this skilled labour.

2. AIMS & OBJECTIVES

The project aims to enable students to analyse problems in the real world and study their dynamics in order to understand how skill and craft can be sustained for long-term economic growth.

One of the main objectives of the Beaconhouse Global Projects is to prepare students to become problem solvers and innovative thinkers of the 21st century.

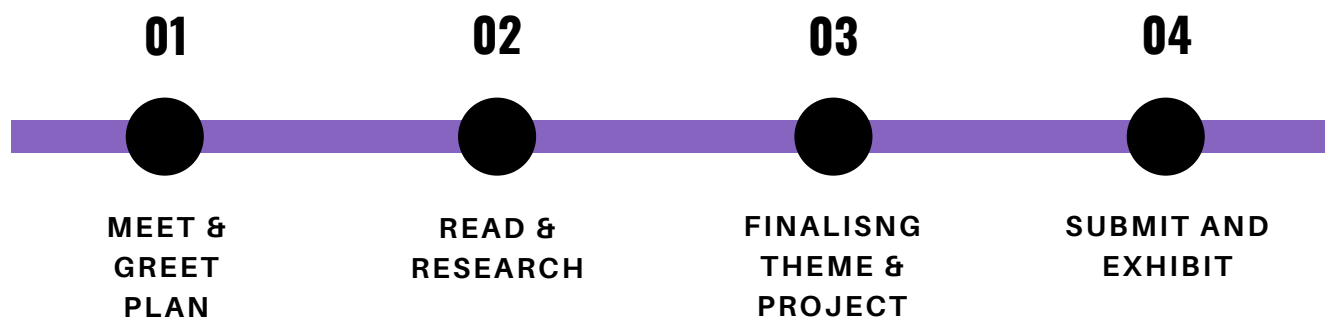
3. DRIVING CUES

The project outlines a set of driving cues that will enable students to make important considerations to devise the project flow and involved processes required for the final outcome.

4. SCOPE & OUTCOMES

The Project scope invites students of middle school and O level to participate and submit proposals aligned with the project outcomes, discussed further ahead.

5. PROJECT TIMELINE



SDG 9

PROJECT: PRESERVING THE PAST FOR OUR FUTURE

1. PROJECT OVERVIEW

The 2030 Agenda for sustainable development, adopted by the **United Nations**, shares a blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership.

To this end, the UN recognises the importance of **SGD 9 - Industry, innovation, and infrastructure**, as one of the most pivotal goals to go hand in hand with SGD 1- no poverty and SGD 2 - Zero Hunger SDGs. SGD 9 focuses on enabling a sustainable presence for skilled craftsmanship along with creating avenues to spur economic growth for the fast dwindling market of indigenous crafts.



SDG 9

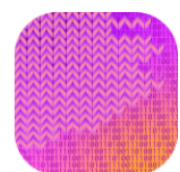
PROJECT: PRESERVING THE PAST FOR OUR FUTURE



The handicraft sector plays a vital role in income and employment generation and has also been recognised worldwide as a tool for poverty reduction.



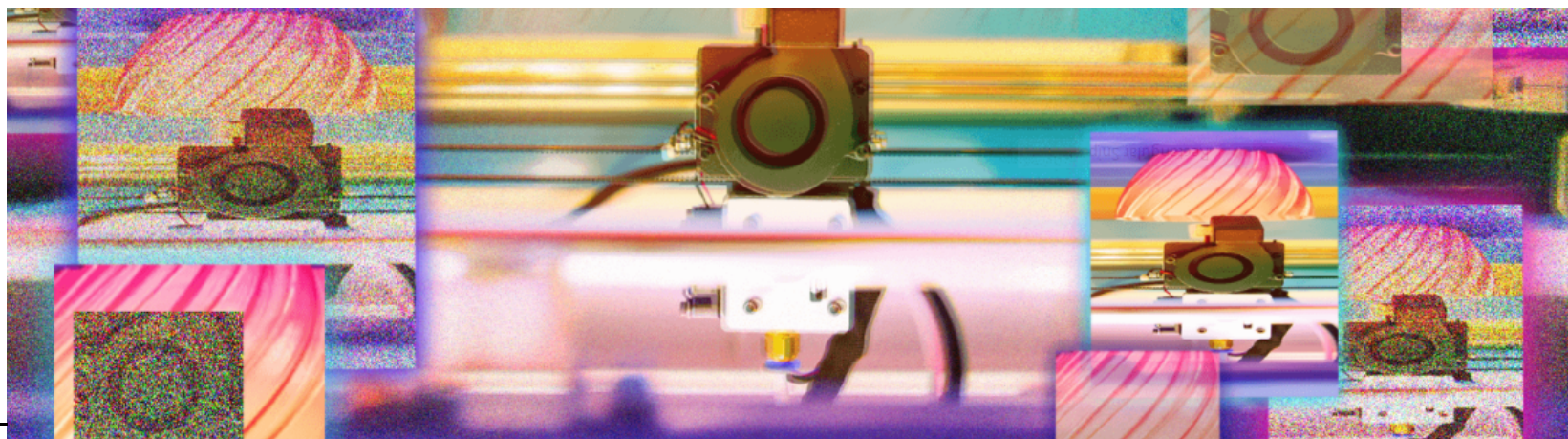
It is a means of preserving and promoting cultural and artistic traditions, such as various techniques and skills of traditional crafts being transferred from generation to generation. For many countries, their significant unique cultural heritage is retained in their handicrafts, sold widely across the world.



EXPLORE THIS LINK

([HTTPS://WEBSENSA.COM/EN/2021/01/05/DIGITAL-TECHNOLOGY-AND-TRADITIONAL-CRAFTSMANSHIP-HOW-CAN-WE-COMBINE-THEM/](https://websensa.com/en/2021/01/05/digital-technology-and-traditional-craftsmanship-how-can-we-combine-them/))

Although the importance of the handicraft industry has been acknowledged by UN long before, however, this sector has undergone several challenges such as industrialisation and globalization, consequently, the artisans were incapable to compete with the well-organised industrial unit and had to sell their products at lower prices. The industrialisation changed the lifestyle and customer's needs, and as a result, handicraft products lose the market slowly.



SDG 9

PROJECT: PRESERVING THE PAST FOR OUR FUTURE

2. AIMS & OBJECTIVES

Cultural heritage embodied in traditional crafts is an integral part of any nation that reflects the culture and tradition of a particular region. Although the importance of handicrafts has been widely recognised, whereas efforts regarding the preservation of traditional craft are scarce.



This project aims to explore and identify issues faced by traditional craftsmanship in developing countries and to address those issues in order to contribute to the sustainability of traditional craft heritage and ensure the continuous transmission of craft skills and knowledge from generation to generation. Students will conduct research on several key issues which pose substantial challenges to the preservation of traditional craft heritage in developing countries.

The students will be required to collaborate and examine the case of Pakistani handicraft industry to further their understanding of the underlying reasons behind the dwindling industry. Students may suggest some ideas to promote, develop and preserve the traditional craft heritage.

SDG 9

PROJECT: PRESERVING THE PAST FOR OUR FUTURE

3. DRIVING CUES

The following driving cues will enable students to make important considerations to devise the project flow and involved processes required for the final outcome.

1. What are the factors that have accrued to the fading presence of indigenous crafts in our market?

2. How can we help preserve indigenous art, heritage, and craftsmanship to help achieve a sustainable market presence.

3. What innovative ideas can help grow these crafts as a sustainable and lucrative industry and result in the alleviation for poverty and zero hunger for these skilled craftsmen.

LEVEL
UP



SDG 9

PROJECT: PRESERVING THE PAST FOR OUR FUTURE

4. SCOPE & OUTCOMES

- Students from Middle school - O level & IB MYP
- Local and International schools
- Within Beaconhouse School System
- Project Duration - 4 Months (Nov '21 - Mar '22)

players

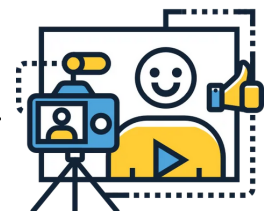
The Project scope invites students of middle school and O level to participate and submit proposals aligned with any of the following project outcomes:

I. Documentary/Vlog

VLOG

Conduct research and record the making process of local crafts and craftsmanship and make a **short documentary** or a **vlog** that include visuals, short video clips, making process, brief interviews with the craftsman, visit the bazaars and artisans, photographs - this recorded video would act as evidence to your research/analysis. The outcome from the documentary/vlog is:

- to draw a comparison of the cost of the raw material, time and labour versus the price of the final product sold in the market.
- to device/suggest a means for improvement for a sustainable market



Don't forget to record some behind the scenes to add that little extra to your project!





II. Market Campaign

Create a market campaign to pitch your creative ideas for promoting the crafts to your local market as well as international audience.

Preferred medium: School's Official Social media platforms



III. An Analysis Report

Conduct an analysis based on the three driving cues. In your report, you will draw a comparative analysis of how other countries have made these crafts as means of sustainable income for their craftsman for local as well as international markets. You may narrow your scope of crafts to the ones we have in common with other countries.

For example: Kite making in China, Pottery making in Turkey, Hand embroidery in Uzbekistan, Woodcrafts in India etc

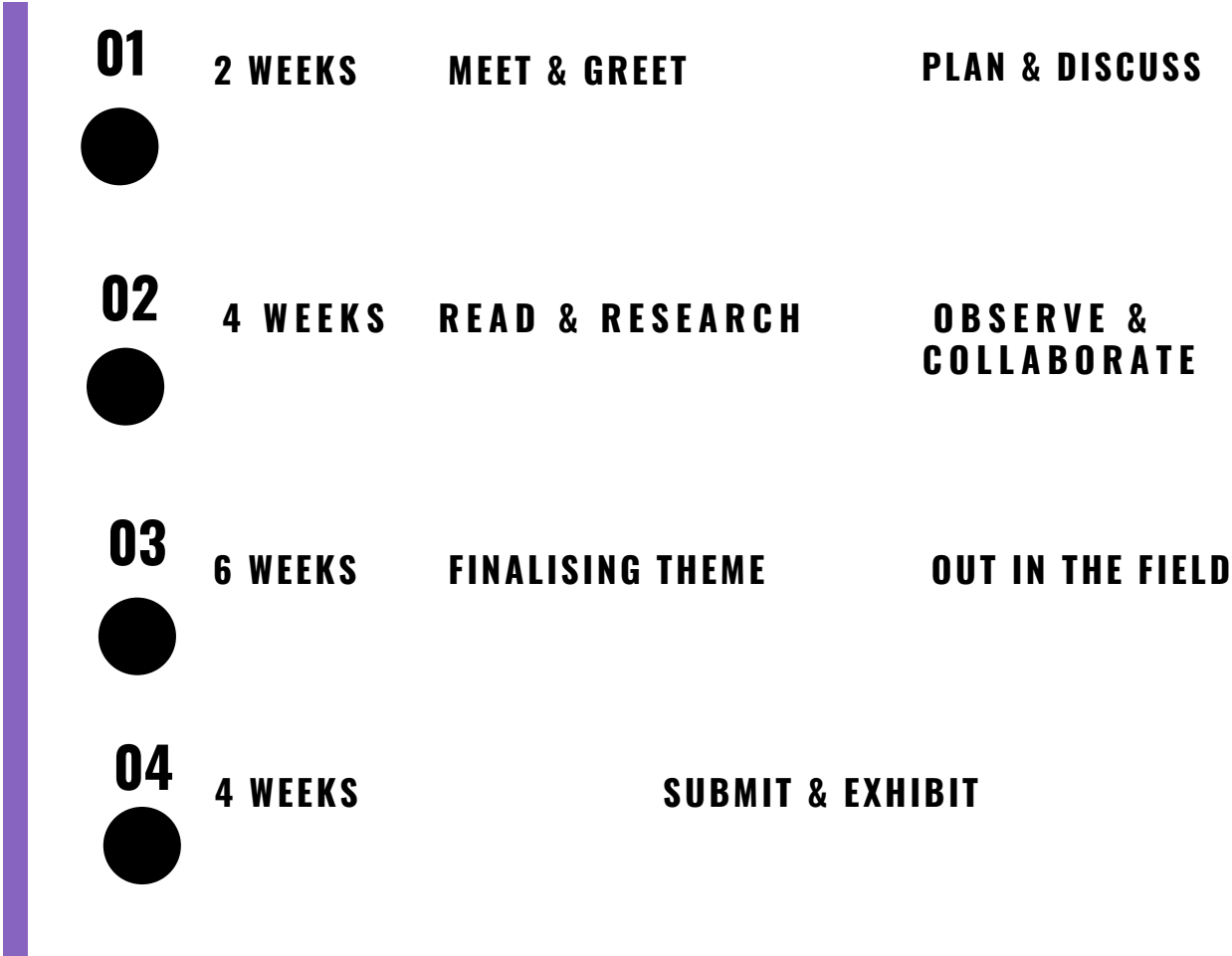
The report can include pictures, charts, graphs, infographics, using software like:



SDG 9

PROJECT: PRESERVING THE PAST FOR OUR FUTURE

5. PROJECT TIMELINE



4 MONTHS = 16 WEEKS = 120 DAYS

