

## Educational Literacy Development in the Transmission of Zhuang Tianqin Ceremony

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### ABSTRACT

The Zhuang Tianqin Ceremony, a traditional ritual of the Zhuang people in Guangxi Zhuang Autonomous Region, China, represents a harmonious blend of music, spirituality, and cultural identity centered on the Tianqin, a plucked musical instrument. This study investigates the educational literacy development in the transmission of the Zhuang Tianqin Ceremony amidst challenges posed by modernization and shifting generational interests. The objective was to investigate how traditional transmission methods, formal education, and community engagement contribute to the sustainability of this intangible cultural heritage. Fieldwork was conducted in Pingxiang City and nearby areas, utilizing qualitative methods, including participant observation, document analysis, and semi-structured interviews with four key informants: cultural bearers, educators, community leaders, and researchers. Thematic analysis revealed that integrating the Tianqin Ceremony into school curricula fosters cultural pride and literacy among younger generations, while community-led initiatives enhance public engagement and intergenerational learning. However, challenges such as limited documentation and declining interest necessitate innovative approaches, including digital resources and interdisciplinary strategies. The findings align with theoretical principles of cultural resilience and ethnopedagogy, offering insights for global cultural preservation efforts. The study recommends further exploration of digital tools, comparative cross-cultural analyses, and policies to support the integration of intangible heritage into modern educational frameworks.

**Key words:** Zhuang Tianqin Ceremony, Cultural Preservation, Educational Literacy, Intangible Cultural Heritage, Guangxi Zhuang Autonomous Region

### INTRODUCTION

The Zhuang Tianqin Ceremony, one of the traditional dances of the Zhuang people living mainly in the Guangxi Zhuang Autonomous Region, has been an integral part of their cultural and spiritual life. This study is focused on a single plucked instrument, the Tianqin, and combines music with rituals and community involvement (Bing et al., 2024; Widman, 2019). Not only does the Tianqin Ceremony encapsulate the Zhuang people's roots with their heritage, recreating the beautiful melodies with traditional musical instruments, but it also acts as a medium for expressing spiritual devotion and reaffirming collective belonging. Its practice integrally demonstrates the complex relationship between creativity and ritualistic significance, rendering it as an essential piece of the Zhuang culture fabric. But, similar to most types of intangible cultural heritage, the passing on of Tianqin Ceremony confronts challenges in the contemporary society of modernization and change (Chen et al., 2024; Holm, 2020).

At the forefront of this challenge is the decline in the ceremony being passed down through generations, a problem

faced by many traditional practices across the world; it is diminishing not only in Aruba, but also elsewhere. The Tianqin Ceremony was traditionally learned in master-apprentice model, with emphasis on verbal lessons and practice. This way of passing on the torch is increasingly being challenged by younger generations who seek formal education and urban opportunities. This focus on the spiritual and ritual elements can also clash with the perception of modern times, where many consider the old-fashioned, impractical nature of the Tianqin Ceremony discourages the number of active practitioners. If not addressed effectively, these challenges pose a significant threat to the very survival of this important heritage, as the risk of cultural erosion grows (Jigyasu, 2019; Sesana et al., 2018; Widman, 2019).

So, within this context, the idea of educational literacy serves as an important force for preserving and revitalizing the Tianqin Ceremony. As used in this study, educational literacy is the ability to understand, communicate, and teach effective cultural, musical, and ritualistic elements of the ceremony (Chen & Sensai, 2024; Kelly, 2018; Tang & Sornyai, 2023). It goes beyond classic knowledge

transmission, engaging modern educational systems and techniques. Through a study of the significance of educational literacy with respect to the continuity of traditional values in modern life this research shows how the traditional Tianqin Ceremony can be effectively passed on, both sustainably and culturally (Jaenullah et al., 2022; Lee, 2019; Sahin, 2018). This research aims to investigate the educational literacy development in the transmission of the Zhuang Tianqin Ceremony by gaining deeper insights into the history of educational literacies.

This research matters far beyond the borders of Guangxi. So sacred is their art that the Zhuang Tianqin Ceremony has become a cultural heritage that has been passed down from generation to generation. Its preservation is an enriching factor of the global cultural diversity and highlights the need to safeguard intangible heritage in the context of globalization (Hiswara et al., 2023; Mohyeddin, 2024). Furthermore, this study contributes to the understanding of the interplay between education and cultural transmission, shedding light on the ways traditional practices can evolve to fit contemporary educational settings. The article especially illuminates the transformative potential of education to maintain cultural resilience in ways that encourage similar endeavors in the preservation of other endangered traditions around the world (Gergely & Csibra, 2020; Poddar, 2024). Through this, the research seeks to contribute to a larger conversation surrounding the ways in which education might be a pathway to assist communities in protecting and celebrating their heritage in an increasingly complex and modern world.

### Research Question

- How does the development of educational literacy impact the transmission of the Zhuang Tianqin Ceremony?

## LITERATURE REVIEW

The preservation of intangible cultural heritage has garnered significant global attention, with initiatives emphasizing the need for education and community engagement to safeguard traditional practices. Within this framework, the Zhuang Tianqin Ceremony stands as a symbol of cultural identity and spiritual expression for the Zhuang people. While its historical, musical, and ritualistic aspects have been well-documented, the role of educational literacy in its transmission remains insufficiently explored. This literature review delves into three critical areas: traditional transmission methods, the integration of cultural practices into formal education, and the impact of educational literacy in bridging tradition with modernity.

### Traditional Transmission Methods

The Zhuang Tianqin Ceremony has historically been passed down through a master-apprentice model, where knowledge is transmitted orally and through hands-on practice. The master, or Xianpo, imparts technical skills and spiritual values, ensuring a holistic understanding of the ceremony's musical,

cultural, and ritualistic dimensions. Despite the effectiveness of this method in preserving cultural authenticity, its sustainability is threatened by declining interest among younger generations and limited opportunities for structured learning. The exclusivity of this model further restricts accessibility, leading to concerns about its long-term viability. However, the master-apprentice approach remains crucial in fostering a deep connection between practitioners and the tradition, reinforcing its cultural significance (Hyland, 2019; Li et al., 2024; Waheed & Kumar, 2025).

### Integration into Formal Education

Educational institutions are incorporating the Zhuang Tianqin Ceremony into curricula to enhance its accessibility and sustainability. Schools in the Guangxi Zhuang Autonomous Region have introduced Tianqin-related courses, training programs, and extracurricular activities that familiarize students with the ceremony's historical and cultural significance. Higher education institutions, including conservatories and research centers, have developed specialized courses that document and analyze the ceremony's musical and ritual aspects, ensuring systematic preservation efforts. This integration expands the ceremony's reach beyond local communities, fostering an interdisciplinary approach that combines traditional practice with academic study. By equipping students with both cultural knowledge and modern pedagogical tools, formal education contributes to the ceremony's longevity (Castro, 2019; Patton, 2023; Stensaker, 2018).

### The Role of Educational Literacy

Educational literacy plays a pivotal role in bridging traditional and modern approaches to the transmission of the Zhuang Tianqin Ceremony. It encompasses an understanding of cultural content, pedagogical strategies, and broader social contexts, enabling educators and practitioners to communicate the ceremony's technical, spiritual, and communal aspects effectively. By integrating digital tools, multimedia resources, and collaborative workshops, educational literacy supports the adaptation of traditional practices to contemporary learning environments. This approach fosters cultural identity and social cohesion by embedding the Zhuang Tianqin Ceremony into educational curricula, promoting a sense of pride and belonging within the Zhuang community (Gumartifa et al., 2025; Latuheru et al., 2024; Mirra, 2018). Additionally, educational literacy encourages interdisciplinary engagement, helping students understand the ceremony's significance within a broader cultural and historical narrative.

Cultural transmission theory explains how knowledge is passed down through generations, while sociocultural literacy theory emphasizes understanding, interpreting, and communicating cultural knowledge. Educational literacy encompasses pedagogical and contextual knowledge for effective transmission, allowing for a deeper examination of literacy practices in traditional and formal learning environments.

## METHOD

This study employs a qualitative research approach to deeply explore the role of educational literacy in the transmission of the Zhuang Tianqin Ceremony. By focusing on lived experiences, practices, and perspectives, this approach allows for an in-depth understanding of how educational literacy impacts the sustainability of this cultural tradition. The research design incorporates fieldwork, interviews, participant observation, and document analysis, focusing on qualitative data to address the research question effectively. Data collection and analysis were conducted in sequential stages to ensure thorough exploration and validation of findings (Cantelmi et al., 2021; Holmes, 2023; Qiu et al., 2024).

### Research Design

The research is grounded in qualitative methods, emphasizing the collection of rich, descriptive data from various sources. Semi-structured interviews and participant observation are central to understanding the transmission practices of the Zhuang Tianqin Ceremony. The study also utilizes document analysis to investigate educational frameworks and institutional efforts related to Tianqin education. A structured approach to data collection and thematic analysis ensures the reliability and validity of the findings, as shown in Table 1.

### Research Site

The study was conducted in the Guangxi Zhuang Autonomous Region, focusing on Pingxiang City and nearby areas where the Zhuang Tianqin Ceremony is actively practiced. These sites were selected for their rich cultural significance and active engagement with the Tianqin tradition. Fieldwork was conducted in both formal educational settings and informal community settings, such as village performance groups and cultural centers.

### Key Informants

Four key informants were purposefully selected based on their roles in the transmission of the Zhuang Tianqin Ceremony. These individuals included:

1. A Cultural Bearer: An experienced master of the Tianqin who practices and transmits the tradition through the master-apprentice model
2. A Community Leader: A figure actively promoting Tianqin through cultural events and community-based initiatives,

3. An Educator: A teacher involved in incorporating Tianqin into school curricula and training programs, and
4. A Researcher: A scholar specializing in the study and documentation of Tianqin cultural heritage.

### Data Collection

Data were collected over three months through the following methods:

#### *Semi-structured interviews*

Each informant participated in two interviews lasting 60–90 minutes, focusing on their experiences and perspectives regarding Tianqin transmission.

#### *Participant observation*

The researcher observed five Tianqin performances, including community ceremonies and school activities, documenting teaching methods, rituals, and participant interactions.

#### *Document analysis*

Curricula, training manuals, and policy documents were analyzed to assess institutional approaches to Tianqin education.

### Data Analysis

Thematic analysis was employed to identify patterns and themes within the qualitative data. Key themes were derived from interview transcripts, observation notes, and document reviews. The analysis followed the following steps:

#### *Familiarization*

Reading and re-reading data to identify preliminary ideas. This step involved taking initial notes and reflections to recognize potential patterns within the dataset, ensuring a comprehensive understanding of the data before formal coding.

#### *Coding*

Assigning codes to significant pieces of data related to educational literacy and transmission practices. A combination of inductive and deductive coding was used. The initial codes were generated based on participants' descriptions, while predefined categories related to educational literacy and cultural transmission were also applied. NVivo software was utilized to manage and organize codes efficiently.

**Table 1.** Research design

Component	Methodology	Purpose
Interviews	Semi-structured with key informants	To gather detailed insights into transmission practices
Participant Observation	Observing Tianqin ceremonies and classes	To document teaching methods and participant engagement
Document Analysis	Analyzing curricula, manuals, and policies	To understand institutional support and educational integration

### Theme development

Grouping codes into broader themes such as “traditional transmission,” “formal education integration,” and “community engagement.” Codes were reviewed for similarities and connections, ensuring that each theme was distinctive and adequately represented key aspects of the data. The process also included refining themes by merging overlapping concepts and discarding irrelevant codes to maintain analytical clarity.

### Interpretation

This involved analyzing themes about the research question and objective. The themes were examined in-depth to understand their implications for educational literacy in the transmission of the Zhuang Tianqin Ceremony. The interpretation phase involved cross-referencing themes with theoretical frameworks from the literature review, ensuring alignment with existing research while also identifying novel insights. Additionally, participant quotes were used to support thematic findings and enhance the credibility of the analysis.

## RESULTS

The Zhuang Tianqin Ceremony’s transmission and educational literacy development present a compelling case of blending traditional and modern practices. The findings underscore a dual system that preserves cultural heritage through traditional mentorship while leveraging educational institutions to ensure sustainability. By examining traditional and formal educational strategies, this study highlights the role of educational literacy in addressing generational shifts, fostering community engagement, and enhancing cultural understanding. Below are the key findings organized into thematic areas.

### Traditional Transmission

The traditional transmission of the Zhuang Tianqin Ceremony is deeply rooted in informal mentorship, where cultural bearers, often referred to as “Xianpo” or ritual practitioners, play a crucial role in passing down their knowledge and skills. This process relies heavily on oral instruction and hands-on practice, emphasizing direct interaction between the master and apprentice. Through this approach, apprentices not only learn the musical and ritualistic components of the ceremony but also develop cultural literacy, which encompasses an understanding of the symbolic and spiritual significance of the practices.

One key informant, a prominent Xianpo, shared her experiences, stating that teaching relies on storytelling, demonstration, and repetition. She highlighted the challenges she faced, noting that “young people are often reluctant to learn because they view these traditions as outdated.” This reflects a growing gap in intergenerational literacy, where younger generations lack both interest and foundational knowledge of their cultural heritage.

The visual representation of this traditional practice, as shown in Figure 1, captures the essence of ritual transmission.

Here, the Xianpo leads a group in prayer, showcasing the communal nature of the ceremony. The seating arrangement and tools used during the ritual illustrate the reliance on lived experiences and contextual learning, hallmarks of traditional educational methods.

Despite its strengths in fostering deep cultural connections, this mode of transmission faces significant challenges. Declining interest among younger generations, coupled with limited financial support for cultural bearers, threatens the continuity of the tradition. Cultural literacy, in this context, is often confined to the older generation, as opportunities for apprenticeships become scarce. The lack of systematic documentation further exacerbates the issue, as much of the knowledge remains oral and vulnerable to loss.

Efforts to address these challenges are crucial for preserving the Zhuang Tianqin Ceremony. By incorporating elements of traditional transmission into modern educational frameworks, such as creating structured learning materials and multimedia resources, there is potential to enhance cultural literacy among younger audiences while maintaining the authenticity of the practice. This dual approach could help bridge the generational gap and ensure the longevity of this intangible cultural heritage.

### Educational Literacy Development in Schools

The development of educational literacy in schools has played a transformative role in the transmission of the Zhuang Tianqin Ceremony. Local government initiatives in Guangxi have integrated Tianqin music and rituals into school curricula, allowing younger generations to engage with their cultural heritage in a structured and accessible manner. These programs aim to bridge the generational gap in cultural literacy by providing students with both theoretical knowledge and practical skills related to the Tianqin tradition.

Figure 2 illustrates a primary school Tianqin activity series, where students are actively participating in learning and performing the instrument. This image highlights the inclusive and interactive nature of these initiatives, demonstrating how schools have become vital hubs for cultural transmission. Students dressed in traditional attire are seen performing in a well-organized setting, signifying the integration of cultural practices into their educational experience. This structured approach fosters not only musical



**Figure 1.** Traditional transmission

Source: Feixue Yang, from fieldwork in January 2024

literacy but also an appreciation for the broader cultural and historical significance of the Zhuang Tianqin Ceremony.

Key informants, including teachers and school administrators, shared insights into the implementation of these programs. One informant noted, “We have seen significant improvement in students’ understanding of their cultural identity through these activities. The inclusion of Tianqin in the curriculum has sparked interest and pride in their heritage.” This statement underscores the importance of educational literacy as a tool for enhancing cultural awareness and continuity.

To support this integration, training programs for educators have been implemented to ensure they possess the necessary cultural knowledge and pedagogical skills. These programs focus on developing teachers’ literacy in Tianqin music and rituals, enabling them to effectively convey the intricacies of the tradition to their students. By equipping teachers with this specialized knowledge, schools are better positioned to provide high-quality instruction that resonates with students.

The incorporation of Tianqin-related content into school activities has also been supported by the development of tailored learning materials, including textbooks and multimedia resources. These tools not only facilitate the teaching process but also ensure consistency in the transmission of cultural knowledge. Students benefit from this holistic approach, which combines hands-on learning with a deeper understanding of the cultural and historical context of the Tianqin Ceremony.

### Community Engagement

Community engagement is a cornerstone in the preservation and transmission of the Zhuang Tianqin Ceremony, playing a vital role in promoting cultural literacy among a broader audience. Community-led performance groups and cultural centers are instrumental in introducing the Tianqin tradition to diverse audiences, fostering a sense of pride and connection to cultural heritage. These initiatives provide platforms for cultural literacy to be developed through direct participation and observation.

As shown in Figure 3, a community-based Tianqin performance captures the essence of this engagement. The image depicts performers showcasing the ceremonial and musical



**Figure 2.** A primary school Tianqin activity series  
Source: Feixue Yang, from fieldwork in June 2024

aspects of the Tianqin tradition in a vibrant outdoor setting, likely part of a cultural festival or heritage exhibition. These performances serve as both educational and entertainment platforms, allowing participants and audiences to immerse themselves in the rich cultural context of the Zhuang Tianqin Ceremony. Such events offer opportunities for intergenerational learning, ensuring that the younger generation gains exposure to these traditional practices.

Interviews with key informants highlight the significance of these performances in cultivating cultural literacy. One informant, a community leader, shared, “Community performances not only keep the tradition alive but also educate both participants and observers about its deeper meanings and significance. These events create a shared space where cultural values and practices are celebrated.” This emphasis on experiential learning underlines the role of community engagement in enhancing the public’s understanding and appreciation of the Tianqin Ceremony.

Interactive workshops and festivals are additional avenues through which community engagement fosters educational literacy. These events often include hands-on activities, such as learning to play the Tianqin or participating in ceremonial rituals. Such interactions enable attendees to develop both practical skills and a deeper appreciation of the cultural and historical significance of the tradition. For instance, workshops conducted by experienced cultural bearers provide participants with foundational knowledge about the Tianqin’s role in Zhuang ceremonies, offering a blend of theoretical and experiential learning.

Cultural centers also act as vital hubs for promoting literacy in Tianqin traditions. These centers host regular activities, including lectures, demonstrations, and practice sessions, aimed at educating the public about the Tianqin Ceremony’s musical and ritualistic aspects. By combining formal and informal learning opportunities, these centers cater to a wide audience, from local community members to cultural enthusiasts and researchers. Their role in bridging the gap between academic understanding and community practice underscores the importance of literacy in ensuring cultural continuity.

Moreover, festivals and performances extend the reach of the Tianqin tradition beyond local communities. These



**Figure 3.** A community-based Tianqin performance  
Source: Feixue Yang, from fieldwork in June 2024

events often attract visitors from different regions, creating opportunities for cross-cultural exchange and mutual learning. By presenting the Tianqin Ceremony on a public stage, these activities elevate its visibility and significance, reinforcing its status as a vital aspect of intangible cultural heritage.

### Impact of Educational Literacy

The integration of educational literacy into the transmission of the Zhuang Tianqin Ceremony has significantly enhanced its accessibility and sustainability. By incorporating structured learning materials and multimedia resources, the teaching and understanding of the Tianqin tradition have evolved beyond informal and ritualistic settings. This shift towards a more systematic approach has allowed students, educators, and community members to engage with the tradition in a comprehensive and meaningful way.

Figure 4 illustrates a class led by Qiyuan Wu, where college students are actively learning to play the Tianqin under her guidance. This classroom setting exemplifies the growing role of formal education in fostering literacy related to the Tianqin tradition. Students are not merely learning to play an instrument; they are immersing themselves in the cultural, historical, and ritualistic significance of the Tianqin, developing both technical proficiency and a deep cultural appreciation. According to an informant, a university teacher, “Introducing structured educational methods ensures that students not only practice the art but also understand its roots and significance, which is essential for meaningful transmission.”

Increased educational literacy has led to the development of specialized teaching materials, including textbooks, videos, and digital resources, tailored to different learning levels. These resources simplify the learning process while preserving the authenticity of the tradition. For example, multimedia resources allow learners to access high-quality recordings of Tianqin performances, helping them study intricate playing techniques and vocal styles at their own pace. This accessibility has proven particularly beneficial for younger generations, who often struggle to connect with traditional practices in their original, informal formats.

The impact of educational literacy is evident in the feedback from both students and teachers. Students reported a greater sense of cultural pride and appreciation for the Zhuang Tianqin Ceremony after participating in formal



**Figure 4.** Transmission of Tianqin to College students  
Source: Feixue Yang, from fieldwork in June 2024

learning programs. They expressed confidence in their ability to perform and interpret Tianqin music, recognizing its role in their cultural identity. Teachers also highlighted significant skill development among students, particularly in areas such as rhythmic coordination, vocal techniques, and the symbolic understanding of ritual music.

An informant, who works as a cultural educator, emphasized that the combination of traditional and formal educational approaches has been particularly effective. “While traditional learning emphasizes oral transmission and personal mentorship, modern educational methods provide structure and scalability,” they noted. This combination ensures that the essence of the tradition is preserved while allowing for adaptation and broader dissemination in a changing cultural landscape.

Moreover, educational literacy initiatives have introduced innovative ways to teach the Tianqin tradition, including interdisciplinary approaches that connect it to broader cultural studies. For instance, college students are often encouraged to research the historical and anthropological aspects of the Tianqin Ceremony, linking their practical learning to theoretical insights. This interdisciplinary framework enriches their understanding and helps bridge the gap between academic inquiry and cultural practice.

The outcomes of these initiatives extend beyond individual learning. By equipping students and teachers with the necessary skills and knowledge, educational literacy has strengthened the social infrastructure needed for the continued transmission of the Zhuang Tianqin Ceremony. The ripple effect of these programs is seen in community performances, where students often collaborate with cultural bearers, showcasing their newly acquired skills while contributing to the tradition’s visibility and relevance.

### DISCUSSION AND CONCLUSION

This study emphasizes the critical role of educational literacy in preserving and transmitting the Zhuang Tianqin Ceremony, aligning with established theoretical frameworks on cultural resilience and ethnopädagogy. The findings corroborate existing literature that highlights the challenges faced by traditional cultural practices in modern contexts, including globalization, urbanization, and shifting generational values (Chen et al., 2024; Jigyasu, 2019). The master-apprentice model, a cornerstone of traditional transmission, is rich in cultural depth and interpersonal learning but increasingly inaccessible due to its reliance on oral instruction and limited scalability. This mirrors observations by Hyland (2019), who noted that such methods often struggle to engage contemporary audiences, particularly younger generations.

The integration of Tianqin education into formal curricula emerges as a significant intervention. By embedding traditional practices within structured educational systems, this approach fosters cultural literacy while addressing generational gaps in knowledge and participation. Consistent with the principles of ethnopädagogy, these programs create accessible platforms for learning, combining theoretical knowledge with practical skills (Stensaker, 2018; Gumartifa

et al., 2025). The study's findings align with research by Castro (2019), which highlights the importance of culturally relevant education in ensuring the sustainability of intangible heritage.

Community engagement plays a complementary role, providing informal yet impactful avenues for cultural transmission. Performances, workshops, and festivals not only enhance public awareness but also offer experiential learning opportunities that bridge intergenerational divides. These initiatives resonate with the work of Holm (2020) and Hiswara et al. (2023), who stress the importance of participatory methods in cultural preservation. However, the findings also reveal challenges in balancing authenticity with the innovative approaches required to adapt these traditions for contemporary contexts. Waheed and Kumar (2025) underscore the need for incorporating digital tools to enhance accessibility and preservation, a recommendation supported by this study's identification of gaps in systematic documentation and resource development.

Overall, the study demonstrates that a multi-faceted approach, integrating traditional and modern methods, is essential for the effective transmission of the Zhuang Tianqin Ceremony. While the findings affirm the transformative potential of educational literacy, they also highlight areas where further innovation is necessary to ensure long-term cultural resilience.

The Zhuang Tianqin Ceremony serves as a compelling case study for the preservation and transmission of intangible cultural heritage through educational literacy. This research demonstrates that combining traditional practices with formal education and community engagement provides a holistic framework for sustaining cultural heritage in the face of modernization and generational shifts. By fostering cultural pride and understanding among younger generations, these efforts contribute to the continuity and vitality of the Tianqin tradition.

The study's findings align with theoretical principles that advocate for the integration of cultural heritage into educational systems as a means of preserving and revitalizing endangered traditions (Kelly, 2018; Stensaker, 2018). However, the challenges identified, particularly the lack of systematic documentation and digital resources, highlight the need for innovative solutions to complement existing methods. This research contributes to a broader understanding of how education can bridge the gap between tradition and modernity, offering valuable insights for cultural preservation efforts worldwide.

Further exploration is needed to address these challenges comprehensively. Future studies could investigate the role of digital technologies, such as virtual archives and online learning platforms, in enhancing the accessibility and sustainability of Tianqin education. Comparative analyses of similar traditions across different cultural contexts would provide a global perspective on effective preservation strategies. Additionally, longitudinal studies on the long-term impacts of integrating cultural heritage into formal education could offer deeper insights into the sustainability of such programs. Research focusing on the role of government

policies and community-led initiatives would also provide valuable guidance for developing supportive frameworks for cultural preservation.

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