



## Promoting Intercultural Dialogue and a Culture of Peace in South-East Asia through Shared Histories

### Call for applications

#### UNESCO Bangkok recruits a history curricular developer / curricular developer team

##### Consultancy timeframe:

Five months, tentatively from February to June 2016

##### Duty station:

Regular workplace

##### Background of the project:

As South-East Asian countries move towards greater regional integration in 2015, with the launch of the ASEAN economic and socio-cultural communities, there will be increasing social and cultural interactions between the peoples of the regions. As borders open and people interact more, there is potential for both greater prosperity and peace, but also, unfortunately, for increased conflict and misunderstanding. Events in recent years have pointed to some contradicting understandings of the past which have led to tensions between various countries in the sub-region. Some of these tensions can be seen as grounded in the way past events are taught in schools and the lingering influence these lessons have on the mind sets of people. Prominent Thai history scholar Charnvit Kasetsiri has posited how inadequate education about the past can affect present ties between South-East Asian countries: "Bad history, bad education, bad neighbour relations." If we wish to change the attitude of the younger generations towards each other, transformations in the way the history of South-East Asia is taught at national levels could play a vital role in promoting mutual understanding and peace among future generations. Developing shared materials for history education in South-East Asia would be a concrete response to some of the issues that have been identified by South-East Asian historians.

The project's Technical Advisory Committee (TAC), consisting of esteemed experts in education and history from South-East Asia, recently convened in Bangkok for the first Technical Advisory Committee Meeting (<http://www.unescobkk.org/news/article/media-advisory-south-east-asia-shared-histories-initiative-to-kick-off-with-first-expert-meeting/>). The TAC selected three themes to be developed into learning units, outlined the concept note for each theme, and approved the methodological guidelines for developing the units.

##### Objectives of the consultancy:

UNESCO is recruiting unit content developers to create learning units (in **English**). The unit themes selected by the TAC are:

- 1) People and Places
- 2) Early Centres of Power
- 3) South-East Asia and the World

Please see appendix for introductory concepts on the unit themes.

The units are intended for **lower-secondary** school teachers to use in their classrooms. All units must adhere to the project objectives of **promoting intercultural dialogue and a regional, or sub-regional, perspective in history education**. The TAC has developed concept notes and methodological guidelines to guide this process, which will be distributed once the teams have been finalized.

Each unit will be developed by a team of up to 4 content developers, including one lead writer/coordinator. Candidates are invited to submit their applications individually, or as teams, indicating their preferred unit(s).

After the teams have submitted their work, the units will then be customized to fit the curriculum and situation (language, grade, pedagogical approach) by separate, national teams in six pilot countries (TBC). Throughout, the development process will be monitored by the TAC to ensure academic accuracy and methodological consistency.

##### Scope:

Shared histories in South-East Asia

### **Expected deliverables:**

A Learning Unit consisting of:

- a. Introduction to the Unit, including Rationale and Definitions of Keywords (1-2 pages)
- b. Essential Content for teachers (5 pages)
- c. 8 Lesson Plans for teachers to use in classrooms (each for one 50-minute class period)
- d. Resources and/or further readings (1 page)

The curricular developer team will be responsible for the complete unit. Deliverables for each writer will be identified in agreement with all team members.

### **Skills required:**

Together, the content developers in each team will fulfill the following criteria:

- Excellent knowledge of the selected unit theme, within both the national and trans-national contexts
- Experience in the development of pedagogical materials in the sub-region, with keen interest in active learning and innovative pedagogical approaches
- Commitment to history programmes promoting mutual understanding within South-East Asia
- Excellent capacity to work and write in English
- Excellent analytical skills and ability to consider a topic from various angles and perspectives, especially through an intercultural or sub-regional lens.
- Preferably experience working in collaboration with educators or historians in South-East Asia

Selection by UNESCO project Secretariat will be done in close consultation with the Technical Advisory Committee.

### **Contractual arrangement**

- Contract for services with an institution (for teams) or individual consultant contract
- Remuneration based on experience

### **Application requirements:**

- Cover letter outlining your relevant background and experience. Please specify which unit, or units, you would like to work on, and provide a brief note on how you envision such a learning unit, and if applicable, describe how you would lead your team. (See below for more background on the unit themes)
- CV (in case of team submissions, please include all members' CVs)
- Sample of relevant work, such as lesson plans or learning units you've designed.

Please send materials to [p.aramphongphan@unesco.org](mailto:p.aramphongphan@unesco.org) by **12 January 2016**

For more information about the project, see <http://www.unescobkk.org/culture/heritage/shared-histories-sea>

## **Annex 1: Introductory Concepts for selected unit themes**

### **Unit 1: People and Places**

Environment influences living experiences and world views. This unit provides contexts for understanding South-East Asian pluralism. It will cover geographies and topographies of South-East Asia from early settlement to contemporary period. The lesson plans will use examples from different periods. The unit will enable students to understand South-East Asian societies with both breadth and depth

### **Unit 2: Early Centres of Power**

This unit will cover early periods to the 16<sup>th</sup> century (pre-European arrival). This topic is already in the curricula of many countries, but taught very differently through each national lens. The unit will provide a more regional approach to teaching these familiar materials and go beyond focusing on specific polities, for example, Srivijaya, Bagan, Khmer, and encourage students to think about broader themes, abstractions, and relationships.

### **Unit 3: South-East Asia and the World**

Content scope: sports, pop culture, ASEAN. This unit covers community and integration, as well as internal and external forces. Pop culture and sports serve as entry-points into deeper layers of shared histories. The unit can draw, for example, on debates about which dance, sport, or cultural tradition belongs to which country, but, instead of the question of ownership and origins, the unit will highlight shared heritage and the sub-regional transmissions of culture and ideas.