



Call for consultants: Development of content to support the integration of ICH into Education for sustainable development

Background

Education can play a valuable role in safeguarding intangible cultural heritage. This is why the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage includes a reference to 'transmission, particularly through formal and non-formal education', as part of the proposed safeguarding measures (Article 2.3). In the context of the Convention, transmission is a dynamic, interactive process through which intangible cultural heritage is constantly recreated from one generation to the next. Transmission is at the centre of intangible cultural heritage safeguarding.

There is an increasing awareness that the relevance of education is crucial for learning. Indeed, this focus on quality is one feature that stands out in the targets of Sustainable Development Goal 4, with target 4.7 on education for global citizenship and sustainable development being the most clearly linked with relevance. Among other things, this involves relevance in terms of content and methods, including language.

Intangible cultural heritage can provide context-specific content and pedagogy for education programmes and bring schools closer to communities; thus acting as an advantage to improve the relevance of education and learning outcomes. In this regard, intangible cultural heritage is an incredibly rich resource for attaining SDG 4, target 4.7, which advocates for the 'appreciation of cultural diversity and of culture's contribution to sustainable development'.

There is need to highlight the important role that education can play in 'Safeguarding ICH in formal and non-formal education' and the role that culture plays to enrich the quality of education. Teaching methodologies often do not make the link between ICH and Education in providing solutions for quality and relevant education. Approaches to integrating living heritage in education should take into account training and support for teachers and non-formal educators. They can help create a conducive learning environment for integrating living heritage and facilitate the involvement of community members and bearers in learning activities. Teachers are essential to the success of all initiatives. There is therefore a need to rethink learning in a complex world where learners' culture and values are acknowledged as integral foundation of education systems.

UNESCO ROSA, through the Sustainability Starts with Teachers (SST) programme discovered that most teacher educators are not acquainted with ICH concepts and hence find it difficult to integrate it into their teaching practices. UNESCO therefore intends to support the integration of intangible cultural heritage in teacher training. The key strategy of the project is to focus on building teachers' capacities in integrating ICH into their teaching practices, through identifying indigenous knowledge systems from local communities.

Assignment

In this context, focusing on strengthening aspects of culture and heritage in the Sustainability Starts with Teachers (SST) a capacity-building programme for teacher educators on Education for Sustainable Development (ESD) the consultant shall undertake the following assignments:

- a. Develop resource materials that is suitable for: enhancing teacher educators' understanding of ICH, and Supporting the integration of ICH in teacher education curricular that can assist teacher educators to integrate ICH in curricula in English.
- b. Develop content that can be used to develop short audios and videos to deepen understanding of ICH and its integration in teacher education curricular.
- c. Resource material must use images that are gender sensitive and include people with disabilities.

Deliverables

- a. An interactive resource pack of 8 booklets (pamphlets) that supports the understanding of ICH with illustrative examples on how ICH can be integrated in different teacher education disciplines and methodologies. The material should have clear and simple links to conventions and SDGs.
- b. The first booklet will contextualise the resource pack and further explain how the materials will be used. The 7 other booklets will cover a number of thematic areas and provide linkages to a number of curriculum areas as per the proposal.
- c. At least 4 scripts for the development of 4 videos (2 on understanding ICH with links to conventions and SDGs and two on examples of integrating ICH in teacher education curricula).

How to apply

Send your applications and supporting CV to m.muchena@unesco.org

Deadline

Kindly note that expressions of interest should reach UNESCO by **5 July 2021**. The starting date for this work should be as soon as possible (at the latest 12 July 2021) and the work should be delivered by 30th September 2021 at the latest.