



CALL FOR EXPRESSIONS OF INTEREST

In light of current debates on the post 2015 education agenda and the new commitment to culture in creating inclusive and sustainable societies, UNESCO is looking for a consultant to elaborate the content for **a brochure on intangible cultural heritage and education** (approximately 5000 words). The text shall explain and demonstrate the benefits of integrating intangible cultural heritage in education curricula as a subject (learning about heritage and its values), as a knowledge provider (learning from intangible heritage) and as a pedagogical strategy (education through intangible cultural heritage). In other words, it shall explain how intangible cultural heritage is vital for improving the relevance and quality of education for inclusive and sustainable societies, presenting the key arguments illustrated with examples and figures. It shall be primarily addressed to actors engaged in curriculum development and to institutions in charge of training teachers and/or educators from the non-formal system, while also appealing to students involved in designing their own learning programmes. The text shall be written in simple language (either in English or French). While the content shall be based on research by the consultant of existing articles and papers on this topic, some references will be provided by the Intangible Cultural Heritage Section. **The text should be ready by 30 May 2013.**

Context and purpose

The Intangible Cultural Heritage Section has noted a wide-spread lack of understanding regarding the benefits of intangible cultural heritage for the relevance and quality of education, particularly at a time when the world community is discussing the post 2015 education agenda and the new commitment to culture in creating inclusive and sustainable societies. Indeed, education systems are in a crisis, confronted with the challenge of preparing their students for a future that is harder than ever to anticipate, while knowing that issues such as climate change, the financial crisis, the food crisis and the emergence of new forms of violence and terror call for creative responses from institutions and societies at large.

In this context it is surprising that intangible cultural heritage is largely absent from school curricula, or considered only in a narrow sense as folklore or rituals that belong to the past rather than acknowledging it as living knowledge and traditions with significance for the present and the future. Curriculum developers are not sufficiently aware that intangible cultural heritage is a type of heritage that guides individuals and communities in their choices for the future and offers an immense reservoir of ideas, knowledge systems and ways of learning that are beneficial to the learning process of individuals and communities and to the future development of their societies. Therefore intangible cultural heritage should certainly be recognized as an important subject of study to raise awareness about its particular added value. However, intangible cultural heritage education is about much more,

19.2.2013

as this type of heritage and its various forms of transmission embody a great range of knowledge and learning strategies suited to explore numerous different subjects, acquire new skills and develop competencies required in the world of today. These knowledge and learning strategies cut across many disciplines and fields, from cosmology and physics to health and the sustainable use of natural resources; from dealing with life cycle challenges to resolving conflict and tensions; from understanding the self and one's place in society to creating collective memory about the past; from designing architecture to developing water irrigation systems. Education about intangible cultural heritage, education from intangible cultural heritage and education through intangible cultural heritage are therefore three dimensions of the same reality and untapped resources in today's efforts to develop relevant education of high quality.

This resource gap is strongly reflected in national curricula, in teacher training institutions and in bilateral and multilateral programmes aimed at supporting the development of education systems, despite the fact that States from around the world have already expressed their commitment to "ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society." The commitment is inscribed in the Convention for the Safeguarding of the Intangible Cultural Heritage that has been ratified by 149 States to date and contains a full article on the theme of "education, awareness-raising and capacity-building" (see Article 14).

It is therefore necessary to better communicate about this issue and build knowledge and capacity among stakeholders engaged today in curriculum development and the training of future teachers and educators. They need to understand the benefits of integrating intangible cultural heritage education in their work.

Therefore the thematic brochure shall be elaborated for two related purposes: more effective communication on the issue and capacity-building of key actors.

Task

Elaborate the text for a thematic brochure (approximately 5000 words) explaining the benefits of integrating intangible cultural heritage in education curricula as a subject (learning about heritage and its values) as a knowledge provider (learning from intangible heritage) and as a pedagogical strategy (education through intangible cultural heritage). It shall be evidence-based, presenting the main arguments and illustrating key points with examples, anecdotes and figures. It shall be addressed to actors engaged in curriculum development and to institutions in charge of training teachers and/or educators from the non-formal system, while also appealing to students involved in designing their own learning programmes. The text shall be written in simple language (either in English or French) so that it can be understood by non-native speakers. While the content shall be based on research by the consultant of existing articles and papers on this topic, some references will be provided by the Intangible Cultural Heritage Section.

19.2.2013

Key Points to be considered

The consultant shall take into account the key concepts and principles of the Convention for the Safeguarding of the Intangible Cultural Heritage. He/she shall furthermore refer to current debates on the relevance and quality of education in the post 2015 context regarding EFA and the new sustainable development goals. He/she shall take into account all three dimensions of intangible cultural heritage education as explained above:

- intangible cultural heritage as a subject (learning about heritage and its values),
- intangible cultural heritage as a knowledge provider (learning from intangible heritage),
- intangible cultural heritage as a pedagogical strategy (education through intangible cultural heritage).

Qualifications required

The applicant shall have the following qualifications:

- Academic background in education and profound knowledge of intangible cultural heritage or the other way around
- Experience in integrating intangible cultural heritage in teacher training, education projects or national curricula
- Knowledge of UNESCO's standard-setting instruments in the field of culture, notably the Convention for the Safeguarding of the Intangible Cultural Heritage
- Excellent capacity to draft simple and factual texts that appeal to a larger public
- Excellent competence in written English or French as well as capacity to read, understand and communicate in the other language.

How to apply?

Interested candidates should send an email expressing their interest and explaining their motivation for carrying out this work. The following should be attached:

- At least one example of text written in simple and factual style
- A copy of the CV
- An indication of the expectations regarding the fees to carry out the consultancy

Please send your expression of interest to Susanne Schnüttgen, Chief, Capacity Building and Heritage Policy Unit, UNESCO, Intangible Cultural Heritage Section (s.schnuttgen@unesco.org) **by 8 March 2013**. (The work should be accomplished by 30 May 2013.)