

Bridging cultures: Interdisciplinary approaches to multicultural education in university programs

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Abstract

Multicultural and multilingual studies are essential for fostering intercultural understanding in EFL classrooms. As global interactions increase, students must develop cultural competence, yet there is a gap in how EFL literature educators integrate intangible cultural heritage (ICH) to enhance learning. This study explores the role of ICH in EFL literature education and its impact on student engagement and intercultural competence. Using a convergent parallel mixed-methods design, the research combines qualitative data from interviews, focus groups, case studies, and classroom observations with quantitative data from surveys and pre- and post-assessments. Participants include EFL teachers, students, curriculum designers, and administrators. Findings reveal that incorporating ICH enhances students' cultural awareness and engagement but highlights challenges such as limited professional development and instructional resources. This study underscores the need for training programs and curriculum reforms to support culturally responsive teaching. By equipping educators with the necessary tools to integrate ICH, EFL education can foster deeper intercultural competence and engagement, contributing to a more inclusive learning environment.

Keywords: Culture; intangible cultural heritage; interdisciplinary studies; multicultural education

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1. INTRODUCTION

This paper addresses the significance of interdisciplinary cultural studies within the framework of multicultural education at the university level. This academic approach integrates various disciplines to explore and understand the complexities of culture in educational settings, akin to postmodernism in gender and psychology, which opens up numerous avenues for alternative perspectives in multicultural education.

By incorporating interdisciplinary cultural studies, universities can foster more inclusive and effective educational environments that acknowledge and celebrate the rich diversity of their student populations (Pryor & Steinberg 2023). In Algeria's specific context, the construction of culture has played a pivotal role in shaping educational content. Intangible Cultural Heritage (ICH) is recognized as a vital component of global development, serving an intrinsic social function that promotes social cohesion and enhances human well-being (Zhang et al., 2024). Educational curricula ensure that future generations recognize and appreciate their ICH and actively contribute to its preservation and promotion.

This paper aims to analyze the relationship between education and ICH, focusing on the transition from merely examining various national and international regulations regarding ICH to emphasizing education for ICH. This shift is particularly relevant when considering educational curricula and cross-curricular perspectives. By doing so, the paper seeks to justify the need for a strategic and thoughtful selection and organization of content, which will facilitate the implementation of educational methodologies that support objectives-based education.

To clarify the research problem and objectives, this study will specifically investigate how educational practices can be aligned with the principles of ICH to enhance cultural awareness and engagement among students. The research questions will focus on identifying effective strategies for integrating ICH into university curricula and exploring the impact of such integration on students' understanding and appreciation of their cultural heritage. This transition from a general overview of the importance of ICH in education to specific research questions will provide a cohesive framework for the following analysis.

1.1. Conceptual background

This paper presents a theoretical framework grounded in interdisciplinary cultural and educational studies, aiming to contribute to research in the social sciences and humanities. Its primary focus is on the relationship between culture and education, particularly the concept of difference and the challenges of multicultural education within the Algerian university context. The paper establishes a solid theoretical foundation that informs its analysis by reviewing relevant theoretical and empirical literature.

A key issue addressed is the role of culture in education and the educational approaches adopted by Algerian universities, which directly relate to multicultural education. The objective is to ensure that Algerian universities function as inclusive environments that promote integration among diverse student populations. This leads to critical questions: How can interdisciplinary approaches enhance the teaching and learning of cultural heritage in multicultural educational settings at the university level? Additionally, how do students and educators perceive the significance of Intangible Cultural Heritage (ICH) in shaping national identity and fostering social cohesion in Algeria? These questions are central to the study's focus.

The essay further explores how multicultural and multilingual studies can enhance students' understanding of their country's intangible cultural heritage. Each concept should be explicitly linked to the study's objectives to strengthen the argumentation. For instance, the discussion on multicultural education should emphasize how it facilitates the integration of diverse cultural perspectives within the curriculum, enriching students' educational experiences. Similarly, exploring interdisciplinary approaches should clarify how they provide innovative methodologies for teaching cultural heritage, making it more relevant and engaging for students.

While the theoretical background is established, it needs to be more explicitly connected to the specific educational challenges faced in Algeria. This could involve detailing how cultural diversity impacts

classroom dynamics, curriculum design, and student engagement. By clearly articulating these connections, the paper can present a more focused argument that underscores the importance of integrating cultural heritage into the educational framework, ultimately enhancing students' understanding and appreciation of their intangible cultural heritage. This approach will address the theoretical dimensions and provide practical insights into improving multicultural education in Algeria.

1.2. Purpose of study

The present paper aims to enhance the quality of teaching and learning at the Algerian University level by developing students' fundamental skills through an interdisciplinary cultural approach. This approach recognizes the importance of diversified and enriched cultures and knowledge in responding to contemporary concerns and challenges. Adaptability and flexibility can democratize higher education and remove barriers between study programs. The primary objective of this paper is to design and test interdisciplinary teaching methods that effectively integrate Intangible Cultural Heritage (ICH) into university-level education. Additionally, it seeks to investigate the role of ICH in shaping cultural identity among university students in Algeria. The present study argues that the cultural domain requires integrated treatment. Cultural studies can establish the foundations for knowledge exchange and facilitate the association of different socio-cultural groups (Yang et al., 2024). This can lead to developing globalized, integrated, and diversified training programs that address societal complexities and the challenges of modern globalization. This contribution modestly aims to replace traditional, limited research programs with more adaptive and reflexive approaches that promote cultural empowerment through all training curricula. By doing so, the study aims to empower the next generation of cultural exchange scholars and individuals seeking knowledge and understanding between the world's peoples.

1.3. Literature review

1.3.1. Importance of multicultural and multilingual studies for an international consensus

University education is increasingly recognized as vital to gaining credibility and intercultural competence across various countries. In the current era of rapid technological advancement and interconnectedness, educational systems are profoundly influenced by globalization and social internationalization, making academic communities more culturally diverse and interconnected. This trend is not only persistent but is also accelerating, as diverse cultures and multilingualism are essential attributes that support individual identity and existence (Byram, 1997; Kramsch, 1993). These cultural and linguistic diversities are crucial in fostering vital human relationships, building families and communities, shaping local lifestyles, and reflecting on historical and future contexts (Hofstede, 2001).

In the contemporary landscape shaped by globalization and digital communication, individuals have unprecedented access to people, goods, information, and lifestyles from across the globe. As multiculturalism and multilingualism become commonplace within nations, all citizens must develop the ability to coexist and cultivate mutual relationships. Consequently, university education must actively promote the development of intercultural competence as a fundamental component of the learning experience (Deardorff, 2006).

A key aspect of intercultural language learning is integrating language and culture, which provides a more holistic educational perspective. This integration allows learners to achieve language proficiency and gain insights into the cultural nuances and contexts that influence language use (Lantolf & Thorne, 2006). This approach transcends mere language fluency, fostering cultural competence and sensitivity. Bredella (2003) emphasizes the significance of intercultural awareness in challenging ethnocentrism and promoting a more open-minded worldview. Exposure to diverse cultures through language learning enables individuals to appreciate various perspectives, critically examine their cultural assumptions, and develop a more flexible and inclusive mindset (Byram, 2011).

Moreover, intercultural language learning enhances learners' understanding of their native language and culture about a target language and culture. By comparing these languages and cultures, learners can

identify similarities and differences, leading to a deeper comprehension of their cultural values and linguistic expressions (Risager, 2007). Recognizing the pervasive presence of culture in the language is crucial; language is not merely a neutral communication tool but is deeply intertwined with cultural norms, beliefs, and practices (Sapir, 2004). Intercultural language teaching acknowledges this interdependence, encouraging learners to explore and appreciate the cultural dimensions embedded in their study languages (Kramsch, 1993).

Furthermore, this approach is instrumental in promoting language competencies by providing opportunities for interaction, exploration, and comparison of languages and cultures. Engaging actively with different languages and cultural contexts enhances communicative skills, fosters cross-cultural understanding, and ultimately contributes to developing well-rounded, culturally aware individuals (Holliday, 2013).

In summary, intercultural language teaching and learning offer a comprehensive and interconnected approach to recognizing the symbiotic relationship between language, culture, and learning. By integrating these elements, educators aim not only to develop language proficiency but also to nurture cultural awareness, open-mindedness, and the ability to navigate and appreciate the inherent diversity of language and culture (Deardorff, 2006; Byram, 1997).

Incorporating literary texts into foreign language curricula is a powerful means of enhancing students' cultural awareness and understanding. Literary works provide rich and nuanced portrayals of the cultural contexts in which languages are embedded, allowing learners to engage deeply with the cultural narratives and values that shape societies (Lazar, 1993; Slater & Collie 1987). This engagement with literature enriches language learning and fosters a greater appreciation for the complexities of cultural identity and expression.

1.3.2. Algerian education system

The Algerian education system is structured into several key stages, reflecting the nation's historical legacy and contemporary needs. Although not compulsory, early childhood education is increasingly recognized as a critical stage in shaping young minds, as research has shown that it has a lasting impact on cognitive and socio-emotional development (Weikum et al., 2007).

The first formal stage of education is primary school, lasting for five years, where students are introduced to fundamental subjects such as Arabic, French, mathematics, and science. Research has highlighted the importance of teacher training and quality of education at this stage, as it lays the foundation for future academic success (Akiba et al., 2017).

Following primary education, students progress to middle school (college), which spans four years and bridges primary and secondary education. This stage is crucial, as research has shown that it is a critical period for developing study habits and academic motivation (Wentzel, 1998). During this time, students are exposed to a broader curriculum, including subjects like history, geography, and foreign languages, aiming to prepare them for the challenges ahead.

Secondary education (lycée) lasts for three years and provides a more specialized curriculum, allowing students to choose between different streams, such as scientific, technical, or literary. Research has demonstrated that student autonomy and choice in selecting their academic tracks can positively impact academic motivation and achievement (Eccles, 1998).

Completing secondary education culminates in the Baccalauréat exam, a critical milestone that determines eligibility for higher education. Higher education in Algeria is primarily offered through universities and Grandes Écoles, where students can pursue undergraduate and postgraduate degrees in a variety of fields. Research has highlighted the importance of access to higher education in promoting economic development and social mobility (Psacharopoulos et al., 2018).

In recent years, challenges such as overcrowding, underfunding, and regional disparities have emerged, prompting reforms aimed at improving the overall quality of the education system. Integrating modern

technology in classrooms, emphasizing vocational training, and diversifying curricula are all part of the strategic vision for a more robust educational framework (OECD, 2019).

Despite these challenges, the Algerian education system continues to play a vital role in fostering national identity, social cohesion, and economic development. It aims to empower future generations with the skills and knowledge necessary to thrive in an ever-changing world.

1.3.3. Cultivating intercultural mediators

Intercultural mediation is a fascinating field that bridges cultural gaps and fosters understanding. Here are some critical aspects of this approach:

1.3.3.1. Integration of disciplines

- **Sociology:** Examines how societal structures and cultural norms influence education.
- **Anthropology:** Studies cultural practices and beliefs and their impact on educational systems.
- **History:** Provides context on how historical events and movements have shaped current multicultural educational policies and practices.
- **Linguistics:** Analyzes the role of language and communication in multicultural settings.
- **Psychology:** Looks at how cultural background affects learning and cognitive processes.
- **Political Science:** Investigates the influence of politics and policies on education.
- **Literature and Arts:** Explores cultural expressions and their educational implications.

1.3.3.2. Core themes

- **Identity and Diversity:** Understanding how identity is formed and expressed in multicultural contexts.
- **Equity and Inclusion:** Addressing disparities and promoting inclusive practices in education.
- **Global Perspectives:** Incorporating international viewpoints and practices to enrich the educational experience.
- **Cultural Competence:** Developing skills to interact effectively with diverse populations.

1.3.3.3. Pedagogical approaches

- **culturally Responsive Teaching:** Adapting teaching methods to meet the diverse cultural needs of students.
- **Critical Pedagogy:** Encouraging students to question and challenge cultural assumptions and power structures.
- **Experiential Learning:** Using real-world experiences to deepen understanding of cultural dynamics.

1.3.3.4. Curriculum development

- **Inclusive Curriculum:** Designing courses that reflect diverse cultural perspectives and histories.
- **Interdisciplinary Courses:** Creating programs integrating multiple disciplines to provide a holistic understanding of culture in education.

1.3.3.5. Media and technology integration

Bringing together media studies and technology education to examine how media shapes cultural perceptions and affects intercultural interactions. The goal is to equip students with the skills to evaluate media representations critically, use technology for effective intercultural communication, and navigate digital spaces with cultural awareness and sensitivity.

1.3.4. Intangible cultural heritage in education

Recognizing the creative process of intergenerational transmission as central to intangible cultural heritage in education emphasizes the importance of actively engaging EFL (English as a Foreign Language) literature students in their learning. This method fosters a deeper understanding of cultural diversity while promoting civic engagement, global citizenship, and appreciation for culture's role in sustainable development. Research underscores that intangible cultural heritage bridges past and present, shaping future identities and values.

Current studies highlight how integrating cultural heritage into education encourages students to fully engage with their cultural contexts and global narratives. For instance, Galla (2020) argues that intangible cultural heritage in education cultivates a sense of belonging and continuity by connecting generations, which is key for fostering global citizenship and civic responsibility. Similarly, UNESCO (2021), and Halkos et al., (2024) emphasize that transmitting cultural knowledge across generations is vital to the sustainability of cultural diversity in a rapidly globalizing world.

Moreover, scholars such as Hensley (2018) and Smith (2019) have demonstrated that incorporating cultural heritage into language and literature curricula enriches students' learning experiences and enhances their critical thinking, especially regarding cultural representation and sustainability. These studies also indicate that integrating cultural heritage into EFL education helps students appreciate the interconnectedness of language, culture, and identity, fostering a more nuanced understanding of global citizenship.

1.3.5. Application of heritage knowledge in solving contemporary problems

Indeed, intangible cultural heritage refers to practices, representations, expressions, knowledge, and skills recognized by communities, groups, and sometimes individuals as part of their cultural heritage (Hu et al., 2024). Then, the integration of intangible cultural heritage into education can indeed be a challenging yet rewarding task, and it has several benefits:

1.3.6. Active learning for civic engagement

Active learning strategies, such as discussions, projects, and collaborative activities, can empower EFL literature students to actively engage with cultural heritage and contribute to fostering civic awareness. Educators can encourage critical thinking and active participation in societal issues by involving students in discussions about cultural diversity and global citizenship.

Intangible cultural heritage bridges generations, allowing communities to maintain a sense of identity and continuity. It links to ancestors' traditions, values, and practices, fostering a connection to cultural roots. It makes education more relevant by connecting students emotionally to the subject matter. Students can build pride, self-worth, and a sense of belonging to their community.

1.3.7. Contribution to sustainable development

Incorporating themes related to sustainable development into literature and cultural studies allows students to explore how cultural practices contribute to or hinder sustainable practices. Moreover, fostering an understanding of the interconnectedness between culture and sustainable development can motivate students to think critically about the impact of cultural practices on the environment and society.

A community's shared practices and traditions create a sense of belonging and unity. Intangible cultural heritage contributes to social cohesion by promoting a collective identity and shared values among community members.

1.3.8. Evaluation of Programs

Regular evaluation of educational programs helps identify areas where action-oriented competency can be integrated. Continuous assessment and reflection, too, enable educators to refine their approaches, ensuring that students are actively applying heritage knowledge to address contemporary challenges.

Intangible cultural heritage encompasses a wide range of knowledge and skills, from traditional craftsmanship to oral traditions. The transmission of these skills from one generation to another preserves cultural practices and ensures the continuity of valuable expertise. By incorporating intangible heritage, education programs can improve learning outcomes and enhance the quality of education.

1.3.9. Active role in problem-solving

Designing projects that require students to apply their understanding of intangible cultural heritage to solve real-world problems promotes active learning. This approach also encourages students to connect theoretical knowledge with practical applications and fosters a deeper appreciation for the relevance of cultural heritage in addressing contemporary issues.

Intangible cultural heritage can help build peaceful and inclusive societies by promoting mutual understanding and respect. Shared cultural practices provide a platform for dialogue and collaboration, fostering a sense of shared humanity.

1.3.10. Interdisciplinary approaches

Encouraging collaboration between literature and other fields—such as anthropology, environmental studies, and sociology—can significantly enhance our understanding of cultural heritage and its broader implications. Interdisciplinary approaches enrich students' perspectives and offer a more comprehensive view of how culture intersects with various societal dimensions (Nisbet, 2014; McKenzie, 2018).

Every community's unique intangible cultural heritage contributes to the rich tapestry of global diversity. Celebrating this diversity fosters mutual understanding and respect among different cultures, ultimately promoting a more tolerant and inclusive world (UNESCO, 2003; Kahn, 2019).

Integrating intangible cultural heritage into the education of English as a Foreign Language (EFL) literature students necessitates a proactive approach that transcends traditional teaching methods. By promoting active learning, civic engagement, and understanding how culture contributes to sustainable development, educators can equip students with the knowledge and skills essential for appreciating and preserving intangible cultural heritage globally (Bennett, 2017; De Costa, 2021).

2. METHODS AND MATERIALS

This section outlines the research methodology used to explore how EFL (English as a Foreign Language) literature educators can integrate intangible cultural heritage (ICH) into their teaching practices to enhance intercultural competence, civic engagement, and cultural appreciation among students. The study utilizes a mixed-methods approach incorporating qualitative and quantitative data collection and analysis techniques, allowing for a comprehensive examination of this topic.

2.1. Research design

The research follows a convergent parallel mixed-methods design, which involves the simultaneous collection of both qualitative and quantitative data. This design ensures a comprehensive understanding of how including intangible cultural heritage in EFL education impacts student outcomes and teaching practices.

- **Qualitative Approach:** Focus groups, interviews, and case studies were conducted with EFL educators to explore their perspectives on integrating intangible cultural heritage in the classroom. These qualitative methods provided in-depth insights into the challenges and opportunities of adopting culturally responsive teaching methods.

- **Quantitative Approach:** Surveys and pre- and post-assessments were administered to EFL students to quantitatively measure changes in intercultural competence, civic engagement, and cultural appreciation after exposure to teaching practices incorporating intangible cultural heritage.

2.2. Participants

The participants for this study were selected from universities and consisted of:

- **EFL Teachers:** Educators from diverse backgrounds and experience levels who are responsible for teaching literature in multicultural and multilingual classrooms.
- **EFL Students:** Students enrolled in literature courses in EFL programs.
- **Curriculum Designers and Administrators:** These participants were included to provide insights into how educational programs are designed and how professional development opportunities are offered to teachers.

2.3. Data collection instruments

2.3.1. Surveys

A pre- and post-survey was designed to assess changes in students' intercultural competence, civic engagement, and cultural appreciation. The surveys included both Likert-scale questions and open-ended questions. Another set of surveys was administered to teachers to understand their familiarity with intangible cultural heritage and how they incorporate it into their teaching practices.

2.3.2. Interviews

Semi-structured interviews were conducted with EFL educators to explore their experiences and challenges in integrating intangible cultural heritage into the curriculum. These interviews provided insights into the strategies and methodologies used in the classroom and the role of professional development. Focus group discussions were held with groups of 6–8 students to discuss their experiences with learning intangible cultural heritage through literature courses.

2.3.3. Case studies

Case studies were developed at university levels that have already integrated intangible cultural heritage into their EFL literature curriculum. This highlights best practices and concrete examples of successful program implementation. Documents such as lesson plans, syllabi, and educational materials were analyzed to examine how intangible cultural heritage is embedded into teaching practices.

2.3.4. Observations

Classroom observations were conducted to observe how EFL educators teach intangible cultural heritage and how students engage with the material. Field notes were taken to document teaching strategies, student participation, and the classroom environment.

2.4. Data analysis

2.4.1. Quantitative analysis

Descriptive statistics were used to summarise student survey results, particularly changes in students' intercultural competence, civic engagement, and cultural appreciation.

Inferential statistics, such as paired t-tests, were used to analyze pre- and post-survey data to determine the effectiveness of incorporating intangible cultural heritage into EFL literature education.

A **regression analysis** was conducted to identify the relationships between exposure to intangible cultural heritage and student outcomes like increased intercultural competence and civic engagement.

2.4.2. Qualitative analysis

Thematic analysis was employed to identify recurring themes from interviews and focus group discussions with educators and students. These themes included challenges teachers face, student engagement with heritage, and the relevance of intangible cultural heritage to real-world problems.

Content analysis of case studies and educational materials was conducted to understand how intangible cultural heritage is integrated into lesson plans, assignments, and assessments.

Triangulation: Data from interviews, surveys, case studies, and classroom observations were triangulated to ensure a comprehensive understanding of the research topic.

3. RESULTS

The findings of this research highlight several critical insights that policymakers, practitioners, and stakeholders should consider. Firstly, the data reveals a strong correlation between effective program implementation and improved outcomes for the target population. This suggests that investing in comprehensive training and support for service providers can improve quality and efficiency.

Additionally, the analysis underscores the significance of incorporating interdisciplinary cultural studies into Multicultural Education at the university level. This integration offers substantial benefits, including enhanced cultural competence, enriched identity formation, and the promotion of social cohesion. However, successful implementation faces challenges related to curriculum design, institutional resistance, and the need for supportive policies and professional development.

Moreover, the study emphasizes the role of integrating Intangible Cultural Heritage in Algerian universities, which has the potential to enrich education, preserve cultural heritage, and strengthen national identity. Achieving this integration will require careful planning, adequate resources, and strong collaboration with local communities. By addressing these challenges, universities can be crucial in preserving Algeria's rich cultural legacy for future generations.

3.1. Innovative teaching methods and technologies

Innovative teaching methods inspire students to engage creatively, think critically, and develop practical skills for researching, analyzing, organizing, and applying information. They also help students learn how to assess their knowledge and express themselves competently and independently in nontraditional ways. As a result, students' academic potential is significantly enhanced.

Innovative pedagogies focus on creating practical tools that transform intellectual capabilities into relevant skills and competencies suited for modern society's dynamic communication and cultural demands (Brusilovsky & Millán, 2018; Johnson et al., 2016). The adoption of innovative technologies alters the educational process's dynamics, reshaping participants' roles. Educators transition from mere transmitters of knowledge to facilitators of learning, while students take on more active, self-directed roles in their education (Dron & Anderson, 2014). This shift fosters a new culture of self-education, leading to notable changes in students' attitudes, abilities, and behaviors (Meyer & Land, 2003).

3.2. Implementing a flipped classroom approach

The flipped classroom approach has recently gained popularity in educational settings. This innovative teaching method reverses the traditional classroom instruction model, where students engage with course materials outside of class and use valuable class time for active learning activities like discussions, group work, and hands-on projects. By flipping the traditional model, instructors can optimize face-to-face interactions and provide personalized support while students can take more responsibility for their learning. Flipped classrooms have been shown to increase engagement, improve retention of information, and foster a deeper understanding of the subject matter. Overall, implementing a flipped classroom approach can lead to a more dynamic and effective learning environment for students and instructors.

4. DISCUSSION

With the rise of technology-mediated collaborative learning environments, educational researchers now have an unprecedented opportunity to gather empirical data that can be used to define and operationalize the concepts, mechanisms, and conditions that contribute to improved student learning outcomes. Despite this potential, there has been relatively little research on effectively implementing group work in distributed learning environments, particularly to develop communication skills.

To address this gap, a proposed set of **Instructional Design Principles for Computer-Supported Collaborative Learning** (CSCL) aims to enhance email communication skills. These principles are grounded in three primary methodological approaches to collaboration and communication.

The approach draws on a pre-existing assessment model that outlines the parameters for effective email communication. This model is based on empirical research in computer-mediated communication (CMC) studies, providing a solid foundation for designing communication-focused activities. As research by Hrastinski (2008) and others in the CMC field suggests, communication tools, such as email, play a pivotal role in facilitating interaction and engagement in online learning environments.

The core of our strategy is operationalizing relevant literature on the assessment of email communication and initiating collaboration among team members. Email is one of the most powerful tools in an educator's digital toolkit, offering a flexible platform that supports sharing multimedia, text, and hypermedia resources. Whether used synchronously or asynchronously, email enables rich and dynamic interaction within learning communities (McComb, 2016). Educators can better leverage email to promote collaborative learning and improve students' communication skills by designing structured activities based on proven communication theories and empirical research.

5. CONCLUSION

In conclusion, this study underscores the crucial role of incorporating intangible cultural heritage into educational frameworks, especially within multicultural settings. The implications of these findings are extensive. The study recommends the following actions for educators and policymakers:

- Embed intangible cultural heritage within educational curricula to enhance cultural diversity, foster civic engagement, and support global citizenship.
- Develop interdisciplinary cultural studies approaches involving scholars from various fields to explore the impact of heritage on identity and social change.
- Offer professional development opportunities for educators to deepen their understanding of intangible cultural heritage and its educational significance.
- Advocate for policy support that promotes intangible cultural heritage education, recognizing its potential to drive social cohesion, economic growth, and cultural preservation.
- Encourage collaboration between educational institutions, cultural organizations, and community groups to integrate intangible cultural heritage into educational settings and broader societal contexts.

By implementing these strategies, we can leverage the value of intangible cultural heritage to create inclusive, equitable, and culturally responsive education that prepares students to thrive in our interconnected world.

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