

## ICH Webinar Series

### Session 3: (Inter-)Regional Collaboration amongst Higher Education Institutions for ICH Safeguarding

# Collected Presentations

## Speakers

**Dr. Cristina Ortega Nuere**

University Oberta of Catalunya

European Network for Cultural Management and Policy (ENCATC)

**Dr. Jacob Mapara**

Chinhoyi University of Technology

**Prof. Mónica Guariglio**

National University of Avellaneda – UNDAV (Argentina)

ReCAPCILAC Network of Academic Cooperation in Intangible Cultural Heritage of Latin America  
and the Caribbean

**Ms. Injee Kim**

UNESCO Bangkok Office

## Moderator

**Ms. Maria Frick**

UNESCO Montevideo Office

## BIOGRAPHIES

**MARIA FRICK** has 15 years of experience as a consultant for international cooperation agencies for development in Latin America and the Caribbean. She is a doctoral candidate in History of Art and holds a Bachelor in Political Science and Master in Latin American Studies with specialisation in theory of communication design. Currently, she works in the Culture Programme of the UNESCO Montevideo Regional Science Office for Latin America and the Caribbean and the Multi-Country Office for Argentina, Paraguay, and Uruguay.

**CRISTINA ORTEGA NUERE** works as the Chief Scientific and Operating Officer of the World Leisure Organization since January 2016. She combines her principal professional activity with teaching at the Universitat Oberta de Catalunya, and as an invited professor in different universities such as the University of Zhejiang, China. Doctor in Leisure and Human Development, she holds a Master degree in Leisure Management – specialized in Cultural Management and Policies, graduated from the Faculty of Arts and Philosophy from the University of Deusto, Spain, and completed her studies in London, at Middlesex and Westminster University. She has combined her academic activity as researcher and professor for over two decades at the University of Deusto –over 50 research projects, dozens of publications and editor-in-chief of several scientific journals– with other institutional responsibilities. She was for 4 years the President of ENCATEC, the leading European Network of Cultural Management and Policy, and the Chair of ENCATEC's Policy Group Monitors of Culture, made up of over 40 cultural observatories worldwide.

**JACOB MAPARA** is currently the Acting Director of the Institute of Lifelong Learning and Development Studies of Chinhoyi University of Technology in Zimbabwe, where he is the Chairperson of the Centre for Indigenous Knowledge and Living Heritage. At present, Professor Mapara is leading the "Inventorying oral traditions, expressions, local knowledge, and practices of the Korekore of Hurungwe district in Zimbabwe" project. He holds a DLitt et Phil (PhD) and a Master's degree in African Languages from the University of South Africa. He has an Honours degree in Shona (one of the languages of Zimbabwe), as well as a Graduate Certificate in Education from the University of Zimbabwe. In addition, Dr. Mapara holds a Certificate in Environmental Education (now Education for Sustainable Development) from Rhodes University, South Africa.

**MÓNICA GUARIGLIO** holds a law degree from the Faculty of Law, University of Buenos Aires. She teaches at the National University of Avellaneda and coordinates the Plural Council of the Network of Academic Cooperation in Intangible Cultural Heritage of Latin America and the Caribbean (ReCAPILAC). She is the project leader of the UNESCO Chair for Cultural Diversity, Creativity, and Cultural Policies, as well as the advisor to the Undersecretary of Cultures of the City of Quilmes, Province of Buenos Aires, Argentina. Formerly, she was the National Director of Cultural Policy and International Cooperation at the Ministry of Culture of Argentina and Director-General of Museums at the Ministry of Culture of the City Government of Buenos Aires. As the representative of Argentina, Professor Guariglio was a member and acted as a focal point of the Intergovernmental Committee of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions in 2005.

**INJEE KIM** is an Assistant Programme Officer at Culture Unit of UNESCO Bangkok. She coordinates the UNESCO Asia-Pacific Awards for Cultural Heritage Conservation. She has been involved in a number of UNESCO projects since 2016 including the development of a Competence Framework for Cultural Heritage Management in the Asia-Pacific region. She has a BA in International Liberal Studies from Waseda University (Japan) and a MSc in Conservation from University of Hong Kong (China).



# Safeguarding ICH

(Inter-)Regional Collaboration amongst Higher Education Institutions for ICH Safeguarding. A European Case Study.

Dr. Cristina Ortega  
Nuere, ENCATC

30th July 2020

# BACKGROUND

## UNESCO 2003 Convention on ICH Safeguarding:

ICH “means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage (...)” (UNESCO, 2003).

### Initiatives for promotion:

UNESCO

2017 Montevideo

Asia Pacific  
Education Network

2018 Survey on ICH in African universities

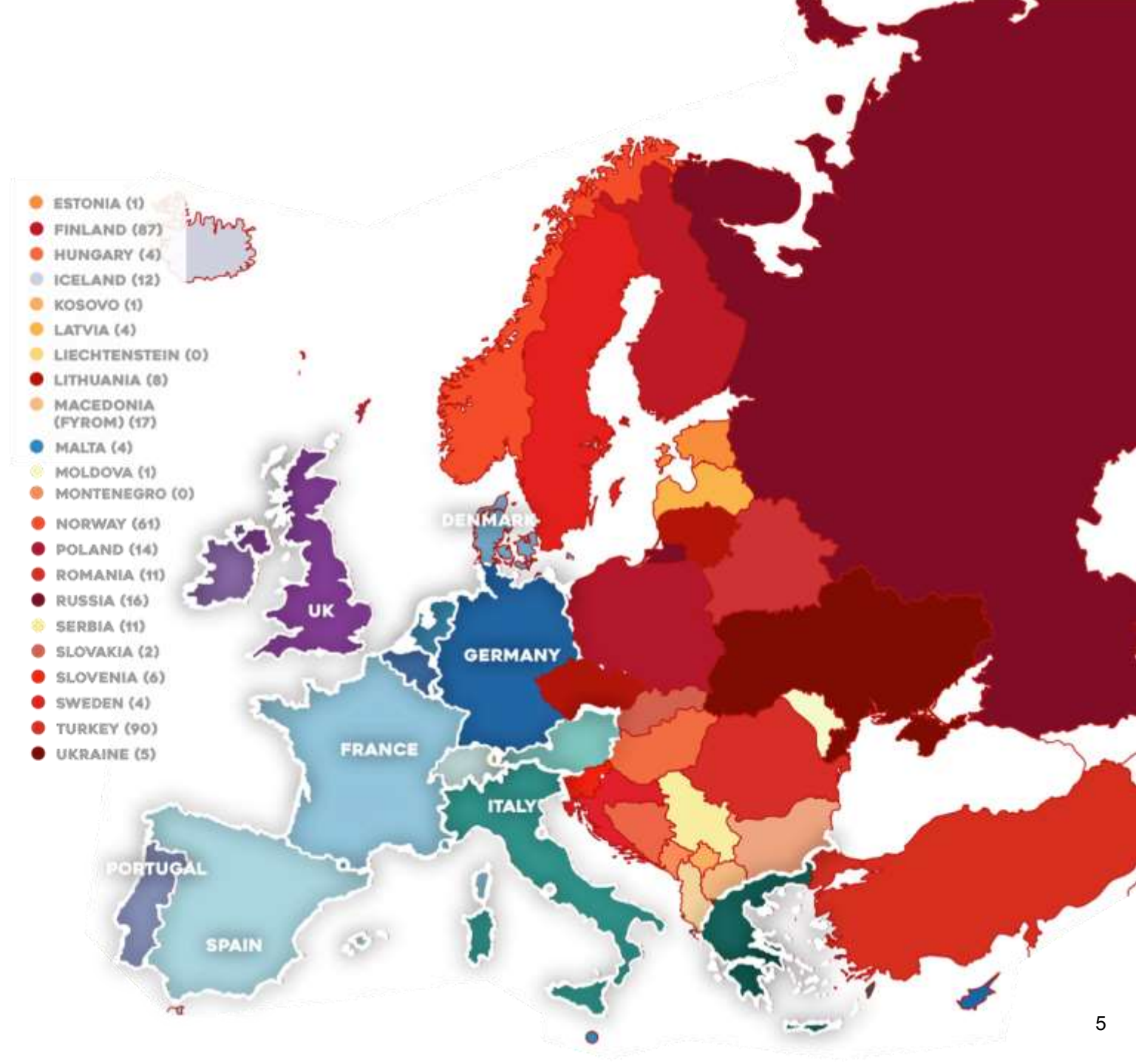
ENCATC

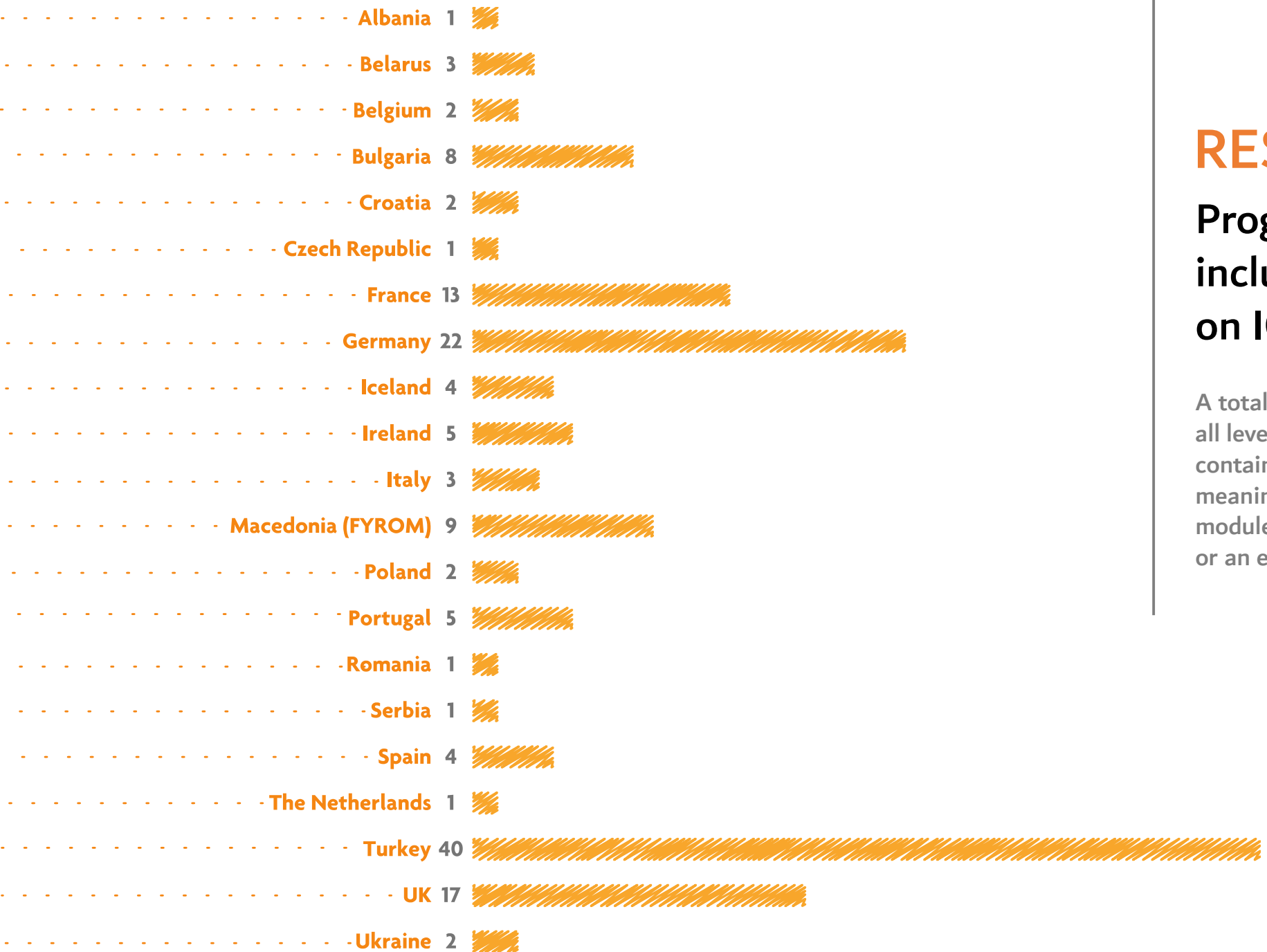
Mapping on ICH programs in Europe &  
Recommendations to integrate ICH in higher  
educational curricula



# RESULTS I

Programmes involving ICH as content





# RESULTS II

## Programmes including subjects on ICH

A total of 146 programmes at all levels have been found containing ICH subjects, meaning that those subjects or modules contain the term ICH or an equivalent in their title.

# RESULTS III

## Subjects solely focused on ICH I

The following subjects specifically contain the term ICH in their title.

COUNTRY	UNIVERSITY	TYPE	PROGRAMME TITLE	ICH SUBJECT
Belgium	Université de Liège	MA	Histoire de l'art et archéologie	Introduction au patrimoine immatériel
Belgium	Université de Liège	MA	Communication	Introduction au patrimoine immatériel
Croatia	University of Zadar	BA	Ethnology and Anthropology	Intangible Cultural Heritage: Klapa Singing
Croatia	University of Zadar	MA	Ethnology and Anthropology	Intangible Cultural Heritage: Klapa Singing
France	Aix-Marseille Université	BA	Langues, littératures et civilisations étrangères et régionales	Patrimoine immatériel et tourisme du monde lusophone
France	Université d'Angers	BA	Culture, patrimoine et tourisme	Outils de valorisation et d'interprétation du patrimoine; Patrimoine immatériel
France	Université d'Artois	MA	Gestion du patrimoine	Patrimoines architectural, industriel, naturel, immatériel
France	Université de Bretagne Occidentale	MA	Gestion des patrimoines architecturaux, artistiques et culturels	Patrimoines immatériels et technologiques
France	Université de Perpignan	MA	Gestion des Patrimoines et Territoires Touristiques	Patrimoine immatériel et culturel
France	Université de Picardie	MA	Sociologie - Culture et Patrimoine	Valorisation du patrimoine matériel et immatériel par l'image
France	Université de Strasbourg	MA	Muséologie : patrimoines immatériels et collections	Patrimoine immatériel et projet culturel; Du patrimoine immatériel à l'objet, trace et conservation; Patrimoine immatériel organisations internationales et ONG
France	Université de Valenciennes et Hainaut-Cambrésis	BA	Histoire, Archéologie, Patrimoine	Patrimoine immatériel
France	Université Paris Descartes	MA	Ethnologie	Anthropologie du patrimoine immatériel et des mythes
France	Université Paris-Est	MA	Gestion des Connaissances, Patrimoine Immatériel et Innovation	Valorisation du patrimoine; Patrimoine immatériel
France	Université Paul Valéry	MA	Ethnologie et métiers du patrimoine	Ethnologie et patrimoine culturel immatériel
France	Université Paul Valéry	MA	Valorisation et médiation des patrimoines	Ethnologie et patrimoine culturel immatériel

# RESULTS IV

## Subjects solely focused on ICH II

The following subjects specifically contain the term ICH in their title.

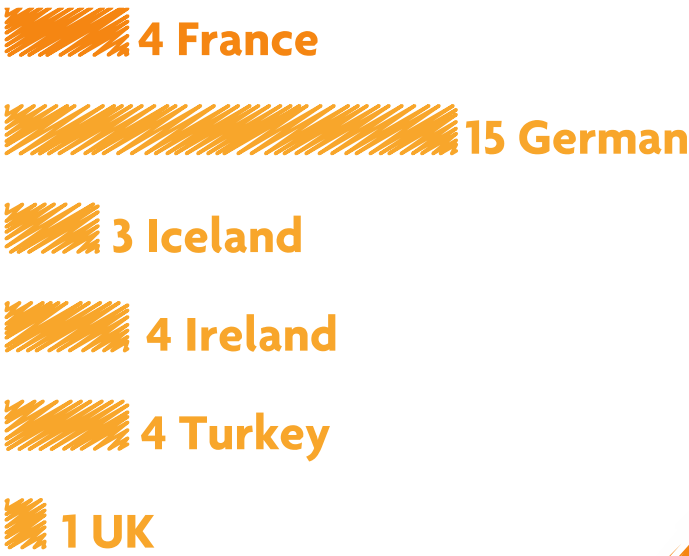
COUNTRY	UNIVERSITY	TYPE	PROGRAMME TITLE	ICH SUBJECT
France	Université Toulouse-Le Mirail Toulouse II	MA	Expertise Ethnologique en Patrimoine Immatériel	Enjeux du patrimoine culturel immatériel: du local au global
Italy	Università degli Studi di Palermo	BA	Beni culturali: conoscenza, gestione, valorizzazione - Percorso Storico-archeologico	Patrimonio immateriali
Italy	Università degli Studi di Palermo	BA	Beni culturali: conoscenza, gestione, valorizzazione - Patrimonio e turismo culturale	Patrimonio immateriali
Italy	Università degli Studi di Perugia	BA	Beni culturali	Patrimoni culturali immateriali
Netherlands	Utrecht University	MA	Cultural History of Modern Europe	(In)tangible heritage and identity
Poland	University of Vincent Pol in Lublin	MA	International Tourism	Intangible cultural heritage
Portugal	ISCTE, Instituto universitario de Lisboa	MA	Antropologia	Património Material e Imaterial
Portugal	Universidade de Coimbra	BA	Turismo, Território e Patrimónios	Património Imaterial e Turismo
Portugal	Universidade do Algarve	Posgraduate	Culturas mediterrânicas - dieta mediterrânica	Técnicas de recolha do património imaterial
Portugal	Universidade do Minho	MA	Património Cultural (Pós-Laboral)	Património Imaterial
Portugal	Universidade Nova de Lisboa	MA	Património	Património Imaterial
Spain	Universidad de Burgos	BA	Grado en Historia y Patrimonio	Patrimonio etnológico e inmaterial
Spain	Universidad de Córdoba	BA	Grado en Gestión Cultural	Patrimonio inmaterial, musical y etnológico andaluz
Spain	Universidad de León	BA	Turismo	Patrimonio etnográfico e inmaterial
Turkey	Dokuz Eylül Üniversitesi	MA	Museology	Intangible cultural heritage
Turkey	Pamukkale Üniversitesi	MA	Conservation and Restoration of Cultural Heritage	Intangible Cultural Heritage



# RESULTS V

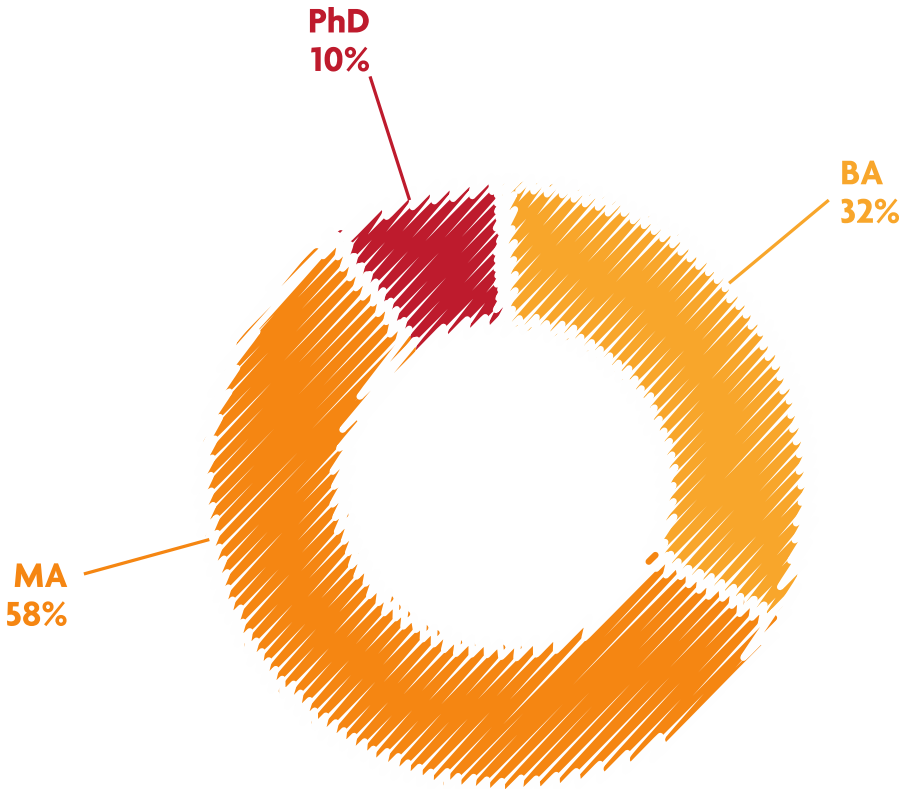
## Programmes specifically focused on ICH

The following programmes have been found which are specifically focused on ICH, and have the term ICH or an equivalent in their title.



PROGRAMMES WITH ICH IN TITLE (by tipe)

Programmes that have ICH or an equivalent term in their title.



# 3,179

programmes involving ICH as  
content

# 146

programmes with subjects on  
ICH

# 36

subjects specifically focused  
on ICH

# 4

programmes containing the  
term ICH in their title

## MAPPING HIGHLIGHTS

- > The number of programs involving ICH is significantly high: 3,1792 over the 11,772 programs analyzed in the 45 countries.
- > 146 programmes have been found across the 45 countries which include subjects dealing with ICH. 36 subjects solely focused on ICH.
- > The term “ICH” is barely used.
- > Only France universities, across all the analyzed countries, use the term *patrimoine immatériel*.
- > Greater number of programs specifically focused on “folklore”.

# QUESTIONS

We chose five questions, and in order to be able to answer with a solid basis, an ENCATC talk – *(Inter-)Regional Collaboration amongst Higher Education Institutions for ICH Safeguarding*, on Friday, 17<sup>th</sup> July 2020) was organized.



**1** How has the COVID-19 pandemic affected the life of higher education networks, their member institutions and individual professionals for ICH safeguarding?



**2** What technical conditions and resource availability enable higher education institutions to advance their mandates on teaching, research, and community services in areas related to ICH safeguarding and transmission?



**3** How do active networks contribute to increasing young people's interest? What activities do they conduct that have direct implications on nurturing new generations of stakeholders who are committed to ICH safeguarding?

**4** How do higher education networks for ICH safeguarding build a relationship with ICH communities, tradition bearers, the larger public, and those who aren't necessarily within the education sector?



**5** Currently higher education networks for ICH safeguarding consist primarily of departments and disciplines in the fields of humanities and social sciences. What are the possibilities to recruit network members from other fields such as natural sciences, and ensure a transdisciplinary approach in safeguarding ICH?






# 1

**How has the COVID-19 pandemic affected the life of higher education networks, their member institutions and individual professionals for ICH safeguarding?**

- Universities had to turn all their higher education programs into an online format... Now preparing for blended format
- International Contingency
- Issues to be rethought within the cultural field:
  - Field work during research
  - Participatory work, personal contact and travel
  - Informal education for communities safeguarding ICH, since they have become isolated
- Challenging to safeguard ICH at city level, since (town) festivals are now cancelled

# 2

**What technical conditions and resource availability enable higher education institutions to advance their mandates on teaching, research, and community services in areas related to ICH safeguarding and transmission?**

- Double take situation: resources available will be different depending on the compared countries, on whether we talk about higher education institutions or about communities...
- 

# 3

**How do active networks contribute to increasing young people's interest? What activities do they conduct that have direct implications on nurturing new generations of stakeholders who are committed to ICH safeguarding?**

- People involved in ICH activities are already enrolled in ICH or similar studies. Otherwise, not usual
- Important to rethink how to approach ICH activities to the younger audience
- Also important to not open the gap between generations



# 4

**How do higher education networks for ICH safeguarding build a relationship with ICH communities, tradition bearers, the larger public, and those who aren't necessarily within the education sector?**

- Link with communities which are most safeguarding ICH is rather achieved through the *Office du Patrimoine Culturel Immatériel* (ICH Office)
- Universities closely working with UNESCO on safeguarding the textile tradition of making silk

# 5

Currently higher education networks for ICH safeguarding consist primarily of departments and disciplines in the fields of humanities and social sciences. What are the possibilities to recruit network members from other fields such as natural sciences, and ensure a transdisciplinary approach in safeguarding ICH?

- Finding bridges between topics that can bring new perspectives and raise awareness on ICH (i.e. through joint projects)
- Cultural creation, production, communication involves interdisciplinary, transdisciplinary knowledge
- How to group ICH into different sections in order to make it accessible to the audience.

# THANK YOU!





# **SAICHA-NET: NETWORK OF HIGHER EDUCATION INSTITUTIONS FOR ICH SAFEGUARDING IN SOUTHERN AFRICA**

**JACOB MAPARA**

**CHINHOYI UNIVERSITY OF  
TECHNOLOGY, ZIMBABWE**

**CENTRE FOR INDIGENOUS KNOWLEDGE  
& LIVING HERITAGE**

# INTRODUCTION

- The Southern African Intangible Cultural Heritage Academic Network (SAICHA-Net) is an association of academics & non-academics who work in and with higher education institutions and communities in some countries in the Southern Africa Development Community (SADC) region.
- Members are drawn from seven member states that make up the Southern African Intangible Cultural Heritage (SAICH) Platform.

# THE SAICH PLATFORM

- The SAICH Platform was formed in 2015.
- Seven countries in the SADC region: Botswana, Eswatini (formerly Swaziland), Lesotho, Malawi, Namibia, Zambia and Zimbabwe make up this consortium.
- Since its formation it has trained members in community based inventorying.
- It has also carried out a survey on the presence, depth and breadth of ICH in higher and tertiary institutions in member states and in South Africa.
- It is the survey that spawned SAICHA-Net in 2018.



## SAICH PLATFORM (CONTINUED)

- **Findings:** very little on ICH teaching and research in Southern Africa's universities.
- The little was spread under African Languages and Literature, Heritage Studies (but with a major emphasis on the tangible especially in Archaeology and management of monuments, museums).
- At postgraduate level, it was noted that CUT had some students undertaking studies that were inline with ICH.

## **SAICH PLATFORM** (CONTINUED)

- At undergraduate level the main exception was the University of Zambia – an undergraduate program was to commence in 2019.
- At a discussion on research findings in Harare, Zimbabwe, members agreed to set up an academic network to share ideas and develop programs of study in ICH.
- The network borne out of these deliberations was SAICHA-Net

# SAICHA-NET

- The idea behind SAICHA-Net is that higher and tertiary institutions, especially universities and teachers' colleges are better placed in incorporating ICH issues into their curricula.
- It also notes that through universities and related institutions, SAICHA-Net has the potential to continuously participate in ICH inventorying activities through working with communities since universities have research and outreach budgets.

# SAICHA-NET (CONTINUED)

- SAICHA-Net has noted that ICH programs can be developed through community engagement and working with other stakeholders, especially government ministries and agencies.
- Among the common objectives of the Network are some of the three given below:
  - ❑ to support academic mobility and intellectual and intercultural learning;
  - ❑ to encourage academic participation in safeguarding ICH;
  - ❑ to foster complementarity between tertiary education institutions and community ICH practitioners (also including other non-academic players such as government agencies).

## **SAICHA-NET** (CONTINUED)

- It is for the promotion of SAICH Platform's activities in academic institutions in the region & has potential to grow beyond the SADC Region.
- SAICHA-Net promotes academic growth among academics.
- It promotes career growth and collegiality for both academics and non-academics.
- SAICHA-Net is more than about individual academics, it is also a platform for inter-institutional interface.
- It creates space for collaboration between both individuals and institutions.



## **SAICHA-NET & THE COVID 19 EXPERIENCE**

- The plan was that SAICH-Net was to hold its first Conference in either Malawi or Lesotho this year, 2020.
- These plans have been scuttled by Covid 19.
- The pandemic has made travel outside and within countries impossible due to lockdowns.
- What it has meant is that members of SAICHA-Net have been made to rethink on how they have to engage.

## **SAICHA-NET & COVID 19** (CONTINUED)

- The main challenge has been that of connectivity.
- For most people access to the internet is a challenge.
- Where it is accessible, at times the costs are prohibitive.
- This has meant that communication has been intermittent.
- This has left the internet as the best option but it is accessed only after long intervals due to travel restrictions and costs of data.

## **SAICHA-NET & COVID 19** (CONTINUED)

- Despite the challenge of connectivity, plans are underway to have the planned conference underway.
- The planning has been left to the Chinhoyi University of Technology (CUT) SAICH coordinating team to work on.
- The SAICH coordinating team at CUT is working with the university IT Department on how best the conference can be done without technical hitches.

## SAICHA-NET ACTIVITIES

- While members wait for a vaccine to be found or herd immunity to develop, they have been encouraged to find and document through online means local histories relating to:
  - ☐ How communities in the past have dealt with pandemics.
  - ☐ What sanitizers, if any that communities are developing from the local flora.
  - ☐ Supplementary herbal teas/drinks that boost immunity that people are taking in their communities to minimize the Covid 19 effect if they get infected.

## SAICHA-NET ACTIVITIES (CONTINUED)

- The SAICHA-Net team at CUT has learnt that a community in Makonde District has developed a sanitizer that members are using. It has also gathered that the act of quarantining the infected has always been part and parcel of Shona culture – those suffering from *gwirikwiti* (rubeola) were quarantined because there was no vaccine against the disease
- Those suffering from leprosy (*maperembudzi*) were also quarantined.

**NB:** See some proposed conference themes below.

## **SAICHA-NET ACTIVITIES (CONTINUED)**

- In higher education institutions in Zimbabwe & member states, academic activities are at a standstill.
- At CUT a postgraduate program in Indigenous Knowledge, a key component of ICH has been developed and is being assessed by the statutory body.
- Research at MPhil and DPhil levels is under way and two students will graduate this year.
- In other countries as in Zimbabwe, teaching is continuing online.
- Members say as a result of changed circumstances, they will attend to program development issues related to ICH once the pandemic is under control.



## **SAICHA-NET ACTIVITIES** (CONTINUED)

- In addition to the activities given above, SAICHA-Net plans that its intended online conference now focuses on some of the following:
  - Inventorying Covid 19 stories
  - Inventorying in pandemic situations
  - Forms of ICH useful in the Covid 19 shadow
- There are other themes that will be handled, and not all will be on Covid 19.

# PROPOSED CONFERENCE THEMES

- Innovations in Safeguarding ICH in the 21st Century
- ICH and Social Responsiveness under Covid-19
- Oral histories and indigenous responses to pandemics
- Challenges and Opportunities in ICH Regional Activities
- ICH and the African Development Agenda: Lessons from Current Activities
- Redefining and activating the African Ethos through ICH?

**NB:** Themes courtesy of Mr Moffat Moyo (University of Zambia), Ms Temahlubi Nkambule (Eswatini), Ms Freda Tawana (Namibia) and other members.

**RUONEKANO**

**THANK YOU AND STAY SAFE**

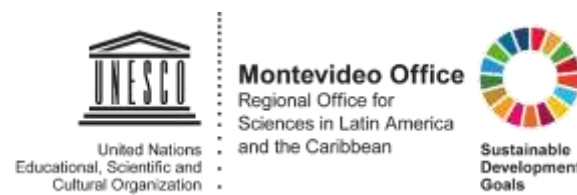
**NDINOTENDA, MUZVICHENGETEDZE  
MUMAZUVA ANO**



Network of Academic Cooperation in  
ICH of Latin America and the Caribbean

## A co-construcción experience for ICH safeguarding

Prof. Mónica Guariglio





November 2017,  
Villa Ocampo  
Buenos Aires  
Argentina



Montevideo Office  
Regional Office for  
Sciences in Latin America  
and the Caribbean



**Network** on collaboration and academic exchange to strengthen knowledge and research on the relevant role of ICH



based on the **UNESCO 2003 Convention**, to reinforce ICH practices and experiences in the Latin American and Caribbean region

- ❖ Promote the development of higher education on ICH in Latin America and the Caribbean through cooperation.
- ❖ Encourage inter and multidisciplinary actions and generate synergies between the different actors committed to ICH safeguard.
- ❖ Share knowledge and experiences on a democratic access through the implementation of the digital platform.
- ❖ Foster capacities on ICH safeguarding and promote sustainable and inclusive development.
- ❖ Design and develop joint teaching, research and extension activities on issues agreed by their ICH relevance.
- ❖ Promote contents on ICH safeguarding in higher education agendas, specifically in cultural management training.





**ICH a cross-sectorial development of public policies . Paraguay, 2018**



**Roundtable on Universities and ICH - 14°ICH Intergovernmental Committee. Colombia, 2019**

# Impact of Covid-19



## Higher Education

- ✓ New challenges driving contingency policies.
- ✓ Cancellation of on-site activities and virtual migration.
- ✓ Boosting of online meetings and activities.
- ✓ Strong demand for immediate pedagogical innovation.
- ✓ Suspension/cancellation of some research activities, extension programs, collective practices.
- ✓ Digital gap as a main obstacle to overcome.

## ReCA PCI LAC

- ✓ Existing cyber-infrastructure made possible continuity of decision making, network management and members participation:
  - asynchronous activities, through virtual platform provided by Argentinean National Scientific and Technical Research Council (CONICET).
  - synchronous activities, through online tools provided by Crespial.


Inicio Quiénes somos Experiencias Proyectos

Inicio de sesión

## RED DE COOPERACIÓN ACADÉMICA EN PCI DE LATINOAMÉRICA Y EL CARIBE



### Reflexión sobre Patrimonio Cultural Inmaterial y Universidades

Reflexiones sobre Patrimonio Cultural Inmaterial y Universidades

La Red de Cooperación Académica en Patrimonio Cultural Inmaterial de América Latina y el Caribe (ReCA PCI LAC), tiene como misión propender al fortalecimiento de capacidades en la salvaguardia del PCI en atención a la diversidad y complejidad de los actuales contextos sociales.

Siguiendo la Convención de la UNESCO de 2003 para la Salvaguardia del Patrimonio Cultural Inmaterial, en la ReCA PCI LAC consideramos insoslayable la inclusión de contenidos referidos al PCI y su salvaguardia en las agendas de la Educación Superior, específicamente en los espacios de formación de futuros gestores culturales.

Nos proponemos generar sinergias entre los diferentes actores vinculados a la salvaguardia del PCI con el objetivo de potenciar proyectos conjuntos de cooperación inter y multidisciplinarios en el nivel de Educación Superior, haciendo partícipes a las comunidades.

Desde un marco regional de desarrollo sostenible y prácticas no excluyentes, promovemos la conformación de espacios colaborativos para el diseño, desarrollo e implementación de actividades de docencia, investigación y extensión sobre temáticas consensuadas por su relevancia en torno al PCI, que aún se constituyen como áreas de vacancia.

A través de distintos canales de difusión, impulsamos la producción y circulación en Acceso Abierto de materiales con diversos formatos y soportes, fomentando así la democratización del conocimiento en la salvaguardia del PCI.

Mes
Semana
Día
JULIO 2020
Inicio
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I R I C E

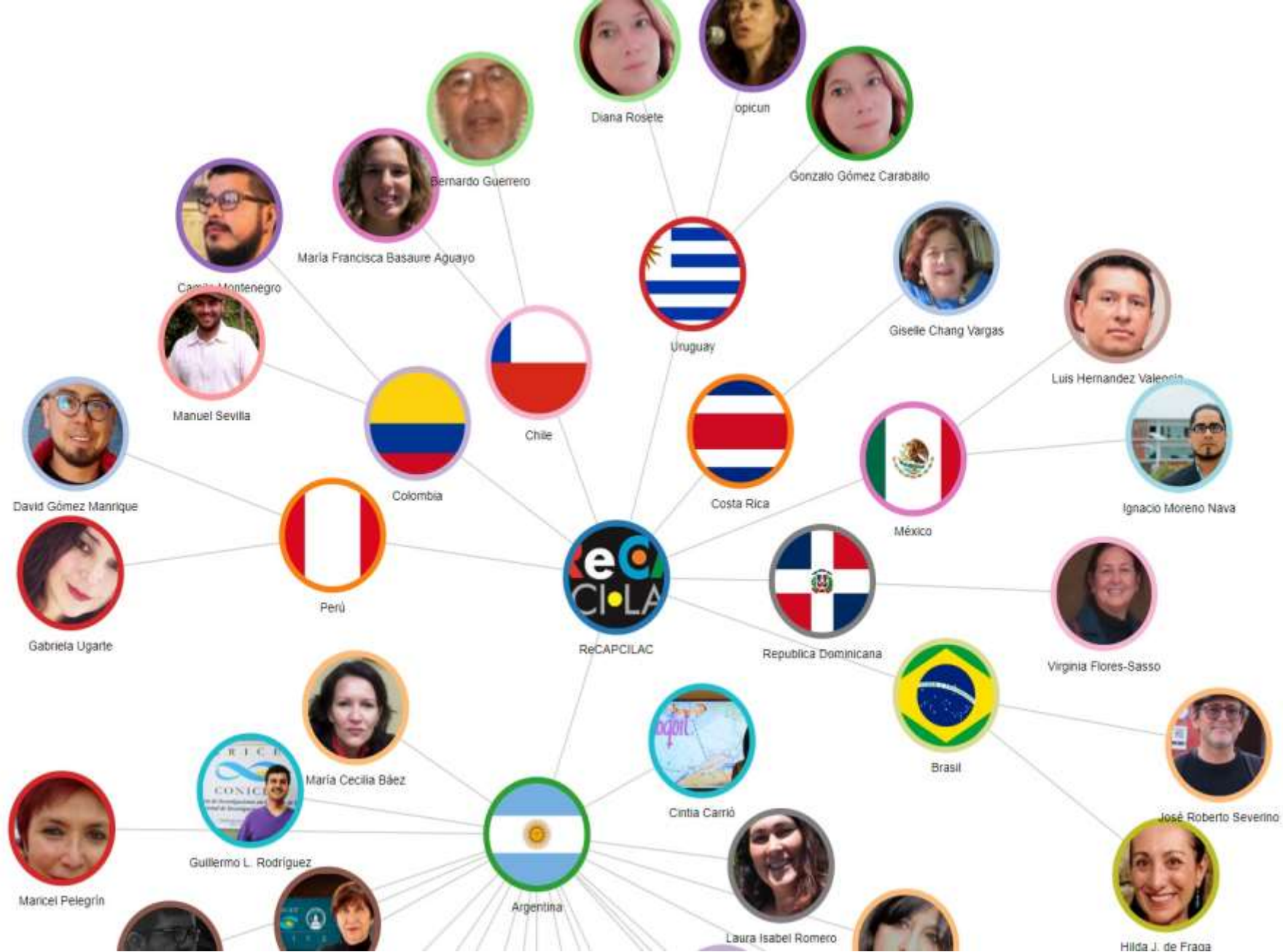
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# ReCA PCI LAC...



- ✓ Searches for new alliances of regional academic networks for south-south cooperation and interregional exchange.
- ✓ Develops methodological frameworks based on local demands and urgencies, emphasizing ICH as a complex cultural object from a decolonial and transdisciplinary perspective.
- ✓ Works for highlighting ICH in the 2030 Agenda, through innovative alliances with governmental cultural institutions, international organizations, inter-university networks and international chairs, as the Ibero-American Cultural Space ECI/SEGIB.
- ✓ Collaborates with Convention Secretariat, at UNESCO Paris, UNESCO field offices and Category II Centers, especially the CRESPIAL.





<https://recapcilac.irice-conicet.gov.ar/content/distribuci-n-de-miembros-por-pa-ses>



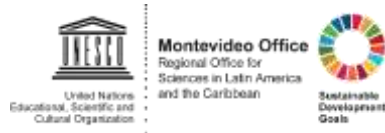
# ICH and Social Inclusion: contributions to the post-COVID19 development agenda



- ✓ Inter-institutional activity within the framework of the “2030 Sustainable Development Agenda”, on strengthening international alliances to achieve the 17 SDG goal.
- ✓ Oriented research project integrated by 20 senior academics from Argentina, Brazil, Colombia, Costa Rica, Chile, Dominican Republic, Mexico and Uruguay, aiming at:
  - ✓ Collecting activities and programs implemented by different communities, governments or local actors that stand out for their value in the role of the ICH as a vector of social inclusion.
  - ✓ Developing theoretical-methodological guidelines for the multidimensional analysis of ICH practices.
  - ✓ Drafting a “Policy brief” supporting decision-making in the LAC region.

## Main goals

- ✓ Generate evidence showcasing ICH rol in the development agenda.
- ✓ Strengthen links between academia and decision-making, as well as within the academic world, in the post-COVID19 context.
- ✓ Develop conceptual and methodological categories for approaching sustainability of community practices in ICH as social inclusion vector.
- ✓ Provide decision-makers with guidelines for implementing ICH oriented public policies in the framework of COVID-19 palliative measures.



# ReCA PCI•LAC

RED DE COOPERACIÓN ACADÉMICA  
EN PATRIMONIO CULTURAL INMATERIAL  
DE LATINOAMÉRICA Y EL CARIBE



# Collaboration amongst higher education institutions in the Asia-Pacific

Injee Kim, UNESCO Bangkok

## ICH Webinar Series

**Session3** (Inter-)Regional Collaboration amongst Higher Education Institutions for ICH Safeguarding

Moderator	Speakers			
				
Maria Frick Programme Specialist, UNESCO Montevideo Office	Cristina Ortega Nuere Professor University of Oberlin (USA)	Jacob Mapara Professor Chuncheon University of Technology (South Korea)	Mónica Guariglio Professor National University of Avellaneda (Argentina)	Montira Horayangura Unakul Programme Officer UNESCO Bangkok Office

**July 30, 2020 (Thurs)**  
**20:00-21:30 (KST, Korean Standard Time)**  
**18:00-19:30 (Bangkok Time)**



# Crisis, resilience and cultural heritage management



World Heritage sites and museums closed globally



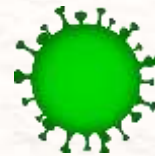
Museums never to reopen globally



Can offer online content (Africa, SIDS)



Tourism businesses exited the market in Thailand

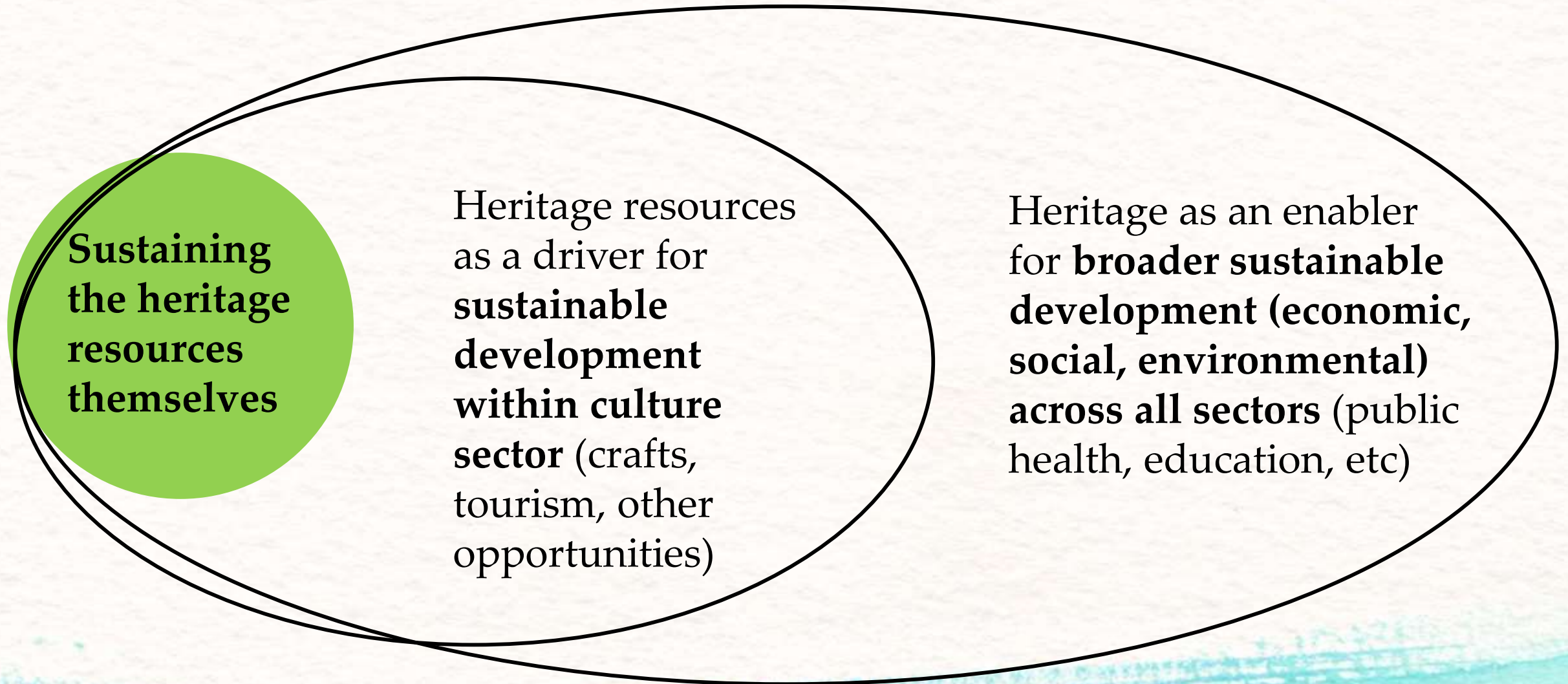


<https://en.unesco.org/news/launch-unesco-report-museums-around-world-face-covid-19>

<https://en.unesco.org/covid19/cultureresponse/monitoring-world-heritage-site-closures>

<https://www.bangkokpost.com/business/1955403/tourism-council-of-thailand-warns-of-operators-fleeing-sector>

# Sustainable development and heritage: 3 dimensions





# Competence Framework for Cultural Heritage Management



# UNESCO Competence Framework for Cultural Heritage Management

<b>4 PERSONNEL LEVELS</b> See page 20	<b>Applies to all levels of personnel</b>  ( <b>Level 4:</b> Executive, <b>Level 3:</b> Senior manager, <b>Level 2:</b> Middle manager/ Technical specialist, <b>Level 1:</b> Skilled worker)  Applies mainly to <b>Level 2</b>			
<b>4 COMPETENCY GROUPS</b> See page 20	<b>CORE COMPETENCIES</b>	<b>MANAGERIAL COMPETENCIES</b>	<b>PERSONAL COMPETENCIES</b>	<b>SPECIALIZED TECHNICAL COMPETENCIES</b>
<b>COMPETENCY CATEGORIES</b> See page 20	<b>ALR.</b> Applying laws and regulations  <b>HER.</b> Heritage policy, principles, process and ethics  <b>CRK.</b> Community, rights and knowledge  <b>HED.</b> Heritage education and interpretation  <b>SUS.</b> Sustainable development	<b>OPM.</b> Organizational governance, heritage planning and strategic management  <b>HRM.</b> Human capital capacity  <b>FOM.</b> Financial and operations management  <b>IMA.</b> Information management and administration  <b>CCC.</b> Communication, collaboration and coordination	<b>FPC.</b> Foundation personal Competences  <b>APC.</b> Advanced personal competences  <i>The personal competencies have been directly adopted from the IUCN/WCPA Global Register for Protected Area Practitioners.</i>	Anthropology Archaeology Architecture Building trades Development planning Engineering Landscape architecture Intangible cultural heritage Materials conservation Museology Urban planning Etc.  <i>The professional disciplines listed here are provided as examples. Users of the Framework may add additional disciplines depending on the nature of their heritage work.</i>
<b>SET OF COMPETENCIES</b>	<b>CORE, MANAGERIAL, PERSONAL COMPETENCIES + SELECTED SPECIALIZED TECHNICAL COMPETENCIES</b>			



# Competence-based Academic Learning Outcomes for Postgraduate Education

Example- Sustainable Development (SUS) of Core Competences

SUS		Sustainable Development
<b>OVERALL LEARNING OBJECTIVE</b>		To engage graduates with the sustainable development framework to ensure that their practices contribute to achieving the Sustainable Development Goals (SDGs), including through exploring mutually-interdependent relationships between the SDGs and cultural heritage resources and practices, including indigenous knowledge systems.
<b>AREA</b>		<b>LEARNING OUTCOMES (Students should be able to):</b>
<b>KNOWLEDGE</b>	1	Appraise the SDGs, to gain an understanding of the underlying principles and dimensions (including poverty alleviation, climate change, environmental conservation, socio-economic development, tourism, etc.), and the connections with heritage management principles, including values, cultural contexts and knowledge systems, and cultural practices.
	2	Relate the SDGs and principles/guidelines to cultural heritage management policies and organizational frameworks.
	3	Articulate how various site activities and organizational management activities relate or contribute to the SDGs.
	4	Appraise ways in which thoughtful visitor management as well as other economic frameworks may relate to the various SDGs.
	5	Establish the importance of traditional knowledge and management systems for achieving the SDGs.
<b>SKILLS</b>	1	Develop goals and strategies for heritage management activities and projects in alignment with the SDGs, keeping heritage values, communities and cultural diversity at the centre.
	2	Develop heritage management plans with clear links to the SDGs, by addressing the economic, environmental and social aspects of tourism and visitor management, business and entrepreneurial strategies, and generating livelihood opportunities.
	3	Evaluate the socio-economic and environmental impacts of infrastructure and economic development in and around heritage sites, ensuring compliance with the sustainability principles.
	4	Develop disaster-risk-management plans, including actions to mitigate the impacts of climate change, along with strategies to sustain these activities both in terms of their implementation and effective outcomes.
	5	Integrate traditional and indigenous knowledge systems and practices into heritage management plans and any other activities contributing towards SDGs.
<b>ATTITUDES</b>	1	Relate the concepts and practices of SDGs to overall heritage values and management systems.
	2	Devise holistic approaches for heritage management that encompass many of the SDGs.

# UNESCO Chair Programme



Networking initiatives for higher education institutions



International Information and Networking Centre  
for Intangible Cultural Heritage in the Asia-Pacific Region  
under the auspices of UNESCO  
유네스코 아태무형유산센터

APHEN-ICH



# APHEN-ICH at a Glance

Asia-Pacific Higher Education Network for Safeguarding of Intangible Cultural Heritage



- **Established in 2018**
- **19 Member Universities in the Asia-Pacific Region**
- In keeping with the spirit of the 2003 UNESCO Convention, the Network aims to foster and strengthen capacity for the safeguarding of ICH in the Asia-Pacific through collaborative programs and activities
- Current Secretariat: Korea National University of Cultural Heritage

Regional Symposium on the Development of Post-Graduate Degrees  
Focusing on Intangible Cultural Heritage  
in the Asia-Pacific Region

November 2015 in Bangkok



Need for more information exchanges and collaboration  
opportunities among tertiary education institutions  
for education in ICH



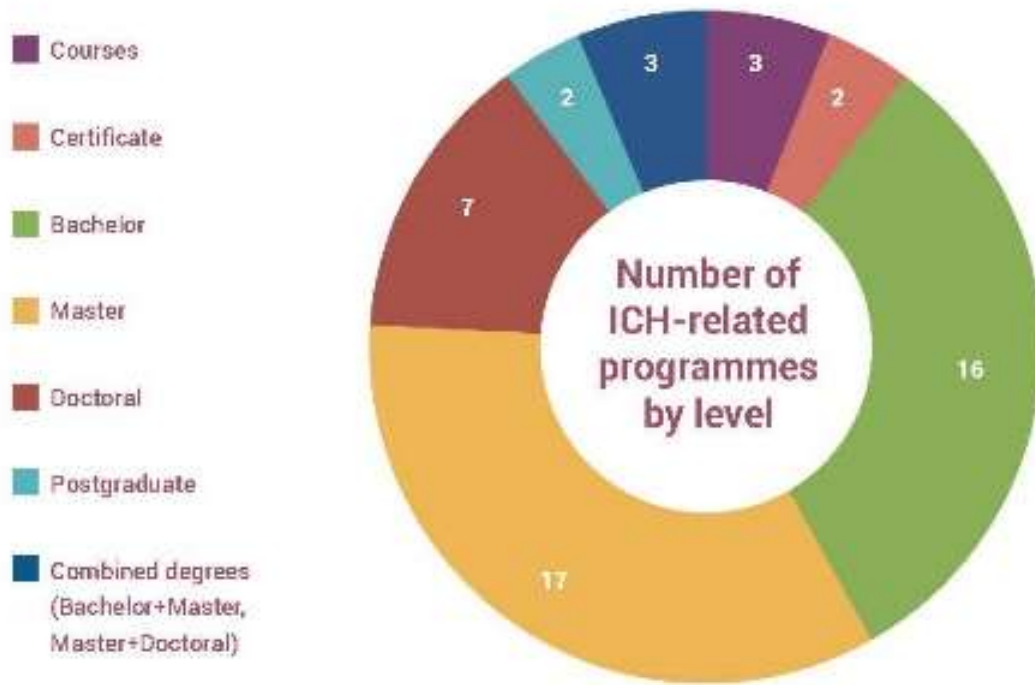
**“Surveying Tertiary Education Institutions  
for Intangible Cultural Heritage Network  
in the Asia-Pacific Region”**

*to examine:*

- 1) Situation of current education programmes
- 2) Networking opportunities among the tertiary education institutions in the Asia-Pacific Region

# Background





**Few** tertiary education institutions in the Asia-Pacific Region offer **ICH** degrees and/or post-graduate programmes

ICH is treated more as a component of **multidisciplinary** fields, and those that focus on tangible heritage

**26** programme – 58 % use English as the language of instruction

**18** institutions in the process of developing an ICH-related programme

**15** institutions in interested in developing an ICH-related programme

**A third** of the institutions use UNESCO's capacity-building training materials



# Fields of Cooperation

- **TEACHING & LEARNING:** Design course content and enhance pedagogy to enable graduates from the region's diverse academic programs in demonstrating competencies in all aspects of ICH safeguarding.
- **RESEARCH ON SAFEGUARDING:** Share and advance knowledge on good practices for safeguarding through joint research, platforms, publications and academic meetings (symposia, conferences, etc.).
- **SERVICES TO COMMUNITIES AND SOCIETY:** Provide responsive and engaged services to society and to communities through activities such as dissemination of information, collaborative policy analysis, methodological innovations and inter-disciplinary cooperation across a wide range of issues

# Recent Activities



1<sup>ST</sup> APHEN-ICH General Meeting and International forum: Unlocking the Potential of Tertiary Education for ICH Safeguarding (July 2018)



UNESCO Capacity Building Workshop on Linking 2003 Convention on University ICH Programs (July 2019)

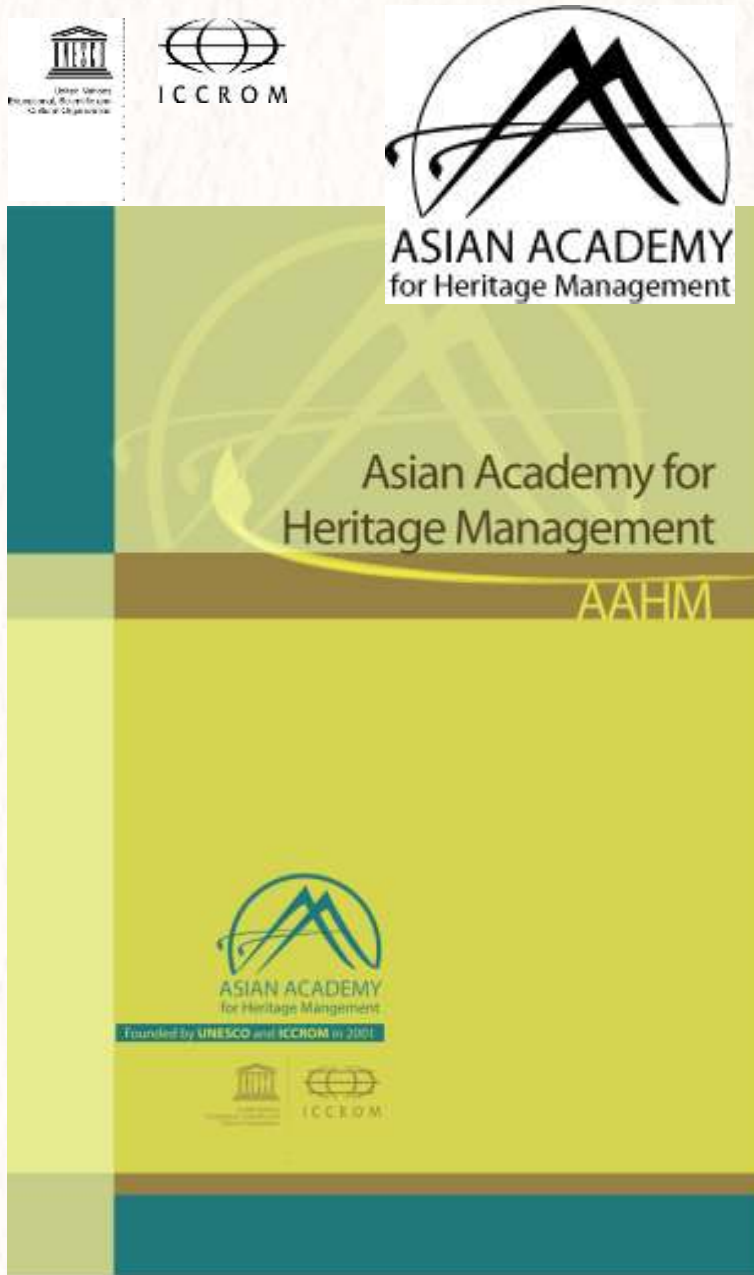


2019 APHEN-ICH Field School (August 2019)

A field school program for young researchers for 8 days







The **Asian Academy for Heritage Management (AAHM)** is a network of institutions throughout Asia and the Pacific region that offers professional training in the field of cultural heritage management.

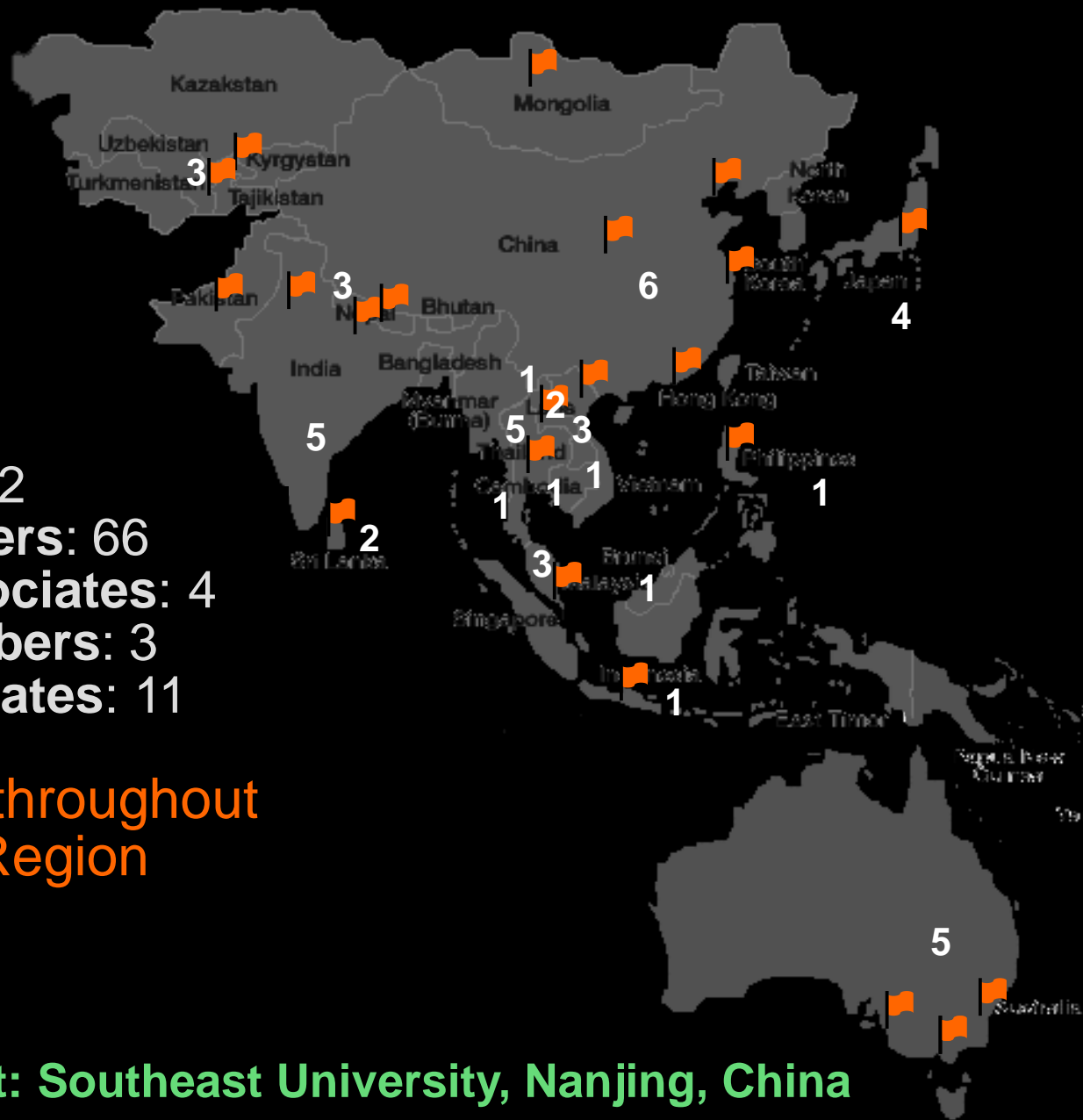
**The mission** of the AAHM is to strengthen professional capacity to sustainably manage heritage resources by providing a regional platform for institutional cooperation in education, training, and research. Under the guidance of UNESCO and ICCROM, AAHM promotes integrated, holistic and multi-disciplinary management of heritage resources, including both tangible and intangible expressions of culture.

**Core Members: 62**  
**Individual Members: 66**  
**Institutional Associates: 4**  
**Provisional Members: 3**  
**Institutional Affiliates: 11**

**≥ 100 members throughout  
the Asia-Pacific Region**

(as of November 2018)

**Current Secretariat: Southeast University, Nanjing, China**





Objectives	Activities
<p>1. Improving professional training and enhancing management capacity in fields related to cultural heritage.</p>	<ul style="list-style-type: none"> <li>• Postgraduate training through on-site field schools and <u>virtual courses</u>.</li> <li>• Certifying in-field practitioners through the cultural heritage specialist guide programme and museum management training programme.</li> <li>• Executive development for decision makers.</li> <li>• Training-of-trainer programmes</li> <li>• Student internship programme</li> </ul>
<p>2. Fostering exchange of professional knowledge and resources</p>	<ul style="list-style-type: none"> <li>• <b>Research conference</b> and publications.</li> <li>• Online virtual library for heritage management resources</li> <li>• <b>Awards programme</b> for outstanding student work.</li> </ul>
<p>3. Documenting best practices in managing heritage resources</p>	<ul style="list-style-type: none"> <li>• Exchange programmes for students and professors.</li> <li>• <b>Online database</b> of heritage management experts.</li> </ul>



2020 - 2021

## Upcoming Activities



- Launch of Competence Framework e-publication and website (October 2020)
- Sustainable Heritage Management Foundation Course:
  - Foundation Course for Core Competences
  - November 2020 – April 2021
  - Target: Heritage practitioners (World Heritage Site management officers, local stewards of heritage, heritage educators and trainers)
- Competency-based capacity building at World Heritage site management agencies in the South-East Asia region (2021)
- Field schools and conferences organized at member universities





**We look forward to  
further partnerships!**

**Thank  
you**