ICH Webinar Series

Session 4: Inter-regional Field Experiences on Curriculum Development for ICH Safeguarding

Collected Presentations

Speakers

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Cross Cultural Foundation of Uganda

Dr. Frances C. Koya Vaka'uta

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The University of the South Pacific

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Moderator

Mr. Iwamoto Wataru
International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI)

BIOGRAPHIES

MR. IWAMOTO WATARU started his professional career in the Ministry of Education, Science and Culture of Japan in 1977. He worked from 2001 to 2009 at UNESCO where he assumed various posts such as Director of the Division of Secondary, Technical and Vocational Education, and Director of the Division of Social Science, Research and Policy at the Headquarters. Back to Japan, he organised "UNESCO World Conference on Education for Sustainable Development" in Nagoya in 2014 as the Advisor of the Ministry of Education, Culture, Sports, Science, and Technology. Being invited as panelist of the side event organised by French Ministry of Education at the occasion of COP21 in 2015, he reported ESD policy in Japan. Mr. Iwamoto took function of Director- General of IRCI in April 2016. He is also Visiting Professor of Chubu University and a Trustee of Japanese Society of Education for Sustainable Development.

MS. EMILY DRANI is the Executive Director and co-founder of the Cross-Cultural Foundation of Uganda, an organisation dedicated to promoting the value of 'culture *in* development' approach. She holds a Master of Philosophy in Development Studies with a focus on Endogenous Development. Emily has over 14 years of professional experience in development work, of which the last 12 years focused on cultural rights, heritage development, and promotion at national, regional, and international levels. She is currently the Vice Chairperson of the Executive Committee of the International National Trusts Organization, a global umbrella body of National Trusts dedicated to promoting the conservation and enhancement of the heritage for the benefit of the people of the world and future generations.

ASSOCIATE PROFESSOR DR. FRANCES C. KOYA VAKA'UTA is Director of the Oceania Center for Arts, Culture and Pacific Studies and the Pacific Heritage Hub, at the University of the South Pacific (USP) in Suva. A teacher by profession, she has worked in the area of teacher education, curriculum development, education in small island states and education for sustainable development at USP since 1998. With a passion for the arts and culture, she has actively engaged in regional community initiatives and policy development for over 15 years. Areas of interest include Pacific education, Pacific art, heritage and Indigenous knowledge systems, Indigenous pedagogies and epistemologies, Indigenous research approaches, Pacific research ethics and cultural competency. A poet and artist, Frances explores art activism under the pseudonym "1angrynative". Her work is inspired by Pacific island heritage and contemporary issues in the island.

DR. MARC JACOBS is Professor in Heritage Studies at the University of Antwerp, and holder of the UNESCO Chair on Critical Heritage Studies and the Safeguarding of the Intangible Cultural Heritage at the Vrije Universiteit Brussel. Before that, he worked at universities in Ghent, Florence, Antwerp and Brussels and as the director of the Flemish Centre for Popular Culture (VCV, 1999-2007) and FARO, Flemish Interface for Cultural Heritage (2008-2019). He is member of UNESCO's Facilitators Network for the 2003 Convention. As head of the department of heritage studies in Antwerp, he is responsible for creating new master and PhD programs on heritage studies, including safeguarding intangible heritage.

Inter-regional Field Experiences on Curriculum Development for ICH Safeguarding
4th Session – Webinar series

Experience from Uganda

CCFU

The Cross-Cultural
Foundation of Uganda

Presented by Emily Drani, Executive Director CCFU

August 12, 2020

Uganda

- Population: 43 million
- 66% of the population are youth
- GDP per capita USD.860
- National Budget: 0.03 % to culture
- 65 ethnic groups
- 45 indigenous languages
- 6 elements of Intangible Cultural Heritage inscribed
- 3 Elements of tangible heritage inscribed as World Heritage Sites
- Traditional kingdoms and chiefs
- Legislation on the protection and preservation of cultural heritage

CCFU

The Cross-Cultural Foundation of Uganda

- Dedicated to promoting recognition of culture as vital for human development that responds to Uganda's national identity and diversity.

- Established in 2006 - national registered, not-for-profit NGO

- Produced up to 22 case studies and 2 manuals on "Culture in Development"

- Trained 296 school heritage club patrons + A heritage toolkit

- Supported 150 secondary school heritage clubs

- Worked with 21 community museums and 15 cultural institutions

- Influenced national heritage policies

- Organised Heritage Awarding ceremonies (7 for youth; 3 for conservationists)

- Accredited NGO to the 2003 Convention on safeguarding ICH

- Developed a degree course on Cultural heritage and development + 1 resource book

Ensuring viability and transmission of living heritage

- Reference to existing heritage education materials and models
- Incorporating elements of traditional apprenticeship and cultural education in the curriculum
- Integration of outreach programmes including excursions to living heritage sites of learning (Initiation practices, traditional medicine practitioners, dispute resolution)
- Involvement of traditional practitioners as resource persons in the curriculum delivery
- Emphasizing the link between ICH safeguarding and sustainable development
- Highlighting examples of ICH leading to employment, or self-employment for young people, including graduates.

Challenges …

- Negative perceptions:
  - Drive for economic development vs social development
  - The Arts and Humanities vs Sciences with state financial and political support
  - ICH an unfamiliar concept
  - Influence of religion and education
- Limited professional expertise in curriculum development in this field to start with
- High levels of poverty and unemployment (66% youth unemployed)
- Low investment in the culture sector - limited heritage infrastructure and job opportunities

Attempts to resolve the challenges ...

- Careful selection of partner universities promoting the Arts and cultural heritage in particular

- Inclusive Course title – BA in Cultural Heritage and Development

- Incorporate element of sustainable development (cultural tourism, entrepreneurship)

- Include outreach activities to viable ICH (and cultural heritage) sites of learning

- Involvement of diverse stakeholders on Steering Committee for enhanced buy-in

- Adopt a participatory approach across several universities and harnessing profession al expertise from several universities.

- Utilize NGO resource persons (CCFU) and provide resource materials of success stories (UNESCO CBP online resources)

Longer term

- Lobby the Government of Uganda for increased budget allocation to the culture sector

- Lobby the Ministry of Tourism, Wildlife and Antiquities to invest in and promote cultural tourism.

Factors considered in designing Uganda's BA on Cultural Heritage and Development

- A study on the status of ICH and cultural heritage teaching in Universities
- Partnership with key stakeholders and the formation of a Steering Committee
- Buy-in of Academic and Administrative Staff
- Establishment of a Curriculum Development Drafting team
- Public lecturers for student body on ICH and sustainable development
- Peer Review of the draft curriculum
- Pre-training of lecturers + field excursions on ICH safeguarding and its relevance
- Approval of the draft curriculum the relevant academic and state institutions

Content

- Adherence to national standards for curriculum development (NCHE)
- Relevance of the Title and Content – Cultural Heritage and Sustainable Development
- Diverse examples of ICH from Uganda and drawing on UNESCO's CBP materials
- Development of an accompanying tailor-made resource book
- Provision of outreach programmes for students by participating universities

Sources <u>to be</u> used in teaching living heritage…

- A tailor-made resource book

- Existence of six inscribed ICH elements - as sites of learning

- Existence of community cultural enterprises – traditional craftsmanship and cultural practices

- Existence of cultural centres (community museums – 5 of which are promoting ICH in their vicinity)

- Cultural institutions and resource persons – custodians of knowledge, stewards in preservation of values, norms principles and practices

- UNESCO's Capacity Building Programme on-materials

Teachers preparations of learning materials

- Assessing and complementing existing courses (e.g. Sociology, Anthropology, Archeology) with the integration of ICH

- Reviewing literature on ICH resources at national level

- Getting involved in designing the curriculum

- Organising, facilitating and participating in public lectures on ICH and sustainable development

- Visiting sites and communities of ICH and cultural heritage to better understand the concept of ICH, different domains and the interlinkages

- Consulting UNESCO's ICH Capacity Building Programme for on-line resources including on the 'DIVE' App

- Ensuring inter-university collaboration at national and regional levels to draw on existing experiences.

Support from ICH network groups and non-academic institutions

- Share examples of viable ICH safeguarding and experiences

- Deliver lectures and discussions on ICH (accredited NGOs and facilitators)

- Exchange programmes to support visiting lecturers for experience sharing, exposure

- Peer reviewing the curriculum once developed and delivered

- Support for regional and international internships as part of the outreach programme

- Provide access to repositories of information on ICH training materials such as the UNESCO's Capacity Building Programme online resources and "DIVE" (UNESCO)

Cooperation with higher education institutions

- Establish a network for lecturers delivering ICH and development courses at regional and international levels

- Peer review curricula and resource materials

- Establish an exchange programme for visiting lecturers

- Sharing / pool resource materials that may be adopted for use in the local context

- Organise regional and international symposia

Thank you for listening!

Strengthening Heritage Management Capacity in the Pacific Islands

Reflections on Heritage Programme Development
at The University of the South Pacific

Levuka Port Town, Fiji

Phoenix Islands, Kiribati

Ngerukewid Islands
National Wildlife Preserve
Rock Islands, Palau

Nan Madol, Pohnpei

Lakalaka, Tonga

'Ie Samoa

East Rennell, Solomon Is

Sandroing, Vanuatu

Ha'amonga 'a Mau'i
Historic Park, Tonga

Water drummers, Vanuatu

Firewalkers, Fiji

PACIFIC
HERITAGE HUB

USP
FACULTY OF ARTS,
LAW AND EDUCATION
Oceania Centre for Arts,
Culture and Pacific Studies

https://asiapacific.anu.edu.au/mapsonline/base-maps/pacific-ocean

About USP

- Established in 1968

- Owned and governed by 12 member countries

- Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu.

- Main campus based in Suva, Fiji.

- 14 other campuses around the region.

- Between 20 – 30K students annually.

- Programmes of study offered via face-to-face, online and blended mode of delivery.

- Website: https://www.usp.ac.fj/

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State of ICH Education

- Culture yet to be fully mainstreamed in basic education (Y1 – 13)

- Some emphasis on Mother Tongue in early years (Y1 – 3) and as optional language of study

- Treatment of art and culture studies as extra-curricular subjects (i.e. non-examinable or: subject of choice)

Some Positive developments at the regional level:

- Pacific Regional Education Framework 2018 – 2030 "Moving towards Education 2030" emphasizes the critical role of culture, language & Identity

- Pacific Regional Culture Strategy 2010 – 2020; and 2020 – 2030 (IP)

- USP: Pacific Vernacular Language and Pacific Language Studies (certificate, diploma, teaching subject or BA major) – Fijian, Hindi, Cook Is Maori, Tongan and Niuaf'ou, Vagahau Niue, Vanuatu Language Studies and Rotuman as a Minor. + Beginner/ conversational course.

- USP: Professional Certificate in Heritage Management & BA Major in Pacific Studies, Heritage & Arts

- USP: 2 New upcoming Foundation level courses (Y13) in Pacific Studies

Experience

My involvement

- 2014 – 2017 Curriculum Advisor

- 2017 – to-date Director Oceania Centre for Arts, Culture & Pacific Studies

Incorporating ICH into the curriculum

- Evidence based on previous situational analysis

- Regional request through Pacific Heritage Hub in 2013

A Timeline

- *Pacific World Heritage Action Plan (PWHAP) 2010 – 2015*

- *Regional Cultural Strategy (RCS) 2010 – 2020 "Investing in Pacific Cultures"*

- *Pacific Culture & Education Strategy (C&E) 2010 – 2015*

- *UNESCO World Heritage Workshop of the Pacific States Parties (2011)*

- 2012 The Pacific Heritage Hub (PHH) est. Aug, 2012 as a UNESCO facility

- 2013 PHH inaugural steering committee meeting (Feb 26 – 27, 2013)

- 2014 Pacific Studies Programme Advisory Committee (Jul 20, 2014)

- 2015 Early discussions about what programmes might look like; initial country consultations;
  & discussions with UNESCO Apia Office

- 2016 Presentation to Council of Pacific Arts and Culture (CPAC) and Culture Ministers Meeting;
  & incorporated into Faculty Business Plan 2016 – 2018

- 2016 – 2018 Curriculum Design; Internal University accreditation requirements; &
  discussions with UNESCO Apia

- 2018 Presentation to CPAC and Culture Ministers Meeting

- 2020 Semester 2 - 1st Cohort of Professional Certificate in Heritage Management

Curriculum Development

The challenge was to design programmes that:

(a)   Fit within the existing Pacific Studies structure;

(b)   Meet regional needs i.e. *Pacific Heritage focus*; and,

(c)   Is comparable with other comparator universities.

Two (2) programmes emerged:

1.   Professional Certificate in Heritage Management

2.   Bachelor of Arts in Pacific Studies, Heritage and Arts

Curriculum Foundations Checklist
❑ Relevance
❑ Readiness
❑ Resources
❑ Sustainability

BA Major
(BA = 180 credit points/24 courses)

Prof. Certificate
(Pcert = 15 credit points/ 1 PG course)

Successful completion may be used as entry into the BA Major

PGD PA
(60 credit points)

If BA GPA meets entry req. then, pathway = 4 x 400-L Pac Studies Courses = PGDip

If GPA is B+ or above and has a Bachelor's degree or: mature entry pathway + 3 x 400-L Pac Studies Courses = PGDip

If PGDip GPA meets entry req. then any choice of MA pathway *Dep. on **quality** of SOI and Proposal!*

MA Pathway 1
2 x 400-L courses = 30 credit points
SRP (15 – 25K words) = 30 credit points

MA Pathway 2
MA: Full Thesis (40 K words)
2 years = 120 credit points

MA Pathway 3
Portfolio or MA by Creative Practice (2 years)
Exegesis (Analytical) (8 – 12K words) = 60 credit points & Creative component (1500– 1800 learning hours) = 60 credit points

*Dep. on **quality** of SOI and Proposal!*

PhD

Potential pathways

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At a glance

Professional Certificate in Heritage Management

For Pacific Heritage Practitioners

PAP01 Introduction to Heritage Conservation & Management **(Core)**

PAP02 Heritage Stewardship & Sustainable Development in the Pacific **(Core)**

PAP03 Planning & Practice for the Cultural Curator

PAP04 The Economics of Heritage Management

PAP05 Sustainability Issues in Heritage Management & Tourism

PAP06 Heritage Project Management

PAP07 Heritage Practicum – Field Research **(Core)**

*Six courses to completion

Special Admission Requirements:

i) Recognised prior learning based on five years of relevant work experience and pass in Senate recognised Year 12/Form 6 or equivalent with English; and

ii) ,Support letter from employer stating work experience and responsibilities; and,

iii) Letter of recommendation from a national heritage agency.

At a glance

BA Major in Pacific Studies, Heritage & Arts

For School leavers

CORE COURSES

PA101 Pacific Ways of Seeing, Knowing & Doing
PA201 Pacific Heritage & Arts in Education
PA301 Pacific Heritage & Arts in Community Development
PA304 Heritage & Arts Internship

Pacific Studies/ Heritage

PA103 Introduction to Pacific Heritage
PA203 Pacific Heritage Management
PA303 Contemporary Museology

Pacific Studies/ Arts

PA102 Pacific Arts Practice I
PA202 Pacific Arts Practice II
PA302 Arts Production & Creative Practice Research

Expressive Arts as a Teaching Subject

PA101 Pacific Ways of Seeing, Knowing & Doing
PA102 Pacific Arts Practice I
PA201 Pacific Heritage & Arts in Education
PA202 Pacific Arts Practice II
PA301 Pacific Heritage & Arts in Community Development
PA302 Arts Production & Creative Practice Research
LL231 Film History & Theory
LL331 Creative Texts

Issues in Curriculum Development

Social Issues/Needs

- Guided by previous needs-analysis

- Designing pedagogy and assessment to meet practitioner needs

- Recognition that there is a lack of scholarships in the area of heritage & arts

Challenges

- Pacific Materials and Resources

- Blended or online mode of delivery

- Justification of the programme to various levels of committees

- Business Case/ viability

- Capturing the wide range of student interests and sector needs

- Creating awareness about career pathways in heritage and arts sectors

Curriculum Development & Inter-regional Cooperation

- Early days to comment on student learning of ICT and teaching ICH practice

- Intra-regional work necessary

- Inter-regional engagement opportunities

- Looking to form or join some discussion forums with other institutions that cover :

    o diverse cultural and linguistic regions

    o Holistic approaches to heritage (natural & cultural/ TH & ICH)

    o Specific ICH programmes and courses

Thank you
Vinaka Vakalevu
Tankyu tumas

AP Dr. Frances C Koya Vaka'uta
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From the Blue Book to a Blue Ocean Strategy in Higher Education
Prof. dr. Marc Jacobs
University of Antwerp, professor heritage studies /
Vrije Universiteit Brussel, UNESCO Chair on Critical Heritage Studies and the Safeguarding of Intangible Cultural Heritage

https://www.uantwerpen.be/en/jobs/vacancies/academic-staff/ (deadline 16/8/2020)

Job description: Tenured staff heritage studies focused on participatory methods of heritage management and heritage education

You will teach and contribute to course units at Bachelor's and Master's level within the learning trajectories towards Heritage educator and Heritage (process) designer (24 ECTS/year), such as Heritage Education and Access (BA3 C/R, 5 ECTS), Research techniques for heritage labs (BA2 C/R, 6 ECTS), Project management movable and intangible heritage (BA2 C/R, 6ECTS), Intangible heritage and participatory methods (MA1 ERF, 3 ECTS), Innovative policy and management techniques (MA2, ERF, 6 ECTS), Safeguarding repertoires (6 ECTS), internship and follow-up of the educational master in Heritage.

You will supervise bachelor, master and doctoral students.

You will expand the scientific research in the area of participatory methods of heritage management and heritage education.
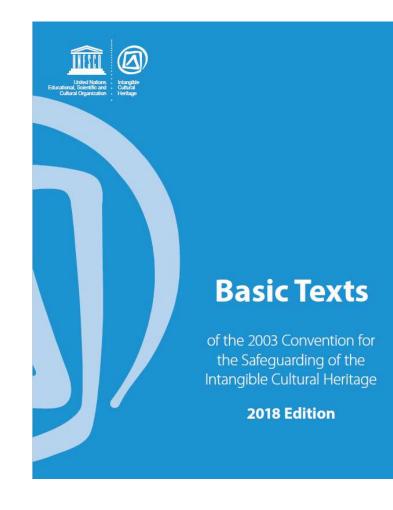
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21st Century: "Cultural heritage" in a nutshell…

- **EXPANSION of the SEMANTIC FIELD of HERITAGE:** **Immovable** (Monuments and landscapes, world heritage sites) -> **movable** (museums, archives, libraries) + **digital** + "**intangible**" …

- Translation into official, powerful texts (laws, decrees, **UNESCO conventions** and recommendations, Council of Europe, …)

- Emergence and recognition of a network of institutions

- Appropriation by and recognition of other groups (communities, volunteers, …)

- Cultural brokerage, mediators, facilitators (+ online platforms)

- Heritage on policy agenda's / Subsidiarity

How is the academic world dealing with this? -> …, critical heritage studies

° increasing significance for "society"

Obligatory Passage Point/Boundary Object/Arsenal

Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage — 2018 Edition

- 2003 Convention
  <article 15: CGIs>

- Operational Directives
- Ethical Principles
- Overall Results Framework

- (Appropriate vocabulary, …): not the 1972 UNESCO Convention
- "The safeguarding ICH paradigm"

FARO. Flemish Interface for cultural heritage

safeguarding ICH is one of ten major shifts in the 21st century

VERKENNER

BASIS

PRAKTIJK

LABO

PLUS

Course "Critical Heritage Studies" VUB (Alternating sessions, 6ECTS in total)

- Monuments & Landscapes

(Prof. dr. Pieter Martens)

Prof dr. Marc Jacobs: "21st century"…

- 2003 Convention

- Museums/Archives/Libraries

<FARO CONVENTION>

Critical Heritage Studies

University of Antwerp, Faculty of Design Sciences: How to design a curriculum?

- Bachelor Conservation-Restoration
- Two Year Master Heritage Studies

(Past: Monuments and Landscapes)

- Now : Heritage studies

MA1: One general introduction

Learning Outcomes, curriculum design, stakeholders, … and/or

W. Chan Kim & R. Mauborgne, *Blue Ocean Strategy*, Harvard, 2005

- MA2: modules?

-> **Monuments & Landscapes**

-> **Museums/Museology** (Moveable objects and collections)

-> **Archives / Libraries/** (Memory Institutions)

-> **Intangible Cultural Heritage**/Participatory Methods

-> **Digital Heritage** (Metadata, VR & AR, …)

(MA Education: Heritage)

(MA Conservation Restoration)

PhD: networks!

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