

Presentation 1

Network of Higher Education Institution for ICH Safeguarding in Europe

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Safeguarding ICH

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

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Nuere, ENCATC

30th July 2020

 **ENCATC**
The European network on cultural
management and policy

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

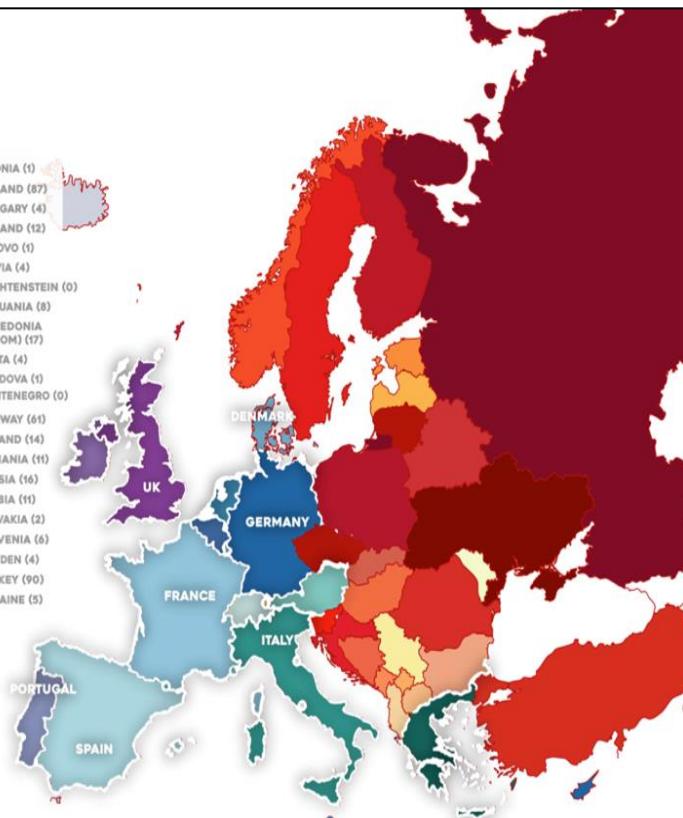
Mapping on ICH programs in Europe &
Recommendations to integrate ICH in higher
educational curricula

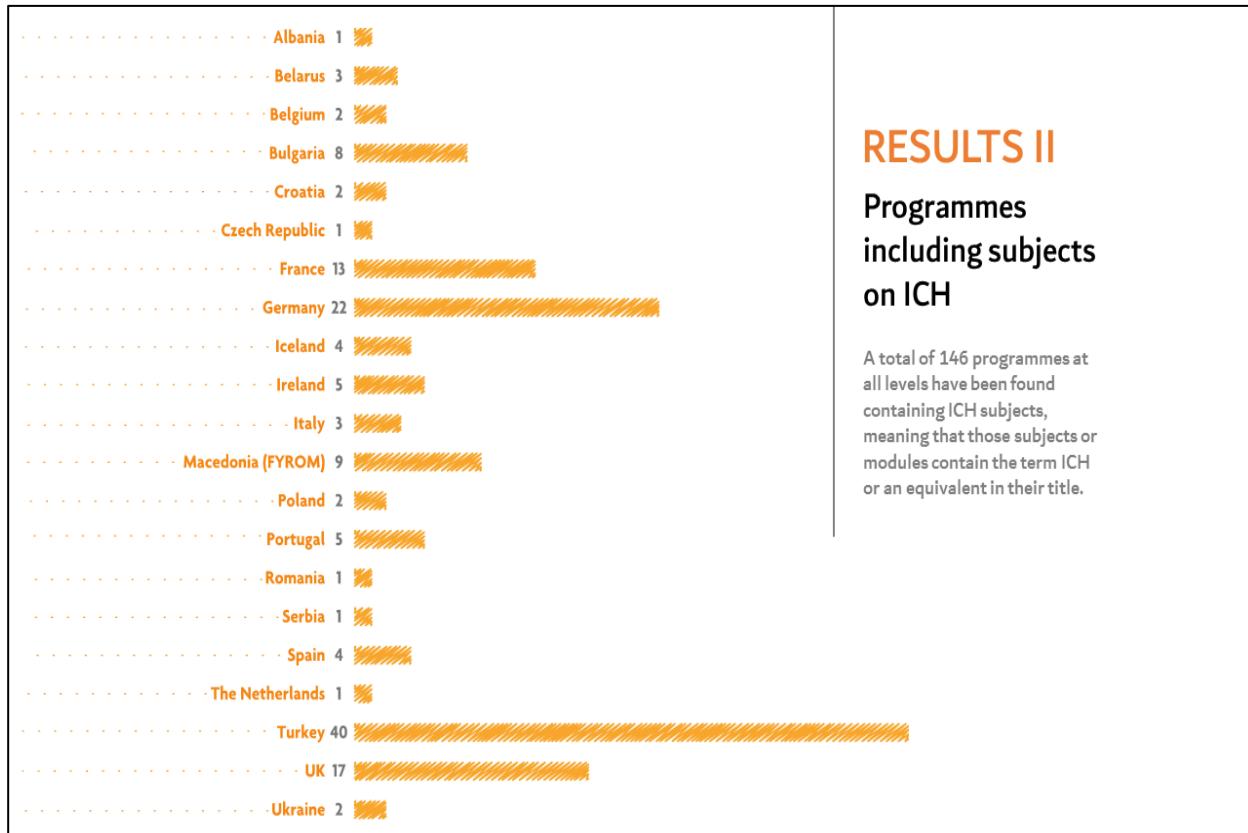
RESULTS I

Programmes involving ICH as content



Mapping carried out in the country's main official languages
Mapping carried out in English only





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 architecturaux, industriels, naturels, immatériels
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

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RESULTS IV

Subjects solely focused on ICH II

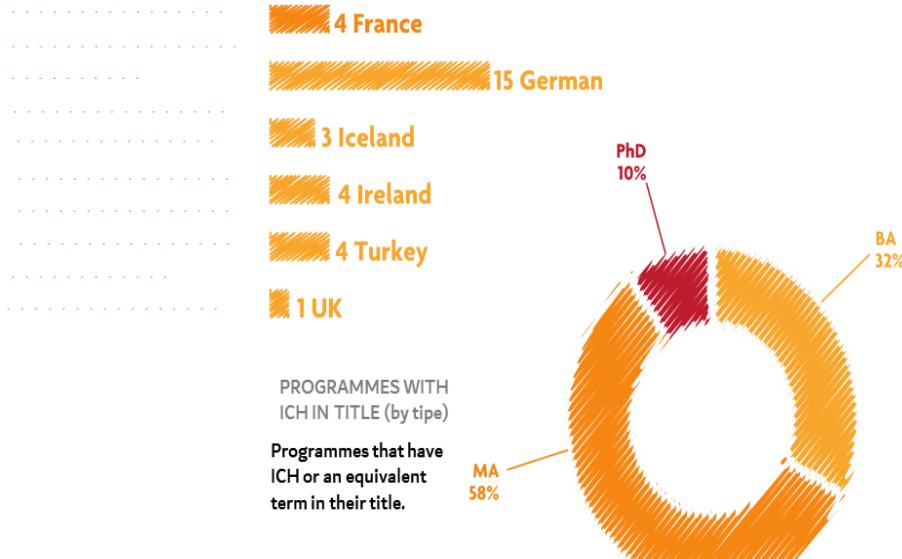
The following subjects specifically contain the term ICH in their title.

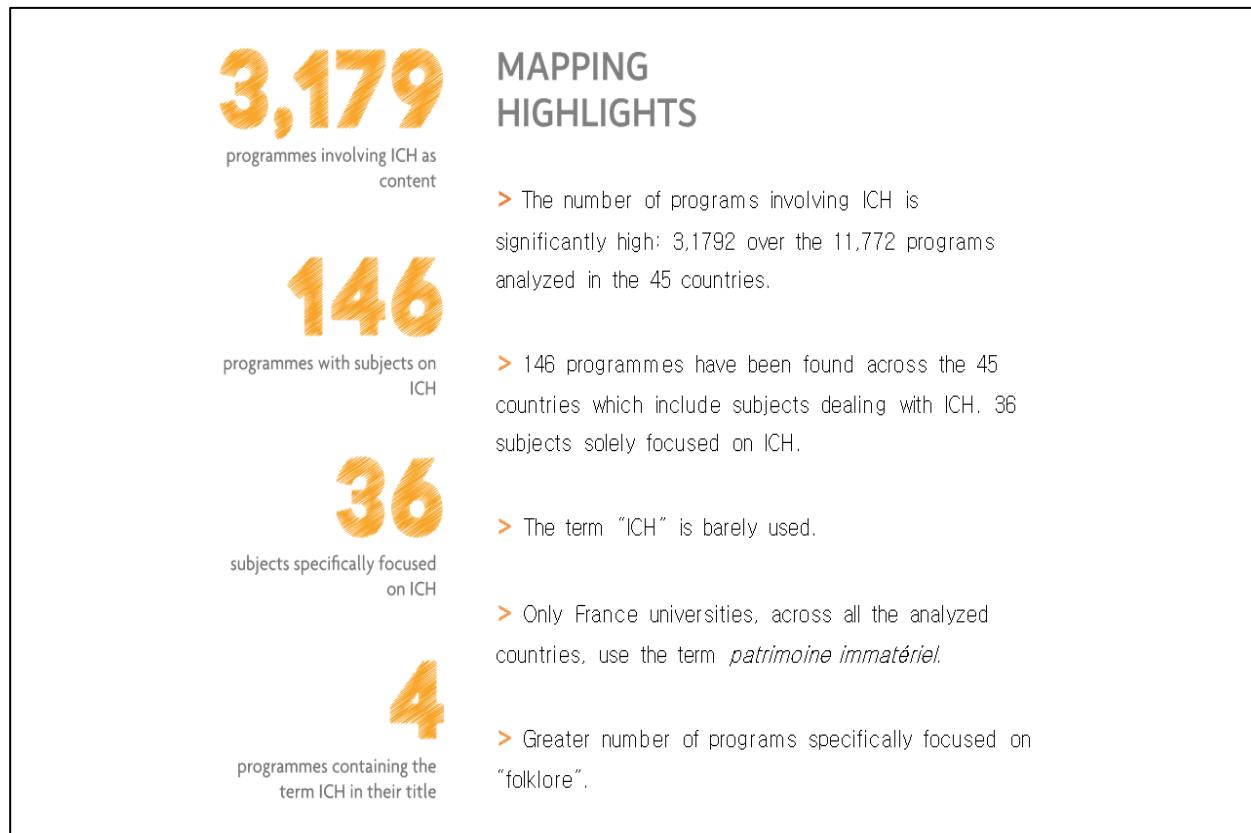
COUNTRY	UNIVERSITY	TYPE	PROGRAMME TITLE	ICH SUBJECT
France	Université Toulouse-Le Mirail Toulouse II	MA	Expertise Ethnologique en Patrimoine Immatériel	Enjeux du patrimoine culturel immatériel: du local au global
Italy	Università degli Studi di Palermo	BA	Beni culturali: conoscenza, gestione, valorizzazione - Percorso Storico-archeologico	Patrimonio inmateriali
Italy	Università degli Studi di Palermo	BA	Beni culturali: conoscenza, gestione, valorizzazione - Patrimonio e turismo culturale	Patrimonio inmateriali
Italy	Università degli Studi di Perugia	BA	Beni culturali	Patrimoni culturali inmateriali
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 universitário 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 mediterrânea	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.





<p>QUESTIONS</p> <p>We chose five questions, and in order to be able to answer with a solid basis, an ENCATC talk – (<i>Inter-Regional Collaboration amongst Higher Education Institutions for ICH Safeguarding</i>, on Friday, 17th July 2020) was organized.</p>		<p>1 How has the COVID-19 pandemic affected the life of higher education networks, their member institutions and individual professionals for ICH safeguarding?</p>
	<p>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?</p>	
<p>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?</p>		<p>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?</p>
		

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!

