

Presentation 1

Inter-Regional Field Experiences on Curriculum Development for ICH Safeguarding : Experience from Uganda

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

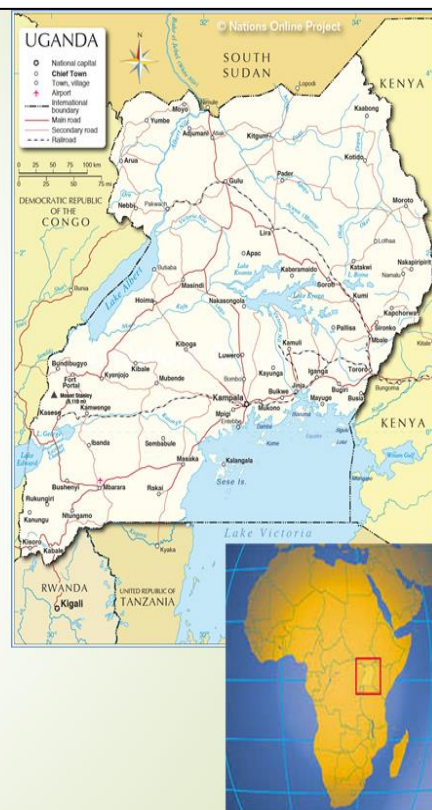
Experience from Uganda



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



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 professional 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 lectures 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 by 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 to be 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