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 Carribean

Ms. Injee Kim
UNESCO Bangkok Office

Moderator

Ms. Maria Frick
UNESCO Montevideo Office
BIOGRAFIAS

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 ENCATC, the leading European Network of Cultural Management and Policy, and the Chair of ENCATC’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 (ReCAPCILAC). 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:

- **2017** Montevideo
  - UNESCO 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
Programmes involving ICH as content
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.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>UNIVERSITY</th>
<th>TYPE</th>
<th>PROGRAMME TITLE</th>
<th>ICH SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>Université de Liège</td>
<td>MA</td>
<td>Histoire de l’art et archéologie</td>
<td>Introduction au patrimoine immatériel</td>
</tr>
<tr>
<td>Belgium</td>
<td>Université de Liège</td>
<td>MA</td>
<td>Communication</td>
<td>Introduction au patrimoine immatériel</td>
</tr>
<tr>
<td>Croatia</td>
<td>University of Zadar</td>
<td>BA</td>
<td>Ethnology and Anthropology</td>
<td>Intangible Cultural Heritage: Klapa Singing</td>
</tr>
<tr>
<td>Croatia</td>
<td>University of Zadar</td>
<td>MA</td>
<td>Ethnology and Anthropology</td>
<td>Intangible Cultural Heritage: Klapa Singing</td>
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<tr>
<td>France</td>
<td>Aix-Marseille Université</td>
<td>BA</td>
<td>Langues, littératures et civilisations étrangères et régionales</td>
<td>Patrimoine immatériel et tourisme du monde lusophone</td>
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<tr>
<td>France</td>
<td>Université d’Angers</td>
<td>BA</td>
<td>Culture, patrimoine et tourisme</td>
<td>Outils de valorisation et d'interprétation du patrimoine: Patrimoine immatériel</td>
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<tr>
<td>France</td>
<td>Université d’Artois</td>
<td>MA</td>
<td>Gestion du patrimoine</td>
<td>Patrimoines architecturales, industriel, naturel, immatériel</td>
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<tr>
<td>France</td>
<td>Université de Bretagne Occidentale</td>
<td>MA</td>
<td>Gestion des patrimoines architecturales, artistiques et culturels</td>
<td>Patrimoines immatériels et technologiques</td>
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<td>France</td>
<td>Université de Perpignan</td>
<td>MA</td>
<td>Gestion des Patrimoines et Territoires Touristiques</td>
<td>Patrimoine immatériel et culture</td>
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<tr>
<td>France</td>
<td>Université de Picardie</td>
<td>MA</td>
<td>Sociologie - Culture et Patrimoine</td>
<td>Valorisation du patrimoine matériel et immatériel par l'image</td>
</tr>
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<td>France</td>
<td>Université de Strasbourg</td>
<td>MA</td>
<td>Muséologie : patrimoines immatériels et collections</td>
<td>Patrimoine immatériel et projet culturel: Du patrimoine immatériel à l'objet, site et conservation: Patrimoine immatériel (organisations internationales et ONIS)</td>
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<tr>
<td>France</td>
<td>Université de Valenciennes et Hainaut-Cambrésis</td>
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<td>Histoire, Archéologie, Patrimoine</td>
<td>Patrimoine immatériel</td>
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<td>Anthropologie du patrimoine immatériel et des mythes</td>
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<td>France</td>
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<td>Valorisation du patrimoine; Patrimoine immatériel</td>
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<tr>
<td>France</td>
<td>Université Paul Valéry</td>
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<td>Ethnologie et métiers du patrimoine</td>
<td>Ethnologie et patrimoine culturel immatériel</td>
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<tr>
<td>France</td>
<td>Université Paul Valéry</td>
<td>MA</td>
<td>Valorisation et médiation des patrimoires</td>
<td>Ethnologie et patrimoine culturel immatériel</td>
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### RESULTS IV

**Subjects solely focused on ICH II**

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

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

- 4 France
- 15 German
- 3 Iceland
- 4 Ireland
- 4 Turkey
- 1 UK

PROGRAMMES WITH ICH IN TITLE (by type)

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

- BA 32%
- MA 58%
- PhD 10%
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, 17th 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?
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
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...
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
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
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.
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.
• **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.
• 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
Session 3: (Inter-)Regional Collaboration amongst Higher Education Institutions for ICH Safeguarding

A co-construccione experience for ICH safeguarding

Prof. Mónica Guariglio
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 Intergovernamental 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.
La Red de Cooperación Académica en Patrimonio Cultural Inmaterial de América Latina y el Caribe (Recapcilac) tiene como motivo propagar el fortalecimiento de capacidades en la salvaguardia del PCI, en atención a la diversidad y complejidad de los actuales contextos sociales.

Seguidamente, la Convención de la UNESCO de 2003 para la Salvaguardia del Patrimonio Cultural Inmaterial, en la Recapcilac consideramos insoslayables la inclusión de contenidos orientados 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 alianzas entre los diferentes actores vinculados a la salvaguardia del PCI con el objetivo de potenciar proyectos conjuntos de cooperación inter y multidisciplinarias en el nivel de educación superior, hacia los participar a las comunidades.

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

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

https://recapcilac.irice-conicet.gov.ar/
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 transdisciplinar perspective.

✓ Works for highlighting ICH in the 2030 Agenda, though 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.
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 role in the development agenda.

✓ Strengthen links between academia and decision-making, as well as within the academic world, in the post-COVID-19 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.
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
Crisis, resilience and cultural heritage management

90% World Heritage sites and museums closed globally

10% Museums never to reopen globally

5% Can offer online content (Africa, SIDS)

30% Tourism businesses exited the market in Thailand

https://en.unesco.org/covid19/cultureresponse/monitoring-world-heritage-site-closures
Sustainable development and heritage: 3 dimensions

- **Sustaining the heritage resources themselves**
  - Heritage resources as a driver for sustainable development within culture sector (crafts, tourism, other opportunities)

- **Heritage as an enabler for broader sustainable development** (economic, social, environmental) across all sectors (public health, education, etc)
Competence Framework for Cultural Heritage Management
### UNESCO Competence Framework for Cultural Heritage Management

#### 4 Personnel Levels
Applies to all levels of personnel
(Lv 4: Executive, Lv 3: Senior manager, Lv 2: Middle manager/Technical specialist, Lv 1: Skilled worker)

### 4 Competency Groups
See page 20

### Core Competencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALR.</td>
<td>Applying laws and regulations</td>
</tr>
<tr>
<td>HER.</td>
<td>Heritage policy, principles, process and ethics</td>
</tr>
<tr>
<td>CRK.</td>
<td>Community, rights and knowledge</td>
</tr>
<tr>
<td>HED.</td>
<td>Heritage education and interpretation</td>
</tr>
<tr>
<td>SUS.</td>
<td>Sustainable development</td>
</tr>
</tbody>
</table>

### Managerial Competencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPM.</td>
<td>Organizational governance, heritage planning and strategic management</td>
</tr>
<tr>
<td>HRM.</td>
<td>Human capital capacity</td>
</tr>
</tbody>
</table>

### Personal Competencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPC.</td>
<td>Foundation personal Competences</td>
</tr>
<tr>
<td>APC.</td>
<td>Advanced personal competences</td>
</tr>
</tbody>
</table>

### Specialized Technical Competencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td></td>
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<tr>
<td>Archaeology</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td>Building trades</td>
<td></td>
</tr>
<tr>
<td>Development planning</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Landscape architecture</td>
<td></td>
</tr>
<tr>
<td>Intangible cultural heritage</td>
<td></td>
</tr>
<tr>
<td>Materials conservation</td>
<td></td>
</tr>
<tr>
<td>Museology</td>
<td></td>
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<tr>
<td>Urban planning</td>
<td></td>
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<tr>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

The personal competencies have been directly adopted from the IUCN/WCPA Global Register for Protected Area Practitioners.

#### Competency Categories
See page 20

### Core, Managerial, Personal Competencies + Selected Specialized Technical Competencies

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.
Competence-based Academic Learning Outcomes for Postgraduate Education

Example- Sustainable Development (SUS) of Core Competences
UNESCO Chair Programme

Networking initiatives for higher education institutions
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
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

1ST 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.
≥ 100 members throughout the Asia-Pacific Region

(as of November 2018)

Current Secretariat: Southeast University, Nanjing, China
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>1. Improving professional training and enhancing management capacity in</td>
<td>• Postgraduate training through on-site field schools and virtual courses.</td>
</tr>
<tr>
<td>fields related to cultural heritage.</td>
<td>• Certifying in-field practitioners through the cultural heritage specialist guide programme and museum management training programme.</td>
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<tr>
<td></td>
<td>• Executive development for decision makers.</td>
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<tr>
<td></td>
<td>• Training-of-trainer programmes</td>
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<td></td>
<td>• Student internship programme</td>
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<tr>
<td>2. Fostering exchange of professional knowledge and resources</td>
<td>• Research conference and publications.</td>
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<td></td>
<td>• Online virtual library for heritage management resources</td>
</tr>
<tr>
<td></td>
<td>• Awards programme for outstanding student work.</td>
</tr>
<tr>
<td>3. Documenting best practices in managing heritage resources</td>
<td>• Exchange programmes for students and professors.</td>
</tr>
<tr>
<td></td>
<td>• Online database of heritage management experts.</td>
</tr>
</tbody>
</table>
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
Thank you

We look forward to further partnerships!