



United Nations
Educational, Scientific and
Cultural Organization



Intangible
Cultural
Heritage

International Assistance

ICH-04-Report – Form

INTERNATIONAL ASSISTANCE FROM THE INTANGIBLE CULTURAL HERITAGE FUND

FINAL NARRATIVE REPORT

Beneficiary State Party: ZAMBIA

Project title:	Strengthening the Capacity for the Safeguarding and management of Intangible Cultural Heritage in Zambia
Time frame:	Starting date: 06/04/2018 Completion date: 31/12/2021
Budget:	<p style="text-align: right;">Total: US\$370,140</p> <p><i>Including:</i></p> <p style="padding-left: 40px;">Intangible Cultural Heritage Fund: US\$334,820</p> <p style="padding-left: 40px;">State Party contributions: US\$36,140</p> <p style="padding-left: 40px;">Other contributions: US\$Nil</p>
Implementing agency:	The University of Zambia, Institute of Economic and Social Research and the Department of History in the School of Humanities and Social Sciences.
Implementing partners:	<p>The Department of History at the University of Zambia that is hosting the ICH degree programme of the ICH courses taken up responsibility for teaching this programme. Some of the lecturers in this Department were among those that developed the programme learning materials.</p> <p>The University of Zambia's Institute of Economic and Social Research (INESOR), through Mr. Munukayumbwa Munyima, a Research Fellow, led the process of developing the syllabus and course materials for the proposed degree programme. INESOR was also responsible for printing and publishing of 500 copies of the manual for the new degree programme and has begun the process to establish an ICH journal.</p> <p>The Department of Literature and Languages at the University of Zambia designated two of its lecturers, namely Mr Gankhanani Moyo and Dr. Cheela Chilala to participate in the development of the programme syllabus and course materials in collaboration with Mr. Munyima.</p> <p>The University of Zambia Dean of the School of Humanities and</p>

	<p>Social Sciences, was responsible for guiding the process of developing the syllabus and course materials in line with the guideline provided by the University of Zambia Senate.</p> <p>The Dean also played an important role of presenting and defending the proposed degree programme at Senate level.</p> <p>The Director of Arts and Culture in the Ministry of Tourism in collaboration with the National Intangible Cultural Heritage Committee were responsible for selecting deserving cultural officers that have been sponsored by this project to pursue the ICH degree programme.</p> <p>The University of Zambia Registrar's office was responsible for advertising the degree programme within and outside Zambia for subsequent in-takes .</p>
<p>Contact person:</p>	<p>Title (Ms/Mr, etc.): Mr</p> <p>Family name: Munyima</p> <p>Given name: Munukayumbwa</p> <p>Institution/position: University of Zambia, Institute of Economic and Social Research/Research Fellow and Coordinator for Socio-cultural Research Programme</p> <p>Address: Plot No. 2631, Munali Road, Chudleigh, P.O. Box 30900, Lusaka, Zambia</p> <p>Telephone number: +260 211 294 131 or +260 966 393 632</p> <p>E-mail address: m.munyima@unza.zm, munyimam@yahoo.co.uk</p>

Background and rationale

Provide a brief description of the situation existing at the time of the request and the need that the assistance aimed to address. For safeguarding of a particular element, provide a description of the element, its viability and why safeguarding measures were required. For preparation of inventories, strengthening of capacities, awareness-raising, visibility or other safeguarding not focussed on a particular element, identify gaps that were to be addressed. For emergency assistance requests, describe the nature and severity of the emergency at the time of the request.

Not fewer than 750 or more than 1000 words

The adoption of the 2003 Convention by UNESCO has inadvertently promoted the field of Intangible Cultural Heritage (ICH) as a key component of cultural heritage programmes under this world organisation. In order to improve her capacity to safeguard and manage ICH. Noting the importance of ICH in national development, Zambia requested for financial assistance from UNESCO to develop and implement a bachelor of arts degree programme in this field.

Since Zambia attained independence in 1964, the country has had a number of initiatives to safeguard ICH. A lot of research and collections of materials on ICH have been done and most of the materials collected are available in the University of Zambia (UNZA) Library. However, it was not until Zambia ratified the UNESCO 2003 Convention in 2006 that the country began to take measures to safeguard ICH in line with the guidelines prescribed under the Convention. Zambia's first achievement towards safeguarding ICH was the inscription of two ritual ceremonies, namely Gule Wamkulu and Makishi on the Representative List of ICH of Humanity in 2008.

From 2010, a number of capacity-building, inventory-making and awareness creation activities were carried out for different stakeholders. Among these were the Flanders funded project in the year 2010 that supported the training of 20 cultural officers and members of community in ICH inventorying in Chipata district in the Eastern Province of Zambia. In 2012 another workshop was organized in Lusaka by the ZNC – UNESCO under the UNESCO Southern African Regional Office programme to strengthen national capacities for implementing the 2003 Convention in which 33 participants comprising cultural officers, cultural heritage conservators, curators, media practitioners and members of cultural associations were trained. Two years later, in 2014, again under the UNESCO Southern African Regional Office's programme focusing on Training of Trainers, another national workshop for this purpose was held in Kabwe District in the Central Province of Zambia. Through this workshop 18 participants from all the 10 provinces of Zambia that included cultural officers and community members from different walks of life were trained in various aspects of Safeguarding ICH and three elements were inventoried.

In 2015, through the UNESCO Participation programme, ZNC – UNESCO organized another workshop in Choma district in the Southern Province of Zambia. At this workshop 26 participants comprising cultural officers, museum curators and selected members of the community from different parts of the country were trained in ICH inventory making. Five ICH elements were inventoried as part of the workshop.

From all these training workshops, participants expressed appreciation of what they were able to learn within such short periods of time. However, it was clear to all participants that something more than the workshops was going to be more beneficial to the country over a long term. It was around this realisation that all workshop participants were unanimous to appeal for the introduction of a degree programme in ICH.

Further, reports emanating from all the workshops submitted to the National ICH Committee (NICHC) raised a concern that the training that had been offered so far had been piecemeal and merely scratch the surface of ICH safeguarding. In addition, a number of individual employees of government institutions and NGOs that participated in these workshops also expressed their desire to pursue training in ICH at a degree level.

The need for a higher qualifications in ICH was also expressed by Mrs. Cecile Duvelle when she served as Chief of UNESCO's Intangible Cultural Heritage Section. Commenting on the

Choreomundus that was introduced at Norwegian University of Technology and Science, Mrs. Duvelle observed that 'the work for the Convention is multifaceted and complex, and therefore requires expertise on, at least, master's degree level'. She further observes that there was a lack of critical mass of specialised experts in the field of intangible cultural heritage worldwide which she believed is a handicap for the smooth and effective implementation of the 2003 Convention.

Following the realization of the demand to upgrade the level of training in ICH safeguarding in line with Articles 11 and 15, read together with Operational Directive 107 of the Convention, the NICHC in consultation with the Zambia National Commission for UNESCO (ZNC – UNESCO) and UNZA agreed to request for international assistance to develop and implement an undergraduate degree programme in the field of ICH.

As all this debate was going on, Zambia had two academicians working for UNZA that were been involved in the implementation of the 2003 Convention. These were Mr. Gankhanani M. Moyo, a lecturer in the Department of Literature and Languages in the school of Humanities and Social Sciences and Mr. Munukayumbwa Munyima, a Research Fellow/Lecturer at the Institute of Economic and Social Research (INESOR). Both of them were certified ICH Trainer of Trainers, members of the NICHC and based in Lusaka, the capital city of Zambia, where the proposed programme was to be implemented.

The initiative by the two academics to introduce a degree programme in ICH was motivated by the experience gained from a similar project in which one of the them had earlier participated to develop a new course titled 'Strategic Communication for Health and Development' which is now part of the University of Zambia curriculum.

Objectives and results attained

Overall, to what extent did the project attain its objectives? Describe the main results attained, focussing in particular on the perspective of the direct beneficiaries and communities. For each expected result identified in the request, explain whether it was fully or partially attained. Also describe any unexpected results, direct or indirect, whether positive or negative.

Not fewer than 100 or more than 500 words

Objective 1: To improve the critical mass for effective and sustainable implementation of the UNESCO 2003 Convention for safeguarding of intangible cultural heritage in Zambia within four years.

Attained results:

- A total of 16 students were enrolled and fully sponsored by UNESCO under this project, after 4 scholarship beneficiaries declined to take up the offer citing personal reasons. Out of the 16 students, only 15 are proceeding to the fourth year of study because we lost one student that died in the 1st quarter of 2021. As per the design of the project, all 15 students that are proceeding to their fourth year of study will be sponsored by the Ministry of Tourism and Arts. This implies that by the end of 4 years, the country will have a critical mass of 15 degree holder in the field of Intangible Cultural Heritage
- Two students were successfully enrolled for the PhD degree programmes and are currently at different stage of research in the area of safeguarding of intangible cultural heritage.

Objective 2: To initiate critical thinking in the area of ICH safeguarding among 20 ICH practitioners in Zambia within three years of introducing the degree programme.

Attained results:

Fifteen undergraduate students have successfully completed theoretical and practical assignments that have enabled them to progress from the first to the final year of study of their

degree programme in the field of ICH.

Objective 3: To provide a niche for critical research in the field of intangible cultural heritage in Zambia within three years.

Attained results:

In the last semester of the third year of study it is a requirement that each student comes up with at least one research project in the area of ICH safeguarding. Under the reporting project, each student has been provided with an allowance for this aspect. They will conclude their ICH research projects this year while in the 4th and final year of study for their degree.

Titles of projects lined up for this component of the degree programme are in Annex 1.

One project titled 'INVENTORYING OF ALTERED NAMES AND RITUALS OF THE SOLI PEOPLE OF LUSAKA PROVINCE' is being developed as a group for the students to request for International Assistance from UNESCO.

Description of project implementation

Provide a description of the activities undertaken and the outputs they generated (e.g. trainings, consultation process, technical assistance, awareness raising, publications, toolkits, etc.) Also describe any problems encountered in project delivery and corrective actions taken. Describe the role of the implementing agency and implementing partners in carrying out activities and generating outputs.

Not fewer than 1000 or more than 1500 words

Activity 1: Project management and coordination

This project was approved to run for a period of 36 months from 6th April 2018 to 31st March 2021, within which period a total of 18 planned activities were to be accomplished. However, due to unforeseen effects of the Corona Virus (COVID 19) pandemic that ravaged the whole world, UNESCO was kind enough to extend the implementation period up to 31st December 2021. This was with the hope that the COVID 19 situation would improve, to allow more activity in the year 2021. The situation only got worse, as the virus mutated to the Delta variant and, later in 2021, to Omicron. However, extension of the project contract period allowed the full implementation of planned activities.

The project implementation structure was as follows:

- a) Overall Project Coordinator/Principal Investigator
- b) Programme Coordinator (contract in Annex 2)
- c) Coordination advisors-
 - i) Advisor-Research;
 - ii) Advisor-Materials Development; and
 - iii) Advisor Programme Implementation.

Activity 2: Training of ICH lecturers

- Two regional ICH experts, namely Dr. Lovemore Mazibuko from Malawi and Dr. Dierdre Marina Prins-Solani from South Africa, assisted by local experts, namely Mr. Gankhanani Moyo and Ms Hilda Sinywibulula conducted the training of 10 UNZA lecturers that were earmarked to teach in the ICH degree programme. The training was for 5 working days (5-11 June 2018) after which participants were presented with certificates of completion.

Output:

- A total of 9 participants out of 10 were trained and awarded certificates of completion (Annex 3). The 10th participant withdrew from the programme citing personal reasons.
- Out of the 9 participants of the training, 6 were appointed to participate in the development of course materials for the ICH degree programme.

Activity 3: Review of existing 2003 Convention literature

The University of Zambia, through the project team members drawn from INESOR as well as Department of Literature and Languages and the Department of History in the School of Humanities and Social Sciences who participated in the 5 days training, carried out a systematic review of the UNESCO capacity-building programme and teaching resources to produce course materials for the ICH degree programme.

Output: A total 22 possible thematic areas of study were identified from the review exercise.

Activity 4: Prepare first draft of syllabus and course outline

A team of 6, previously trained, academic staff collaborated to develop draft course outlines for the ICH degree programme.

Output: A draft ICH degree programme containing 18 course outlines was produced

Activity 5: Present draft syllabus and course materials to stakeholders at a workshop

A three days workshop was held from 26-28 September 2018 to present the draft programme course materials for wider stakeholders' in-put and also to develop consensus on the content. Participants from 14 stakeholder organisations attended the workshop. (Annex 4).

Output: A validated ICH degree programme with 21 possible course titles together with proposed academics year in which they should be offered.

Activity 6: Prepare second draft of syllabus and course materials

With the feedback from the stakeholders' workshop, the project team revised the programme course materials.

Output: Second draft of ICH degree programme course outlines

Activity 7: Present second draft at stakeholders' workshop

A second workshop for 1 day was held on 22nd October 2018 in the Department of Historical and Archaeological Studies to receive feedback from key stakeholders.

Output: A third draft of the ICH degree programme with course outlines ready for consideration by the School of Humanities and Social Sciences Curriculum Development Committee.

Activity 8: Produce final syllabus and course materials

Using the feedback from the School Curriculum Development Committee, the project team produced the final ICH degree syllabus and course outlines.

Output: Final draft of the ICH degree syllabus and course outline

Activity 9: School validation meeting

Validation meeting was held on 27th November 2018.

As time to complete and implement the ICH degree programme in readiness for the University opening in February 2019, validation of the programme course outlines was expressly done by the School of Humanities and Social Sciences Curriculum Development Committee as a number of them attended the Stakeholders' workshop held earlier in September, 2018.

Output: ICH degree programme and course outlines approved by the School Curriculum Development Committee.

Activity 10: Produce a validated ICH degree programme and course outlines

The School validated degree programme together with the course outlines were presented to senate for approval.

Output: A consolidated document containing course outlines for the ICH degree programme in the format prescribed by the University of Zambia Senate.

Activity 11: Senate approval of syllabus and course outlines

The Dean of the School of Humanities and Social Sciences presented ICH degree programme together with the course outlines to the Senate Curriculum and Evaluation Committee for the Schools of Education, Humanities and Law at its meeting held on 17th January 2019, and it was approved. The full Senate ratified the ICH programme at its meeting held on the 4th of April 2019.

Output: Senate approved and ratified ICH degree programme ready for implementation by the University of Zambia (Annex 5).

Activity 12: Produce and publish an ICH management training manual

From the approved and course outlines the UNZA project team worked to produce and publish 500 copies of the ICH programme training manual to be used by lecturers and students.

Output: Five (500) copies of the University of Zambia Manual for the Bachelor of Arts Degree Programme in Intangible Cultural Heritage (BAICH) published and distributed (Annex 6).

Activity 13: Send two ICH lecturers for PhD studies

In order to prepare for the introduction of the postgraduate degree programme in the field of ICH, this project included PhD scholarship for two ICH lecturers for the initial 2 years of study.

Outcome:

- Two University of Zambia academic staff, Namely Mr. Gilbert Kamanga and Mr. Munukayumbwa Munyima have been awarded the PhD partial scholarships. Mr Munyima who was admitted to the PhD programme in June 2017 was awarded the UNESCO support in June 2018. His study programme is on part time for a duration of 6 years. All things falling in place this candidate should complete his programme by June 2023. On the other hand, Mr. Kamanga was awarded the UNESCO scholarship in April 2020, soon after his admission into the PhD programme. He is on a full-time study programme and is therefore expected to complete by March 2023.

- Due to a number of factors, both PhD candidates are studying locally with the University of Zambia on part time basis. Implying that the UNESCO funding has only been used to purchase equipment and for field research, both of which aspects are normally not adequately supported

under the University of Zambia Staff Development programme.

Activity 14: Enrol students for the ICH degree programme

In collaboration with the Department of Arts and Culture and the ZNC-UNESCO under the guidance of the National ICH Committee, 20 suitable candidates to be enrolled in and support for the ICH degree programme were selected. However, four of the 20 withdrew from the programme before, they could even enrol with the University. They cited personal reasons for not continuing with the enrolment.

Output: Sixteen (12 male and 4 female) students successfully enrolled for the programme and have progressed well into First Quarter of the 3rd year of study when one of them died. The remaining 15 students have progressed well and have all made it into the 4th and final year of study the Bachelor of Arts Degree in Intangible Cultural Heritage (BAICH).

Activity 15: Pay tuition and related fees for selected students

Tuition and all related University of Zambia fees for all academic years from 2019 to 2021 for all the 16 students have been paid.

Outcome: Uninterrupted study programme for all beneficiary students for the duration of the UNESCO financial support.

Activity 16: Teach, research, examine and disseminate

The following core team of 6 out of 7 academic members of the project team have been involved in teaching courses in the programme:

- Professor Bizeck J. Phiri
- Dr Cheela Chilala
- Dr Alfred Tembo
- Mr Moffat Moyo
- Ms Gertrude Ngenda
- Mr Munukayumbwa Munyima

At the height of COVID 19, hybrid method of teaching was adopted in line with recommended guidelines (Annex 7)

Output: To facilitate smooth delivery of lectures in BAICH degree programme, the project team has, from the BAICH degree programme manual, compiled 5 volumes of consolidated formative lecture notes in form of slides covering 1st to 4th year of study and all elective courses. This has been done with a view to making them an internal set of publications.

Activity 17: Monitoring and Evaluation

During the three year duration of the project, the Coordinator, presented seven (7) progress reports to ZNC – UNESCO through the National ICH Committee on the following dates:

- 16th January 2019
- 14th March 2019
- 27th December 2019
- 20th August 2020

- 23rd Decemebr 2020
- 17th April 2021
- 6th December 2021

Copies of reports are available (Hard copies are enclosed herewith).

Community involvement

Provide a description of the mechanisms used for fully involving the community(ies) concerned. Describe not only the participation of the communities as beneficiaries of financial support, but also their active participation in the planning and implementation of all activities.

Not fewer than 300 or more than 500 words

The BAICH degree programme is a national project that has many stakeholders that include traditional communities, urban communities as well as the private and public sectors. However, the key stakeholders that have partnered with the INESOR in driving the process are the Department of Culture in the Ministry of Tourism and Arts, the Department of Historical and Archaeological Studies in the School of Humanities and Soical Sciences within the University of Zambia and the Zambia National Commission for UNESCO. All the key stakeholders are members of the National Intangible Cultural Heritage (NICH) Committee that has been providing guidance on the implementation of the project. Since inception of the project, the team has presented seven (7) progress reports to the NICH Committee as reported in the 'Description of project implementation' section above.

Selection of candidates for the Bachelor of Arts in ICH involved a number of stakeholders. Among these were National Museums Board, National Heritage Conservation Commission, Patents and Companies Registration Authority, the National Broadcasting Corporation, selected cultural associations and the Departmet of Culture.

During the first workshop, the project publicity was mis-represented as local media reported that the University of Zambia was introducing a degree in witchcraft (Annex 8). Our Minister of Higher Education however issued a Ministrial Statement to Parliament to correct the misinformation and alay the fears. Other postive media statements followed soon after (Annex 9a and 9b).

The first draft of the course contents for the programme was developed by lecturers and researchers from different units of the University of Zambia.

During the three days workshop, a wider spectrum of stakeholders paricipated the development of the course materials for the degree programme and also contributed in deciding the year (stage) each course should be offered. The workshop was officially opened by the Minister of Tourism and Arts (Annex 10).

A number of elective courses in this programme require a multidiscipline team of lecturers even from outside the University to teach specialised topics. Among these will be those from the Food and Nutrition Commission and the Zambia Environmental Management Authority, National Heritage Conservation Commission and the National Museums Board.

The two PhD candidates have engaged community members even in rural parts of Zambia to participate in this programme as research assistants. Rural communities that have been involved with the PhD studies by Mr. Munukayumbwa Munyima include those under Senior Chief Ndubeni of the Lima ethnic group found around Lake Kashiba area in Mpongwe district on the Copperbelt province.

For Mr. Gilbert Kamanga, the rural community involved is the Tumbuka ethnic group under Chief Mphamba of Lundazi district and Chief Phikamalaza of Chasefu district in the Eastern province.

In order to engender the spirit of involving local community participation in the in the project, the

ICH students sponsored under this project undertook a study field trip to explore the semiotics of various cultural elements among the Tonga ethnic group in a number of districts in the Southern province.

Annex 11 presents photographs of community involvement in the project.

Sustainability and exit/transition strategy

Describe how the benefits of the project will continue after the project has been completed. Where appropriate, describe the steps undertaken to ensure the following:

- *Sustainability of activities, outputs and results, including with reference to how capacity has been built under the project. Also describe any planned follow-up measures to ensure sustainability.*
- *Additional funding secured as a result of this project, if any. Indicate by whom, how much and for what purpose the contributions are granted.*
- *Describe how the ownership (of activities, outputs, results) by stakeholders and the community(ies) in particular has been promoted.*
- *Describe, if relevant, how tools, processes, outputs, etc. have been adopted, adapted, replicated and/or extended for future use (e.g. in other regions, communities, elements, or fields of intangible cultural heritage.).*

Not fewer than 100 or more than 500 words

The Bachelor of Arts in Intangible Cultural Heritage is a programme that has been introduced in the University Zambia degree curricula. As a degree based on ICH, a new and dynamic field of study, career prospects (both in the formal and informal sectors) in this area are going to continue attracting enrolments into the programme.

Further, as one of the first of its kind to be offered at undergraduate level in Africa, prospects of the programme to attract enrolments from outside Zambia are high and this will ensure its sustainability.

In terms of sponsorship of students pursuing this programme, the request for International Assistant was done with the understanding that students that will enrol after the end of the UNESCO project, will be supported by the Government of the republic of Zambia through a competitive bursary system.

While due to having not been advertised as a programme of study in 2019, the ICH degree programme did not admit any first year students in the respective academic year, the 2020-2021 calendar had 4 four admissions. All the four were part of the students that are benefiting from a government bursary system that supports more than 90 percent of programmes of study at the University of Zambia. It is hoped that the ICH programme will record more first year admissions into the 2021-2022 academic year now that it has been incorporated and advertised as one of the University of Zambia degree programmes in the School of Humanities and Social Sciences (Annex 12). This will provide sustainable sponsorship for the ICH degree programme.

The ICH degree programme is going to produce graduates that are going to raise the level of engagement in the field of cultural heritage and thereby raising the profile of cultural heritage professionals in Zambia and beyond.

Research that will be carried out by ICH scholars will also contribute positively to the sustainable development of the country from the cultural, economic and environmental fronts. This contribution will guarantee a future for ICH as a field of study.

This project will also contribute to the development of career opportunity in the informal sector through the cultural and creative industries. Resulting from the knowledge acquired from the BAICH degree programme so far, one of the project scholarship beneficiaries by the name of Elvis Inambao Nakwebwa, has established an NGO that promotes traditional story telling, oral expressions as well as the making and selling of traditional crafts.

Most importantly, students that will perform exceptionally well from the first cohort, stand a chance to be retained as lecturers and researchers in the University of Zambia and thereby guaranteeing continuity of the programme.

Lessons learnt

Describe what are the key lessons learnt regarding the following:

- Attainment of expected results
- Ownership of key stakeholders and community involvement
- Delivery of project outputs
- Project management and implementation
- Sustainability of the project after the financial assistance

Not fewer than 300 or more than 750 words

1) Attainment of expected results

a) To get University of Zambia (UNZA) Committees to consider the programme course outlines entirely depended on their meeting schedules and could therefore not be done at any other time.

- Lesson learnt: Allow sufficient time between the time course outlines are prepared and the date on which the programme can be implementation. This would, however, have reduced the number of academic years that our students were going to be supported by the UNESCO funding that could not go beyond the 3 years contract period.

2) Ownership of key stakeholders and community involvement

a) While the project received negative publicity in the initial stages, key stakeholders that attended the workshop felt the programme was very important.

- Lesson learnt: Bad publicity needs to be managed swiftly in order to protect the good intentions of a project and the reputation of the institutions involved.

3) Delivery of project outputs

a) Coordination of team members in different departments of the University of Zambia to produce and publish the ICH programme manual after contract of coordinator expired proved to be difficult.

- Lesson learnt: Project specific conditions of service do not work when it comes to employing staff on fixed term contracts of more than 3 months. It was therefore important to involve the human resources section when planning to recruit staff on such conditions

4) Project management and implementation

a) The project budget that was prepared in 2015 was found to be inadequate for tuition and user fees when the funds were released in 2018. This was because the fees had been revised upwards and thereby creating a shortfall in this area.

- Lesson learnt: For international funding, it is better to adopt a futuristic approach to budgeting so as to cushion against the possibility of price changes by the time the funds are received.

b) In contrast to the above, the second tranche of funding that was released in 2020 amounting to US\$133,928.00 found the exchange rate of the Kwacha had more than doubled. This implied that the project now had more money in Kwacha than budgeted for in the area of fees and the related allowances. Despite the huge increase in amount of kwacha the University tuition and other user fees had remained unchanged since they were increased just before the first tranche of project funding was released.

- Lesson learned: When funding is in foreign currency, fluctuations in the exchange rate can result in a deficit or surplus. Therefore, it would be helpful if the project contract provides guidance on what should be done when there is a surplus.

c) The untimely transfer of the INESOR Finance Officer who was given extra responsibility to manage the project funds slowed down the process of getting financial records updated as the

new officer had to take sometime to settle down.

- Lesson learnt: For consistence and timely execution of duties, it is recommendable to employ a full-time finance officer for the whole duration of an International Assistance greater than US\$100,000.

d) Stringent measure in purchasing resulted in slow process that could not raise payment within the time specified on invoices. Consequently, in a number of incidences, by the time payment for requirements was ready, the price would have been adjusted upwards and hence requiring adjustments to be made and the procurement process to be restarted.

- Lesson learnt: While the centralised procurement system is good for accountability, it can be costly in term of turn around period and money as local prices tend to be affected by fluctuations in foreign exchange rates. Recruitment of a project specific procurement assistant would help to resolve this problem.

e) The failure to take into consideration the UNZA conditions of employment and service on fixed term contract result in an insufficient employment period for the programme coordinator. As a result, this created a big work-load for the Principal Investigator who had to handle administration, research and materials development activities for the programme and hence slowing down the pace of project implementation.

- Lesson learnt: To always consult the office responsible for human resources in matters relating to recruitment of project staff for more than 3 months.

5) Sustainability of the project after the assistance

To guarantee the taking over of responsibility to sponsor students undertaking this programme, after the UNESCO funding, the BAICH programme will be advertised for enrolment as part of those programmes to be supported by a government bursary.

Annexes

List the annexes and documentation included in the report:

- *publications, evaluation reports and other outputs, when applicable*
- *progress reports prepared during the contract period*
- *list of major equipment provided under the project and status after termination of contract period*
- *other (please specify)*

Annex 1: Proposed individual projects for 4th year ICH students

Annex 2: Fixed term employment contract for ICH degree programme coordinator

Annex 3a: Certificates presented to participants and facilitators at ICH orientation workshop

Annex 3b: Report of the ICH orientation workshop

Annex 4a: List of participants of ICH stakeholder's' workshop

Annex 4b: Photos from the ICH stakeholders' workshop

Annex 5: Contents of Senate approved ICH degree programme course outlines

Annex 6: Images of the published ICH degree programme manual

Annex 7: Photos of hybrid (physical and virtual) ICH lectures at the height of COVID 19

Annex 8: Negative media coverage of the ICH degree programme

- <https://www.lusakatimes.com/2018/06/12/unza-starts-offering-courses-in-witchcraft/>

- <https://mwebantu.news/unza-introduces-bachelors-degree-in-witchcraft/>

Annex 9a: Ministerial statements supporting the ICH degree programme

- <https://www.lusakatimes.com/2018/06/23/intangible-cultural-heritage-degree-programme->

will-not-include-any-witchcraft-courses-luo/

- Q FM- ICH degree will not include witchcraft-
<https://www.qfmzambia.com/2018/06/21/unza-heritage-degree-will-not-encompass-witchcraft-luo/>

- State ready to train Scribes in ICH- <https://www.pressreader.com/>

- <https://www.themastonline.com/2018/06/14/intangible-heritage-isnt-about-witchcraft-says-unza-lecturer/>

Annex 9b: Other media statements supporting the ICH degree programme

Annex 10: Media coverage of the official opening of ICH stakeholders' workshop by Minister of Tourism and Arts.

Annex 11: A compendium of pictures of community participation in the ICH degree project

Annex 12: Bachelor of Arts in Intangible Cultural Heritage (UNZA programmes advertisement weblink https://www.unza.zm/sites/default/files/article_files/2021-12/ADMISSION%20ADVERT%202021%20UNDERGRADUATE%20REGULAR%20PROGRAMMES_1.pdf).

Annex 13: List of major equipment provided under the project.

Name and signature of the person having completed the report

Name: Munukayumbwa Munyima

Title: Mr

Date: 18th January 2022

Signature: