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ichcap

International Information and Networking Centre
for Intangible Cultural Heritage in the Asia-Pacific Region
under the auspices of UNESCO



Surveying

Tertiary Education Institutions for Intangible Cultural Heritage Network in the Asia-Pacific Region

December 2017

WHY undertake this survey?

Universities are essential vectors to build a skilled workforce to implement and support intangible cultural heritage (ICH) safeguarding activities in a sustainable and locally-appropriate manner. Whilst there has been an increase in post-graduate heritage education in the Asia-Pacific Region in the past decade, few programmes focus on ICH. This survey generates an understanding of current activities and needs of tertiary education actors in the Asia-Pacific Region. It also explores the feasibility of establishing a network of universities to deepen reflection on ICH in the academic world.

What is ICH?

“Intangible cultural heritage” means the practices, representations, expressions, knowledge and skills – as well as their associated instruments, objects, artefacts and cultural spaces – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (referred to as the 2003 Convention)

survey methodology	Online survey followed by interviews
scope	Asia and the Pacific
survey period	July-October 2017

37

responses
from

18

countries

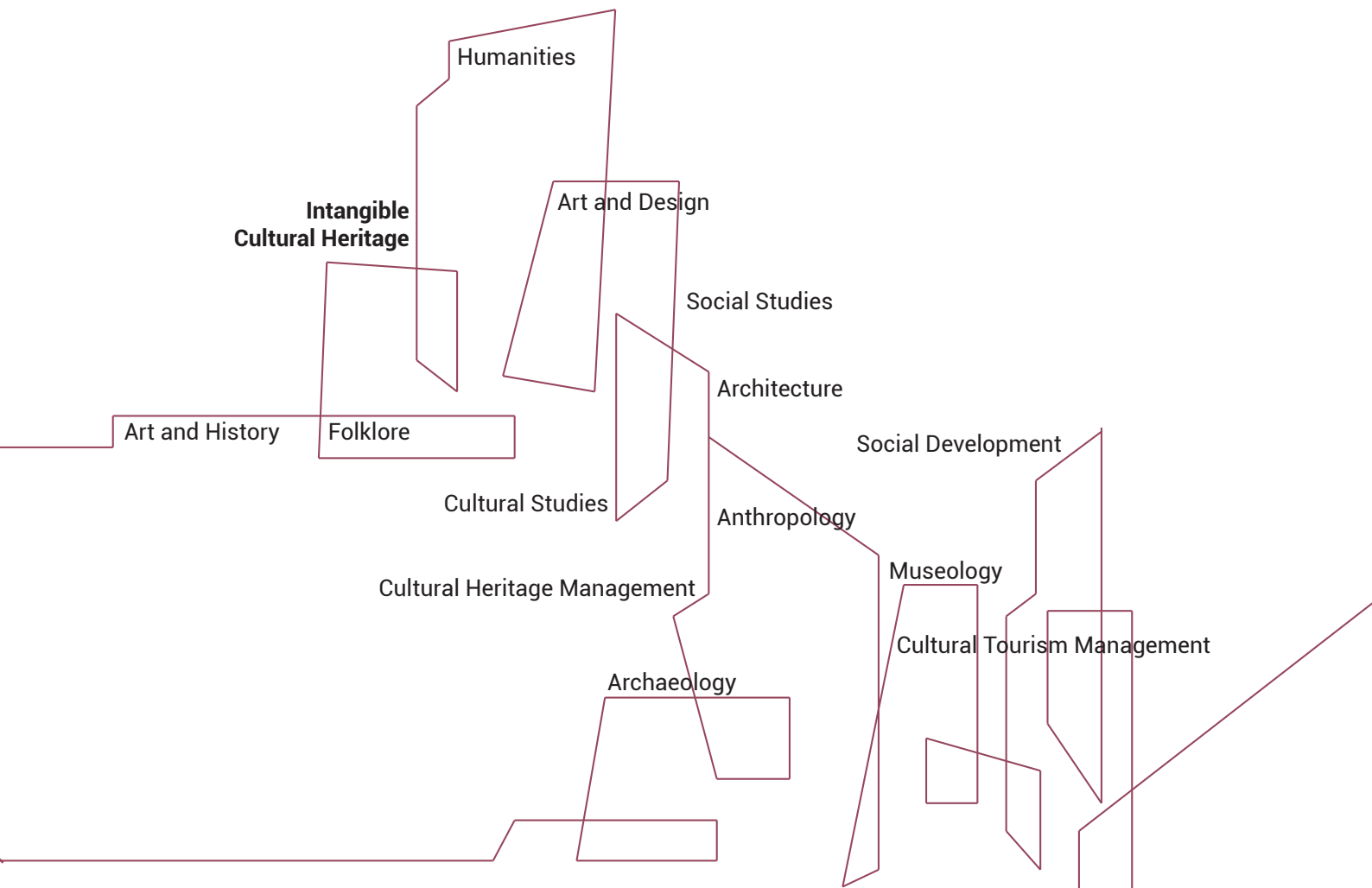
ICH + other disciplines

Teaching and learning ICH are relevant to many academic disciplines.

Many faculties and departments which traditionally focus on tangible heritage studies and management, for example architecture, archaeology and museology, increasingly integrate ICH-related courses and programmes as a significant component of their studies. These cross-disciplinary programmes explore the interlinked dimensions of tangible and intangible elements highlighted in the 2003 Convention, participatory and value-based approaches in heritage interpretation and management, and cultural heritage conservation linked to local ways of life and belief systems. This confirms the intricate relationship between tangible and intangible heritage, and the importance of an integrated approach to fully capture their respective values and meaning.



Stilt Fishing in Kogolla region, Sri Lanka. © Dan Lundberg



A Degrees or post-graduate programmes that *solely* focus on ICH

... and include the term “intangible cultural heritage” in their titles. The curricula also reflect, but are not limited to, the key principles and concepts of intangible heritage as outlined in the 2003 Convention.

- 1 China Academy of Fine Arts (People's Republic of China), Faculty of Humanities, Department of Art and History
- 2 East China Normal University (People's Republic of China), School of Social Development, Institute of Folklore
- 3 Chonbuk National University (Republic of Korea), Department of Intangible Heritage Information
- 4 Korea National University of Cultural Heritage (Republic of Korea), College of Cultural Heritage, Department of Intangible Cultural Heritage Studies

- 5 Andalas University (Indonesia), Faculty of Social and Political Sciences, Department of Anthropology
- 6 Tezpur University, Assam (India), Department of Cultural Studies
- 7 Utkal University of Culture (India), Faculty of Cultural Studies, Department of Cultural Studies
- 8 Mongolian State University Arts and Culture (Mongolia), School of Culture, Department of Cultural Studies
- 9 University of Mandalay (Myanmar), Department of Anthropology,
- 10 University of the Philippines (Philippines), Department of Anthropology
- 11 Chonbuk National University (Republic of Korea), Department of Archaeology and Anthropology
- 12 Silpakorn University (Thailand), Faculty of Archaeology
- 13 Thammasat University (Thailand), College of Innovation
- 14 Vietnam University Hanoi College of Social Sciences and Humanities (Vietnam), Department of Anthropology
- 15 Vietnam National Institute of Culture and Arts Studies (Vietnam), Center for Cultural Heritage Data
- 16 University of Social Sciences and Humanities (Vietnam National University in Ho Chi Minh City), Faculty of Anthropology

B Degrees or post-graduate programmes that are *highly* related to the fields of ICH

... for instance, anthropology, cultural studies, intangible cultural heritage management, ethnography, folklore, social studies, etc. The syllabus or curriculum must reveal that the majority of the courses offered are more concentrated on these fields and less on tangible cultural heritage.

C Degrees or post-graduate programmes that incorporate contents related to ICH at a *medium* level

Courses or contents related to ICH take up approximately half of the total curriculum, with the rest in tangible heritage or other fields: e.g. archaeology programmes that emphasize the need to understand intangible aspects which give meaning and history to monuments and sites.

- 17 Australian National University (Australia), School of Archaeology and Anthropology, College of Arts and Social Sciences, Centre for Heritage and Museum Studies
- 18 The University of Hong Kong, School of Professional and Continuing Education (Hong Kong Special Administrative Region of the the People's Republic of China), Architectural Studies Subject Group
- 19 Utkal University of Culture (India), Faculty of Architecture and Archaeology
- 20 Shandong University of Arts (People's Republic of China), College of Arts Management, Department of Cultural Heritage
- 21 National Academy of Arts, Culture and Heritage (Malaysia), Faculty of Theatre
- 22 Tribhuvan University (Nepal), Central Department of Nepalese History, Culture and Archaeology
- 23 University of Auckland (New Zealand), Faculty of Arts, Department of Maori Studies
- 24 Ateneo de Manila University (Philippines), School of Social Sciences, Department of Sociology and Anthropology
- 25 Silpakorn University (Thailand), Faculty of Archaeology
- 26 Ho Chi Minh City University of Culture (Vietnam), Faculty of Cultural Heritage

- 27 Australian National University (Australia), School of Archaeology and Anthropology, College of Arts and Social Sciences, Centre for Heritage and Museum Studies
- 28 Travel and Research Institute (Nepal)
- 29 Lumbini Buddhist University (Nepal), Faculty of Buddhist Studies
- 30 Ateneo de Manila University (Philippines), Filipino Department
- 31 Korea National University of Cultural Heritage (Republic of Korea), College of Cultural Heritage and Graduate School of Cultural Heritage Convergence, Department of Cultural Properties Management
- 32 Chulalongkorn University (Thailand), Graduate School (Interdisciplinary and International Programme)

D Degrees or post-graduate programmes that interject ICH concepts in studies relatively *minimally* compared to the whole curricula

Topics related to ICH in these degrees or post-graduate programmes are *relatively minor*, accounting for less than half of the whole curriculum. Studies place more emphasis on tangible cultural heritage: *inter alia*, built heritage conservation, architecture, museology and archaeology or other broad cultural heritage studies and management.

E Courses or subjects that highlight the concepts and principles of ICH and are offered as part of a degree or post-graduate programmes

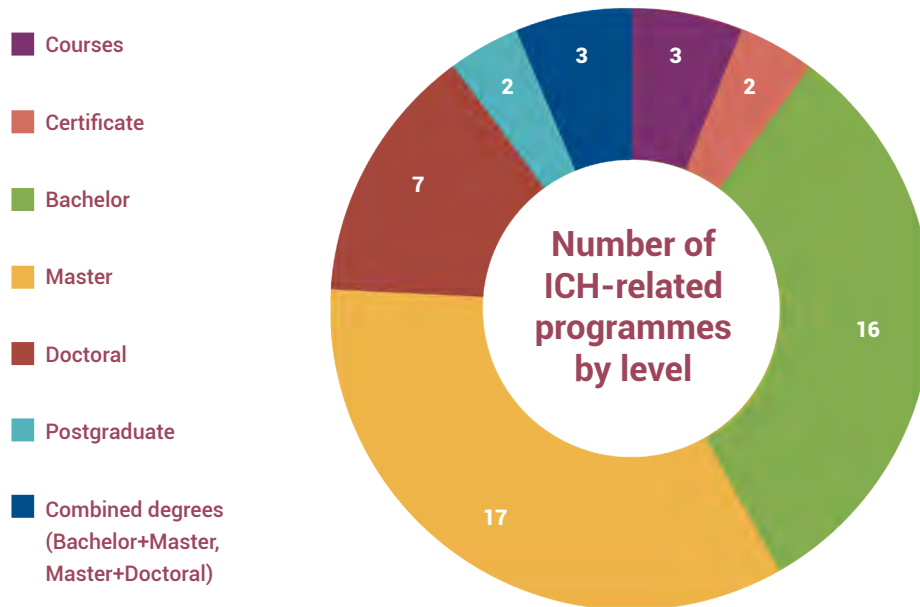
These include courses instead of, or in addition to, the degrees and post-graduate programmes offered at their institution.

- 33 University of the Philippines Visayas (Philippines), College of Arts and Sciences, Division of Humanities Art
- 34 Tianjin University of Technology (People's Republic of China), School of Art and Design
- 35 Huaihua University (People's Republic of China), Center for Hunan Cultural Heritage

Overview of current university programmes involving ICH

ICH-related degrees or post-graduate programmes are offered at all levels with Master and Bachelor degrees constituting the largest proportion (33% and 29%) identified through this survey.

Half the identified programmes (24 programmes, 54%) use English as the language of instruction, either as the main language or bilingually with a local language - Filipino, Nepali, Odiya (used in India), Vietnamese and Korean, thereby opening opportunities for future exchange programmes.



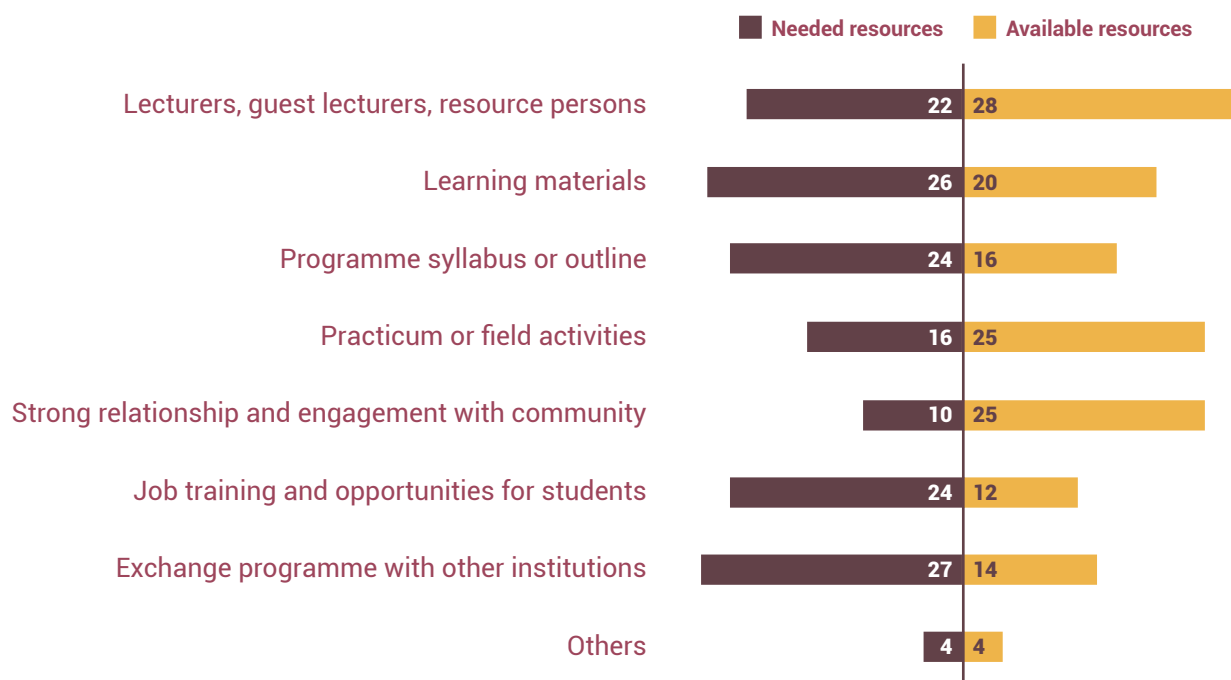
Future ICH-related academic opportunities

- 20 educational institutions are in the process of developing or conceptualizing an ICH-related degree or postgraduate programme
- 12 educational institutions are interested to develop an ICH-related degree or post-graduate programme

Food for thought

Most programmes do not directly refer to the term “intangible cultural heritage” in their studies. They place more emphasis on cultural resources and studies, *inter alia* local history and ICH element identification and documentation. Network activities can be designed to reflect on and clarify the concepts of safeguarding ICH, especially the key principles of community-based safeguarding and the need to promote the transmission of ICH elements.

Developing ICH-related degrees and post-graduate programmes: **resources and needs**



Most universities and institutes are readily equipped with lecturers, guest lecturers and resource persons. They have strong relationships and engagement with communities, and often organize field activities. Many also have learning materials and programme syllabi as pedagogical assets. Some have strong connections with associated parties to offer job training and opportunities to their students as well as exchange programmes with other institutions. Several universities have strong links to publication outlets, including journals, and have developed collaborative degree programmes with other institutions.

Despite these available resources, many respondents feel the need for additional input to establish or strengthen ICH programmes. This includes exchange programmes with other institutions, assistance with the development of curriculum outlines and learning materials, job trainings and opportunities as well as lecturers and resource persons.

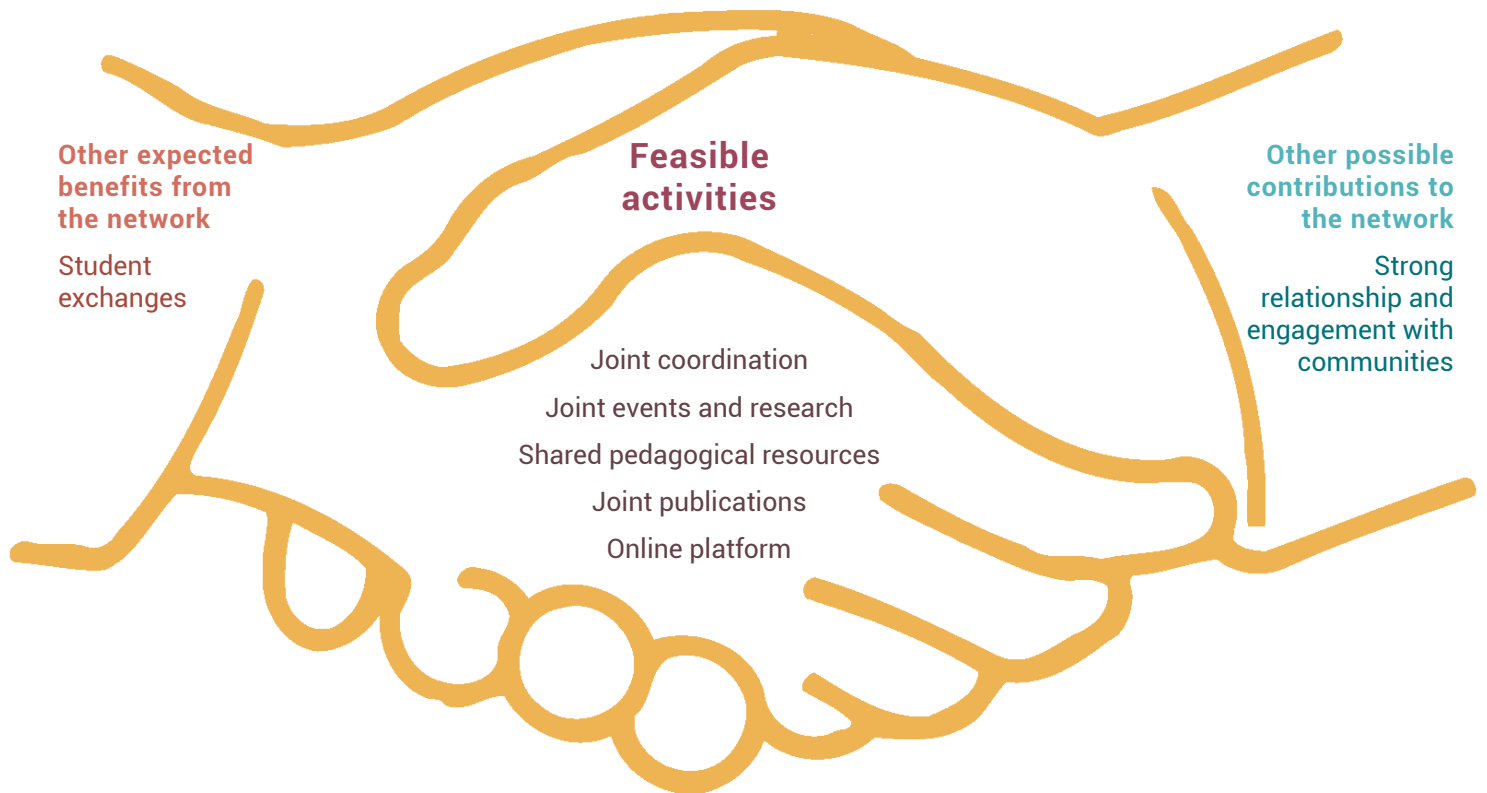
Most respondents already have a good relationship with communities but this aspect could be enhanced. Surveyed institutions also identified a need for financial support, training exposures for lecturing staff and engagement with regional organizations.

These findings highlight possible areas to build on regional synergies, such as exchange of resources, technical expertise and experience among educational institutions. For instance, lecturers and resource persons from one university could be invited as guest lecturers by other institutions. Universities which need to reinforce their community-based approach could benefit from other institutions' connections with communities and stronger field research programmes.

The strong need to develop materials also opens opportunities for co-development of pedagogical tools. UNESCO's capacity-building training materials, which synthesize knowledge and practical recommendations on ICH cases around the world could be expanded, as only a third of respondents are currently using them.

Envisioning a network of universities on ICH

Most responding institutions (30) are already members of a cultural network or association. However, the nature and purposes of the existing associations are different from the envisioned regional network among educational institutions in Asia and the Pacific for ICH. All respondents feel that the proposed network would fill a gap and are in favor of network development. The majority suggested organizing activities on a yearly basis.



Comparing expected benefits and expected contributions uncovers activities that may be more feasible. Top priorities are:

- Establishing working teams to coordinate and run the network
- Co-organizing network events and activities, as well as research
- Sharing pedagogical and technical resources
- Developing and publishing joint materials

Student exchanges and educator training programmes are also rated as highly beneficial but would require more resources and negotiations between partner institutions. They may be explored at a later stage.



Learning Abacus, China.
© CAMAA Chinese Abacus and Mental Arithmetic Association

An online platform is a cost-efficient mechanism to maintain dynamic and ongoing exchanges between network members. Most respondents rated such a tool as very useful (73%) and useful (27%).

Respondents also indicated that they would use such a platform on a regular basis: several times per week (46%); several times per month (33%), or monthly (12%). While these figures are only estimates, they demonstrate the perceived need for additional information and peer support.

An online platform: a corner stone of the future network

The screenshot displays the website for the Asia-Pacific University Network on Intangible Cultural Heritage. The header is yellow and contains the organization's logo (a graduation cap with a scroll) and the name 'Asia-Pacific University Network on Intangible Cultural Heritage'. A search bar is located in the top right corner. The main content area features a large banner with a vibrant, traditional pattern and a graduation cap icon, with the text 'Asia-Pacific University Network on Intangible Cultural Heritage' overlaid. Below the banner, there are social media links for Facebook, Twitter, Weibo, and Google+, and a 'Member Login' button. A right-hand sidebar titled 'Contents' lists various resources: 'About the Network', 'Profiles of member institutions', 'Training materials on ICH', 'Technical resources, research papers and good practices', 'Bulletin board: calendar of network's activities and events', 'Chat room & group email', 'Webinar: online conference', and 'Online courses'. The footer is yellow and contains navigation links for 'Places', 'Event calendar', 'Job opportunities', 'Multimedia', and 'Contact', along with social media icons for Facebook, Twitter, YouTube, and LinkedIn.

Food for thought

- Assign an administrator to monitor and manage the online platform
- Design a user-friendly communication tool which will not generate or send unintended contents (e.g. avoid spam, multiple notifications, too frequent communication)
- Explore the possibility of offering access to selected sections of the platform for public interested in ICH

Towards a network of universities on ICH in Asia-Pacific: **Recommendations**

Developing the network

- Identify potential network members and key stakeholders
- Organize a regional meeting to gather inputs and specific recommendations from potential members for the development and implementation of the network
- Involve UNESCO trained facilitators in the shaping and running of the network



Coaxing ritual for camels, Mongolia.
© Yu Boldbaatar

Sustaining the network

- Define and allocate duties and responsibilities among interested members to run the network
- Set up a rotation system to share the workload and build ownership among network members
- Maximize the opportunities to work with network members demonstrating a diversity of implementation styles and cultural contexts
- Establish short-term, medium-term and long-term action plans with key member institutions to ensure the relevance and ownership of the network

Short-term activities

- Conceptualization and launch of the network
- Set-up and launch of the online platform

Network's objective

To facilitate exchanges and collaboration among tertiary education institutions, in the context of the 2003 Convention:

- To develop and strengthen their ICH-related programmes
- To integrate ICH content in relevant programmes

Medium-term activities

- Annual thematic conference and network meeting
- Joint activities organized by members
- Expansion of the network

The network will be supported by ongoing initiatives.

UNESCO capacity-building programme

UNESCO's ongoing capacity-building programme allows for a deeper understanding of the principles of the 2003 Convention and the various approaches to safeguarding ICH. It taps into:

- Over 50 educational units enriched with case studies from all over the world
- 11 trained facilitators in Asia and the Pacific
- Technical expertise from UNESCO Field Offices and the Secretariat of the 2003 Convention

ich.unesco.org/en/capacity-building

The art of building yurts, Kazakhstan.
© CACSARC



ICHCAP information & networking project

Since 2011, ICHCAP's main role is to strengthen 'Information and Networking' in the framework of the UNESCO 2003 Convention among the 48 Member States of the Asia-Pacific region. In addition to regular network meetings and events, ICHCAP has compiled valuable resources related to ICH in its e-knowledge center. This includes information on safeguarding systems, policies and stakeholders as well as on selected ICH elements. The quarterly publication *ICH Courier* also provides insight on ICH work in the region.

www.ichcap.org/eng/ek/index.php



Kalbelia folk songs and dances of Rajasthan
© West Zone Cultural Centre, Udaipur, Rajasthan

**Institutions interested in the network are welcome to contact
UNESCO Bangkok or ICHCAP for more information.**



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