



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(s) Party(ies): Uganda

Project title:	'Promoting intangible cultural heritage education in institutions of higher learning in Uganda'
Time frame:	Starting date: 26/06/2017      Completion date: 31/12/2020
Budget:	Total: US\$106088 <i>Including:</i> Intangible Cultural Heritage Fund: US\$97582 State Party contribution: US\$4471 Other contributions: US\$4036
Implementing agency (contracting partner or UNESCO Field Office):	The Cross-Cultural Foundation of Uganda
Contact person:	Title (Ms/Mr, etc.): Ms Family name: Drani (until 31/12/2020) Babweteera (from 01/01/2021) Given name: Emily (until 31/12/2020) Barbra (from 01/01/2021) Institution/position: Executive Director Address: P.O.Box 25517, Kampala Telephone number: +256393294675 E-mail address: ccfu@crossculturalfoundation.or.ug
Partner agency (in the case of a service from UNESCO project):	
Implementing partners:	Uganda Martyrs University, Kyambogo University, Islamic University in Uganda, Kabale University

## Background

*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*

Uganda is a country rich in intangible cultural heritage which forms the basis for the multiple cultural identities of its peoples. The Constitution of Uganda recognises the existence of 65 ethnic groups, each with their distinct cultural traditions (forest people, pastoralists, fishing communities, agricultural communities, kingdoms and chiefdoms). The Constitution also recognises the existence of diverse forms of expression, including more than 45 languages.

In the pre-colonial era, it was the responsibility of cultural resource persons and institutions to safeguard and transmit knowledge and skills to ensure the protection and sustained use of this rich and diverse cultural heritage. With colonialism, the creation of new spaces for learning and formal education, new knowledge, belief systems and values were however introduced which undermined the importance and recognition of this cultural heritage.

Since then many Ugandans, and especially the youth who form a larger part of the national population (76% are below 30 years), have not had an opportunity to reflect, experience and promote the positive aspects of their cultural heritage, but have found themselves in a context that is passive, even intolerant and dismissive, of their heritage and its relevance to their development. The youth spend much of their time in formal education institutions, where there is a limited appreciation for cultural heritage education. This is especially the case in institutions of higher learning, where there are only isolated initiatives to establish course units in African Studies or Heritage Studies that are at best incorporated as part of major courses ("programmes") on sociology or rural development. As a result, the youth who are the country's future policy makers, technocrats and politicians, leave these institutions without an appreciation of intangible cultural heritage for its intrinsic value, source of social cohesion in a cultural diverse country, or its value as a source of employment, cultural tourism and other development prescriptions.

With limited heritage education in academic institutions, Uganda lacks professional expertise that could spearhead the safeguarding and promotion of the country's intangible cultural heritage resources. Even within Uganda's many cultural institutions, which would ideally be responsible for preserving and protecting their respective cultural heritage, there is a knowledge gap and limited resources to undertake this important responsibility. This lack of competent personnel is reflected in a weak sense of responsibility towards identifying and protecting cultural heritage which is specific to the different ethnic groups as well as that which is shared national heritage.

This capacity gap in terms of skilled personnel has also led to a situation where the safeguarding and promotion of intangible cultural heritage has been given very low priority in policy making and implementation as evidenced by the minimal allocation of public funds to this work at currently less than 0.1% of the national budget. The National Culture policy defines and underscores the importance of intangible cultural heritage and indicates commitment to safeguarding ICH, while the National Strategy on Inventorying Intangible Cultural Heritage provides guidance on how elements may be inventoried and documented. These documents however yet have to be publicised, implemented and translated into important components of university and tertiary education curricula.

In turn, this lack of prioritisation has led to the low profile and visibility accorded to the safeguarding and promotion of Uganda's diverse intangible cultural heritage in spite of the ratification of relevant international legal instruments. This is evidenced by a general lack of awareness of the importance of cultural heritage amongst the general public, the limited media coverage of cultural heritage matters, and the embryonic status of cultural tourism (as opposed to wildlife tourism). There is therefore a general lack of familiarity with the 2003

UNESCO Convention on the Safeguarding of the Intangible Cultural Heritage, despite the inscription of 5 elements on the Urgent Safeguarding List, 1 on the Representative List, and the inventorying of ICH in 4 communities in the country.

Linkages between inscribed and/or inventoried ICH elements and universities in the localities where these are found are also generally absent. While some universities have developed community outreach programmes, this is not much in evidence in the field of culture and in particular, intangible cultural heritage. Another missing link concerns the connection between Intangible Cultural Heritage and sustainable development at both local and national levels, such as the relevance of indigenous knowledge to natural resource management, the role of culture and cultural institutions in fostering solidarity and other important national values, and intangible cultural heritage as a source of business opportunities and cooperation, especially for the youth. This disconnection is in addition to, and reinforces, the above mentioned near absence of cultural heritage training in the education sector.

### **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*

Overall, the project attained its objectives to a great extent, although there have been delays in implementation, in part caused by bureaucratic obstacles within partner universities, in part by the effects of the COVID 19 pandemic which necessitated an extension of the project till the end of 2020 (as opposed to mid-2020)

Objective (a) A raised awareness of the relevance and importance of intangible cultural heritage (including inscribed or inventoried ICH elements) within the concerned departments of 4 selected universities. This has been achieved through regular meetings of the project committee (on which staff of the 4 participating universities are represented); through public lectures in all 4 partner universities; and by preparing and publishing a study on universities with courses relevant to ICH in Uganda and in the region.

Objective (b) The existence of a course (or "programme") outline / module on intangible cultural heritage for use by universities and other institutions of higher learning in Uganda. This has been developed, as a stand-alone undergraduate course. The course was subjected to international peer review and the accreditation process has been completed in 2 of the 4 universities. The internal approval processes are on-going in the other 2 universities. A well-attended symposium for other institutions of higher learning in Uganda contributed to the realisation of this objective.

Objective (c) A core group of 20 academic staff from 4 universities trained to deliver the course outline / module on intangible cultural heritage. This was achieved by holding a one-week training activity for concerned university staff; and the development of a comprehensive resource book on "ICH and sustainable Development in Uganda"

Objective (d) Periodic reporting and financial accountability. Periodic reports covering all major activities have been prepared and distributed to relevant stakeholders. Financial records have been kept and shared as required.

## 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 of the partner agency (in the case of a service from UNESCO project) and the role of other implementing partners in carrying out activities and generating outputs.*

*Not fewer than 1000 or more than 1500 words*

The following activities have been undertaken in the course of this project:

Objective a:

i) Preparatory visits were held by CCFU to constitute a Steering Committee with representatives of key stakeholders (the Uganda National Commission for UNESCO (UNATCOM), the Ministry of Education, the Department of Culture, participating universities, and the National Council for Higher Education). The selection of universities demanded travel to the 4 corners of the country. The selection criteria included: a demonstrated desire to take part in the project; some involvement in heritage studies (such as through a course unit in another discipline, or community outreach work, a fair representation of universities in Uganda - in terms of philosophical grounding, public or private institutions and location). Delays in selection were experienced, mostly due to cumbersome decision-making mechanisms within the concerned universities. This in turn led to a delayed start of other project activities.

ii) Organise and hold bi-annual meetings of the Steering Committee to ensure collective and participatory management and monitoring of the project. The Committee met 6 times in the course of the project (excluding participation in a final evaluation workshop and in sub-committee meetings). This provided leadership and guidance; minutes of the meetings are available. To enhance collective ownership of the project, the steering committee meetings took place within the different stakeholder institutions on a rotational basis. An additional meeting was held at the beginning of the project to ensure familiarity with the project, its objectives, core matter and implementation mechanism among all those concerned.

iii) Carry out a study on universities with courses or elements of courses that incorporate cultural heritage both in Uganda and in relevant neighbouring countries. This study was undertaken by CCFU and published. Altogether 9 Ugandan universities and universities in neighbouring countries were consulted, either through a physical visit (for Ugandan universities), or through telephone calls and/or email communication. The study, titled "Cultural Heritage Education in Ugandan Universities - an overview with a focus on intangible cultural heritage" is annexed and available on line at [www.crossculturalfoundation.or.ug](http://www.crossculturalfoundation.or.ug)

iv) Organise an annual public lecture in each of the four participating universities on 'Intangible Cultural Heritage and Development' involving CCFU, UNATCOM and external resource persons. Altogether 12 lectures took place. At the request of the Steering Committee, CCFU participated in the first round of lectures to give the audience an overview of ICH, the linkages with Sustainable Development, and of the project itself. CCFU played less of a role in this activity thereafter. The lectures brought together 100-120 persons (academic staff, students, representatives from the wider communities). They provided opportunities to introduce the proposed course, to discuss the relevance of ICH in the current development context and to discuss current perceptions - negative and positive - of cultural heritage. One focused on the link between local languages and heritage safeguarding. The lectures also provided an opportunity for the respective University administrations to understand the proposed course and to pledge their support.

Objective (b):

i) Several consultative and drafting meetings with selected administrative and academic staff from the four partner universities and other resource persons were held to develop a course outline. A draft course was completed and subjected to international peer review.

CCFU played the role of convener for these meetings, but the leadership was taken up by members of the drafting group who selected their own chair and secretary. Several challenges were encountered. First the scope of the task had to be agreed upon by the 4 universities, with their different degree structure and philosophy. After considerable debate (mainly within the Steering Committee), it was agreed that (a) the group would develop a fully-fledged 3-year undergraduate degree course or "programme". A decision had also to be taken as to the scope of the programme itself. The Steering group decided that, in view of the lack of heritage courses generally in Uganda, and in view of the need to market such a course within the prospective student body, it was important to have a sufficiently wide scope, without neglecting the intangible heritage dimension. In consequence, the course was named "Bachelor of Cultural Heritage Studies". Given the strict and detailed format provided by the National Council for Higher Education to accredit university courses in the country, a detailed outline, course unit by course unit, had to be developed. This proved a time-consuming task that took longer than originally expected, leading to the development of a 90-page document, which was eventually edited by CCFU. Each university then had to adapt the common course to its individual requirements (e.g. an interest in Islamic heritage for the Islamic University in Uganda, or a desire, in the case of Kabale University, to have elements of the course taught right across the institution). Two of the universities presented their courses for accreditation by the National Council for Higher Education, these were approved and delivery will start in the 2021 academic year. The remaining two will present to the Council in the coming months.

ii) At least four meetings have been held within individual universities to foster the adoption of the course outline. These meetings were meant to popularise the course within the various departments, share the draft course content and to comply with the internal university procedures required to adopt new courses. This process was completed in 3 of the 4 participating universities and will be completed in the coming months for the fourth.

iii) A national symposium, titled "Heritage studies in Ugandan Universities - What progress? What relevance?" was held in November 2020, bringing together 40 persons at the venue, as well as 446 participants on line (given the COVID pandemic), including representatives from 12 universities in the country. This event was meant to publicise the Bachelor of Cultural Heritage Studies and to have an impact beyond the four participating universities. Debates and questions and answers sessions highlighted the need for "heritage education" at all levels of the educational system and elicited the interest of universities and government agencies alike.

Objective (c):

(i) A resource book for academic personnel involved in delivering the course was developed and copies made for all stakeholders in the project. Various resource persons and CCFU staff contributed to this important volume, titled "Intangible Cultural Heritage and Sustainable Development in Uganda", bringing together published and "grey" resources on topics such as the nature and scope of ICH, managing ICH, its link with sustainable development and Ugandan case studies relevant to this link.

ii) A one-week training for academic staff was held in 2019, bringing together 22 participants, mostly academic staff, as well as resource persons. The training covered such topics as Heritage preservation – policy & practice: Transmitting heritage values in the current educational context; and Heritage and sustainable development. The event was judged useful by the participants although there was a desire expressed for further training to equip all concerned in the delivery of the Bachelor of Cultural Heritage Studies.

Objective (d):

Reports on all major activities were prepared and distributed to all stakeholders. Minutes of the Steering Committee meetings were made and communicated. Financial records were kept and transmitted as required.

A final evaluative workshop was held in mid-December 2020, which brought together members of the Steering Committee, CCFU staff and an invited guest (on line) from Chinhoyi University of Technology (Zimbabwe) and the Southern African Intangible Cultural

Heritage Cooperation Platform. Evaluative comments and recommendations were made with regard to the contents of the project and its outcomes; and with regard to the processes used. Participants decided that a “national consortium” will replace the current Steering Committee for an experimental period of 1 year, expanding the steering committee membership to other stakeholders, still spearheaded by CCFU. This could also pave the way to establishing an ICH research community in Uganda.

### **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 the project, but also their active participation in the planning and implementation of all activities.*

*Not fewer than 300 or more than 500 words*

The project attempted to involve "the community" at four levels: the academic staff community within the 4 participating universities; the student body within these universities; the community with which these universities interact; and the wider academic community in Uganda.

As mentioned above the academic community in the 4 universities has been intimately involved in the implementation of the project (through the Steering Committee, through the Drafting Group, public lectures and special meetings within the 4 institutions).

The public lectures have involved the wider communities, both students and other concerned groups. A public lecture at the Islamic University of Uganda (IUIU) for instance brought together more than 120 persons from both within and outside the university. While the Vice Rector in his opening remarks noted that IUIU was willing and ready to embrace the proposed course, and while a lecture was delivered on the link between ICH and the SDGs, the occasion gave opportunity for students to express their views. They for instance expressed the desire to reinstate the drama clubs in the university to be used as a platform to express their ICH. From the wider community, the representative of Mbale Municipal Council (the town where the University is situated), noted that ICH is one of the largest contributors of revenue to the district, mainly through cultural festivals. The other university lectures followed similar formats and provided a forum for debates at the other universities. At Kyambogo university, a public lecture led to the participation of dozens of students in the main assembly hall. In Kabale a public lecture elicited the interest of academic staff across the institution as well as of students and representatives from local (district) government departments.

The National Symposium mentioned above provided an important tool to interest the wider academic community and the public at large to learn about the implementation of the project and to assess its potential relevance to their situation. See details in the symposium report, annexed.

### **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 project has been designed to become self-sustaining, as the course will eventually be integrated in the on-going academic programmes of the 4 universities. Capacity has been

built to ensure that this perspective is attained. The series of meetings of the Steering Committee and of the Drafting Group have ensured the largest degree of ownership possible. Thus, the course has been developed by representatives of the 4 universities themselves (rather than by CCFU or other external consultant). Public lectures and meetings within the respective universities also ensured ownership of the project at the university level.

The long term future of the Bachelor of Cultural Heritage Studies will depend on its marketability, given the current dependence of Ugandan universities on student fees for their income. The four participating universities have therefore decided to place emphasis on marketing the course and in developing, where possible, joint marketing activities. Postgraduate training for university staff and networking/mutual support among such institutions will also have to be activated in the coming years to ensure the long term sustainability of this project

### **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 assistance*

*Not fewer than 300 or more than 750 words*

The project has been well received by the 4 universities, the 2 Government Ministries represented on the Steering Group, the Uganda National Commission for Unesco and the National Council for Higher Education. All agree that the proposed course will fill a gap in the current landscape of tertiary education in the country.

The implementation of the project has at times been slow. Universities tend to be bureaucratically-driven institutions with slow decision-making processes. Academic staff tend to be committed over several universities simultaneously, limiting their availability for new initiatives.

Nevertheless, the experience of the Committee and Group structure adopted by the project has been positive, with a high degree of interest and commitment expressed by those concerned. It was however remarked that more participation could have been elicited by CCFU at the project design stage

With reduced funding from the State, Universities are expected to be financially self-sustaining. Universities worry about the marketability of the course (compared, say, to a course where professional paths are clear - medicine, engineering, etc.). All partners will thus have to continue stressing the link between ICH and development, especially in terms of career paths for young Ugandans, as well as the intrinsic value of cultural heritage knowledge. Because ICH education is new on the "market" uptake might come slowly. Resource support to the first few cohorts might increase uptake and interest in the programme.

Heritage education is important for youth before they reach university. In future, it would therefore be beneficial to target policy makers with a responsibility for curriculum design for primary and secondary schools; and while the project had government representatives on its Steering Committee, it could have advocated more for affirmative action and heritage education.

The training for university staff was judged useful and included fieldwork. Further practical training events would however have been welcome, as well as post-graduate scholarships, staff exchange within and outside Uganda; and online support and teaching among the group of trained university lecturers.

The development process of the Bachelor of Cultural Heritage Studies revealed a scarcity

of ICH-related scholarly literature by Ugandan researchers and on Ugandan communities, yet this would be a valuable aspect for a contextually rooted university-level programme. Ways to increase ICH-focused scholarly publications by Ugandan researchers need to be devised to provide this resource.

## 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)*

1. Cultural Heritage Education in Ugandan Universities 2018
2. Report on ICH Education Training for Resource Persons, 2019
3. ICH-04-Progress Report-EN February 2019
4. The Bachelor of Cultural Heritage Studies (“BCH”) programme (excerpts)
5. Resource book on ICH and sustainable development in Uganda (photo)
6. Report on a national symposium held on-line and at Kyambogo University, November 12th 2020
7. Report on an Evaluative Meeting of the Project Steering Committee, 15th December 2020

## Name and signature of the person having completed the report

Name: John De coninck

Title: Programme Adviser

Date: 23/12/2020

John De Coninck

Signature:

