Project Title

PROMOTING NETWORKING ON INTANGIBLE CULTURAL HERITAGE AMONG TERTIARY EDUCATION INSTITUTIONS IN SOUTHERN AFRICA

Survey Name

SURVEY ON INTANGIBLE CULTURAL HERITAGE IN SOUTHERN AFRICAN UNIVERSITIES (SAU-ICH SURVEY)[1]

Final Report

By

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Executive summary

Overview and methodology: This report outlines the findings of a survey conducted on tertiary institutions in Southern Africa involved in teaching and research on intangible cultural heritage. The survey was conducted over two months in eight countries utilising an online questionnaire, web-based research and interviews with various respondents working in tertiary institutions. The study sought to examine the situation of current ICH-related education programmes in the Southern Africa region; identify opportunities and interests in developing ICH-related programmes; and explore the feasibility of establishing a network of universities in Southern Africa to deepen a reflection of ICH safeguarding in the academic world.

Major findings: There is only one programme solely focused on ICH which will be offered from 2019 in Zambia. Across the region there are multiple programmes, especially in culture, heritage, archaeology, tourism, history, indigenous knowledge systems, theatre and African language studies that are related to ICH to varying degrees. There are also multiple research initiatives in many of the institutions geared towards ICH areas. Most tertiary institutions do not have any affiliation to national or international associations although individual lecturers are members of diverse national and international associations. The majority of institutions indicate that they have adequate human resources but lack financial resources to develop ICH programmes. All respondents were interested in joining a network of tertiary institutions working on ICH issues. The expectation is that the network will allow for collaborative activities including research, teaching, student and lecturer exchanges and pedagogical materials. The network will also have an online platform to facilitate sharing and collaboration.

Recommendations: Some of the recommendations from the survey include the creation of a network of tertiary institutions, a follow-up survey, building linkages with communities and developing a regional master's programme in ICH. Most of the recommendations are based on having a network with an online platform to further promote and build capacity around the safeguarding of intangible cultural heritage in Southern Africa.

1.0 Introduction

1.1 Project background and objectives

UNESCO acknowledges the essential role of tertiary education institutions in building the capacity of local expertise in the safeguarding and promotion of intangible cultural heritage (ICH). While almost all the countries in the sub-Saharan region of Africa are State Parties to the 2003 Convention of the Safeguarding of the Intangible Cultural Heritage, little is known about the activities and educational programmes focusing on ICH across Africa as a region. This survey sought to understand how different tertiary institutions in eight countries in Southern Africa are involved in teaching ICH and related discipline areas. The eight countries surveyed were Botswana, Eswatini (Swaziland), Lesotho, Malawi, Namibia, South Africa, Zambia and Zimbabwe. The major objective of the survey was to map the current ICH-focused programmes that are being taught at universities in Southern Africa, more specifically the objectives were:

- To identify the institutions of higher learning that are involved in the teaching and training of ICH and related programmes;
- To examine the situation of current ICH-related education programmes in the Southern Africa region;
- To identify opportunities and interests in developing ICH-related programmes;
- To explore the feasibility of establishing a network of universities in Southern Africa to deepen the reflection on ICH safeguarding in the academic world; and
- To encourage Southern African universities to train for, and participate in, ICH safeguarding activities.

Aspects of the study are based on a similar survey entitled: "Surveying Tertiary Education Institutions for Intangible Cultural Heritage Network in the Asia-Pacific Region" (2017) – a collaborative project between UNESCO Bangkok and the International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO (ICHCAP). Intangible cultural heritage, which is also referred to as living heritage, is a broad field that includes practices, representations, expressions, knowledge and skills of particular communities or groups that have been transmitted from generation to generation, as well as the instruments, objects, artefacts and cultural spaces that are associated with them. ICH is manifested in various domains that include, among others, oral

traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe and traditional craftsmanship. Tools and crafts, different forms of expression such as songs, poems, place names and dances or manifestation of sociocultural games, foods or cooking methods may be generated based on them.[2]

1.2 Research scope

This survey covered the seven participating countries of the SAICH Platform (the Southern African ICH Cooperation Platform) and South Africa. The SAICH Team at Chinhoyi University of Technology (CUT) conducted the survey in these seven States Parties while a consultant conducted the same survey in South Africa. The SAICH Platform is a grouping of seven (7) countries that are cooperating in ICH safeguarding activities while participating in a sub-regional UNESCO project that is funded by the Flanders Government on *Strengthening Sub-Regional Cooperation and National Capacities in Seven Southern African Countries for Implementing the 2003 Convention for Safeguarding of Intangible Cultural Heritage (ICH)*. All the seven countries participating in the SAICH Platform are States Parties to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, having deposited their instruments of ratification or acceptance as follows: Botswana (2010), Eswatini (Swaziland) (2012), Lesotho (2008), Malawi (2010), Namibia (2007), Zambia (2006) and Zimbabwe (2006). South Africa developed a draft policy on South African Living Heritage in 2009 and many initiatives for safeguarding, but it has not yet ratified the 2003 Convention. The SAICH Platform is hosted by Chinhoyi University of Technology (CUT) in Zimbabwe, with oversight provided by the UNESCO Regional Office for Southern Africa (ROSA) in Harare.

1.3 Research methodology

1.3.1 Data collection activities

The survey adopted a multi-method approach which utilised web-based data collection techniques. This included the use of an online questionnaire designed in a user friendly manner in order to ensure a large sample of institutions. Primary data was thus obtained via the online questionnaire survey. Firstly, a web-based search of tertiary institutions in the SAICH sub-region was done to create a database of contacts and respondents for the survey.

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2.   http://www.aineetonkulttuuriperinto.fi/en/index

This initial step allowed the team to have some key respondents across most institutions that were offering some type of ICH-related programmes. The process was also enhanced by contacting key informants working with UNESCO programmes in some of the countries such as Malawi and Zambia. The following step was to ensure that the online questionnaire was completely filled in by respondents. This was enhanced by telephone, Skype and face-to-face interviews with various key stakeholders in institutions of higher learning across the sub-region. The survey targeted all institutions of higher learning with the knowledge that not all targeted institutions would eventually respond to the online questionnaire.

Desk top research was used to access the full database of tertiary education institutions in South Africa. This information was obtained from the Ministry of Tertiary education website. As all tertiary education institutions need to be vetted and registered by the Ministry, this source of information was deemed highly reliable. The UNESCO SAICH survey was then sent to known individuals, faculties or departments within each of the universities identified via e-mail. Follow-up phone calls were made when e-mail addresses bounced back or there was no response. Follow-up e-mails were sent once contact was made, but no survey was uploaded. In some cases, where programs were specifically heritage related but there was no specific course called ICH, phone calls helped participants to respond to necessary sections of the survey.

1.3.2 Data analysis

Our analysis in this survey was guided by the need to categorise the different programmes in tertiary institutions. Such a categorisation was necessary to understand the breadth and depth of how ICH principles and concepts have been integrated into degree programmes.
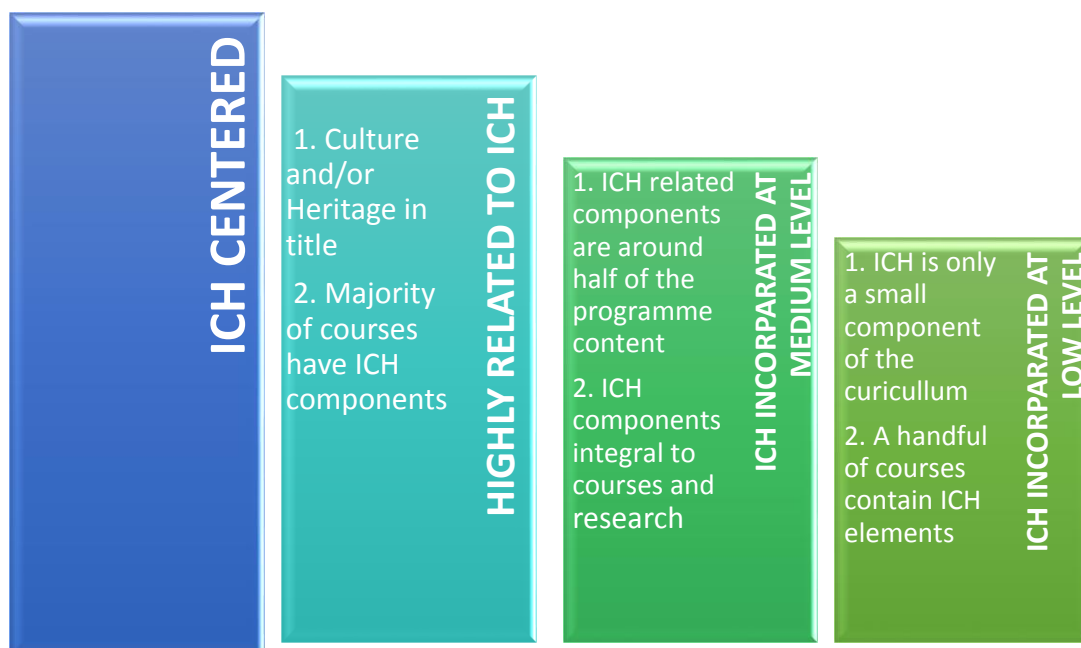
- **ICH centred**: These are programmes that are solely centred on intangible cultural heritage as it is defined within the 2003 convention. The curricula include the key principles and concepts of intangible heritage as outlined in the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. The programmes also contain the phrase intangible cultural heritage in the title.

- **Programmes highly related to ICH**: Such programmes have the majority of the courses offered related to or focused on intangible cultural heritage. There are many areas of study that share similar principles to those outlined in the 2003 Convention but the term intangible cultural heritage did not exist at the time that they were established such as cultural and heritage studies, archaeology, visual and performing arts and ethnography. The programmes may also have the terms culture and/or heritage in their title.

- **Programmes with intangible cultural heritage content at a medium level:** These are programmes where ICH principles and related concepts make up at least half of the curriculum. ICH components are also an integral part of the whole programme.

- **Programmes with intangible cultural heritage content at a minimal level:** Here ICH principles and components are only a minor part of the programme. This usually includes a few courses that are related to ICH components.

1.3.3 Research assumptions

The research was based on specific assumptions which in many ways were challenged during the data collection process. The data collection has provided multiple lessons for improving the process beyond this survey. There were two specific assumptions outlined below:

a. Firstly, we assumed that university lecturers/researchers/professors knew and understood what ICH is and thus could identify all aspects related to it within their programmes. It was clear, however, that there was need to have outlined the various programmes and or disciplines associated with ICH elements.

b. Secondly, we assumed that the online tool would be user friendly to any computer literate respondent. However, there were several challenges, which have been noted, and these are being taken up in revising the tool to ensure ease of filling out the details in any future phases of the survey.

1.3.4 Research limitations

This survey was an initial scoping exercise; thus it faced a few limitations, especially in gaining access to all forms of tertiary institutions across Southern Africa. The process of sampling involved targeting all universities and institutions that were offering any programme or course related to ICH through a web-based search. The online exercise thus limited the survey to those institutions that had up-to-date and informative websites. This left out other types of institutions (especially those that are not universities) without much representation in the sample. Beyond this survey, we will however use the identified institutions in each of the countries involved in the survey to build further networks with all institutions involved in ICH training and research.

Within the South African context particularly, the focus of many tertiary education institutions, if on heritage at all, has been skewed towards tangible cultural heritage. Where intangible cultural heritage features in these programmes, it is still at an infant stage and is often regarded as the domain of anthropology and to some degree, archaeology. There is less awareness and knowledge about intangible cultural heritage and the 2003 Convention than the 1972 and 2005 conventions. This may have led to many institutions not completing the survey as the concept of ICH is largely unfamiliar.

In the South African context, administration of the survey was also confounded by the processing and follow up happening at a distance. This was particularly difficult as the administration of the survey took place during the three-week university break during which many academics are away for research or conference purposes. On their return, teaching responsibilities for the new term began. In particular, two institutions and their relevant departments, did not respond at all even though it is known that there are active cultural heritage programmes with strong focus on public culture and intangible cultural heritage.

2.0 Profile of research respondents

2.1 Geographic distribution of respondents

The survey ensured a broad based distribution of respondents across the countries in the SAICH Platform and South Africa. Table 1 below highlights the respondents who took part in the research. Every country within the sampled grouping of countries in Southern Africa is represented in the survey. Going forward, there is, however, need to include more universities and other types of institutions in the activities of the proposed network. Mechanisms for this will be developed within the context of a proposed network of tertiary institutions as outlined in the recommendations section of this report.

Table 1: Geographic distribution of respondents

Country	Name of Tertiary Institution	Faculty/Department/Institute/Unit[3]
Botswana	University of Botswana	Okavango Research Institute
Lesotho	Limkokwing University of Creative Technology	Faculty of Tourism and Hospitality
	National University of Lesotho	Humanities, Historical Studies
Malawi	Chancellor College, University of Malawi	Department of African Languages and Linguistics & Centre for Language Studies
	Malawi University of Science and Technology	Bingu School of Culture and Heritage
	Mzuzu University	Humanities & Social Science, Department of Language, Cultural & Creative Studies
Namibia	University of Namibia	Faculty of Humanities and Social Sciences
South Africa	University of Fort Hare	Social Sciences and Humanities
	University of Witwatersrand	Wits City Institute
	University of Cape Town	African Studies
	University of Cape Town	African Centre for Cities
	University of Pretoria	Historical and Heritage Studies
	University of South Africa	Department of Anthropology and Archaeology

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3.   As provided by respondents.

	University of Pretoria	Historical and Heritage Studies
	University of Cape Town	Architecture, Planning and Geomatics
Zambia	University of Zambia	Literature and Languages
	University of Zambia	Institute of Economic and Social Research
	Rusangu University	Department of Behavioural Sciences
Zimbabwe	Chinhoyi University of Technology	Centre for Indigenous Knowledge and Living Heritage
	Madziwa Teachers College	Humanities Department
	Zimbabwe Open University	Faculty of Arts, Culture and Heritage Studies
	Lupane State University	Humanities and Social Sciences
	Midlands State University	Faculty of Arts-Department of African Languages and Culture
	Great Zimbabwe University	Department of History, Archaeology and Development Studies
	University of Zimbabwe	Arts/ History Department
	Chinhoyi University of Technology	School of Wildlife Ecology and Conservation
	Midlands State University	Department of Archaeology, Cultural Heritage and Museum Studies
	Lupane State University	Languages
	Great Zimbabwe University	Arts, Culture and Heritage Studies
	Morgenster Teachers College	ChiShona Department
	Chinhoyi University of Technology	Institute of Lifelong Learning and Development Studies

2.2 Type of education institutions

The survey was dominated by public/state universities (91%, see Figure 1 below). This highlights the dominance of these types of institutions in the region. Public universities provide an important opportunity for national governments and national ICH committees to engage, utilize and collaborate with academia in all ICH related activities. The survey has shown the lack of linkages between academia and national ICH stakeholders.

Figure 1: Type of education institutions
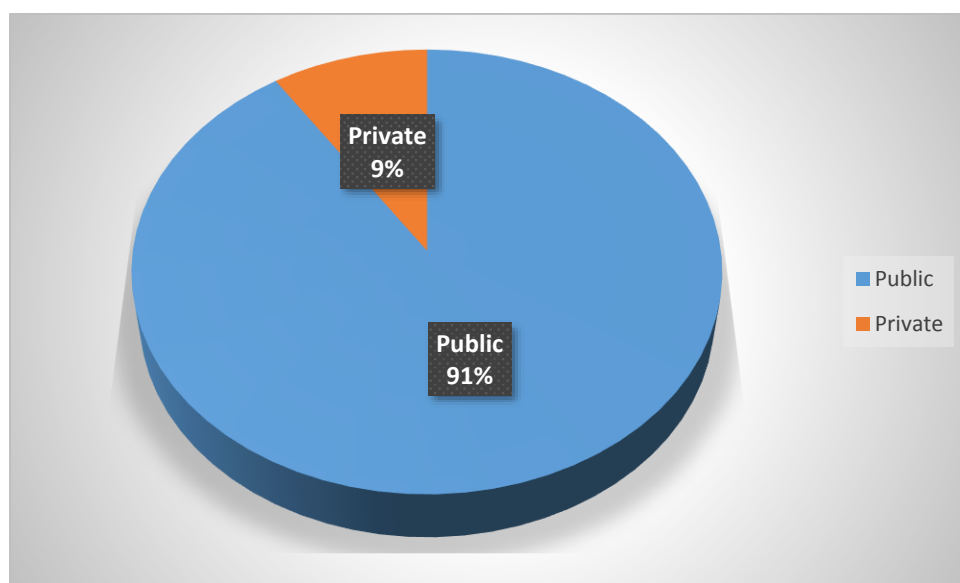
3.0 Situation of current university programmes in Southern Africa

3.1 Level of integration of intangible cultural heritage contents

3.1.1 Degrees or postgraduate programmes solely focused on ICH

The survey highlighted that there is only one university with a degree programme solely focused on ICH at the University of Zambia.

Name of University: University of Zambia Name of Faculty/Department: Name of Programme: Bachelor of Arts in Intangible Cultural Heritage	
Institution Type	Public
Language of Instruction	English
Year of programme establishment	2019
Number of lecturers	Not clear
Number of graduating/enrolled students yearly	20[4]
Address	P.O Box 5196 Limbe
Contact information	+265 888307620

Across the other countries, at the moment, there are no other programmes solely focused on ICH in the sub-region. This is to be expected given that the concept of intangible cultural

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4. The development of the programme has been funded through the Convention's international assistance mechanism, more students are envisaged to join the programme once it is fully developed and advertised.

heritage is fairly recent. Jones[5] (2018) also argues that the concept of ICH was for a long time maligned by academics, which has slowed the adoption of related programmes within the university system. There are, however, many other programmes that have over time covered the aspects of what is defined as intangible cultural heritage, but these are not built on the specific principles of the 2003 Convention. This finding is important as it highlights one of the key needs for developing a network of tertiary institutions.

3.1.2 Degrees or postgraduate programmes that are highly related to the fields of ICH

Lesotho

Name of University: National University of Lesotho Name of Faculty/Department: Department of Historical Studies Name of Programme: Bachelor of Arts in Cultural and Heritage Studies	
Institution Type	Public
Language of Instruction	English
Year of programme establishment	2006
Number of lecturers	5
Number of graduating/enrolled students yearly	25
Address	P.O Roma 180,Maseru, Lesotho
Contact information	+266 52217166

Malawi

Name of University: Malawi University of Science and Technology Name of Faculty/Department: Bingu School of Culture and Heritage Name of Programme: Indigenous Knowledge System and Practice	
Institution Type	Public
Language of Instruction	English
Year of programme establishment	Not clear
Number of lecturers	75
Number of graduating students yearly	Not clear
Address	P.O Box 5196 Limbe
Contact information	+265 888307620

Namibia

Name of University: University of Namibia Name of Faculty/Department: Department of Environmental Studies Name of Programme: Post Graduate Diploma in Heritage Studies	
Institution Type	Public

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5.   Jones, T. 2018. International intangible cultural heritage policy in the neighbourhood: an assessment and case study of Indonesia, *Journal of Cultural Geography*35 (3):362-387

Language of Instruction	English
Year of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating/enrolled students yearly	25
Address	340 Mandume Ndemufayo Ave Pionierspark, Windhoek
Contact information	+264612064673

Zimbabwe

Name of University: University of Zimbabwe
Name of Faculty/Department: Arts/History department
Name of Programme: Masters in Heritage Studies

Institution Type	Public university
Language of Instruction	English
Year of programme establishment	Not clear
Number of lecturers	5
Number of graduating students yearly	4
Address	PO Box MP 167 Mt Pleasant, Harare
Contact information	+263 4 303211 Extn: 14060/70

Name of University: University of Zimbabwe
Name of Faculty/Department: Arts/ History Department
Name of Programme: BA Honors in Archeology and Heritage Management

Institution Type	Public
Language of Instruction	English
Years of programme establishment	1994
Number of lecturers	6
Number of graduating students yearly	25
Address	PO Box MP 167 Mt Pleasant, Harare
Contact information	+263 4 303211 Extn: 14060/70

Name of University: Zimbabwe Open University
Name of Faculty/Department: Department of Culture and Heritage
Name of Programme: BA Culture and Heritage

Institution Type	Public
Language of Instruction	English
Year of programme establishment	2018
Number of lecturers	Not clear
Number of graduating students yearly	Not clear
Address	P.O. Box MP 1119 Mount Pleasant Harare Zimbabwe
Contact information	

Name of University: Midlands State University
Name of Faculty/Department: Department of Archaeology, Cultural Heritage and Museum Studies
Name of Programme: BA Honors in Archaeology, Cultural Heritage and Museum Studies

Institution Type	Public
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	20
Address	P. Bag 9055 Gweru, Zimbabwe
Contact information	Not clear

Name of University: Great Zimbabwe University
Name of Faculty/Department: Department of History, Archaeology and Development Studies
Name of Programme: Bachelor of Arts Honors Degree in Heritage Studies

Institution Type	Public
Language of Instruction	English
Year of programme establishment	Not clear
Number of lecturers	10
Number of graduating students yearly	10
Address	Not clear
Contact information	Not clear

South Africa

Name of University and Region: Sol Plaatjie University, Northern Cape
Name of Faculty/Department: Humanities
Name of Programme: Higher Certificate in Heritage Studies

Institution Type	University
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	Not clear
Address	Sol Plaatjie University Kimberley, Northern Cape
Contact information	Professor Mataga jesmael.mataga@spu.ac.za Sukayna Obaray sukayna.obaray@spu.ac.za

Name of University and Region: UNISA (Pretoria based – distance learning)
Name of Faculty/Department: Department of Anthropology and Archaeology
Name of Programme: African Centre for Arts, Culture and Heritage Studies

Institution Type	University
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	10

Number of graduating students yearly	10
Address	Not clear
Contact information	segalpj@unisa.ac.za tshakr6@unisa.ac.za maraieiie@unisa.ac.za

Name of University and Region: University of Pretoria, Gauteng
Name of Faculty/Department: Historical and Heritage Studies
Name of Programme: Bachelor, Honors and Masters in Heritage and Cultural Tourism

Institution Type	Public university
Language of Instruction	English and Afrikaans
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	80
Address	Not clear
Contact information	Professor Karen-Leigh Harris Karen-harris@up.ac.za

Name of University and region: University of KwaZulu Natal
Name of Faculty/Department: School of Social Sciences
Name of Programme: Cultural and Heritage Tourism

Institution Type	Public university
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	Not clear
Address	Not clear
Contact information	Professor Sabine Marschall marschalls@ukzn.ac.za Dr Nokuthula Cele Celen1@ukzn.ac.za

Zambia

Name of University (Country): University of Zambia (Zambia)
Name of Faculty/Department etc. Education
Name of Programme: Bachelor of Arts in Zambian Cultures and Ceremonies

Institution Type	Public
Language of Instruction	English
Years of programme establishment	2014
Number of lecturers	7
Number of graduating students yearly	50
Address	
Contact information	

3.1.3 Degrees or postgraduate programmes that incorporate contents related to ICH at medium level

Zimbabwe

Name of University (Country): University of Zimbabwe	
Name of Faculty/Department etc.: Arts/ History Department	
Name of Programme: MA Archaeology	
Institution Type	Public
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	5
Number of graduating students yearly	Not clear
Address	PO Box MP 167 Mt Pleasant, Harare
Contact information	+263 4 303211 Extn: 14060/70

South Africa

Name of University and Region: University of Cape Town	
Name of Faculty/Department: African Cities Centre	
Name of Programme: Urban South Research	
Institution Type	Public university
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	Not clear
Address	Not clear
Contact information	Dr Rike Sitas rikesitas@uct.ac.za

Name of University and region: University of Witwatersrand	
Name of Faculty/Department: School of Art	
Name of Programme: Post Graduate Diploma in Arts, Culture and Heritage Management Cultural Policy	
Institution Type	Public university
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	Not clear
Address	Not clear
Contact information	Associate Professor Brett Pyper Brett.pyper@wits.ac.za Avril Joffe Avril.joffe@wits.ac.za

3.1.4 Degrees or postgraduate programmes that incorporate contents related to ICH at minimum level

Lesotho

Name of University: Limkokwing University **Name of Faculty/Department: Hospitality and Tourism** **Name of Programme: BA Hons in Tourism Management**	
Institution Type	Limkokwing University
Language of Instruction	English
Years of programme establishment	2008
Number of lecturers	1
Number of graduating students yearly	30-40
Address	Limkokwing Campus Moshoeshoe
Contact information	+26622319779 mateboho.moorois@limkokwing.ac.ls

Zimbabwe

Name of University: Morgenster Teachers College **Name of Faculty/Department: Department of Teacher Education/Chishona Department (MTC)** **Name of Programme: Diploma in Education**	
Institution Type	Private college
Language of Instruction	English
Year of programme establishment	Not clear
Number of lecturers	18
Number of graduating students yearly	400
Address	P O Morgenster, Masvingo
Contact information	morgensterteachers@gmail.com +263778208081

Name of University: Lupane State University **Name of Faculty/Department: Humanities and Social Sciences/ Languages** **Name of Programme: Bachelor of Arts Degree Honours in Language and Communication Studies**	
Institution Type	Public
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	60
Address	Off Victoria Falls Road; Lupane
Contact information	Not clear

Name of University: Great Zimbabwe University
Name of Faculty/Department: Department of History, Archaeology and Development Studies
Name of Programme: Master of Arts in African History

Institution Type	Public
Language of Instruction	English
Year of programme establishment	Not clear
Number of lecturers	5
Number of graduating students yearly	5
Address	P.O. Box 1235 Masvingo
Contact information	02638677004747

Name of University: Chinhoyi University of Technology
Name of Faculty/Department: School of Wildlife, Ecology and Conservation
Name of Programme: MSc Biodiversity Conservation

Institution Type	Public
Language of Instruction	English
Year of programme establishment	Not clear
Number of lecturers	13
Number of graduating students yearly	10
Address	Off Chirundu Road, Chinhoyi
Contact information	

South Africa

Name of University and Region: University of Cape Town
Name of Faculty/Department: Architecture and Built Environment
Name of Programme: Masters in Built Heritage

Institution Type	Public University
Language of Instruction	English
Years of programme establishment	Not clear
Number of lecturers	10+
Number of graduating students yearly	12
Address	Not given
Contact information	Dr Naomi Roux naomiroux@gmail.com

Name of University and Region: University of the Western Cape
Name of Faculty/Department: History Department
Name of Programme: African Program in Museums and Heritage Studies

Institution Type	Public University
Language of Instruction	English
Years of programme establishment	1999
Number of lecturers	10+
Number of graduating students yearly	10
Address	Not given
Contact information	Dr Ciraj Rassool cirajrassool@gmail.com

Name of University: University of Fort Hare Name of Faculty/Department: Name of Programme:	
Institution Type	Public university
Language of Instruction	English/ Xhosa
Years of programme establishment	Not clear
Number of lecturers	Not clear
Number of graduating students yearly	Not clear
Address	Not provided
Contact information	Dr Vuyani Booi vbooi@ufh.ac.za

3.2 Outline of online analysis of ICH-related programmes

The two tables below are based on internet-based secondary research of tertiary education institutions in Southern Africa, with institutions in the SAICH Platform countries and in South Africa grouped separately. The online search included institutions that responded to the survey and also institutions that did not respond to the survey but have websites outlining programmes related to ICH. The tables below highlight various programmes within the Southern Africa region that have high ICH content and programmes that are related to ICH. It is clear that within the region there are core programmes that provide the basis for a network of scholars working on ICH. The online search includes all institutions that have an online presence. The tables below also provide links to specific programme descriptions and course outlines that help us to understand the vast breadth of ICH related programmes in the sub-region. The tables show that in every targeted country there are already programmes have an ICH focus. The programmes are found in diverse disciplines or faculties including: theatre studies, fine arts, African languages, literature, cultural studies, heritage studies, archaeology, anthropology, museum studies, oratory (oral) history, tourism and indigenous knowledge systems. In relation to African language studies across the sub-region, the definition of ICH has reference to language as a vehicle through which ICH is transmitted.

	Name	Programmes highly related to ICH	Programmes related to ICH at medium and minimum levels	Comments
Botswana	University of Botswana		Bachelor of Fine Arts (Theatre Studies) https://www.ub.bw/programmes/humanities/visual-and-performing-arts/bachelor-fine-arts-theatre-studies Master of Arts Programme in African Languages and Literature https://www.ub.bw/programmes/humanities/african-languages-and-literature/master-arts-programme-african-languages-and-literature Bachelor of Fine Arts (Theatre Studies) https://www.ub.bw/programmes/humanities/visual-and-performing-arts/bachelor-fine-arts-theatre-studies	The online search shows scope of possible departments and faculties already working on specific aspects of ICH that can be part of the envisaged network of institutions. Programmes in Fine Art and African Languages include ICH elements.
Lesotho	National University of Lesotho	Bachelor of Arts in Heritage and Cultural Studies http://www.nul.ls/humanities/programmes/	Bachelor and Master of Arts in African Languages & Literature http://www.nul.ls/humanities/programmes/ Master of Arts in History Bachelor of Arts in Environmental History Bachelor of Art in History	At this university there is a Bachelors' programme already focusing on cultural and heritage studies. Whilst the programme focus is solely on tangible heritage, it provides important insights into ICH. The courses are designed to respond to current fluid narrative in the heritage and ICH discourse.
Malawi	University of Malawi		Bachelor of Arts Communication and Cultural Studies (BACCS)	The degree programme did not have a link to the course description but it does contain cultural studies in the title which alludes to specific ICH focus.
	Mzuzu University	Bachelor of Arts (Culture Heritage Tourism) http://www.mzuni.ac.mw/undergraduate.html		Whilst the programme has a major focus on tourism (thus physical heritage becomes important), there are also many aspects of ICH involved in teaching.
	Catholic University	BSc Cultural Anthropology		There are aspects related to ICH within the programme design.

Namibia	University of Namibia (UNAM)	Postgraduate Diploma in Heritage Conservation and Management http://www.unam.edu.na/faculty-of-humanities-and-social-sciences/geography-history-environmental-studies-and-tourism-management/postgraduate-qualifications?qualificationid=3472 Bachelor of Arts Bachelor of Arts Heritage Studies http://www.unam.edu.na/faculty-of-humanities-and-social-sciences/geography-history-environmental-studies-and-tourism-management/undergraduate-qualifications?qualificationid=3471	Bachelor of Arts (Khoekhoegowab; Oshiwambo; Otjiherero)	There is scope within this university to build discussions and partnerships around ICH as the reviewed programmes indicate a high level of engagement with ICH issues.
eSswatini (Swaziland)	University of Eswatini		BA Degree in African Languages and Literature Historyhttp://www.uniswa.sz/academics/humanities/bahums.html	The reviewed programme has elements related to local languages that speak to ICH elements which are important and critical.
	Southern African Nazarene University		SiSwati Studies http://www.sanu.ac.sz/education/department-of-humanities/#	This is similar to the above where language-based studies also include ICH elements.
Zambia	Justo Mwale University		BA in Gender, Culture and Development	The reviewed programme was included because it has a focus on culture which is certainly related to ICH elements. It is, however, not clear on the extent of ICH focus in the programme.

	Rockview University		Bachelor of Arts - Linguistics in African Language Major https://rockviewuniversity.com/our-programmes/bachelor-of-arts-linguistics-in-african-language-major/	The reviewed programme has elements related to local languages that speak to ICH elements which are important and critical.
	Zambia Open University		Bachelor of Fine Arts (Visual Arts) http://zaou.ac.zm/index.php/bachelor-of-fine-arts-visual-arts/	Programme description shows that ICH elements occupy a small component of the curriculum.
Zimbabwe	Great Zimbabwe University	Bachelor of Arts Honours Degree in Heritage Studies http://www.gzu.ac.zw/bachelor-of-arts-honours-degree-in-heritage-studies-bhs/	Bachelor of Arts Honours Degree in Archaeology, Museums and Heritage Studies http://www.gzu.ac.zw/bachelor-of-arts-honours-degree-in-archaeology-museums-and-heritage-studies-hamh/ Bachelor of Arts Honours Degree in Museum Studies http://www.gzu.ac.zw/bachelor-of-arts-honours-degree-in-museums-studies-hmus/ Bachelor of Arts Archaeology http://www.gzu.ac.zw/bachelor-of-arts-honours-degree-in-archaeology-harc/ BA Honours Degree in African Languages and Culture http://www.gzu.ac.zw/ba-honours-degree-in-african-languages-and-culture-chishona/	This university has culture and heritage as one of its core mandated areas; thus it has multiple programmes that speak to and involve ICH elements and concepts.
	Lupane State University		Bachelor of Arts Honours Degree in IsiNdebele https://www.lsu.ac.zw/bachelor-of-arts-honours-degree-in-isindebele/	The reviewed programme has elements related to local languages that speak to ICH elements that are important and critical.
	Midlands State University	Bachelor of Arts Honours in Archaeology, Cultural Heritage and Museum Studies https://ww5.msu.ac.zw/home/faculties/arts/archaeology-cultural-heritage-and-	BA African Languages and Culture https://ww5.msu.ac.zw/home/faculties/arts/african-languages-and-culture/african-languages-and-culture/ Master of Arts in African Languages and Culture https://ww5.msu.ac.zw/home/facu	The university has many programmes that have high and medium ICH focus and form the basis for engaging the various faculties and departments within the scope of this work.

		museum-studies/archeology-cultural-heritage-and-museum-studies/ Master of Arts in Cultural Heritage Studies https://ww5.msu.ac.zw/home/faculties/arts/archaeology-cultural-heritage-and-museum-studies/master-of-arts-in-cultural-heritage-studies/	lties/arts/african-languages-and-culture/master-of-arts-in-african-languages-and-culture-degree/	
	University of Zimbabwe	Master of Arts in Heritage Studies http://www.uz.ac.zw/index.php/degree-programmes-arts#	Bachelor of Arts Honours in Archaeology and Heritage Management; Bachelor of Arts Honours in Ndebele Language & Cultural Studies; Bachelor of Arts Honours in African Literary and Cultural Studies http://www.uz.ac.zw/index.php/degree-programmes-arts# BA Honours in Archaeology http://www.uz.ac.zw/index.php/faculties-units/arts/208-arts-programmes/428-ba-honours-in-archaeology-harc	This institution has many programmes that form the basis to engage in the development of an ICH focused programme.
	Zimbabwe Open University	Bachelor of Arts Honours in Culture and Heritage Studies http://www.zou.ac.zw/faculty_of_arts_culture_and_heritage_studies/department-heritage-studies		This programme has high content and focus on ICH concepts. The regulations have been approved by the Zimbabwe Council for Tertiary education (ZIMCHE).

South Africa	
Institution	**Program Details**
University of Cape Town Faculties and Departments; School of Architecture – Masters in the Conservation of Built Heritage Institute of Visual and Performing Arts – Curatorial Studies, Performing Arts Centre for Theatre, Dance and Performing Arts African Centre for Cities (in Environmental Science and Geography)	http://www.apg.uct.ac.za/apg/conservation http://www.ica.uct.ac.za/ica/projects http://www.ctdps.uct.ac.za https://www.africancentreforcities.net
University of Fort Hare Faculty of Social Sciences and Humanities – National Heritage and Cultural Studies Centre	Partner institution to the South African Cultural Observatory. Hosts the National Heritage and Cultural Studies Centre with a historical body of work on African philosophy and scholars. http://www.ufh.ac.za/faculties/social-sciences/centres/nahecs
University of Western Cape Post Graduate Diploma in Museums and Heritage Studies	https://www.uwc.ac.za/Faculties/ART/History/Pages/APMHS.aspx
University of Witwatersrand Culture and Heritage Studies Oral History Workshop	https://www.wits.ac.za/humanities/academic-programmes/undergraduate-programmes/ https://www.wits.ac.za/course-finder/postgraduate/humanities/arts-culture-and-heritage-management/ https://www.wits.ac.za/history-workshop/#d.en.24291
University of Johannesburg	https://arts.uj.ac.za
University of KwaZulu Natal	https://music.ukzn.ac.za African Music and Dance

Music and Dance Heritage and Tourism Studies	Musicology and Ethnomusicology https://sss.ukzn.ac.za/staff-profile/cultural-and-heritage-tourism/sabine-marschall/ https://sss.ukzn.ac.za/ClustersDisciplines/Culture/
Sol Plaatjie University Heritage Studies	https://www.spu.ac.za/index.php/programs-5/
North West University Pharmaceutical Studies/Indigenous Knowledge Systems	http://health-sciences.nwu.ac.za/pharmacen

3.3 University activities that are related to ICH

Beyond teaching, it is important to highlight the multiple dimensions of ICH-related research in the sub-region. The survey provided evidence of a wide variety of research activities being undertaken across the sub-region. There is a lot of work being undertaken by both lecturers and post-graduate students in tertiary institutions but there is need to have a central space to share, interact and build on the research currently being undertaken. There are many institutional spaces focusing on ICH-related research in the region. At the University of Fort Hare in South Africa, they have the National Heritage and Cultural Studies Centre (NAHECS), which is a broad-based heritage institution which focuses on archival,

Southern Africa Intangible Cultural Heritage (SAICH) Platform at CUT
o It coordinates (with UNESCO-ROSA) training workshops on the promotion and safeguarding of ICH in 7 participating countries, namely: Botswana, Lesotho, Malawi, Namibia, Eswatini (Swaziland), Zambia and Zimbabwe.
o It hosts the online Information Management System that has ICH elements that have been inventoried by these seven countries.
o The SAICH Platform team at CUT is engaged in awareness raising and ICH safeguarding activities with communities in Chiredzi, and Lupane Districts.
o The team is embarking on ICH inventorying activities in Hurungwe District.

museum, heritage and academic transformation. One component of this program has been an extensive African intellectuals project documenting the literary and intellectual life of early South African philosophers.

The online search also showed that the Malawi University of Science and Technology (MUST) established the Bingu School of African Culture and Heritage, which promotes research in areas such as African traditional medicine and African arts that are closely related to ICH. In Zimbabwe, the Institute of Lifelong Learning and Development Studies (ILLDS) at Chinhoyi University of Technology is involved in research and higher degrees at MPhil and DPhil levels focusing on Indigenous Knowledge/Living Heritage (ICH). There are currently around eight students undertaking research-based studies. The University of Namibia, through its Multi-Disciplinary Research Centre, is also conducting several research projects related to ICH. They have recently conducted research on Olofuku, which is a women's initiation ceremony in Northern Namibia. An online search of the University of Namibia's research repository offers access to multiple research reports of ICH-related topics such as a report entitled: Survey on

indigenous knowledge and household processing methods of Oshikundu; a cereal-based fermented beverage from Oshana, Oshikoto, Ohangwena and Omusati regions in Namibia.[6]

3.4 Analysis of findings by country

The survey shows that there is only one institution (University of Zambia) in the sample that is going to start offering an ICH-focused programme in 2019. What we have across the region are programmes with specific courses related to ICH or courses with specific elements of ICH. The majority of universities within the Republic of South Africa offer some courses and programmes in heritage studies. These are done largely through their Departments of Archaeology and Historical Studies or in Anthropology. Programmes such as the African Centre for Cities (UCT) research programme, Cities Centre at Wits, and Conservation of Built Heritage (UCT), while not having an explicit ICH programme, infuse ICH concerns, approaches and methodologies through the research components of their courses. However, their foci are largely on the tangible aspects of heritage. Universities surveyed that have no ICH-specific programmes have also mostly indicated that they are not interested in starting an ICH-specific programme, but would be keen to integrate ICH deeper into existing programmes. There appears to be a lack of knowledge of disciplines other than those in the humanities which offer courses related to ICH within the same institution. The University of Cape Town, for example, offers courses in its medical degree on indigenous medicinal practices. Similarly, the pharmaceutical school at the University of the Western Cape forms part of the South African Traditional Medicines Research Council.

Zimbabwe

In Zimbabwe, there is also evidence that the majority of universities have multiple programmes focusing on various aspects of culture and heritage. The programmes, however, are not solely focused on ICH. At Great Zimbabwe University, they have a university-wide culture and heritage course which is compulsory for all students across the university. Public universities responded positively to the survey, providing a detailed outline of ICH-related programmes that they are involved in. At the University of Zimbabwe, while there are no specific ICH-focused programmes, the university has multiple faculties with ICH-related

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6.http://repository.unam.edu.na/discover?filtertype=type&filter_relational_operator=equals&filter=Technical+Report

activities. The survey focused more on archaeology, languages and heritage studies but there are other departments which may need follow-up such as anthropology and theatre arts. At Chinhoyi University of Technology, ICH issues are mainly concentrated around research rather than any teaching subjects. The Institute of Lifelong Learning and Development Studies has developed teaching regulations for two university-wide courses in culture and heritage but the process of introducing these courses has stalled. In other universities ICH issues are mainly concentrated in heritage and language studies. Zimbabwe Open University also has developed an undergraduate degree in culture and heritage. ICH-related teaching and research is thus occurring across all responding institutions in Zimbabwe.

Lesotho

Limkokwing University in Lesotho utilizes guest lecturers as a fundamental pillar of delivering ICH-related programmes. During each semester they engage at least one guest lecturer especially individuals that are related to newly conducted research in the cultural sector. They also engage professionals in the culture sector within the government. The national ICH committee was identified as another key pillar and source of pedagogical material for heritage studies. This ensures that material from inventorying exercises that have been conducted in Metolong and Menkhoaneng is also used in teaching. This is an important direct linkage between inventorying and tertiary education. The National University of Lesotho similarly engages guest lecturers from outside the university and the country. Experts in the fields of archaeology, anthropology, geography and heritage have given talks that address current developments within the discourse. A significant aspect of the major is that students are exposed to practical and fieldwork exercises where they tackle cultural heritage and ICH-related issues. The Department of Culture within the government has played an important part in providing alternative perspectives. The major currently organizes student attendance in regional workshops, field schools and conferences as part of engaging with different narratives within the discourse. The university also utilizes professionals that have been trained by UNESCO on ICH matters.

Namibia

In Namibia, as in other parts of the sub-region, ICH is also highly related to African languages departments within tertiary institutes. The University of Namibia, however, has a post-

graduate diploma focusing on heritage studies. For Malawi, however, there are institutions especially the Malawi University of Science and Technology where specific programmes (for example, Indigenous Knowledge and Practice) are highly related to ICH or are part of ICH [The definition of ICH in the 2003 Convention subsumes IKS]. The university actually has the Bingu School of African Culture and Heritage.

South Africa

Across the universities in South Africa, with the exception of the Sol Plaatjie University, which offers its heritage studies course at certificate level, most programmes are offered at Bachelor's, Honor's, Master's and PhD levels. Research foci for most of the institutions is not clear, although online discussions with the University of KwaZulu Natal indicated that postgraduate research linking broader heritage and tourism concerns to ICH were ongoing. The proposed revised Master's in Conservation of Built Heritage at UCT also indicates a deepening of the small existing module on ICH. One of the Master's students for 2018 is focusing her research on ICH and built heritage. The weak transversal co-operation between faculties in the tertiary education sector presents a challenge for the development and integration of ICH across disciplines. Resources and funding remain an issue within all universities with "austerity"[7] rules applying. As a result, there are major gaps within the provision of ICH-related education, training and research across the South African tertiary education landscape.

4.0 Opportunities and future interest in developing ICH-related programmes

4.1 Interests in developing ICH-related programmes

Various institutions indicated interest and some of them concrete plans to develop ICH-focused programmes. Of these, 41.7% have an interest in developing an undergraduate programme whilst 19.7% are interested in a master's programme. This engagement is important as we seek to build a network to support and enhance interest in developing ICH-focused programmes in the sub-region. The University of Zimbabwe (Zimbabwe) is interested in developing a programme although the plans are still at a preliminary stage. They are not yet sure at which level the programme will be pitched. In South Africa a few institutions

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7. Word used during an interview with one of the respondents.

indicated that they would be keen to find support to start up and advance existing programs in ICH. These include: University of Fort Hare, University of Pretoria, Wits University School of Arts (specifically the cultural policy section[8]), Sol Plaatjie University and UNISA.

4.2 Resources for developing ICH-related programmes

4.2.1 Available resources

Figure 2 below shows that for most institutions teaching staff (lecturers, guest lecturers and resource persons) is available. Financial resources and research supervision are only available in few responding institutions. There is thus a base in terms of human resources to build ICH-related or focused programmes. The figure also shows that there are a few responding institutions where there is a strong relationship and engagement with the community. In the majority of institutions, there are no formal engagements with communities. Instead, are individual researchers or units that research and work with communities on specific projects, but not necessarily long lasting or deeply-rooted relationships with the identified communities. In South Africa, the majority of institutions had access to teaching staff, curriculum designers, research materials and good relationships with local communities.

*Figure 2: Available resources*
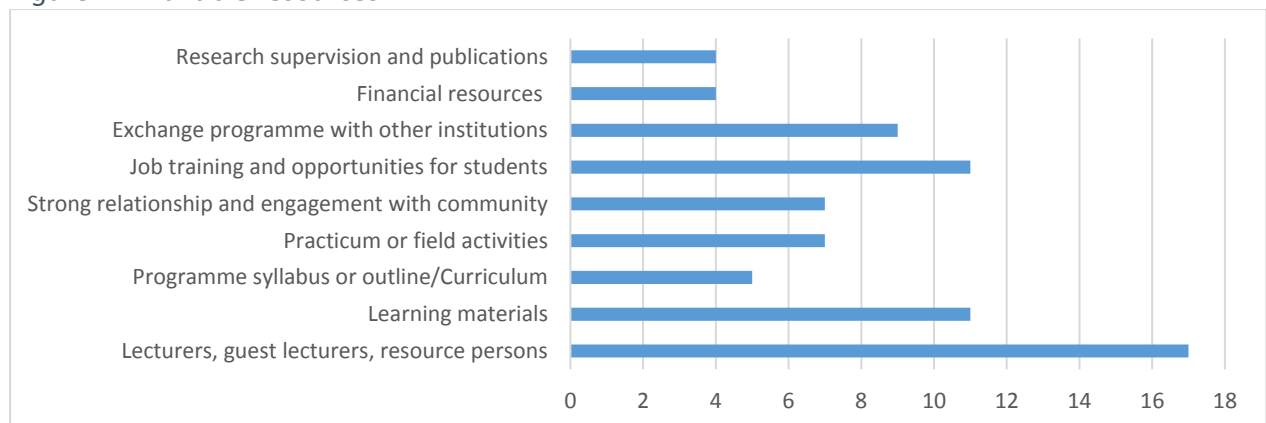
4.2.2 Required resources

Figure 3 below outlines the type of resources that respondents highlighted were important for developing ICH-related programmes. Financial resources were cited by the highest number of respondents. This reinforces the importance of financial resources in any plans for

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8.   Online discussion between Wits and researcher.

programme development. This section is also important as we work towards developing a network of institutions because it assists in shaping the objectives of the network.

Figure 3: Required resources
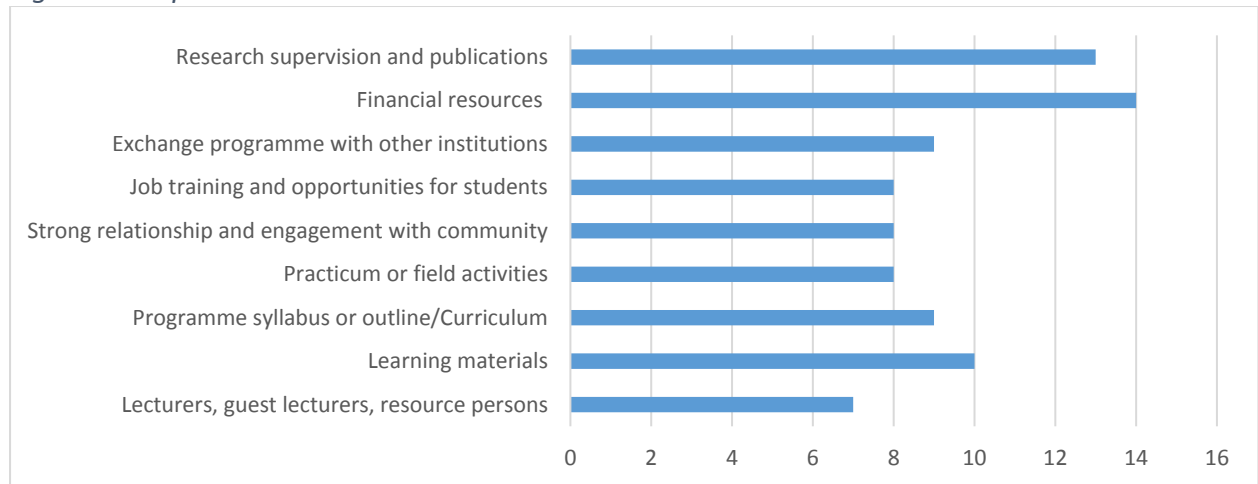
5.0 Exploring networking opportunities

5.1 Status of tertiary education institutions in national and international cultural associations

Findings across the sub-region show different types and levels of national and international associations. The key findings below outlining some of these associations are that:

1. Tertiary institutions in some of the countries do not have any formal linkages with the national intangible cultural heritage committees though academics in countries such as Zimbabwe are members of the committee. This is also reiterated in Zambia where the key association is with UNESCO. However, this association has not been very formal regardless of members of the academic staff being co-opted into ICH national bodies such as the National ICH Committee except for Limkokwing University in Lesotho which highlighted in the survey that they play a role in the National Commission for UNESCO.

2. In most of the countries, membership is individually driven by the academics and not necessarily at the institutional level. In South Africa, for example it was noted that individual staff are members of associations including: American Anthropological Society; Anthropology Southern Africa; Association of Professional Archaeologists; International Council of Museums; World Archaeological Congress; Association of Critical Heritage Studies.

The table below outlines institutions with staff members who belong to or are involved with specific cultural associations or organisations in the other seven countries:

Institution	Association/Organisation	Level
Chinhoyi University of Technology (Zimbabwe)	Southern Africa Intangible Cultural Heritage Platform(SAICH Platfrom)	Sub-regional
	National Arts Council of Zimbabwe	National
University of Zambia (Zambia) - Institute of Economic and Social Research	Southern Africa Intangible Cultural Heritage Platform (SAICH Platform)	Sub-regional
	Association of Critical Heritage Studies	International
Great Zimbabwe University (Zimbabwe)	National Arts Council of Zimbabwe	National
Lupane State University (Zimbabwe)	Kalanga Language Association	National
University of Zimbabwe	World Archaeological Congress	International
	International Council on Monuments and Sites	International
	Association of Southern African Professional Archaeologists.	Sub-regional
	Pan African Archaeological Association	Regional

5.2 Benefits of and contributions to a regional network among tertiary education institutions in Southern Africa

Figure 4 below outlines the responses for expected benefits amongst the respondents. This is important to understand the areas to focus on within the proposed network of tertiary institutions. There were positive responses in almost all proposed areas of benefits from the participating tertiary institutions. Collaborative research was, however, indicated by the highest number of institutions. This is followed by collaborative efforts in a variety of activities including: developing programmes, exchanging pedagogical and technical resources and co-organisation of events including workshops and conferences. The findings show that the respondents are interested in using the network for various collaborative efforts and thus any proposed network has to be based on a framework that allows collaborative research.
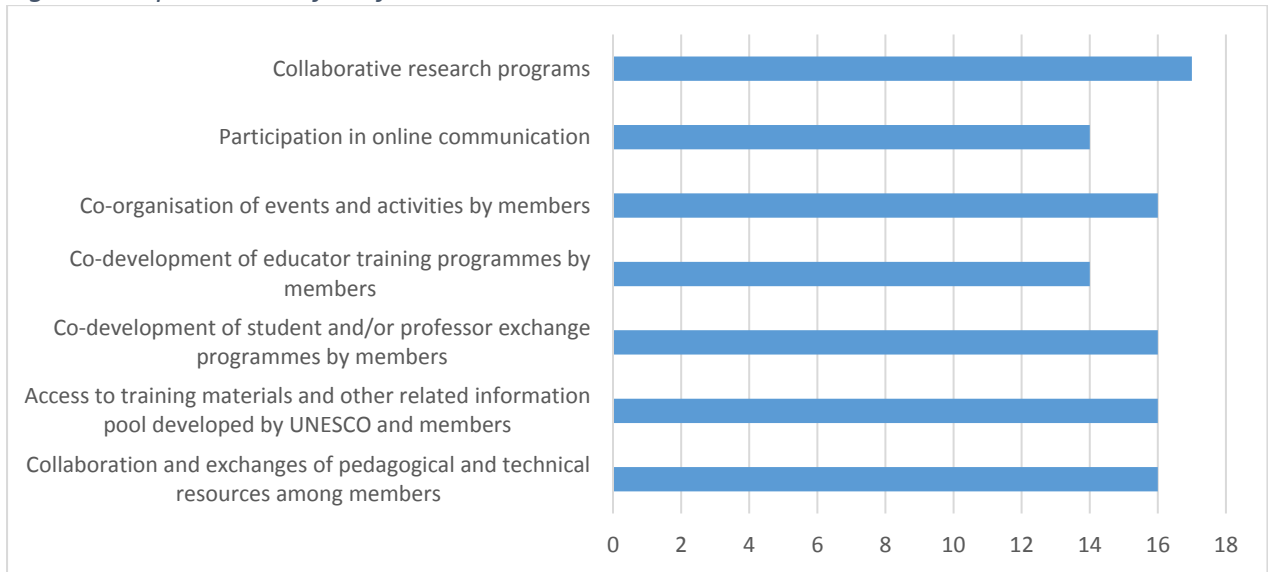
Figure 4: Expected benefits of the network

Figure 5 below outlines what tertiary institutions will contribute to the proposed network. Most institutions indicated that they are willing to share resource persons. As noted earlier, most institutions have staff in place. What is also encouraging is how many respondents also indicated their willingness to host a network event.

Figure 5: Contributions to the network
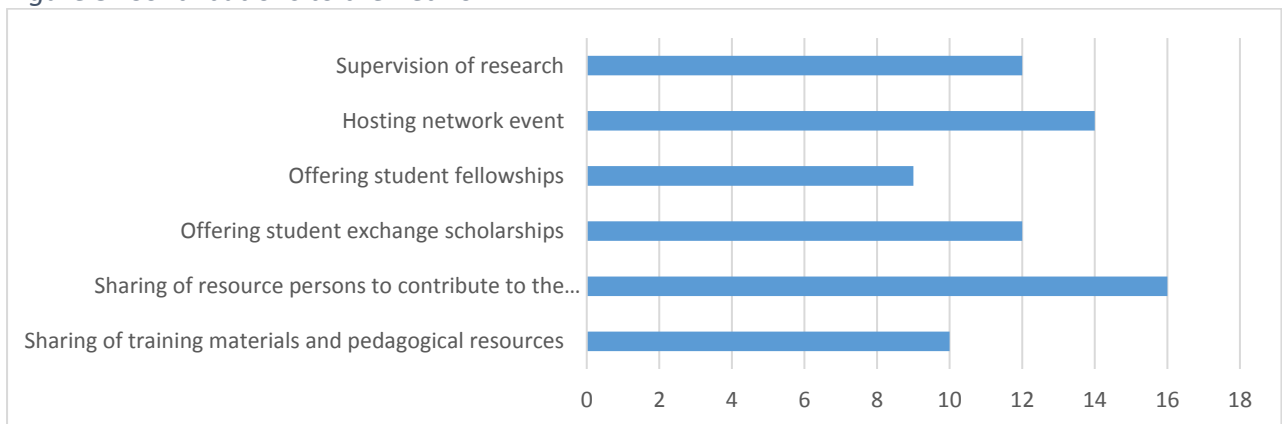
5.3 Proposed networking mechanisms

The respondents from South Africa mainly highlighted student and professor exchanges. Joint events were not categorized as a priority because of cost, but were an option. Joint activities and programs such as research also topped the choices in this section. In the other countries, the mechanisms that were selected most frequently were: student exchange programmes once a semester, professor/lecturer exchange programmes once a semester and joint events

once every few years, and joint activities such as research projects once a year. Respondents within the SAICH Platform also shared an idea of setting up and implementing joint activities on topics such as the implementation of the UNESCO Culture Conventions (presumably prioritising 1972, 2003 and 2005) with involvement of students and exchange of ideas from different countries in their implementation strategies. The respondent from Malawi University of Science and Technology noted the need for institutions in the proposed network to contribute by sharing training materials related to ICH, sharing technical resources and experience related to the development of ICH-related programmes, and participating in online communication via the platform.

5.4 Online platform of shared resources and communication

When asked about their expectations for an online platform, most of the respondents highlighted the sharing of resource persons as well as hosting online network events. Given the geographical spread of the proposed network, the online platform will become an important interactive space for activities and collaborations. In building the network, resources need to be allocated to ensure a vibrant and interactive online space. Such a space would allow for all the needs outlined by respondents including:

- *Supervision of research*: Increase sharing between institutions of information and expertise through building a database which can be used to match students with experts across the region.

- *Sharing research publications and training materials:* The online platform will provide a portal for sharing research, publications and training materials.

- *Offering student fellowship and student exchanges:* The online platform will assist in advertising and promoting opportunities that can be of interest to students across the region. It makes it easier to manage information on fellowships, student exchanges and other student opportunities.

- *Hosting network events:* Discussions and planning of network events can be enhanced through the online platform. Some of the events can also be hosted using the online platform.

Figure 6: Expectations of online platform
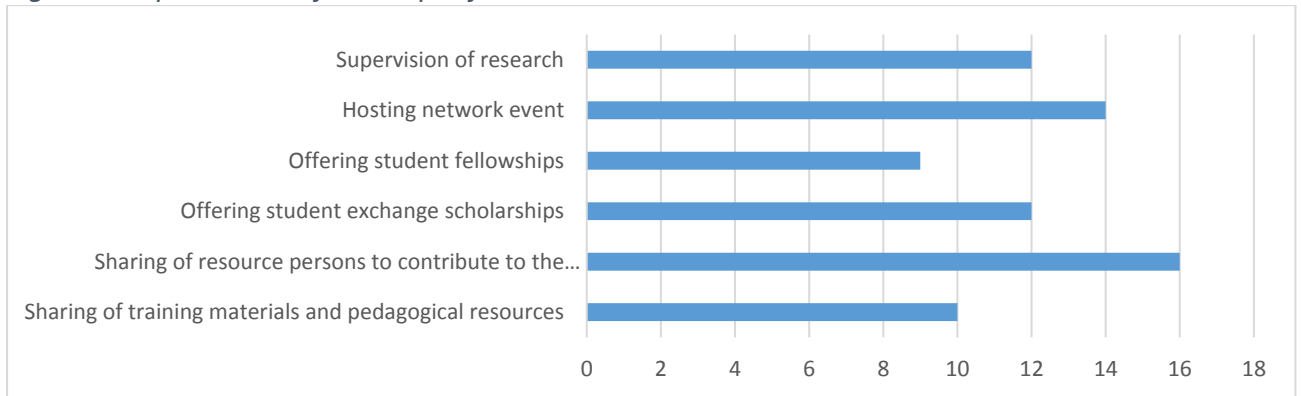
6.0 Recommendations

The recommendations outlined below are based mainly on our analysis of the findings and some of the key discussions that emerged at the report validation workshop held in Harare, Zimbabwe on 28 and 29 August 2018.

6.1 Creating a network of ICH scholars and institutions

One of the key findings of the survey is the need to provide a platform for tertiary institutions working on ICH related issues. Such a platform can take the form of a network geared towards the promotion of the 2003 Convention through teaching, research and capacity building of communities. The network would be a logical outcome of the work of the sub-regional cooperation that has already evolved at the State Party level under the auspices of UNESCO through the coordination of the SAICH Platform, which is coordinated by Chinhoyi University of Zimbabwe.

6.2 Follow up surveys and targeting individual institutions

Given that many tertiary institutions (including teachers' colleges and universities) were not covered in the survey, it is necessary to have a follow-up survey or targeted interviews with some of these institutions. Such an exercise will build on the work that has been done in this phase. This will also be part of building the network through engaging all institutions with ICH related programmes.

6.3 Regional ICH programme

Build a consortium of universities working on these issues; consortium to bid for major collaborative projects for research, researcher training at postgraduate level and a regional Master's programme with a focus on ICH, the Sustainable Development Goals (UN Agenda 2030) and the Agenda 2063 (African Union - *"The Africa We Want"*).

6.4 Linking academia to national ICH committees

The SAICH Platform Tech Hub at CUT can facilitate this through the enhanced website and information management system to be developed in the new phase of the UNESCO-Flanders Project which will be starting in October 2018. This project can be an entry point to linking tertiary institutions to national ICH committees. It can also be a gateway towards building a robust online platform for the network of tertiary institutions in the sub-region.

6.5 Building linkages on ICH beyond academia

There is need for tertiary institutes to build linkages with other institutions beyond academia, especially within the government and policy-making sector. An example is how the participation of South African cities within the United Cities and Local Government Network has activated the interest of SALGA (South African Local Government Association) in engaging within the cultural sphere. They have begun cooperating with institutions of higher learning in a bid to deepen their understanding of culture and heritage for better adoption of the actions identified by the UCLG Agenda 21 for Culture. As local government structures are best able to coordinate, activate and support community-based safeguarding programmes, the context for the above recommendations is ripe with possibilities. This should be promoted across the whole sub-region.

6.6 Harnessing research resources towards ICH-focused research

One of the major challenges facing tertiary institutions in terms of available resources is the lack of research funding. The success of any proposed network and related activities will largely depend on the availability of funding. The work of tertiary institutions related to ICH cannot have impact if it remains resource challenged. In South Africa, however, there were indications that research funding through government institutions was possible. Intersections

between research programmes conducted under the National Research Foundation[9], which has identified indigenous knowledge systems as a key theme for funding, and that of the Department of Science and Technology through its IKS Office need to be harnessed in order to address safeguarding of intangible cultural heritage. There are a few research chairs which currently have an indirect relationship to ICH[10], public culture, indigenous plant use, South Africa and visual culture and a few which address sustainable development and resilience. Broadening these will enhance the visibility of ICH and funding opportunities for ICH in tertiary education institutions in South Africa.

6.7 Building national linkages amongst tertiary institutions

Within country contexts, there are many universities working on ICH areas where it may be important to build national collaborations that build into the regional network. One of the more dynamic university departments in these countries could co-host such an activity which would serve as orientation, as well as advocacy for ICH-specific heritage training. This initiative could form part of building the regional network.

6.8 Community engagement and involvement in tertiary programmes

The Convention states that there should be the widest possible participation of communities in safeguarding activities and in the management of their ICH (Article 15). The survey highlighted the need for tertiary institutions to forge grounded relationships with communities in their countries. This will not only enhance research but also teaching related to ICH.

7.0 Conclusion

The fluidity and diversity of heritage related programs in Southern Africa is both an advantage and disadvantage. The advantages include the diverse interpretations of intangible cultural heritage and ever widening choices and options for further studies and research, the development of areas of research specialization among academic staff and a responsive research landscape. Among the disadvantages are that ICH safeguarding methodologies and

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9. See list of NRF chairs for 2018.
10. Tshwane University of Technology now has a UNESCO Chair in Cultural Policy & Planning, which has a good working relationship with SALGA, the Dept. of Arts & Culture, and the Dept. of Science & Technology.

practices remain an understudied subject area; that the nexus between academic teaching and research and community engagement cannot penetrate beyond the existing parameters for research; and that the inventorying of ICH is largely uncoordinated. As for the seven countries that have been cooperating in ICH safeguarding projects and capacity building under the SAICH Platform since 2015 (and in earlier phases since 2010), awareness of ICH issues is relatively higher. However, activities and programmes that focus on ICH and the 2003 Convention have been largely confined to statutory bodies under government departments, the National ICH Committees, NGOs and community based organisations.

The survey garnered a high response rate, raised awareness about ICH amongst universities and demonstrated the active engagement of universities from Southern Africa in the field of intangible cultural heritage. As the survey has shown, there are now several opportunities to seize on the momentum and continue work on this topic in the future.

8.0 ANNEXES

8.1 Online questionnaire

About this survey

Overview and objectives

UNESCO acknowledges the essential role of tertiary education institutions in building the capacity of a dynamic culture sector. Whilst there has been an increase in post-graduate heritage education in the Africa region in the past decade, most of these programmes focus on the management of tangible heritage (conservation, architecture and archaeology) and little emphasis is made on the intangible cultural heritage (ICH). Representatives from tertiary education institutions in the Africa, during an UNESCO workshop in Nairobi in 2012 and through the office of the UNESCO Southern African ICH related programs highlighted the need for more exchange and collaboration opportunities among the tertiary education institutions in order to strengthen their ICH-related programmes.

In collaboration, the Chinoyi University of Technology and the UNESCO Regional Office for Southern Africa office launches a survey, which aims at gaining a better understanding of the existing ICH-related tertiary programmes and opportunities related to ICH in tertiary education. The survey outcome will inform a discussion and the development of recommendations to further networking activities among tertiary education institutions in the region. We invite you to complete this survey questionnaire and thank you for sharing your valuable insights with us.

By participating in this survey, you agree that UNESCO may collect and use your data for the purpose of UNESCO's Africa project on Surveying Tertiary Education Institutions for Intangible Cultural Heritage Network. The survey results will only be used in aggregated form and individual answers will not be disclosed to outside parties. For any inquiry, please contact Rodney Buchiko at saich@unesco.org.

For more information on the intangible cultural heritage (ICH), please visit https://ich.unesco.org/en/what-is-intangible-heritage-00003.

Completing this survey

Please note that questions with an asterisk (*) require an answer.

Clicking "Next" at the bottom of each page allows you to save your answers and return to the survey to pick up where you left off and/or edit previous responses until the survey is completed.

Clicking "Done" on the last page submits your answers to the researcher.

If you have any question, please email Rodney Bunhiko at saich@unesco.org

PART 1: INSTITUTION BACKGROUND INFORMATION

Country*:

Name of tertiary education institution:

Faculty/Department/Center/Institute:

Address

Email Address

Phone Number (Please include country code)

Website:

Institution information*

Type of education institution*

- Public university
- Private university
- Research institute
- Training center

- Other (please specify
-

PART 2.1: SITUATION OF CURRENT PROGRAMMES

Does your faculty, department, center or institute offer a degree or post-graduate programme related to the fields of ICH (e.g. intangible cultural heritage studies and management, folklore, anthropology, heritage management, culture and community, indigenous knowledge systems, traditional medicines, etc.)?

Yes

No

For more information on the intangible cultural heritage (ICH), please visit https://ich.unesco.org/en/what-is-intangible-heritage00003.

Kindly indicate the percentage of time spent by students on the ICH related programmes in the following please;

    (i)   Teaching/Coursework %

    (ii)   Research   %

Indicate the levels at which ICH programme/s is offered;

Certificate/Diploma

Bachelor Degree

Honors

Masters

PhD

Average Class Size:

A. Details of ICH-related "programme"

Please provide information of the ICH-related programme being offered by your faculty, department, center or institute. If it offers more than one ICH-related programme, more space will be provided.

_____

Programme title:

Faculty/Department/Center/Institute:

Language of instruction:

Web link to programme's overview:

Web link to course sequences or list of subjects and descriptions. If you would like to upload a file instead, please type "in file" and upload the file below:

Name of responsible person:

Contact information of responsible person:

^ Course sequences (list of courses or course outlines) and descriptions file upload (English only) If the course sequences and descriptions are unavailable on the programme's website, please upload the document here. File size limit is 16MB.

[button for uploading file]

Type or level of programme

[drop down menu]

Years of programme from inception to present

[drop down menu]

Number of lecturers

    (i)   From within the host faculty

    (ii)   From within broader university

    (iii)   External experts

    (iv)   ICH Practitioners and community based organisations

[drop down menu]

Average number of students graduating each year

[drop down menu]
Does this programme utilize capacity-strengthening training materials, which are a set of pedagogic materials for the safeguarding of ICH developed by internationally recognized experts in the field of ICH for UNESCO?
Yes
No

Other information related to the ICH programme:
Does your faculty, department, centre or institute offer more ICH-related programme(s)?
Yes
No
B. ICH taught in non-ICH programmes
Does your faculty, department, center or institute offer ICH-related or integrated courses, subjects or modules as part of a programme which focuses on other broader topic (e.g. Faculty of Law or Architecture offering an Ethnographic Fieldwork Course)?
□ Yes, we offer ICH-related or integrated course(s) as part of programme(s) that do not focus on ICH.
□ No, we do not offer any ICH-related or integrated course(s) as part of programme(s) that do not focus on ICH.

B. Details of ICH-related courses in non-ICH programmes
Please provide a syllabus or details of the ICH-related or integrated courses, subjects or modules offered in non-ICH programmes via one or more of the following options:
- Option 1 - Provide weblinks to the course syllabus or details
- Option 2 - Upload files below
- Option 3 - Email to saich@unesco.org
If the information is not in English, we hope that you could help translate key information into English. Alternatively, we can arrange for an interview with you via telecommunication channel (e.g. Skype, FaceTime, phone call, etc.). Please let us know in the comment box below if you would like us to contact you for further arrangements.

Please indicate types of information that are provided on your webpage, in uploaded file or email.
□ Course title
□ Course description
□ Number of credits
□ Programme offering the course Faculty/Department offering the course Main learning resources/materials Name of responsible person
□ Contact information of responsible person
□ Other (please specify)

Option 1: Web link(s) to course syllabus or details
Course 1:
Course 2:
Course 3:
Course 4:
Course 5:
Option 2: Upload course syllabus or details.
(File size limit is 16 MB each).
[file upload buttons]
Additional information (Optional)
ICH taught in non-ICH programmes

Do the courses, subjects or modules utilize capacity-strengthening training materials^, which are a set of pedagogic materials for the safeguarding of ICH developed by internationally recognized experts in the field of ICH for UNESCO?
Yes
No
Not sure

Are you aware of any other faculty, department, center or institute at your institution, which offers ICH-related programmes, courses, subjects or modules?
□ No
□ Yes (please specify name of faculty, department, center of institute as well as name of contact person and contact information)

PART 3: OPPORTUNITIES AND FUTURE INTERESTS
Is your faculty, department, center or institute in the process of developing new programmes or courses related to the fields of ICH?
Yes
No

In developing process of ICH-related programmes
Please indicate the level or type of potential programme that ICH will be taught at
□ Certificate
□ Bachelor
□ Master
□ Doctoral
□ Not identified yet
□ Other (please specify)

Please provide a brief summary of this potential programme or course, including the name of responsible faculty or department, name of responsible person, objectives and draft course list (if any), and expected launch date.
[file upload button—optional]

Not offering nor developing ICH-related programmes
Would you be interested in developing such programme?
Yes
No (please specify why not)

Interested in developing ICH-related programmes
Please indicate the level or type of potential programme that ICH will be taught at
□ Certificate
□ Bachelor
□ Master
□ Doctoral
□ Not identified yet
□ Other (please specify)

[file upload button—optional]

Additional information (optional)

Available resources for ICH-related programme development
Which resources are available at your institution for the development of ICH-related programmes?
□ Lecturers, guest lecturers, resource persons
□ Learning materials
□ Programme syllabus or outline/Curriculum
□ Practicum or field activities
□ Strong relationship and engagement with community
□ Job training and opportunities for students
□ Exchange programme with other institutions
□ Financial resources
* Research Supervision and Publications
□ Other (please specify)

Needs for resources for ICH-related programmes development
What support would you need for the development of such programme?
□ Lecturers, guest lecturers, resource persons
□ Learning materials development
□ Programme syllabus or outline/Curriculum development
□ Practicum or field activities organization/ Action Research partnerships
□ Promotion of community engagement
□ Job training and opportunities for students Exchange programme with other institutions
□ Other (please specify

PART 4: EXPLORING NETWORKING OPPORTUNITIES
Is your faculty, department, center or institute a member of any international associations or networks in the field of culture?
No
Yes (please specify)

Is your institution a member of any national associations or networks in the field of culture?
No
Yes (please specify)

Would your faculty, department, center or institute be interested in joining a network among tertiary education institutions in the Africa Region for the intangible cultural heritage?
Yes
No (please explain)

Expected benefits and contributions of networking
What would your faculty, department, center or institute like to gain from joining this online network?
□ Collaboration and exchanges of pedagogical and technical resources among members
□ Access to training materials and other related information pool developed by UNESCO and members
□ Co-development of student and/or professor exchange programmes by members
□ Co-development of educator training programmes by members
□ Co-organization of events and activities by members
□ Participation in online communication
* Collaborative Research Programs
□ Other (please specify)

How would your faculty, department, center or institute like to contribute to this network?
□ Sharing of training materials and pedagogical resources
□ Sharing of resource persons to contribute to the coordinating and functioning of the network
□ Offering student exchange scholarships
□ Offering fellowships or grants for professor exchange programmes
□ Hosting a network event
* Supervision of research
□ Publishing materials developed within the framework of the network
□ Other (please specify)

Networking mechanisms

How useful do you think these networking mechanisms would be?

Student exchange programme
□ Not useful □ Useful □ Very useful

Professor/lecturer exchange programme
□ Not useful □ Useful □ Very useful

Joint events (conferences, expert meetings, etc.)
□ Not useful □ Useful □ Very useful

Joint activities and programmes
□ Not useful □ Useful □ Very useful

Online platform of communication and shared resources
□ Not useful □ Useful □ Very useful

Other networking mechanisms you would like to propose:

Online platform of shared resources and communication

Which components or sections would you like the online platform to include?
□ Link to capacity training materials developed by UNESCO for the safeguarding of ICH
□ Training materials on ICH developed by network members
□ Technical resources and research paper
□ Chat or dialogue function
□ Bulletin board/calendar of network activities and events
□ Profile of member institutions and experts
□ Other (please specify)

How often would you use this online platform?
□ Every day
□ Several times a week
□ Several times a month
□ About once a month
□ Less than once a month

Which components or sections would you like the online platform to include?

□ Link to capacity training materials developed by UNESCO for the safeguarding of ICH
□ Training materials on ICH developed by network members
□ Technical resources and research paper
□ Chat or dialogue function
□ Bulletin board/calendar of network activities and events
□ Profile of member institutions
□ Other (please specify)

How often would you use this online platform?
□ Every day
□ Several times a week
□ Several times a month
□ About once a month
□ Less than once a month

How would your institution like to contribute to the online platform?
□ Administer/Co-administer the platform
□ Share training materials related to ICH
□ Share technical resources and experiences related to the development of ICH-related programmes
□ Participate in online communication via the platform
□ Other (please specify)

Ideas you would like to share on setting up and running the online platform:

Exchange programmes and joint activities
How often would it be useful to co-organize the following activities and programmes?

	Once a semester	Once a year	Once every few years
Student exchange Programmes			
Professor or lecturer exchange programmes			
Joint events (conferences, expert meetings, etc.)			
Joint activities and Programmes			

Ideas you would like to share on setting up and implementing joint activities and programmes:

PART 5: CONTACT INFORMATION OF RESPONDENT
Name of person who completes this questionnaire:
Position at tertiary education institution:
Faculty/Department/Centre/Institute:
Address:
Email address:
Phone number (Please include country code):
Other (i.e. Skype ID,FaceTime, etc.):
Contact information of respondent:
What would be the best way for us to contact you for more information?:

Email:
Phone:
Skype
FaceTime
LINE
Messenger Call
Other (please specify)
If there is any other person or institution in the Southern Africa Region that you would like to recommend us for this survey, please provide the name, institution name, position and contact information below. By submitting this form, you agree that UNESCO may collect, use and disclose your data, as provided in this entry form, for the purpose of UNESCO-ICH-SAICH's project on SurveyingTertiary Education Institutions for Intangible Cultural Heritage Network. The survey results will only be used in aggregated form and individual answers will not be disclosed to outside parties.
For any inquiry, please contact: saich@unesco.org.
Thank you! Your kind contribution is highly appreciated.

About this survey
Overview and objectives
UNESCO acknowledges the essential role of tertiary education institutions in building the capacity of a dynamic culture sector. Whilst there has been an increase in post-graduate heritage education in the Africa region in the past decade, most of these programmes focus on the management of tangible heritage (conservation, architecture and archaeology) and little emphasis is made on the intangible cultural heritage (ICH). Representatives from tertiary education institutions in the Africa, during an UNESCO workshop in Nairobi in 2012 and through the office of the UNESCO Southern African ICH related programs highlighted the need for more exchange and collaboration opportunities among the tertiary education institutions in order to strengthen their ICH-related programmes.

In collaboration, the Chinoyi University of Technology and the UNESCO Regional Office for Southern Africa office launches a survey, which aims at gaining a better understanding of the existing ICH-related tertiary programmes and opportunities related to ICH in tertiary education. The survey outcome will inform a discussion and the development of recommendations to further networking activities among tertiary education institutions in the region. We invite you to complete this survey questionnaire and thank you for sharing your valuable insights with us.

By participating in this survey, you agree that UNESCO may collect and use your data for the purpose of UNESCO's Africa project on Surveying Tertiary Education Institutions for Intangible Cultural Heritage Network. The survey results will only be used in aggregated form and individual answers will not be disclosed to outside parties. For any inquiry, please contact Rodney Buchiko at saich@unesco.org.
For more information on the intangible cultural heritage (ICH), please visit https://ich.unesco.org/en/what-is-intangible-heritage-00003.

Completing this survey
Please note that questions with an asterisk (*) require an answer.
Clicking "Next" at the bottom of each page allows you to save your answers and return to the survey to pick up where you left off and/or edit previous responses until the survey is completed.
Clicking "Done" on the last page submits your answers to the researcher.
If you have any question, please email Rodney Bunhiko at saich@unesco.org

PART 1: INSTITUTION BACKGROUND INFORMATION

Country*:

Name of tertiary education institution:

Faculty/Department/Center/Institute:

Address

Email Address

Phone Number (Please include country code)

Website :

Institution information*

Type of education institution*

- Public university
- Private university
- Research institute
- Training center
- Other (please specify
-

PART 2.1: SITUATION OF CURRENT PROGRAMMES

Does your faculty, department, center or institute offer a degree or post-graduate programme related to the fields of ICH (e.g. intangible cultural heritage studies and management, folklore, anthropology, heritage management, culture and community, indigenous knowledge systems, traditional medicines, etc.)?

Yes

No

For more information on the intangible cultural heritage (ICH), please visit https://ich.unesco.org/en/what-is-intangible-heritage00003.

Kindly indicate the percentage of time spent by students on the ICH related programmes in the following please;

   (iii)   Teaching/Coursework %
   (iv)   Research   %

Indicate the levels at which ICH programme/s is offered;

Certificate/Diploma

Bachelor Degree

Honors

Masters

PhD

Average Class Size:

A. Details of ICH-related "programme"

Please provide information of the ICH-related programme being offered by your faculty, department, center or institute. If it offers more than one ICH-related programme, more space will be provided.

_____

Programme title:

Faculty/Department/Center/Institute:

Language of instruction:

Web link to programme's overview:

Web link to course sequences or list of subjects and descriptions. If you would like to upload a file instead, please type "in file" and upload the file below:

Name of responsible person:

Contact information of responsible person:

^ Course sequences (list of courses or course outlines) and descriptions file upload (English only) If the course sequences and descriptions are unavailable on the programme's website, please upload the document here. File size limit is 16MB.
[button for uploading file]

Type or level of programme
[drop down menu]
Years of programme from inception to present
[drop down menu]
Number of lecturers
  (v)   From within the host faculty
  (vi)   From within broader university
  (vii)   External experts
  (viii) ICH Practitioners and community based organisations
[drop down menu]
Average number of students graduating each year
[drop down menu]
Does this programme utilize capacity-strengthening training materials, which are a set of pedagogic materials for the safeguarding of ICH developed by internationally recognized experts in the field of ICH for UNESCO?
Yes
No

Other information related to the ICH programme:
Does your faculty, department, centre or institute offer more ICH-related programme(s)?
Yes
No
B. ICH taught in non-ICH programmes
Does your faculty, department, center or institute offer ICH-related or integrated courses, subjects or modules as part of a programme which focuses on other broader topic (e.g. Faculty of Law or Architecture offering an Ethnographic Fieldwork Course)?
□ Yes, we offer ICH-related or integrated course(s) as part of programme(s) that do not focus on ICH.
□ No, we do not offer any ICH-related or integrated course(s) as part of programme(s) that do not focus on ICH.

B. Details of ICH-related courses in non-ICH programmes

Please provide a syllabus or details of the ICH-related or integrated <u>courses, subjects or modules</u> offered in non-ICH programmes via one or more of the following options:

- Option 1 - Provide web links to the course syllabus or details
- Option 2 - Upload files below
- Option 3 - Email to <u>saich@unesco.org</u>

If the information is not in English, we hope that you could help translate key information into English. Alternatively, we can arrange for an interview with you via telecommunication channel (e.g. Skype, FaceTime, phone call, etc.). Please let us know in the comment box below if you would like us to contact you for further arrangements.

Please indicate types of information that are provided on your webpage, in uploaded file or email.

□ Course title

□ Course description

□ Number of credits

□ Programme offering the course Faculty/Department offering the course Main learning resources/materials Name of responsible person

□ Contact information of responsible person

□ Other (please specify)

Option 1: Web link(s) to course syllabus or details

Course 1:

Course 2:

Course 3:

Course 4:

Course 5:

Option 2: Upload course syllabus or details.

(File size limit is 16 MB each).

[file upload buttons]

Additional information (Optional)

<u>ICH taught in non-ICH programmes</u>

Do the courses, subjects or modules utilize capacity-strengthening training materials^, which are a set of pedagogic materials for the safeguarding of ICH developed by internationally recognized experts in the field of ICH for UNESCO?

Yes

No

Not sure

Are you aware of any other faculty, department, center or institute at your institution, which offers ICH-related programmes, courses, subjects or modules?
□ No
□ Yes (please specify name of faculty, department, center of institute as well as name of contact person and contact information)

PART 3: OPPORTUNITIES AND FUTURE INTERESTS

Is your faculty, department, center or institute in the process of developing new programmes or courses related to the fields of ICH?
Yes
No

In developing process of ICH-related programmes
Please indicate the level or type of potential programme that ICH will be taught at
□ Certificate
□ Bachelor
□ Master
□ Doctoral
□ Not identified yet
□ Other (please specify)

Please provide a brief summary of this potential programme or course, including the name of responsible faculty or department, name of responsible person, objectives and draft course list (if any), and expected launch date.
[file upload button—optional]

Not offering nor developing ICH-related programmes
Would you be interested in developing such programme?
Yes
No (please specify why not)

Interested in developing ICH-related programmes
Please indicate the level or type of potential programme that ICH will be taught at
□ Certificate
□ Bachelor
□ Master
□ Doctoral
□ Not identified yet
□ Other (please specify)

[file upload button—optional]

Additional information (optional)

Available resources for ICH-related programme development
Which resources are available at your institution for the development of ICH-related programmes?
□ Lecturers, guest lecturers, resource persons
□ Learning materials
□ Programme syllabus or outline/Curriculum
□ Practicum or field activities
□ Strong relationship and engagement with community

□ Job training and opportunities for students
□ Exchange programme with other institutions
□ Financial resources
* Research Supervision and Publications
□ Other (please specify)

Needs for resources for ICH-related programmes development
What support would you need for the development of such programme?
□ Lecturers, guest lecturers, resource persons
□ Learning materials development
□ Programme syllabus or outline/Curriculum development
□ Practicum or field activities organization/ Action Research partnerships
□ Promotion of community engagement
□ Job training and opportunities for students Exchange programme with other institutions
□ Other (please specify

PART 4: EXPLORING NETWORKING OPPORTUNITIES
Is your faculty, department, center or institute a member of any international associations or networks in the field of culture?
No
Yes (please specify)

Is your institution a member of any national associations or networks in the field of culture?
No
Yes (please specify)

Would your faculty, department, center or institute be interested in joining a network among tertiary education institutions in the Africa Region for the intangible cultural heritage?
Yes
No (please explain)

Expected benefits and contributions of networking
What would your faculty, department, center or institute like to gain from joining this online network?
□ Collaboration and exchanges of pedagogical and technical resources among members
□ Access to training materials and other related information pool developed by UNESCO and members
□ Co-development of student and/or professor exchange programmes by members
□ Co-development of educator training programmes by members
□ Co-organization of events and activities by members
□ Participation in online communication
* Collaborative Research Programs
□ Other (please specify)

How would your faculty, department, center or institute like to contribute to this network?
□ Sharing of training materials and pedagogical resources
□ Sharing of resource persons to contribute to the coordinating and functioning of the network
□ Offering student exchange scholarships
□ Offering fellowships or grants for professor exchange programmes
□ Hosting a network event

* Supervision of research
□ Publishing materials developed within the framework of the network
□ Other (please specify)

<u>Networking mechanisms</u>

How useful do you think these networking mechanisms would be?

Student exchange programme
□ Not useful □ Useful □ Very useful

Professor/lecturer exchange programme
□ Not useful □ Useful □ Very useful

Joint events (conferences, expert meetings, etc.)
□ Not useful □ Useful □ Very useful

Joint activities and programmes
□ Not useful □ Useful □ Very useful

Online platform of communication and shared resources
□ Not useful □ Useful □ Very useful

Other networking mechanisms you would like to propose:

<u>Online platform of shared resources and communication</u>

Which components or sections would you like the online platform to include?
□ Link to capacity training materials developed by UNESCO for the safeguarding of ICH
□ Training materials on ICH developed by network members
□ Technical resources and research paper
□ Chat or dialogue function
□ Bulletin board/calendar of network activities and events
□ Profile of member institutions and experts
□ Other (please specify)

How often would you use this online platform?
□ Every day
□ Several times a week
□ Several times a month
□ About once a month
□ Less than once a month

Which components or sections would you like the online platform to include?
□ Link to capacity training materials developed by UNESCO for the safeguarding of ICH
□ Training materials on ICH developed by network members
□ Technical resources and research paper
□ Chat or dialogue function
□ Bulletin board/calendar of network activities and events
□ Profile of member institutions
□ Other (please specify)

How often would you use this online platform?
□ Every day
□ Several times a week
□ Several times a month
□ About once a month
□ Less than once a month

How would your institution like to contribute to the online platform?
□ Administer/Co-administer the platform
□ Share training materials related to ICH
□ Share technical resources and experiences related to the development of ICH-related programmes
□ Participate in online communication via the platform
□ Other (please specify)

Ideas you would like to share on setting up and running the online platform:

Exchange programmes and joint activities
How often would it be useful to co-organize the following activities and programmes?

	Once a semester	Once a year	Once every few years
Student exchange Programmes			
Professor or lecturer exchange programmes			
Joint events (conferences, expert meetings, etc.)			
Joint activities and Programmes			

Ideas you would like to share on setting up and implementing joint activities and programmes:

PART 5: CONTACT INFORMATION OF RESPONDENT
Name of person who completes this questionnaire:
Position at tertiary education institution:
Faculty/Department/Centre/Institute:
Address:
Email address:
Phone number (Please include country code):
Other (i.e. Skype ID,FaceTime, etc.):
Contact information of respondent:
What would be the best way for us to contact you for more information?:
Email:
Phone:
Skype
FaceTime
LINE
Messenger Call
Other (please specify)

If there is any other person or institution in the Southern Africa Region that you would like to recommend us for this survey, please provide the name, institution name, position and contact information below. By submitting this form, you agree that UNESCO may collect, use and disclose your data, as provided in this entry form, for the purpose of UNESCO-ICH-SAICH's project on SurveyingTertiary Education Institutions for Intangible Cultural Heritage Network. The survey results will only be used in aggregated form and individual answers will not be disclosed to outside parties.
For any inquiry, please contact: saich@unesco.org.
Thank you! Your kind contribution is highly appreciated.

8.2 Research Team

SAICH Platform

- Herbert Chimhundu
- Jacob Mapara
- Manase K. Chiweshe
- Olga Kupika
- Varaidzo Chinokwetu
- Tichaona Miti

South Africa

- D. Prins-Solani

8.3 List of participants at the Sub-Regional Workshop – Survey Review and Validation Workshop

	Country	Institution	Contact person	Phone/Email
1.	Lesotho	National University of Lesotho	Mapena Boitumelo Tokelo	tcmapena@gmail.com
2.		Limkokweng University	Lekoekoe Sebinane	sebinane.lekoekoe@limkokwing.ac.ls
3.		National Commission	Sekokoana Matsooana	matsooana7@yahoo.com
4.	Malawi	National Commission for UNESCO	Mr. Christopher J. Magomelo	juliomagomelo@gmail.com, cmagomero2003@yahoo.com
5.	Namibia	Namibia National ICH Committee	Mr. Erastus Kautondokwa	ggwasira@unam.na
6.	Swaziland (ESwatini)	University of Swaziland	Dr N. Dlamini	nhlanhlacosmos673@gmail.com
7.	South Africa	Consultant ICH	Deirdre Prins-Solani	deirdreprins17@yahoo.com
8.	Zambia	University of Zambia	Mr. Moffat Moyo	munyimam@yahoo.co.uk
9.	Zimbabwe	Lupane State University	Dr. N. Sibanda	nkuejunior@gmail.com
10.	Zimbabwe	Midlands State University	Prof. C. Tembo	tembo.charles7@gmail.com
11.	Zimbabwe	University of Zimbabwe	Dr. S. Katsamudanga	katsamudanga@gmail.com
12.			Dr Wilbert Sadomba	wilbertzsadomba@gmail.com
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15.			Dr Olga Kupika	
16.			Ms Varaidzo Chinokwetu	varaidzochm@gmail.com
17.			Prof. Jacob Mapara	
18.			Prof. Herbert Chimhundu	
19.			Mr Eugine Ncube	
20.			Mr Tichaona Miti	
21.	Zimbabwe	NATCOM UNESCO	Ms Margaret Chirapa	zimnatcom@gmail.com

22.			Ms Bridget Makiwa	
23.	Zimbabwe	UNESCO ROSA	Mr D Dijakovic	d.dijakovic@unesco.org
24.			Mr R Bunhiko	r.bunhiko@gmail.com
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26.			Ms N Chipokore	nonochipokotre@gmail.com