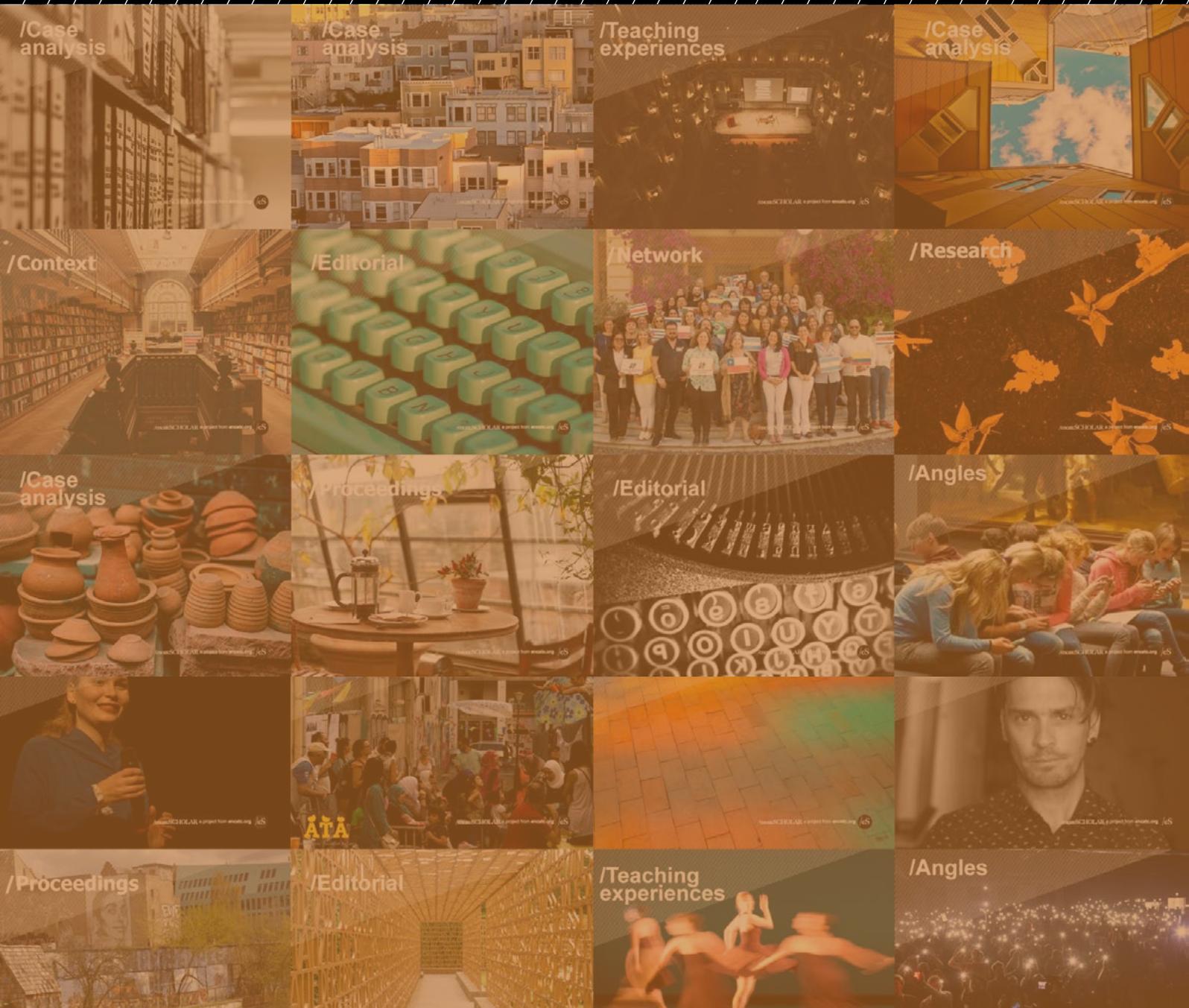
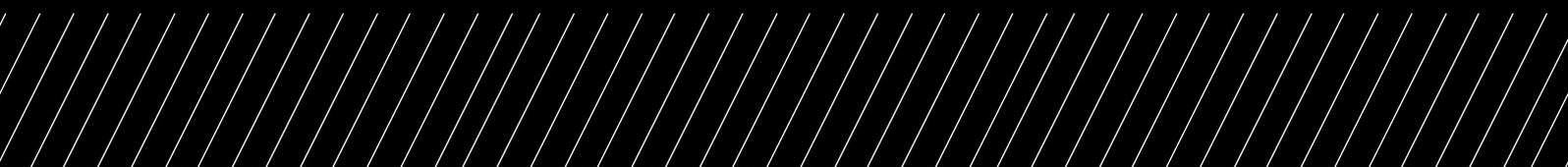


SPECIAL ISSUE #11  
September 2018

## LEARNING ON INTANGIBLE CULTURAL HERITAGE





Content is published under Creative Commons License CC BY-NC-SA 4.0, which allows to copy and redistribute the material in any medium or format, as well to remix, transform, and build upon the material, as long as appropriate credit is given to the author and to ENCATC, and the material is not used for commercial purposes. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original

The publishers have made every effort to secure permission to reproduce pictures protected by copyright. Any omission brought to their attention will be solved in future editions of this publications.

“Rethinking Education Strategy and the relevance of producing highly skilled and versatile people who can contribute to innovation and entrepreneurship”

Androulla Vassiliou

## **Publisher**

European network on cultural management and policy (ENCATC)

**ISSN:** 2466-6394

ENCATC is the leading European network on cultural management and cultural policy co-funded by the Creative Europe programme of the European Union. It is a membership NGO gathering over 100 Higher Educational Institutions and cultural organisations in 40 countries. It is an NGO in official partnership with UNESCO and an observer to the Steering Committee for Culture of the Council of Europe.

## **Editors**

Cristina Ortega Nuere / Giannalia Cogliandro Beyens

Editorial Advisory Board: ENCATC Board Members

## **General objective**

/encatcSCHOLAR was born to satisfy the demand of ENCATC members academics, researchers and students: to exchange teaching methodologies and knowledge to use in the classroom. /encatcSCHOLAR is intended to provide reference tools for education and lifelong learning on cultural management and cultural policies.

## **Specific aims**

To be an open tool that encourages participation and sharing in the creation of teaching materials. To offer suggestions about some basic and accurate methodological approaches related to how to:

- study emerging issues that affect public policies;
- present and analyze case analysis;
- open debates on how to improve the management of projects.

## **Target**

/encatcSCHOLAR is aimed at academics and researchers teaching and students learning about cultural management and cultural policies. Its contents are intended to provide reference tools for education and lifelong learning on these fields.

## **CONTACT**

<b>ENCATC OFFICE:</b>	<b>Website</b>
Avenue Maurice, 1	<a href="http://www.encatc.org">www.encatc.org</a>
B-1050 Brussels	
Belgium	<b>Email</b>
Tel+32.2.201.29.12	<a href="mailto:scholar@encatc.org">scholar@encatc.org</a>

**An initiative of:**



**Supported by:**



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

# TABLE OF CONTENTS

/EDITORIAL

## 06 **Learning on Intangible Cultural Heritage**

**By Cristina Ortega, PhD**

Director of 3Walks and scientific coordinator of the UNESCO-ENCATC project "Learning on intangible heritage: building teachers' capacity for a sustainable future"

/NETWORK

## 08 **Latin America and the Caribbean Academic Cooperation Network on ICH (ReCA PCI LAC)**

**By Frédéric Vacheron**

Director of Villa Ocampo UNESCO Observatory

/RESEARCH

## 12 **A UNESCO-ENCATC project identifies higher education programmes on ICH in Europe**

**By ENCATC and 3Walks**

/CASE ANALYSIS

## **20 Intangible Search Inventory**

**By Ilaria Guglielmetti**

Polytechnic University of Milan, School of Design

**By Agostina Lavagnino**

Ethnographical and Social History Archive of Lombardy Region

/PROCEEDINGS

## **30 UNESCO-ENCATC Round table**

**By 3 Walks and ENCATC**



/EDITORIAL

## **Learning on Intangible Cultural Heritage**

**By Cristina Ortega, PhD**

Director of 3Walks and scientific coordinator of the UNESCO-ENCATC project “Learning on intangible heritage: building teachers’ capacity for a sustainable future”

With a new vision of cultural heritage gaining prominence, UNESCO encourages integration of intangible cultural heritage (ICH) in training programmes for future decision-makers and professionals in related fields, such as heritage studies, cultural management or sustainable development. However, despite international recognition of ICH and its critical importance for sustainable development, the theme has been largely neglected in relevant studies in almost all the world regions. In this context, the UNESCO-ENCATC project “Learning on intangible heritage: building teachers’ capacity for a sustainable future” aimed to revisit the training programmes of universities, as well as to strengthen their capacity building in ICH and, by doing that, help UNESCO raise awareness about the 2003 Convention and its purpose. This project was implemented by ENCATC under UNESCO’s Participation Programme 2016-2017 and in partnership with 3Walks-Cultural Research, Training and Knowledge and Social Transfer. Dr. Cristina Ortega, director of 3Walks and an ENCATC member, was in charge of the scientific coordination of this project.

This special issue of the */encatcSCHOLAR* is part of the legacy of this research project. The results of the mapping of higher education programmes teaching ICH – carried out in the framework of that project – are presented in the form of a piece in the newly created “Research” section. The section “Network” is also inaugurated in this special issue, with a contribution by Frederic Vacheron, Director of Villa Ocampo UNESCO Observatory, who explains the process of creation and characteristics of the Latin America and the Caribbean Academic Cooperation Network on ICH (ReCA PCI LAC). In the “Case Analysis” section, Ilaria Guglielmetti and Agostina Lavagnino, from the School of Design of the Polytechnic University of Milan (whose programme was identified in the mapping) and the Ethnographical and Social History Archive of Lombardy Region, respectively, share with us their experience in developing their “Intangible Search Inventory”. Finally, a piece on the round table organized in the framework of the UNESCO-ENCATC project is included in the “Proceedings” section.

We hope this issue contributes to the discussion on ICH and, in particular, on the need to integrate it in higher education curricula.

Enjoy the reading and feel free to share!

Cristina Ortega



### **Cristina Ortega**

Dr. Cristina Ortega is the Editor-in-Chief of the */encatcSCHOLAR*, the *ENCATC Journal on Cultural Management and Policy* and of the ENCATC Book Series. As Editor-in-Chief, Cristina is in charge of the day-to-day operations of the three publications and she ensure that deadlines and scientific requirement are met. Cristina is Spanish and she is Director of 3Walks, Cultural research, training and knowledge transference, that runs the general strategy of World Leisure, a non-governmental organization with consultative status of United Nations, since she was appointed Chief Academic and Operating Officer in January 2016. Doctor in Leisure and Human Development, with a Master degree in Leisure Management, specialized in Cultural Management, she graduated from the Faculty of Arts and Philosophy from the University of Deusto and completed her studies in London, Middlesex and at Westminster University. She has done several research stages at the University of Fordham (New York, EEUU) and Cambridge (UK). She is the author of a book of reference on Cultural Observatories, Ortega, C. (2010) *Observatorios Culturales. Creación de Mapas de Infraestructuras y Eventos* (Barcelona: Ariel). She is also Member of the Basque Council of Culture of the Basque Government. Her area of specialization is leisure, cultural policies, leisure, wellbeing and human development.



Photo credit: Observatorio de UNESCO Villa Ocampo, (Buenos Aires)

/NETWORK

# Latin America and the Caribbean Academic Cooperation Network on ICH (ReCA PCI LAC)

**By Frédéric Vacheron**

Director of Villa Ocampo UNESCO Observatory

On November 21st and 22nd 2017, in Buenos Aires, Argentina, the *Regional Meeting for Searching for Cooperation Mechanisms on Intangible Cultural Heritage and Higher Education* took place with the objective of identifying, agreeing and designing a cooperation mechanism at a tertiary education level around Intangible Cultural Heritage (ICH), in Latin America and the Caribbean region.

This meeting was attended by 43 participants representing 30 universities and higher education institutes from 12 countries in the region. As a result of this space of reflection and sharing, the *Latin America and the Caribbean Academic Cooperation Network on ICH (ReCA PCI LAC)* emerged.

*The State of the Art of Intangible Cultural Heritage*

The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (hereafter the Convention) came into force in 2006 and, so far, it has been

ratified by 177 States Parties (05/10/2018). The rapid ratification is a testimony of the countries' concern to safeguard the world's living heritage, especially at a time of rapid social transformation, where Intangible Cultural Heritage (hereafter ICH) faces serious risks and threats that can lead to the disappearance of these expressions.

However, following an evaluation carried out by the UNESCO Internal Oversight Service in 2013, it was identified that many of the State parties were facing difficulties for the implementation of the Convention due to the lack of trained human resources. In particular, the understanding of the its concepts continues representing a problem, which is above all demonstrated when carrying out inventories, formulating safeguard measures and applying them, cooperating with other countries, accessing the funds of the Convention, preparing application files and, specially, consulting and involving communities in order to guarantee their effective participation in the safeguarding processes.

UNESCO recognizes the important role that higher education institutions play in the training of future planners and administrators when working in the field of the safeguarding of ICH. It also notes that, currently, the teaching of ICH is very dispersed in different disciplines (studies of heritage, anthropology, environment, etc.). Likewise, most studies on heritage tend to focus on tangible heritage, while ICH is not yet a common theme in cultural studies and cultural management programs.

On the other hand, in recent times, in some countries, there has been a growing training offer related to cultural management in the academic field. For this reason, in preparatory meetings related to the creation of cooperation mechanisms on ICH and higher education, this approach to cultural management has been agreed to be adopted.

In view of the above, it would be appropriate for universities and other higher education institutions, which integrate the safeguarding of ICH in the curricula of their cultural management programs, to be interconnected and to work in close collaboration with UNESCO, in order

to facilitate the process of training, as well as broadening the understanding of the notion of ICH to different audiences, using the respective institutional instruments (in particular networks, chairs and research centers).

In this sense, regional initiatives of this type are taking place at a global level. In Europe and Asia, a cooperation mechanism between higher education institutions is currently in the process of being constituted in order to create global synergies and provide common concepts and references in the field of ICH.

### Intangible Cultural Heritage in Latin America and the Caribbean

Latin America and the Caribbean region is made up of 41 extremely diverse countries, 31 of which are, so far, part of the Convention. Middle-income countries, such as Mexico or Chile; other less developed countries, such as Haiti and small island states, and others with large territories, such as Brazil and Argentina, are part of the region.

Likewise, the levels of application to the Convention vary greatly from one country to another, and within the same countries, depending on the levels of governance and decision-making, as well as on the academic offer of cultural management courses which include ICH in their curricula. In this framework, a preliminary study was carried out on the level of training on ICH at higher education level in the region.

In this context, stimulating the establishment of a space for academic cooperation in higher education around ICH could lead to greater knowledge of the Convention, facilitating the exchange of information on its application and generating reflection spaces on its implementation; thus contributing to the reduction of asymmetries and the generation of knowledge.

For the aforementioned reasons, UNESCO is establishing strategic alliances with relevant institutions, including universities and other higher education centers, in an attempt to promote the safeguarding of ICH among future actors in the field of cultural management.

## The Meeting

The UNESCO Office in Montevideo organized this meeting in Buenos Aires, Argentina, in cooperation with IESALC (International Institute for Higher Education in Latin America), FLACSO (Latin American Faculty of Social Sciences), CRESPIAL (Regional Centre for the Safeguarding of Latin American Intangible Cultural Heritage) and the UNESCO Office in Havana, Regional Office for Culture for Latin America and the Caribbean.

Participants were academics, managers, decision-makers and representatives of higher education institutions in the Latin American region, who are involved in cultural management programs, especially those integrating ICH in their academic programs. These participants are seen by UNESCO as the responsible for developing the capacities of future actors in the cultural field, both in the private sector and in government entities.

After three rounds of thematic tables at the headquarters of FLACSO, which served to reflect on the 2003 Convention, its relationship with cultural management, and cooperation in the fields of higher education and cultural management, a closed session was organized where participants exchanged knowledge, needs and issues related to the teaching of ICH, as well as analyzed possible cooperation mechanisms.

The event took place at the UNESCO Observatory Villa Ocampo, and was devoted to agreeing and collaboratively designing the cooperation mechanism. With the contributions of all participants, the objectives, the working mechanisms, the roles, responsibilities, etc. were discussed and agreed upon. Commitments were assumed on a personal or institutional basis, which were recorded in a Final Joint Declaration.

This declaration and joint work was transformed into the Creation Act of the cooperation mechanism: the *Latin America and the Caribbean Academic Cooperation Network on ICH* (ReCA PCI LAC).

## Results of the Meeting

- Creation of a mechanism for cooperation on ICH and higher education. The cooperation

mechanism that the participants decided to take on was that of a network (Red), giving rise to the *Latin America and the Caribbean Academic Cooperation Network on ICH* (ReCA PCI LAC).

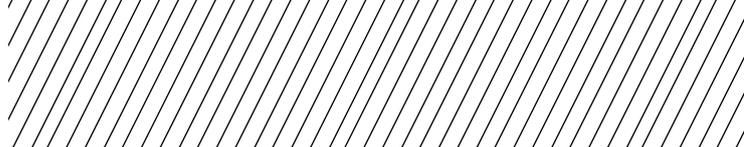
- Definition of the objectives of such mechanism. Among the specific objectives identified by the signatory members of the Creation Act, the following stand out:
  - Promote the dissemination of different safeguarding experiences of ICH in cultural management programs.
  - Offer knowledge about ICH inspired and based on the Convention, operational guidelines and the principles and procedures for the implementation of the Convention – in relation to the characteristics, particularities, needs and difficulties inherent to the realities of the region – for guaranteeing the improvement of knowledge management.
  - Publicize good practices in the area of ICH and promote the exchange of knowledge and experiences of application of the Convention, through the creation of a platform.
  - Promote collaborations with other UNESCO higher education networks that deepen issues related to ICH (for example, indigenous universities, traditional and local knowledge, intercultural dialogue, cultural tourism, etc.).
  - Guarantee the dissemination of information about cultural management programs that integrate ICH in their academic curricula, through the design and publication of a brochure.
  - Encourage the creation of a list of academic experts familiar with the Convention and the ICH of their respective countries to promote South-South and North-South cooperation.
- Consensual design of the organization and working mechanism; establishment of the basis to design a knowledge management system among participants, and elaboration of mechanisms for communication and relationship development with third parties. Currently, the ReCA PCI LAC is in the second phase of its founding stage. After the signing of the Creation Act, members

have distributed themselves in different committees to organize the work and assign the commitments acquired.

- Establishment of a consistent database, with the contribution of institutions that have programs related to the teaching of ICH. In collaboration with CRESPIAL, the Communications Management Commission will be responsible for setting up a platform with this objective.
- Establishment of necessary and possible, personal and institutional commitments, as included in the network's Creation Act, as well as of activities proposals for 2018.

Members of the network are working on the organization of a new event on "The role of the Academy for the management of the safeguarding of musical expressions inscribed in the Representative List of the 2003 Convention: example of the Fado, Portugal, and Tango, Argentina. The colloquium would take place in October 2018 at the UNESCO Observatory Villa Ocampo, Buenos Aires.

The activities of the network have the objective of promoting interaction on the topic of management of ICH among representatives of the Academy.



### **Frédéric Vacheron**

Frédéric Vacheron is a Specialist of the UNESCO Culture Programme for the Cono Sur. He is also de Director of the Villa Ocampo Programme.



Photo credit: Observatorio de UNESCO Villa Ocampo (Buenos Aires).



/RESEARCH

# **A UNESCO–ENCATC project identifies higher education programmes on ICH in Europe**

**By ENCATC and 3Walks**

In the framework of the UNESCO–ENCATC project “Learning on intangible heritage: building teachers’ capacity for a sustainable future”, an extensive mapping of higher education programmes throughout Europe was carried out, identifying among those the programmes currently offering education on cultural heritage and ICH in all European countries, at undergraduate, graduate and postgraduate level.

The methodology employed for the mappig was a 3-step one:

- *Identifying Higher Education programmes in each country.* National Education Ministries’ lists, ENCATC/UNESCO Directory of Europe and other reliable sources of undergraduate, graduate and postgraduate programs were used as a starting points.
- *Selecting programmes potentially related to ICH or CH more generally.* programmes in Anthropology, European Studies, Philosophy, Antiquity, Film Studies, Religious Studies, Archaeology, History, Sustainable Development,

Archive Studies, Humanities, Theatre Studies, Art History, Innovation Management, Tourism Studies, Classics, Leisure Studies, Conservation, Liberal Arts & Sciences, Cultural Management, Medieval Studies, Cultural Policy, Museum Studies, Cultural Studies, Musicology, Ethnology, Philology, Anything with “cultural”, Any ancient languages, and Anything with “civilizations”.

- *Analysing programmes in relation to ICH and CH:* diverse information (languages, if they include modules or contents on CH or ICH, etc.) is collected for each of the identified programmes.

A total of over 11,772 programmes were mapped in over 850 universities in 45 countries.

It must be highlighted that the mapping was conducted of those programmes for which there was information available in one of these ten languages: Catalan, Dutch, English, French, Galician, German, Greek, Italian, Spanish and Portuguese. However, the programmes might be taught in many different languages, namely the

official languages in the 45 mapped countries. Language and other methodological issues (such as the difficulty to access some information online) certainly limit the scope of this research. While acknowledging these limitations, it can be argued that the data do provide a significant, first approach to a dataset of programmes involving ICH across all European countries. ICH programmes, subjects and content were mainly found across the following fields of study: museology, ethnology, tourism, archeology, history, art history, music, cultural management and language and literature studies, among others. This certainly remarks that ICH is an interdisciplinary object, and calls upon action for the development of higher education curricula in accordance to this interdisciplinarity.

The numbers of programmes involving ICH in one way or another – because they include one or more subjects on ICH or because they (possibly) deal with ICH in non ICH-specific modules – are considerably high.

## SCOPE OF THE MAPPING

45

European countries

11,772

Programmes **March 2017-  
March 2018**

+850

Universities

10

Languages<sup>1</sup>

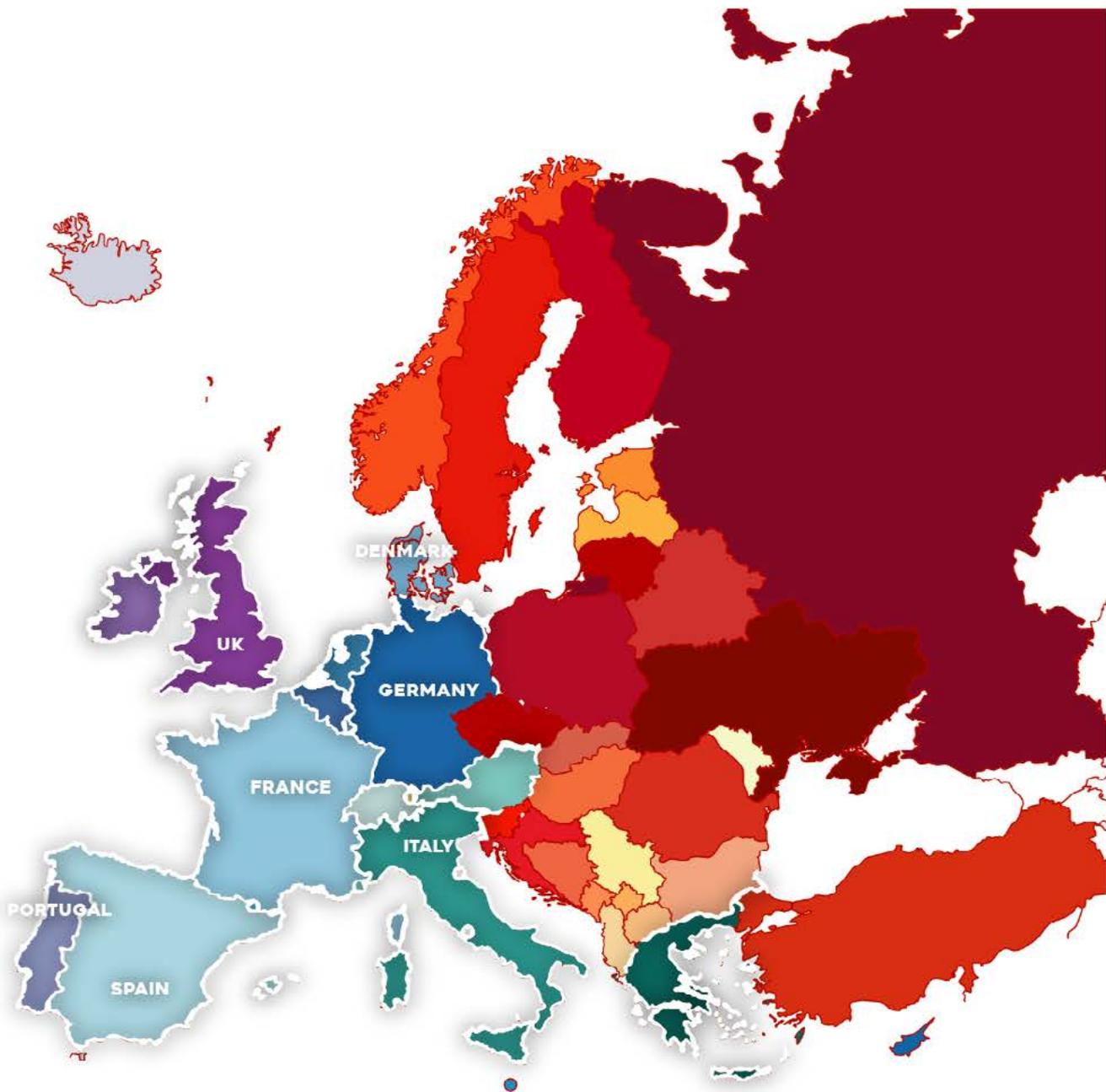
<sup>1</sup>The mapping has been carried out of those programmes for which there was information available in one of these ten languages: Catalan, Dutch, English, French, Galician, German, Greek, Italian, Spanish and Portuguese. However, the programmes might be taught in many different languages, namely the official languages in the 45 mapped countries.

## PROGRAMMES INVOLVING ICH AS CONTENT

 Mapping carried out in the country's main official languages

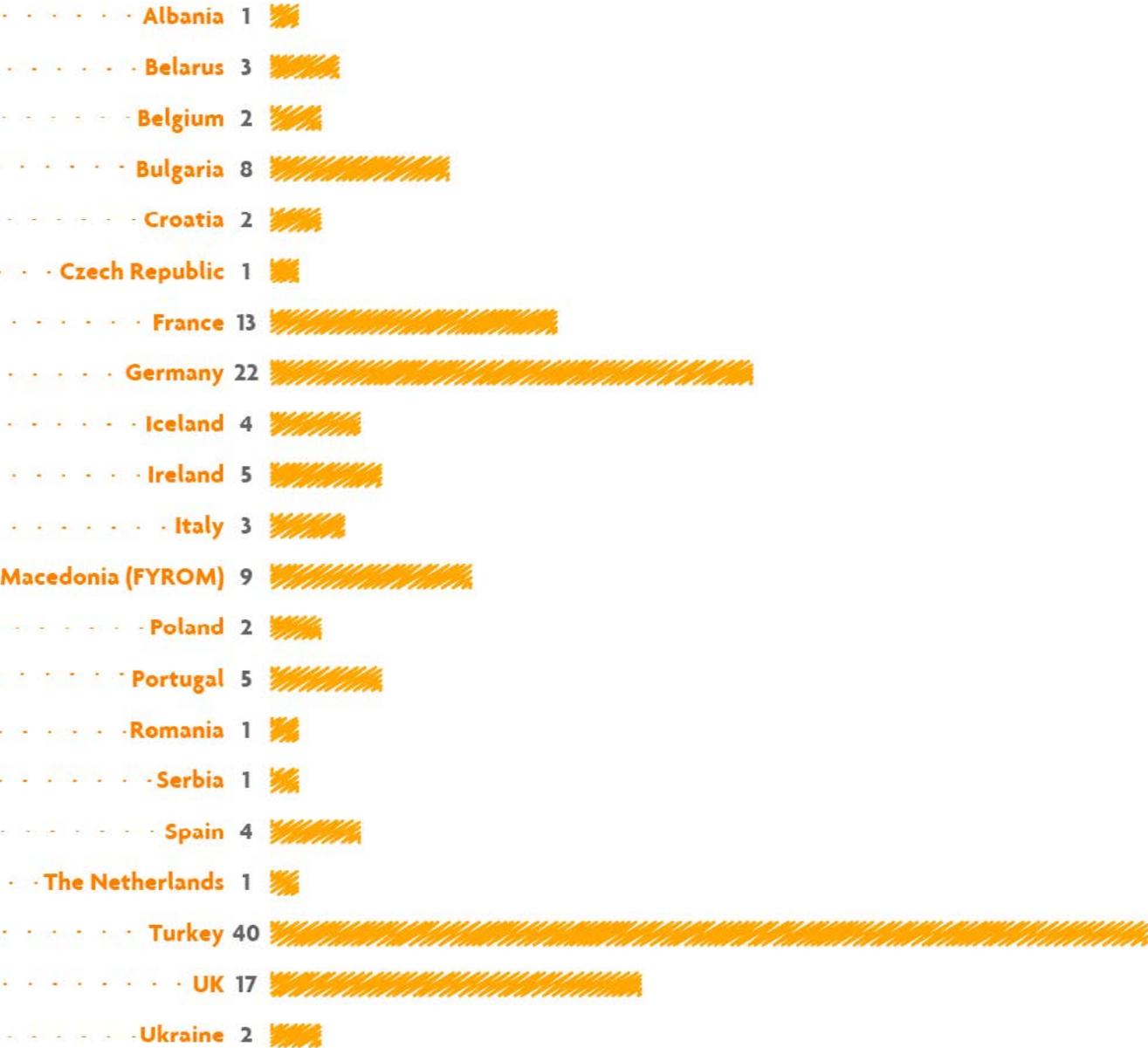
 Mapping carried out in English only

 ANDORRA (6)	 SWITZERLAND (67)	 FINLAND (87)	 NORWAY (61)
 AUSTRIA (57)	 THE NETHERLANDS (31)	 HUNGARY (4)	 POLAND (14)
 BELGIUM (57)	 UK (261)	 ICELAND (12)	 ROMANIA (11)
 FRANCE (404)	 ALBANIA (3)	 KOSOVO (1)	 RUSSIA (16)
 GERMANY (381)	 BELARUS (3)	 LATVIA (4)	 SERBIA (11)
 GREECE (23)	 BOSNIA&HERZEGOVINA (3)	 LIECHTENSTEIN (0)	 SLOVAKIA (2)
 IRELAND (24)	 BULGARIA (14)	 LITHUANIA (8)	 SLOVENIA (6)
 ITALY (690)	 CROATIA (21)	 MACEDONIA (FYROM) (17)	 SWEDEN (4)
 LUXEMBOURG (3)	 CYPRUS (4)	 MALTA (4)	 TURKEY (90)
 MONACO (0)	 CZECH REPUBLIC (4)	 MOLDOVA (1)	 UKRAINE (5)
 PORTUGAL (269)	 DENMARK (104)	 MONTENEGRO (0)	
 SPAIN (391)	 ESTONIA (1)		



A total of 146 programmes at all levels have been found containing ICH subjects, meaning that those subjects or modules contain the term ICH or an equivalent – such as “Folklore”, significant for the case of Germany – in their title:

**PROGRAMMES INCLUDING SUBJECTS ON ICH**



The following subjects or modules were found which specifically contain the term ICH in their title:

### SUBJECTS SOLELY FOCUSED ON ICH

COUNTRY	UNIVERSITY	TYPE	PROGRAMME TITLE	ICH SUBJECT
Belgium	Université de Liège	MA	Histoire de l'art et archéologie	Introduction au patrimoine immatériel
Belgium	Université de Liège	MA	Communication	Introduction au patrimoine immatériel
Croatia	University of Zadar	BA	Ethnology and Anthropology	Intangible Cultural Heritage: Klapa Singing
Croatia	University of Zadar	MA	Ethnology and Anthropology	Intangible Cultural Heritage: Klapa Singing
France	Aix-Marseille Université	BA	Langues, littératures et civilisations étrangères et régionales	Patrimoine immatériel et tourisme du monde lusophone
France	Université d'Angers	BA	Culture, patrimoine et tourisme	Outils de valorisation et d'interprétation du patrimoine; Patrimoine immatériel
France	Université d'Artois	MA	Gestion du patrimoine	Patrimoines architectural, industriel, naturel, immatériel
France	Université de Bretagne Occidentale	MA	Gestion des patrimoines architecturaux, artistiques et culturels	Patrimoines immatériels et technologiques
France	Université de Perpignan	MA	Gestion des Patrimoines et Territoires Touristiques	Patrimoine immatériel et culturel
France	Université de Picardie	MA	Sociologie - Culture et Patrimoine	Valorisation du patrimoine matériel et immatériel par l'image
France	Université de Strasbourg	MA	Muséologie : patrimoines immatériels et collections	Patrimoine immatériel et projet culturel; Du patrimoine immatériel à l'objet, trace et conservation; Patrimoine immatériel organisations internationales et ONG
France	Université de Valenciennes et Hainaut-Cambrésis	BA	Histoire, Archéologie, Patrimoine	Patrimoine immatériel
France	Université Paris Descartes	MA	Ethnologie	Anthropologie du patrimoine immatériel et des mythes
France	Université Paris-Est	MA	Gestion des Connaissances, Patrimoine Immatériel et Innovation	Valorisation du patrimoine; Patrimoine immatériel
France	Université Paul Valéry	MA	Ethnologie et métiers du patrimoine	Ethnologie et patrimoine culturel immatériel
France	Université Paul Valéry	MA	Valorisation et médiation des patrimoines	Ethnologie et patrimoine culturel immatériel
France	Université Toulouse-Le Mirail Toulouse II	MA	Expertise Ethnologique en Patrimoine Immatériel	Enjeux du patrimoine culturel immatériel: du local au global
Italy	Università degli Studi di Palermo	BA	Beni culturali: conoscenza, gestione, valorizzazione - Percorso Storico-archeologico	Patrimonio inmateriali
Italy	Università degli Studi di Palermo	BA	Beni culturali: conoscenza, gestione, valorizzazione - Patrimonio e turismo culturale	Patrimonio inmateriali
Italy	Università degli Studi di Perugia	BA	Beni culturali	Patrimoni culturali inmateriali
Netherlands	Utrecht University	MA	Cultural History of Modern Europe	(In)tangible heritage and identity
Poland	University of Vincent Pol in Lublin	MA	International Tourism	Intangible cultural heritage
Portugal	ISCTE, Instituto universitario de Lisboa	MA	Antropologia	Património Material e Imaterial
Portugal	Universidade de Coimbra	BA	Turismo, Território e Patrimónios	Património Imaterial e Turismo
Portugal	Universidade do Algarve	Posgraduate	Culturas mediterrânicas - dieta mediterrânica	Técnicas de recolha do património imaterial
Portugal	Universidade do Minho	MA	Património Cultural (Pós-Laboral)	Património Imaterial
Portugal	Universidade Nova de Lisboa	MA	Património	Património Imaterial
Spain	Universidad de Burgos	BA	Grado en Historia y Patrimonio	Patrimonio etnológico e inmaterial
Spain	Universidad de Córdoba	BA	Grado en Gestión Cultural	Patrimonio inmaterial, musical y etnológico andaluz
Spain	Universidad de León	BA	Turismo	Patrimonio etnográfico e inmaterial
Turkey	Dokuz Eylül Üniversitesi	MA	Museology	Intangible cultural heritage
Turkey	Pamukkale Üniversitesi	MA	Conservation and Restoration of Cultural Heritage	Intangible Cultural Heritage

At the programme level, the following have been found which are specifically focused on ICH, and have the term ICH or an equivalent in their title

### PROGRAMMES SPECIFICALLY FOCUSED ON ICH

The following programmes have been found which are specifically focused on ICH, and have the term ICH or an equivalent (as described in the terminological remarks) in their title.

**4 France**

**15 German**

**3 Iceland**

**4 Ireland**

**4 Turkey**

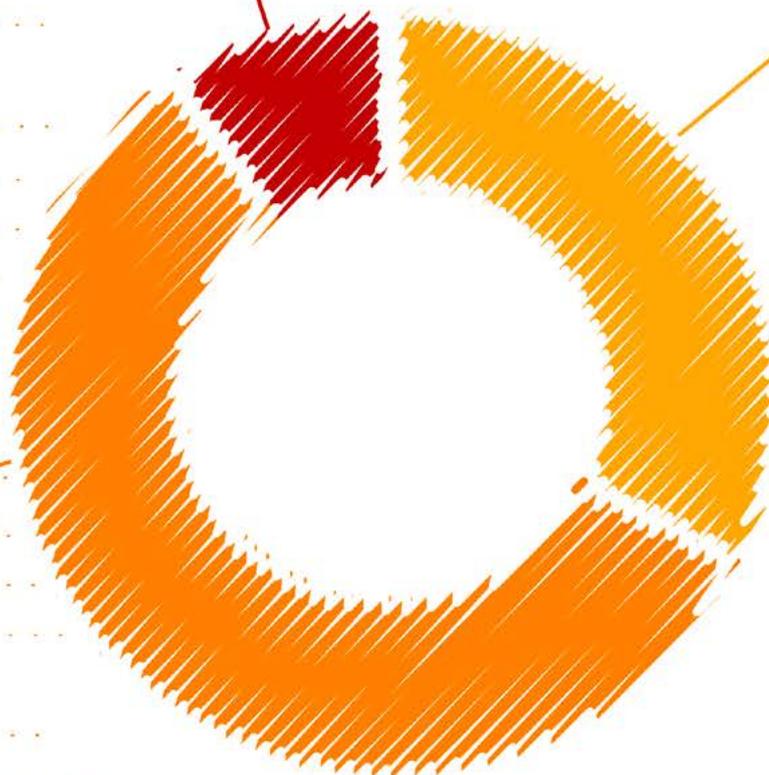
**1 UK**

**PhD  
10%**

PROGRAMMES WITH  
ICH IN TITLE (BY TYPE)

**BA  
32%**

**MA  
58%**

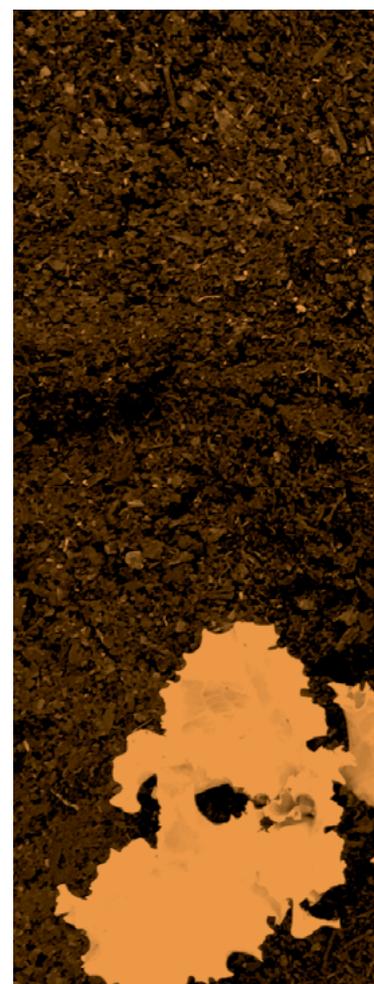


As shown by the preliminary analysis of the large dataset resulting from the mapping, the number of programs involving ICH in one way or another (having the term or a related one in the title, as a course or as content in non ICH-specific courses) is significantly high: 3,179 over the 11,772 programs analyzed in the 45 countries.

However, it was found that the term “ICH” is barely used in European higher education programmes, which suggests there is a *décalage* between what UNESCO is proposing since 2003 (followed by state governments) and its reflection in education programmes. French universities are the only ones, across the analyzed countries, using the term *patrimoine immatériel* in the titles of a few MA programs, four of them more precisely.

In general terms, it may be argued that, as shown by the UNESCO-ENCATC project in many different ways, while ICH is already integrated in some courses for students of heritage studies, there is a great need for strengthening this component in the teaching and curricula of universities focusing on other related topics, such as cultural management, cultural studies, arts management, or similar.

As an overall result of this project and its different outcomes, some recommendations are made for the further insertion of ICH in higher education curricula, which have to do with: sharing terminologies and rationales, envisaging the needs of the job market, sharing knowledge and practice, cross-disciplines polinization and influencing policies.





Established in 1992, ENCATC is a network of more than 100 member institutions and professionals in over 40 countries active in education, training and research within the broad field of cultural management and policy. ENCATC members have an impact on the education of thousands of cultural managers worldwide.



Cultural Research  
Training and  
Knowledge Transfer

3Walks is an International Center for Cultural Research, Training and Knowledge and Social Transference which headquarters are in Bilbao, Spain, and with a branch in Brussels, Belgium. Led by professionals with a great experience on the academic field, research, training, international relations, project development and the meeting industry. They are focused on providing services to international non-profit organizations on leisure, culture, tourism and sports.





/CASE ANALYSIS

# Intangible Search Inventory and the Development of an Academic Course to Valorise Alpine ICH Practices and Rituals

**By Ilaria Guglielmetti**

Polytechnic University of Milan, School of Design

**By Agostina Lavagnino**

Etnographical and Social History Archive of Lombardy Region

The Polytechnic University of Milan School of Design launched a course in Exhibition Design Studio. The course aims at enhancing the cultural heritage of the Alpine Mountain's identity, focusing on design solutions that relate to exhibit design in terms of widespread museums and temporary exhibitions. In 2017, fifty students from various countries designed two different typologies of projects to valorise some Alpine Intangible Cultural Heritage (ICH) practices and rituals. The first project lays itself within the regional landscape, the second one in the urban context of the square Città di Lombardia, in the city center of Milan (it is the Lombardy Region Institution District). The projects presented **how the cultural heritage of the Alpine mountain**

## regions can be shared to urbans, thanks to the design of new models of cultural experience

and, hence, demonstrate the relationship between rural and urban areas. The experience deals with the mountain cultural valorisation and aims at envisioning and designing new models of cultural experience. For example, exhibiting design practices and solutions in widespread museums and temporary exhibitions in mountain areas. Students created audio and video material to discover rural and mountainous heritage. In particular, the design exercise was applied to real case studies (related to traditional food, rituals, textiles...) that represent tangible and intangible distinctive elements of this area. Some aspects that have been touched upon include systems and materials, graphic signage, technologies, new kinds of audience, narratives and circulation. Which collections have been specifically selected? Within the variety of the alpine cultural practices we selected 5 collections. All these are composed of tangible and intangible elements. They are expressions of the "values" of "alpine style".

Collections:

1. Traditional carpet *pezzotti*: it's a rustic and colored traditional carpet, made of waste textile from Valtellina.
2. Handmade footwear *pedù*: Lanzada town's (Valmalenco) footwear made of a thick fabric sole with velvet ribbed and laced upper sewn onto it.
3. Rye bread *pan de séghel*: it's a particular type of bread made of rye wheat, which is still today consumed throughout "Valtellina" mountain area.
4. Carnival and wooden mask sculptors: Schignano's Carnival is part of the Alpine ones.
5. Bells and bell-ringers: since the middle ages, the sound of bells has played a major role in the Bergamo's area celebration of religious events and in calling public gatherings.

The goal of the course is designing diffuse museums and temporary exhibitions in the Alpine Macroregion. The specific goals are:

- identifying new topics, audiences and narratives
- designing new models of cultural experience
- designing new exhibit solutions and the

relationship among collection, sections and space

- designing the relationship among technologies, collection and users
- designing new exhibit systems, material details and graphic signage

This experience proposes to take "Cultural Creativity" as the theme of experiential design, design strategy and feasibility. The importance of the study is to apply humanity and characteristics of local culture to convert it into design transfer media through theoretical basis of semiotics. Then it merges cultural design as experiential marketing to promote local culture values and construct an experiential marketing design conversion mode to take it as reference for cultural experiential marketing application. The result of the course was to obtain a digital collection of poster scenarios (which will be shown) that local stakeholders can use to activate real projects. The course is based on the Intangible Search Inventory ([www.intangiblesearch.eu](http://www.intangiblesearch.eu)) to select the 5 collections, to share information with the students and to understand the quality of the Intangible Cultural Heritage (ICH) collections.

Intangible Search is a community-based Inventory developed by the Ethnographical and Social History Archive of Lombardy Region. The project adopts the principles of 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, trying to apply the main key ideas of the Convention, *participation* and *communities*, in the identification and in the description of the ICH elements. The Convention, signed by Italy with the 167/2007 law, introduced new approaches to cultural policy at international level, extending the concept of heritage to practices, expressions, knowledge and skills that communities, groups or individuals identify and recognize as their own. The Convention paradigms inducing institutions to a new way of thinking about ICH and force the scientific community, the same ethnographical and anthropological disciplines, in a careful analysis of the approaches and methodologies of fieldwork research, bringing new standards in the practice of identifying and inventorying intangible elements. The Lombardy Region 27/2008 law underlined the importance of ICH safeguarding measures carried out in

cooperation between various organisations and communities concerned, including institutions and local associations specialising in ICH. Intangible Search is a result of this new regional cultural policy and the Ethnographical and Social History Archive regional Institution is in charge of it and coordinates safeguarding measures actions and projects.

Identification means describing ICH elements in their own context and distinguishing them from others, through a process involving representatives from institutions, administrations, associations and, above all, the communities who practice their ICH. Thanks to the Interreg Programme Italy-Switzerland 2007-2013, the Intangible Search inventorying process has been extended to the Alpine Regions involved in E.CH.. *Italo-Swiss Ethnography for the enhancement of intangible cultural heritage* project (Lombardy, Piedmont, Valle d'Aosta Regions, Autonomous Province of Bolzano, the Swiss Cantons Ticino, Valais and Graubünden).

The main objectives of Intangible Search are:

- Identifying and inventorying the living ICH taking into account various domains of ICH which, according to the UNESCO Convention, include e.g. oral tradition, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe, traditional craftsmanship.
- Spreading and increasing awareness about ICH in a very widespread manner, also holding discussions and seminars for the purpose of providing a large number of parties operating in the field of ICH.

According to the Convention and the UNESCO values, the description of ICH elements follows the new key terms: in particular, the concepts of participation, transmission and learning, and those most closely related to community of practice and their role. Who are the bearers and practitioners of the element and their specific role in it? What are the responsibilities in the transmission of the element? Are there any specific roles or categories of persons with special responsibilities for the practice of the element? Who are they and what are their responsibilities? What social and cultural functions and meanings does the element have today for its community?

The elements are geo-referenced, allowing the system to detect the element "map" implemented in the element form and on the inventory website. Audios, photos and videos identify the ICH element, and are functional to understand other aspects related to the dynamic nature of the ICH. The database and the Intangible Search layout is accessible to local communities, which can be enabled to implement the information.

Adopting this approach, the Ethnographical and Social History Archive is now developing a new section for the project AlpFoodway – Alpine Space Programme 2014-2020. Each AlpFoodway Partner selected practices about dairy production, breeding, traditional horticulture, cereal production etc. by involving communities, groups and relevant NGOs in the identification and safeguarding of ICH Alpine Foodways.

It is a complex work, still in progress, which should provide for future developments, even by comparison with other European and International organizations concerning these issues.



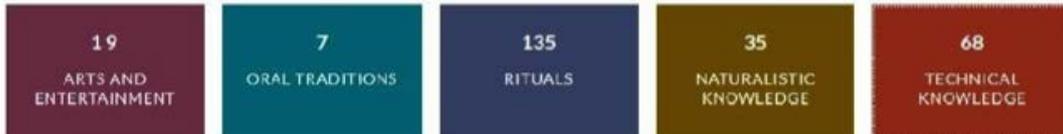
## INTANGIBLE CULTURAL HERITAGE

INVENTORY ITEMS: 264



### CATEGORIES

INTANGIBLE HERITAGE AND ITS CATEGORIES



### AREA

PLACES OF INTANGIBLE HERITAGE



### PEOPLE

PEOPLE, COMMUNITIES AND GROUPS OF INTANGIBLE HERITAGE





INVENTARIO DEL PATRIMONIO IMMATERIALE DELLE REGIONI ALPINE

INTANGIBLE SEARCH

INVENTARIO

MAPPA

CERCA

ESPLORA

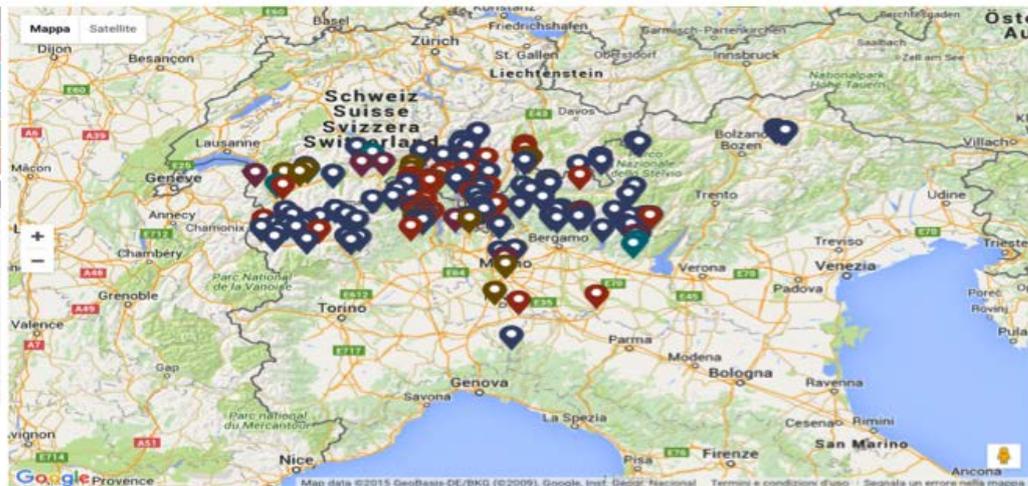
COMMUNITY

### MAPPA DEI BENI IMMATERIALI

DOCUMENTI: 262



- TUTTE LE CATEGORIE
- ARTI E SPETTACOLO
- ESPRESSIONI ORALI
- RITI E PRATICHE SOCIALI
- NATURA E UNIVERSO
- SAPERI TECNICI E ARTIGIANALI
- TUTTI I TERRITORI
- LOMBARDIA
- PIEMONTE
- VALLE D'AOSTA
- TRENTINO-ALTO ADIGE
- CANTON TICINO
- CANTON GRIGIONI
- CANTON VALLESE



Copyright © 2015 AESS REGIONE LOMBARDIA - ITC / CNR / All rights reserved.



INVENTARIO DEL PATRIMONIO IMMATERIALE DELLE REGIONI ALPINE

INTANGIBLE SEARCH

INVENTORY

MAP

SEARCH

EXPLORE

COMMUNITY

Panificio Bresesti. Panificazione tradizionale - Laura Losito



1950

1960

2014

2016

INDEX

← BACK TO SEARCH

## RYE BREAD PRODUCTION IN VALTELLINA AND IN VALPOSCHIAVO

(Al seghel de mont - Pan de séghel)

Rye bread, black bread, or as it is often known, "poor man's bread", is a particular type of bread made with rye wheat which still today is consumed throughout Valtellina. In the past, rye and buckwheat were the main grain crops of the valley. Since the 1960s the transfer of many businesses into the valley, linked above all to the processing of products, caused the abandonment of activities carried out in high ground: agriculture and the raising of livestock. In fact, the rye used today is mainly imported. Despite this, the Valtellesians continue to consume rye bread, which, over the centuries, has maintained the same formal characteristics of long ago: a ring-shaped bread called *brasciadèla* with a diameter of 15-20 cm, crunchy and with a long shelf-life. The most widespread technique for shaping the *brasciadèla* is to roll a quantity of dough with the palms of the hands to obtain a sausage-shaped length of dough about 30 cm long. This is then curved and the ends are joined by pressing one on top of the other, so as to form a ring-shape.

The ring shape allows one to hang these pieces on a stick and dry them in a dry room. Thus hung, the *brasciadèle* keep well, drying out and remaining out of the reach of mice. The bread obtained in this way is very hard: in the past, it was said that those who ate this bread often enjoyed strong, healthy teeth. The dry consistency of the *brasciadèla* makes it well-suited to being carried along on a trip, or as used as a supply for the whole summer in the mountains and mountain pastures. In addition to the *brasciadèla* produced mainly in the area of Teglio, there's the daily bread of Berola, a hamlet in Ponte Valtellina, where the rye bread is traditionally made in the shape of a round loaf and dried by resting it vertically on special wooden racks.

There are still today two very different types of breadmaking activities, from the social and economic points of view: homemade breadmaking, using district ovens or those still found in rural homes, and the bread made in bakeries.

AVAILABLE IN: [ITA](#) | [ENG](#) | [FRA](#) | [DEU](#) |

### TO LEARN MORE

#### Web Sites

- [Il gusto dell'enogastronomia valtellinese](#)
- [Mulino Menaglio](#)
- [Panificio Brejesti](#)
- [Punto\\_Ponte F&B](#)

#### AESS Archive

[AESS Search](#)

### PRODUCED BY

Regione Lombardia - Archivio di Etnografia e Storia Sociale - Fabia Apollito

### SHARE

[f Share](#) [Tweet](#)

### CATEGORY

TECHNICAL KNOWLEDGE

### TAG

ALPINE DIET | BREAD  
BREAD MAKING | FOOD HERITAGE  
RECIPE | RYE  
WHOLEMEAL BREAD

### WHERE

(SO), Lombardia - Italy



[INTANGIBLE SEARCH](#) | [INVENTORY](#) | [MAP](#) | [SEARCH](#) | [EXPLORE](#) | [COMMUNITY](#)

## INTANGIBLE COMMUNITY

INTANGIBLE SEARCH IS A COLLABORATIVE INVENTORY: BUILD IT WITH US

Do you want to suggest an intangible asset of which you are familiar? Have you have photos, video or audio recording, or want to write a short story? Feel free to join: Joins the community!

### SUGGEST A NEW HERITAGE

Tell the editing unit about the element you want to suggest, using images and videos if you want

SUGGEST

### TELL US ABOUT A PROPERTY IN THE INVENTORY

Explore inventory, find the element you want to inform about and go to "tell" section to add your contributions

OPEN INVENTORY

## COMMUNITY DIARY

### SUGGESTIONS



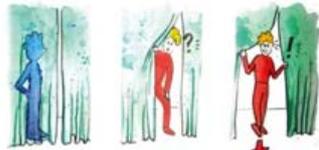
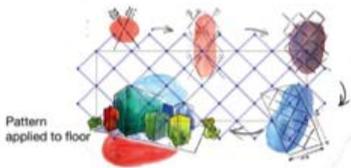
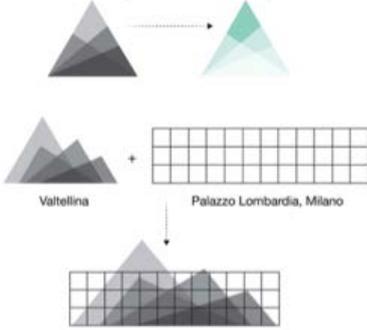


# You're invited!

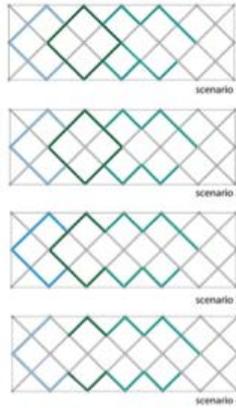
## CONCEPT

An Alpine themed environment where you feel invited to share a playful interactive exhibition about tradition of rye bread making. Enjoy our pavilion and Berola Rye Bread in Milan..

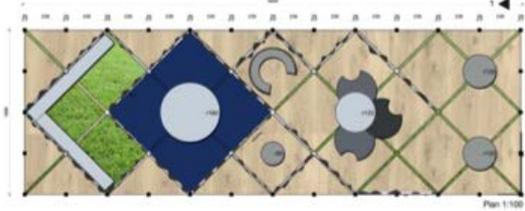
FROM Local Life Style TO Alpine Style Values



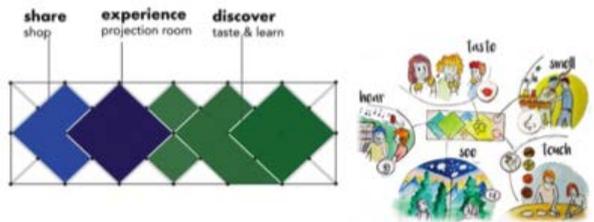
## Let the curtain open!



## Bring home to your Alpine Experience!



## Five senses experience!



Exhibition Design Studio | Politecnico di Milano | a.a. 2016,2017  
 Designing new forms of exhibitions. Multifaceted territorial identity in showing  
 Prof. Raffaella Trocchianesi | Ilaria Guglielmetti | Alessandra Spagnoli - tutors Margherita Corradi | Vanessa Morina

6 group n.

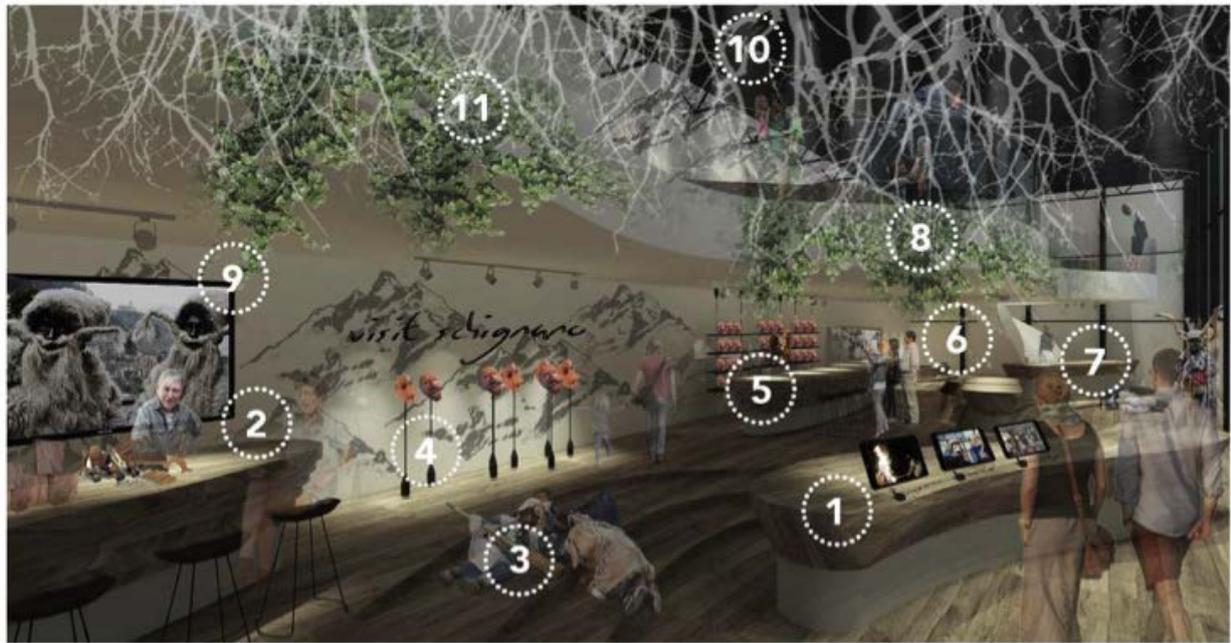
Wonder Bread in Milano - poster 1 - 2017.06.12  
 Christina Y. Wang | Heloise Karl | Ece Yuyur | Coraltta Juliana Arnold



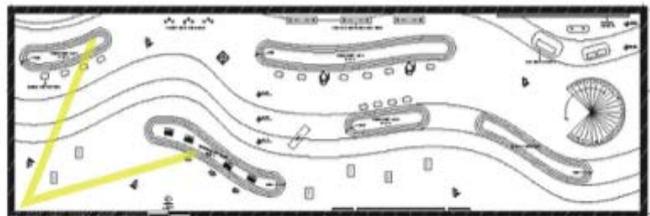
Exhibition Design Studio | Politecnico di Milano | a.a. 2016,2017  
 Designing new forms of exhibitions. Multifaceted territorial identity in showing  
 Prof. Raffaella Trocchianesi | Ilaria Guglielmetti | Alessandra Spagnoli - tutors Margherita Corradi | Vanessa Morina

6 group n.

Wonder Bread in Milano - poster 2 - 2017.06.12  
 Christina Y. Wang | Heloise Karl | Ece Yuyur | Coraltta Juliana Arnold

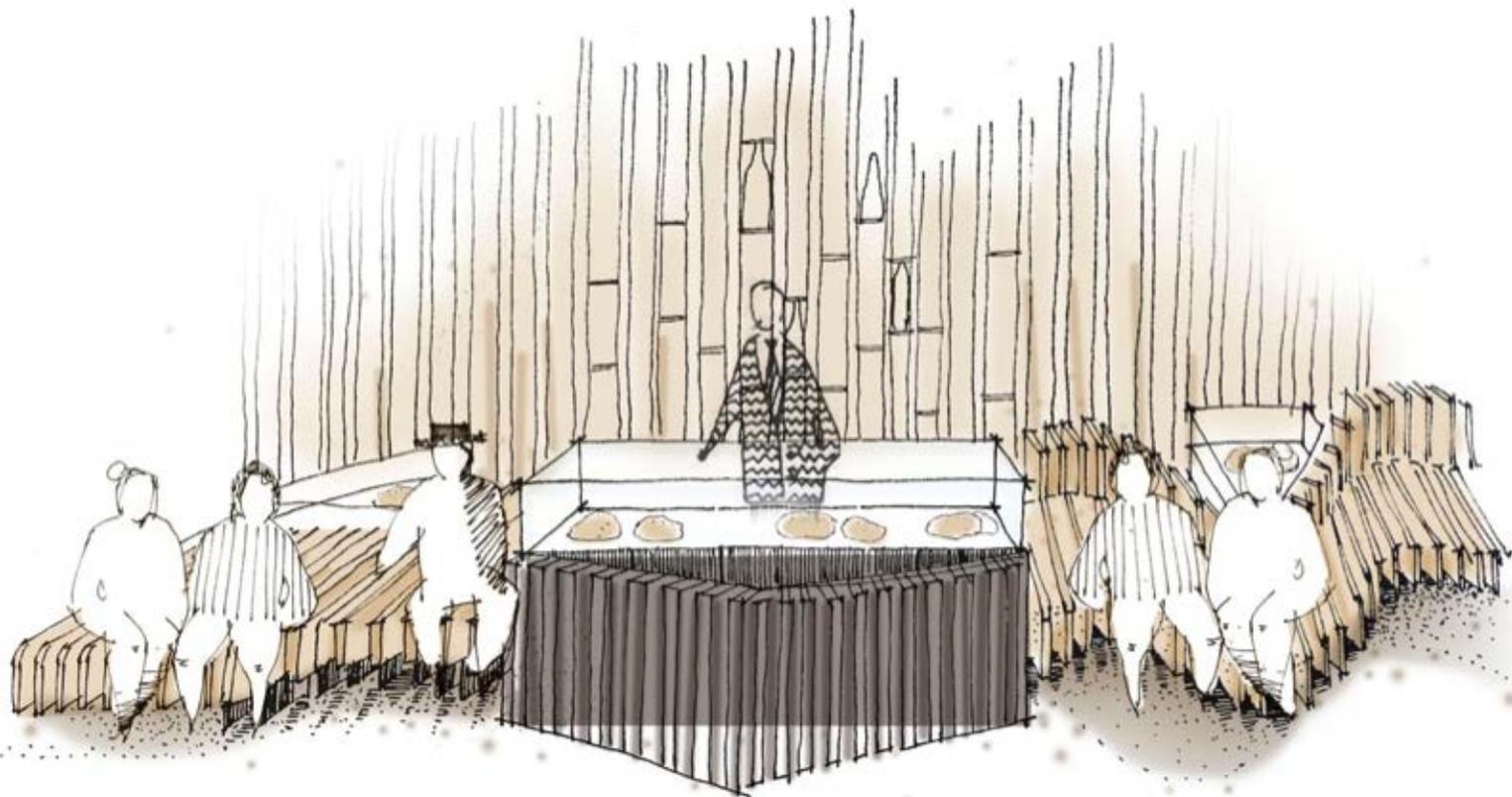


- ① Entrance & Info Point
- ② Territory & Environment Station
- ③ Representative Mannequin Carnival Figures
- ④ Try On Mask Exhibit
- ⑤ Tools & Mask Making Techniques Station
- ⑥ Schignano Documentary Cinevision
- ⑦ Mask Exhibit Station
- ⑧ Mezzanine Floor Relaxation & Observation Point



Ground Floor Plan NS

- ⑨ Schignano Video Billboards
- ⑩ Tree Roots Installation
- ⑪ Hanged Ivy Plants



### Questions for further discussion

- How can intangible cultural heritage be internationally recognized under the Convention?
- Why should we safeguard intangible cultural heritage?
- Are intellectual property rights dealt with by the Convention?
- How can design contribute to cross fertilization between Alpine traditions and contemporary creativity?
- How can designers' approach be useful for the dynamic and living nature of intangible cultural heritage?





### **Ilaria Guglielmetti**

Ilaria Guglielmetti is a PhD in "Design and Technology for the valorization of Cultural Heritage," at the Polytechnic University of Milan and a freelance designer in visual communication, info-graphics, cultural merchandising, especially for Public Administrations and Cultural Associations.

Since 2006, she is adjunct professor and lecturer in university courses, masters, workshops and seminars dedicated to the development and dissemination of local culture.



### **Agostina Lavagnino**

Agostina Lavagnino has been working at the Lombardy Region's Ethnographical and Social History Archive since 1991. She carried out fieldwork, ethnographic, linguistic and dialectology researches, in particular about oral tradition narrative repertoires in the Pavese area and about the Stradella's handcrafted accordions. For the Archive, she is in charge of coordinating scientific cataloging activities, development of the Archive cataloging system and website ([www.aess.regione.lombardia.it](http://www.aess.regione.lombardia.it)) and the management of the intangible cultural heritage inventory Intangible Search ([www.intangiblesearch.eu](http://www.intangiblesearch.eu)).





/PROCEEDINGS

## **UNESCO-ENCATC Round table**

**By 3 Walks and ENCATC**

Side event to the Third Meeting of the Stakeholders' Committee for the European Year of Cultural Heritage 2018 (EYCH 2018)

**Venue:** Hotel NH Milano Congress Centre GARDENIA Meeting Room (6th floor) Strada 2a, 20090, Assago Milan – Italy

**Date and time:** 5 December, 2017, 17.30-18.30

The Round table “Learning on intangible heritage: building teachers’ capacity for a sustainable future” took place on 5 December, right after the Third Meeting of the Stakeholders’ Committee for the European Year of Cultural Heritage 2018 (EYCH 2018) organised in Milan alongside the European Cultural Forum. The session counted with the participation of 28 people, including teaching faculty and representatives of different stakeholder groups, such as government officials, community heritage workers, heritage bearers, communities of practice and other stakeholders on topics related to intangible cultural heritage (ICH) (see the list of participants in Annex 2).

## Higher education programmes on ICH: state of the art and challenges

GiannaLia Cogliandro Beyens, ENCATC Secretary General, welcomed the participants and presented the framework in which this roundtable was organized – the UNESCO-ENCATC project “Learning on intangible heritage: building teachers’ capacity for a sustainable future”, implemented by ENCATC under UNESCO’s Participation Programme 2016–2017.

Dr. Cristina Ortega Nuere, Director of 3Walks and Scientific Director of the Project, then presented the provisional results of the mapping and analysis of current programmes offering postgraduate, graduate and undergraduate studies related to ICH in Europe.

While intangible cultural heritage is already integrated in some courses for students of heritage studies, there is a great need for strengthening this component in the teaching and curricula of universities focusing on other related topics, such as cultural management, cultural studies, arts management, or similar.

## Roundtable: How to further embed ICH in higher education programmes?

The speakers in the roundtable were:

- *Sneska Quaedvlieg-Mihailovic*, Secretary General, Europa Nostra
- *Erminia Sciacchitano*, Policy Officer – Culture – Heritage, Economy of Culture –European Commission – Directorate-General for Education and Culture
- *Helena Drobná*, Programme Specialist at UNESCO/Culture Sector
- *GiannaLia Cogliandro Beyens*, Secretary General, ENCATC

The floor was then opened for the audience to engage in the debate. Some of the ideas raised during this open debate are highlighted here below, in the form of recommendations and ideas to be further reflected on.

### *Some notes about the current situation*

As pointed out by Helena Drobná, Programme Specialist at UNESCO/Culture Sector, – and as confirmed by the mapping carried out in the

framework of this project – the situation in the field of education with regard to ICH – and to cultural heritage more generally – is to a certain extent similar to the one lived with cultural management education at the end of the 90s’, and more recently with cultural diplomacy and international cultural relations. In the words of Drobná, “The discourse in the field is running much faster than the course. At the moment, if you want to adapt to the discourse, you are offering something that does not exist yet, but it develops. There was in the 90s’ big hesitation because no one knew what a cultural manager could do, then programmes mushroomed, some of them died and there is now a kind of stable situation. With regard to ICH, UNESCO is trying to intervene at all levels: primary, secondary and tertiary education, as well as vocational training. The idea is to integrate into many different areas – how do you connect to health? How do you connect to agriculture? This is partially a question of language and partially a question of examples, of finding the ways to cross the borders”.

But the small presence of ICH is not only visible in the education field. As highlighted by Sneska Quaedvlieg-Mihailovic, Secretary General of Europa Nostra, there is an overwhelming focus on tangible cultural heritage in the actions of, and among the key stakeholders involved in the celebration of, the EYCH 2018. In her view, “the mapping shows that there is still much to be done, but this responds simply to the fact that the process of recognition of ICH is a recent one (...) [therefore], there is a lot of work to do to embrace integration between tangible and intangible cultural heritage”.

As it was also expressed by the Secretary General of Europa Nostra, “the roundtable brought the topic of the role of universities back to the table of the debate” that had been held during the day at the Third Meeting of the Stakeholders’ Committee for the EYCH 2018.

### *Some initiatives in place*

By way of example of the efforts towards the integration between tangible and intangible cultural heritage, since a couple of years ago, Europa Nostra awards are also being received by

ICH projects. UNESCO, on its turn, has developed training on the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, which are available at least in two languages on their website. They are accessible for free to everyone to use them[1].

Some participants in the audience also explained some initiatives being promoted for the further insertion of ICH into higher education programmes. Agostina Lavagnino, representative of the Lombardy Region, presented a case study: the creation of a regional ICH inventory, which has been used by the Design Department of the Polytechnic University of Milano as a tool for students, who developed exhibitions starting from intangible elements, combining the tangible and the intangible. This is an example of cooperation between universities and other key stakeholders for the awareness-raising and safeguarding of ICH.

As explained by Mirena Staneva, Expert on Programs and Projects at the Regional Centre for the Safeguarding of ICH in South-Eastern Europe (UNESCO Category 2 Centre), a university network is going to be created in 2018. Its goal is to map the universities in South-Eastern Europe who are teaching ICH, as well as to create an information exchange network between universities, for them to share information on how they teach ICH. Finally, the network will try to pool the resources of the universities and use them to collect and analyse information about the policies in place in the field of ICH.

### *Challenges and opportunities*

With regard to the insertion of ICH in the educational field, Andrew Murray, Director of EUNIC, highlighted the need to take the conversation to the university level. That, he continued, due to the fact that ICH is such a transversal discipline, intersecting with architecture, anthropology, arts, etc. However, at this moment, the issue of (too much) specialization can become a real obstacle, given the current development status of the field. With very specific BA or MA programmes, "students are afraid that they are specializing in something that is too rare, or even non-existing in terms of job market. There is a need to open

the market for people who are already in the educational system, so that niches are created where professionals on ICH or cultural heritage are needed, and hopefully in the future that can lead to the development of BA programs", he expressed. Interest in specialised MA degrees not only in ICH, but in cultural heritage in general, is still very low. A participant put the example of his university getting less than 100 clicks on programmes in cultural heritage after BA level, of people "potentially" interested on pursuing such a programme.

From the side of opportunities, Sneska Quaedvlieg-Mihailovic, from Europa Nostra, pointed out the huge potential for cross-border cooperation, since universities, particularly within Europe, are already collaborating among them and there is room for more collaboration. Furthermore, universities are willing to help and further enhance collaboration – Sneska put the example of the Catholic University of Louvain, which was asked to be a "leading university partner" for the EYCH 2018 and willingly accepted. She also highlighted how much we can gain from having UNESCO, the EU and European institutions working together on some policy and strategic recommendations, as this UNESCO-ENCATC project is a proof of.

As a further challenge, Erminia Sciacchitano, Policy Officer at the EU's Directorate-General for Education and Culture explained that the EU always walks "on the edge of subsidiarity". That can be particularly problematic in the field of education – more than in the field culture –, with the EU not being able to design the curricula or determine the kind of contents that should be included. That is why there is not explicit reference to this from the side of the EU, but this is being worked in other ways.

As a final recommendation, Sneska Quaedvlieg-Mihailovic, from Europa Nostra, reminded that in autumn 2018 some policy recommendations are expected to be developed for ministries of culture and education within the European Initiative no. 8 "Skills for Heritage: enhancing education and training for the traditional and new professions"[2]. She suggested that recommendations emerging from the mapping could be translated also, within this initiative, into concrete actions for a holistic,

integrated approach to tangible and intangible cultural heritage in universities programs. "It is important to take advantage of this momentum, when universities are going to cooperate more and there is a willingness from the EU to bridge education and culture, to pass some important messages on the necessity of more coherence in programmes and more cooperation between universities", Sneska added.

[1] For more information, check <https://ich.unesco.org/en/access-to-capacity-building-materials-00830>

[2] For more information, check [http://network.icom.museum/fileadmin/user\\_upload/minisites/icom-europe/pdf/EYCH/Milan/8\\_Skills\\_for\\_heritage\\_for\\_NC.pdf](http://network.icom.museum/fileadmin/user_upload/minisites/icom-europe/pdf/EYCH/Milan/8_Skills_for_heritage_for_NC.pdf)



