

**STAGING HERITAGE AND CULTURAL ACTIVITIES / EVENTS AT THE
CITY COLLEGE OF ANGELES: EXPERIENTIAL MARKETING TO
PROMOTE SENSE OF PATRIMONY AND NATIONALISM**

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This paper presents the crossroads of the heritage tourism, experiential marketing, and cultural promotion and appreciation in an educational setting. The study documented the cultural promotion activities of the City College of Angeles, a community college in Angeles City, Philippines. There are 38 activities included that were organized from 2017 to 2020. These activities were highly experiential more than focused on simply appreciating tangible cultural heritage. An assessment on the impression of the participants was conducted. The study used a 5-point likert scale which was utilized and floated to 60 respondent-participants. The descriptors are 1) technical and organization, 2) platform, 3) relevance of the content, and 4) overall impression. A weighted mean of 3.74 was achieved meaning, “very good” which reveals the overall assessment of the said activities. Although the score reveals a favorable assessment, this still suggests further improvement in the context of delivery of the activities. This paper also shows that heritage tourism and experiential marketing interpose pragmatically in designing and implementing co-curricular activities and events.

Keywords: *heritage tourism, experiential marketing, cultural heritage, cultural promotion and appreciation*

1. Introduction

Culture is said to be the soul of the community. It is reflected and embedded in the day to day activities of the people. Furthermore, Matsumoto (1996) asserted that the attitude and behavior of humans are reflective of culture. It suggests a sense of identity (Kottak, 2009). Members of a cultural community share common attributes and determinants as influenced by their cultural profile.

When culture is talked about, the concept of heritage is inevitable to be related. Culture and heritage are both inheritance from the past. The historical values that they bring provide identity and understanding in the present. The valuing of the people holds inspiration for future generation. Thus, culture and heritage, as an intergenerational

element of the society, transcends the dimension of time.

Zerrudo (2020) categorized heritage into two, 1) natural heritage and 2) cultural heritage. Natural heritage is the actual environmental and ecological landscape of a community. It is where culture develops. The result of the influences of environmental and ecological elements of heritage is cultural heritage. Cultural heritage is defined as the totality of cultural property preserved and developed through time and passed to posterity (RA 10066 – National Cultural Heritage Act of 2006). United Nations Educational, Scientific, and Cultural Organization (UNESCO) describes cultural heritage as the legacy of physical artifacts and intangible attributed of a group of society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations.

Culture and heritage can be transmitted in various ways. Zerrudo (2020) suggested three ways of cultural transmission, including, continuous observation of cultural traditions, passing of laws or legislation, and integration of culture in education. The observance of cultural traditions in households, groups of people, and communities suggest a natural way of transmitting culture. While the high regard to education can be attributed in the powerful influence of schools to introduce cultural traditions. This is an effective way to transmit culture to the youth. Through legislation, legal binds are placed not simply for cultural promotion but for protection and conservation.

Another encompassing cultural activity to promote and conserve culture and heritage is the concept of cultural tourism, or sometimes interchangeably refers to heritage tourism. Prentice (2001) defined cultural tourism as a way for cultural appreciation. As a multifaceted cultural activity, cultural tourism involves community and economic development. Both culture and people-oriented, cultural tourism make the needs and preferences of the people one of its core elements, alongside with the environmental, marketing, and research aspects. The needs and the tastes of the people for leisure, considered as one of the pillars of the tourism industry, are constantly changing. Thus, good cultural tourism affairs consider the target market (Richards, 2001).

Cultural (heritage) tourism is product oriented. The product primarily pertains to the tangible culture a community or a place comprises. Leighton (2007) argued that a shift must be observed, that is to focus on experiential activities. This is in consonance to the statement of Schmitt (2000) that in the 21st century, people are more attracted to entertainment and behavior experiences. People value more the memories that they form from various physical activities rather than simply appreciating cultural artifacts and other tangible culture. Thus, there is a need for cultural resources to be transformed into experiences (McManus, 1997). In this sense, culture is suited to the current style and preference of the people, the tourists and visitors.

To shift from product-oriented cultural tourism into experiential, a significant promotion and utilization of intangible cultural heritage as a tourism resource has to be dramatically observed. Intangible cultural heritage (ICH) is highly behavioral and this includes oral traditions, literature, language, performing arts, social practices, rituals, festivals, traditional practices, and craftsmanship as framed by the United Nations Educational, Scientific and Cultural Organization.

Cultural promotion, transmission, and conservation demand a multidimensional approach. The convergence of all stakeholders such as government agencies, business sector, tourism industry, educational institutions, and the community itself play a vital role in various cultural affairs.

The City College of Angeles, a local college in Angeles City, Philippines, is mandated to help the local government and the community in protecting, conserving, and promoting local culture among the students and the community. This mandate is reflected in one of the core values of the academic institution, identified as “patrimony.” To reflect this in the procedures and activities of the college, a 3-unit course on Kapampangan Culture is required among all students. Apart from this, the unit under the Office of the President and the Center for Culture and the Arts was created to institutionalize activities relative and responsive to cultural promotion and dissemination. The Institute for Cultural Heritage Education (ICHE) was created on July 1, 2019. Cultural promotion and dissemination activities vary from its nature and typology including seminars, trainings, workshops, research dissemination through conferences, and the like. Although emphasis has been dedicated to Kapampangan culture, subject matters have likewise covered mother-tongue and multilingual education, Philippine history and culture, and socio-cultural and religious activities that make the entirety of Philippine and Kapampangan culture. All of the undertakings of ICHE were done through in-campus, out-campus and virtual activities. The unprecedented occurrence of the pandemic has also affected the functions of ICHE in regard to the mode of delivery. To be dynamic and remaining faithful to its mandate, ICHE has transcended to full digital modality. Although primarily

intended to the CCA community, the activities have expanded to the general public through time considering its relevance to others. It is also targeted that the cultural activities of the college are also a sort of cultural tourism activities, especially to stakeholders that share the goals and peripheries of local tourism.

Following the concept of cultural tourism within the context of an academic institution, experiential marketing is applied. Pine and Glimore (1999) described experiential marketing as having engaging activities to invite clients to develop place brand and destination loyalty. This is utilizing multi-senses of the people for concrete, significant, and meaningful cultural experience in a certain place.

This paper explores the activities of the City College of Angeles relative to promoting patrimony and nationalism through its Institute for Cultural Heritage Education. The following are the specific objectives of this study:

1. To identify an inventory of the activities promoting patrimony and nationalism;
2. To explore the nature of experiential marketing and heritage interpretation undertakings of the college vis-à-vis events creation, and
3. To assess the impact of the activities to the stakeholders.

2. METHODOLOGY

This study applied a qualitative-descriptive research design. A documentary analysis was conducted to produce an inventory of the college activities. A review of the activities for the past three years was done. To gather pertinent assessment data, a survey to 60 City College of Angeles students

was conducted and collected. The respondents were participants in the activities. The instrument, which was a researcher-made 5-point likert scale, was floated through an online platform. The weighted means of the descriptors were utilized to interpret the data. Four major elements were included in the survey form, namely 1) technical and organization, 2) platform, 3) relevance of the content, and the 4) overall impression.

3. RESULTS AND DISCUSSION

As a general objective, all the activities that the Institute for Cultural Heritage Education (ICHE) have conducted are geared towards the promotion and dissemination of local and national cultural heritage. This mandate is anchored on the college's core value of patrimony. Patrimony, in this context does not only refer to love to one's culture but of nationalism. The integration of cultural promotion in education intends to facilitate commitment among member of the community. Thus, a stability in the social system can be observed (Kottak, 2009).

Various activities have been conceptualized, conducted, assessed and evaluated. Integrating experiential marketing in cultural promotion and dissemination, the following activities were sorted to be included in the pragmatic scope of the term, and thus exemplified as experience-oriented and engaging affairs among the participants.

	Title	Objectives	Participants	Speaker/Facilitator	Date
1	Pamanaya King Aslag: Aslag Parul Festival 2020	<ul style="list-style-type: none"> • To exhibit resilience through students' narratives • To promote Angeles Traditional Lantern 	<ul style="list-style-type: none"> • City College of Angeles Community 	<ul style="list-style-type: none"> • Center for Culture and the Arts • Institute for Cultural Heritage Education 	December 18, 2020

2	A Special Lecture on The Forgotten Luzones: The First Filipinos in America	<ul style="list-style-type: none"> To expound on the historical relations of America and the Kapampangans 	<ul style="list-style-type: none"> City College of Angeles Community Angeles City Community 	Prof. Kirby T. Araullo (University of California-Davis)	October 17, 2020
3	Webinar on Structure of Kapampangan Verbs	<ul style="list-style-type: none"> To identify the structure of Kapampangan verbs To use Kapampangan verbs accurately 	<ul style="list-style-type: none"> City College of Angeles Community Kapampangan Community 	Ervin Pelagio Rexie Quizon Johans Cruz Kriziel Dela Rosa (University of the Philippines-Diliman – Department of Linguistics)	August 22, 2020
4	Webinar on Ang Dapat Mabatid ng mga Pinoy tungkol sa Wikang Pambansa	<ul style="list-style-type: none"> To describe Filipino language structure To use Filipino language in different contexts accurately 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Dr. Ricardo Ma. D. Nolasco (University of the Philippines-Diliman)	August 15, 2020
5	Webinar on Time to Junk Toxic Textbooks: Learn Kaalamang Bayan Amid Kuwentong Kutsero	<ul style="list-style-type: none"> To determine the importance of community-based knowledge To utilize community-based knowledge as sources of learning 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Prof. Arnold M. Azurin (University of the Philippines-Diliman – Archeology Department)	June 24, 2020
6	Webinar on The Community as the Bedrock for the Love of Country and Patrimony: Values and Significance	<ul style="list-style-type: none"> To develop the sense of patrimony To reflect on one's role in nation-building 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Dr. Richard G. Daenos (President, City College of Angeles)	June 12, 2020

7	Webinar on The Independence : Its History and Our Responsibility	<ul style="list-style-type: none"> To identify the historical account of Philippine Independence To pose challenges reflecting on our responsibility 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Prog. Grace G. Lobo (Head, Center for Culture and the Arts, CCA)	June 11, 2020
8	Webinar on Black Lives and Filipino Freedom: Celebrating Independence Day in Solidarity	<ul style="list-style-type: none"> To develop the sense of unity To reflect on one's role in nation-building 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Prof. Kirby T. Araullo (University of California-Davis)	June 10, 2020
9	Webinar on Philippine Independence in Times of Crisis: Redefining Its Values and Significance	<ul style="list-style-type: none"> To develop the sense of nationalism To reflect on one's role in nation-building 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Prof. Ian Christopher Alfonso (Senior History Researcher, National Historical Commission)	June 9, 2020
10	Webinar on Commemorating Philippine Independence , Recognizing the Nation's Multiculturalism and Multilingualism	<ul style="list-style-type: none"> To describe the linguistic landscape of the Philippines and its relation to history To reflect on one's role in nation-building 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Marvin C. Punsalan (Head, Institute for Cultural Heritage Education, CCA)	June 8, 2020
11	A Special Lecture on the Celebration of the National Flag Days	<ul style="list-style-type: none"> To identify the historical milestones in the evolution of the Philippine flag 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Prog. Grace G. Lobo (Head, Center for Culture and the Arts, CCA)	May 29, 2020

		<ul style="list-style-type: none"> To reflect on one's role in nation-building 			
12	A Lecture-forum on the Role of Language Education vis-à-vis Cultural Heritage Preservation	<ul style="list-style-type: none"> To determine the functions of language in education and cultural preservation 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Marvin C. Punsalan (Head, Institute for Cultural Heritage Education, CCA)	May 12, 2020
14	A Lecture on Kapampangan : The Forgotten Chinese and Lusung: A Pre-Philippine Kapampangan State	<ul style="list-style-type: none"> To present the Kapampangan-Chinese relations in the context of history and culture 	<ul style="list-style-type: none"> City College of Angeles Community General Public 	Prof. Michael Pangilinan (Sinupan Singsing: Center for Kapampangan Heritage Studies)	February 11, 2020
15	Sana All: Lecture on Vlogging and Advocacy as a Kapampangan	<ul style="list-style-type: none"> To develop ICT skills to promote cultural advocacies 	<ul style="list-style-type: none"> City College of Angeles Community 	Prof. Kirby T. Araullo (University of California-Davis)	January 31, 2020
16	Aslag Parul Festival 2019	<ul style="list-style-type: none"> To promote Angeles Traditional Parul To showcase students' talents on performing arts 	<ul style="list-style-type: none"> City College of Angeles Community 	<ul style="list-style-type: none"> Center for Culture and the Arts Institute for Cultural Heritage Education 	December 17, 2019
17	Lecture-Workshop on Angeles Traditional Lantern Making	<ul style="list-style-type: none"> To promote Angeles Traditional Lantern To demonstrate skills in making Angeles Traditional Lantern 	<ul style="list-style-type: none"> City College of Angeles Community 	Lucio Sison (Kapampangan Cultural Worker)	November 19, 2019
18	Basulto: A Cultural Presentation	<ul style="list-style-type: none"> To showcase 	<ul style="list-style-type: none"> City College of Angeles Community 	<ul style="list-style-type: none"> Center for Culture and the Arts 	August 30, 2019

	of Select Folk Dances	traditional dances		<ul style="list-style-type: none"> • Institute for Cultural Heritage Education • Institute for the Arts 	
19	Cultural Competitions on Kapampangan Performance-based Literature	<ul style="list-style-type: none"> • To promote Kapampangan literature • To showcase students' prowess in literature 	<ul style="list-style-type: none"> • City College of Angeles Community 	<ul style="list-style-type: none"> • Center for Culture and the Arts • Institute for Cultural Heritage Education • Institute of Education, Arts and Sciences 	August 30, 2019
20	Lecture-Workshop on Pialung: The Socio-cultural and Education Values of Kapampangan Traditional Games	<ul style="list-style-type: none"> • To explain the socio-cultural and educational values of Kapampangan traditional games • To execute Kapampangan traditional games • To revive Kapampangan traditional games 	<ul style="list-style-type: none"> • City College of Angeles Community 	Dr. Joel Tubera (Dean, College of Education, Angeles University Foundation)	August 27, 2019
21	Local Heritage Tour	<ul style="list-style-type: none"> • To visit select local heritage places in Angeles City • To identify significant landmarks in Angeles City 	<ul style="list-style-type: none"> • Bachelor of Science in Tourism Management students 	<ul style="list-style-type: none"> • Center for Culture and the Arts • Institute for Cultural Heritage Education 	August 24, 2019
22	Lecture on Ding Lakan king Amerika: Old Kapampangan in the New World	<ul style="list-style-type: none"> • To present the historical relation of the Kapampangan 	<ul style="list-style-type: none"> • City College of Angeles Community 	Prof. Kirby Araullo (University of California-Davis)	August 24, 2019

		ans and the America			
23	Lecture-Demonstration on Kapampangan Cuisine	<ul style="list-style-type: none"> To demonstrate Kapampangan cooking technique To identify Kapampangan cuisine 	<ul style="list-style-type: none"> City College of Angeles Community 	Chef Don Edward Quito (President, Kusinero at Kusinerang Kapampangan; School Director, 23North Central Academy for Culinary Arts)	August 23, 2019
24	Lecture-Workshop on Kapampangan Traditional Games	<ul style="list-style-type: none"> To execute Kapampangan traditional games To revive Kapampangan traditional games 	<ul style="list-style-type: none"> City College of Angeles Community 	Dr. Joel Tubera (Dean, College of Education, Angeles University Foundation)	August 22, 2019
25	Lecture on Kapampangan Language: Assessing the Vitality of the Kapampangan Language	<ul style="list-style-type: none"> To describe the vitality of the Kapampangan language To propose strategies to secure the vitality of the Kapampangan language 	<ul style="list-style-type: none"> City College of Angeles Community 	Michael Pangilinan (Talasinup ning Singsing; Most Outstanding Kapampangan Awardee)	August 22, 2019
26	Lecture-Workshop in Kapampangan Script Kulitan	<ul style="list-style-type: none"> To apply basic Kulitan rules in reading and writing To propagate the use of Kulitan writing 	<ul style="list-style-type: none"> City College of Angeles Community Department of Education – Division of Angeles City 	Michael Pangilinan (Talasinup ning Singsing; Most Outstanding Kapampangan Awardee)	August 22, 2019
27	Film Viewing on Dayang: Our Knowledge, Our Pride	<ul style="list-style-type: none"> To showcase Philippine culture 	<ul style="list-style-type: none"> City College of Angeles Community 	<ul style="list-style-type: none"> Center for Culture and the Arts Institute for Cultural Heritage Education 	August 19-30, 2019

28	Lecture on Teaching Kapampangan Literature	<ul style="list-style-type: none"> To describe Kapampangan literature To demonstrate different strategies in teaching Kapampangan literature 	<ul style="list-style-type: none"> City College of Angeles Community 	Dr. Nestor De Guzman (Master Teacher, Department of Education)	August 24, 2019
29	Cultural Competition on Katutubong Sayaw (Folk Dance)	<ul style="list-style-type: none"> To showcase students/skills and talents in dancing To promote different Philippine folk dances 	<ul style="list-style-type: none"> City College of Angeles Community 	<ul style="list-style-type: none"> Center for Culture and the Arts Institute for Cultural Heritage Education Institute of Education, Arts and Sciences 	August 31, 2018
30	Katutubo: A Collection of Philippine Indigenous Crafts, Costumes, Fabrics, and Instruments	<ul style="list-style-type: none"> To showcase Philippine indigenous craft, costumes, fabrics, and instruments 	<ul style="list-style-type: none"> City College of Angeles Community 	<ul style="list-style-type: none"> Center for Culture and the Arts Institute for Cultural Heritage Education 	August 30, 2018
31	Pamangan at Pamanistimang Kapampangan : A Briefer on Kapampangan Cuisine, Culture, and Hospitality	<ul style="list-style-type: none"> To elaborate the Kapampangan culture relative to food and hospitality 	<ul style="list-style-type: none"> City College of Angeles Community 	Lord Francis Musni (Kapampangan Cultural Worker)	August 29, 2018
32	Lutung Tangab: An On-the-Spot Kapampangan Cooking Contest	<ul style="list-style-type: none"> To demonstrate Kapampangan cooking technique 	<ul style="list-style-type: none"> City College of Angeles Community 	<ul style="list-style-type: none"> Center for Culture and the Arts Institute for Cultural Heritage Education 	August 29, 2018
33	Lecture-Workshop on Kapampangan and Other Indigenous Dances	<ul style="list-style-type: none"> To demonstrate Kapampangan and other Philippine 	<ul style="list-style-type: none"> City College of Angeles Community 	Prof. Aqui Ed Santos (Professor, Philippine Normal University)	August 29, 2018

		indigenous dances			
34	Lecture-Workshop on Cultural Mapping as a Research Method, Logical Tool in Urban Planning, Cultural Sustainability and Community Development	<ul style="list-style-type: none"> To equip researchers and cultural workers with research techniques To explain the relevance of cultural research as a cultural work 	<ul style="list-style-type: none"> City College of Angeles Community 	Pro. Richard S. Aquino (Professor, Auckland University of Technology, Australia)	August 29, 2018
35	Angeles City Youth Heritage Lecture	<ul style="list-style-type: none"> To equip the youth with knowledge, skills, and attitude towards heritage To discuss relevant laws and customs relative to heritage 	<ul style="list-style-type: none"> Sangguniang Kabataan of Angeles City Student Leaders 	<ul style="list-style-type: none"> Center for Culture and the Arts Institute for Cultural Heritage Education Office of the President 	August 24, 2018
36	Retooling Teachers, Educators Training on Culture-based Core Curriculum in Higher Education	<ul style="list-style-type: none"> To equip teacher on culture-based pedagogy 	<ul style="list-style-type: none"> College/University Instructors/Professors in the Luzon Area 	<ul style="list-style-type: none"> Center for Culture and the Arts Institute for Cultural Heritage Education Office of the President 	August 7-9, 2017
37	What Kapampangans Should Know About Their Language	<ul style="list-style-type: none"> To discuss Kapampangan language To apply the topic in conversations 	<ul style="list-style-type: none"> City College of Angeles Community 	Michael Pangilinan (Talasinup ning Singsing; Most Outstanding Kapampangan Awardee)	August 24, 2017
38	Lecture-Demonstration on Kapampangan Gastronomy	<ul style="list-style-type: none"> To demonstrate Kapampangan cooking technique 	<ul style="list-style-type: none"> City College of Angeles Community 	Lilian Borromeo (Most Outstanding Kapampangan Awardee)	August 22, 2017

		<ul style="list-style-type: none"> To identify Kapampang an cuisine 			
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Table 1. List of Culture-related events from 2017 – 2020.

Even the unprecedented pandemic has not hindered the continuous delivery of services. At the early stage of 2020, a dramatic shift from face-to-face to virtual activities. Nonetheless, the qualities of the contents are assured to be socially and culturally relevant. Although challenging, cultural promotion has to cope-up with the demands of the circumstance. The inevitable use of technology has significantly redefined the conduct and staging of cultural activities. It has also been apparent that the modality of experience has been compromised, but the anticipated results have been assured to be of same quality.

Experiential Marketing in Cultural Promotion Activities

The affairs that are presented in Table 1 show engaging and audience-centered activities. All activities are knowledge-based, geared towards skills development, and/or values development and appreciation. It has always been a priority to provide significant and relative experience whether the activity is a simple lecture, a workshop, or an event. Although it is in an educational context, this can be related to cultural tourism as the participants were presented with both the cultural, historical, aesthetic, and related values of the topics. Similar to cultural tourism, this co-curricular activities/events of the college, by and large, aim for cultural promotion and dissemination. Prentice (2001) stated that cultural tourism involves activities in the industry primarily for appreciating the cultural landscape of a place. This is aimed in the different cultural promotion activities using educational and academic platforms.

Richards (2001) also stressed that cultural tourism and cultural promotion and dissemination activities must be aligned to

the constantly changing needs and tastes of the people. This can be observed in the modalities, nature of activity, and approaches that were applied in the said activities. A dominant modality that has been used especially in the emergence of the pandemic is information and communication technology (ICT). Technological platforms have been used for general communication and media to stream the activities. During the pre-pandemic, where face-to-face interaction was observed, the needs and tastes of the participants were considered by providing topics and hands-on activities to both develop knowledge and skills. This is in consonance with the principle of making heritage tourism entertaining and behavioral in the 21st century era (Schmitt, 2000).

Heritage Interpretation in Cultural Promotion and Dissemination Activities

Heritage interpretation is defined as the utilization of language to communicate information to visitors or participants in a cultural heritage activity (Robertson, 2015). It is similar to story-telling either oral or written. As such, it is an educational activity that provides and heightens knowledge to the participants.

Using this concept of heritage interpretation, the approach in the various activities presented in Table 1 is highly communicative in nature. The activities vividly presented the entire picture of the cultural heritage through lectures, workshops, webinars, and other online events. This approach aimed to develop branding in the community where the cultural heritage belongs. Thus, the communicative competence and persuasive prowess of the speaker play a crucial role to deliver and achieve that learning target.

Technical and Organization	Platform	Relevance of the Content	Overall Impression	Weighted Mean
3.72	3.56	3.89	3.79	3.74

Table 2. Overall Assessment on the Activities

Legend: 4.50-5.00 – excellent 3.50-4.49 – Very Good 2.50-3.49 – Good 1.50-2.49 – Fair 1.00 -1.49 – Needs Improvement

Table 2 shows the evaluation of the respondents in the survey conducted. The first descriptor, technical and organization, refers to the technical assistance, time allotment, and program flow of the activities. This descriptor garnered a mean of 3.72 which corresponds to “very good.” Platform which pertains to the modality and medium used got a mean of 3.56 which means “very good.” Aside from the face-to-face activities, social media and videoconferencing platforms were utilized. As per the relevance of the content, a mean of 3.89 was revealed which is interpreted as “very good.” The overall impression got a mean of 3.79 which means “very good.” The weighted mean of 3.74 revealed that the respondents assessed the general delivery of the activities as very good.

The data that were revealed from the survey can be used as a point of reference in modifying and improving the activities.

4. Conclusion

Heritage tourism is a concept that can be applied in different domains, including educational institutions. Regardless of the institution, the aim for cultural heritage promotion and appreciation must be achieved. To address the contemporary needs and preference of the people, experiential marketing has to be utilized. This is to assure that the participants in cultural heritage affairs receive relevant, concrete, and meaningful experiences. The shift from appreciating artifacts and other tangible cultural heritage to experiencing both tangible and intangible cultural heritage has paved the way to more engaged participants.

Educational institutions, like City College of Angeles, have been successful in applying experiential marketing to promote local and national culture in the context of education and academic activities. While the aim is basically cultural promotion and appreciation, the college has organized and

facilitated co-curricular activities/events primarily intended for the students and the community as stakeholders. Based on the assessment, it was found out that the impression of the respondents is “very good” which gives a positive demarcation on the intent and target. This is a favorable result that is open for improvement. This further affirms that assessment is an integral part of any activity/event management to check and monitor the quality of the undertaking to assure continuous improvement and modifications primarily for the target audience.

Cultural heritage provides the identity of the community and the place. The cultural undertakings of the school, where heritage tourism and experiential marketing were integrated, thus contribute to the place branding of the community.

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