

# Periodic Report on the Convention (cycle 2020-2024)

## A. General information

### Name of State Party

Mauritius

### Date of Ratification

2004-06-04

## Question A.1

### Executive summary

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**Please provide an executive summary of the report that will allow general readers to understand the overall status of legislative, regulatory and other measures taken at the national level to implement the Convention. This should follow the organizational structure of the form.**

The Republic of Mauritius ratified the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage in 2004 with the aim of preserving its diverse and rich multi-cultural identity. As it has a population of migrants who have settled as descendants of slaves, Indian indentured labourers, Chinese traders and French settlers, it has a population comprising different communities that practice their own rituals, folk traditions and performing arts.

With a view to strengthening the specific language, tradition and cultural heritage of each community the State has enacted laws at the National Assembly for the creation of Speaking Unions and Cultural Centres which operate under the aegis of the Ministry of Arts and Cultural Heritage to safeguard, protect, promote and transmit the traditional practices. The Ministry of Arts and Cultural Heritage is responsible for the overall policy formulation and strategic planning while its thirty-one parastatal bodies ensure the day to day running and management.

Measures related to the documentation, safeguarding and practice of Intangible Cultural Heritage (ICH) are implemented through parastatal bodies of the Ministry, such as: - the National Heritage Fund, the Nelson Mandela Centre for African Culture, the Aapravasi Ghat Trust Fund, Le Morne Heritage Trust Fund and the Bhojpuri Speaking Union.

The Mauritius Film Development Corporation which operates under the aegis of the Ministry of Arts and Cultural Heritage ensures the safeguarding of ICH through the production of short video clips, movies and films, on various ICH elements. It also ensures collaborative efforts for the promotion of ICH elements in Mauritius.

The Mauritius Society for Authors is the institution responsible for the copyright matters. It ensures the registration of local artists and the collection of rights. It also operates under the aegis of the Ministry of Arts and Cultural Heritage.

The Commission for Youth and Sports, Arts and Culture of Rodrigues (part of Mauritius) is the Government body responsible for coordinating ICH matters and it continues to work closely with communities to safeguard and promote intangible cultural heritage through festivals, performances, cuisine, arts and crafts.

The National television and radio station, the Mauritius Broadcasting Corporation plays a crucial role as partner in transmission and safeguarding of ICH through its 17 channels in 12 different languages.

The Ministry of Education, Tertiary Education, Science and Technology is the Ministry responsible for education. It ensures the teaching of languages in all educational institutions through an established curriculum with language as a vehicle for the preservation and transmission of our cultural heritage. The Ministry of Education, Tertiary Education, Science and Technology is the body responsible for the Mauritius National Commission for UNESCO. It ensures the link between the UNESCO and the State Party of Mauritius for implementing the objectives thereof.

## Question A.2

### Contact information of the focal point for the periodic report

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If you need to update the information related to the focal point, please write to the Secretariat (ich-reports@unesco.org) indicating the information to be updated, and the Secretariat will make necessary changes.

#### Title (Ms/Mr, etc)

Ms

#### Family name

Chummun Chaumoo

#### Given name

Anupama

#### Institution/position

Deputy Director of Culture

#### Address

#### Telephone number

#### E-mail address

anupamachummun@yahoo.co.uk

#### Other relevant information

Mrs Chaumoo has attended the training workshop organised in April 2023 in Algeria and all online sessions for the reporting exercise organised by the UNESCO. She holds a BA (Hons) in Sanskrit Language from the Delhi University of the Republic of India and a Masters of Arts in Arts and Heritage Management from the London Metropolitan University of United Kingdom. She has served the Ministry of Arts and Cultural Heritage for the past 25 years.

## Question A.3

### Institutions and organizations involved in the preparation of the periodic report

#### Governmental institutions

The Ministry of Arts and Cultural Heritage is the responsible Ministry for the implementation of the UNESCO Convention for ICH and also the focal point for the periodic reporting.

It ensured regular coordinating meetings with the NHF for the preparation of the periodic report.

The National Heritage Fund closely collaborated with communities, NGOs and other competent bodies by organizing stakeholders' meetings between December 2022 to June 2023. It issued correspondences to each institution, consulted their websites and continued gathering information through telephone conversations to obtain relevant answers to the questionnaire.

The consultation to the periodic reporting was also extended to the following governmental institutions:

- Ministry of Tourism;
- Ministry of Education, Tertiary Education, Science and Technology;
- Ministry of Environment, Solid Waste Management and Climate Change;
- Ministry of Blue Economy, Marine Resources, Fisheries and Shipping;
- Ministry of Agro-Industry and Food Security;
- National Parks and Conservation Service;
- Mauritius Oceanography Institute; and
- Mahatma Gandhi Institute

#### National commission for UNESCO

The National Commission based in Mauritius transmits correspondences pertaining to UNESCO Conventions in a timely manner and ensures the link between UNESCO Headquarters and Mauritius. It also builds a strong link between the Ministry of Education, Tertiary Education, Science and Technology, and other Ministries pertaining to the implementation of different UNESCO Conventions.

#### Cultural centres

- The Nelson Mandela Centre for African Culture (NMCAC) (<https://mandelacentre.govmu.org/mandelacentre/>)
- The Mauritius Tamil Cultural Centre Trust (MTCCT) (<https://www.facebook.com/MTCCT/>)
- The Mauritius Telugu Cultural Centre Trust (MTCCT) (<https://www.mtelugucct.com/>)
- The Mauritius Marathi Cultural Centre Trust (MMCCT) (<https://mmcct.govmu.org/mmct/>)

The above-mentioned cultural centres are government institutions and operate under the aegis of the Ministry of Arts and Cultural Heritage. They have been set up under an Act of Parliament with the objective of ensuring the preservation, promotion, and transmission of our cultural heritage to the local community and to international audiences through projects, activities and exchange programmes. The preparation of the report has been also achieved through consultative meetings, exchange of telephone conversations, correspondences, and consultation of the respective websites.

#### Research institutions

- The Mahatma Gandhi Institute
- The Centre for Research on Slavery and Indenture

The above research institutions through their various projects and activities have contributed to the preparation of the periodic reporting. Data have been gathered through meetings held, exchange of correspondences and consultation of their websites.

## Centres of expertise

Not applicable

## Universities

The University of Mauritius has included ICH within its different modules like Anthropology of Indian Ocean Societies, Oral History and Memory, Contemporary Mauritius – Social, Economic and Political Issues, Contemporary Mauritius – Cultural Diversity, Institutions and Society and Slavery and Indenture in Comparative Perspective which look at the different aspect of ICH <https://www.uom.ac.mu/>

University of Mauritius has played an important role in the preparation of this report through its inputs and courses offered at its institutions. They provided information during consultative meetings, correspondences, and phone conversations. The students of the University of Mauritius also carry out surveys as and when required to help the National Heritage Fund and the Aapravasi Ghat Trust Fund to gather data required for its inventory of ICH.

## Museums

- Intercontinental Slavery Museum
- Mauritius Museums Council
- Beekrumsing Ramlallah Interpretation Centre
- Trou Chenille Open Air Museum

The above-mentioned museums were provided with all information and references about the importance of their roles in the implementation of UNESCO 2003 Conventions, including access to the reporting format mechanism, criteria and the indicators connected to the overall framework results during consultative meetings. They provided information for the preparation of the report. They informed about activities and assistance given to private museums under the «Grant to Classified Museums » for the safeguard and promotion of heritage including ICH. And also about the facilities provided by 'Espace Artisanal de Mahebourg' found in the courtyard of the National History Museum where artisanal shops ensure regular events to attract visitors abiding to the best sustainable practices whereby local products and entrepreneurs constitute the core of the attraction.

## NGOs

- Abaim (<https://www.abaim.mu/>)
- Caritas Ile Maurice
- New Chinatown Foundation (<https://www.facebook.com/THECHINATOWNFOUNDATION/>)
- The S'kool of Arts (<https://m.facebook.com/people/Skool-Arts-Rodrigues/100000492024954/>)

These above-mentioned NGOs were contacted and consulted. They have contributed to the preparation of the report through consultative meetings, phone conversations, visits, and consultation of their existing websites.

## Municipalities

### Port Louis

Port Louis is the capital city of Mauritius and has been inscribed on the list of UNESCO Creative City status in the field of music. It is managed by the City Council of Port Louis which has a welfare division that organises cultural activities in collaboration with the community including festivals, concerts, and cultural programs that contribute towards the safeguarding and promotion of ICH which are available on its website <http://mccpl.mu/events.php>.

The other Municipalities include:

- Beau-Bassin/Rose-Hill (<https://www.facebook.com/mubbrh/>)
- Curepipe (<https://www.municipal-curepipe.org/>)
- Vacoas/Phoenix (<https://www.vacoasphoenix.org/>)

•Quatre-Bornes (<https://qb.mu/>)

They all do the same work of organising cultural activities including: - programs, festivals, concerts, and competitions with active participation of the community in their respective locality. They also provide financial assistance to socio-cultural organisations for the promotion of the ICH elements listed. Some of these activities are available at the above links.

They have contributed in the preparation of this report through consultative meetings, telephone conversations, and information has been gathered by consulting information available on their websites.

Local governments

Village Councils and District Councils

The village and district councils play a critical role in safeguarding and transmission of ICH. They provide facilities like social welfare centres where ICH is practiced by the bearers of the traditions. They also provide funding for activities related for the promotion of ICH in the locality throughout the year. They have contributed in the preparation of this report through consultative meetings, telephone conversations, and information has been gathered by consulting their websites.

Charitable bodies

There are no charitable bodies concerned with ICH in Mauritius.

Private sector entities

Private Radios

There are about 5 private radio stations namely: - Radio Plus, Radio One, Top FM, Waaza FM and NRJ among others in the Mauritius that contribute to ICH by airing programs on different elements such as culinary traditions, diffusion of folk songs produced by local artists, storytelling competitions, and educational programs. They also organise live concerts in collaboration with private companies, in different regions of the country and carry out quiz competitions on different themes of local cultural heritage.

Newspapers

The press through the newspapers have dedicated pages for creating awareness of different ICH elements of Mauritius. These newspapers also have online pages where they produce and present clips on different elements of ICH.

The private radios and newspapers have been involved in the preparation of the report through raising awareness among the communities.

Others (if yes, specify)

•Mauritius Broadcasting Corporation

The Mauritius Broadcasting Corporation is the National TV which has produced a special programme named "Virasat" (<https://youtu.be/u-07kg0gWHY>) wherein the public at large are informed of the different elements of ICH existing in Mauritius and the importance of safeguarding these elements for transmission to the next generations. The MBC offers programmes like "Glwar Dantan, Nu Rasinn, Chala Gaon Ghoom, Rodrig Prod", among others which are also available on the website of the MBC (<https://mbcradio.tv>) and its Facebook page <https://www.facebook.com/mbcmaurice>.

**Please provide any comments in the box below**

Not Applicable

## Question A.4

### Accredited Non-Governmental Organizations

For information, please find below the list of accredited NGOs located in your country, if any. You can find detailed information on each NGO, by clicking on the question mark symbol.

Name of the NGO	Year of accreditation
ABAIM (NGO-90443)	2020

Please provide in the box below observation(s), if any, on the above-mentioned information.

Abaim is an NGO engaged in training of ICH in Mauritius. It is an accredited UNESCO NGO that runs a ravann school set up in Mauritius in 1986. It is closely associated with the Saturday care (lekol ravann) that also teaches children on the skills of reading and writing. Courses on ravann are given to both adults and children through pedagogical method that allows the knowledge and skills to play ravann. More information is available on its website [www.abaim.mu](http://www.abaim.mu).

## Question A.5

### Participation to the international mechanisms of the 2003 Convention

#### Question A.5.1

#### Elements inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding

For information, please find below the list of elements inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, if any. You can find detailed information on each element, by clicking on the question mark symbol (*Periodic reporting on these elements is done under a separate set of guidelines using form ICH-11*).

Name of the element	Year of inscription
Sega tambour Chagos (01490)	2019

Please provide in the box below observation(s), if any, on the above-mentioned information.

The biennial report of this element was submitted in 2021 and the State Party has started working on the second report for its submission in December 2023.

#### Question A.5.2

#### Elements inscribed on the Representative List of Intangible Cultural Heritage of Humanity

For information, please find below the list of elements inscribed on the Representative List of Intangible Cultural Heritage of Humanity, if any. You can find detailed information on each element, by clicking on the question mark symbol (*the report on these elements will be made in section C of this form*).

Name of the element	Year of inscription
Traditional Mauritian Sega (01003)	2014
Bhojpuri folk songs in Mauritius, Geet-Gawai (01178)	2016
Sega tambour of Rodrigues Island (01257)	2017

Please provide in the box below observation(s), if any, on the above-mentioned information.

A periodic report was submitted in 2016 for Traditional Mauritian Sega only and for this cycle the three inscribed ICH elements namely Traditional Mauritian Sega, Geet Gawai, and Sega Tambour Rodrig are being reported.

### Question A.5.3

#### Programmes selected for the Register of Good Safeguarding Practices

For information, please find below the list of programmes selected for the Register of Good Safeguarding Practices, if any. You can find detailed information on each element, by clicking on the question mark symbol.

none

Please provide in the box below observation(s), if any, on the above-mentioned information.

Not applicable

### Question A.5.4

#### Projects financed through International Assistance (Intangible Cultural Heritage Fund)

For information, please find below the list of projects financed through the ICH Fund in your country, if any. You can find detailed information on each project, by clicking on the question mark symbol.

Name of project	Year (start)	Year (end)/Ongoing	Total sum (USD)
An inventory of elements of intangible heritage pertaining to the indenture experience in the Republic of Mauritius (00328)	2010	2011	33007.00
Documentation and inventory of intangible cultural heritage in the Republic of Mauritius (00327)	2010	2011	52461.00

Please provide in the box below observation(s), if any, on the above-mentioned information.

Inventory and documentation of intangible cultural heritage in the Republic of Mauritius undertaken by the National Heritage Fund

Through this project, a national inventory of ICH was created and managed by National Heritage Fund. As at now, it has 117 elements.

Inventory of intangible cultural heritage related to indenture undertaken by Aapravasi Ghat Trust Fund

This ICH inventory is related to indenture and is managed by the Aapravasi Ghat Trust Fund. It led to a number of television and radio programmes namely 'Virasat' and "Hamari Dharohar" that continue to be aired weekly. These programmes are in Bhojpuri language (language of the Indentured labourers) as a means of revitalisation and transmission of language use.

The above-mentioned inventories have positively contributed to researches which resulted in the publications of teaching materials on ICH for educational institution like the Mahatma Gandhi Institute. For example:

- Kuchipudi Textbook for Grades 7, 8, 9 published by the Mahatma Gandhi Institute under the aegis of the Ministry of Education, Tertiary Education, Science and Technology in 2021 based on the

National Curriculum Framework 2016.

•Bharata Natyam for Grades 7, 8, 9 published by the MGI under the aegis of the Ministry of Education, Tertiary Education, Science and Technology in 2021 based on the National Curriculum Framework 2016. More examples of publications from the Mahatma Gandhi Institute are available at: <https://www.mgirti.ac.mu/index.php/research/publication>

•A Study of Marathi Settlements in Mauritius- Oral History & Anthropological Perspective, a research publication by the Mauritius Marathi Cultural Centre Trust in 2012. An e-publication is available at: [https://mmcct.govmu.org/mmcct/?page\\_id=450](https://mmcct.govmu.org/mmcct/?page_id=450)

## Question A.6

### Inventories

Please provide information on the inventory or inventories of the intangible cultural heritage present in your State's territory, as referred to in Articles 11 and 12 of the Convention and paragraph 153 of the Operational Directives. The 'Add' tab allows you to add as many inventories as you wish to include. If no inventory has been established yet in your country, leave this section blank.

### Tab 1

#### a. Name of inventory

•National inventory of intangible cultural heritage in the Republic of Mauritius. •Inventory of intangible cultural heritage related to indenture at Aapravasi Ghat Trust Fund.

#### b. Hyperlink to the inventory (if any)

•<https://nhf.govmu.org/nhf/>

#### c. Responsible body

•National Heritage Fund •Aapravasi Ghat Trust Fund

#### d. Date of establishment

2009 and 2010 respectively

#### e. Updated since ratification or during the reporting period (provide further details in section 7.3)

YES

#### Date of latest update

15-12-2021

#### f. Method and frequency for updating

Continuous research as well as if and when information is obtained from the community. The development and updating of inventories is an ongoing process. The element to be included in the ICH national inventory of the Republic of Mauritius should first be recognized by communities, groups, or individuals concerned



#### **g. Number of elements included**

- 117 in the National Inventory •70 in the Indentured Inventory

#### **h. Applicable domains**

For both inventories

- Oral Traditions & Expressions
- Performing arts
- Social practices, rituals & festive events
- Knowledge and practices concerning nature and the universe
- Traditional craftsmanship

#### **i. Ordering principles**

The National Inventory of Intangible Cultural Heritage in the Republic of Mauritius and the Inventory of intangible cultural heritage related to indenture are ordered according to bearers of tradition following five categories of ICH: oral traditions and expressions, including language as a vehicle of the ICH; performing arts; social practices, rituals, and festive events; knowledge and practices concerning nature and the universe; traditional craftsmanship.

#### **j. Criteria for inclusion**

- The elements should be deeply rooted in the cultural traditions of communities, groups, and individuals in the Republic of Mauritius.
- The elements should be transmitted from one generation to the next one, through traditional ways.
- The elements were identified by the concerned communities, groups, and individuals.
- The elements should play roles in promoting national or local cultural identification, strengthening national unity and enhancing social cohesion.
- The elements should be compatible with existing international human rights and also with the requirements of mutual respect among communities, groups, and individuals.

#### **k. Does the inventory record the viability of each element?**

YES

#### **Please provide further details, if appropriate:**

The viability of each ICH element listed in the inventories is a significant concern for the Government of Mauritius. An inventory form was designed by the NHF and AGTF to collect data including the viability of each element. The process of inventorying ICH and making those inventories accessible to the public has provided a basis for formulating concrete plans for the safeguard of the ICH elements.

After inclusion in the national inventory, the safeguarding and viability of ICH elements is secured by encouraging their transmission by technical and financial support that is provided to the communities.

#### **l. Does the updating of the inventory reflect the current viability of elements included? (provide further details in section 7.3**

YES

**Please provide further details, if appropriate**

The forms associated with each element were updated in 2021 and there is an ongoing process of evaluation to ensure viability.

**m. Does the inventory identify threats to the ICH elements included?**

YES

**If yes, what are the main threats you have identified?**

Threats to the enactment:

Economic: globalization has inserted the Mauritian economy into a whirlpool of cultural loss.

People work more and more to earn more money. They speak less to each other.

Social: Families are more and more nuclear. There is very little conversation between the grandparents, parents, and children and therefore there is no exposure to an exchange of knowledge. Youth no longer practice the elements as they participate very less in social gathering.

Cultural: the carpe diem philosophy has gained ground. People read less as it is a time-consuming activity.

Educational: emphasis is on rote learning of academic content. Little/no space and time are devoted to the transmission of culture and cultural practices in language classes. Language use is limited to classroom activities.

**n. Is this a specialized inventory or an inventory of specific scope? (provide further details in section 7.2)**

YES

**Name of the associated element, domain, ethnic group, geographical region, etc.**

- The national inventory managed by the National Heritage Fund covers all elements from all communities in the Republic of Mauritius
- The Aapravasi Ghat Trust Fund inventory is related to indenture labour and communities descendent from indentured labourers.

**o. Is access to the inventory facilitated while respecting customary practices governing access to specific aspects of ICH? (provide further details in section 7.4)**

YES

**p. Do communities, groups and NGOs participate inclusively in the inventorying process? (provide further details in section 8.1)**

YES

**q. Does the inventory respect the diversity of ICH and its practitioners, including the practices and expressions of all sectors of society and all regions? (provide further details in section 8.2)**

YES

**r. Does the inventory include the practices and expressions of all genders? (provide further details in section 8.2)**

YES

## Question A.7

### Synergies with other international frameworks

States Parties are invited to share examples of concrete activities developed within other international frameworks which contributed to the safeguarding of ICH:

## Tab 1

### Programme/Convention /Organization

1954 Convention on the Protection of Cultural Property in the Event of Armed Conflict and its two protocols

### Activity/project

The Government of the Republic of Mauritius is signatory to the Hague Convention.

The State Party has ratified the first protocol of 1954 Hague Convention on 22 September 2006 thereafter, a reporting was done in June 2021 wherein areas have been identified for issues relating to ICH and associated with our tangible heritage sites.

The Ministry of Arts and Cultural Heritage is the focal point for the 1954 Hague convention. The stakeholders, regularly consulted, comprise of the Mauritius Revenue Authority, the Mauritius Police Force, the Ministry of Foreign Affairs, Regional Integration & International Trade and the Prime Minister's Office among others.

The Human Rights Division is the National focal point for the International Humanitarian Law. It is mandated to ensure that Mauritius fulfils its reporting obligations and also provides a platform for the dissemination of information on Human Rights through the National Mechanism for reporting and follow-up.

The 1954 Hague Convention has not yet been domesticated in Mauritius

### Contributions to the safeguarding of intangible cultural heritage

The Ministry of Foreign Affairs has set up an International Humanitarian Law Committee of Mauritius and its composition includes the head of Human Rights Division, a representative of the Prime Minister's Office, Gender Equality, Health and Wellness and other concerned stakeholders.

## Tab 2

### Programme/Convention /Organization

1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property

### Activity/project

The Republic of Mauritius has become a State party to the Convention on 27 February 1978 by way of acceptance.

From 18-20 July 2017, a three-day regional conference and ministerial roundtable was organised to strengthen synergies for the protection of cultural heritage in Eastern Africa and Adjacent Indian Ocean States aiming to provide a platform for discussion at national and international levels. This initiative of the Ministry of Arts and Cultural Heritage, in collaboration with UNESCO, endeavoured to safeguard and sustainably develop cultural heritage in Eastern Africa and the adjacent Indian Ocean Islands in the wake of increasing threats to cultural heritage through the implementation of mutually reinforcing culture programmes. Participants from eighteen countries attended the conference including Ministers from Comoros, Djibouti, Ethiopia, Somalia, South Sudan and Uganda.

The periodic reporting for cycle 2023 on the implementation of the 1970 Convention was submitted in December 2022 following consultative meetings with concerned stakeholders.

### **Contributions to the safeguarding of intangible cultural heritage**

Three officers from Mauritius received training on 'Building Capacity on combating illicit trafficking in Cultural Property in East Africa' provided by UNESCO which was held in Kenya in December 2022. This training did not only bring heritage practitioners together but also customs and immigration officers who man the borders.

## **Tab 3**

### **Programme/Convention /Organization**

1972 Convention Concerning the Protection of the World Cultural and Natural Heritage

### **Activity/project**

The State Party has ratified the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage on 19 September 1995. The Government of Mauritius has two sites listed namely the Aapravasi Ghat World Heritage Property and Le Morne Cultural Landscape

The third cycle periodic reporting questionnaire has been submitted in August 2023, in line with Article 29 of the 1972 World Heritage Convention. For the preparation of the Third Periodic Reporting Questionnaire, inputs have been received from the relevant Governmental institutions. Subsequent consultations were also held with the two World Heritage Site Managers in Mauritius and pre-analysis and views from UNESCO have been incorporated as appropriate in the report. The National Heritage Fund, the Aapravasi Ghat Trust Fund and the Le Morne Heritage Trust Fund work together with the relevant international organisations for implementations.

### **Contributions to the safeguarding of intangible cultural heritage**

The Republic of Mauritius received International Assistance from the World Heritage Fund to elaborate a Local Economic Development Plan for Aapravasi Ghat World Heritage property and support from ICOMOS for its Advisory Mission Report.

## **Tab 4**

## **Programme/Convention /Organization**

2001 Convention on the Protection of the Underwater Cultural Heritage

### **Activity/project**

The Government of Mauritius has not ratified this Convention.

However, the Republic of Mauritius under the Prime Minister's Office has an ongoing underwater cultural heritage project called 'Mauritius Underwater Cultural Heritage'. It is managed through the Department of Continental Shelf and Maritime Zones Administration and Exploration. So far three reconnaissance studies have been conducted. A third reconnaissance survey was carried out between the 24th and 25th of August 2023 to locate another shipwreck in the name of "La Meduse". Archaeological items retrieved from the 1st survey are exposed at the Natural History Museum at Mahebourg. Archaeological items from the 2nd survey are under conservation and some have been sent to the United States within the framework of the Memorandum of Understanding between the Department for Continental Shelf Maritime Zones Administration & Exploration (CSMZAE) and the Board of Trustees of the Leland Stanford Junior University. The artefacts will be studied for further analysis.

A number of archaeological items have been retrieved and are undergoing conservation at the National History Museum. These materials would help in reconstructing the memory of early navigation practices.

In 2017 and 2018, Le Morne Heritage Trust Fund conducted underwater archaeological research in the lagoon of Le Morne which provided important research materials. The lagoon has been part of the living cultural landscape of Le Morne with treasured memories. It has provided resources for generations in terms of fisheries and other sea/marine resources. Till date, the lagoon continues to support the livelihood of people in Le Morne and therefore, it is linked with different traditional practices. The lagoon is associated with maritime maroonage, food, boating and trade.

Two reports by Yann Von Arnim are available at Le Morne Heritage Trust Fund, namely 'Inventaire du Patrimoine Sous-marin de la Péninsule du Morne Brabant (2018)' and 'Inventaire : Etude Archéologique des épaves de l'Ambulante (1772) et de la Maria (1881)'.

### **Contributions to the safeguarding of intangible cultural heritage**

There is an agreement between ABYSSA and the Department of Continental Shelf and Maritime Zones Administration and Exploration. ABYSSA is a French company that provides services for governments and public authorities in view of promoting international cooperation in marine surveys and explorations.

There is another Memorandum of Understanding between the Department of Continental Shelf and Maritime Zones Administration and Exploration and the Board of Trustees of the Leland Stanford Junior University for the studies of artefacts.

## **Tab 5**

## **Programme/Convention /Organization**

2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions

## Activity/project

The Government of Mauritius ratified the Convention on 29 March 2006.

The 2005 Convention focuses on policies and measures put in place to facilitate the production of cultural expressions, as circulated and shared through cultural activities, goods and services. It complements the set of legal instruments deployed by UNESCO to foster diversity and a global environment in which the creativity of individuals and peoples is encouraged in their rich diversity thereby contributing to their economic development and to the promotion and preservation of the world's cultural diversity.

The Quadrennial Periodic Reporting to the 2005 Convention was submitted in 2020.

## Contributions to the safeguarding of intangible cultural heritage

The 2005 Convention is important for Mauritius as a rainbow nation with a great diversity in its cultural resources. The various communities within Mauritius continue to produce crafts and other heritage resources many of which are based on their traditional knowledge systems. Apart from sharing this knowledge among them the products find their way in the market for both domestic and tourism consumption. Through this convention therefore the cultural industry of Mauritius including Rodrigues is thriving and the knowledge systems of production that fall under the 2003 continue to be cherished and safeguarded.

## Tab 6

### Programme/Convention /Organization

Convention on Biological Diversity

## Activity/project

The Government of Mauritius ratified the Convention on 4 September 1992.

The Republic of Mauritius has made significant progress in determining the importance of biodiversity. Sensitization and awareness programmes undertaken by most of the stakeholders who work on biodiversity including Non-Governmental Organisations (NGOs). Such programmes consider people's understanding of biodiversity and their local environments, by promoting the appreciation of local knowledge of biodiversity. It also establishes clear links between biodiversity, conservation, community health and welfare, by proposing conservation actions that can be undertaken by specific groups: for example: - school children, university students, the tourism sector, the agricultural sector, and fishery sector.

In Mauritius, the National Parks and Conservation Service is the lead Agency responsible for ensuring the sustainable management and restoration of native terrestrial Mauritian fauna/ flora; so as to retain its genetic diversity for future generations, through in-situ and ex-situ conservation strategies, ecosystem restoration, public awareness, promotion of ecotourism and implementation of international biodiversity agreements.

On the other hand, the Ministry of Blue Economy, Marine Resources, Fisheries, and Shipping is mandated to make the Blue Economy an important pillar to sustain economic diversification and growth, having due regard to the conservation of marine ecosystems, and harnessing the marine

resources in our Exclusive Economic Zone (EEZ) for fostering sustainable development so as to ensure human well-being, food security and poverty alleviation.

Likewise, in Rodrigues, the Commission for Environment & Other is responsible both for terrestrial and marine biodiversity conservation. Government has made significant progress in determining the values of biodiversity and understanding how to conserve and use it sustainably. It has also started educating the public, through various sensitization and awareness programmes. Local NGOs such as Mauritian Wildlife Foundation (MWF), FORENA, Reef Conservation, Eco Sud, Shoals Rodrigues, and Ecosystem Restoration Alliance are deeply engaged in education and awareness programmes for promoting biodiversity conservation.

The strategies for increasing public awareness of forest, forest ecosystems, and biodiversity conservation are outlined in the 'National Forest Policy (2006)' and 'Strategic Plan (2016 - 2020) for The Food Crop, Livestock, and Forestry Sectors'.

### **Contributions to the safeguarding of intangible cultural heritage**

The research unit ensures publication and research carried out in collaboration with fellow-universities abroad and knowledge gained is transmitted to communities at grassroots level. This helps the communities understand their environment and actions better and even apply their traditional knowledge systems in conservation of their biodiversity.

## **Tab 7**

### **Programme/Convention /Organization**

Convention on Wetlands (RAMSAR)

### **Activity/project**

The Government of Mauritius ratified the Convention on 30 September 2001.

In September 2001, Mauritius adopted the Convention on Wetlands to protect and conserve the local marshes and to use them wisely in a sustainable way. Also called the Ramsar Convention (after the city in Iran in which it was first adopted), three sites of international importance were nominated in Mauritius; namely: - the Rivulet Terre Rouge Estuary Bird Sanctuary, the Blue Bay Marine Park, and the Pointe D'Esny Wetland. These sites cover an area of 401 ha in total.

Many of the wetlands in Mauritius like river banks and marshes are of economic value. For instance, many people are now embarking on aquaculture projects close to rivers. Thus, they farm freshwater fish like Berry rouge and shrimps using simple aquaculture systems.

Also, many edible plant species such as watercress and taro, brede songe, grow naturally near river banks. While some people across the country may harvest the available resources for personal use, others practice large-scale cultivation.

In 2022, to mark World Wetlands Day, the Ministry of Agro-Industry and Food Security, in collaboration with the National Parks and Conservation Service and the Mauritian Wildlife Foundation, organised Clean-up Campaign at Bras d'Eau National Park.

It was followed by a symbolic tree planting ceremony of endemic species such as Bois de chandelle,

Baume de l'Île Plate, Mandrinette, Bois café, Lys du pays, and Veloutier blanc at Mare Sarcelles. This area is a natural water body, comprising numerous ponds with a native fern *Acrosticum aureum*, an important and thriving population of mangroves, and other native plant species including the orchid *Oenellia polystachys*.

### **Contributions to the safeguarding of intangible cultural heritage**

Indirectly through community participation where applicable

## **Tab 8**

### **Programme/Convention /Organization**

Food and Agriculture Organization of the United Nations (FAO)

### **Activity/project**

Support is being provided to the Ministry of Agro-Industry and Food Security through the Technical Cooperation Programme (TCP) Facility to draft national legislation and implement regulations on organic agriculture.

FAO workshop and projects are funded by the European Union.

The Government of Mauritius ratified the Convention on 20 December 2010.

In recent years, FAO has been actively supporting Mauritius and the Island of Rodrigues through various national as well as regional projects and programmes aimed at increasing agricultural production and building capacity to increase the output of the agriculture sector. Currently, FAO is supporting the Government in developing the legislative framework for Organic certification, Geographical Information Systems (GIS) driven land suitability maps, Information Technology driven farm animal databases, and development of the agro-forestry sector in Mauritius.

FAO is presently supporting the Government in assessing the potential of agroforestry in Mauritius, building capacity for technical officers and field officers, producing guidelines and manuals as awareness and guiding tools for farmers and new practitioners, appraising and reforming regulations, legal restrictions, and land-use policy for the development of agroforestry and to propose schemes and interventions to favour its development. Through a project on agroforestry development, incentives promoting competitiveness and effective access to agri-food systems for youth in agri-entrepreneurship activities and decent employment will be put in place.

FAO is supporting the Island of Rodrigues through the implementation of the project "Strengthening Rural Development Planning in Rodrigues through Land Suitability Maps and Natural Resource Information Systems", to optimize their land use practices through land suitability maps and natural resource information systems, relevant to land use planning, in place and maintained by staff of the Rodrigues Regional Assembly (RRA) trained in the relevant methods.

FAO helps to support the Ministry of Blue Economy, Marine Resources, Fisheries, and Shipping in making it more efficient and effective in achieving the target of doubling the GDP share of the Ocean Economy. Specific activities include: reviewing identified needs for policy and legislation reforms and detailed assessment of the current institutional set-up and capacity needs; formulating recommendations and developing an action plan for the Government to implement suggested reforms; and formulating action plans, including proposed policy, legal, and institutional reforms.



Under the FAO project TCP MAR 3602 (2017 to March 2019) 'Support to Forest Code Revision and Institutional Reform in Mauritius', a Training of Trainers session was carried out from 29th July to 3rd August 2018. It targeted 20 beneficiaries from public and private institutions involved in the policy implementation. The following are tools that were used to raise awareness of biodiversity:

1. Talks/presentations on the importance of forests, including forest biodiversity, are given by Forest Officers in schools. About 20 schools and 10 Social Welfare Centres/Community Centers are targeted annually.
2. Guided tours offered to students and private institutions at the three Nature Walks under the jurisdiction of the Forestry Service (Mon Vert at Forest Side, Powder Mills at Pamplémousses, and Sophie at Plaine Sophie).
3. At least two small exhibitions on forests are carried out annually.
4. Students and visitors are given the opportunity for experiential learning (e.g. weeding and planting activities).
5. Creation of endemic gardens in schools/ and or the free issue of plants to schools (on demand).
6. To raise awareness of the importance of trees and encourage people to plant trees, plants were issued free of charge (to Government institutions, NGOs, Parastatal bodies, schools, and socio-cultural organisations) under the national tree planting campaign.
7. Capacity building programme for Beekeeping project facilitators and internal auditors for the establishment of the organic honey certification system.
8. Awareness raising pamphlets and factsheets, distribution of toolkit on good environmental practices to secondary students.
9. Participating in International Days: World Oceans Day, World Wetlands Day, World Environment Day.
10. PAN awareness materials displayed for International Day for Biological Diversity, World Food day, and International Migratory Bird Day.
11. 30 contract labourers trained under the PAN (Protected Area Network) project recruited on a permanent and pensionable basis by Ministry
12. A capacity building programme has been initiated to train staff in a Certificate in Protected Area Management (Scottish accredited).
13. Awareness material developed (booklet, pamphlets, banners, etc.) and a website has been designed and is currently operational.
14. TV clip for International Day for Biological Diversity produced by Mauritius Broadcasting Corporation.

To raise awareness of the importance of trees and encourage people to plant trees. Plants are distributed free of charge to socio-cultural organizations under the national tree planting campaign during festivals like: - Mahashivratri, Venkateshwara Pooja, Govinden, Ganesh Chaturthi, and Cavadee.

In 2023, FAO conducted an Assessment of the Food Control System in Mauritius Strategic Workshop which is part of the "Strengthening Food Control and Phytosanitary Capacities and Governance" project where 21 focal points were trained. Mauritius led the process based on its goals and challenges and FAO facilitated the process, involved multisectoral stakeholders and ensured ownership. This will help to identify the country's priorities, to produce a strategies Action Plan for food control system, to develop a strategic analysis meant to strengthen the food control system and to elaborate a strategic framework and interventions.

The FAO project strengthening food control and phytosanitary capacities and governance- Improving Food Control and Plant Health through assessments and evaluations in 11 African Union Member Countries where 22 focal points were trained in Mauritius. FAO facilitates the process, helping countries assess their food control systems and plant health systems. This will help in the

development of a road map and intervention. The assessment for Mauritius is to be completed in October 2023.

## **Contributions to the safeguarding of intangible cultural heritage**

Not Applicable

### **Tab 9**

#### **Programme/Convention /Organization**

Intergovernmental Oceanographic Commission (IOC)

#### **Activity/project**

A ten-day training programme on Fishing Techniques around Fish Aggregating Devices (FADs) was held in Mauritius in 2022. These sessions have helped fishermen from Mauritius, Comoros, and Madagascar to unlock a new world of possibilities when it comes to their fishing endeavours. During the sessions, participants delved into navigation essentials. They learned how to use GPS devices, magnetic compasses, and fishing gears for fishing. They also got the chance to do practical training on board the Ministry's multi-purposed vessel 'INVESTIGATOR', honing their onboard fish handling and navigation skills. The participants had increased their confidence and proficiency in order to apply their knowledge in their everyday lives within their fishing communities.

The Ministry of Defence and Rodrigues in collaboration with the Indian Ocean Rim Association (IORA), organized a conference on Marine Spatial Planning – Towards Sustainable Use of the Indian Ocean in 2017 having one of its objectives to explore strategies for the elaboration of a marine spatial plan in line with targets of SDG 14 and to promote sharing of experience and good practices in Marine Spatial Planning among the IORA region.

The Department for Continental Shelf, Maritime Zones Administration and Exploration (CSMZAE), in collaboration with the UNESCO-IOC, co-hosted a Regional Workshop on Marine Spatial Planning in Mauritius in 2018 where participants from Comoros, Cote d'Ivoire, Congo, Gabon, Madagascar, Seychelles and Reunion Island attended.

With an increase in demand for marine space for various purposes, particularly, fisheries, aquaculture, tourism, and leisure, there is a need to plan the utilisation of marine space for different sea uses. Responding to the need for identification, preservation, protection, and awareness of underwater cultural heritage (UCH) in our maritime zones, the CSMZAE has initiated a project entitled "Mauritius Underwater Cultural Heritage Project". The project which aims at developing a framework for the sustainable management of the underwater cultural heritage sites in the maritime zones of Mauritius has as main objectives: (a) to provide capacity building in UCH; (b) to identify and document the marine archaeological resources in the maritime zones of Mauritius on a GIS platform; (c) to ensure the integrity of the UCH identified through management plans; (d) to investigate means to develop a sustainable UCH tourism, and (e) to create awareness on marine archaeological resources.

The Mauritius Oceanography Institute (MOI) develops and strengthens oceanographic research, using an integrated scientific approach, to enhance understanding of ocean and coastal processes, for rational development of marine resources, within the maritime zone of the Republic of Mauritius. During the past three years, they have been conducting projects like:

- Mapping of oceanic and coastal environments of the Republic of Mauritius: Component - Ecological survey (incl. bleaching assessment) of nearshore waters of Mauritius
- Biological Survey of Port Mathurin Harbour to Detect Introduced Species
- Ships' Biofouling in Port Louis Harbour
- Mapping of oceanic and coastal environments of the Republic of Mauritius: Component - Multidisciplinary survey of Agaléga islands
- Community-based coral culture in the Republic of Mauritius
- Mapping of oceanic and coastal environments of the Republic of Mauritius; Component- Characterizing and mapping of coastal and oceanic environments
- Acquire Physical Oceanography data around the Island of Mauritius
- Investigation of active compounds of sponges with a view to fight diseases like Cancer, Alzheimer and Parkinson

### **Contributions to the safeguarding of intangible cultural heritage**

CSMZAE, with the expertise of the Commonwealth Scientific and Industrial Research Organisation (CSIRO) Oceans & Atmosphere, Australia, developed an Ocean Observatory E-platform. The conception of the platform was initiated under IORA project, entitled "Developing an Enhanced Ocean Observatory in Support of Ocean Exploration and Development".

An E-platform was designed to support the Marine Spatial Planning initiative of the Republic of Mauritius by providing a platform to collect, store, organize, and provide access to spatio-temporal data relevant to ocean exploration and development. The new technology and scientific based approaches are meant to enhance the livelihood of the communities, protect environment and its resources and therefore lead to sustainable living that will allow and encourage the safeguard of heritage including the communities' ICH.

## **Tab 10**

### **Programme/Convention /Organization**

Local and Indigenous Knowledge Systems programme (LINKS)

### **Activity/project**

There are a number of programmes geared towards local and indigenous knowledge systems in many parts of Mauritius that are related to intangible heritage. For example, the Le Morne Heritage Trust Fund collaborated with the University of Mauritius for projects on maroon history and indigenous knowledge concerning the use of local plants and other resources. Local communities have been involved in inventorying their knowledge of food and food preparation which has even resulted in a publication by Le Morne Heritage Trust Fund called '25 yesteryear recipes'- ISBN 978-99949-0-545-4. The Open-Air Museum of Trou Chenilles showcases the cultivation of medicinal plants and their use for curing diseases.

The Aapravasi Ghat Trust Fund organizes an annual event called 'varshik parampara utsav' to celebrate the cultural heritage of Indian Indenture through live performances. Some of the rites and rituals are closely related to nature and the universe, for example, harparawri, a ritual performed to invoke rain during extreme drought, or tie the rain during functions like weddings.

### **Contributions to the safeguarding of intangible cultural heritage**

These practices continue to promote ICH through practices and use as elaborated above and therefore directly contribute to the safeguarding of intangible cultural heritage.

## **Tab 11**

### **Programme/Convention /Organization**

Man and the Biosphere programme (MAB)

### **Activity/project**

The Macchabée-Bel Ombre area in the South-West of Mauritius has been recognised as a Biosphere Reserve under UNESCO's Man and the Biosphere Programme (MAB) since 1977.

The intended goal of the Biosphere Reserve (BR) is to promote research, education, and environmental awareness so as to contribute to safeguarding the rich biodiversity of Mauritius and ensuring sustainable development for the benefit of the Mauritian population. The BRGBO BR has been designed to nurture the participation of the public, private, and local communities.

The Black River Gorges National Park in its entity is the core zone of the BR and is home to the last remnant of the Mauritian endemic flora and fauna in an ecosystem of unique biodiversity. The natural heritage and the landscape have made this area popular among visitors for its distinctive attributes. The main focus in this zone is the conservation and restoration of the native biodiversity. Education, research, and sustainable ecotourism activities.

The buffer zone has been designated according to the Native Terrestrial Biodiversity and National Parks Act 2015. This zone harbours important ecological features such as reservoirs, rivers, and native and planted forests. Various sustainable economic activities such as deer ranching and eco-friendly tourism practices also carried out.

The transition zone consists of Bel Ombre and St Martin villages found in the district council of Savanne. Bel Ombre and St Martin village is the first village in Mauritius to be part of the UNESCO MAB in 2021. The transition zone is known for its sugar cane plantation together with other agricultural activities such as the cultivation of crops and fruits, and deer farming among others. The economic activities previously dominated by the agricultural sector are now geared towards the tourism industry. Sustainable ecotourism activities are promoted.

Within the national park, there is an information center raises public awareness and provides environmental education through exhibitions, talks, and seminars. Furthermore, environmental education is carried out in local schools by the National Parks and Conservation Service.

### **Contributions to the safeguarding of intangible cultural heritage**

Since the BRGBO BR has been designed to nurture the participation of the public, private, and local communities this comes with ICH embedded in community beliefs and actions. It may not appear directly related to the safeguard of ICH but it does contribute through the participation of communities in these programmes including in the actions for sustainable environment.

## **Tab 12**

### **Programme/Convention /Organization**

## Activity/project

The State Party of Mauritius has a policy on Intellectual Property Rights through Copyright Act 2014 to comply with WIPO and is implemented by the Mauritius Society of Authors (MASA). It protects the production of characteristic elements of the traditional artistic heritage developed and maintained by the community or individual reflecting the traditional artistic expectation of a community which includes folk tales, folk songs, instrumental music, dance, plays, lyrics, literary and other artistic forms.

## Contributions to the safeguarding of intangible cultural heritage

By the fact that MASA protects the production of characteristic elements of the traditional artistic heritage developed and maintained by the community or individual It is directly contributing to the safeguard of intangible cultural heritage. These actions protected by MASA as stated above, reflect the traditional artistic expectation of a community including folk tales, folk songs, instrumental music, dance, plays, lyrics, literary and other artistic forms.

## B. Reporting against core indicators

The **Section B** of the form will allow you to report on your safeguarding activities and priorities according to the [Overall Results Framework](#) approved in 2018 by the General Assembly of States Parties to the 2003 Convention. Distributed in eight thematic areas, **26 core indicators** have been established. To each of the indicators correspond assessment factors.

Each tab under Section B corresponds to one of the 26 indicators. The answers provided for each assessment factor determine the extent to which the indicator is satisfied. It constitutes your **baseline** and it is represented by a scale. You are invited to define a **target** for the next reporting exercise in six-year time and to explain how you intend to achieve this target, referring to the specific aspects and assessment factor(s) that the State may wish to address.

### 1. Extent to which competent bodies and institutions and consultative mechanisms support the continued practice and transmission of ICH

**Guidance note** corresponding to indicator 1 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

#### Question 1.1

**Have one or more competent bodies for ICH safeguarding been designated or established?**

YES

#### Tab 1

**Name of the body**

- Ministry of Arts and Cultural Heritage
- National Heritage Fund

## Brief description of the safeguarding functions of the body

The Ministry of Arts and Cultural Heritage is the responsible Ministry for the UNESCO cultural Conventions including ICH. It is the focal point for the periodic reporting for ICH. It formulates policies and measures for safeguarding of ICH elements. The Ministry ensures inclusiveness of the community in the safeguard, promotion and transmission of ICH elements as explained at sn A (1).

The Ministry of Arts and Cultural Heritage provides financial assistances to NGO's and tradition bearers at grass root level to ensure promotion, preservation and transmission of ICH. It also organises several activities/events to sensitise public at large on the importance of ICH.

The National Heritage Fund was designated in 2010 as the national repository for the safeguarding of Intangible Cultural Heritage in the Republic of Mauritius. It is the repository of the national inventory and it ensures the coordination of all the activities pertaining to cultural heritage.

## Website

<https://culturegovmu.org> <https://nhf.govmu.org/nhf>

## Address

7th Floor, Renganaden Seeneevassen Building, Cnr. Pope Hennessy and Maillard Streets, Port Louis  
4th floor, Fon Sing building, Edith Cavell Street, Port Louis

## Telephone number

•(+230) 2122112 •(+230) 2118134

## E-mail address

•psartsandculture@govmu.org •registrynhf@gmail.com

## Question 1.2

**Do competent bodies for safeguarding specific ICH elements exist in your country? (whether or not inscribed on one of the Lists of the 2003 Convention)**

YES

## Tab 1

### Name of the body

The Bhojpuri Speaking Union

### Select the element if it is inscribed on one of the Lists of the 2003 Convention

Bhojpuri folk songs in Mauritius, Geet-Gawai (RL, 2016)

### Name of the element concerned (if it is not inscribed on one of the Lists of the 2003 Convention)

### Brief description of the safeguarding functions of the body

The Bhojpuri Speaking Union under the Ministry of Arts and Cultural Heritage is the responsible body for the promotion of Bhojpuri language and culture. It works closely with the community, groups and individuals in promoting the Geet Gawai in Mauritius. It organizes festivals, performances, competitions and advocates for the teaching of Bhojpuri Language in school as a means of safeguarding. It documents and publishes on Bhojpuri Culture and language and together with the community has set up 51 Geet Gawai schools.

It has published pamphlets, books on Bhojpuri namely Purkhon ki Jiti jagti Parampara (Geet Gawai), Geet Gawai Book-An Ode to Geetharines, Bhojpuri Folk Songs in Mauritius (Geet Gawai), Mauritius ke 8 Bhojpuri Rang Ekanki among others. It holds regular activities with the collaboration of local authorities, different educational Institutions and tradition bearers to sensitize public on the importance of this element.

**Website**

NIL

**Address**

Old Prison Building, Maillard St, Port Louis

**Telephone number**

(+230) 2138613

**E-mail address**

bhojpurispeakingunion@gmail.com

**Tab 2****Name of the body**

Commission for Youth and Sports, Arts and Culture (Rodrigues)

**Select the element if it is inscribed on one of the Lists of the 2003 Convention**

Sega tambour of Rodrigues Island (RL, 2017)

**Name of the element concerned (if it is not inscribed on one of the Lists of the 2003 Convention)****Brief description of the safeguarding functions of the body**

The Commission for Youth and Sports, Arts and Culture is the body responsible for the promotion of Sega Tambour in Rodrigues. It is also the responsible Ministry for arts, culture and in addition to youth and sports. The Commission for Youth and Sports, Arts and Culture promotes music and dance, including Sega Tambour working closely in collaboration with communities, groups and individuals engaged in ICH.

Since 2014, the Commission has opened a tambour-making school for youth ensuring transmission of skills and knowledge. It also promotes performances through regular activities and festivals whereby performers are highly solicited at events such as Festival International Kreol, National Day celebrations, Abolition of Slavery and Autonomy of Rodrigues.

Sega Tambour Rodrig is popular in international events such as Africolor- France 2013, Annual Festival Kreol- Seychelles, and annual Florilege- Réunion. With the support of the Ministry of Arts and Cultural Heritage and the Rodrigues Regional Assembly, it provides funding to artists in national and regional performances and for producing CDs and DVDs through Artists' Assistance Scheme. It also addresses copyright issues through Mauritius Society of Authors and supports artists on television and radio.

**Website**

NIL

**Address**

1st Floor, Alfred North Coombs Building, Port Mathurin

**Telephone number**

(230)8381860

**E-mail address**

secdhyouth@gmail.com

**Tab 3****Name of the body**

Nelson Mandela Centre for African Culture

**Select the element if it is inscribed on one of the Lists of the 2003 Convention**

Traditional Mauritian Segá (RL, 2014)

**Name of the element concerned (if it is not inscribed on one of the Lists of the 2003 Convention)****Brief description of the safeguarding functions of the body**

The Nelson Mandela Centre for African Culture is a body established to promote African culture in the Republic of Mauritius. The Nelson Mandela Centre for African Culture has set up a Segá Tipik school in collaboration with Caritas. The Centre carries out research on African Culture and assist researchers working on genealogy. It has the repository of the slave descents database. It organizes cultural activities in collaboration with communities to promote its slave descents database. It organizes cultural activities in collaboration with communities to promote its ICH. It regularly issues publications and research papers on ICH elements such as Segá Tipik and others.

**Website**

<https://mandelacentre.govmu.org>

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(+230) 2341416

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### Question 1.3

**Do any consultative bodies or coordination mechanisms encourage and support broad and inclusive involvement of communities, groups and individuals in ICH safeguarding and management?**

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YES

**Explain briefly how such bodies or mechanisms involve/encourage communities, groups and individuals in ICH safeguarding and management.**

The Ministry of Arts and Cultural Heritage organises several activities throughout the year which help in consolidating national unity, the consolidation of existing pluralism, promotion of creativity and celebration of cultural values.

In view thereof, a calendar of activities is established by the Ministry and its parastatal bodies which promote the folk traditions, local artistic creativity and preservation of our ancestral heritage and culture.

### Question 1.4

**Are institutions, organizations and/or initiatives for documenting ICH fostered and supported by the State?**

---

YES

**Describe briefly how the State supports such institutions, organizations and/or initiatives for documenting ICH.**

The Ministry of Arts and Cultural Heritage provides a budget line for the institutions that are mandated to carry out documentation of ICH such as the National Heritage Fund, Le Morne Heritage Trust Fund, Aapravasi Ghat Trust Fund, Nelson Mandela Centre for African Culture and the Bhojpuri Speaking Union. The Ministry provides financial assistance to Socio Cultural organisations/ NGOs to engage in documentation of ICH.

The Ministry of Finance, Economic Planning and Development provides an annual budget to the Ministry of Arts and Cultural Heritage and its parastatal bodies for the recurrent and capital expenses which also include projects pertaining to ICH elements.

**Are the documentation materials produced utilized to support the continued practice and transmission of ICH?**

YES

**Describe briefly how the documentation materials are utilized for these purposes.**

The documentation materials produced are used for disseminating the knowledge on ICH in universities, schools, and among the public at large. Some of the documentation are used to support the implementation of the curriculum where ICH is taught. Furthermore, the documentations are deposited in libraries and archives for research on the ICH as well as for performances.

## Question 1.5

**Which of the following institutions contribute towards ICH safeguarding and management?**

### Elements (institutions 1.5)

#### Cultural centres

##### Nelson Mandela Centre for African Culture

The Nelson Mandela Centre for African Culture has as main objectives the preservation and promotion of African and Creole arts and culture and to collect, publish and disseminate information with respect to the African and Creole arts and culture. In view of the above, the Nelson Mandela Centre for African Culture is working towards a better memorialization of the economic contribution and ICH of the enslaved people to Mauritius through exhibitions and talks which are organized at the seat of the Centre periodically. The Nelson Mandela Centre for African Culture also holds a permanent exhibition comprising of traditional musical instruments. Our main beneficiaries are students, researchers and the general public.

Moreover, outreach programmes are conducted throughout the year around the island, in schools and community centres. Each year the Nelson Mandela Centre for African Culture conducts research, publishes and disseminates information with respect to ICH. Up to now we have conducted research and published on various ICH such as traditional sega music and traditional healing methods.

More recent initiatives include the International Day for Monuments and Sites in 2022 where Open days and recreational activities were organized at the Nelson Mandela Centre for African Culture comprising of workshops on sega tipik whereby the general public was invited to learn more of this ICH and were initiated to traditional musical instruments.

Since 2018 the Nelson Mandela Centre for African Culture is running two Ecole de Sega Tipik, in Grand Gaube and at the Bhujoharry College, La Tour Koenig.

In 2021, the Nelson Mandela Centre for African Culture in collaboration with the National Heritage Fund opened two Ecole de Sega Tanbour Sagos, in Pointes aux Sables and Baie du Tombeau. During the Covid-19 pandemic the Nelson Mandela Centre for African Culture produced online cultural programme on ICH such as traditional sega music, traditional healing methods and others.

The programmes were broadcasted on National TV. Same were uploaded on the Facebook page of the Nelson Mandela Centre for African Culture, our website and other digital platforms and social media.

#### Bhojpuri Speaking Union

The Bhojpuri Speaking Union, under the Ministry of Arts and Cultural Heritage is the responsible body for the promotion of Bhojpuri language and culture. It works closely with the community, groups and

individuals in promoting the Geet Gawai ICH in Mauritius. It organises festivals, performances, competitions and advocates for the teaching of Bhojpuri language in formal schooling as a means of safeguard.

It documents and publishes on Bhojpuri culture and language and together with the community has set up 51 Geet Gawai Schools. It ensures transmission of this element from the bearers to the Youth through teaching, performances and transmission. The BSU has also published pamphlets, books and research journals on Bhojpuri Language, Literature and Geet Gawai ICT. It holds regular activities with the collaboration of local authorities, different educational institutions and tradition bearers to sensitise public on the importance of this element.

#### Mauritius Marathi Cultural Centre Trust

The Mauritius Marathi Cultural Centre Trust under the Ministry of Arts and Cultural Heritage is a body responsible for the safeguarding and promotion of Marathi art and culture through the collection, publications, documentation and research and dissemination of information pertaining to Marathi art and culture. The Mauritius Marathi Cultural Centre Trust also organizes lectures, seminars, training, workshops, exhibitions, awareness campaign, singing and dance competitions. One of their main events is the Ganesh Chaturthi prayers which is organized at national level where 'jhakri' (a traditional Marathi dance) is performed. They hold a collection of traditional Marathi bhajans by senior citizens which is available online.

#### Creole Speaking Union

The Creole Speaking Union is the responsible body for the promotion of the creole language, which is the vehicle for Sega Tipik. The Creole Speaking Union promotes the oral and written Mauritian creole through the publications in creole language, namely literary books, Diksoner Kreol Morisien, Folklore, Poesy and Sirandannes. It regularly holds exhibitions, workshops, conferences, round table talk and carries out research and outreach. They organize literary contest to encourage and enhance creole literature. They often organize workshops and exchanges relating to the creole language. They also collaborate with the Ministry of Tourism in the organization of poetry contest for promoting writing skills for Mauritian and Rodriguan Creole language. It works in collaboration with the Akademi Kreol Repiblik Moris to carry out research on Creole language and devise new projects for the teaching and learning of the creole language.

#### Mauritius Tamil Cultural Centre Trust

The Mauritius Tamil Cultural Centre Trust has been involved in promoting and disseminating Indian Cultural Heritage in Mauritius. Through our mission statement we are a leading organization in the preservation of our rich Tamil heritage. The following are our contribution:

- Promotion of Tamil music and dance by having qualified teachers teaching Veena. Vocal Carnatic, Mridangam and Bharata Natyam dance on our main campus at Reduit as well as in our different centres throughout the countries.
- Organizing workshops on Tamil traditional arts in various regions of the island putting emphasis on the younger generation. Workshop on the Making of the Toranam have been organized.
- Organizing workshops on Kolattam dance to motivate the people to learn and participate in Kolattam dance during various festivals.
- A Tamil Food workshop on making of the different Tamil traditional caked for ladies to come and learn our traditional caked making by expert in the field.
- Organizing painting and photos exhibition to showcase the different traditional aspects brought by our forefathers to Mauritius and that have been preserved till date.
- Presenting various TV programmes to promote local artists to perform and to encourage their students to have a platform for performance.

- We have been actively participated with our parent ministry namely the Ministry of Arts and Cultural Heritage for various activities both at regional and national level.
- We are actually working on the recognition of the “ Kolattam” by the UNESCO as an intangible cultural heritage.
- Organizing round table for in-depth discussion on cultural matters by expert in the field.

#### Mauritius Telugu Cultural Centre Trust

The Mauritius Telugu Cultural Centre Trust under the Ministry of Arts and Cultural Heritage is the responsible body for the promotion and dissemination of Telugu Art, Culture and Language in Mauritius. It collects, publishes and disseminates information pertaining to Telugu Art and Culture. The Mauritius Telugu Cultural Centre Trust organize lectures, seminars, training, workshops, exhibitions and any other activities which lead to a better understanding of Telugu Art and Culture. It also creates facilities for documentation and research on Telugu Art and Culture. The Mauritius Telugu Cultural Centre Trust run Schools of Music and Dance around the islands since November 2004.

#### Urdu Speaking Union

The Urdu Speaking Union aims to promote, propagate, safeguard Urdu culture through Urdu language in Mauritius. It organizes several cultural activities throughout the year for children of primary, secondary level and members of public at large, for example annual National Urdu competition, seminars on renown Urdu poets and the very popular naat competitions called aqeedat ke phool on the national television involving the participation of youth. The Urdu Speaking Union emphasizes on transmission of its heritage including ICH particularly to the youth.

#### Tamil Speaking Union

The Tamil Speaking Union under the Ministry of Arts and Cultural Heritage is the responsible body for the promotion of Tamil language both in its spoken and written form. It engages in educational, academic, cultural and artistic works. It provides faculties for exchange programs and conferences, seminars, workshops, training, competitions among universities, colleges and other bodies in Mauritius or in other countries. For example, Tamil Speaking Union organises workshops for youths of 10 to 25 years to prepare traditional ‘thoranam’ (decorations made of coconut leaves to sanctify homes and temples during special events), ‘malay’ making (garland made of fresh flowers) and ‘asanam’ (decorative ornaments made of fresh palms leaves). They organise performances, part-time classes and workshops on traditional culinary Tamil arts, music and kollatum dance on a monthly basis. They come up with publication on Tamil culture and language every two months. They produce video clips on Tamil festivals and rituals. They organise painting and photography exhibition with the theme ‘Tamil cultural heritage in Mauritius 1735-2023’. They work in collaboration with reunion diaspora by promoting and encouraging publications through exhibitions and conferences.

#### Telugu Speaking Union

Telugu Speaking Union operates under the Ministry of Arts and Cultural Heritage. Though Telugu language is barely spoken in Mauritius, even in the Telugu community, various aspects of spoken language have been transmitted by the Ramabhajanam and the Simhadri Appanna prayer over generations. The chants sung on those occasions form part of the Telugu literature and include the Narasimha shatakam and the Vemana shatakam (compilation of poems are taught in the Telugu syllabus, both in diasporas and in India).

The Telugu Speaking Union, has always strived to promote these poems to the younger generation. Every year, different recitation competitions are organised whereby learners of Telugu language come and recite these poems, which help in enhancing pedagogical values attached to them as well as improve and propagate language when Ramabhajanams are organised by other stakeholders.

The Telugu Speaking Union also records the best performances and the audiovisual recordings are

distributed to teachers, schools and other stakeholders. The festivals in themselves, being more cultural and religious in nature, are promoted and preserved by the Mauritius Telugu Cultural Centre Trust and the Mauritius Telugu Maha Sabha.

#### Marathi Speaking Union

The Marathi Speaking Union operates under the Ministry of Arts and Cultural Heritage and is the responsible body for the promotion of Marathi language in its spoken and written form which is associated with the Marathi Community in Mauritius. It engages in educational, academic, cultural and artistic works. It also promotes and encourages the linguistic development among all people having an interest in Marathi. It provides faculties for exchange programs and conferences, seminars, workshops, training, competitions among universities, colleges and other bodies in Mauritius or in other countries.

#### Chinese Speaking Union

The Chinese Speaking Union operates under the Ministry of Arts and Cultural Heritage. It is the responsible body for the promotion of mandarin language which is associated with the Chinese community in Mauritius. They organize poetry competition, exhibitions and mandarin language courses are offered to more than 70 people regardless of their communities and religious background.

#### Hindi Speaking Union

The Hindi Speaking Union operates under the Ministry of Arts and Cultural Heritage and promotes Hindi language and culture which is associated with the Hindu community of Mauritius. It also holds activities in collaboration with various heritage institutions. Documentation of Gamat and compilation of all Gamat songs is a project currently undertaken by the HSU. It promotes local writers in Hindi language and literature which include folk tales, moral values, sayings, expressions, idioms that are related to the Hindu Community.

#### Sanskrit Speaking Union

The Sanskrit Speaking Union operates under the aegis of the Ministry of Arts and Cultural Heritage and holds online classes on Bhagwat Gita and Ramayan chanting. There are daily online Sanskrit Speaking classes. Over more than 150 children, youth and elderly people from all communities participate in the online classes.

#### English Speaking Union

The English Speaking Union operates under the aegis of the Ministry Arts and Cultural Heritage. It is the responsible body for the promotion of English language. English Speaking Union works closely with secondary schools to promote English language in its written and spoken forms. It holds talks, debates and competitions in secondary schools in Mauritius and Rodrigues. The English Speaking Union is linked to the ESU UK and USA network and ensures Mauritian participation worldwide. It also participates in international English Competitions and training for teaching abroad.

#### Centres of expertise

Not applicable

#### Research institutions

#### Mahatma Gandhi Institute

The Mahatma Gandhi Institute operates under the aegis of the Ministry of Education, Tertiary Education, Science and Technology. It has several departments dealing with ICH namely the museum of Indian folklore, the School of Mauritian and Area Studies. The latter has developed modules and short courses for the study of ICH including Arts wherein regular activities on ICH are organised. As far as technical/vocational education is concerned, the Mahatma Gandhi Institute gives opportunities to students of the certificate course and tour guiding to discover the ICH of Mauritius through lectures, presentation and filed work. Mahatma Gandhi Institute has Fine Arts Department where courses up to post graduate level are offered in the field of paintings, sculpture, printmaking, visual culture theory, advertising, visual communication and digital arts. All these subjects contribute to strengthening and

transmission of ICH in various fields including crafts. The School of Performing Arts, School of Indian Studies and School of Indological Studies also regularly organise academic and cultural activities around ICH.

#### •School of Performing Arts

The Creativity and Performance Department, through its various initiatives and programs, has emerged as a beacon for the preservation and promotion of intangible cultural heritage. This department plays a pivotal role in celebrating, and transmitting the diverse cultural expressions that form an integral part of our identity through performances. This department caters the folks' styles of Indian dance as well as promoting the instruments played in Geet Gawai performances.

One of the department's standout contributions is its commitment to nurturing and showcasing traditional arts, performances, and creative expressions. By organizing and supporting events that highlight the depth and diversity of our cultural heritage, the department serves as a catalyst for cultural awareness and appreciation. In an era where globalization and modernization pose threats to the continuity of our intangible cultural heritage, the work undertaken by this department becomes even more crucial.

Through collaborations with local communities and outside artists the Creativity and Performance Department fosters an environment that encourages the transmission of cultural practices from one generation to another. This ensures that our intangible cultural heritage remains vibrant and relevant, enriching the lives of current and future generations. By engaging with communities, they actively contribute to raising awareness about the importance of intangible cultural heritage, encouraging them to actively participate in the preservation of their cultural roots.

(i)Bhojpuri intangible cultural heritage taught at Tertiary Level for Sitar, Violin and Music courses

(ii)Bhojpuri intangible cultural heritage mentioned in grade 7 to 9 textbooks

#### •Department of Indian Philosophy

Courses in this department delve into the philosophical underpinnings of various cultural practices, rituals, and traditions within the framework of Indian philosophy. The curriculum explores the profound connections between philosophical thought and cultural practices, emphasizing the lived experience of individuals within the cultural context.

#### •Department of Sanskrit

The Sanskrit department plays a pivotal role in preserving and transmitting ICH by offering courses that facilitate a deep understanding of classical Sanskrit texts. Students are exposed to ancient scriptures, including those related to rituals, music, dance, and drama, fostering an appreciation for the cultural and artistic dimensions embedded in these texts. Practical aspects, such as recitation and performance, are also integrated into the curriculum to ensure a holistic approach to ICH.

#### •Department of Indology

The Indology department contributes significantly to the study and transmission of ICH by offering courses in subjects closely aligned with traditional practices. For instance, courses on Yoga delve into its historical and cultural significance, exploring its evolution as an integral part of India's heritage. Similarly, Ayurveda courses not only cover the medicinal aspects but also delve into the cultural and social dimensions associated with traditional healing practices.

#### •School of Mauritian & Area Studies

The School of Mauritian and Area studies of the Mahatma Gandhi Institute has developed modules and short courses for the study of ICH and its linguistic, social, cultural and historical dimensions. The modules are:

-Introduction to Bhojpuri Language & Culture

-Certificate in Tour Guiding

-Introduction to Folklore, Folk Traditions and Culture

-Bhojpuri Studies

In addition, regular cultural activities related to ICH are organised namely Holi festival, Sankranti. International Mother Language Day, Spring festival. A collection of Bhojpuri Wedding songs has just been launched.

The activities organised are extended to the community as well through regular community outreach programme. The MGI also collaborates with various socio-cultural organisations and institutions by providing high level quality programme to promote and disseminate ICH.

The Centre for Research on Slavery and Indenture

The Centre for Research on Slavery and Indenture is a multidisciplinary Research Centre based at the University of Mauritius. It is part of the University's commitment to the scientific study of Mauritian history and in particular the history of slavery and indenture, these two being the most important migratory movements into Mauritius.

The Centre for Research on Slavery and Indenture has undertaken several the research projects which covers the study of ICH and its social, cultural and other dimensions, for example:

-Maroonage and the maroon heritage

-Slave Trade Database

-Family history and genealogy

-Cultural legacy of slavery and indenture

It is planning to work on a Digital Oral History and Heritage Database which will include oral archives, songs, stories, photos, dances and art works collected by students and staff of tertiary institutions.

#### Museums

-Government Owned Museums

Intercontinental Slavery Museum

Following a recommendation of the Mauritius Truth and Justice Commission in 2011, the 'Intercontinental Slavery Museum' (ISM) was set up aiming to fill a gap in the memorialization of the history of slavery as there is no space where Mauritians of Afro-Malagasy descent can learn about their history. It also is a place of memory to honor Mauritian 'inter-culturalism' and promote remembrance and reconciliation. The Intercontinental Slavery Museum is dedicated to ensure the memorization of individuals who directly contributed to the economy of Mauritius through oppressive system of slavery. Recognizing that the history of slavery is an integral part of the island's intangible heritage, the museum employs various strategies to teach and remember this dark chapter, emphasizing the need for reparation and recognition. The key approaches are: Inclusive Representation, Educational Focus, Reparation and Recognition, Multifaceted Cultural Heritage and National Building and Heritage. The Intercontinental Slavery Museum plays a vital role in ensuring the memorization of those who directly contributed to Mauritius's economy through slavery. By addressing the historical injustices, advocating for recognition and highlighting the cultural heritage through language and nation-building narratives, the museum contributes significantly to the ongoing dialogue surrounding reparative justice and the acknowledgement of the island's complex history.

Brekrumsingh Ramlalla Interpretation Centre

The Beekrumsingh Ramlalla Interpretation Centre (BRIC) provides an overview of the life of indentured labourers when they reached Mauritius in 1835. It often holds exhibitions, guided visits, workshops and educational activities for children such as storytelling, traditional techniques of lime preparation seminars and conferences. During the guided visits, the visitors are related the present situation of the

descendants of indentured labourers and how they have preserved their tradition and ancestral language. It also regularly organises events that include “Geet Gawai” which is an element that is inscribed as ICH.

#### Mauritius Museum Council

The Mauritius Museum Council operates under the aegis of the Ministry of Arts and Cultural Heritage and has under its purview two national and five specialised museums as follows:

- National Museums

i)Natural History Museum, Port Louis

ii)National History Museum, Mahebourg

- Specialised Museums

iii)SSR Memorial Centre For Culture, Port Louis

iv)Robert Edouard Hart Memorial Museum, Souillac

v)Sookdeo Bissoondoyal Memorial Museum, Tyack

vi)Frederik Hendrik Museum, Old Grand Port

vii)Folk Museum of Indian Immigration, Moka

#### Trou Chenille Open-Air Museum

The Trou Chenille Open-Air Museum is managed by the Le Morne Heritage Trust Fund. The museum displays the daily life of the former inhabitants of Trou Chenille Village who were descendants of slaves. Five huts depict the traditional kitchen, the history and evolution of Sega Tipik, traditional crafts, games and occupations related to the daily activities of the village people. It also displays the traditional fishing practices and healing techniques. There is a dedicated garden for medicinal plants.

#### -Private Owned Museums

##### Blue Penny Museum

The Blue Penny Museum is located at le Caudan, Port Louis and is famous for its stamps collection. However, it also engages in exhibiting ICH like the recent exhibition on Gamat. In the past, it has also exhibited gunny bags, an important material associated to the history of sugarcane in Mauritius, which was used in domestic houses for mattress making, door curtains, clothing during sugarcane cutting and as raincoat.

##### Musée De La Photographie

The Musée de la Photographie is located in the city of Port Louis and is known for its historical photographic collections that depict past life ways and the historical development within Mauritius from the 18th century till date.

##### Mauritius Postal Museum

The Mauritius Postal Museum tells the story of the development of post office and the postal activities in Mauritius. It also depicts the different medium of transport in Mauritius in the past. They work in collaboration with the National Heritage Fund and Aapravasi Ghat Trust Fund in organising exhibitions and participating in open days such as International Day for Monuments and Sites. The Mauritius Postal Museum have a philatelic club with a vast collection of rarest most valuable stamps.

##### The Bank of Mauritius Museum

The Bank of Mauritius Museum is the custodian of the history and evolution of the currency in the country from Dutch period to modern era. They display currency from the Dutch period including Portuguese ones that existed at that time. They also display the different currencies used in the sugar camps showing the different materials used at different times.



## Archives

### National Archives Department

The National Archives Department of Mauritius is a public body operating under the aegis of the Ministry of Arts and Cultural Heritage. As the official custodian of documentary heritage, it houses the collective memory of the nation's history which dates back to early 18th century. It has a collection of more than 300,000 documents, which are consulted by researchers, students, government officials, general public and other interested parties.

The national collection includes records of French and British administration of the island, notarial deeds dating back to 1724, copies of maps and plans, stamps, currency notes and coins, minutes of proceedings of municipalities and district councils, lithographs, portraits, photographs, seals and private papers, civil status and census reports and reference library materials. These invaluable records are used by the public for different purposes such as historical, genealogical, cultural, administrative and legal, amongst others. They are consulted by various groups at both local and international levels.

Four collections from National Archives Department have been inscribed on the Memory of the World Register of UNESCO as follows:

- oRecords of the French Occupation, 1997

- oThe Records of Indentured Immigration of the Republic of Mauritius, October 2015

- oThe archival collections on the Bienheureux Père Jacques Désiré Laval - The Apostle of Mauritius, May 2023.

- oThe Slave Trade and Slavery Records in Mauritius (1721 – 1892), May 2023

It therefore contributes directly to research, the dissemination, promotion, safeguard and transmission of the country's ICH.

### Mahatma Gandhi Institute Indian Immigration Archives

The Mahatma Gandhi Institute Indian Immigration Archives consist of the largest repository of documentation on the international migration of Indian workers in the 19th century. It holds nearly 2055 registers of original records that contain information for around 454,000 Indian Indentured Immigrants who came to Mauritius, from 1842-1910. The records represent a milestone in the history of migration in the 19th century and are of tremendous historical value. The Indian Immigration Archives were inscribed on the Memory of the World Register of UNESCO in 2015 and reflects due recognition of the exceptional value of the records.

The Mahatma Gandhi Institute has the responsibility to preserve the Indian Immigration records for present and future generations. The records are kept in a secure concrete building, equipped with fire alarm system and 24/7 air-conditioning system. The temperature, humidity and light in the collections are constantly monitored. The information contained in the records has been transliterated to a database and digitization of the records is an ongoing process.

The Mahatma Gandhi Institute Indian Immigration Archive provide services to members of the public who are in search of their roots, and to local and foreign research scholars, authors, students who wish to conduct research leading to publications, dissertations/thesis, etc.

## Libraries

### National Library

The main role of the National Library of Mauritius is to build the most comprehensive collection of our national heritage and making same available to the Mauritian public for consultation. The National Library has a mandate to preserve for posterity all literary output of Mauritius. The National Library acquires most of its materials through the legal deposit system as per the National Library Act. The National Library of Mauritius is mandated by law to collect, organize, disseminate and preserve for

posterity the cultural print and non-print heritage of Mauritius to support research, scholarship and creativity.

#### Carnegie Library-Municipal Council of Curepipe

The Carnegie Library is well-known for its manuscript collection and its collection of books of the Indian Ocean Islands. The library boasts a collection of over 75,000 documents, out of which some 15,000 comprise of Indian Ocean Islands books (including the rare collections and manuscripts). Almost all existing publications are either in English or French, except for a few in oriental languages.

The Carnegie library has a collection of 15,000 works by Mauritian authors including the rare collections and manuscripts from available for consultation. Manuscript and Rare Document Collections are also available. It consists mainly of D'Épinay and Rouillard collections. There are 69 manuscripts in our collection, 400 titles for the D'Épinay collection and 365 titles for the Rouillard collection.

#### Mahatma Gandhi Institute Library

The Mahatma Gandhi Institute Library is a remarkable information resource comprising of more than 112,000 items including books, e-books, journals, newspapers, online databases, photographs, videos, CDs, DVDs, theses, private collections and manuscripts. The General Book Collection comprises some 55,000 volumes in English and French languages covering the following main fields of studies: Oriental Philosophy, Religion, Education, Social Sciences, Languages and Linguistics, Fine Arts, Indian Music and Dance, Literature and History. The Mahatma Gandhi Institute Library also holds a unique and comprehensive collection of about 52,000 books in Asian Languages and a Mauritiana Collection comprising of more than 2,500 books on Mauritius and/or written by Mauritian authors, in various languages (English, French, Mauritian Creole, Hindi, Tamil, Urdu, Telugu, Marathi and Mandarin) and covers a wide range of subjects. The Mauritiana Collection is extensively used for research purposes and is available for onsite consultation only.

The library also holds an Audiovisual Collection which consists of audio tapes, videotapes, CDs, DVDs and CD-ROMs. The collection includes a wide variety of music styles, soundtracks, audiobooks, documentaries, movies and much more. The library also holds audio and video recordings of programmes, lectures, talks, forums, conferences and activities organised by the Mahatma Gandhi Institute. Users can access the Collection in the Mediatheque Space of the library.

The Mahatma Gandhi Institute Library offers free access to EBSCO online database to its members. Library users can access, read and download some 15,000 e-books and e-journals on a 24/7 basis. The Mahatma Gandhi Institute E-Library aims at improving the services the Mahatma Gandhi Institute Library offers to students and to other information seekers by providing online access to a wide range of digital contents. Presently, the E-Library is accessible within the Mahatma Gandhi Institute Campus and users can browse, read and download e-books, e-journals, press articles, dissertations, and past exam papers.

A Collection, donated by the Hindustani Prachar Sabha (Mumbai), comprises of 1,646 books (1,357 in Hindi, 144 in Urdu and 145 in English) covering a wide range of subjects such as Journalism, Philosophy, Religion, Social Science, Political Science, Education, Language, Literature, Music, Performing Arts, Biography and History.

#### Others

##### Chagossian Welfare Fund

The Chagossian Welfare Fund operates under the aegis of the Prime Minister's Office. It ensures the

welfare of the Chagossian community living in Mauritius. The Chagossian Welfare Fund promotes Chagossian cultural heritage which includes music, dance, culinary arts and crafts as well as the memory of the elderly and tradition bearers. It works in collaboration with the National Heritage Fund and the Nelson Mandela Centre for African Culture to operate two Sega Tambour Chagos Schools. It regularly organises forums for Chagossians where they meet up and carry out their traditional singing and dancing. Its activities include the promotion and transmission of Sega Tambour Chagos as an inscribed ICH element.

#### New Chinatown Foundation

The New Chinatown Foundation is an association that promotes the Chinese culture and traditions. It regularly organises activities such as workshops, talks, culinary festival, traditional lion and dragon dance, Chinese calligraphy, mural painting, lantern festival, traditional healing practices among others. It regularly holds the Chinatown festival.

#### The Conservatoire National de Musique François Mitterrand

The Conservatoire National de Musique François Mitterrand is a para-statal body under the aegis of the Ministry of Arts and Cultural Heritage. Its main mission is to teach and promote music, and also to help in the preservations of the Mauritian Music Heritage. In order to preserve and promote the Mauritian heritage, the Conservatoire National de Musique François Mitterrand has undertaken a series of actions:

- oIntroduction of Creole Music and Ravann Playing in the list of courses offered since 2017
- oCollecting of music scores and other artefacts pertaining to the Mauritian music heritage for over 15 years. Approximately 400 rare and unique music scores have been acquired through donation or purchase, and are stored in stable and safe conditions. They represent the largest collection in the Indian Ocean. These scores are gradually being digitalized and transcribed. They are also regularly used for arrangement and orchestration and performed at least once a year, usually around National day celebrations.
- oResearch on historical music instruments in Mauritius, and providing useful information to owners on how to preserve such instruments. A booklet on the historical piano at the State House has been prepared
- oOpening of a Music Heritage Museum in February 2019, showcasing the history of music in Mauritius from the Dutch period, and with a special section for the traditional music of the Indian Ocean Islands.
- oSigning of a convention with the Phonotheque Historique de l’Ocean Indien with Reunion Island in order to promote exchange of knowledge on sega among the Indian Ocean islands
- oInvitation to traditional groups from Mauritius, Rodrigues, Chagos to perform their music
- oCollaborating with the Ministry of Arts and Cultural Heritage, as well as with other institutions, to promote all aspects of the Mauritian cultural heritage.

#### The S’kool in Rodrigues

The S’kool is a social and cultural association that operates as a school in Rodrigues. It is operated by artists who deliver free workshops to teach the basics of different arts forms to children and youngsters.

#### The Rodrigues Council of Social Services

The association promotes social, cultural and environmental activities in villages in Rodrigues.

#### Chung San Society

This Chinese society in Rodrigues promotes Chinese Culture. The members of the Chinese Society participate in the Dragon Boat festival every year, which is held in Mauritius.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

#### Extent to which the current indicator is met:

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Satisfied

#### Target for the next report:

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The State Party has established various institutions under the aegis of the Ministry of Arts and Cultural Heritage to ensure the promotion, preservation and transmission of ICH. However, there is a need for strengthening the coordination and sharing of experiences concerning safeguard and transmission of ICH across the board. Currently, there are subcommittees only for the inscribed elements. However, these have not been able to provide the outcome required. The State Party therefore will review at these subcommittees with a view to setting up a National Steering Committee responsible for coordination and sharing of information between the organisations concerned.

## 2. Extent to which programmes support the strengthening of human capacities to promote safeguarding and management of ICH

**Guidance note** corresponding to indicator 2 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 2.1

**Do tertiary education institutions offer curricula and degrees in ICH safeguarding and management, on an inclusive basis?**

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YES

**Describe briefly, using examples and focusing on the course content relevant to ICH safeguarding and management.**

The University of Mauritius has two departments namely the History and the Political Science departments that have ICH contents within their modules. There is some content of ICH in the curricula even if they are not totally dedicated to ICH as a subject.

The School of Mauritian and Area Studies of the Mahatma Gandhi Institute has developed modules and short courses for the study of ICH and its linguistic, social, cultural and historical dimensions. The modules are as follows:

- Introduction to folklore, folk culture and traditions;
- Introduction to Bhojpuri language and culture;

- Bhojpuri studies;
- Certificate in Bhojpuri studies;
- Mauritian history and heritage;
- Folk studies;
- Asian heritage in Mauritius; and
- Basic introductory course in Bhojpuri language.

The modules offered strengthen the practice and transmission of ICH in the field of music whereby the students are encouraged to do research work and performance on ICH. These include participation in cultural activities.

**Do these programmes ensure inclusivity?**

YES

**If yes, describe briefly how these programmes ensure inclusivity.**

These programmes are open for all students irrespective of their gender, race and religion.

## Question 2.2

**Do governmental institutions, centres and other bodies provide training in ICH safeguarding and management on an inclusive basis?**

YES

**Describe briefly, using examples and focusing on the nature of the training offered and the body providing it.**

The Nelson Mandela Centre for African Culture runs a Segga Tipik school at Grand Gaube in collaboration with Caritas. The school teaches the practice of Segga Tipik including music, dance and lyrics writing. The Nelson Mandela Centre for African Culture also collaborates with the Bhojuharri College (private secondary school) to provide Segga Tipik classes to grade 7 students.

The Bhojpuri Speaking Union runs 51 Geet Gawai schools across the country where women learn how to play the musical instruments, dance, and sing, practice the rituals and the Bhojpuri language.

The Chagossian Welfare Fund in collaboration with National Heritage Fund and the Nelson Mandela Centre for African Culture runs two Tambour Chagos schools. One is situated in Pointe aux Sables and the second one is in Tombeau Bay. Youngsters are provided training and the practice of Segga Tambour.

As explained at SN 1.4, Cultural Centres operating under the aegis of the Ministry of Arts and Cultural Heritage also provide training in dance and songs related to ICH elements associated with their respective community. There are also the Women Empowerment Centres under the Ministry of Gender Equality and Family Welfare that provide training and short courses in Segga Tipik and Geet Gawai.

**Do these programmes ensure inclusivity?**

YES

**If yes, describe briefly how these programmes ensure inclusivity.**

All these programmes are open to public at large and dispensed by the practitioners and the tradition bearers.

### Question 2.3

**Do community-based or NGO-based initiatives provide training in ICH safeguarding and management, on an inclusive basis?**

YES

**Describe briefly, using examples and focusing on the training offered and the organization providing it.**

There are numerous NGOs engaged in training of ICH in Mauritius. Among them is the accredited UNESCO NGO Abaim that runs a ravann school set up in Mauritius in 1986. It is closely associated with the Saturday Care (lekol ravann) that teaches children on the skills of reading and writing. Courses on ravann are given to both adults and children through pedagogical method that allows the knowledge and skills to play ravann.

The other NGO is Caritas, which in collaboration with the Nelson Mandela Centre for African Culture runs a ravann school (ecole de la ravanne) at Grand Gaube. Courses on Sega Tipik are given to children aged 7 to 17 years through pedagogical method.

The Commission for Youth, Sports with the collaboration of the Association des Ecoles Maternelles de l'Île Rodrigues launched a song music school at the Cultural and Leisure Centre at Mon Plaisir and the publication of a booklet and its audio cd with the main purpose to promote and preserve the Rodriguan mother tongue namely 'Kreol Rodrig' and to use it as a pedagogical tool in the learning process of Rodriguan children.

The S'kool of Arts a social and cultural association that operates as a school in Rodrigues is ran by volunteer artists who deliver free workshops to teach the basics of different forms to children and young artists. Since 2022, the Sega Tambour and other traditional dance styles have been added to the list of artistic workshops and classes are held four times a month. The traditional dance class count about twenty young people who are learning the traditional songs and dances under the supervision of professionals. The school has already started to showcase performances all over the island with the aim of encouraging other children and young people to join the school and to practice traditional music and dances.

**Do these programmes ensure inclusivity?**

YES

**If yes, describe briefly how these programmes ensure inclusivity.**

The courses are provided by the practitioners and concerned communities and are opened to all interested parties. While these training in Sega may attract a particular group from Mauritius, the training does not discriminate any individual interested.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

#### Extent to which the current indicator is met:

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Satisfied

#### Target for the next report:

---

Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The Education Sector needs to define clear roadmap in which ICH should be part and parcel of the curriculum. If possible even offer courses specifically addressing ICH. Currently many of the courses that deal with ICH are through associations such as history, cultural studies and political science. The state party will ensure clarity of ICH inclusion in the education sector by the next periodic reporting.

### 3. Extent to which training is operated by or addressed to communities, groups and individuals, as well as to those working in the fields of culture and heritage

**Guidance note** corresponding to indicator 3 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

#### Question 3.1

**Do training programmes provide capacity building in ICH addressed to communities, groups and individuals?**

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YES

**Describe briefly, using examples and referring to capacities built/strengthened, the training provider and the participants (incl. age and sex).**

SN	Name of Institution or Training Provider	No of students	M	F	Age	Year
1.	Nelson Mandela Centre for African Culture	25	9	16	7-	172022/2023
2.	Chagossian Welfare Fund Baie du Tombeau	31	15	16	7-15	2022/2023
3.	Chagossian Welfare Fund Pointe Aux Sables	14	8	6	7-15	2022/2023
4.	Abaim	340	164	176	5-21	2022
427	219 2985-21	Up to June				2023

**Do these programmes ensure inclusivity?**

YES

**If yes, describe briefly how these programmes ensure inclusivity.**

The programmes are open for all age groups and gender inclusive, irrespective of faith, religion, and social status.

**Are any of these training programmes operated by communities themselves?**

YES

**Provide examples of such trainings, describing the involvement of communities in operating these programmes**

The 51 Geet Gawai schools are all operated by communities.

They have enlisted the social halls within the villages to provide training in “Geet Gawai”. These schools are run by the Bhojpuri Speaking Union.

The two Tambour Chagos schools are community based. They however get support from the National Heritage Fund and Nelson Mandela Centre for African Culture as well as the Chagossian Welfare Fund. They focus on the youth as a means of training and transmission of the element for sustainability.

In Rodrigues, Segá Tambour has always been transmitted from father to son, mother to daughter, elders to youth and children learn through imitation and observation. Instrument-making skills are learnt by youth through apprenticeship with experienced craftspeople such as with Mr. Thiong at the tambour-making school in Mon Plaisir. He uses raw material of skin, wood, glue to demonstrate tambour-making to groups of students with a hands-on approach.

Mrs. Jacqueline Allas, a renowned 'mareshal' and trainer has a school in Montagne Charlot where the youth are trained through singing, dancing and tambour playing as well as on the values of the element. Mrs. Lorenza Gaspard from Lataniers has a large group of youth training on footwork and dancing including the art of facing audiences while dancing with a smile on the face.

Other groups and individuals that run schools in villages include: - Mr. Prosper- Mangues, Mrs. Lucrèce Prosper- Citron Donis, Kouloudenn Group- Sainte Famille and Cardinal Blanc Group – Mangues. These groups target the youth so as to ensure continuity and transmission.

Many groups comprise of young practitioners led by elderly mentors and tradition bearers.

Children in primary schools perform Segá Tambour as part of extra-curricular activity, to expose them to their history and are invited to perform at national level.

### **Question 3.2**

**Do training programmes provide capacity building in ICH addressed on an inclusive basis to those working in the fields of culture and heritage?**

YES

**Describe briefly, using examples and referring to capacities built/strengthened, the training provider and the participants (incl. age and sex).**



There has not been a systematic focus on training / capacity building programme in ICH addressed to the needs to those working in the field training and transmission of the element continue spontaneously. Thus, in many parts this is a family affair where the youth grow up practicing from their seniors including parents. In others as has been shown, the state party has put in structures that support this with the communities taking the lead.

### Do these programmes ensure inclusivity?

YES

### If yes, describe briefly how these programmes ensure inclusivity.

Nobody is discriminated against and it depends on the interest. There is also both investment from the government and the communities.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

### Extent to which the current indicator is met:

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Satisfied

### Target for the next report:

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The reason why the state is partially satisfied is because appropriate training needs to be provided to professionals providing training to youngsters for the different ICH element so that they know how to ensure transmission in a proper way. However, the State Party is also partially satisfied as the work being done by various parties including communities and others are commendable and are leading to positive results.

## 4. Extent to which both formal and non-formal education strengthen the transmission of ICH and promote respect for ICH

**Guidance note** corresponding to indicator 4 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#) | [Arabic](#)

In your country, is ICH transmitted through or used as a medium of teaching and learning in the following?

formal education

non-formal education

#### Question 4.1

**Are practitioners and bearers involved in designing and developing ICH education programmes and/or are actively presenting and transmitting their heritage?**

YES

**Explain briefly how practitioners and bearers are involved in these activities.**

The curricula for primary, secondary and partly tertiary include ICH programmes. Curricula are developed in consultations with communities through consultative meetings over a period of time. For example, during the development of the school curriculum for the primary schools, NGOs like Abaim have been involved in developing a programme of study for grades 9 and 10 for the teaching of creole language.

In the informal schools such as the Geet Gawai schools, Tambour Chagos schools and ravann schools, practitioners and bearers developed their own programmes which they teach. Therefore, practitioners and bearers are directly involved in these activities.

#### Question 4.2

**Are modes and methods of transmitting ICH that are recognized by communities, groups and individuals, included or strengthened in formal and non-formal educational programmes?**

YES

**Explain briefly, using examples, how such modes and methods of transmission are included and/or strengthened.**

As explained at SN B 1.3, the various Cultural Centres and Speaking Unions have a calendar of activities that strengthen and popularise the ICH elements together with the tradition bearers of the community.

#### Question 4.3

**Do communities, groups, NGOs or heritage institutions offer educational programmes and/or extra-curricular activities concerning ICH and strengthening its transmission, and do they receive any support?**

YES

**Explain briefly, with examples, how these programmes strengthen ICH transmission and who provides them.**

The Republic of Mauritius with its rich and diversified heritage recognises the support and the transmission of ICH through various bodies including communities, NGO, groups, heritage institutions that often provide education programmes. In this regard, Ministry of Arts and Cultural

Heritage offers funding to NGOs, groups and individuals and socio-cultural organisations and centres for performances both nationally and internationally for publications, for setting up schools for training ICH. These programmes strengthen ICH transmission by providing the youth with opportunities for dancing, singing, making instruments, lyrics writing among others. Institutions like Aapravasi Ghat Trust Fund organise workshops where traditional bearers are invited to demonstrate to the general public how to perform dances, singing and instrument playing. Le Morne Heritage Trust Fund organises live exhibitions where traditional bearers demonstrate the making of local recipes for tasting. Local fishermen with traditional knowledge do provide talks on television on their trade.

**Provide additional details here of the nature of any support (financial, technical, in-kind or other) they receive.**

The Ministry of Arts and Cultural Heritage provides various financial assistance and a specific budget is allocated in every financial year. The assistances are mainly provided for hiring of venue, payment for artists, hiring of sound system, provision of podium and marquee for holding of cultural activities which include the promotion of ICH elements in Mauritius

#### Question 4.4

**Do teacher training programmes and programmes for training providers of non-formal education include methods for integrating ICH and its safeguarding into education?**

YES

**Provide additional details here of these training programmes, in particular the methods taught and the target audience.**

At the Mauritius Institute of Education, which is a teacher training institute, intangible cultural heritage is addressed in two main modules namely Heritage Education and Citizenship Education. The method adopted for the delivery of the two modules is project-based.

Firstly, Heritage Education is offered at the diploma level as an elective module. The focus of the module is to develop trainees' basic knowledge, skills, and attitudes required to integrate heritage education into their teaching.

The main learning outcomes of the module are:

- Demonstrate an understanding of cultural, historical, and natural heritage and the need to preserve the same;
- Trace the historical development of heritage and world heritage sites;
- Integrate heritage education across subjects using a project-based approach; and
- Reflect critically on the integration of heritage education across subjects.

The content covered in the module is as follows:

- The importance of heritage education ;
- Historical development of heritage and world heritage sites;
- Global, local, natural, historical and cultural heritage;
- Preservation of heritage sites in Mauritius; and
- Integration of heritage education.

Secondly, the module Citizenship Education is offered as an elective for both the PGCE (ft) and

PGCE (pt) programmes. It focuses on developing among teachers an understanding of aspects of citizenship education and infusing the same in their teaching across the curriculum.

The learning objectives specific to addressing aspects of heritage education in the module are:

- Show an awareness and appreciation of natural and historical heritage;
- Explain the importance of preserving our historical and cultural heritage;
- Implement project-based activities to promote heritage education; and
- Appreciate one's multifaceted culture through inquiry-based activities.

The content covered in the module are:

- Tangible and intangible heritage
- Living in a multicultural society

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

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Satisfied

**Target for the next report:**

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Partially

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

Most of these targets will be achieved through the inclusion of the formal teaching of ICH elements in the educational curriculum for primary, secondary and tertiary institutions. The Ministry of Education, Tertiary Education, Science and Technology has introduced the teaching of Kreol language in the secondary school curriculum which is now an examinable subject at the National School Certificate level. Some 160 students have successfully participated in the National Exams. Hopefully, the Bhojpuri language can also be replicated in the near future.

## 5. Extent to which ICH and its safeguarding are integrated into primary and secondary education, included in the content of relevant disciplines, and used to strengthen teaching and learning about and with ICH and respect for one's own and others' ICH

**Guidance note** corresponding to indicator 5 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 5.1

**How is ICH included in the content of relevant disciplines? (you may check several)**

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As a stand-alone subject

ICH is included in different subjects such as History and Geography in Primary Education and in Social and Modern Studies in secondary education. See 5.3 for more details.

As a means of explaining or demonstrating other subjects

Kreol is used by all the teachers to explain any subject matter in Mauritius.

Others

ICH is addressed in different grades and is part of the curriculum in primary and secondary educations, for example in History and Geography at grade 4 and 6 at primary level. Elements of ICH form part of the syllabus at grade 7 and 8 at secondary level in the Social and Modern Studies curriculum.

## Question 5.2

**Do school students learn to respect and reflect on the ICH of their own community or group through educational programmes and curricula?**

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YES

**Explain briefly, with examples, how school students learn this.**

In the primary education, there is a theme entitled 'Our cultural heritage' where the history, customs and traditions of our ancestors are taught including music, language, food and ways of life.

**Do school students learn to respect and reflect on the ICH of others through educational programmes and curricula?**

---

YES

**Explain briefly, with examples, how school students learn this.**

There is a theme for grade 7 at secondary education entitled 'My country and myself' where the history of ancestors who brought with them their cultures and how it evolved over the time to form a multicultural society.

## Question 5.3

**The diversity of learners' ICH is reflected through educational curriculum via:**

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Mother tongue education

The Ministry of Education, Tertiary Education, Science and Technology has introduced the teaching of Kreol language in the secondary school curriculum which is now an examinable subject at the National School Certificate level. Some 160 students have successfully participated in the National Exams.

Creole language is the mother tongue of Mauritius. Kreol Morisien is used as a medium of teaching and it is also taught as an optional subject from Grade 1 to Grade 11.

Multilingual education

As explained above, the formal teaching of ancestral languages and the mother tongue depicts the commitment of the Government and the Education sector to ensure every Mauritian to learn at least 3 languages. These are languages associated with different ethnic groups. This ensures respect as well as easy communication and coexistence between different ethnic groups in a mutually respectful environment with respect for each other's culture including ICH.

## Inclusion of 'local content'

Intangible Cultural Heritage is addressed in history and geography in grades 4 and 6. Elements of ICH are also present in grades 7 and 8 in the Social and Modern Studies curriculum.

The table below provides examples of how ICH is addressed in the different grades.

GRADESUBJECT: HISTORY & GEOGRAPHY

GRADE 4

UNIT 4: – LOCALITY PAST & PRESENT

TOPIC: HISTORICAL BUILDINGS AND MONUMENTS IN THE LOCALITY

(ACTIVITY: TO FIND INFORMATION ABOUT THE HISTORICAL BUILDINGS SHOWN IN THE PICTURES -  
EXAMPLES: NATIONAL HISTORY MUSEUM, POSTAL MUSEUM, RESIDENCY BUILDING (RODRIGUES)

(ACTIVITY: DRAWING OR STICKING PICTURES OF HISTORICAL BUILDINGS OR MONUMENTS IN  
MAURITIUS AND RODRIGUES)

THE SUB-TOPIC FOCUSES ON DEVELOPING AN UNDERSTANDING THAT HISTORICAL BUILDINGS AND  
MONUMENTS ARE OUR HERITAGE.

UNIT -5: PEOPLE LIVING IN OUR LOCALITY

TOPIC: - FESTIVALS AND PLACES OF WORSHIP

(ACTIVITY: TO NAME AND WRITE PLACES OF WORSHIP IN MAURITIUS & RODRIGUES)

(ACTIVITY: ENRICHMENT ACTIVITY: TO FIND OUT HOW DIFFERENT FESTIVALS ARE CELEBRATED IN  
MAURITIUS AND RODRIGUES)

- LEISURE ACTIVITIES OF PEOPLE IN THE LOCALITY: PAST AND PRESENT

(ACTIVITY: TO OBSERVE PICTURES AND WRITE THE NAME OF THE LEISURE ACTIVITIES)

(INQUIRY ACTIVITY: TO FIND OUT FROM GRANDPARENTS, PARENTS OR ANY OLDER PERSON HOW THEY  
SPENT THEIR LEISURE TIME).

THE TWO SUB-TOPICS FOCUS ON THE INTANGIBLE HERITAGE OF OUR COUNTRY.

GRADE 6UNIT 5:

TOPIC: OUR HERITAGE

TWO MAIN THEMES: OUR HISTORICAL HERITAGE &  
OUR CULTURAL HERITAGE

THE FIRST THEME 'OUR HISTORICAL HERITAGE' DEALS WITH HISTORICAL BUILDINGS AND MONUMENTS  
IN MAURITIUS AND RODRIGUES. IT EXPLORES IMPORTANT HERITAGE SITES IN OUR COUNTRY AND  
EXPLAINS THE IMPORTANCE OF PRESERVING AND PROTECTING HISTORICAL MONUMENTS AND  
HERITAGE SITES.

THE SECOND THEME 'OUR CULTURAL HERITAGE' FOCUSES ON REINFORCING THE UNDERSTANDING  
THAT OUR ANCESTORS CAME FROM DIFFERENT PARTS OF THE WORLD, THEY BROUGHT ALONG WITH  
THEM THE TRADITIONS AND CUSTOMS OF THEIR PLACES OF ORIGIN. THE LANGUAGE, FOOD, MUSIC,  
AND WAY OF LIFE ARE ALSO DISCUSSED.

SUB-TOPICS:

- PLACES OF HISTORICAL INTEREST IN MAURITIUS & RODRIGUES
- MUSEUMS, MONUMENTS AND HISTORICAL SITES IN MAURITIUS & RODRIGUES
- OUR HISTORICAL HERITAGE
- HISTORICAL SITES & MONUMENTS
- OUR CULTURAL HERITAGE
- PRESERVING OUR HERITAGE

EXAMPLES OF ACTIVITIES INTEGRATING THE LOCAL CONTENT IN THE CURRICULUM

(ACTIVITY: IDENTIFYING PICTURES OF MUSEUMS AND MONUMENTS AND LOCATING AND LABELLING THEM ON THE MAP OF MAURITIUS AND RODRIGUES) SOME EXAMPLES INCLUDED IN THE TEXTBOOK ARE: SLAVE ROUTE MONUMENT, AAPRAVASI GHAT, MONUMENT COMMEMORATING THE SHIPWRECK OF ST GÉRAN, MARRAGON'S TOMB, ST GABRIEL CHURCH, FRANÇOIS LEGUAT MUSEUM AND RESERVE)  
(ACTIVITY: DISCUSS AND SHARE WITH YOUR FRIENDS TWO OTHER REASONS WHY IT IS IMPORTANT TO PROTECT AND PRESERVE THE HERITAGE OF OUR COUNTRY)

## SOCIAL & MODERN STUDIES (SMS)

GRADE 7 UNIT 1: MY COUNTRY AND MYSELF

TOPIC 3: OUR ORIGINS

THE FOCUS OF THIS SECTION IS TO LEARN ABOUT THE HISTORY OF OUR ANCESTORS WHO BROUGHT WITH THEM THEIR CULTURES AND HOW, WITH TIME, WE HAVE DEVELOPED SOME CULTURAL SIMILARITIES AND UNIQUE CULTURAL IDENTITIES.

SUB-TOPICS:

- THE ORIGIN OF THE PEOPLE ON THE ISLANDS.
- THE MEANING OF CULTURE, CULTURAL HERITAGE AND CULTURAL DIVERSITY.
- THE ORIGIN AND OUR CULTURAL DIVERSITY ARE OUR STRENGTHS.
- THE MAURITIAN IDENTITY.

(ACTIVITY: DISCUSS AND SHARE WHY IT IS IMPORTANT TO PRESERVE OUR CULTURAL HERITAGE  
EXAMPLES OF CULTURAL HERITAGE: PICTURE OF LE MORNE HERITAGE SITE AND THE AAPRAVASI GHAT INCLUDED IN GRADE 7 SMS TEXTBOOK).

SUB-TOPIC THREATS TO OUR CULTURAL HERITAGE (CREATES AWARENESS AMONG THE LEARNERS REGARDING THE IMPORTANCE OF PRESERVING OUR CULTURAL HERITAGE). THE ROLE OF THE NATIONAL HERITAGE FUND (NHF) IS EMPHASIZED OF GRADE 7 TEXTBOOK IN MANAGING, PROTECTING AND PROMOTING OUR NATIONAL HERITAGE TO DEVELOP A SENSE OF BELONGING AND CIVIC PRIDE WITH RESPECT TO NATIONAL HERITAGE).

UNIT 2: OUR COUNTRY, OUR PEOPLE

THEMES THE PIONEERS

- THE SLAVES
- THE INDIAN IMMIGRANTS IN MAURITIUS
- THE CHINESE IMMIGRANTS IN MAURITIUS

GRADE 9 UNIT 3: MAURITIUS AND ITS HISTORICAL LINKS WITH EUROPE, AFRICA AND ASIA

THE FOCUS OF THE UNIT IS TO CREATE AWARENESS ABOUT THE HISTORICAL AND CULTURAL LINKS THAT MAURITIUS SHARES WITH COUNTRIES IN EUROPE, AFRICA, AND ASIA.

SUB-TOPICS

- MAURITIUS AND ITS LINK WITH FRANCE
- MAURITIUS AND ITS LINK WITH INDIA
- MAURITIUS AND ITS LINK WITH CHINA
- MAURITIUS AND ITS LINK WITH AFRICA

(ACTIVITY: VISIT THE FOLK MUSEUM TO FIND OUT MORE ABOUT INDIAN IMMIGRANTS IN MAURITIUS.

(ACTIVITY: VISIT THE NELSON MANDELA CENTRE. CREATE A POSTER. THE POSTER CAN INCLUDE DRAWINGS OR PICTURES OF THE VARIOUS ASPECTS: (I) RELATED TO SLAVERY AND (II) WAYS TO PROMOTE AFRICAN AND CREOLE CULTURE).

## Question 5.4

Do educational programmes teach about the protection of natural and cultural spaces and places of memory whose existence is necessary for expressing ICH?

YES

Briefly explain, giving examples, how educational programmes teach this

The protection of natural and cultural spaces and places of memory are found in History and Geography at grades 4 and 6 at the primary education and in Social and Modern studies at grade 7 and 8.

Both World Heritage Sites, namely Le Morne Cultural Landscape World Heritage Property and Aapravasi Ghat World Heritage Site are used to teach the memory of maroon slaves and indentured labourers through educational tours. Other major cultural and natural spaces include Citadel, Antoinette (Phooliyar), Vieux Grand Port, Black River Gorges, Flat Island, Sir Seewoosagur Ramgoolam Botanical Garden, 7 Colours Earth at Chamarel among others. The programmes are geared towards teaching the history and geography of the country and its natural flora and fauna.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:

In most cases, ICH is not a stand-alone subject. Instead it is included in subjects like History and Geography, Social and Modern Studies. Despite the acceptance and practice of multiculturalism in Mauritius, there is still need to include ICH in formal education system of Mauritius.

## 6. Extent to which post-secondary education supports the practice and transmission of ICH as well as study of its social, cultural and other dimensions

Guidance note corresponding to indicator 6 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)



## Question 6.1

**Do post-secondary education institutions offer curricula and degrees that strengthen the practice and transmission of ICH in the following fields?**

### Music

#### Mahatma Gandhi Institute

Indian classical and Western classical music is taught at tertiary level by the Mahatma Gandhi Institute and the Ministry of Education respectively. The students are required to submit an original compositional work that includes folk/traditional music.

#### Conservatoire National de Musique François Mitterrand

The Conservatoire National de Musique François Mitterrand teaches music in the following courses up to diploma level:

- Western Classical strand
- Jazz strand
- Pop/Rock strand

In these three strands, students must perform a number of pieces for international music exams through the London College of Music. Students are encouraged to present one piece based on their own composition on traditional/folk music of Mauritius. Furthermore, students taking part in HSC Music at main level are also encouraged to submit their essay (Paper 4) on local music.

#### University of Mauritius

The University of Mauritius offered courses in the undergraduate programme Diploma / BA(Hons) Music from 2016-2021 by Faculty of Social Sciences and Humanities. There are also PhD students doing research on native music.

### Arts

As stated above, the students are often called to participate in cultural shows and concerts where they are called to mount composite programmes that showcase the transmission of ICH elements.

### Crafts

#### Mahatma Gandhi Institute

##### •School of Fine Arts

The School of Fine Arts offers courses based on fine arts and digital/media arts dealing with both tangible and intangible art forms. The fine arts section fosters cultural sensitivity and awareness to students through drawing, painting, printmaking, sculpting in 3 dimensional, 3D modeling that facilitate digital preservation, virtual reconstructions and recording of visual representations of historical buildings, artifacts and other physical elements of the cultural heritage. Same enhances research based knowledge for the mounting of the tangible artworks. These ICH research helps in the preservation/ safe guarding and recording for future generation.

Internship opportunities are given to students to restore/revamp different objects (i.e. statues, other heritage elements) on specific sites such as Le Morne Heritage Trust Fund among others.

### Technical education/training

The Polytechnics in Mauritius including Rodrigues provide technical training covering tourism, hospitality and leisure, emerging technologies, health sciences and nursing. Many of these courses including Tourism, Hospitality and Leisure have contents that include some knowledge about ICH elements. The institution also teaches traditional culinary practices which are part of our ICH elements.

### Vocational education/training

The Fashion and Design Institute provide courses for dress making techniques and students are often called to blend traditional wear with new fashion trends.

Others

- School of Mauritian & Area Studies

The School offers modules which have practical assignments and fieldworks whereby students are encouraged to interview tradition bearers and discover the elements in the traditions concerned. Production of folk songs is also encouraged. Importance and meaning of heritage is also part of the content.

A recent event was a painting competition on Bhojpuri ICH. As far as technical/ vocational education is concerned, the Mahatma Gandhi Institute gives opportunities to students of the Certificate course and tour guiding to discover the ICH of Mauritius through lectures, presentation and field work.

## Question 6.2

**Do post-secondary education institutions offer curricula and degrees for the study of ICH and its social, cultural and other dimensions?**

YES

**Describe briefly, giving examples, how these programmes and degrees relate to the study of ICH.**

University of Mauritius

The University of Mauritius has two departments and one centre which covers the study of ICH and its social, cultural and other dimensions:

- 1.The Department of History and Political Science
- 2.The Department of French Studies

The Department of History and Political Science

The Department of History and Political Science has offered the following programmes which covers the study of ICH and its social, cultural and other dimensions:

- BA(Hons) History and Sociology - Undergraduate Programme
- BA (Hons) History, Heritage and Cultural Tourism - Undergraduate Programme
- BA (Hons) History and International Relations - Undergraduate Programme
- MA Historical Studies (by research) - Postgraduate Programme
- MA/ MSc by Research

The following modules teach elements related to ICH:

- Slavery and Indenture in Comparative Perspective

i) This thematic module provides an understanding of the specificity of slavery and indenture in Mauritius compared to the Atlantic.

ii) It examines the legacy of slavery and indenture system in contemporary Mauritius.

iii) It examines the role of World Heritage Sites, Le Morne and Aapravasi Ghat in the teaching of slavery and indentureship in Mauritius

- Oral History and Memory

(i) This module explores themes like use of oral history and memory as a research method, Oral traditions in Mauritius, folklore in Mauritius, etc.

(ii) Through assignments students are encouraged to do research and conduct interviews with the elderly on elements of ICH like food habits, clothing habits, music, religious activities, traditional medicinal practices etc...

- Anthropology of Indian Ocean Societies

(i) This module among other themes, explores the Chagossian history and Sega Tambour Chagos

(ii) It also analyse the evolution of the Bhojpuri and Creole language in Mauritius and the Indian Ocean

-Contemporary Mauritius – Social, Economic and Political Issues

-Contemporary Mauritius – Cultural Diversity, Institutions and Society

(i) This course addresses selected political, social, economic and cultural issues of contemporary Mauritius since independence on a thematic basis.

ii) It explores themes which examine the cultural diversity of the post-independence Mauritian nation and its impact on institutions

(iii) It also includes themes related to heritage management and impact of globalization on tangible and intangible heritage

-Mauritian History

(i) This module explores the main aspects of Mauritian political, economic and social history from the discovery of the island to independence.

(ii) It includes underlying themes such as slavery and indenture, gender, diseases, dispersal of various cultures, ideas, religious systems, social and political ideologies

-Dissertation

At third year level students will complete a dissertation of 8,000 - 12,000 words on a topic using interdisciplinary research methods and on a topic that lends itself to interdisciplinary research. Many dissertations related to ICH have been conducted by students in the recent years.

French Studies

The department of French studies offer the undergraduate programme BA (Hons) French and Creole Studies /French with Translation Studies to teach and promote the native language

Mahatma Gandhi Institute

The School of Mauritian and Area Studies has developed modules and short courses for the study of ICH including arts where regular activities on ICH are organised. A recent event was a painting competition on Bhojpuri ICH. As far as technical/ vocational education is concerned, the Mahatma Gandhi Institute gives opportunities to students of the certificate course and tour guiding to discover the ICH of Mauritius through lectures, presentation and field work.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

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Satisfied

Target for the next report:

---

Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

While it has been shown that for some institutions like University of Mauritius and Mahatma Gandhi Institute do offer courses in the field of music, arts, crafts, technical and vocational education and training, it is only in a few where these could be considered as stand-alone ICH subjects. The state party will therefore try to popularise the teaching of the subjects above in more post-secondary level institutions in a more formalised way.

## 7. Extent to which inventories reflect the diversity of ICH and contribute to safeguarding

**Guidance note** corresponding to indicator 7 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 7.1.a

**To what extent are the inventories identified in section A.6**

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oriented towards safeguarding of ICH?

Partially

**Explain briefly, giving examples, how these inventories are oriented towards safeguarding of ICH. If you have answered 'Not at all' or 'Minimally', explain what obstacles you face in having them do so.**

The National ICH inventory in the Republic of Mauritius covers all communities, institutions and groups and individuals concerned and is accessible to everybody. In addition to the national inventory, institutions such as Aapravasi Ghat Trust Fund and Mauritius Marathi Cultural Centre Trust also have their own inventories that address their particular subjects of research, safeguard and transmission of ICH. The various centres and speaking unions are engaged in varying degrees of inventory which is considered as an ongoing process.

The State Party through the national institutional and community inventories has adequate elements oriented towards the safeguard of ICH.

### Question 7.1.b

**To what extent do these inventories reflect the diversity of ICH present in your territory?**

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Largely

**Explain briefly, giving examples, how these inventories reflect the diversity of ICH. If you have answered 'Not at all' or 'Minimally', explain what obstacles you face in so doing.**

The National ICH Inventory cuts across all the ethnic and religious groups present in the Republic of Mauritius and demonstrate the multicultural society of Mauritius. The different ethnic group through their speaking unions and cultural centres reflect this diversity of inventory.

## Question 7.2

**Do specialized inventories and/or inventories of various scopes also contribute to the safeguarding of ICH and reflect its diversity?**

YES

**Based on your response in section A.6 Inventories**

, explain how such specialized inventories and/or inventories of various scopes contribute to the safeguarding of ICH and reflect its diversity

Because of the diversity and the wide representation of these inventories, they represent the diverse ICH of the Republic and help in better understanding the historic values attached to the element.

## Question 7.3

**To what extent are existing inventories regularly updated, taking into account the current viability of the elements included therein?**

Partially

**Based on your response in section (f) and (l) of A.6 Inventories**

, explain the method(s) of updating the inventories, giving examples of how those take into account and reflect the current viability of the inventoried elements.

The updating inventorying process is an ongoing process. An application form has been designed by the NHF for the bearers and practitioners to fill in. It depends on the dynamic nature of the element based on the respect of communities and their engagement/commitment. For example, the National Heritage Fund updates the inventory based on communities' request and on the request of cultural centres involved in the Intangible Cultural Heritage element. The updating of the inventory consists in both the update of previous collected data and in the production of new records on individual intangible entities. These activities are based on field research thus representing the current viability of the inventoried elements. During consultative workshops, communities are requested to participate in the updating process of their element.

## Question 7.4.a

**To what extent is access to ICH inventories facilitated, while respecting customary practices governing access to specific elements of ICH?**

Fully

**Based on your response in section (o) of A.6 Inventories**

, explain briefly, giving examples, how this is accomplished.

The National ICH Inventory is accessible to the public for free. The inventory is available on the National Heritage Fund and the Ministry's website and can be easily consulted and downloaded. The Aapravasi Ghat Trust Fund inventory is open to the public and researchers and there is a weekly television program and daily radio program organised by Mauritius Broadcasting Corporation in collaboration with Aapravasi Ghat Trust Fund that is based on the inventory of the Aapravasi Ghat Trust Fund. All however done respecting the customary practices is governing access to the elements by seeking permission from the communities before anything is done.

### Question 7.4.b

**To what extent are ICH inventories utilized to strengthen safeguarding?**

Minimally

**Explain briefly, giving examples, how the ICH inventories are utilized to strengthen ICH safeguarding. If you have answered 'Not at all' or 'Minimally', please explain what obstacles you face in having them do so.**

Presently, the National Heritage Fund publishes the National ICH Inventory on its website aiming at promoting, educating and sensitizing the public on the importance of safeguarding ICH. This effort pursues also to foster the use and reuse of the ICH by the communities, strengthening its knowledge and transmission. However, we need to build capacity for the community to understand the importance of inventorying elements for future nominations. A digital database has to be created to have a combined inventory on one platform for the three institutions namely NHF, AGTF and LMHTF.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Largely

**Target for the next report:**

Largely

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

Since inventorying is a constantly ongoing process that involves new elements being added, research carried out, exhibitions and publications done, the state party will ensure capacity building and digitization of the inventory to ensure that these activities continue and are enhanced even further as a way of safeguarding and transmission of ICH in the Republic of Mauritius.

## 8. Extent to which the inventorying process is inclusive, respects the diversity of ICH and its practitioners, and supports safeguarding by communities, groups and individuals concerned

**Guidance note** corresponding to indicator 8 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 8.1

**To what extent do communities, groups and relevant NGOs participate inclusively in inventorying, thus informing and strengthening their safeguarding efforts?**

Large

**Based on your response in section (p) of A.6 Inventories**

, explain briefly, giving examples, how this is accomplished.

Communities, groups and NGOs participated in the identification, documentation and inventorying processes. They give their informed consent and advice on the safeguarding mechanisms for the ICH. More so, communities through their Speaking Unions and Cultural Centres also develop and maintain their own inventories. The National ICH Inventory is open to everybody through the National Heritage Fund and Ministry of Arts and Cultural Heritage websites. All the researchers using the inventory have to sign consent forms where they accept to abide by the practices and expressions in place.

### Question 8.2

**To what extent does the inventorying process in your country respect the diversity of ICH and its practitioners, including the practices and expressions of all sectors of society, all genders and all regions?**

Fully

**Based on your response in section (q) and (r) of A.6 Inventories**

, explain briefly what measures are taken to ensure respect for diversity of ICH and its practitioners as well as gender inclusiveness in the inventorying process.

Throughout the inventorying process, the National Heritage Fund ensures the wide and inclusive participation of all genders adhering to the diversity of ICH and its Practitioners. Practitioners from all sectors of society and all regions participate in this process.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

## Extent to which the current indicator is met:

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Satisfied

## Target for the next report:

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The State Party will maintain its position of involving everybody in an inclusive and transparent way in the process of inventorying of ICH for the safeguard and transmission of same, as the community consent and collaboration is essential for proper safeguarding practices.

## 9. Extent to which research and documentation, including scientific, technical and artistic studies, contribute to safeguarding

**Guidance note** corresponding to indicator 9 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 9.1

**Are there any financial or other forms of support oriented towards safeguarding in one or more of the fields below? (please only include those in conformity with the [Ethical Principles](#)):**

---

Research, scientific, technical and artistic studies

The Ministry of Education, Tertiary Education, Science and Technology and Ministry of Arts and Cultural Heritage provide funds for research, scientific, technical and artistic studies to institutions such as the University, Le Morne Heritage Trust Fund, Apravasi Ghat Trust Fund, Nelson Mandela Centre for African Culture and Mahatma Gandhi Institute have contributed towards publications, holding of exhibitions, organisation of workshops among others, which help in providing additional data for ICH inventory

Documentation and archiving

A number of institutions including the National Heritage Fund, Apravasi Ghat Trust Fund, Le Morne Heritage Trust Fund, Nelson Mandela Centre for African Culture, Mahatma Gandhi Institute. Have in place documentation and archiving facilities for ICH. In addition, the National Library and the national archives are also engaged in the documentation and archiving of ICH providing services and resources to researchers and public. These archives are regularly consulted for the inventorying of ICH and use of the research materials as and when required by the Ministry.

### Question 9.2

**Is research on approaches towards, and the impacts of, safeguarding ICH in general and of specific elements (whether or not inscribed) encouraged and/or supported?**

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YES

**Describe briefly the research conducted, in particular the impacts studied.**



The Ministry of Finance, Economic Planning and Development, through the Ministry of Arts and Cultural Heritage, allocates funds every financial year to the various bodies operating under the aegis of the Ministry to undertake research amongst others. The research includes the development of different genres of music, origins of communities, genealogy, cuisine, biodiversity, nature, traditional knowledge, customs, traditions and health and well-being of the various communities. The materials produced have impacted positively on the understanding, appreciation and acceptance of ICH leading to safeguard and transmission. The books produced are used in schools by the general public and universities

### Question 9.3

**Do ICH practitioners and bearers participate in the management, implementation and dissemination of research findings and scientific, technical and artistic studies, and with their free, prior, sustained and informed consent?**

YES

**Describe briefly the nature of practitioners' and bearers' participation and how their consent is secured.**

The tradition bearers voluntarily provide informed consent both verbally as well as in written forms prior to any interview carried out to secure information on any element of ICH. They are informed in advance and briefed about the purpose and the implications of the interview. For Le Morne Heritage Trust Fund and National Heritage Fund a member of the community acts as a facilitator during research and field works.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Satisfied

**Target for the next report:**

Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The State Party will continue to support financially and otherwise the documentation and archiving of ICH elements in an inclusive and ethical way. It will ensure the active participation of communities in the research process and to engage with practitioners and bearers of ICH with their free prior and informed consent.

## Extent to which research findings and documentation are accessible and are utilized to strengthen policy-making and improve safeguarding

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Guidance note corresponding to indicator 10 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 10.1

**Are documentation and research findings made accessible to communities, groups and individuals, while respecting customary practices governing access to specific aspects of ICH?**

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High

**Provide any additional details here.**

All the materials are produced in collaboration with the community and are accessible to all. In addition, communities engage into production of knowledge and publications and documentation of their heritage. The funding for these activities often come from the Ministry of Arts and Cultural Heritage and the Ministry of Finance, Economic Planning and Development and therefore the findings are accessible.

### Question 10.2

**Are the results of research, documentation, and scientific, technical and artistic studies on ICH utilized to strengthen policy-making across different sectors?**

---

Some

**Provide any additional details here.**

There is still room to strengthen policy using results from research, documentation, scientific and technical studies particularly in promoting such elements as local language as well as in the artistic area.

### Question 10.3

**Are the results of research, documentation, and scientific, technical and artistic studies on ICH utilized to improve safeguarding?**

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High

**Provide any additional details here.**

The various materials that are produced are constantly used to improve performances, develop exhibitions, promote ICH such as languages and artistic expressions.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

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Satisfied

**Target for the next report:**

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The state party will continue to put in place relevant policies that address all areas of ICH particularly on the production and use of research, documentation, and scientific technical and artistic studies.

**11.**

**Extent to which policies as well as legal and administrative measures in the field of culture reflect the diversity of ICH and the importance of its safeguarding and are implemented**

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**Guidance note** corresponding to indicator 11 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

**Question 11.1**

**Have cultural policies and/or legal and administrative measures been established (or revised) and implemented that incorporate ICH and its safeguarding and reflect its diversity?**

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YES

**Tab 1**

**It is a**

Legal measure

Administrative measure

**Name of the policy/measure**

The National Heritage Fund Act 2003

**Established**

30-12-2003

**Revised**

**Is the policy/measure being implemented?**

YES

**Brief description**

The National Heritage Fund Act 2003 provides a framework for managing all types of heritage. Currently it is under review to ensure the domestication of ICH in it for safeguard and sustainable use.

## Question 11.2

**Have national or sub-national strategies and/or action plans for ICH safeguarding been established (or revised) and implemented?**

YES

**Describe briefly the strategies and/or action plans and how they contribute towards safeguarding ICH.**

As discussed at SN 1.5, the Ministry of Arts and Cultural Heritage has nominated representatives in each of its parastatal body to act as board representative so as to be able to ensure that the strategy and action plan of the institution is in line with the policy of Government for the safeguarding of ICH element related to the parastatal body.

**Are there plans designed for safeguarding specific elements (whether or not inscribed on the Lists of the 2003 Convention)?**

If yes, provide details.

## Question 11.3

**Is public financial and/or technical support for the safeguarding of ICH elements (whether or not inscribed on the Lists of the 2003 Convention) provided on an equitable basis in relation to the support given to culture and heritage as a whole?**

YES

**Describe briefly, giving examples, the nature of the support provided and how equitability is ensured.**

Ministry of Arts and Cultural Heritage provides financial and technical support to associations of artists, socio-cultural centres, groups and individuals involved in artistic and cultural heritage activities. For example, by upgrading, strengthening and extending the existing cultural infrastructure and by constructing new ones. All these support go through rigorous process in an open atmosphere of transparency and accountability.

**Do these forms of support prioritize ICH in need of urgent safeguarding?**

YES

Please explain how this is done or, if not, why this is the case.

The State Party has set up the Chagossian Welfare Fund which operates under the Prime Minister's Office caters for the economic and social welfare of the Chagossian community. The government has consistently supported the cause of the Chagossians including the prioritization of its listing and the support for its safeguard.

## Question 11.4

**Are cultural policies and/or legal and administrative measures that incorporate ICH and its safeguarding informed by the active participation of communities, groups and individuals?**

Some

**Explain briefly, giving examples, how these policies and/or measures are informed by the active participation of communities, groups and individuals.**

The state party addresses the issue of policies, legal and administrative measures through financial and technical support in all fields of ICH by respecting customary rights, practices and expressions. The state party is continuously involved in developing policies to safeguard and promote ICH with the participation of communities.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Satisfied

**Target for the next report:**

Largely

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The state party will ensure that communities, groups and individuals are more involved in the planning and reviewing of policies and development of management strategies for the safeguarding the ICH. The safeguard of the communities' ICH will remain in the communities' domain with the State Party only acting as a facilitator of policies and other support including financial.

## 12.

**Extent to which policies as well as legal and administrative measures in the field of education reflect the diversity of ICH and the importance of its safeguarding and are implemented**

Guidance note corresponding to indicator 12 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 12.1

Have policies and/or legal and administrative measures for education been established (or revised) and implemented to ensure recognition of, respect for and enhancement of intangible cultural heritage?

NO

#### Tab 1

It is a

Name of the policy/measure

Established

Revised

Is the policy/measure being implemented?

Brief description

### Question 12.2

Have policies and/or legal and administrative measures for education been established (or revised) and implemented to strengthen transmission and practice of ICH?

YES

#### Tab 1

It is a

Education policy

Legal measure

Administrative measure

Name of the policy/measure

National Curriculum Framework

Established

01-12-2015

Revised

## Is the policy/measure being implemented?

YES

### Brief description

At the upper primary level, the cultural heritage of the Republic of Mauritius and the history of Rodrigues are taught. The history of Mauritius and Rodrigues, from its discovery to its settlement and the setting up of the Rodrigues regional assembly and the coat of arms for Mauritius and Rodrigues are discussed lengthily.

With regards to the inclusion of cultural heritage in the curriculum, the topic 'our heritage', elaborates on cultural and multicultural heritage and ways to protect and preserve our heritage. Aspects of cultural heritage like food, dresses, festivals, languages, and customs, and traditions are addressed in the primary and secondary textbooks.

It is further proposed that educators at the classroom level can provide information related to; (a) the different Intangible Cultural Heritage elements of the Republic of Mauritius and, (b) the Sega Tambour (Rodrigues and Chagos), Sega Tipik and Geet Gawai under the topic 'customs and traditions'.

These can also be addressed through activities during the holistic education classes or as extra-curricular and co-curricular activities, for example during music day celebrations and in the after-school programs.

At the lower secondary level: in the Social & Modern Studies curriculum in grade 7, topic 3- our cultural heritage explains the meaning of culture, cultural heritage, and cultural diversity.

The themes addressed in the topic are heritage sites in Mauritius and Rodrigues, the significance of these heritage sites, threats to our cultural heritage, preservation of our cultural heritage, and celebration of world heritage day. At the teacher education programme level, the social studies department at the Mauritius Institute of Education offers two modules namely heritage education at the diploma level and citizenship education at the Post Graduate Certificate in Education level. The concepts and themes of tangible and intangible heritage are integrated within the two modules.

The conduct of extracurricular activities can be entrusted to Holistic Education Programme educators who teach music; the Mahatma Gandhi Institute will be a valuable partner in this enterprise.

### Question 12.3

**Have policies and/or legal and administrative measures for education been established (or revised) and implemented that promote mother tongue instruction and multilingual education?**

YES

### Tab 1

It is a

Education policy

Legal measure

Administrative measure

### Name of the policy/measure

National Curriculum Framework

### Established

01-12-2015

### Revised

### Is the policy/measure being implemented?

YES

### Brief description

The Republic of Mauritius is a multicultural and multilingual nation as a result of migration waves from Africa, Asia, and Europe. The settlement of people of African origin during the French colonization period has given Mauritius its creole language, which has become the lingua franca of almost all Mauritians today, irrespective of their ethnic origins. The migrants from the Asian continent brought Chinese and Indian languages which have hitherto been preserved by the descendants to the best of their capacity. Among the Indian languages, Bhojpuri, Hindi, Marathi, Tamil, Telugu and Urdu are still present in the Mauritian linguistic landscape, although their uses at both written and spoken levels differ one from the other. These Indian languages along with modern Chinese and Arabic are present in the primary and secondary curriculum in Mauritius.

Furthermore, the National Curriculum Framework (2016) makes provision for the introduction of Mauritian Kreol as an optional language subject at the secondary level.

The learning of Mauritian Kreol in Grades 7-9 aims to develop balanced multilingual competencies that will in turn bring learners to a heightened sense of autonomy and assurance in a meaningful and participatory learning process that will concurrently valorize personality development, social adaptability, and academic potential across the wide spectrum of the secondary school curriculum.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

#### Extent to which the current indicator is met:

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Partially

#### Target for the next report:

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Satisfied



**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The state party will work towards the setting up of the ICH committee at national level that will act as a coordinating body to develop mechanism for the safeguard and promotion of ICH. This committee will include members from the education sector and will ensure the development, delivery and implementation of effective and sustainable programs/ activities for ICH in the sector of education.

## 13.

**Extent to which policies as well as legal and administrative measures in fields other than culture and education reflect the diversity of ICH and the importance of its safeguarding and are implemented**

**Guidance note** corresponding to indicator 13 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 13.1

**Are the [Ethical Principles](#) for Safeguarding Intangible Cultural Heritage respected in development plans, policies and programmes?**

YES

**Provide additional explanation, indicating the sector involved.**

Le Morne Heritage Trust Fund has a set of management tools such as Integrated Management Plan, Lagoon Management Plan, Local Economic Development Plan and Land Management Plan, Planning Policy Guidance 2, design for the management of the site in line with UNESCO 1972 Convention and other international charters. These plans manage development in the core and buffer zone.

The Aapravasi Ghat Trust Fund has a planning policy guidance 6 design to control development in the buffer zone of the Aapravasi Ghat World Heritage Property. there are traditions and practices associated with cultural expressions among traders in the core and buffer zones. the continuity of land use is associated with cultural or intangible cultural heritage activities.

### Question 13.2

**Have policies or legal and administrative measures for inclusive social development and environmental sustainability been established or revised to give consideration to ICH and its safeguarding?**

YES

**In which of the following themes, policies and/or legal administrative measures have been established or revised?**

Food security

The government has tried to promote food security through encouraging and supporting farmers to grow traditional food crops such as moringa, traditional vegetables sweet potatoes, cassava that grow well in climatic conditions of Mauritius. The government has also promoted the fishing industry as a means of food security. This is to avoid over dependence of cash crops such as sugarcane that was originally number one export.

#### Health care

While Mauritius has invested massively on contemporary health facilities, it has allowed for other types of health care such as Ayurvedic Health Care. In villages, communities have the knowledge of the traditional medicines that they continue to use based on plants including flowers, roots, fruits and leaves.

#### Gender equality

The Republic of Mauritius has no laws or policies that discriminate against any gender. ICH such as Geet Gawai is performed by a cross section of gender including transgender and gay.

#### Access to clean and safe water, and sustainable water use

Mauritius provides clean and safe water on a sustainable way to all its citizens.

#### Knowledge and practices concerning nature and the universe

Mauritius is rich in knowledge concerning nature and the universe. There are many examples particularly in the area of religion and rituals. Every society of Mauritius, is attached to the environment and uses the environment for their good, whether it is in navigation, rain generation, understanding the crop planting period or wedding ceremonies. For example, Harparawri, is a ritual performed to invoke rain during extreme drought. At the same time, there is also another ritual to stop rain especially when there is an important function like wedding.

#### Climate change

The Ministry of Environment, Solid Waste Management and Climate has policies and legal measures in the Environment Protection Act 2002, Climate Change Act 2020 and the Environment Master Plan (2020-2023) for the Republic of Mauritius that incorporate culture and heritage issues for an inclusive social development and environmental sustainability.

### Heritage and Culture Issues in the Environment Protection Act

#### A. Existing Environment Protection Act 2002

##### 1. Section 2: Environmental stewardship

It is declared that every person in Mauritius shall use his best endeavours to preserve and enhance the quality of life by caring responsibly for the natural environment of Mauritius.

2. Section 18(2)(g) of the Environment Protection Act: an Environmental Impact Assessment report shall include an assessment of the social, economic and cultural effects which the undertaking is likely to have on the people and society.

#### B. EPA Amendment

1. Under Section 7A: The Ministry shall, prepare and submit to the Minister a National Policy, Strategy and Action Plan on Sustainable Development, taking into consideration, inter alia, human rights, cultural heritage and gender issues. A similar provision is at section 8(2)(m) of the Climate Change Act 2020.

2. Section 18(2)(b)(iv): An Environmental Impact Assessment report shall contain, among others:

- the precise location and surroundings of the undertaking including the existence of any heritage asset; such data as may be necessary to identify and assess the effects that climate change and heritage may have on the undertaking;
- any action or measure that the proponent proposes to promote the use of alternatives, best available techniques and environmental practices and culture to minimise the use, release and emission of hazardous substances, including mercury;

### II. Culture and Heritage Issues in the Master Plan for Mauritius

- The "Masterplan on the Environment for the Republic of Mauritius for the Next Decade" is the

outcome of a national and inclusive consultative process involving a broad range of stakeholders from public and private sector organisations, academia, Non-Governmental Organisations (NGOs) and the civil society, as well as from Rodrigues Island, starting from 'Les Assises de L'Environnement' in December 2019 to December 2021.

- The document comprises two distinct Action Plans for Mauritius and Rodrigues respectively, and aims to provide for better environmental management by establishing the foundations for our country's "transition écologique" to a cleaner, greener, environmentally sustainable and climate-change resilient, low emission and circular economy. It was approved by Government in May 2022. Implementation of some recommendations of the Master Plan has started.

- Eight (8) Thematic Areas were identified as challenges to be resolved in the formulation of the Master Plan for Mauritius, as hereunder:

- (i) la culture environnementale;
- (ii) urbanisme et politique environnementale;
- (iii) le changement climatique;
- (iv) zones côtières et environnement marin;
- (v) biodiversité et ressources naturelles;
- (vi) lutte contre la pollution;
- (vii) la gestion des déchets; and
- (viii) contrôle des déchets plastiques.

For each Thematic Area, a 10-year Policy and Strategy as well as a 5-year Action Plan have been formulated describing the long-term objectives as well as policy orientations and recommendations.

With regards to cultural heritage the following have been formulated under the Master Plan for Mauritius:

- Cross Cutting Policy recommendation 1

- To amend the Environment Protection Act and the Climate Change Act, as appropriate, taking into consideration, inter alia, human rights, including the needs of persons with disabilities, cultural heritage and gender issues.

- Zones Cotieres et Environnement Marin- Policy 4: To preserve and enhance collaboration and commitment from all stakeholders acting in the coastal zone.

Set up a "Conservatoire du Littoral" as in France ("Conservator of the Coast"), a public body that manages and buys back, for conservation, portions of the coastal zone from private owners and leaseholders. The goals will be as follows: -

- i.preserving natural landscapes and remarkable and threatened landscapes;
- ii.maintaining a balance in the coastal zone, taking climate change into account and ensuring its sustainable and integrated management with local partners;
- iii.ensuring the public's access while respecting the sites to raise awareness of environmental preservation; and
- iv.ensuring the sustainable development for all the activities seen on the sites (agriculture and heritage management)

More details of the policies are available on its website  
<https://environment.govmu.org/Pages/Legislations.aspx>

### Question 13.3

**Have policies and/or legal and administrative measures that respond to situations of natural disaster or armed conflict been established or revised to include the ICH affected and recognize its importance for the resilience of the affected populations?**

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Yes

**Provide any additional details**

The National Disaster Risk Reduction and Management Centre

The National Disaster Risk Reduction and Management Centre acts as the focal institution for the State of Mauritius for the planning, organizing, coordinating and monitoring of disaster risk reduction and management activities.

The objectives of the National Disaster Risk Reduction and Management Act 2016 are mainly:

a) Coordinate the implementation of:-

i. the National Disaster Risk Reduction and Management Policies; and

ii. the National Disaster Risk Reduction and Management Strategic Framework and Plans developed by the National Disaster Risk Reduction and Management Centre.

b) Promote a culture of safety and resilience at all levels through the use of knowledge, innovation and education.

c) Coordinate the implementation of the obligations of the State/Republic of Mauritius under disaster management treaties to which the State is a party, through its disaster risk management policies, frameworks, plans, programmes and projects.

d) Review or amend the National Disaster Scheme as and when required.

More details of the policies are available on its website

<https://ndrrmc.govmu.org/SitePages/Index.aspx>

#### **Question 13.4**

**Have policies and/or legal and administrative measures for inclusive economic development been established that consider ICH and its safeguarding?**

---

YES

**In which of the following themes, policies and/or legal administrative measures have been established or revised?**

Income generation and sustainable livelihoods

The Ministry is providing Assistance Scheme for the Production of Audio Album which aims at supporting the production of audio album. The Ministry also provides International Travel Grant Scheme which is assistance to artists to participate in International festivals where at least five countries are participating. The grant is up to ceiling of Rs250,000 and is provided to artists/group of artists to refund cost of return economy air ticket by the most economic route.

Productive employment and decent work

Practitioners are being remunerated for their performances in cultural activities, for examples hotels, at local, national and international programmes.

Impact of tourism on ICH safeguarding

Tourism contributes in some way to safeguarding cultural manifestations, generating income directly to the tradition bearers and practitioners preserving their knowledge. As noted above, hotels are in the forefront of providing jobs to artists. Artists however work closely with the government through the various Centres and Speaking Unions to uphold the integrity of the ICH.

## Question 13.5

Have favourable financial or fiscal measures or incentives been established or revised to facilitate and/or encourage the practice and transmission of ICH?

YES

Do they ensure the availability of natural and other resources required for the practice of ICH ?

Yes

If yes, explain how measures or incentives ensure the availability of natural and other resources required for the practice of ICH.

The Ministry of Arts and Cultural Heritage provides financial assistance to socio-cultural organisations so as to encourage the practice, promotion and preservation of ICH elements as grassroot level through tradition bearers.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Largely

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:

The State Party needs to hold regular meetings with the socio-cultural organisations so as to make them aware of the importance of the transmission of the ICH elements to the next generation. And conduct more focused sensitization campaigns through its parastatal bodies.

## 14.

Extent to which policies as well as legal and administrative measures respect customary rights, practices and expressions, particularly as regards the practice and transmission of ICH

Guidance note corresponding to indicator 14 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

## Question 14.1

**Are forms of legal protection, such as intellectual property rights and privacy rights, available to communities, groups and individuals when their ICH is exploited by others for commercial or other purposes?**

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YES

**Provide any details with regard to (a) intellectual property rights and (b) privacy rights.**

The state party of Mauritius has a policy on intellectual property rights through copyrights act 2014 to comply with WIPO and is implemented by the Mauritius Society of Authors. It protects the production of characteristic of elements of the traditional artistic heritage developed and maintained by the community or individual reflecting the traditional artistic expectation of a community which includes folk tales, folk songs, instrumental music, dance and plays and other artistic form.

The Ministry of Arts and Cultural Heritage through the Mauritius Society of Authors encourages the tradition bearers to register their ICH elements to ensure protection of copyrights.

It protects the moral and economic rights of the creator against illegal appropriation and therefore encourages artists to produce intangible heritage ensuring its continuity.

## Question 14.2

**Do policies and/or legal and administrative measures recognize the importance of protecting the customary rights of communities and groups to land, sea and forest ecosystems necessary for the practice and transmission of ICH?**

---

YES

**Explain briefly, giving examples, how policies and/or legal and administrative measures recognize this.**

The different Ministries, example the Ministry of Agro Industry & Food Security is responsible of the protection of the forest Ecosystem.

The Ministry of Housing and Land Use Planning is responsible to ensure protection of the land provided to communities and the Ministry of Tourism through the Mauritius Beach Authority is responsible for the protection of sea beaches. The Ministry of Blue Economy, Marine Resources, Fisheries and Shipping has legal frameworks of protection of our marine ecosystem. All these are done not only to protect the interests of the communities that use them but to avail them for communities' uses at all times in the best way possible and in the most ideal setting and standards.

## Question 14.3

**Do policies and/or legal and administrative measures recognize expressions, practices and representations of intangible cultural heritage that contribute to peaceful conflict prevention and resolution?**

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YES

**Explain briefly, giving examples, how policies and/or legal and administrative measures recognize these.**

The policies and legal frameworks embed the respect for all cultural expression and practices by all Mauritians. All Mauritians are expected not only to respect each other but also to respect each other's culture including ICH. There is freedom of religion that is protected by the constitution and all the religions call for accommodation of each other's practices and for common understanding and peaceful co-existence.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

### Extent to which the current indicator is met:

---

Satisfied

### Target for the next report:

---

Largely

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

In fact, Mauritius is a peaceful country where there are no conflicts among different communities as they share the common values and principles inculcated after Independence.

## 15.

**Extent to which the importance of ICH and its safeguarding in society is recognized, both by the communities, groups and individuals concerned and by the society at large**

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**Guidance note** corresponding to indicator 15 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 15.1

**Do communities, groups and individuals use their ICH for well-being, including in the context of sustainable development programmes?**

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YES

**Describe briefly, giving examples, how they do so.**

Communities, groups and individuals regularly practice their different element of ICH through festivals, rituals, performances, religious practices, traditional medicines and craft making among others. For example, during the annual event called the Festival International Kreol, the different facets of the Mauritian cultures are promoted such as music and dance, food, language, oral traditions, traditional instruments, régat, traditional clothes among others.

During informal settings like family gathering, weddings and leisure time at beach, elements like Sega Tipik, Geet Gawai and other type of folkloric music are performed.

Mauritian artists in the music industry perform in different platforms including the hotel industry where music like Sega is very popular and form part of the entertainment industry. The artists also produce musical recordings that are sold locally as well as internationally.

Communities of Mauritius are rich in cultural industries. For example, the cuisine called dhal puri forms a major part of the Mauritian diet and many people depend on it making and selling daily basis. This applies to the Mauritian cuisine which are very popular both rural and urban areas. There are numerous types of crafts made by local communities that find their ways in the local Mauritian market and are purchased by both local and tourists visiting the countries.

The traditional herbs and medicines are sold at the local markets and all Mauritians use these herbs for cure.

## Question 15.2

**Do communities, groups and individuals use their ICH for dialogue promoting mutual respect, conflict resolution and peace-building?**

YES

**Describe briefly, giving examples, how they use their ICH for one or more of these purposes.**

As a multicultural, multi ethnic and pluralistic, communities in Mauritius have embedded their heritage systems of dialogue and conflict resolution that lead to peace building. For example, the gamat music is understood by all communities and know it as 'lakros'. Both entertainment and a dialogue that promotes mutual respect between and among artists. Sega, which, has its origins in resistance to oppression and subjugation has brought communities together. It is practiced and sung by one and all irrespective of age, religion, gender and race.

Geet Gawai is a performance with ritualistic background that was performed in weddings and therefore promotes a sense of family bond, community bonding, new beginnings and therefore the co-existence of a peaceful society. One of the most popular religious festivals is the Cavadee, although of Tamil origin, it is one of the religious festivals that brings all Mauritians of different faiths, ethnicity and backgrounds together. Other festivals such as Mahashivaratree, Pere Laval, Christmas, Easter and Spring have the same effect.

For example, Sega Tambour Rodrig, is a dance performed formally and informally, in the house or on the street, bringing everybody in a joyous mood. The element has subsets of expressions on conflicts resolution 'Sega Kompoze'; social issues 'Sega Sosial' and historical events 'Sega Istorik', a means of messaging and resolving conflicts through creative and spontaneous dialogue.

## Question 15.3

**Do development interventions recognize the importance of ICH in society?**

YES

**If so, how do development interventions recognize the importance of ICH?**



As a source of identity and continuity

As a source of knowledge and skills

As a resource to enable sustainable development

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

### Extent to which the current indicator is met:

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Satisfied

### Target for the next report:

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Largely

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The state party will ensure that the use of ICH for sustainable development, promoting dialogue, mutual respect, conflict resolution, peace building and as a source of identity and continuity is not only maintained but enhanced between communities of Mauritius.

## 16.

**Extent to which the importance of safeguarding ICH is recognized through inclusive plans and programmes that foster self-respect and mutual respect.**

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**Guidance note** corresponding to indicator 16 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 16.1

**Are ICH safeguarding plans and programmes inclusive of all sectors and strata of society, including:**

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Groups with different ethnic identities

The Constitution of Mauritius chapter II ensures protection of fundamental rights and freedom of Individual.

It is the policy of the government to recognise each and every ethnic groups that are represent in the country. Each of the ethnic groups in Mauritius has either cultural centres or speaking unions that cater for their well-being and identities. These cultural centres and speaking unions are provided with funding to run their own programmes depending on their own priorities. In this regard, the following centres and speaking unions are in place and are funded by the government through Ministry of Arts and Cultural Heritage and the Ministry of Finance and Economic Development and operate through an Act of

Parliament which is legal and binding.

Bhojpuri Speaking Union, Creole Speaking Union, Urdu Speaking Union, Tamil Speaking Union, Marathi Speaking Union, Chinese Speaking Union, Sanskrit Speaking Union, Telugu Speaking Union, English Speaking Union, Mauritius Tamil Cultural Centre Trust, Mauritius Marathi Cultural Centre Trust and Islamic Cultural Centre.

Migrants, immigrants and refugees

As for the state party that falls under that category is the Chagossian people who were moved to the mainland Mauritius from Chagos. The Government has set up the Chagossian Welfare Fund which caters for their interest including the promotion of their ICH such as the Sega Tambour Chagos that is inscribed on the Urgent Safeguarding List. In addition, the government through Chagossian Welfare Fund., National Heritage Fund and Nelson Mandela Centre for African Culture have set up two schools to safeguard, promote and transmit the element.

People of different ages

All the ICH elements listed or not in Mauritius applies to all ages without any discrimination as mentioned at sn B (3) a table with statistics has been provided.

People of different genders

All the ICH elements listed or not in Mauritius applies to different genders without any discrimination. Although, customary practices and traditions are applicable.

Persons with disabilities

All the ICH elements listed or not in the Mauritius applies to all persons without discrimination.

Members of vulnerable groups

All the ICH elements listed or not in the Republic of Mauritius applies to all persons without discrimination. NGOs like Lizie dan la main and l'Ecole des Sourds conduct training classes in music, dance and theatre.

Others

The elderly ladies who are also tradition bearers are from poor communities and remote areas. They are provided the chance to use their talents of Geet Gawai and perform at National and International levels during National Day Celebrations, opening of conferences, Commemorative ceremony of the Anniversary of the Commemoration of the Arrival of Indentured laborers and Cultural Exchange Programmes between Mauritius and other countries.

## Question 16.2

**Do safeguarding plans and programmes for ICH in general and/or for specific elements of ICH (whether or not inscribed on the Lists of the 2003 Convention) foster self-respect within and mutual respect between communities, groups and individuals?**

YES

**Explain briefly how they foster self-respect within and mutual respect between communities, groups and individuals, providing examples.**

The speaking unions, the Centres, local communities all share their experiences through consultative meetings organised by the Ministry of Arts and Cultural Heritage, National Heritage Fund, Le Morne Heritage Trust Fund, Aapravasi Ghat Trust Fund among others. other platforms for sharing include national days and religious, rituals and cultural festivals such as Cavadee, Mahashivratri, Pere Laval, Spring, Eid among others.

There are performances by various artists that bring people together irrespective of their

backgrounds, ethnicities or status. on weekends and public holidays, on the beaches of Mauritius, communities meet and enjoy the spontaneous performances by families and individuals. although there may be different expectations and not always harmonious ways of seeing and experiencing everything, in general terms, the multiculturalism in Mauritius is a positive reality that allows communities, groups and individuals to share their unique ICH.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

### Extent to which the current indicator is met:

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Satisfied

### Target for the next report:

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

While the state party is largely satisfied with the inclusiveness of the practice of ICH, it will strive to identify any gaps that may exist in any area with a view in addressing the same. it will work towards ensuring that ICH brings all the people of Mauritius together in respect of one another.

## 17.

### Extent to which communities, groups and individuals participate widely in raising awareness about the importance of ICH and its safeguarding

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**Guidance note** corresponding to indicator 17 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 17.1

#### Do awareness-raising actions reflect the widest possible and inclusive participation of the concerned communities, groups and individuals?

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YES

**Describe briefly, giving examples, how participation is ensured. If it is not, please explain why.**

Awareness is practiced in many forms in Mauritius. apart from the formal education programmes in the curriculum, there are programmes carried out by communities, groups and individuals. For example, on weekends on the beaches there are often music being played particularly Sega. In the weddings, ICH such as Geet Gawai are performed for audiences. Communities, groups and individuals engaged in awareness programmes through performances in festivals, community and

family gatherings and competitions on the part of the state party, the Cultural Centres, speaking unions, the different heritage organisations such as le Morne Heritage Trust Fund, Aapravasi Ghat Trust Fund, Nelson Mandela Centre for African Culture, National Heritage Fund work with communities at different levels in awareness creation and inclusive participation.

### Question 17.2

**Do awareness-raising activities concerning specific elements of intangible cultural heritage secure free, prior, sustained and informed consent of the concerned communities, groups and individuals?**

YES

**Describe briefly, giving examples, how their consent is secured.**

Awareness is practiced in many forms in Mauritius. apart from the formal education programmes in the curriculum, there are programmes carried out by communities, groups and individuals. For example, on weekends on the beaches there are often music being played particularly Sega. In the weddings, ICH such as Geet Gawai are performed for audiences. Communities, groups and individuals engaged in awareness programmes through performances in festivals, community and family gatherings and competitions on the part of the state party, the Cultural Centres, speaking unions, the different heritage organisations such as le Morne Heritage Trust Fund, Aapravasi Ghat Trust Fund, Nelson Mandela Centre for African Culture, National Heritage Fund work with communities at different levels in awareness creation and inclusive participation.

### Question 17.3

**Are there mechanisms in place that duly protect the rights of communities, groups and individuals, and their moral and material interests during awareness raising activities about their ICH?**

YES

**Explain briefly, giving examples, how these mechanisms protect the rights of communities, groups and individuals and their moral and material interests during awareness raising activities.**

The National Heritage Fund holds workshops and meetings with the tradition bearers and their community to explain copyright issues and how to protect material rights.

### Question 17.4

**Are there mechanisms in place that facilitate the active engagement of youth in awareness-raising activities?**

YES

**Describe briefly, giving examples, what mechanisms exist to facilitate their active engagement. If 'no', please explain why not.**

To ensure the active engagement of youth in awareness raising activities, the National Heritage Fund, the Aapravasi Ghat Trust Fund and Le Morne Heritage Trust Fund regularly organise outreach programmes specifically designed for the youth. Le Morne Heritage Trust Fund and Aapravasi Ghat

Trust Fund have an educational kit that is distributed to primary and secondary schools both in Mauritius and Rodrigues in order to create awareness, promotion, education and transmission.

### Are youth engaged in collecting and disseminating information about the intangible cultural heritage of their communities or groups?

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YES

#### Describe briefly how young people are engaged, giving examples.

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The youth are regularly encouraged to participate in heritage activities organised by heritage institutions. National Heritage Fund annually organises activities to mark the international days for monuments and sites including ICH whereby the youth are encouraged to participate in competitions, such as drawing, painting and production of short films. Le Morne Heritage Trust Fund annually offers internship to students of l'école hoteliere who have a course module on heritage.

### Question 17.5

### Do communities, groups and individuals use information and communication technologies or any other form of media, in particular new media, for raising awareness of the importance of ICH and its safeguarding?

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YES

#### Explain briefly, giving examples, which ICTs and media are used for awareness raising and how they are used.

The National Heritage Fund in collaboration with different heritage institutions has developed a mobile application: "Mauheritage", which aims at raising awareness on the importance of ICH, and its safeguarding to the public. all heritage institutions make use of social media platforms like Facebook to disseminate, promote and transmit ICH. Ministry of Arts and Cultural Heritage provides a standing budget to MBC for ICH to be broadcasted. The different heritage institutions like Aapravasi Ghat Trust Fund also have programmes with Mauritius Broadcasting Corporation in various languages and for other cultural elements. MBC and Mauritius Film Development Cooperation develop and deliver programmes on ICH.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

#### Extent to which the current indicator is met:

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Satisfied

#### Target for the next report:

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The State party will ensure that communities, groups and individuals including the youth continue to actively engage in awareness-raising activities and make use of information, communication technologies and all forms of media.

## 18.

### **Extent to which media are involved in raising awareness about the importance of ICH and its safeguarding and in promoting understanding and mutual respect**

**Guidance note** corresponding to indicator 18 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

#### **Question 18.1**

##### **Does media coverage:**

Raise awareness of the importance of ICH and its safeguarding?

The Mauritius Broadcasting Corporation Television and radio and other private medias including newspapers have programmes on the important of ICH and its safeguard.

The Ministry of Arts and Cultural Heritage holds regular Press Conferences and provides Press releases related to the programmes organised for the awareness raising on the importance of ICH elements in Mauritius. These, programmes are also available on YouTube and internet. They encourage massive participation at all the programmes related to ICH elements by publicity campaign to raise awareness at large.

Promote mutual respect among communities, groups and individuals?

The media promotes the multicultural nature of Mauritius with its rich and diversified heritage including ICH. They report on the various ICH that takes place during national events and on other days. There are TV programmes with dedicated channels and programmes dedicate onto the different ethnic languages shared by all Mauritians.

#### **Question 18.2**

##### **Do various ICH stakeholders and media organizations jointly establish and implement specific cooperation activities or programmes concerning ICH, including capacity-building activities?**

YES

##### **Describe, using examples, such joint cooperation activities or programmes.**

There is a programme between Aapravasi Ghat Trust Fund and MBC TV and radio on Bhojपुरi language and the cultural heritage of Mauritius.

The activities of the Ministry of Arts and Cultural Heritage and all its parastatals are accessible to the press and media for coverage and broadcast.

Le Morne Heritage Trust Fund collaborated with the MBC Rodrigues to raise awareness and the promotion of the history of Trou Chenille site through the open-air museum.

**Describe in particular any capacity-building activities in this area, with examples.**

The National Heritage Fund in collaboration with Mauritius Film Development Cooperation organised short film competitions annually for the public on heritage including different ICH elements. This encourages the participants to research and document on the specific element and learns by his experience.

### Question 18.3

**Media programming on ICH:**

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Is inclusive

The MBC has channels and programs that cover all types of ICH from language to folklore to performances. All artists get opportunity to be aired when performances are effected without discrimination.

Utilizes language(s) of the communities and groups concerned

Sega is performed in creole and Geet Gawai in Bhojpuri and they are presented in those languages. The other elements that are performed in different languages are also presented in those languages.

Addresses different target groups

There are different channels dedicated to particular ethnic groups. There are also many programs dedicated to different age groups. Nelson Mandela Centre for African Culture, Aapravasi Ghat Trust Fund and Le Morne Heritage Trust Fund do develop programs geared towards specific groups such as the youth.

### Question 18.4

**Is media coverage of intangible cultural heritage and its safeguarding in line with the concepts and terminology of the Convention?**

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Some

**Provide any additional explanation.**

The Press and Media in Mauritius are very well acquainted with the conventions that have been ratified by the state party and help Government to ensure the implementation of the conventions in its totality.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

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Satisfied

## Target for the next report:

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The State party is satisfied with the way the media engages with ICH safeguard and transmission in an inclusive and ethical way. It will strive to even enhance the standards to ensure a continuous inclusive participation of the media in safeguard and promotion of ICH in partnership with communities, groups, individuals, Heritage Institutions, Cultural Centres, Speaking Unions and the Government of Mauritius in general.

## 19.

**Extent to which public information measures raise awareness about the importance of ICH and its safeguarding and promote understanding and mutual respect.**

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**Guidance note** corresponding to indicator 19 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 19.1

**Do policies and programmes publicly acknowledge the practitioners and bearers of ICH on an inclusive basis?**

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YES

**Describe briefly, giving examples, how policies and programmes do this.**

The Government of Mauritius has in place policies that acknowledge the practitioners and bearers that have been demonstrated through the setting up of speaking unions and Cultural centres through which practitioners and bearers of ICH can practice their ICH in an inclusive manner without interference from anybody. Further the Mauritius is a secular, multicultural, pluralistic and multi ethnic society that promotes all cultures in an inclusive basis.

The National television and radio station the Mauritius Broadcasting Corporation's governed by an Act the Mauritius Broadcasting Corporation Act with which clearly stipulates at section 4 'objects of the corporation' Broadcasting services which caters for aspirations, needs and tastes of the population in matters of information, education, culture and entertainment.

**Describe in particular measures to ensure that they do so inclusively.**

The speaking unions and centres represent community and through the community engages with them for their heritage. Within villages there are social hall provided by the government for the practice of ICH. Further it is the policy of the government to provide assistance including funding for socio-cultural groups to promote their heritage in an inclusive manner irrespective of race, colour, religion, gender and age.

International confederation of societies of authors and composers produced a short film on the manufacture and mounting of tambour aiming at keeping a detailed record on the process and



history of Tambour and Segá Tambour. Tambour maker, some local resources and Segá tambour practitioners of Rodrigues also contributed to the project.

### Question 19.2

**Are public events organized that concern ICH, its importance and safeguarding, as well as the Convention?**

YES

**Are these events organized for:**

Communities, groups and individuals

Activities are organised by all public institutions under the Ministry of Arts and Cultural Heritage.

General public

Free transport and food is provided to the audience or invitees for all the events held at National level by the state party so as to reach out to all sections of the population.

Researchers

The resource persons, researchers and academics are invited to all National and regional events.

University and other researchers also cooperate with the National Heritage Fund in different research initiatives including on the various ICH.

Media

The media works closely with Heritage Institutions in charge of ICH and are engaged in most of the events concerning ICH its importance and safeguard. They provide coverage to many public events involving communities, groups and individuals and the general public. The state party invites the members of the press in all activities/ events.

Other stakeholders

Other stakeholders involved include the private sector, NGOs and other interested parties for example shopping malls, entertainment industry etc.

### Question 19.3

**Are programmes for promotion and dissemination of good safeguarding practices encouraged and supported?**

YES

**Explain briefly, giving examples, how such programmes are encouraged and supported.**

As mentioned at sn 13.5, the Ministry of Arts and Cultural Heritage and its parastatals provide funding for such programmes or collaborate fully.

### Question 19.4

**Does public information on ICH promote mutual respect and appreciation within and between communities and groups?**

YES

**Explain briefly, using examples, how public information on ICH promotes this.**

The Government has setup the Government Information Service (gis.govmu.org) which through its mission, vision and objectives, acts as a bridge between public and private, National and International media for dissemination of Government policy and ICH promotion comes within its ambit.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

### Extent to which the current indicator is met:

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Satisfied

### Target for the next report:

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

Although there are programs on ICH as shown above, there is still room for improvement for instance there are not enough programs dedicated to ICH on TV and radio. At present, there is lack of regular, consistent television programs that address the whole spectrum of ICH. The state party of Mauritius will strive to have more regular dedicated programs covering various elements of ICH. The state party will look into supporting programs that address particular groups such as the youth in the media as the youngsters are mostly attracted to satellite channel that are mostly promoting western culture and discouraging youths to get back to their traditional music, food, dance and remedies.

## 20.

### Extent to which programmes raising awareness of ICH respect the relevant ethical principles

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**Guidance note** corresponding to indicator 20 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 20.1

Are the [Ethical Principles](#) for Safeguarding Intangible Cultural Heritage respected in awareness-raising activities?

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YES

**Describe briefly, giving examples, how the Ethical Principles are respected in awareness-raising activities.**

All the awareness programs respect ICH principles as they are held in consultation with the traditional bearers who set the guidelines for strict compliance to moral values and ethical principles imbedded in their tradition.

## Question 20.2

**Are ethical principles, as embodied in relevant professional codes or standards, respected in awareness-raising activities?**

YES

**Describe briefly how professional codes and standards are respected in awareness-raising activities.**

The Public institutions already have a code of conduct as stipulated by the Ministry of Public Service, Administrative and Institutional Reforms which highlights a professional behaviour, impartiality, values and principles (<https://cscm.mu>)

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Satisfied

**Target for the next report:**

Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The State has put in place mechanisms for ensuring respect for ethical principles, standards or codes for the safeguarding of ICH in awareness raising activities. It follows the principles of prior, free and informed consent to gather and disseminate any ICH information and has Mauritius society of authors to ensure copyright ownership. However, the state party will continue to strive for best practice including putting in place any new standards and codes that may arise from time to time. The state party is currently working on the rights of artists. The state party has established the status of artist act and now setting up the board for achieving the target.

## 21.

**Extent to which engagement for safeguarding ICH is enhanced among stakeholders**

**Guidance note** corresponding to indicator 21 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 21.1

**Do communities, groups and individuals participate on an inclusive basis, and to the widest possible extent, in the safeguarding of ICH in general or specific elements, (whether or not inscribed on the Lists of the 2003 Convention)?**

High

**Describe briefly, giving examples, how community, group and individual participation is secured.**

Regular events are organised to ensure individual and group participation.

**Describe in particular measures to ensure that this is inclusive.**

All activities organised by Governmental organisations are inclusive as per the mandate and policy of the state.

### Question 21.2

**Do NGOs and other civil society actors participate in the safeguarding of ICH in general and of specific elements of ICH (whether or not inscribed)?**

High

**Explain briefly, giving examples, how NGO and civil society participation in ICH safeguarding is ensured.**

There are a number of NGOs and civil societies that are engaged in the safeguard of ICH. These include among others Abaim that promotes Segga Tipik through performances, publications, working with the youth through the Segga schools as well as advocating the promotion of Segga both at national and international.

There are a number of civil societies that are engaged in the safeguard of elements such as Geet Gawai through performance competitions. There is also the association of Segga Tipik practitioners that promotes Segga Tipik through performances around the country.

Institutions NGOs like Sanatan Dharma Temples Federation, Rajput Maha Sabha, Hindu Maha Sabha, Hindi Pracharini Sabha, Tamil Temples Federation, Marathi Mandali Federation, Telugu Maha Sabha, Chinatown Foundation, Chinese Federation, the churches are engaged actively in the preservation of ICH.

### Question 21.3

**Do private sector entities participate in the safeguarding of ICH, and of specific elements of ICH (whether or not inscribed), while respecting the [Ethical Principles](#) of Safeguarding of ICH?**

Some

**Describe private sector participation in ICH safeguarding briefly, giving examples, and explain how the Ethical Principles are respected.**

All the malls and many hotels, event's organisers and private companies support ICH elements, promoting the elements through their cultural activities. These include musical performances, crafts, culinary practices, traditional games and are carried out by the tradition bearers and practitioners in conformity with the ethical moral values.

## Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

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Satisfied

**Target for the next report:**

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The state will strive to encourage more support from the private sector, NGOs and civil societies for the safeguard of ICH.

## 22.

**Extent to which civil society contributes to monitoring of ICH safeguarding**

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**Guidance note** corresponding to indicator 22 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

### Question 22.1

**Does an enabling environment exist for communities, groups and individuals to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?**

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YES

**Describe briefly, giving examples, how communities, groups and individuals can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.**

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The listing of the ICH elements was highly motivated and requested by the communities. They themselves take the lead for making proposals to the state party and in return the Government provides resource person and academic to reinforce artistic, scientific and technical studies and research and safeguarding measures for them.

### Question 22.2

Does an enabling environment exist for NGOs and other civil society bodies to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?

---

YES

Describe briefly, giving examples, how NGOs and other civil society bodies can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.

Regular stakeholders' meetings are held by the Minister of Arts and Cultural Heritage with NGOs and other civil society bodies. Therefore, their suggestions and requests are taken on board by the state.

### Question 22.3

Does an enabling environment exist for scholars, experts, research institutions and centres of expertise to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?

---

YES

Describe briefly, giving examples, how scholars, experts, research institutions and centres of expertise can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.

Scholars, experts, research institutions monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures. A number of scholars and experts from research institutions and universities have published articles on various ICH elements including Sega, Geet Gawai and other elements in the country. There are books on the performance of Geet Gawai published by Bhojpuri Speaking Union, Sega performance by Abaim, Mr. Stéphano Honoré (Menwar) and Nelson Mandela Centre for African Culture. Scholars from University of Mauritius, Aapravasi Ghat Trust Fund, International Confederation of Societies of Authors and Composers, Le Morne Heritage Trust Fund have published books on culinary practices, folklore, traditional medicines, memory and history.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

Extent to which the current indicator is met:

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Satisfied

State Party-established target

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Satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The state has created an enabling environment for civil society to contribute to the monitoring of ICH safeguarding including supporting community, groups and individuals, NGOs and other civil society, scholars, experts, research institutions partly through financial and technical support. There is still room for improvement especially by encouraging the participation of more NGOs and civil society bodies.

**23.**

**Number and geographic distribution of NGOs, public and private bodies, and private persons involved by the Committee in an advisory or consultative capacity (this indicator is monitored and reported by the Secretariat at the global level)**

**Guidance note** corresponding to indicator 23 of the Overall Result Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

**24.**

**Percentage of States Parties actively engaged with other States Parties in cooperation for safeguarding**

**Guidance note** corresponding to indicator 24 of the Overall Result Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

**Question 24.1**

**Is there cooperation to implement safeguarding measures for ICH in general at:**

Bilateral level

The state party has signed Memorandum of Understandings with friendly countries for cooperation in the implementation of safeguarding measures for ICH. For example, MOU with Reunion Island through France, MOU with Seychelles, Madagascar, Mozambique, South Africa, India and the Peoples Republic of China as the present population has origins from the above-mentioned countries.

Regional level

The Memorandum of Understandings includes exchange of expertise and capacity building in heritage, museums, national archives, library, visit of cultural groups, book, publications, materials, artefacts, short training in heritage, restoration techniques and so on.

International level

The Ministry of Arts and Cultural Heritage often disseminates invitation for participation at International festivals, Exhibitions, Workshops and Seminars that is partly funded by the state through different assistance scheme.

**Question 24.2**

**Is there cooperation to implement safeguarding measures for specific elements of ICH, in particular those in danger, those present in the territories of more than one State, and cross-border elements at:**

**Question 24.3**

## Are information and experience about ICH and its safeguarding, including good safeguarding practices, exchanged with other States Parties?

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YES

Explain briefly, using examples, how such exchanges operate, their purpose(s) and outcome(s).

Mauritius has signed an agreement with South Africa for a twinning programme in which Robben Island and Le Morne Heritage Trust Fund engage in visits, publications, and exhibitions with a view to encouraging regional dialogues and exchanges among African Countries related to slavery and African diaspora movement. Such exchanges enable the state party to learn from the experience of other developing countries in relevant fields.

Ministry of Arts and Cultural Heritage has Cultural Exchange programme with countries like China, India among others that promote intercultural dialogue and understanding of each other's culture. Some of this have led to training opportunities for heritage professionals from Mauritius to China. Through the cultural exchange program with India, the Nelson Mandela Centre for African Centre had the opportunity to present the different aspects of Segga Tipik through live performance in India during the India week celebration.

The Commission for Arts and Culture of Rodrigues has a close working relationship with their counterparts in Seychelles and exchange visits. For example in 2019, a research team from Rodrigues went on an educational tour in Seychelles where they had the opportunity to share the Rodriguan culture and values. In return a team from Seychelles also visited Rodrigues where they discussed among others the establishment of a museum in Rodrigues.

As part of the international exchange, the Rodrigues regional assembly, through international confederation of societies of authors and composers is assisting the Government of Seychelles in their endeavor of promoting the 'Moutya'. Support is given to Seychelles through the Seychelles National Institute for Culture, Heritage and The Arts by providing them with goatskin so as to revamp the fabrication of the traditional Moutya drum. The Rodrigues Regional Assembly through Mr. Louis Ange Philippe (master tambour maker) has provided 100 goatskins so far to the Republic of Seychelles. As part of the international exchange programme, two tradition-bearers and resource persons went to Seychelles in 2022 to share their expertise on tambour fabrication and exchange with fabricators in the Seychelles.

### Question 24.4

Have you ever shared documentation concerning an element of ICH present on the territory of another State Party with it?

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NO

Describe any relevant case(s), naming the element and the other State(s) Party(ies) involved.

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.



Extent to which the current indicator is met:

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Partially

Target for the next report:

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Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:

Not Applicable

25.

Percentage of States Parties actively engaged in international networking and institutional cooperation

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Guidance note corresponding to indicator 25 of the Overall Result Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

Question 25.1

Do you participate in the activities of any category 2 centre for ICH?

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NO

Tab 1

Choose a category 2 centre

Describe the activities and your country's involvement.

Question 25.2

Is international networking among communities, groups and individuals, NGOs, experts, centres of expertise and research institutes that are active in the field of ICH encouraged and supported?

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YES

Describe briefly, giving examples, specifying the partners involved and how networking is encouraged and supported.

As mentioned at sn 1.5 of section A, NGOs and research institutes are encouraged by the state by different types of assistances provide.

Question 25.3

Do you participate in ICH-related activities of international and regional bodies other than UNESCO?

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NO

## Tab 1

### International and regional bodies

#### ICH-related activity/project

#### Contributions to the safeguarding of intangible cultural heritage

### Baseline and target

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.

The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

#### Extent to which the current indicator is met:

---

Partially

#### Target for the next report:

---

Not satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**

The state can setup a Centre of expertise comprising stakeholders working in the relevant field so as to implement actions required to safeguard, promote and preserve the listed elements in a wider context.

## 26.

### ICH Fund effectively supports safeguarding and international engagement (this indicator is monitored and reported by the Secretariat at the global level)

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**Guidance note** corresponding to indicator 26 of the Overall Result Framework:

[English](#) | [French](#) | [Spanish](#) | [Arabic](#)

## C-2014-01003

### C. Status of elements inscribed on the Representative List

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Please complete all points below for each element of intangible cultural heritage present in the State's territory that has been inscribed on the Representative List. Refer to the nomination file as the basis for reporting on the current status of the element and report only on relevant changes since the date of inscription on the List or since the last report. Nomination files and earlier reports are available at <https://ich.unesco.org> or on request at the Secretariat.

The State Party shall pay special attention to the role of gender and shall endeavour to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of each report, and is asked in point C.7 below to describe how it has done so.

Name of the element	Year of inscription
Traditional Mauritian Sega	2014

## Question C.1

### C.1. Social and cultural functions

Explain the social and cultural functions and meanings of the element today, within and for its community, the characteristics of the bearers and practitioners, and any specific roles or categories of persons with special responsibilities towards the element, among others. Attention should be given to any relevant changes related to inscription criterion R.1 ('the element constitutes intangible cultural heritage as defined in Article 2 of the Convention').

Sega Tipik is a traditional vibrant performing art in improvised creole-language lyrics about everyday life and challenges including matters of love. Performers use three instruments namely Ravann, Maravann and Triyang with rhythmical iconic beat. Dancers move hips and hands to melodies, using short steps to manoeuvre around each other. While in the past, women wore long skirts and petticoats and men rolled-up trousers, colorful shirts and straw hats, today they wear casual clothing. Sega Tipik was mainly practiced in private backyards as a form of resistance but today it is performed in public and informal family gatherings.

## Question C.2

### C.2. Assessment of its viability and current risks

Describe the current level of viability of the element, particularly the frequency and extent of its practice, the strength of traditional modes of transmission, the demographics of practitioners and audiences and its sustainability. Please also identify and describe the threats, if any, to the element's continued transmission and enactment and describe the severity and immediacy of such threats.

Practitioners have continued to practice and transmit Sega Tipik since its listing. Informal transmission of knowledge and performance skills and instrument-making continues among families and friends. Community organisations have helped to encourage the performance and transmission of Sega Tipik through groups such as ABAIM, Lespri Ravann, Caritas, Menwar who have set up training programmes for youth and under privileged. Many Sega Tipik artists continue to produce cds and take part in awards, public events and competitions have helped to broaden awareness about Sega Tipik. Sega Tipik performances are broadcasted on television channels.

## Question C.3

### C.3. Contribution to the goals of the List

Describe how the inscription of the element has contributed to ensuring visibility of the intangible cultural heritage and raising awareness at the local, national and international levels of its importance. Explain how its inscription has contributed to promoting respect for cultural diversity and human creativity, and mutual respect among communities, groups and individuals.

Sega Tipik's inscription as the first ICH of Mauritius on the Representative List has enhanced the visibility of the element and ICH in general. It has created awareness of the significance of ICH encouraging mutually respectful dialogue in this multi-cultural society. These visibilities have led to growing interest creating new opportunities for artists and contributing to sustainable communities thereby fulfilling partially of the Sustainable Development Goals. The practitioners are aware and conscious of the dangers of over-commercialisation of their ICH and try to avoid the same.

## Question C.4

### C.4. Efforts to promote or reinforce the element

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Describe the measures that have been implemented to promote and reinforce the element, particularly detailing any measures that might have been necessary as a consequence of its inscription.

Sega Tipik practitioners and organizations continue to work with Ministry of Arts and Cultural Heritage and other stakeholders including Nelson Mandela Centre for African Culture and Le Morne Heritage Trust Fund to foster formal and informal transmission and training programmes. Two ravann training centres have been set up and Sega Tipik instruments are provided. Abaim, National Heritage Fund, Le Morne Heritage Trust Fund, Ministry of Arts and Cultural Heritage, Nelson Mandela Centre For African Culture. Sega Tipik continues to be hosted by families within their homes with managed access and creation of awareness.

Organizations like Grup Abaim have published books on the element and the state supports participation in international festivals and cultural exchange programmes. Ministry of Arts and Cultural Heritage, National Heritage Fund, Le Morne Heritage Trust Fund, Nelson Mandela Centre for African Culture, University of Mauritius and media continue to develop awareness through cds and dvds, conferences, radio and television programs, newspaper articles, videos and cultural exchanges with friendly countries by holding performances of Sega.

Sega Tipik bearers have been conferred with national recognition. The Trou Chenille Open Air Museum at Le Morne demonstrates the history and evolution of the element and Nelson Mandela Centre for African Culture has set up a space to promote Sega Tipik. The State has dedicated 08 April 2023 as Sega Day to give it a National level recognition. The Conservatoire de Musique Francois Mitterrand, has set up an audio-archive for Sega Tipik as part of its audio visual museum.

## Question C.5

### C.5. Community participation

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Describe the participation of communities, groups and individuals as well as relevant non-governmental organizations in safeguarding the element and their commitment to its further safeguarding.

Communities, groups, individuals and NGO's actively continue to participate in safeguard of the elements especially after their listing.

As a start, consultative meetings and workshops were organised whereby bearers and practitioners including women and youth, proposed specific measures including the setting up of a practitioners' association for awareness-raising, greater official recognition for practitioners, strengthening existing informal and formal training programmes, and finding a broader variety of public spaces for performances. All these have since been realised to a large measure.

Communities, groups, individuals and NGOs continue to maximise on the benefits of listing and the visibility brought through this and today there are more opportunities for performances. The youth in particular are getting attracted to both taking part in the practice as well as in the appreciation of the element.

Groups like Abaim working with the communities and other heritage institutions have established Sega Tipik schools.

The national TV and radio Mauritius Broadcasting Corporation broadcast on a regular basis programs and performances of the elements including by the various artists providing platform for showing artistic work. Institutions like National Heritage Fund, Le Morne Heritage Trust Fund and the Nelson Mandela Centre for African culture, work with community to promote element and to ensure sustainability.

Different private sector facility such as malls provide spaces and platforms for performances bringing the general public together in appreciation of these elements and further contribute to safeguard and transmission.

## Question C.6

### C.6. Institutional context

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Report on the institutional context for the element inscribed on the Representative List, including:

- a. the competent body(ies) involved in its management and/or safeguarding;
- b. the organization(s) of the community or group concerned with the element and its safeguarding.

The state party has fixed the 8th April as the commemorative day for celebrating Sega Day so as to pay tribute to all the traditional singers and practitioners of Sega Tipik. It has also given state recognition to famous singer Ti-Frere at his native village by the construction of a bust of the singer and naming the space after him. The National Heritage Fund, Nelson Mandela Centre For African Culture, Abaim, Lasosiasi Pratkan Sega Tipik, Le Morne Heritage Trust Fund altogether help in the promotion, preservation, safeguarding and transmission of the Sega Tipik through its various activities and projects as mentioned as at C5 above.

## Question C.7

### C.7. Participation of communities in preparing this report

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Describe the measures taken to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of this report.

The periodic report has been prepared with the active and inclusive participation of all stakeholders. These included various communities, groups, individuals, NGOs, private sector, media, heritage institutions, ministries, research institutions, local authorities and universities.

Several consultative meetings, workshops, individual consultations, interviews, a team led by the national heritage fund carried out fieldworks. All stakeholders were taken through the requirements of the periodic reporting exercise and feedbacks were received either verbally or in written forms from the various stakeholders. The team responsible for working on the preparation

of the periodic reporting also consulted the archives, various publications, other library materials, inventories of different elements either listed or not, the various nomination dossiers, UNESCO and other websites.

There were visits to performance sites including schools promoting and transmitting the various elements and on-site discussions on their activities including their achievements and challenges.

Validation meetings were held to finalise the draft questionnaire by the Ministry of Arts and Cultural Heritage with different stakeholders who have provided their initial inputs.

## C-2016-01178

### C. Status of elements inscribed on the Representative List

Please complete all points below for each element of intangible cultural heritage present in the State's territory that has been inscribed on the Representative List. Refer to the nomination file as the basis for reporting on the current status of the element and report only on relevant changes since the date of inscription on the List or since the last report. Nomination files and earlier reports are available at <https://ich.unesco.org> or on request at the Secretariat.

The State Party shall pay special attention to the role of gender and shall endeavour to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of each report, and is asked in point C.7 below to describe how it has done so.

Name of the element	Year of inscription
Bhojpuri folk songs in Mauritius, Geet-Gawai	2016

### Question C.1

#### C.1. Social and cultural functions

Explain the social and cultural functions and meanings of the element today, within and for its community, the characteristics of the bearers and practitioners, and any specific roles or categories of persons with special responsibilities towards the element, among others. Attention should be given to any relevant changes related to inscription criterion R.1 ('the element constitutes intangible cultural heritage as defined in Article 2 of the Convention').

Geet Gawai, a pre-wedding ceremony combining rituals, prayers, songs, music and dance. Bringing women of the family and neighborhood together in the groom's or bridegroom's home. It involves sanctifying performance place, through songs, seeking permission from mother earth. 'dholak-puja' a ritual paying respect to musical instruments, by the groom's, or bride's mother follows. The musical instruments include dholak, 'chamach', 'lota', 'thali' and two wooden pieces. The 'jhumar', a vibrant song, music and dance by women and girls who join swaying hips to the beats enacting the lyrics and improvising jokes. Originally practiced by women, it is also today performed by men and other genders.

### Question C.2

#### C.2. Assessment of its viability and current risks

Describe the current level of viability of the element, particularly the frequency and extent of its practice, the strength of traditional modes of transmission, the demographics of practitioners and audiences and its sustainability. Please also identify and describe the threats, if any, to the element's continued transmission and enactment and describe the severity and immediacy of such threats.

Geet-Gawai has seen the emergence of formal and informal groups ensuring its viability and continuity. Bearers, practitioners, families, groups and individuals are involved in performances and transmission. Practitioners throughout the country perform at family level and in festivities providing informal training. Several performing groups are involved in teaching at 51 Geet-Gawai schools specializing in molding youth through knowledge of elders and experienced bearers. Books, cds have been produced on Geet Gawai and there are shows, competitions on national TV. Geet-Gawai remains a central element in Hindu wedding and the Jhumar, the most popular part, with large participants and audiences.

### Question C.3

#### C.3. Contribution to the goals of the List

Describe how the inscription of the element has contributed to ensuring visibility of the intangible cultural heritage and raising awareness at the local, national and international levels of its importance. Explain how its inscription has contributed to promoting respect for cultural diversity and human creativity, and mutual respect among communities, groups and individuals.

Geet-Gawai lived and experienced, the natural and cultural values of nature conservation, mutual respect, hardwork, collective efforts and sharing. it continues to be transmitted through Traditional Knowledge Systems enhancing such knowledge. From mother to daughter, family to public performances; it is enjoyed and appreciated by wide audiences. Its transcending nature creates dialogue in multi-cultural society and the increased visibility has led to new interests and opportunities in the performing arts among the community. Its inscription has promoted awareness in the society of its importance as well as providing an international dimension shared across the Mauritian boundary.

### Question C.4

#### C.4. Efforts to promote or reinforce the element

Describe the measures that have been implemented to promote and reinforce the element, particularly detailing any measures that might have been necessary as a consequence of its inscription.

Geet-Gawai practitioners and bearers work with national heritage fund, Aapravasi Ghat Trust Fund, University of Mauritius, Mahatma Gandhi Institute/Ranbindranath Tagore Institute, Bhojpuri Speaking Union, the Mauritius Broadcasting Corporation and private radios to foster formal and informal transmission and training. Geet Gawai continues to be performed at weddings respecting the rituals and managing access while creating awareness on its importance.

Geet Gawai schools have been set up by the Bhojpuri Speaking Union ensuring safeguarding and transmission. The Aapravasi Ghat Trust Fund organises workshops on Geet Gawai and cultural activities around Mauritius. The Bhojpuri Speaking Union as well as Mahatma Gandhi Institute publishes on the element which is disseminated on international platforms through cultural exchanges. An annual cultural activities mark its inscription. Geetarines (Geet Gawai singers) have

been conferred with national recognitions (Mrs. Dhundevi Poonuth, Mr.s Anita Ramtohol, Mrs. Keolee Jundoo, among others)

## Question C.5

### C.5. Community participation

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Describe the participation of communities, groups and individuals as well as relevant non-governmental organizations in safeguarding the element and their commitment to its further safeguarding.

Communities, groups, individuals and NGO's actively continue to participate in safeguard of the elements especially after their listing.

As a start, consultative meetings and workshops were organised whereby bearers and practitioners including women and youth, proposed specific measures including the setting up of a practitioners' association for awareness-raising, greater official recognition for practitioners, strengthening existing informal and formal training programmes, and finding a broader variety of public spaces for performances. All these have since been realised to a large measure.

Communities, groups, individuals and NGOs continue to maximise on the benefits of listing and the visibility brought through this and today there are more opportunities for performances. The youth in particular are getting attracted to both taking part in the practice as well as in the appreciation of the element.

The Bhojpuri speaking community has established numerous Geet Gawai schools.

The national TV and radio Mauritius Broadcasting Corporation broadcast on a regular basis programs and performances of the elements including by the various artists providing platform for showing artistic work. Institutions like national Heritage Fund, Aapravasi Ghat Trust Fund, and the Bhojpuri Speaking Union, work with community to promote element and to ensure sustainability.

Different private sector facility such as malls provide spaces and platforms for performances bringing the general public together in appreciation of these elements and further contribute to safeguard and transmission.

## Question C.6

### C.6. Institutional context

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Report on the institutional context for the element inscribed on the Representative List, including:

- a. the competent body(ies) involved in its management and/or safeguarding;
- b. the organization(s) of the community or group concerned with the element and its safeguarding.

Geet Gawai- Bhojpuri Speaking Union, Aapravasi Ghat Trust Fund, Mahatma Gandhi Institute

## Question C.7

### C.7. Participation of communities in preparing this report

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Describe the measures taken to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of this report.

The periodic report has been prepared with the active and inclusive participation of all stakeholders. These included various communities, groups, individuals, NGOs, private sector, media, heritage institutions, ministries, research institutions, local authorities and universities.

Several consultative meetings, workshops, individual consultations, interviews, a team led by the national heritage fund carried out fieldworks. All stakeholders were taken through the requirements of the periodic reporting exercise and feedbacks were received either verbally or in written forms from the various stakeholders. The team responsible for working on the preparation of the periodic reporting also consulted the archives, various publications, other library materials, inventories of different elements either listed or not, the various nomination dossiers, UNESCO and other websites.

There were visits to performance sites including schools promoting and transmitting the various elements and on-site discussions on their activities including their achievements and challenges.

Validation meetings were held to finalise the draft questionnaire by the Ministry of Arts and Cultural Heritage with different stakeholders who have provided their initial inputs.

## C-2017-01257

### C. Status of elements inscribed on the Representative List

Please complete all points below for each element of intangible cultural heritage present in the State's territory that has been inscribed on the Representative List. Refer to the nomination file as the basis for reporting on the current status of the element and report only on relevant changes since the date of inscription on the List or since the last report. Nomination files and earlier reports are available at <https://ich.unesco.org> or on request at the Secretariat.

The State Party shall pay special attention to the role of gender and shall endeavour to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of each report, and is asked in point C.7 below to describe how it has done so.

Name of the element	Year of inscription
Sega tambour of Rodrigues Island	2017

### Question C.1

#### C.1. Social and cultural functions

Explain the social and cultural functions and meanings of the element today, within and for its community, the characteristics of the bearers and practitioners, and any specific roles or categories of persons with special responsibilities towards the element, among others. Attention should be given to any relevant changes related to inscription criterion R.1 ('the element constitutes intangible cultural heritage as defined in Article 2 of the Convention').

Sega Tambour Rodrigues is a vibrant, exhilarating and rhythmic performance of music, song and dance. Based on tambour, Triyang, Bwat and Mayos, tambour, is heated on open fire for best tune. It is danced in formal and informal settings. 'Mareshal' composes songs, signaling the tambour player by shouting 'Sizone!!!!!!' Played by both professionals and amateurs, it is a combination of rhythmic art, dance and theatre, performed with flat feet and a smile. It has subsets of expressions on conflicts resolution; social issues and historical events, a means of messaging and resolving conflicts through creative and spontaneous dialogue.

## Question C.2

### C.2. Assessment of its viability and current risks

Describe the current level of viability of the element, particularly the frequency and extent of its practice, the strength of traditional modes of transmission, the demographics of practitioners and audiences and its sustainability. Please also identify and describe the threats, if any, to the element's continued transmission and enactment and describe the severity and immediacy of such threats.

Sega Tambour Rodrig is performed formally and informally with transmission from elderly to youth, father to son and mother to daughter. Groups participate in competitions and rehearsals in community centres, ensuring transmission and safeguard. The Commission for Arts and Culture in Rodrigues in partnership with some groups have created youth training programmes through musical performances and craftsmanship. The element transmitted through the creole language is a symbol of Rodriguan identity and is also performed in tourism facilities, contributing to sustainability. Groups produce cds and participate in national, regional and international events. Performances continue during family gatherings, public events and even church mass. Ensuring viability and continuity.

## Question C.3

### C.3. Contribution to the goals of the List

Describe how the inscription of the element has contributed to ensuring visibility of the intangible cultural heritage and raising awareness at the local, national and international levels of its importance. Explain how its inscription has contributed to promoting respect for cultural diversity and human creativity, and mutual respect among communities, groups and individuals.

Sega Tambour Rodrig is part of Rodriguan's life and continues to play a role in their daily Lives such as conflicts resolution, environmental conservation and community togetherness. Performed in Rodrigues and internationally, it attracts different audiences. inscription has increased visibility nationally and regionally making Rodriguans proud of their only ICH on the UNESCO List. It offers opportunities for performing artists contributing to development through community's active participation. true are the words of Benoit Jolicoeur in November 2015 that says; "Rodrigues which has the feeling of always receiving from the world is today proud to share and offer its ich to the world and be recognized for it."

## Question C.4

### C.4. Efforts to promote or reinforce the element

Describe the measures that have been implemented to promote and reinforce the element, particularly detailing any measures that might have been necessary as a consequence of its inscription.

Sega Tambour Rodrig continues to be performed as a way of communal practice, interaction and unity building. A platform of professionals on Sega Tambour has been set up to document, promote and protect the element. International confederation of societies of authors and composers with artists has set up of a code of ethics and conduct, providing guidelines on Sega Tambour performance to avoid negative effects and influences of over-commercialisation related to tourism industry.

International confederation of societies of authors and composers has developed safeguarding guidelines through documentation, research and dissemination. An archive under the library service has been established in Rodrigues to ensure the protection of information and material on the element. Ministry of education has included Sega Tambour as part of the tertiary and lower curriculum through development of relevant teaching materials.

A day marking the inscription of Sega Tambour Rodrig on 7th December has been fixed as a national day. Special activities are organized by international confederation of societies of authors

## Question C.5

### C.5. Community participation

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Describe the participation of communities, groups and individuals as well as relevant non-governmental organizations in safeguarding the element and their commitment to its further safeguarding.

Communities, groups, individuals and NGO's actively continue to participate in safeguard of the elements especially after their listing.

As a start, consultative meetings and workshops were organised whereby bearers and practitioners including women and youth, proposed specific measures including the setting up of a practitioners' association for awareness-raising, greater official recognition for practitioners, strengthening existing informal and formal training programmes, and finding a broader variety of public spaces for performances. All these have since been realised to a large measure.

Communities, groups, individuals and NGOs continue to maximise on the benefits of listing and the visibility brought through this and today there are more opportunities for performances. The youth in particular are getting attracted to both taking part in the practice as well as in the appreciation of the element.

The national TV and radio Mauritius Broadcasting Corporation broadcast on a regular basis programs and performances of the elements including by the various artists providing platform for showing artistic work. Institutions like National Heritage Fund, the Commission for Arts and Culture in Rodrigues and the International Confederation of Societies of Authors and Composers work with community to promote element and to ensure sustainability.

Different private sector facility such as malls provide spaces and platforms for performances bringing the general public together in appreciation of these elements and further contribute to safeguard and transmission.

## Question C.6

### C.6. Institutional context

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Report on the institutional context for the element inscribed on the Representative List, including:

- a. the competent body(ies) involved in its management and/or safeguarding;
- b. the organization(s) of the community or group concerned with the element and its safeguarding.

Sega Tambour Rodrigue- Rodrigues Regional Assembly/ International Confederation of Societies of Authors and Composers

## Question C.7

### **C.7. Participation of communities in preparing this report**

Describe the measures taken to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of this report.

The periodic report has been prepared with the active and inclusive participation of all stakeholders. These included various communities, groups, individuals, NGOs, private sector, media, heritage institutions, ministries, research institutions, local authorities and universities.

Several consultative meetings, workshops, individual consultations, interviews, a team led by the national heritage fund carried out fieldworks. All stakeholders were taken through the requirements of the periodic reporting exercise and feedbacks were received either verbally or in written forms from the various stakeholders. The team responsible for working on the preparation of the periodic reporting also consulted the archives, various publications, other library materials, inventories of different elements either listed or not, the various nomination dossiers, UNESCO and other websites.

There were visits to performance sites including schools promoting and transmitting the various elements and on-site discussions on their activities including their achievements and challenges.

Validation meetings were held to finalise the draft questionnaire by the Ministry of Arts and Cultural Heritage with different stakeholders who have provided their initial inputs.

## Question D

### **Signature on behalf of the State**

**The report should conclude with the original signature of the official empowered to sign it on behalf of the State, together with his or her name, title and the date of submission.**

**Name**

Mrs

**Title**

Permanent Secretary, Ministry of Arts and Cultural Heritage of the Republic of Mauritius

**Date**

12-12-2023

**Signature**