Unit 5

raising awareness

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Lesson Plan

Duration:

1 hour

Objective(s):

Establish an understanding of the importance of raising awareness to ensure recognition of, respect for and enhancement of the intangible cultural heritage (ICH) and to enhance understanding between communities and groups. Furthermore, discuss mechanisms for raising awareness at the national level, and the use of the emblem of the Convention for the Safeguarding of the Intangible Cultural Heritage.[[1]](#footnote-1)

Description:

This unit deals with raising awareness about ICH. It covers the following topics: the purpose of awareness raising, how awareness can be raised and about what issues, who the role players are and how adverse effects of raising awareness can be avoided. The role of communities is highlighted.

Proposed sequence:

* Raising awareness for safeguarding, recognition, respect and enhancement of ICH
* Ways to raise awareness
* Key stakeholders and audiences
* Role of the Committee and the ICH website
* Role of States Parties
* Role of the media
* Role of institutions and organizations
* Role of communities
* Avoiding possible negative consequences

Supporting documents:

* Facilitator’s narrative Unit 5
* Unit 5 PowerPoint presentation
* Participant’s text Unit 5
* Participant’s text Unit 3: ‘Raising awareness’, ‘De-contextualization’ and ‘Emblem of the Convention’
* Case studies 2–4
* UNESCO. *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage* (referred to in this unit as Basic Texts). Paris, UNESCO. Available at <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00503>.

Notes and suggestions

A number of examples of awareness-raising activities are provided in this unit. Further regional or local examples may be provided by the facilitator or solicited from participants: the exercise (15 mins) after slide 6 provides an opportunity for doing so. If time allows, small-group discussions could be held about the aims, intended audiences, likely effects and possible risks of one or two of these examples.

Unit 5

raising awareness

facilitator’s narrative

###### Slide 1.

Raising awareness

###### Slide 2.

In this presentation …

###### Slide 3.

Awareness for safeguarding

Participant’s text Unit 5.1 discusses the purpose of raising awareness and how it relates to the aims of the Convention.

**Article 1 – Purposes of the Convention**

The purposes of the Convention are:

(a) to safeguard the intangible cultural heritage;

(b) to ensure respect for the intangible cultural heritage of the communities, groups and individuals concerned;

(c) to raise awareness at the local, national and international levels of the importance of the intangible cultural heritage, and of ensuring mutual appreciation thereof; and

(d) to provide for international cooperation and assistance.

Need for raising awareness about ICH

Across much of the world, heritage has long been thought of as tangible (e.g. cathedrals, paintings and archaeological sites) and/or natural (e.g. mountains and waterfalls). Intangible heritage practices and expressions have often been considered popular, unsophisticated ‘low’ culture; largely for this reason, they were not considered cultural heritage, and in many places these views still hold influence today. This is one possible reason that, in Western Europe, ratification of the Intangible Heritage Convention had a slow start. This attitude is changing. Some East Asian countries recognized the function and relevance of ICH relatively early on, but it was some decades before it was generally agreed (also within UNESCO) that ICH (as later defined by the Convention) deserves to be highlighted and safeguarded in its own right, and in its own way.

The communities concerned and other stakeholders, including States, have recognized that the acknowledgement and mobilization of their ICH practices and expressions may lead to more balanced development approaches. They have also realized that the importance of ICH resides not primarily in performances or handicraft products themselves, but rather in the underlying knowledge, skills and values transmitted and adapted from one generation to the next. The social and economic value of ICH is as relevant for minority as for majority communities within a State, and is as important for developing States as for developed ones.

###### Slide 4.

**Recognition, respect, enhancement

Refer to Participant’s text Unit 5.1.

**Article 13**

To ensure the safeguarding, development and promotion of the intangible cultural heritage present in its territory, each State Party shall endeavour to:

(a) adopt a general policy aimed at promoting the function of the intangible cultural heritage in society …

**Article 14**

Each State Party shall endeavour, by all appropriate means, to:

(a) ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society, in particular through:

(i) educational, awareness-raising and information programmes, aimed at the general public, in particular young people …

###### Slide 5.

**Awareness about what?

Refer to Participant’s text Unit 5.2.

###### Slide 6.

*Amul Surabhi* TV series and Surabhi Foundation (India)

See Case study 2, for information on the *Amul Surabhi* TV series and the Surabhi Foundation (India), which shows how television and festivals have helped to raise awareness about ICH in India.

**Exercise: Identifying awareness-raising activities**

**15 mins**

The facilitator may invite participants to discuss the level of awareness about ICH, and the important of safeguarding it, among various groups of stakeholders in their country. They can say whether there have been any local or regional examples of awareness-raising activities either in the past or at present. When some examples have been identified, participants may be asked to specify who took responsibility for raising awareness, who paid for it, what methods were used, who the activity was aimed at and what results it achieved. They could also be encouraged to discuss possible future awareness-raising needs and activities.

###### Slide 7.

Ways to raise awareness

Refer to Participant’s text Unit 5.3.

###### Slide 8.

**Who raises whose awareness?

Refer to Participant’s text Unit 5.4.

###### Slide 9.

**Role of the Committee

Refer to Participant’s text Unit 5.5.

**Article 16 Representative List of the Intangible Cultural Heritage of Humanity**

1. In order to ensure better visibility of the intangible cultural heritage and awareness of its significance, and to encourage dialogue which respects cultural diversity, the Committee, upon the proposal of the States Parties concerned, shall establish, keep up to date and publish a Representative List of the Intangible Cultural Heritage of Humanity. …

**Article 18 Programmes, projects and activities for the safeguarding of the intangible cultural heritage**

3. The Committee shall accompany the implementation of such projects, programmes and activities by disseminating good practices using means to be determined by it.

OD 118 The Committee updates and publishes annually the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Representative List of the Intangible Cultural Heritage of Humanity and register of programmes, projects and activities that best reflect the principles and objectives of the Convention. In order to ensure better visibility of the intangible cultural heritage and awareness of its significance at the local, national and international levels, the Committee encourages and supports the widest possible dissemination of the Lists through formal and non-formal means, in particular by:

(a) schools, including those belonging to UNESCO’s Associated Schools network;

(b) community centres, museums, archives, libraries and similar entities;

(c) universities, centres of expertise and research institutes;

(d) all forms of media, including UNESCO’s website.

OD 123 In order to assist the Committee in raising awareness of intangible cultural heritage, the UNESCO Secretariat shall … [perform a variety of functions: see the ODs].

###### Slide 10.

UNESCO ICH website

If the facilities are available, facilitators may wish to open the ICH website and show participants some of the available resources.

See: http://www.unesco.org/culture/ich/

The ICH website, managed by the Secretariat to the Convention, includes, among many other items:

* the text of the Convention and its ODs (various language versions);
* information on the Organs of the Convention, including detailed reports of their meetings and lists of their decisions;
* a full list of the ICH elements and safeguarding projects on the Lists and the Register of the Convention;
* a kit explaining what ICH is and why it is important;
* information about expert and other meetings relating to the Convention from 1992 onwards;
* downloadable forms for nominations and requests by States Parties;
* the Ethical Principles for Safeguarding Intangible Cultural Heritage;
* information about accredited NGOs;
* publications (PDF format) of the latest version of the Basic Texts;
* brochures published (PDF format) concerning ICH and gender, ICH and sustainable development, and the capacity-building programme and
* information related to activities carried out in partnership with the Secretariat of the Convention.

The ICH website thus provides information about ICH and the Convention both for specialists and the general public. Participants can be reminded that the ICH website is a useful resource for developing awareness-raising activities (and for many other purposes). The NGOs accredited to the Convention have created a website to discuss ICH issues and the implementation of the Convention: <http://www.ichngoforum.org>

###### Slide 11.

**Role of States Parties

Refer to Participant’s text Unit 5.6.

Activities promoted or funded by States Parties (information campaigns, school programmes, festivals, etc.) are generally carried out by other stakeholders, such as the media, schools, universities or research institutions. In some awareness-raising activities, the State Party plays a more immediate role.

The ODs pay great attention to raising awareness. Listed below are several ODs that recommend how States Parties might raise awareness.

OD 100 With a view to effectively implementing the Convention, States Parties shall endeavour, by all appropriate means, to ensure respect for the intangible cultural heritage of the communities, groups and individuals concerned, as well as raise awareness at the local, national and international levels of the importance of the intangible cultural heritage, and ensure mutual appreciation thereof.

OD 105 States Parties shall endeavour, by all appropriate means, to keep the public informed about the importance of intangible cultural heritage and the dangers threatening it, as well as about the activities carried out in pursuance of the Convention. …

OD 106 States Parties shall endeavour in particular to adopt measures to support the promotion and dissemination of the programmes, projects and activities selected by the Committee, in conformity with Article 18 of the Convention, as best reflecting the principles and objectives of the Convention.

OD 107 States Parties shall endeavour, by all appropriate means, to ensure recognition of, respect for and enhancement of intangible cultural heritage through educational and information programmes, as well as capacity-building activities and non-formal means of transmitting knowledge (Article 14 (a) of the Convention). …

OD 155 The State Party reports on the measures taken at the national level to ensure greater recognition of, respect for and enhancement of intangible cultural heritage, in particular those referred to in Article 14 of the Convention:

(a) educational, awareness-raising and information programmes; …

###### Slide 12.

Awareness-raising activities in Colombia

An example of awareness-raising activities by the Colombian State is given in Case study 3.

Example: South Africa’s Living Heritage Policy

The State can also raise awareness about ICH through policy formulation.

In South Africa, which is not yet a State Party to the Convention, ICH was celebrated as the theme of the national heritage month in September 2004 (Living Heritage), 2008 (Dance) and 2010 (Living Human Treasures); various media discussed ICH as a result. The development of an intangible heritage policy (2007–09) was accompanied by a number of public meetings. This raised awareness about: ICH as a concept; the Convention; and issues facing heritage practitioners, policy-makers and researchers in South Africa. Once the draft policy (which broadly follows the framework of the Convention) had been approved by the Minister of Arts and Culture in December 2009, it was placed on the departmental website and press releases were issued. Once the policy is finalized, specific awareness-raising activities recommended in the adopted policy may be implemented.

###### Slide 13.

**Role of the media

Refer to Participant’s text Unit 5.7.

The following ODs are relevant to the discussion.

OD 81 States Parties shall take necessary measures to sensitize communities, groups and, where applicable, individuals regarding the importance and value of their intangible cultural heritage, as well as of the Convention, so that the bearers of this heritage may fully benefit from this standard-setting instrument.

OD 105 States Parties shall endeavour, by all appropriate means, to keep the public informed about the importance of intangible cultural heritage and the dangers threatening it, as well as about the activities carried out in pursuance of the Convention. To this end, States Parties are encouraged to:

(a) support media campaigns and the broadcasting of intangible cultural heritage on all forms of media; …

OD 110 The media can effectively contribute to raising awareness about the importance of intangible cultural heritage.

OD 111 The media are encouraged to contribute to raising awareness about the importance of the intangible cultural heritage as a means to foster social cohesion, sustainable development and prevention of conflict, in preference to focusing only on its aesthetic or entertainment aspects.

OD 112 The media are encouraged to contribute to raising awareness among the public at large about the diversity of intangible cultural heritage manifestations and expressions, particularly through the production of specialized programmes and products addressing different target groups.

OD 113 Audiovisual media are encouraged to create quality television and radio programmes, as well as documentaries, to enhance the visibility of the intangible cultural heritage and its role in contemporary societies. Local broadcasting networks and community radios could play a major role in enhancing knowledge of local languages and culture, as well as spreading information on good safeguarding practices.

OD 114 The media are encouraged to contribute to the sharing of information within communities by using their existing networks in order to support them in their safeguarding efforts, or by providing discussion forums at local and national levels.

Participants may be referred to a number of examples. Case study 2, discusses the use of the media through the *Amul* *Surabhi* television programme in India. Case study 3, discusses the Colombian media campaign based on the theme ‘Show Who You Are’. A project promoting community use of the internet for raising awareness in Brazil will be discussed below (Case study 4).

###### Slide 14.

BBC TV series: *Mastercrafts*

In the UK, another State that has not yet ratified the Convention, awareness was raised about traditional crafts through a BBC television series called *Mastercrafts* in 2010. Each week it showed three novices being taught traditional methods of weaving, making stained glass, blacksmithing, thatching, as well as green wood craft and stonemasonry, by experienced craftspeople. For the BBC, the *Mastercrafts* series was an important way of connecting people to their local craft heritage, to their buildings and to future work opportunities. The first episode attracted 2.658 million viewers.[[2]](#footnote-2)

The series raised awareness of the need for serious dedication when learning a craft; it was not intended to show that a craft can be learned in a week. According to the presenter, Monty Don:

What was interesting about the trainees in each one of these programmes was that, by and large, it transformed their lives. Not because they became wonderful blacksmiths or thatchers, but because they realized how hard it was to become wonderful. They suddenly realized that here was something that was tough, that was going to take a long time and that was real.[[3]](#footnote-3)

At the same time, other initiatives promoted apprenticeships and careers in these fields, supporting renovation work on historic buildings. *Mastercrafts* was thus mainly aimed at raising awareness of the importance and intricacy of traditional skills. The series was accompanied by a book, and an active Facebook site was set up.

###### Slide 15.

**Role of institutions and organizations

Refer to Participant’s text Unit 5.8.

This unit focuses on encouraging target audiences to develop an understanding and appreciation of ICH that does not necessarily lead to the practice and transmission of specific ICH elements by them.

How the State can support other to raise awareness

OD 107 encourages the State to support awareness-raising activities by institutions and organizations through: promotion of the mother tongue in multilingual education; curricula that include ICH elements; opportunities for practical experience by students; capacity building for teachers; the provision of training materials and information platforms; the involvement of parents and ICH practitioners, and so on.

**Article 13**

To ensure the safeguarding, development and promotion of the intangible cultural heritage present in its territory, each State Party shall endeavour to:

…

(d) adopt appropriate legal, technical, administrative and financial measures aimed at:

…

(iii) establishing documentation institutions for the intangible cultural heritage and facilitating access to them.

OD 107 States Parties shall endeavour, by all appropriate means, to ensure recognition of, respect for and enhancement of intangible cultural heritage through educational and information programmes, as well as capacity-building activities and non-formal means of transmitting knowledge (Article 14 (a) of the Convention). States Parties are encouraged, in particular, to implement measures and policies aimed at:

(a) promoting the role of intangible cultural heritage as an instrument of integration and intercultural dialogue, and promoting multilingual education to include vernacular languages;

(b) teaching about intangible cultural heritage in school curricula adapted to local specificities, and developing appropriate educational and training material such as books, CDs, videos, documentaries, manuals or brochures;

(c) enhancing the capacities of teachers to teach about intangible cultural heritage, and developing guides and manuals to this end;

(d) involving parents and parent associations to suggest themes and modules for teaching intangible cultural heritage in schools;

(e) involving practitioners and bearers in the development of educational programmes and inviting them to explain their heritage in schools and educational institutions;

…

(h) privileging experiencing intangible cultural heritage with practical methods by employing participatory educational methodologies, also in the form of games, home-tutoring and apprenticeships;

(i) developing activities such as summer training, open-days, visits, photo and video contests, cultural heritage itineraries, or school trips to natural spaces and places of memory whose existence is necessary for expressing intangible cultural heritage;

(j) making full use, where appropriate, of information and communication technologies;

(k) teaching about intangible cultural heritage in universities and fostering the development of interdisciplinary scientific, technical and artistic studies, as well as research methodologies;

(l) providing vocational guidance to youth by informing them about the value of intangible cultural heritage for personal and career development;

(m) training communities, groups or individuals in the management of small businesses dealing with intangible cultural heritage.

OD 108 Community centres and associations that are created and managed by communities themselves can play a vital role in … informing the general public about its importance for those communities. In order to contribute to raising awareness about intangible cultural heritage and its importance, they are encouraged to:

…

(c) serve as information centres about a community’s intangible cultural heritage.

OD 109 Research institutes, centres of expertise, museums, archives, libraries, documentation centres and similar entities play an important role in collecting, documenting, archiving and conserving data on intangible cultural heritage, as well as in providing information and raising awareness about its importance. In order to enhance their awareness-raising functions about intangible cultural heritage, these entities are encouraged to:

(a) involve practitioners and bearers of intangible cultural heritage when organizing exhibitions, lectures, seminars, debates and training on their heritage;

(b) introduce and develop participatory approaches to presenting intangible cultural heritage as living heritage in constant evolution;

…

(d) employ, when appropriate, information and communication technologies to communicate the meaning and value of intangible cultural heritage; …

OD 115 Information technology institutions are encouraged to facilitate the interactive exchange of information and enhance non-formal means of transmission of intangible cultural heritage, in particular by developing interactive programmes and games targeting youth.

###### Slide 16.

Example: Indira Gandhi National Centre for the Arts (India)

The Indira Gandhi National Centre for the Arts (IGNCA), established in 1985, helps to raise awareness about India’s intangible heritage, among other activities. Through workshops and seminars, it provides a national platform for dialogue between scholars, artists, policy-makers and tradition bearers. One of the Centre’s major programmes, undertaken in collaboration with the United Nations Development Programme (UNDP), uses multimedia computer technology to communicate information about cultural practices to the public. The Centre has also been involved in inventorying, documentation and research about folk traditions around the ancient Sanskrit epic, the Ramayana and the development of awareness-raising campaigns among the communities concerned.[[4]](#footnote-4)

See : <http://www.ignca.nic.in/>

###### Slide 17.

Role of communities

Participant’s text Unit 5.9 discusses the role of the communities concerned in raising awareness about their own ICH and the increased possibilities for safeguarding it under the Convention. It should be noted that OD 101(a) requests that when awareness is raised about individual ICH elements, such elements should be in conformity with the definition of ICH in the Convention.

OD 81 States Parties shall take necessary measures to raise the awareness of communities, groups and, where applicable, individuals to the importance and value of their intangible cultural heritage, as well as of the Convention, so that the bearers of this heritage may fully benefit from this standard-setting instrument.

OD 82 In conformity with the provisions of Articles 11–15 of the Convention, States Parties shall undertake appropriate measures to ensure capacity-building of communities, groups and, where applicable, individuals.

OD 101 When raising awareness about the importance of specific elements of intangible cultural heritage, all parties are encouraged to observe the following principles:

(a) The intangible cultural heritage concerned responds to the definition in Article 2.1 of the Convention;

(b) The communities, groups and, where appropriate, individuals concerned have given their free, prior and informed consent to raise awareness about their intangible cultural heritage, and their widest possible participation in the awareness-raising actions is ensured;

(c) The awareness-raising actions fully respect customary practices governing access to specific aspects of such heritage, in particular secret and sacred aspects;

(d) The communities, groups and, where appropriate, individuals concerned shall benefit from the actions taken to raise awareness about their intangible cultural heritage.

###### Slide 18.

‘Indians as seen by Indians’ project (Brazil)

Case study 4, discusses the ‘Indians as Seen by Indians’ (Índios na visão dos Índios) project in Brazil. This project shows how communities themselves can raise awareness about their ICH and increase their sense of civic pride and identity while challenging discriminatory stereotypes and providing opportunities for the development of marketable skills among young people.

###### Slide 19.

**Emblem of the Convention

See Participant’s text Unit 5.10.

Selection of a design

In 2007 the Committee asked the Secretariat to help the Organs of the Convention to decide on a suitable emblem (or logo). In June 2008 an emblem (designed by Dragutin Dado Kovačević of Croatia) was selected; it has been in use ever since.

Commercial use of the emblem

OD 142 mentions the sale of goods or services bearing the emblem for profit (part of which is to be received by the ICH Fund: see OD 143). However, when the Committee discussed culinary practices proposed for inscription on the RL in November 2010, a consensus was reached that commercialized products resulting from ICH practices should not be promoted with reference to the Convention, or to an inscription of an element on one of its Lists.

###### Slide 20.

**Avoiding negative consequences

Refer to Participant’s text Unit 5.11.

The Participant’s text discusses the possible risks of raising awareness and ways to avoid these risks. The Ethical Principles for Safeguarding Intangible Cultural Heritage also provide guidance to stakeholders on ethical approaches to safeguarding ICH that can minimise the negative consequences and ensure its viability. In addition, the following ODs are relevant to this discussion:

OD 101 When raising awareness about the importance of specific elements of intangible cultural heritage, all parties are encouraged to observe the following principles:

(a) The intangible cultural heritage concerned responds to the definition in Article 2.1 of the Convention;

(b) The communities, groups and, where appropriate, individuals concerned have given their free, prior and informed consent to raise awareness about their intangible cultural heritage, and their widest possible participation in the awareness-raising actions is ensured;

(c) The awareness-raising actions fully respect customary practices governing access to specific aspects of such heritage, in particular secret and sacred aspects;

(d) The communities, groups and, where appropriate, individuals concerned shall benefit from the actions taken to raise awareness about their intangible cultural heritage.

OD 102 All parties are encouraged to take particular care to ensure that awareness-raising actions will not:

(a) decontextualize or denaturalize the intangible cultural heritage manifestations or expressions concerned;

(b) mark the communities, groups or individuals concerned as not participating in contemporary life, or harm in any way their image;

(c) contribute to justifying any form of political, social, ethnic, religious, linguistic or gender-based discrimination;

(d) facilitate the misappropriation or abuse of the knowledge and skills of the communities, groups or individuals concerned;

(e) lead to over-commercialization or to unsustainable tourism that may put at risk the intangible cultural heritage concerned.

OD 103 States Parties are encouraged to develop and adopt codes of ethics based on the provisions of the Convention and these Operational Directives, in order to ensure appropriate ways of raising awareness about the intangible cultural heritage present in their respective territories.

OD 104 States Parties shall endeavour to ensure, in particular through the application of intellectual property rights, privacy rights and any other appropriate form of legal protection, that the rights of the communities, groups and individuals that create, bear and transmit their intangible cultural heritage are duly protected when raising awareness about their heritage or engaging in commercial activities.

###### Slides 21–24 (optional)

These slides (showing various key aspects of OD 102) illustrate the points made above.

1. . Frequently referred to as the ‘Intangible Heritage Convention’, the ‘2003 Convention’ and, for the purpose of this unit, simply the ‘Convention’. [↑](#footnote-ref-1)
2. . ‘TV ratings: Monty Don carves place in Friday schedule’, The Guardian, 15 Feb 2010. [↑](#footnote-ref-2)
3. . ‘Monty Don on Mastercrafts’, The Telegraph, 3 Feb 2010. [↑](#footnote-ref-3)
4. . L. Lowthorp, 2010, ‘National Intangible Cultural Heritage (ICH) Legislation and Initiatives’, UNESCO-New Delhi Field Office. [↑](#footnote-ref-4)