unit 63

BASICS IN DISASTER RISK REDUCTION and intangible cultural heritage

Published in 2024 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France

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Lesson plan

**Duration:**

2-3 hours

**Objective(s):**

This unit provides a basic introduction to the relationship between intangible cultural heritage and disasters caused by natural and human-made hazards. Participants are introduced to key concepts in the reduction of disaster risk, and to a range of methods designed to improve safeguarding and disaster mitigation or risk reduction measures through the practice of intangible cultural heritage.

**Description:**

The unit provides participants with the opportunity to deepen their understanding of the relationship between intangible cultural heritage and disaster risk reduction. Disasters can be caused and their effects magnified by either natural or human-made factors, or both operating together. Intangible cultural heritage has a dual role in the context of disasters: it can be impacted on by disasters, but it can also be drawn on to reduce the risk and impact of disasters. All community-based inventorying processes should include some assessment of the nature and scale of the risks or threats posed to intangible cultural heritage by different kinds of disaster. In some regions, particularly those exposed to greater risk of disaster, there may also be a substantive body of intangible cultural heritage which is used to mitigate or reduce the effects of disasters, and which should be inventoried. This unit focuses on the central importance of community-based mitigation or risk reduction strategies that draw on intangible cultural heritage knowledge and practices, and on effective methods for integrating community-based and scientific understandings and measures for disaster risk reduction. This unit serves as the introduction to Unit 64, which draws on case studies and exercises to deepen understanding of community-based approaches to the inventorying and safeguarding of intangible cultural heritage in the context of disaster.

*Proposed sequence:*

1. The facilitator speaks to the importance of addressing disasters for the inventorying and safeguarding of intangible cultural heritage, and introduces some basic terms and definitions.
2. Exercise 1 allows participants to reflect and report on their knowledge and experience of disasters.
3. Further elaboration on disaster concepts, and on the relationship between disasters and intangible cultural heritage, leading to an introduction to the guidance contained in the recently developed *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies* (2019).
4. Exercise 2 allows participants to work in small groups to discuss and understand an individual operational principle, and then explain it to the workshop.
5. Exercise 3 (optional, depending on time) asks participants to reflect on the challenge of inventorying intangible cultural heritage in the context of disaster.
6. The facilitator provides a summary of the practical exercises in Unit 64, showing how these illustrate the key themes and issues raised in Unit 63.

**Supporting documents:**

Facilitator’s notes Unit 63

PowerPoint presentation Unit 63

Unit 63 Handout 1: Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies (2019).

Unit 63 Handout 2: UNISDR Terminology on Disaster Risk Reduction. Geneva: United Nations International Strategy for Disaster Reduction (2009). Available for download from: <https://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf>

Unit 63 Handout 3: Sample Inventorying Framework (optional)

Expert Meeting on Safeguarding Intangible Cultural Heritage in Emergencies, Report (2019). LHE-19-EXP-5. <https://ich.unesco.org/doc/src/46083-EN.pdf>

Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (2018). <https://ich.unesco.org/en/basic-texts-00503>

**Additional resources:**

International Recovery Platform / UNDP 2014. PDNA Guidelines Volume B – Culture. <http://www.recoveryplatform.org/assets/projects/PDNA/PDNAVolumeB/WB_UNDP_PDNA_Culture_FINAL.pdf>

United Nations 2005. Hyogo Framework for Action 2005-2015: Building the resilience of nations and communities to disasters. <https://www.unisdr.org/we/coordinate/hfa>

United Nations 2015. Sendai Framework for Disaster Risk Reduction 2015-2030. <https://www.preventionweb.net/publications/view/43291>

UNESCO 2015. Environmental Sustainability. Chap. VI.3 in Draft amendments to the Operational Directives on safeguarding intangible cultural heritage and sustainable development. ITH-15-10.COM-14.a\_EN. (<https://ich.unesco.org/doc/src/ITH-15-10.COM-14.a_EN.docx>)

UNESCO 2016. Information Sheet: Environmental Sustainability Policy. ICH Policy Advice v2.0-EN. <https://ich.unesco.org/doc/src/Environmental_sustainability_FR.pdf>

UNESCO 2017. Safeguarding and Mobilising Intangible Cultural Heritage in the Context of Natural and Human-induced Hazards. Intangible Heritage Section, UNESCO, Paris. <https://ich.unesco.org/doc/src/38266-EN.pdf>

UNESCO 2017. Guidance Note on Inventorying ICH. <https://ich.unesco.org/en/guidance-note-on-inventorying-00966>

UNESCO 2019. Defining Methodological Guidance for the Safeguarding of Intangible Cultural Heritage in Emergencies. Expert Meeting on Intangible Cultural Heritage in Emergencies, Paris 21–22 May 2019. LHE-19-EXP-2-EN. <https://ich.unesco.org/doc/src/LHE-19-EXP-2-EN.docx>

UNESCO n.d. Living Heritage in Emergencies. <https://ich.unesco.org/en-emergency-situations-01117>

World Risk Report. [www.WorldRiskReport.org](http://www.WorldRiskReport.org)

Notes and suggestions

This unit requires preparation by the facilitator through consultation of the additional resources listed above. The facilitator should be familiar, in particular, with the Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies (2019), including the report on the Expert Meeting on ICH in Emergencies (2019). The Facilitator’s Notes should be consulted beforehand, as they offer detail additional to that provided on the slides.

Participants

The unit is aimed at the widest range of stakeholders involved in the inventorying, safeguarding and mobilisation of ICH in the context of disasters. The unit is likely to be delivered in locations or amongst participants with some prior or anticipated experience of disasters, and the facilitator should draw on the assistance of UNESCO field offices to determine the nature and scale of local disasters and the likely degree of participant experience. Communities experience and manage disasters in various ways. It is therefore important to ensure that community participants include representation from all sectors (different genders, ages, ethnicities and other relevant social categories). Unit participants should also include representation from groups involved in disaster risk reduction and/or heritage management, including government and non-government agencies, as well as humanitarian aid agencies.

Materials and resources

The Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies (2019) and the UNISDR Terminology on Disaster Risk Reduction (2009) should be distributed as handouts, along with any other supporting materials that the facilitator considers necessary for the unit. An additional framework (Unit 63 Handout 3) is provided for Exercise 3.

Preparing for the unit

This unit, together with the accompanying unit on practical exercises, Unit 64, forms part of the workshop on community-based inventorying (INV). For more advice on unit preparation and on inventorying practices and standards, consult the introductory unit (Unit 18). Some modification of this unit may be necessary depending on whether or not Unit 64 is also going to be delivered. Consider completing both units over 4-6 hours as part of the community-based inventorying workshop.

**Facilitator’s narrative**

**Introductory Comments**

**Purpose and rationale**

This unit on Basics in Disaster Risk Reduction and Intangible Cultural Heritage provides basic knowledge on the relationship between intangible cultural heritage and disasters caused by natural and human-made hazards. Since 2016, the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage has been engaged in a sustained reflection on the growing importance of the dual role of intangible cultural heritage (ICH) in the context of disasters and other kinds of emergency, including conflict.[[1]](#footnote-1) This has included the need to understand more precisely: a) how ICH is impacted by a range of different kinds of disasters, experienced under varying conditions of risk; and b) how ICH is used by its bearers to prepare for, respond to and recover from disasters. Through a series of commissioned reports and meetings, the Committee has sought to deepen awareness and understanding of this dual role, and of the importance of integrating ICH within disaster risk reduction (DRR) frameworks and practices. In 2019, the Committee endorsed the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*, which provides an important platform for building capacity amongst both the ICH and DRR communities.

**Disasters and ICH**

Intangible cultural heritage is susceptible to impacts from disasters, which are triggered and influenced by natural and human-made factors; but ICH can also be drawn on to reduce the risk or mitigate the impact of disaster. Disasters thus have implications for both the safeguarding and the mobilisation of ICH. Different kinds of disaster vary widely in the nature, temporal duration and areal extent of their impacts on landscapes and human populations, and an appreciation of this variation is essential to understanding how disasters impact on ICH. Disasters can impact directly on ICH bearers, individually and as a structured community, on the material resources essential to the practice and transmission of ICH, and on the settings or locations for ICH practices. However, many forms of disaster are recurrent and thus familiar to local populations, and much ICH has been developed within a historical context of repeated disasters. This ICH is thus both adapted to the likely impacts of disaster and, in some instances, directly implicated in reducing the risk or mitigating the impact of disasters.

**Learning objectives**

This unit provides participants with the opportunity and tools to deepen their understanding of the relationship between ICH and DRR. Participants are introduced to key concepts in DRR, and to a range of methods designed to improve safeguarding and disaster mitigation or risk reduction measures through the practice of ICH. Particular attention is paid to developing awareness and understanding of the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*. This unit also serves as the introduction to Unit 64, which addresses community-based approaches to inventorying and safeguarding ICH in the context of disaster. All community-based inventorying processes should include some assessment of the nature of threats posed to ICH by different kinds of disaster. In some regions, particularly those exposed to greater risk of disaster, there may also be a substantial body of ICH which is used to mitigate or reduce the effects of disasters, and which should be inventoried. The unit focuses on the central importance of community-based mitigation or risk reduction strategies based on ICH knowledge and practices, and effective strategies for integrating community-based and scientific understandings and measures for DRR.

**Overvew of the unit**

The unit provides for a simple delivery of basic information about disasters and ICH, with breaks for three exercises, the last of which is optional. Introductory remarks by the facilitator should stress that the focus on ICH in the context of disasters is relatively recent, but increasingly important. The unit opens with some of the basic terms and definitions in use in the field of DRR, and their application in relation to ICH. Exercise 1 allows participants to reflect and report on their knowledge and experience of disasters, by examining the position or rank of their country on the World Risk Index, and considering the conditions that have produced that rank. Further elaboration on disaster concepts, and on the relationship between disasters and ICH, leads to an introduction to the guidance contained in the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*. Exercise 2 allows participants to work in small groups to discuss and understand one of the six principles, and then explain it to the workshop. Exercise 3 (optional, depending on time) concludes the unit by asking participants to reflect on the challenge of inventorying ICH in the context of disaster.

###### SLIDE 1

Basics in Disaster Risk Reduction and Intangible Cultural Heritage

Title slide.

###### Slide 2

In This Presentation…

Introduce yourself and ask the participants to break into pairs, with each then introducing the other to the group. Then explain the timetable and the approach of the unit.

The goal of this unit is to introduce participants to the relationship between ICH and DRR, including:

* Some key disaster concepts and terms;
* Relevant frameworks, instruments and standards;
* The dual role of ICH in disasters: how ICH is impacted by disaster, and how ICH can contribute to mitigating or reducing the effects of disaster; and
* Roles for communities, experts, humanitarian organizations and other stakeholders in safeguarding and mobilizing ICH in the context of disasters.

**SLIDE 3**

**Key Disaster Concepts and Terms: Disaster**

Help the group to define and understand some of the key concepts and terms used in the field of disasters and risk. Ask them to think of examples of disasters that match some of these definitions. The definitions used here are those found in Unit 63 Handout 2 (UNISDR 2009).

* **Disaster**: “A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.”
  + Disasters, sometimes called “natural disasters”, can have their origins in either natural hazards (such as volcanic eruptions, cyclones or earthquakes) or human-made events (such as nuclear or chemical accidents).
  + Disasters and conflicts are both forms of emergency, but they can lead to, overlap with, or be influenced by each other.

**SLIDE 4**

**Key Disaster Concepts and Terms: Risk, Vulnerability and Resilience**

The severity of a disaster is a combination of the **risk** of an event, and the balance between the **vulnerability** and **resilience** of a landscape and its population. These are complex concepts, particularly in combination – think about how to relate them to the experience and knowledge of the group.

* **Risk**: “The combination of the probability of an event and its negative consequences.” How often might a particular type of disaster happen, and what might be the scale of the impacts?
* **Vulnerability**: “The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.” How, for example, do poverty and access to services influence the vulnerability of a community?
* **Resilience**: “The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.” How quickly are communities able to recover or ‘bounce back’ from disaster?

These concepts are further explored in Exercise 1.

**SLIDE 5**

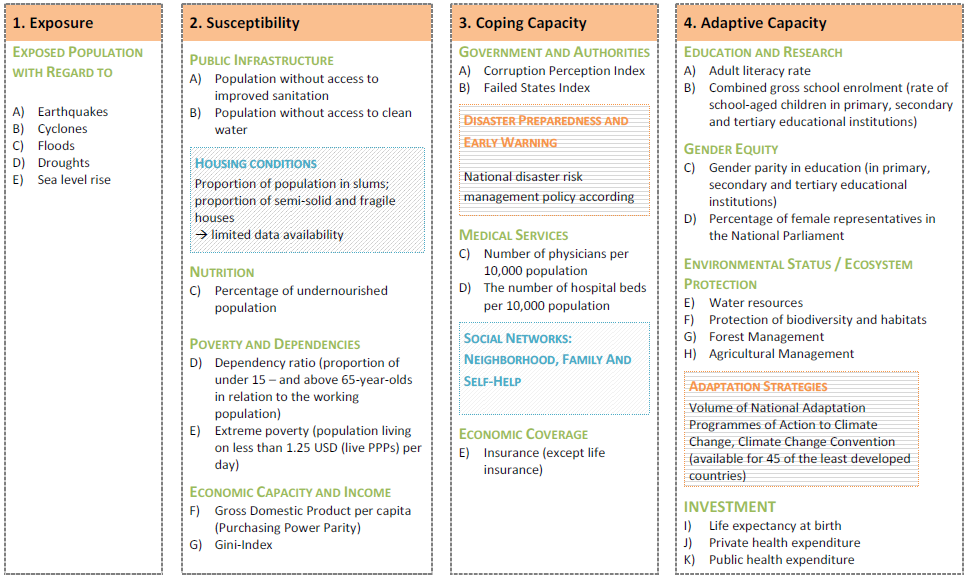
The World Risk Index is run by the University of Stuttgart (<http://www.uni-stuttgart.de/ireus/Internationales/WorldRiskIndex/>). It estimates the exposure to natural hazards faced by 180 countries (as of 2019) and assesses their inherent vulnerability to impact from disaster (including current infrastructure, living conditions, economic circumstances and nutrition), as well as a country’s coping capacity (preparedness, social security and governance) and its ability to adapt to climate change and the impending threat of hazards.

* Open the World Risk Index interactive map and project to the participants onscreen: <https://www.arcgis.com/home/webmap/viewer.html?webmap=ee5978152b5c4cd2aaaaaf3a14d379c8&extent=-180,-86.3126,180,88.0275>
* Note the uneven distribution of **exposure** to risk, which does not reflect just the development status of a country or its susceptibility to hazards. For example, zoom to the Netherlands and note how it has a higher disaster risk than its European neighbours. Ask the participants to reflect on why this might be so.
* Click on individual countries (use the zoom function if necessary), as nominated by participants, to reveal the details of exposure, susceptibility etc.
* The Exposure Rank is the overall risk of disaster (Vanuatu has been consistently ranked #1, as the country most at risk of disaster).
* Ask each participant to identify the Exposure Rank for their country, and to briefly reflect on the conditions that might contribute to that rank. The facilitator may zoom to highlight a particular country in the region which is most at risk.
* Then ask the participants to consider some of the implications for ICH inventorying and safeguarding under different disaster risk conditions.

**SLIDE 6**

**Components of World Risk Index**

Elaborate as necessary on the different factors or components which contribute to the World Risk Index estimates:



**SLIDE 7**

**Exercise 1: Using the World Risk Index**

***Learning objective****:* This exercise helps to familiarize participants with the concept of risk, and the factors that contribute to vulnerability or resilience, in a particular country through an examination of the World Risk Index online.

*Estimated time:* 20 minutes.

**SLIDE 8**

**Disaster Risk Management and Disaster Risk Reduction**

Distinguish between the established field of Disaster Risk Management(DRM), which generally deals with the *aftermath* and *consequences* of disaster, and the more recent development of Disaster Risk Reduction (DRR), which tries to minimize risk from disaster *before* the event:

* **Disaster Risk Management (DRM)**: “The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.”
* **Disaster Risk Reduction (DRR)**: “The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.”

**SLIDE 9**

**The Disaster Management Cycle**

The **Disaster Management Cycle** can vary in complexity and the number of phases recognised, but the basic form, which is in line with the UNESCO Strategy[[2]](#footnote-2), consists of three phases: preparedness, response and recovery. Phases can vary in duration, and often overlap.

* **Preparedness**: “The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.”
* **Response**: “The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.”
* **Recovery**: “The restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.”

These phases are discussed further in Slides 15 to 17.

**SLIDE 10**

**ICH in DRR Instruments and Frameworks**

Explain that ICH is featured in existing DRR frameworks and instruments largely as Indigenous, traditional, or local knowledge, while references to cultural heritage are generally restricted to built structures. This exposes the tendency in humanitarian and disaster relief approaches to treat ICH as a source of individual insights into local conditions, and to focus on the impact of disasters on tangible forms of heritage. Thus:

* the United Nations’ *Hyogo Framework for Action 2005-2015* (2005) makes a single reference to cultural heritage and Indigenous knowledge: “information on disaster risks and protection options… should incorporate relevant traditional and indigenous knowledge and culture heritage and be tailored to different target audiences, taking into account cultural and social factors”; and
* the United Nations’ *Sendai Framework for Disaster Risk Reduction 2015-2030* (2015), which followed and expanded on Hyogo, identifies traditional knowledge of disasters as a “complement” to scientific knowledge, and Indigenous knowledge as a possible source of early warnings.

**SLIDE 11**

**Post-Disaster Needs Assessment (PDNA)**

Post-Disaster Needs Assessments (PDNAs) are a formal process of evaluation, developed jointly by the UN Development Group, the World Bank, and the European Commission in 2008.

A PDNA:

* Is usually conducted within weeks of a disaster
* determines physical damages and economic losses to all sectors of society
* forecasts the cost of meeting recovery needs

PDNAs have been conducted after major disasters across the world (e.g. Guatemala 2010, Nigeria 2013, Vanuatu 2015, Kerala 2018). See the full list at <https://www.gfdrr.org/en/post-disaster-needs-assessments>

PDNAs have directly addressed culture in a separate sectoral chapter since 2013, but restrictions on time and on access to ICH inventories usually result in a focus on tangible heritage rather than ICH, or at best the material resources for the production and performance of ICH.

Cultural domains covered in a PDNA include built heritage and cultural sites, cultural and creative industries, intangible cultural heritage and traditional knowledge, movable property, cultural governance and heritage institutions and repositories

Challenges for the inclusion of ICH in the PDNA process include:

1. PDNA guidelines do not specify how ICH data should be collected.
2. The PDNA requires both pre- and post-disaster data, and has to produce monetised estimates. This can be challenging in relation to ICH, for which damage and loss are particularly difficult to cost.
3. Baseline ICH data in the form of inventories or other documentation are usually limited but must be generated before the PDNA, if ICH is to be addressed in post-recovery budgets.
4. ICH tends to be interpreted relatively narrowly in relation to festivals, ceremonies, religious activities, and occasionally craft, with other expressions, such as traditional building knowledge, food, medicine, agriculture and fishing practices, frequently overlooked.
5. There is no formal mechanism to allow for later evaluation of PDNA assessments through repeat survey.

**SLIDE 12**

**DRR in the 2003 Convention and Operational Directives**

Explore how disasters are covered in the frameworks and instruments of the cultural heritage field. Disasters and DRR do not feature strongly in either the UNESCO Frameworks or the 2003 Convention, but are specifically addressed at the following locations:

* + The *Operational Directives* address disaster in:
    - Article 22.2 and Paragraph 50, which define emergencies including disasters and other emergencies for the purpose of requesting emergency International Assistance.
    - Article 17.3 and Paragraph 32, which set out the expedited process for a nomination to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding in cases of extreme urgency (although this has never been used).
    - Chapter VI.3.3, on “Community-based resilience to natural disasters and climate change”, which promotes respect for knowledge and practices relating to natural phenomena, including disasters, and the need to “harness their potential to contribute to the reduction of risk [and] recovery from natural disasters”.
  + Assessment Factor 13.3. in the *Overall Results Framework of the 2003 Convention* assesses that “Policies and/or legal and administrative measures to respond to situations of natural disaster or armed conflict are established or revised to include the ICH affected and to recognize its importance for the resilience of the affected populations”.

**SLIDE 13**

**The UNESCO Strategy and Emergencies**

* The *Addendum* (2017) to the *Strategy for the Reinforcement of the UNESCO’s action for the Protection of Culture and the Promotion of Cultural Pluralism in the Event of Armed Conflict*, has two main objectives in relation to emergencies associated with disasters:

(1) strengthen the ability of Member States to prevent, mitigate and recover the loss of cultural heritage and diversity as a result of disasters caused by natural and human-induced hazards.

(2) incorporate consideration for culture into the DRR sector and humanitarian action related to disasters by engaging with the relevant stakeholders outside the cultural domain.

* Under the 1972 World Heritage Convention, attempts to integrate a concern for culture in DRR led to the adoption, by the World Heritage Committee in 2007, of a Strategy for Disaster Risk Reduction at World Heritage Properties[[3]](#footnote-3)
* Since 2016, the Intergovernmental Committee of the 2003 Convention has reflected on the role of ICH in disasters and emergencies (Decision [11.COM 15](https://ich.unesco.org/en/decisions/11.COM/15), Decision [12.COM 15](https://ich.unesco.org/en/decisions/12.COM/15), Decision [13.COM 11](https://ich.unesco.org/en/decisions/13.COM/11) and Decision [14.COM 13](https://ich.unesco.org/en/decisions/14.COM/13)), and has commissioned a series of studies and actions, culminating in the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies* (see Slides 13-16).

**SLIDE 14**

**Integrating DRR into ICH Inventorying and Safeguarding**

What are the implications of these principles and modalities for the ways that we go about inventorying and safeguarding ICH? How do we integrate these ICH DRR measures into the practices of inventorying and safeguarding?

* ICH disaster risk is a function of the interaction between the hazard, understood in all of its dimensions, and the vulnerability of an ICH element.
* How do we bring an understanding and awareness of DRR to the challenge of inventorying and safeguarding ICH?
* How do we introduce an understanding and awareness of ICH amongst those groups and systems that manage disasters and disaster risk? Through the involvement of ICH practitioners in the PDNA process, for example?

These issues are addressed in more detail in Unit 64 on Integrating Disaster Risk Reduction into ICH Inventorying, which consists of exercises that help to put some of the ideas of this unit into practice.

**SLIDE 15**

**Operational Guidance: Principles**

In 2019, the Intergovernmental Committee endorsed a set of *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*, which were approved by the General Assembly of States Parties to the Convention at its 8th session in 2020. We will look first at the six principles (Slides 13-14) and then at the modalities (Slides 15-17). Explain that the six principles underlie the safeguarding of ICH in all emergencies, including disasters, while the modalities serve to integrate and implement the principles.

Briefly introduce and explain the six principles below, before moving to Exercise 2 (Slide 14).

1. Intangible cultural heritage exists only in its enactment by the communities who practise and transmit it, and is inseparable from their social, cultural and economic life. Its safeguarding is therefore indivisible from the protection of the lives and well-being of its bearers.

2. Communities whose intangible cultural heritage may be affected by an emergency include people in the natural disaster or armed conflict area, displaced persons and their host communities, as well as other people and groups connected with this intangible cultural heritage.

3. In all phases of emergency, the communities shall play a primary role in identifying their intangible cultural heritage. This requires the direct inclusion of the communities in identifying how their intangible cultural heritage might have been affected by the emergency and what measures are needed to safeguard it, as well as how they might draw on it as a resource for enhancing their resilience, facilitating recovery and re-establishing trust and peaceful coexistence within and between communities.

4. With reference to Article 11 of the Convention, States Parties shall take the necessary measures to ensure the safeguarding of the intangible cultural heritage present in their territory. This provision applies in all contexts, including when intangible cultural heritage is affected by an emergency. In so doing, States Parties shall endeavour to ensure the widest possible participation of communities in safeguarding actions, including refugees, internally displaced persons and migrants present in their territories.

5. National and international stakeholders involved in emergency management – including disaster preparedness and relief specialists, humanitarian actors, non-governmental organizations and armed forces – have an important role to play in safeguarding affected intangible cultural heritage and supporting concerned communities to draw on this heritage in preparing for and responding to emergencies.

6. Intangible cultural heritage is dynamic and adaptive in nature, constantly being recreated by communities in response to their environment, their interaction with nature and their history, including emergencies. In all situations, efforts to safeguard or engage intangible cultural heritage should take into account and respect this dynamic and adaptive nature.

**Exercise 2: Understanding the Principles**

*Learning objective:* This exercise helps to familiarize participants with the six principles, and to learn how to explain and illustrate each of the principles.

*Estimated time:* 25 minutes.

Divide the participants into 6 groups of roughly equal size, and assign one of the six principles to each group to discuss in more detail. After no more than 10 minutes of group discussion, invite each group to explain and illustrate its principle to the workshop addressing issues that arose, the assumptions behind the principle and some of its likely implications (2 minutes each).

**SLIDE 16**

**Operational Guidance: Modalities – Preparedness**

The modalities of the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies* integrate and implement the six principles (Slides 12-13), and identify actions that are appropriate in each of the three phases of the disaster management cycle: preparedness, response and recovery. Note that there is considerable scope for overlap or repetition of actions between different phases.

The preparedness phase comes both before and after the event of disaster, and addresses the scope and opportunity for all stakeholders to prepare for and then recover from the impacts of disaster. In reviewing each of the phases in the Emergency Management Cycle, participants should be alerted to the dual nature of ICH in emergencies, as an individual ICH element may require particular forms of safeguarding in emergencies and yet also be mobilised to mitigate or reduce the impacts of an emergency.

**PREPAREDNESS**

1. Raise the awareness and build capacities of relevant stakeholders regarding the dual nature of intangible cultural heritage in emergencies, and the present principles and modalities.

2. Provide resources and support for the capacity of communities to engage in all aspects of emergency preparedness in consultation with other stakeholders, especially in regions and countries prone to emergencies.

3. Integrate into inventories of intangible cultural heritage, as provided for in the 2003 Convention, information on the vulnerability of elements to potential emergencies. This should include the mitigation capacity of these elements, as well as details of the concerned locations and communities to facilitate identification and access during emergency response.

4. Include emergency preparedness in the safeguarding plans of specific elements. This can include preventive measures to address their potential vulnerability during an emergency, preparatory measures to enhance and engage their mitigation capacity, and a methodology to evaluate the situation of the element during the emergency response phase.

5. Incorporate relevant intangible cultural heritage in local, national, sub-regional and regional emergency preparedness plans.

6. Establish links between bodies safeguarding the intangible cultural heritage and those in charge of emergency preparedness.

**SLIDE 17**

**Operational Guidance: Modalities – Response**

The response phase refers to activities that can be undertaken during or immediately after an emergency in order to reduce its impacts on individuals and communities, and on their ICH, and improve their chances of recovery. This phase will often include the PDNA process.

**RESPONSE**

1. Identify, locate and reach out to communities whose intangible cultural heritage is known or likely to have been affected by the emergency, as early as possible.

2. Prioritize resourcing and supporting the capacity of concerned communities to identify and address, through a community-based approach, their immediate safeguarding needs and to draw upon their intangible cultural heritage in mitigating the immediate effects of the emergency (community-based needs identification). In some contexts, it will only be possible to implement this set of actions during the recovery phase.

3. Share information within and between affected States Parties and other stakeholders, particularly humanitarian actors, relevant non-governmental organizations and/or armed forces, to determine the nature and extent of the disruption to intangible cultural heritage and the scope for engaging it in mitigation. This is also to ensure that relief operations take full account of the existing intangible cultural heritage and contribute to its safeguarding.

4. Whenever a post-disaster or post-conflict needs assessment is undertaken, notably in the framework of multi-party international crisis response mechanisms, ensure that intangible cultural heritage is incorporated. Involve communities in the assessment of the effects of the natural disaster and/or armed conflict on their intangible cultural heritage as well as of related economic damage and losses, and human development impacts.

**SLIDE 18**

**Operational Guidance: Modalities – Recovery**

The recovery phase follows the crisis point of an emergency as measures to restore or improve conditions become possible, and there is improved scope for community-based identification of needs and implementation of management measures. Ideally, lessons learned and measures undertaken in the recovery phase will feed back into the preparedness phase.

**RECOVERY**

1. Carry out the community-based needs identification if this could not be performed earlier.

2. Based on the outcomes of the needs identification process, provide resources and support for communities to develop and undertake safeguarding measures or plans to enhance the mitigation capacity of their intangible cultural heritage. This engagement should be sustained throughout the recovery phase and into the following preparedness phase, as well as in the transition from dependence on humanitarian assistance towards development.

3. Engage intangible cultural heritage in fostering dialogue, mutual understanding and reconciliation between and within communities, including between displaced populations and host communities.

**SLIDE 19**

**UNESCO Resources and Financial Support**

UNESCO provides several different mechanisms to support to its Member States to safeguard their ICH in emergency situations:

* **Lists of the Convention**: The listing mechanisms under the Convention may provide an opportunity for promoting and enhancing the visibility of elements that contribute to preparing for, responding to and recovering from the effects of disasters (the Representative List of the Intangible Cultural Heritage of Humanity, the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, as well as the Register of Good Safeguarding Practices), and/or to draw the attention of the international community to elements particularly threatened by disaster (for the possibility of the accelerated procedure for a nomination to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, see criterion U.6 under Chapter I.1 of the Operational Directives of the 2003 Convention). The facilitator may wish to highlight some examples, for instance, [*Avalanche Risk Management*](https://ich.unesco.org/en/RL/avalanche-risk-management-01380), submitted by Switzerland and Austria (<https://ich.unesco.org/en/RL/avalanche-risk-management-01380>).
* **Financial and Technical Support** can be sought under various emergency-related funds, including:
  + - Emergency assistance can be sought at any time from the Intangible Cultural Heritage Fund’s International Assistance mechanism (<https://ich.unesco.org/en/requesting-assistance-00039>). The faciltiator may wish to highlight some examples, for instance, [Mali](https://ich.unesco.org/en/assistances/inventory-of-intangible-cultural-heritage-in-mali-with-a-view-to-its-urgent-safeguarding-01026), [Ivory Coast](https://ich.unesco.org/en/assistances/inventory-of-the-intangible-cultural-heritage-present-in-cote-d-ivoire-in-view-of-its-urgent-safeguarding-01051), [Vanuatu](https://ich.unesco.org/en/assistances/safeguarding-indigenous-vernacular-architecture-and-building-knowledge-in-vanuatu-01214), [Niger](https://ich.unesco.org/en/assistances/safeguarding-the-intangible-cultural-heritage-of-niger-in-a-situation-of-urgency-and-for-the-resilience-of-displaced-populations-pilot-project-in-tillabery-and-diffa-01412) and [Colombia](https://ich.unesco.org/en/assistances/intangible-cultural-heritage-as-a-basis-for-resilience-reconciliation-and-construction-of-peace-environments-in-colombia-s-post-agreements-01522).
    - The UNESCO Culture Sector’s Heritage Emergency Fund, set up in 2015, provides assistance to States Parties to prevent, mitigate and recover the loss of cultural heritage and diversity in emergencies, including disasters. For more information, the facilitator can refer participants to the webpage, which provides some FAQs about the Fund: <https://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity/emergencyfund2>. The facilitator may wish to highlight some examples, for instance, Lombok and Syria.

**Slide 20**

* **Inventorying – “not a simple listing of intangible heritage elements”**
  + raises awareness
  + identifies elements with limited viability that may lead to safeguarding
  + establishes relationships between stakeholders who may be involved in safeguarding
  + boosts the sense of identity and continuity of the communities concerned
  + creates greater awareness about ICH within and outside these communities.
* **Inventorying with an awareness of disaster risk:**
  + identifying the risk from different hazards – likely frequency, scale, etc
  + mapping the viability of an ICH element across the different phases of the disaster cycle
  + identifying which ICH might contribute to reducing the effects of disaster

**SLIDE 21**

**Exercise 3: Viability in the Sample Inventorying Framework (optional)**

*Learning objective:* This exercise applies an understanding of disaster contexts for ICH to the task of identifying the viability of an ICH element in the Sample Inventorying Framework. What are the threats posed by potential emergencies to the continued practice and transmission of the element; to ongoing access to resources necessary for that practice and transmission; and to the viability of any other associated ICH elements?

*Estimated time:* 30-40 minutes.

* Circulate Handout 3 to all participants.
* Each participant chooses an ICH element with which they are already familiar
* Addressing each of the three phases of the disaster management cycle, consider the chosen ICH element in relation to the Sample Inventorying Framework in Handout 3.
* Handout 3 is adopted from Section 3 of the Sample Inventorying Framework (Unit 19, *Developing an Inventory Framework where no System Exists*).

**SLIDE 22**

**Wrapping up**

In closing this unit, aim to clarify any outstanding issues raised by participants, including fielding questions about content, and then (if appropriate) prepare participants for the practical exercises in Unit 64, emphasizing that the concepts introduced here will be further illustrated through their application in the exercises.

1. For further information on the statutory process and background addressing the topic of intangible cultural heritage and emergencies, see Decision [11.COM 15](https://ich.unesco.org/en/decisions/11.COM/15), Decision [12.COM 15](https://ich.unesco.org/en/decisions/12.COM/15), Decision [13.COM 11](https://ich.unesco.org/en/decisions/13.COM/11), Decision [14.COM 13](https://ich.unesco.org/en/decisions/14.COM/13) and Resolution [8.GA 9](https://ich.unesco.org/en/Decisions/8.GA/9). [↑](#footnote-ref-1)
2. . See the [Strategy for the reinforcement of UNESCO’s action for the protection of culture and the promotion of cultural pluralism in the event of armed conflict](https://unesdoc.unesco.org/ark:/48223/pf0000259805) [↑](#footnote-ref-2)
3. . Accessible from: <http://whc.unesco.org/archive/2007/whc07-31com-72e.pdf> [↑](#footnote-ref-3)