UNIT 59

Handout 1

the information set

The following present mock information sets in response to selected assessment factors. Analyse this information and identify which elements are relevant to the assessment factor and which are not, and what information may be missing.

**Thematic Area I: Institutional and human capacities**

***3.2 Training programmes provide capacity building in ICH addressed on an inclusive basis to those working in the fields of culture and heritage***.

**Some educational and training programmes are aimed at developing the skills of ICH bearers** and their ability to transmit their knowledge, for example the Documentation Programme designed to strengthen local capabilities in conducting research and documentation. Masters students of Anthropology in the National University are also taught ethnographic fieldwork methods which allow them to document ICH elements, while school teachers are also trained to use ICH in the classroom. Craftsmen Houses have also been set up in each administrative region of the country that train craftsmen and give them the opportunity to practise their crafts while also passing on their knowledge and skills to young men and boys. The Heritage Academy offers a training programme for tradition bearers in the national art of lace-making, and workshops on various handicrafts are organized in the main city of the northern region to improve young people’s skills in the sector.

**Thematic Area II: Transmission and education**

***4.3 Educational programmes and/or extra-curricular activities concerning ICH and strengthening its transmission, undertaken by communities, groups, NGOs or heritage institutions, are available and supported***.

A **combination of traditional oral transmission alongside modern educational methodologies** has proven to be an effective transmission model in our country, and ICH exponents and NGOs have been very active in this. Formal and non-formal transmission of intangible cultural heritage by leading practitioners by ‘masters’ is a common aspect of many local ICH expressions and this occurs informally within families, social groups and cultural communities and often through the medium of apprenticeship. An unofficial apprenticeship system operates within the communities of the coastal tribes, and the public education system also offers teaching in various ICH elements. In the Autonomous University, some teaching and research activities are undertaken with the cooperation of individual bearers and practitioners at all levels. The Back to Nature NGO provides nature walks in which participants, who are often young people, learn about plants associated with traditional medicine. Unfortunately, they have recently started to charge a fee for these activities since their funding was cut.

**Thematic Area VI: Awareness-raising**

***17.1 Awareness-raising actions reflect the inclusive and widest possible participation of communities, groups and individuals concerned.***

Several measures have been developed to raise the awareness of the **general public**, and the primary role of ICH inventories in awareness-raising is recognized. In addition to this, **heritage days are now** used as a means of raising awareness of ICH and ICH elements among the population at large about intangible cultural heritage, and the National Day celebrations throughout the country now also contribute to raising awareness of people about national ICH. C**ompetitions** In which heritage bearers, including school-aged children, can win prizes for their performances also play an important role, in particular in raising young people’s awareness. Highly skilled, often older, individual ICH exponents have been granted public recognition as ‘Living Human Treasures’ which has also helped in raising popular awareness of ICH. The media - especially **radio** and **television – now carry a number of programmes dedicated to different ICH elements (e.g. traditional cuisine) and reach a wide audience, especially as they are transmitted in local languages.**