Unit 20

developing an inventory framework where a system is in place

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Lesson plan

Duration:

2.5 hours

Objective(s):

Develop participants’ ability to elaborate and prioritize questions that will assist them in identifying and defining ICH elements for the purposes of an inventory, taking into account an existing State framework for inventorying.

Description:

This unit covers the knowledge and skills required to elaborate an inventory framework. The discussion starts with an analysis of the existing inventory system of the State concerned identifying gaps and adding questions from a community-based inventorying approach as appropriate. In the training process participants contrast traditional forms of ICH ‘inventorying’ with the community-based approach, relate inventorying to safeguarding ICH and propose and prioritize indicators required for identifying and defining ICH elements. Participants have an initial discussion on issues that are discussed in-depth in other units: ethics; free, prior and informed consent; and data organization.

Proposed sequence:

* The facilitator chooses one or more elements. Participants are invited to propose questions that can be asked to obtain information on the element/s for inventorying purposes.
* The facilitator distributes a copy of the existing State framework for inventorying.
* The facilitator reviews the questions one-by-one with the participants and to decide where they fit in the existing State framework.
* The facilitator may choose to lead a reflective discussion on ethics, community consent and collecting and processing data.
* Additionally, the facilitator may include a comparison of the existing State framework and the sample framework from Unit 19.

Supporting documents:

* Existing State framework for inventorying
* Unit 19 Facilitator’s notes
* Unit 19 Hand-out

Notes and suggestions

Some countries have an existing framework for ICH inventorying. In others, inventories may already be developed for aspects of folklore and folk life in a community or for heritage in general, both tangible and intangible. In African countries, inventories usually exist in national museums, or national archive departments, which may include catalogued information. These frameworks may be analysed at the outset, then revised in light of the inventorying requirements under the Convention for the Safeguarding of the Intangible Cultural Heritage, with the aim of developing a single inventory framework for ICH inventorying projects.

It is important to note that the aim in this unit is not to replace the existing framework or larger system, especially if those responsible for inventorying have decided to maintain the procedures and formats already in place. The objective of the exercise is to ensure that participants understand the requirements of a community-based inventory framework, which reflects the spirit of the Convention.

The desired approach is to lead participants to brainstorm ideas that can later be fed into an inventory framework before it is finally adopted. This will enable them to acquire a better understanding of why an inventory framework is important, and allow them to relate to its components as relevant for the safeguarding of ICH. It will also enable them to devise their own inventory framework in the future, providing a sense of creativity and ownership. In helping participants to develop a framework, the facilitator should take into account the following aspects: knowledge and information of workshop participants relating to ICH; information about the level of community involvement in past or ongoing inventorying exercises; the present level of community interest and consent for carrying out a community-based inventory to safeguard their ICH; and information on expectations and purpose regarding community-based inventorying of their ICH.

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Facilitator’s narrative

#### Step 1

For step 1, the facilitator should follow the same procedure as step 1 in Unit 19.

#### Step 2

For step 2, the facilitator should proceed similarly to Unit 19, except rather than distributing and discussing the sample framework (Unit 19 Hand-out) the instructor distributes the existing State frameworkfor inventorying and discussion. If using a computer and LCD projector, the instructor should have previously prepared a table, similar to the table given in Unit 19 example 2, showing the categories of information required in the State inventory framework in the left column and allowing space for the insertion of questions proposed by participants in the right column. The result is the same: a set of specific questions entered into a framework provided by an existing inventory.

In carrying out this step, the facilitator might encourage participants to reflect on how to respect ethical requirements and community consent in the inventorying process (if they have not already done so). These aspects were briefly mentioned in Unit 7, and are further discussed in Units 21 and 22. In addition, the participants may also wish to reflect on ways to process data (and create a repository) following collection. This aspect is addressed more fully in Unit 23. The facilitator may wish to return to the framework after finishing these units.

Optional

If time permits, and particularly if the State framework is not fixed and could therefore be revised, the workshop may include a side-by-side comparison of the existing State framework and the sample framework in Unit 19. What questions or categories of information are considered important by the State framework, but not included in the sample framework? What categories of information are included in the sample framework, but do not have a place in the existing State framework? Older inventories, for example, may make no mention of the free, prior and informed consent of communities and informants. Is it possible to include this within the existing framework or to systematically annex additional information that is not already foreseen?