Unit 49

Hand-out 4:

Supporting transmission of ICH

#### Example 1:

The transmission of the *Traditional Knowledge of the Jaguar Shamans of Yuruparí* is interesting since the ritual serves as a vehicle for transmitting mythological and cosmological structures of importance to males and females of the local ethnic groups in that region of south-eastern Colombia. It transmits to male children guidelines for maintaining the health of the people and the territory as a part of their passage into adulthood. Among women and girls, the traditional knowledge concerning care of children, pregnant women and food preparation is transmitted. *Hence, we see clearly delineated male and female lines of transmission of differentiated gender roles*.

#### Example 2:

A votive art form in Japan is in which two performers—a wooden doll puppeteer and a drummer—place wooden dolls in two wooden boxes and visit homes on New Year’s Day to give performances. Its transmission has traditionally been male-to-male but various factors, including the ageing of the performers, have resulted in making it difficult to transmit these customs and rituals. In the late 1990s, a society was established to revive and transmit the traditions of this votive art and, at the same time, a woman requested to become as an apprentice to a master performer. Unusually, this request was accepted and, since then, she has been busy transmitting this performing art.