Unit 35

Access and dissemination

Published in 2016 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 hours

Objective(s):

At the end of this session participants should have a general grasp of what dissemination implies in terms of ICH inventorying and safeguarding, and be able to develop a plan for dissemination of at least one element.

Description:

This unit explores post-inventory activities. It examines the options for accessing, using and disseminating the audiovisual documentation produced during inventorying, which are available to the community, always keeping in mind the ultimate purpose of safeguarding the intangible cultural heritage inventoried.

Proposed sequence:

* Access and dissemination
* Plans for community access
* Creating plans: options
* Publications: opportunities and challenges
* Disseminating songs and stories from Uganda
* Creating plans for broadcasting
* Using the internet for dissemination
* Exercise: Creating plans for community dissemination to promote safeguarding

Supporting documents:

* Unit 35 PowerPoint presentation

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access and dissemination

Facilitator’s narrative

#### Introduction: community plans for dissemination

Inventorying is not an end in itself. It is important to encourage participants and community representatives to explore what can be done with the materials and documentation produced during the inventorying process. This includes ensuring access by the community to the material for the purpose of further sustaining and safeguarding ICH, or possibly broader dissemination of the material through publication and broadcasting. For many communities who choose to participate in the inventorying process, access to this material is not only an important incentive, but an ethical imperative. The dissemination process can also add to and enrich the inventory. More details on the use of inventorying for safeguarding are dealt with in a dedicated unit.

This unit should be used once field activity has begun and information and recordings of ICH elements have been made.

###### SLIDE 1.

Access and dissemination

###### SLIDE 2.

In this presentation …

###### SLIDE 3.

Beyond inventorying … access and dissemination

Some basic definitions for the terms ‘access’ and ‘dissemination’ are provided here. In general, access is a more passive activity that involves referencing, viewing and listening and so on. Dissemination is a more pro-active process, involving outreach. However, dissemination normally avoids raw data and prefers products such as publications, programmes and so on, which are prepared using raw data and documentation. This often involves creating new materials that can be added to existing resources, such as new recordings of dance or music, or programmes including interviews with practitioners and the audience featuring a more varied selection of recordings.

###### SLIDE 4.

Purpose

This slide provides some answers to the question: ‘Why do we need access and dissemination?’ Providing community access and carrying out dissemination activities adds value to the inventory, and provides a space for people to interact with the ICH, as well as the resources that are created through the inventory. Dissemination in many cases can also create a revenue stream, thus adding to safeguarding. By carrying out dissemination activities, a community can determine what it wants to present, what ICH is presented and how it is presented. It provides tools for the community to interact with the public on its own terms.

###### SLIDE 5.

Plans for community access

This slide provides a few practical pointers as to how community access can be achieved. As has been stressed elsewhere in the workshop, the first priority is that permissions and agreements are in place to provide access. This includes even access to community members. A simple, desirable way of providing access is to provide copies to all those who have been photographed or recorded. It is recommended that plans and budgets for inventorying include this. It would also satisfy ethical considerations. However, a longer lasting solution is for the materials to be deposited in a community centre, an archive or museum or similar institution, which can preserve them and provide access, and collaborate in dissemination. If no such space exists and there is support for the idea, this could provide the motivation to set up such an organization within the community. However, documentation and agreements must be created to ensure that appropriate use is made of deposited materials.

###### SLIDE 6.

Creating plans for dissemination

Creating dissemination plans involves many people and agencies. Thus, it is important to first obtain consent and permission, and establish who will participate in what capacity. Community members may need professionals or consultants to help with creating a project. This may be voluntary or paid, but terms of partnership need to be worked out in advance. Dissemination also requires detailed plans including budgetary issues.

In the case of dissemination, there may be incoming revenue from sales or rights. The community must decide how these are to be used.

###### SLIDE 7.

Community plans for dissemination: options

This slide provides examples of directions that dissemination may take. A few issues related to publication, broadcasting and use of the internet are discussed here.

* **Print media** is not perhaps a current trend but it has its uses and benefits. Print media can take many forms including books, pamphlets, brochures and posters for exhibitions. No technology is required to access these media, though technology is needed to produce them. However, print media assumes literacy and is language and script-specific, which has its limitations. Electronic publishing include videos, CDs and other electronic products. They can be produced on a range of budgets. All forms of publication are useful in raising awareness and creating consciousness of the ICH involved, and thus in gaining respect and recognition.
* **Broadcasting** is a very effective means of disseminating information about ICH. It can reach both local and global audiences, depending on the approach taken. For example, community radio is an extremely useful platform for communication within a community, as it has a small range. Community members need to decide which direction they wish to take and for what reason, as each has its benefits. The two approaches are not mutually exclusive, however. Broadcasting does not require literacy on the part of its audience, which is an advantage, and is more accessible than either publications or the Internet.
* The **internet** is perhaps the most effective dissemination platform today. It is low cost and there are many free products that make web publishing a reasonable choice. It is also an attractive platform for young community members. However, use of the internet depends on the communities concerned and whether they have access.

###### SLIDE 8.

Using information for publications

Publications include print media and electronic publishing. Print media ranges from brochures and pamphlets for distribution to academic publications. The creation of curricular materials for schools is of particular importance, so as to support transmission of ICH to the next generation. Other possibilities include ‘how-to’ booklets on ICH practices, cookbooks containing traditional recipes, and song and storybooks.

Options in electronic publishing include DVDs and CDs, which produce the highest circulation in many parts of the world. Published products need a distributing and marketing agency, however, but can provide revenue to help support ICH practitioners.

Such activities should not in any way threaten the viability of the intangible cultural heritage, and all appropriate measures should be taken to ensure that the community is the primary beneficiary. Particular attention should be given to ways that such activities might affect the nature and viability of ICH elements, in particular any heritage manifested in the domains of rituals, social practices or knowledge about nature and the universe (see the Operational Directives, para. 116).

###### SLIDES 9.

Example: songs and stories from Uganda

This is an example of a publication that used traditional songs and stories of the Baganda people from Southern Uganda to create a book of songs and dances for children. English translations of the Luganda texts permit English-speaking children from different cultures to use the book. This publication is an example of use of an ICH tradition to create a well-designed but simple product that can be used both within and without the culture.

The publication has raised awareness, reached people and created interest and identification with the Baganda people, thus raising their prestige through their ICH. However, one has to voice a word of caution. The positive effects of a publication on safeguarding cannot be taken for granted and both, positive and negative effects have to be considered each time.

###### SLIDE 10.

Creating plans for broadcasting

There are multiple options for broadcasting ranging from conventional radio and television to the internet, many of which have high visibility and can promote ICH. However, as in all cases concerning dissemination, the aim of the exercise has to be clear to the community, so that the appropriate platform can be chosen.

###### SLIDE 11.

Using the internet for dissemination

Communities can use the Internet to great benefit today. Although websites and blogs continue to be used, social media such as Facebook and YouTube have higher viewership. Facebook has specific pages that can be used for creating a community, and it is relatively simple to put upload audiovisual content information and create an online community in support of an ICH community. YouTube provides a free platform where participatory videos, performances and so on can be uploaded and viewed.

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Exercise:

Creating plans for community dissemination to promote safeguarding

### Objective:

The objective of this exercise is for participants to brainstorm ideas for potential uses a community can make of the materials generated through the inventory process.

Dissemination is a key way to raise awareness within and outside the community of a chosen element. It also can assist in safeguarding, which is the core principle of the Convention.

Participants are encouraged to think of various means and avenues of dissemination (e.g. print of electronic publications, audiovisual media, use of mass media including broadcasting, internet websites or blogs, documentaries, etc.) with a view to promote safeguarding of the specific intangible cultural heritage in question.

### Time:

90 minutes. Additional time for presentations is recommended. The total duration of the exercise will depend on the number of groups that need to make presentations.

### Materials:

Chart paper if laptops are not available.

### Procedure:

This exercise is best done as a group exercise with each group including community participants, depending on the total number of participants.

Each group should pick and discuss an element that they worked on during the field practicum. Then they develop a dissemination plan utilizing one or more approaches. For example, if broadcasting is chosen, their plan should explain what kind of broadcasting would work best, what should be avoided, for what reason, and how it would be implemented. They should also list the kinds of people, agencies and roles involved in the process. The group should also use photographs and images in their presentation.

The exercise can be framed using the following questions. Participants should include reasons for their choices.

* Choose an element as the basis for a dissemination plan. It is best to select one you encountered during the fieldwork practicum. The community representative may help in making suggestions.
* What form of dissemination would best suit the objective of safeguarding the element? Examples might include a book, community theatre, brochure, video, television programme or documentary film, among others.
* What approach would you use? Why do you think this is an effective method? What would it achieve for the community? Will it effectively contribute to safeguarding?
* Which people and agencies will you need to involve?
* What ideas do you have for funding this dissemination programme?
* You should try to include photos and recordings made during Fieldwork Practicum to illustrate your plan.

If there is not sufficient access to computers the facilitator may want to distribute chart paper for participants to use for their presentation. A panel of facilitators can then form a jury to critique each proposal and provide marks.