



Nordic perspectives on the UNESCO 2003 Convention

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Nordic perspectives on the UNESCO 2003 Convention

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1. The 2003 Convention
 2. Safeguarding
 3. Communities in the heart of the Convention
 4. Inventorying
 4. Convention as a tool
 5. Sustainable Development
- Discussion and questions



Question for the audience

Using **Mentimeter**, interactive platform.
In your mobile phone, go to www.menti.com

1. Who are we? What kind of living heritage do you mainly associate with? Write in ONE word
2. What kind of an organisation do you represent? What is your affiliation? Practitioner, NGO, museum, archive, educational, government, other

1. Convention for the Safeguarding of the Intangible Cultural Heritage (UNESCO 2003)



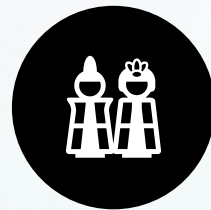
178 state parties



176 accredited NGOs



Communities in the heart of
the Convention



"Sister" to the World Heritage
Convention (1972)



Intangible Cultural Heritage

- Practices, representations, expressions, knowledge, skills and instruments, objects, artefacts and cultural spaces related to it
- **Communities, groups** and, in some cases, individuals recognize as part of their cultural heritage.
- Transmitted **from generation to generation**
- **Constantly recreated** by communities and groups in response to their environment, their interaction with nature and their history
- Provides them with a **sense of identity and continuity**
- Promoting respect for **cultural diversity and human creativity**

The Oslovar meeting its predecessors. Foreground: a replica of the Halsnøy boat (ca. 300 AD). Middle: a copy of the Gokstad faering (ca. 900 AD). Background: an Oslovar from 2002
© Kjell Magnus Økland, 2011

26 januari 2011 - Sverige ratificerar konventionen



Challenges in the Future Work



- To spread information about the Convention and the Intangible Cultural heritage
- Develop broader involvement with representatives of Sweden's national minorities
- Giving non-profit actors the possibility to participate in networks, meetings and conversations
- Establish new goals and adjust organization and working methods
- International nominations – many interests!
- Further develop the international cooperation – for example through Nordic cooperation
- The committée membership... if voted for!!!

Case: Norway

- Ratified the Convention in 2007
- Large and vibrant voluntary sector (strong NGOs)
- Focusing on Indigenous peoples and national minorities
- The nomination process in Norway
 - Oselvar nomination file
 - Setesdal file
 - Nordic Clinker boat- file

Immateriell kulturarv



Din kunnskap er verdifull
for fremtiden

Del din kunnskap >

Kulturrådet har laget en kunnskapsbank over levende tradisjoner og tradisjonell kunnskap i Norge. Ved å sende inn ditt bidrag til kunnskapsbanken er du med på å synliggjøre mangfoldet av immateriell kulturarv i Norge, og øke kunnskapen om denne delen av kulturarven.

<https://www.immateriellkulturarv.no/>

UNESCO 2003 Convention and Indigenous People



© Jan Erik Paadar

*“Recognizing that communities, in particular **indigenous communities**, groups and, in some cases, individuals, play an important role in the production, safeguarding, maintenance and recreation of the intangible cultural heritage, thus helping to enrich cultural diversity and human creativity.”*

- Support for indigenous communities
 - Sustaining linguistic diversity
 - Defend their cultural rights, rights to participate and benefit from their cultural life
 - In conditions of equality, human dignity and non-discrimination.



Intangible
Cultural
Heritage

Basic Texts

of the 2003 Convention for
the Safeguarding of the
Intangible Cultural Heritage

2018 Edition

2. The Convention for Safeguarding

States Parties shall *'take the necessary measures to ensure the safeguarding of the intangible cultural heritage present in [their] territory'* (Art. 11)

- **Safeguarding** means ensuring the viability of ICH
- **Safeguarding measures** are actions taken to promote ICH in general or to revitalize specific ICH elements
- Safeguarding measures **address threats and/or risks to the viability of the ICH**

Safeguarding on a National Level



The Faroese Boat, Regin Debess

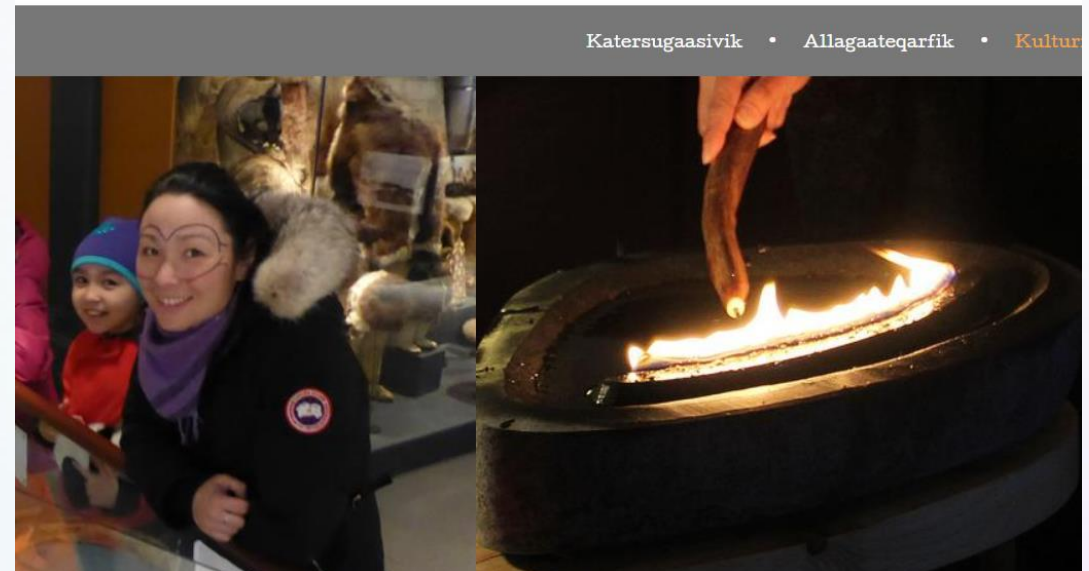
- Awareness raising and documentation
- Educational program, knowledge building. Formal and non-formal
- Legislation
- Financial incentives. Arts Councils role in particular.
- Communities and groups must be involved – **crucial for safeguarding**

Case: Greenland

- On a national level:
 - Qaannamik Unammersuarneq
 - Kalaallisuuliornermik Ilinniarfik
- Museum led projects:
 - Eriagisassanik Attassisut - a heritage revitalization project
 - Open Settlement



Nunatta Katersugaasivia Allagaateqarfialu
Grønlands Nationalmuseum & Arkiv



<https://nka.gl/kulturikkut-kingornussat/kulturikkut-kingornussat-tigussaangitsut/>

Case: Clinker Boats in Åland

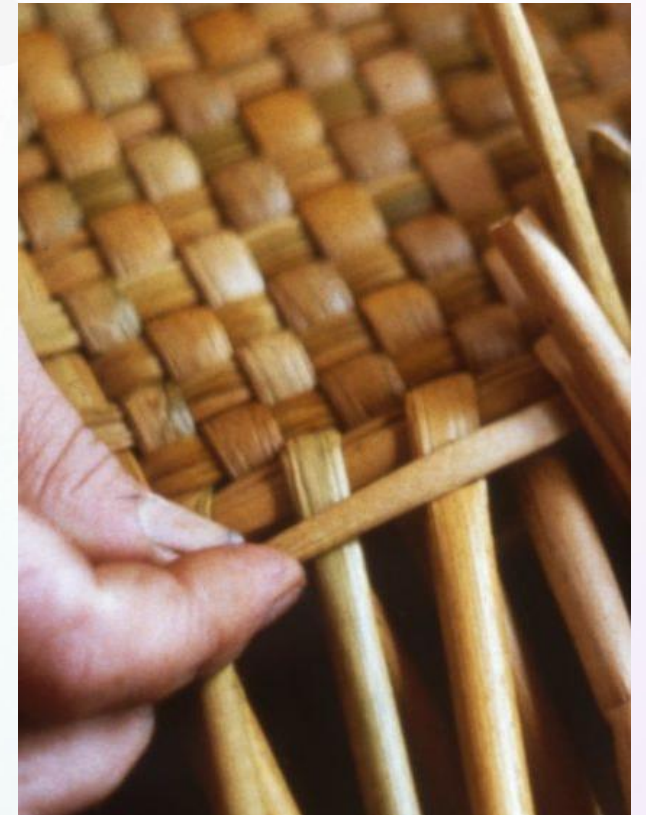


Question for the audience

Go to www.menti.com

What kind of safeguarding methods do you mainly use?

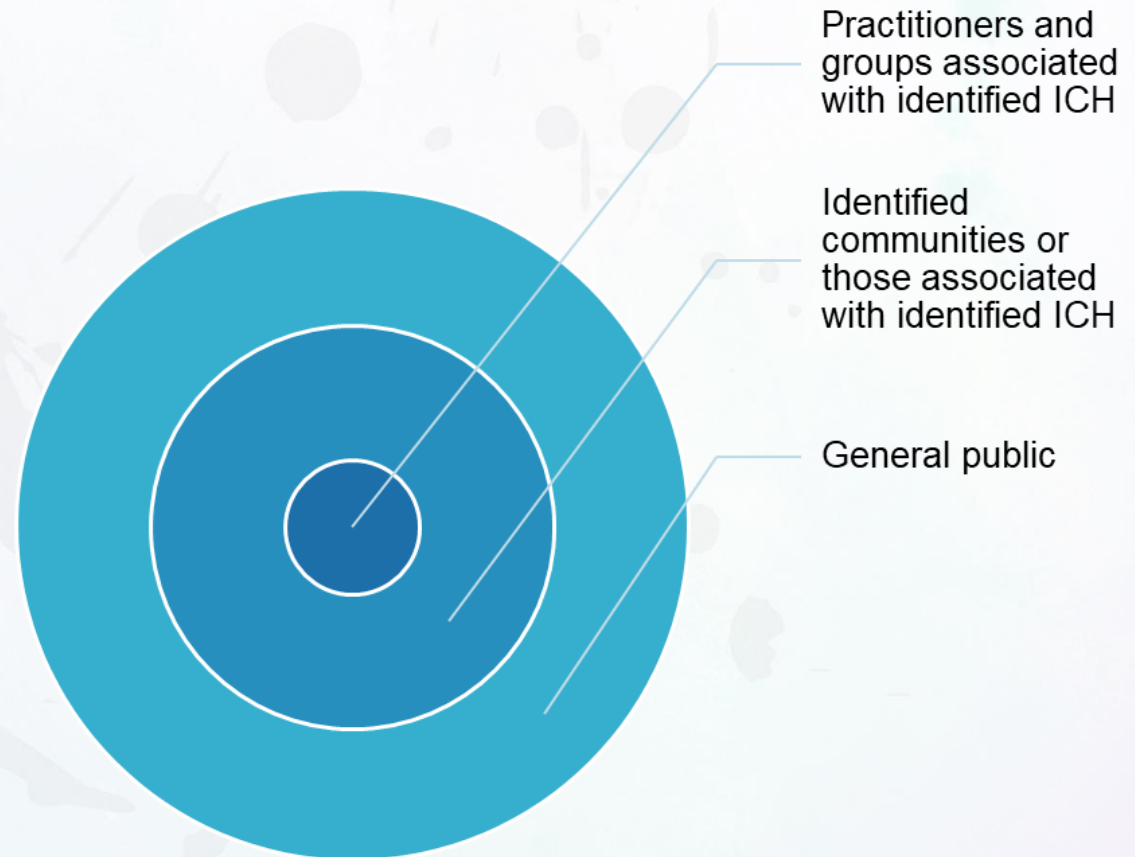
- Transmission and education
- Documentation
- Research
- Raising awareness
- Inventory-making



3. Communities in the heart of the Convention

... those who **participate** in the practice or transmission of the ICH element, and consider it to be part of **their cultural heritage**.

... those who **create, recreate, maintain** and **transmit** ICH.



Sweden: Forms of Cooperation and Organization

Four expert nodes

a. The Institute for Language and
Folklore
The Nordic Museum

Coordinating state agency
The Institute for Language and
Folklore - ISOF

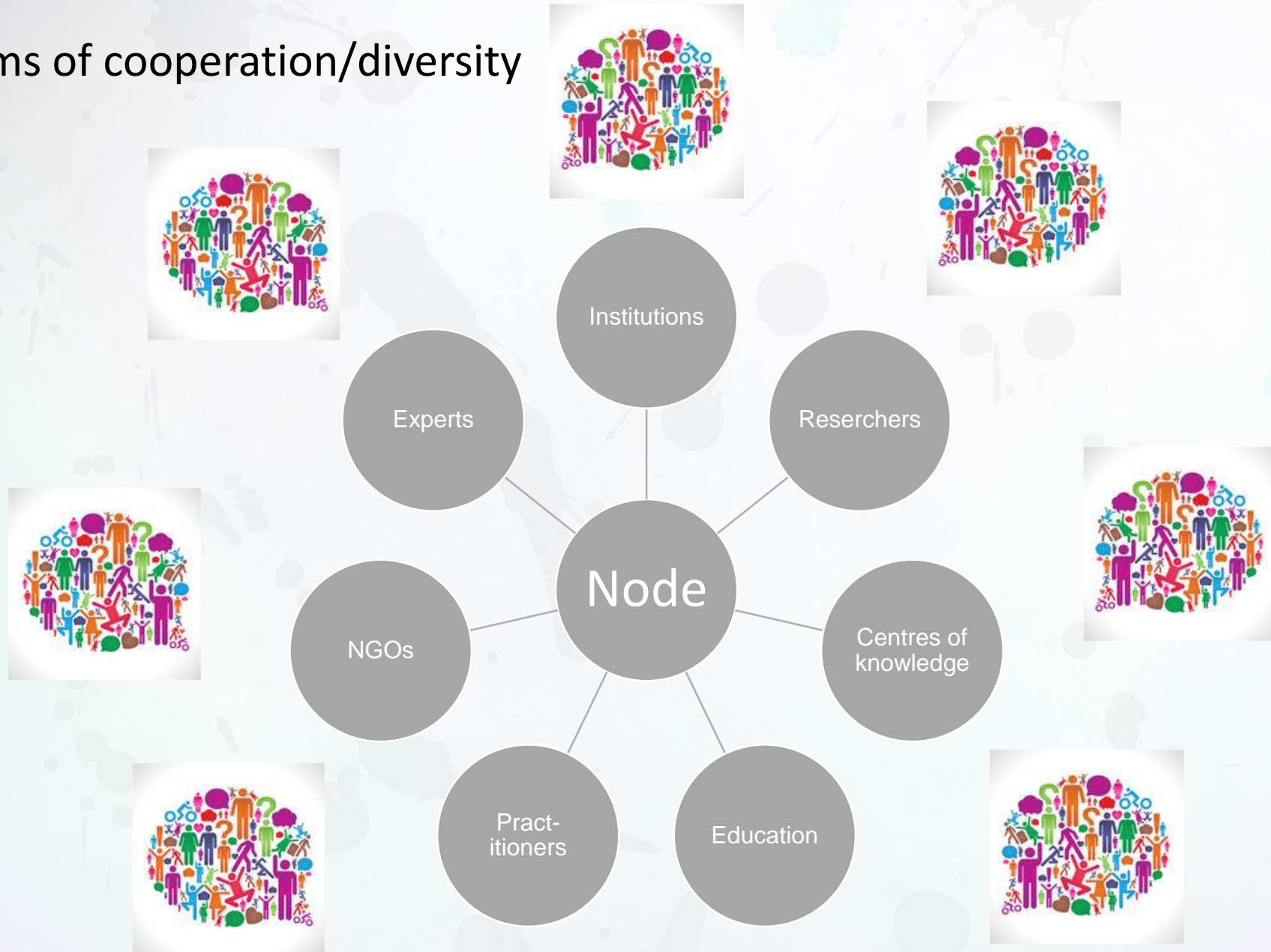
b. The Board of handicraft Affairs – NFH

c. The State Music department

Referencegroup
ISOF
The different nodes, Sametinget,
different actors

d. The Swedish National Heritage Board
- RAÄ

Forms of cooperation/diversity



Finland: the Circles of Living Heritage

- Multi-stakeholder networks in different domains
 - Crafts
 - Nature
 - Folkmusic and folkdance
 - Oral Heritage
- Active cooperation
 - Seminars, events, publications, exhibitions
 - Awareness-raising on the Convention and inventorying
 - Bringing up good safeguarding practices on their own field



4. Inventorying

Why are inventories needed?

- Identifying and defining
- Establishing viability
- Building relationships for safeguarding
- Raising awareness
- Reinforcing sense of identity and continuity of ICH bearers, community building
- Contributing to good governance, sustainable development
- An obligation of the Convention for the State parties



Levande traditioner/Living traditions

www.sprakochfolkminnen.se

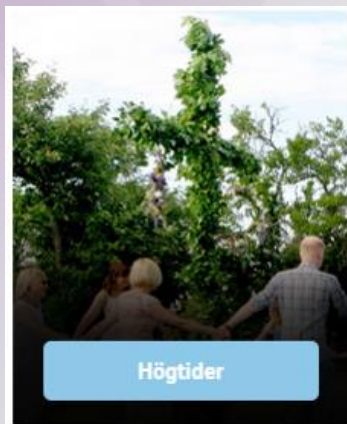
The work with the inventory is carried out together with different stakeholders. ISOF has the overall responsibility.

The aim is to:

- Make examples of ICH visible as an inspiration for different community(ies)
- Build a source of knowledge about the living traditions of our time
- Raise awareness and spread knowledge about methods for documenting and transmitting ICH
- Generate collaborations between different actors
- Create broad representation and diversity
- Reflect change in time and space
- Present programs, projects and activities within the frame of ICH

All incoming proposals are preserved in the archive.

Anyone who is interested can submit proposals at any time!



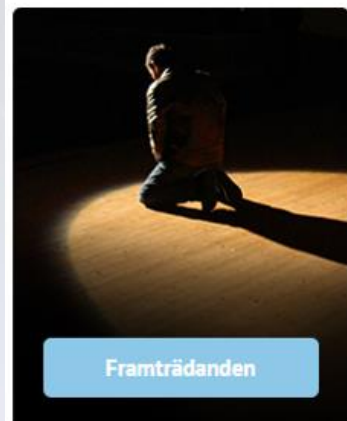
Högtider



Berättande och muntliga traditioner



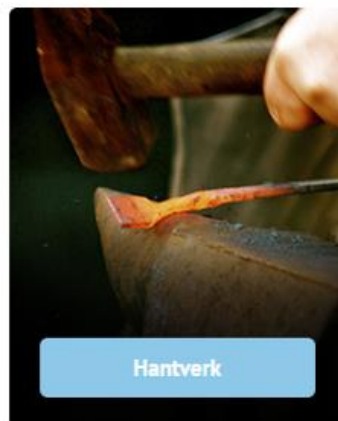
Musik och dans



Framträdanden



Umgängesformer



Hantverk



Mattraditioner



Natur och världsbilder



Metodiska exempel



Fika

Att fika är oftast förknippat med att ta en paus, umgås och dricka kaffe. I den svenska fikakulturen läggs även stor vikt vid tillbehören.

Område: [Mattraditioner](#), [umgängesformer](#)

Kulturarv: Fika

Anmält datum: 16 oktober 2014

Geografiskt läge: Hela landet



Foto: Tommy Arvidsson, Upplandsmuseet

Beskrivning

Att "fika" eller att "ta en fika" kan ha flera innebörder, men är oftast förknippat med att tillsammans med en eller flera andra ta en paus (exempelvis från arbete), umgås, samtala, dricka kaffe (eller annat) och äta något till.

Utmärkande för fikakulturen i Sverige är också tillbehör som kanelbullen, sockerkakan, prinsessstårten, dammsugaren och chokladbollen samt olika småkakor. Det finns även en allmänt



Other languages

English: [Fika](#)

Mer om fikakultur



Läs mer om kaffebröd och kalasbröd på [Matkult.se](#) – en kunskapsbank över traditionell matkultur i Sverige. Här hittar du också massvis av gamla recept på kakor och tårter!

Läs mer

Webbfrågelista: [Fika](#)

Nyheter: [Berätta om dina fikastunder!](#)

Litteratur

Bergh, J 2001. *Hett sällskap* : en

Wiki-inventory for Living Heritage

- Opened in February 2016 with 20 examples
- **150 examples** from over **220 communities**
- Gateway to other information
- Map – regions and municipalities
- MediaWiki
- **Multilingualism:** basic texts in FI, SE, EN
 - Possibility to contribute even in other languages
 - So far also Northern Sámi and Romani language

National inventory for living heritage

- 52 elements



© Jarno Saarela, Sauli Heikkilä, Lauri Oino

Case: Denmark

LEVENDE KULTUR

- en fortegnelse over immateriel kulturarv



Case: Iceland



Lifandi hefðir

Hefðir lifa vegna þess að þeim er miðlað mann fram af manni



MENNTA- OG
MENNINGARMÁLARÁÐUNEYTIÐ

[Um vefinn](#) ▼ [Lifandi hefðir](#) ▼ [Fréttir](#) [Senda skráningu](#) [Hafa samband](#) [Leita](#) ▼





Question for the audience

Raise your hand

1. Who has taken part in inventorying at the National level?
2. Who has been involved in UNESCO nominations, applied or planning to apply?



Dive into Intangible Cultural Heritage!

www.ich.unescpo.org/en/dive



International lists of ICH under UNESCO

1. Representative List of the Intangible Cultural Heritage of Humanity (429 elements)
2. List of Intangible Cultural Heritage in Need of Urgent Safeguarding (59 elements)
3. Register of Good Safeguarding Practices (20 elements)



UNESCO Nominations in the Baltic Countries

Representative List of the Intangible Cultural Heritage of Humanity

Estonia

- Smoke sauna tradition in Võromaa (2014)
- Seto Leelo, Seto polyphonic singing tradition (2009)
- Kihnu cultural space (2008)

Lithuania

- Sutartinės, Lithuanian multipart songs (2010)
- Cross-crafting and its symbolism (2008)

Estonia – Latvia – Lithuania

- Baltic song and dance celebrations (2008)

List of Intangible Cultural Heritage in Need of Urgent Safeguarding

Latvia

- Suiti cultural space (2009)



A typical Võromaa smoke sauna © NPO Võro Society VKKF, 2012

Dancing 'Sutartines' performers from the Lithuanian Academy of Music and Theatre© (2007) by Zaneta Svobonaite

Celebration of Meteni marks the end of a cold and dark winter © 2008 by Juris Lipsnis

UNESCO Nominations in the Nordic Countries

Register of Good Safeguarding Practices

Sweden

- Land-of-Legends programme, for promoting and revitalizing the art of storytelling in Kronoberg Region (South-Sweden) (2018)

Norway

- Oselvar boat - reframing a traditional learning process of building and use to a modern context (2016)

Representative List of the Intangible Cultural Heritage of Humanity

Norway

- Practice of traditional music and dance in Setesdal, playing, dancing and singing (stev/stevjing) (decision in 12/2019)
- Nordic clinker-boat traditions (Pan-Nordic, to be sent in 2020)

Finland

- Sauna culture in Finland (decision in 12/ 2020)
- Kaustinen fiddle playing (to be sent in 2020)

Greenland

- Qilaatersorneq - Inuit drum dancing and singing (to be sent in 2020)



Children learn to use storytelling (connected to the objectives in the curriculum) in school © Land of Legends, 2012
A woman enjoying the sauna experience with a whisk in Kukkaromäk © Hannu Pakarinen / Suomen Saunaseura ry, 2018
Local traditional fiddler playing the Hardanger fiddle © Agder Folk Music Archive, 2007

5. Convention as a Tool

1

Inventory the ICH

2

Adopt legal,
administrative and
financial measures for
safeguarding the ICH

3

Raise awareness and
foster respect for ICH

4

Encourage
communities to
undertake safeguarding
activities

5

Support communities
to ensure that they
benefit from
safeguarding of their
ICH

ICH and Education

- How does formal and non-formal education strengthen the transmission of ICH and promote respect for ICH?
 - Practitioners and bearers are involved inclusively in the design and development.
 - Modes and methods of transmitting ICH included in educational programmes
 - Educational programmes concerning ICH are available and supported
 - Teacher training programmes integrate ICH
- Is ICH included in primary and secondary education?
- Is it included in the content of relevant disciplines?
- Or used to strengthen teaching and learning about and with ICH and respect for one's own and others' ICH?



Lär dig känna levande traditioner!

På denna webbplats kan du bekanta dig med det levande immateriella kulturarvet. På webbplatsen som Museiverket sammanställt finns ett läromaterialspaket för grundskolor och gymnasier. Välkommen att göra traditionen synlig och reflektera över vad ett levande arv är idag!



Presentation



Levande kulturarv



Unescos konvention



How does formal education support safeguarding?

Case: the Faroese Dance

- Transmission and education
- Education, both formal and non-formal, strengthens transmission and promotes respect
- ICH integrated into primary and secondary education
- Post-secondary education supports safeguarding and study of ICH



Case Study: the Faroese Dance

Primary education

- Act on primary education
- Included in subjects


Secondary education

- Included in *Oral literature*


Post secondary education

- Included in the Master of Arts in Faroese Language and Literature

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Hýggð at korti yvir Norðurlond




Tá ið Sverri var kongur, var Bergen størsti býur í Norøgi og í øllum Norðurlondum. Tað var handil, sum gjørdi Bergen til ein stóran bý, og færoyingar handlaðu eisini mest við Bergen. Nógva skip sigldu millum Færoyar og Bergen, og tað var gjøgnum Bergen, at alt tað nýggja kom til Færoya.

Eitt dømi er kvæði og færoyskur dansur. Í 1300-talinum var dansurin, sum vit í dag nevna færoyskur dansur, væl umtøktur í Bergen, og onkir serfrøðingar halda, at tað var har, færoyingar lærdu at kvæða. Millum elstu kvæði í Færoyum er Margretu kvæði, og tað er um fólk og hendingar í Bergen í umleið ár 1300.




Hvaðani kemur alt tað nýggja í dag?




Bergen – høvuðsstað Færoya úttanlands



55



Hvat heldur tú, at ein húsfrúgv er?
Hvat man ein handilsmaður vera?
Hvat man tað vera at handla?



Húsfrúgvín í Húsavík
Eina ferð búið ein ógvuliga rík kona í Færoyum. Hon æt Guðrun og búið í Húsavík. Hon varð vanligja nevnd húsfrúgvín í Húsavík. Guðrun var dóttir ein **týskan handilsmann** í Bergen, og maður hennara var Arnbjørn úr Húsavík. Enn í dag sæst grundin á stóra garðinum, har Guðrun og Arnbjørn búið. Garðurin varð bygður umleið ár 1400.



Húsfrúgvín í Húsavík.
Siggesmátt í Vestmanna.

Tóftirnar av garðinum hjá Húsfrúgvín.

Týskur handilsmaður; handilsmaður úr Týsklandi.



The Role of Museums

- Museums as cultural hubs and places of learning
- Role in documenting and providing support for transmission
- Key concepts: intergenerational transmission and community participation
- Questions
 - How to ensure communities as stewards?
 - How to connect the tangible and intangible?
 - What challenges do museums face with the participatory approach?
- See also www.ichandmuseums.eu

Examples from Greenland

- Secretary of the People
- Community led project called Eriagisassanik Attassisut
- Drum culture and revitalisation
- Connecting intangible cultural heritage with the material culture of the past and present.



Greenland: 21/6-16. By Anda Poulsen



Folkminnen

Institutet för språk och folkminnen har en av Sveriges största folkminnessamlingar. I våra arkiv finns resultatet av över hundra års arbete med att dokumentera folklig kultur: berättelser om människors liv och leverne i vardag och fest – från 1800-talets fiske- och bondesamhälle fram till dagens mångfaldssamhälle.

Vi bevarar gårdagen och samtiden till framtiden!

➤ Fråga oss om folkminnen

➤ Samlingar

➤ Projekt

➤ Berätta för oss!

➤ Händelser i almanackan

➤ Arkivväskan

Aktuellt

Konferens om musik och minoriteter

9 oktober 2019 | Musik och minoriteter är temat för en internationell konferens som arrangeras i Uppsala 22–28 juni 2020. Konferensen vänder sig till forskare och studenter inom musik- och dansvetenskap, etnologi och angränsande ämnen.

Träffa oss på Släktforskardagarna!

20 augusti 2019 | Isof finns med bland utställarna under årets släktforskardagar i Borås den 24–25 augusti. Du hittar oss i monter 2306.

Fiskrika fester



1 augusti 2019 | Under sommarens högtider finns gott om fisk och skaldjur på matborden. Till midsommar var det sill, och nu i augusti väntar kräfter och surströmming.

Kontakt

Folkminnesfrågor: 0200-2292 00

Telefontider: tisdag–torsdag,
10–12 och 13–15

E-post: [folkminnen@
sprakochfolkminnen.se](mailto:folkminnen@sprakochfolkminnen.se)

[Mer om kontakt och rådgivning](#)

Ändrade öppettider

21–22 oktober har institutet stängt för besök och rådgivning.

[Karta](#)[Kokbok](#)[Galleri](#)[Blogg](#)[Bibliotek](#)[Quiz](#)[Utforska](#)[Om Matkult.se](#)

MATKULT

**.SE**

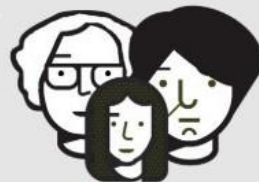
Kunskapsbank över traditionell matkultur i Sverige



UTFORSKA TRADITIONELLA RÅVAROR OCH PRODUKTER

**BALJVÄXTER****BRÖD****BÄR&FRUKT****HONUNG****KÅL****MJÖLK****POTATIS****ÖL****KOKBOK**

Hitta mormors recept

**KVINNOKRAFT**

Kvinnor som matkulturbärare

**KARTAN**

Matkultur i dina hemtrakter

**BIBLIOTEK**

Hundratals länkar och lästips

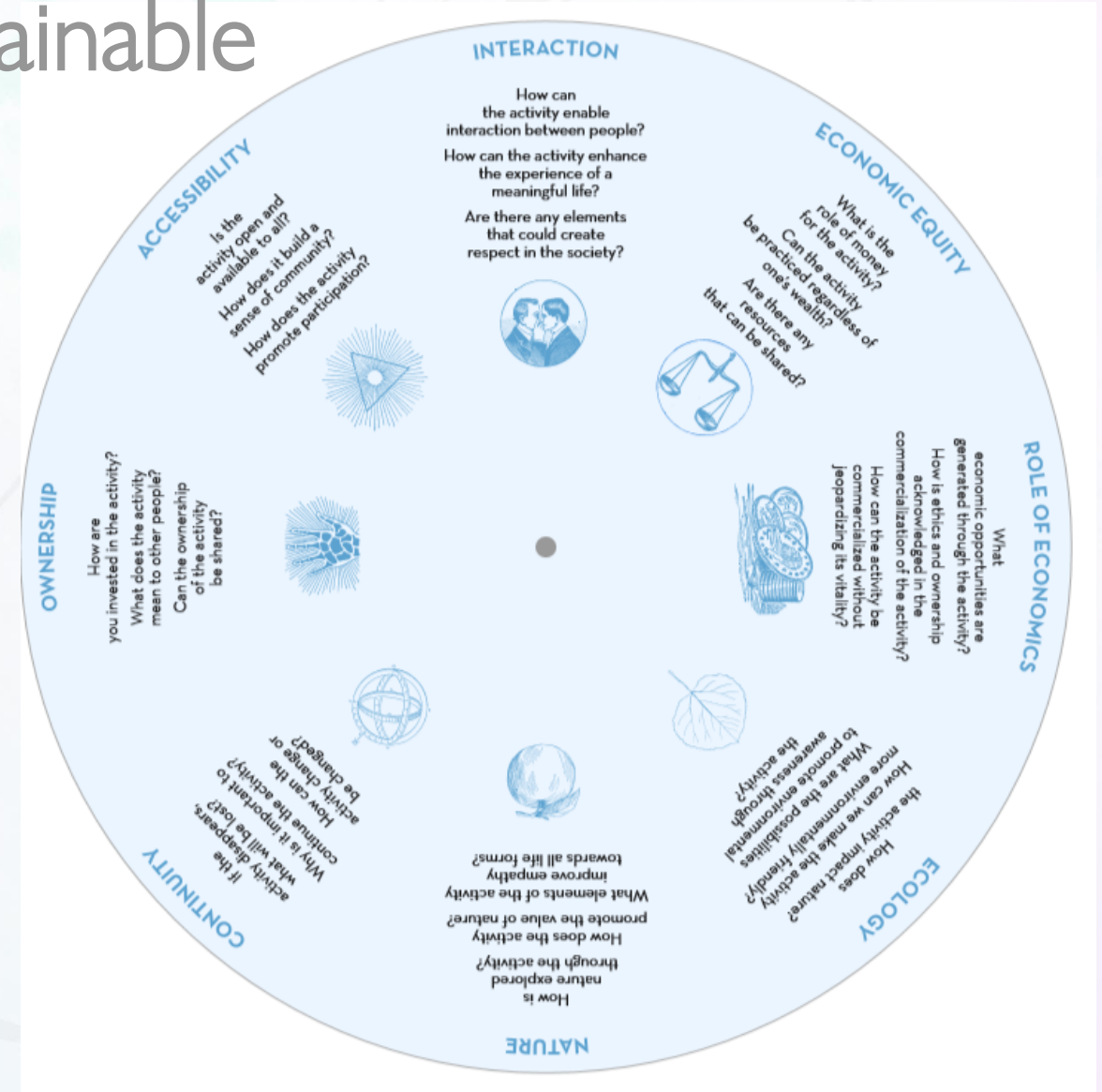
**QUIZ**

Testa dina kunskaper

6. Living Heritage and Sustainable Development

- Wheel chart of sustainability

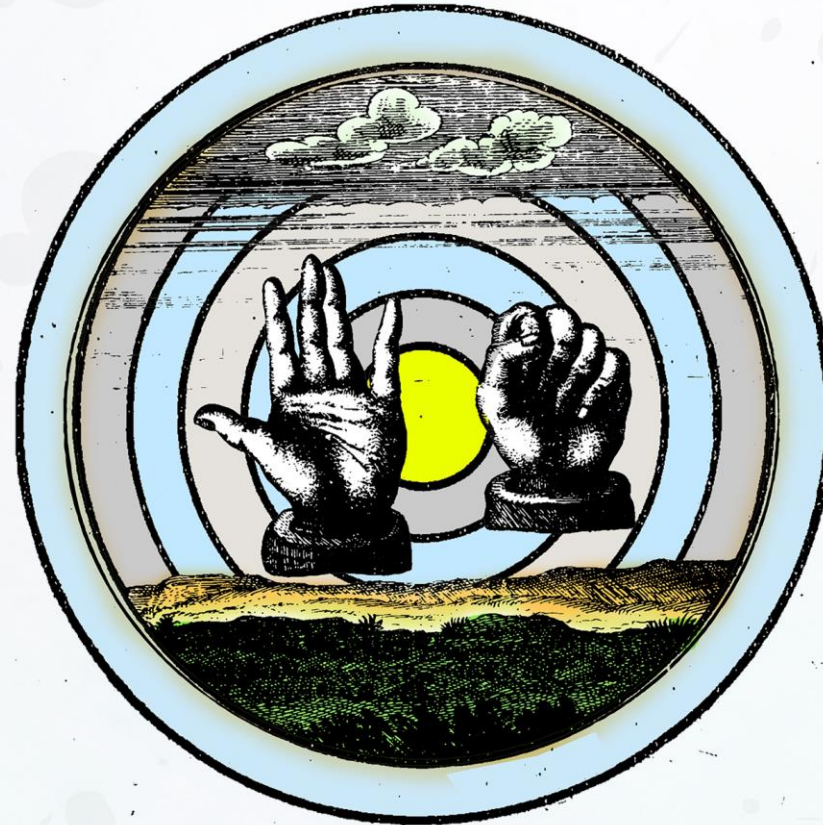
1. Choose a living heritage phenomenon or activity that interests you.
2. Look at the topics on the edge of the outer sleeve.
3. Choose an interesting topic and explore the questions. Try to be open-minded and avoid obvious answers.
4. Explore as many topics as you like. What are the new thoughts (1-3) you could put into practice?



Kiitos Takk Tak Tack
Giitu Takkâ Spä'sseb
Paldies Ačiū Pakka pér Aitäh Qujanaq
Thank You!

QUESTIONS AND COMMENTS!

.....
LIVING HERITAGE IN THE NORDIC COUNTRIES
.....



.....
INTERNATIONAL CONFERENCE
ON THE ROLE OF COMMUNITIES AND
THE POSSIBILITY FOR NEW SUSTAINABLE SOCIETIES
Hanasaari, Espoo | 31.10 - 2.11.2019
.....

Workshops

- i. ICH and Sustainable Development (Aura Seikkula, Arts Promotion Centre Finland) **CELSIUS** (the main auditorium)
- ii. ICH in Education (Ira Vihreälehto and Kati Nurmi, Foundation for Cultural Heritage Education (FI) **BLIXTLÅS** (2nd floor)
- iii. ICH and Museums (Kirstine Eiby Møller, Greenland's National Museum and Archive; Reetta Karhunkorva, Finnish Forest Museum Lusto) **SKIFTNYCKEL** (2nd floor)
- iv. Nordic – Baltic cooperation (Matti Hakamäki, Finnish Folk Music Institute; Dag Feldborg, Norwegian Crafts Institute; Mare Mätas, Kihnu Cultural Space, EE) **TETRA** (a congress hall on the 1st first floor)