

ANIMATION: GENDER AND INTANGIBLE CULTURAL HERITAGE

LEARNING OBJECTIVE

The following animation is intended as an entry point to Unit 48 on 'Gender and Intangible Cultural Heritage' to spark discussion among workshop participants on the topic of gender and intangible cultural heritage.

INTRODUCTION

Intangible cultural heritage is a privileged context for shaping gender roles and transmitting them. At the same time, gender norms influence the transmission of intangible cultural heritage. Understanding this relationship between gender relations and intangible cultural heritage can open new possibilities to safeguarding intangible cultural heritage and can contribute to gender equality.

The following animation explores this important relationship by highlighting five key messages:

- Intangible cultural heritage helps shape gender.
- Rethinking gender roles can open up new possibilities for safeguarding intangible cultural heritage
- Intangible cultural heritage can provide recognition for diverse genders
- Intangible cultural heritage can challenge gender norms
- Safeguarding intangible cultural heritage can contribute to gender equality

NOTES AND SUGGESTIONS

The presentation of the animation should be adapted to the particular cultural context of the workshop. Participants will come to the workshop with diverse experiences and views on the topic. Careful consideration should thus be given on the best way to present the animation in the context of the training workshop. For instance, facilitators may choose to screen the animation at the outset of the session, then run the session and show the animation again at the end as a kind of synthesis followed by an exchange. By that time they will have had time to reflect on the video's contents before responding. Alternatively, the animation could be shown to the group in plenary, before breaking into small group discussions to address the topic. For instance you could ask them to prepare a presentation on the topic from their cultural perspective.

The animation is intended as a flexible tool and the facilitator is best placed to decide on the most appropriate method to present the video in the context of the training workshop. Facilitators should encourage participants to provide their own cases and examples where appropriate as they relate to local and national contexts, while at the same time not forcing participants to be vocal if they do not feel comfortable. Silence, in some cases, can be productive. The objective is to encourage reflection and discussion on the topic to enhance awareness of the gender dynamics at play in safeguarding intangible cultural heritage. The following questions may be useful to facilitate discussion:

- Having watched the video animation, are there any examples on the topic of gender and intangible cultural heritage that come to your mind?
- What do you see as important to understand the relationship between ICH and gender in your context?
- Can you give examples of how different gender groups have different roles with regard to specific ICH?
- Can you think of examples where gender dynamics with regard to ICH have changed over time?
- What key messages did you take from the animation? What did you learn about the relationship between ICH and gender?