unit 64

**INTEGRATING DISASTER RISK REDUCTION INTO ICH INVENTORYING**

Published in 2024 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

3 hours

Objective(s):

Participants will learn how to apply a community-based approach to the inventorying and safeguarding of intangible cultural heritage in the context of disasters. Building on the knowledge acquired in Unit 63, this unit provides frameworks, tools and exercises to integrate disaster awareness, and the key lessons of the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*, into the inventorying and safeguarding of intangible cultural heritage.

**Description:**

This unit builds on the conceptual knowledge acquired in Unit 63 on the impact of disasters on intangible cultural heritage and the role of intangible cultural heritage in the mitigation or reduction of disaster impacts. It focuses on the practical knowledge needed to apply an awareness of disaster contexts and disaster risk reduction strategies to community-based inventorying and safeguarding exercises. Through case studies and guided practical exercises that relate to the processes of inventorying and safeguarding intangible cultural heritage, participants are given an understanding and some initial experience of ways to integrate disaster awareness, and the key lessons of the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*, into inventorying, as well as of the role that inventorying can play in disaster risk reduction strategies.

*Proposed sequence:*

1. If delivery of this unit does not immediately follow delivery of Unit 63, the facilitator may want to review key terms, concepts and themes from Unit 63 as an introduction.
2. Case studies on the impact of disasters on ICH, and on the role of ICH in the disaster management cycle, illustrate key lessons from the Operational Principles and Modalities, including the dual role of ICH in relation to disasters.
3. Two exercises (on disaster awareness in community-based inventorying; inventorying ICH for DRR; and on safeguarding ICH in the context of disasters) are provided, to be conducted in sequence as time permits.
4. Exercise 1 introduces participants to the challenges of identifying ICH elements that are at risk in a disaster context, as well as those ICH elements that might play a role in reducing the impact of disaster. For each of these elements, an understanding of the different contributions of ‘people, place and story’ to transmission allows for closer consideration of strength and vulnerabilities, and thus a more targeted approach to safeguarding.
5. Exercise 2 presents a specific disaster scenario to enable participants to consider: the impact of a particular type of hazard on the ongoing practice of ICH; how ICH might be mobilised during and after the hazard; how ICH might be transformed by the disaster; and what measures need to be in place to safeguard ICH as a result of such a disaster.

**Supporting documents:**

Facilitator’s notes Unit 64

PowerPoint presentation Unit 64

Case Study 1: Cyclones and ICH in Northern Vanuatu

Case Study 2: Mount Merapi, Indonesia: living on a volcano

Unit 64 Handout 1: People, Place, Story

Unit 64 Handout 2: Exercise 1a – ICH Impacted by Disaster

Unit 64 Handout 3: Exercise 2a – ICH in a Disaster Scenario; Exercise 2b – Resources Needed to Practice and Safeguard ICH in a New Location

Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (2018). <https://ich.unesco.org/en/basic-texts-00503>

**Additional resources:**

International Recovery Platform / UNDP 2014. PDNA Guidelines Volume B – Culture. <http://www.recoveryplatform.org/assets/projects/PDNA/PDNAVolumeB/WB_UNDP_PDNA_Culture_FINAL.pdf>

International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI) 2019. Proceedings of the Asia-Pacific Regional Workshop on Intangible Cultural Heritage and Natural Disasters, 7-9 December 2018, Sendai, Japan. IRCI, Osaka. <https://www.irci.jp/wp_files/wp-content/uploads/2019/03/e5768ee6f828ab8a056811dcd2d7475b.pdf>

ICCROM / Prince Claus Fund 2018. First Aid to Cultural Heritage in Times of Crisis. <https://www.iccrom.org/sites/default/files/2018-10/fac_handbook_print_oct-2018_final.pdf>

Selter, Elke 2017. Post-Disaster Needs Assessment – Culture: Practical Guide for Implementation. Report for UNESCO CLT/HER/EPR.

UNESCO 2017. Safeguarding and Mobilising Intangible Cultural Heritage in the Context of Natural Hazards. Intangible Heritage Section, UNESCO, Paris. <https://ich.unesco.org/doc/src/38266-EN.pdf>

UNESCO 2019. Defining Methodological Guidance for the Safeguarding of Intangible Cultural Heritage in Emergencies. Expert Meeting on Intangible Cultural Heritage in Emergencies, Paris 21–22 May 2019. LHE-19-EXP-2-EN. <https://ich.unesco.org/doc/src/LHE-19-EXP-2-EN.docx>

UNESCO 2019. Expert Meeting on Safeguarding Intangible Cultural Heritage in Emergencies, Report (2019). LHE-19-EXP-5. <https://ich.unesco.org/doc/src/46083-EN.pdf>

Notes and suggestions

This unit should be undertaken only once Unit 63 has been completed. Both units have a strong emphasis on community-based inventorying, and are therefore best undertaken with strong practitioner and community-based representation. Consider completing both units together over 4-6 hours as part of the community-based inventorying workshop.

*Participants*

The unit is aimed at the widest range of stakeholders involved in the inventorying, safeguarding and mobilisation of ICH in the context of disasters. The unit is likely to be delivered in locations or amongst participants with some prior or anticipated experience of disasters, and the facilitator should draw on the assistance of UNESCO field offices to determine the nature and scale of local disasters, and the likely degree of participant experience. Communities experience and manage disasters in various ways. It is therefore important to ensure that community participants include representation from all sectors (different genders, ages, ethnicities and other relevant social categories). Unit participants should also include representation from groups involved in disaster risk reduction and/or heritage management, including government and non-government agencies, as well as humanitarian aid agencies.

*Materials and resources*

TheUnit 64 Case Study materials and Handoutsshould be distributed as required over the course of the unit, along with any other supporting materials that the facilitator considers necessary for the exercises.

*Preparing for the unit*

This unit, together with Unit 63 on Basics in Disaster Risk Reduction and ICH, forms part of the workshop on community-based inventorying (INV). For more advice on unit preparation and on inventorying practices and standards, consult the introductory unit (Unit 18). Consider completing both units over 4-6 hours as part of the community-based inventorying workshop.

This unit requires preparation by the facilitator through consultation of the additional resources listed above. The facilitator should be familiar, in particular, with the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies* (2019), including the report on the Expert Meeting on ICH in Emergencies (2019). The Facilitator’s Notes should be consulted beforehand, as they offer additional detail to that provided on the slides.

Rather than present elaborate fictional scenarios, this unit aims to provide frameworks for thinking about ICH and disaster risk reduction, to which participants then bring their own experience and knowledge. Before undertaking this unit, facilitators should familiarise themselves with the types of disasters that impact the particular region, country or area in which this workshop is being delivered.

**integrating disaster risk reduction into ich inventoryinG**

Facilitator’s narrative

#### OVERVIEW OF UNIT

**Introductory Comments**

This Unit is designed to provide participants with a more detailed understanding of the impact of disasters on ICH, and the role of ICH in mitigating or reducing the impact of disasters. In Unit 63, participants were introduced to basic concepts and terms in disaster risk reduction (DRR), and to the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*. Unit 63 included two exercises, which asked participants first to determine and reflect on the degree to which a country is at risk of disaster, and then to consider how ICH might be inventoried with an awareness of disaster as context.

This unit consists of up to 3 practical exercises, each of about 1 hour in duration, which demonstrate how the Operational Principles and Modalities might be implemented or realised in disaster contexts. Exercise 1 introduces participants to the challenges of identifying ICH elements that are at risk in a disaster context, as well as those ICH elements that might play a role in reducing the impact of a disaster. For each of these elements, an understanding of the different contributions of ‘people, place and story’ to transmission allows for closer consideration of strength and vulnerabilities, and thus a more targeted approach to safeguarding. Exercise 2 presents a specific disaster scenario to enable participants to consider: the impact of a particular type of hazard on the ongoing practice of ICH; how ICH might be mobilised during and after the hazard; how ICH might be transformed by the disaster; and what measures need to be in place to safeguard ICH as a result of such a disaster.

**Learning Objectives**

This unit provides participants with practical tools to:

1. ensure that existing ICH inventories are updated to take account of the impact of disasters;
2. develop inventories of ICH elements that are used specifically to reduce risk and mitigate impacts in each of the different phases of the disaster cycle (preparedness, disaster, recovery);
3. develop capacity to identify ICH issues in the context of a complex disaster scenario; and
4. establish a framework and mechanisms for undertaking disaster risk assessments that will determine both the impact of disasters on ICH and the role that ICH has played in disaster mitigation and risk reduction.

###### SLIDE 1

Integrating Disaster Risk Reduction into ICH Inventorying

Title slide.

###### Slide 2

In This Presentation…

Introduce yourself and ask the participants to introduce themselves (maximum of ten minutes each); then explain the timetable and the approach of the unit.

The goal of this unit is to develop a practical awareness of ways to:

1. ensure that existing ICH inventories are updated to take account of the impact of disasters;
2. develop inventories of ICH elements that are used specifically to reduce risk and mitigate impacts in each of the different phases of the disaster cycle (preparedness, disaster, recovery);
3. develop capacity to identify ICH issues in the context of a complex disaster scenario; and
4. establish a framework and mechanisms for undertaking disaster risk assessments that will determine both the impact of disasters on ICH and the role that ICH has played in disaster mitigation and risk reduction.

###### SLIDE 3

**Key Lessons of the Operational Principles and Modalities**

The key lessons of the *Operational Principles and Modalities for Safeguarding Intangible Cultural Heritage in Emergencies*, which were introduced in Unit 63, can be summarized briefly as follows:

1. **ICH**, in a disaster context:
   * has a dual nature (vulnerability and mitigation)
   * requires an assessment of vulnerability, and emergency safeguarding measures, plans and funding
   * can be deployed in all phases to mitigate the impacts of disaster
2. **Actors**, who need to be involved and in communication with each other, minimally include:
   * communities (who are central to the identification and safeguarding of ICH)
   * states parties and national agencies
   * disaster relief and risk reduction managers
3. **Planning and Assessment**, in all phases, must involve:
   * input from and adequate resourcing of all actors, especially communities
   * consideration, integration and incorporation of ICH safeguarding and mitigation at all levels from local to national (including PDNAs)
   * sharing of information and results across all levels

###### SLIDE 4

**Identifying ICH in Disasters: People, Place, Story**

‘People, Place, Story’ is an informal framework that allows us to understand how ICH elements draw on practices and connections that link a community, its material environment, and its local knowledge. Distinguishing between the human, tangible and intangible aspects of all ICH allows us to better understand its transmission, and thus the challenges and requirements of safeguarding.

**People** are the human agents of ICH (individuals, communities, bearers); **Place** is the tangible, material world (landscapes, objects, artefacts, resources); and **Story** represents the immaterial or the intangible (knowledge, narrative, tradition).

###### SLIDE 5

**Identifying ICH in Disasters: Articulation, Transmission and Safeguarding**

These three modalities (People, Place and Story) come together in the **Articulation** of dynamic acts of performance, practice or production of ICH.

**Transmission** is the communication of that ICH (as knowledge and practice) across both space and time.

Finally, **Safeguarding** covers the full suite of strategies (from local through to international) that understand and aim to support and enhance the viability of each of the different components of the People, Place and Story framework.

Handout 1 below can be circulated to assist participants in identifying disaster risks to the transmission and safeguarding of familiar ICH elements in the exercises for this unit.

###### SLIDE 6

**Identifying ICH in Disasters: the People, Place, Story Framework**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Handout 1: People, Place, Story: a Framework for ICH Transmission and Safeguarding** | | | | |
| ***Modality*** | ***Form🡪*** | ***Articulation🡪*** | ***Transmission🡪*** | ***Safeguarding*** |
| **People** | Individuals, communities, agents, transmitters, transactors, institutions, states | Performance, expression, language, practice, mobilisation, production | **Space:** Intra-group, external, exchange, trade, theft, conquest  **Time:** Inter-generational, monumental, archival | Local, national, regional and international strategies to enhance the viability of the forms, articulation and transmission of ICH |
| **Place** | Material or tangible settings, sites, environments, resources, settlements, objects, artefacts |
| **Story** | Immaterial or intangible, knowledge, narrative, tradition |

###### SLIDE 7

**Identifying ICH in Disasters: Introducing the Case Studies**

If we want to understand how disasters interact with ICH, we need to take a long-term perspective on the ways that ICH is successfully transmitted, and thus safeguarded. Communities with a long history of familiarity with natural hazards, such as cyclones or volcanoes, develop ICH that is often adapted to ensure continued transmission and survival, and that may also play a role in reducing the risk or mitigating the effects of disaster. Long-term disaster histories for particular locations and communities thus provide us with a platform for understanding how ICH is generated, transmitted and safeguarded across multiple disaster cycles.

Through a short series of Case Studies, explore with participants and identify examples of:

1. the impact of disasters on ICH, and
2. the role of ICH in reducing or mitigating risk in disaster contexts.

The Case Studies include:

* Case Study 1: Cyclones and ICH in Northern Vanuatu
* Case Study 2: Mount Merapi, Indonesia: living on a volcano

Depending on the time available for this unit, and the relevance of the case studies to the participants, either one, two or all three of the case studies can be presented. As you present the case studies, invite participants to write down similar examples of ICH from their own or other countries and communities that have either been impacted by or played mitigating roles in disaster contexts. These examples will then be used in the next two exercises.

###### SLIDE 8

Exercise 1: Impact of disater on ICH

Ask the participants or breakout groups, drawing on their own knowledge or experience, to write down an example of ICH that has been impacted over a long period by disasters. Ask each participant or breakout group to share one example and record it on Handout 2.

Faciliators should note that the righthand column of this handout reflects the questions asked in Section 3 of the Sample Framework for Inventorying – State of the Element: Viability (see Unit 19).

###### Slide 9:

|  |  |  |
| --- | --- | --- |
| **Handout 2: Exercise 1 – ICH Impacted by Disaster** | | |
| Name of element and a basic description | How has this ICH element been impacted by disaster over time (type of hazard; reasons for impact)? | Consider which aspects of the elements have been threatened or impacted:   * Practice * Transmission * Place / Tangible resources * Story / Intangible resources * People |
|  |  |  |
|  |  |  |
|  |  |  |

###### Slide 10:

**Exercise 2: Group Research on ICH Disaster Risk**

**Goal:**

To complete the ICH Disaster Risk assessment for a selected ICH element.

This can be started during the workshop, or tackled later.

**Learning objective:**

This exercise enables participants to consider:

1. the impact of one or more hazards and emergencies on the safeguarding or ongoing practice of one or more ICH elements
2. how the ICH might be mobilised during and after the hazard to mitigate the impact of disaster
3. how the ICH might be transformed by the disaster or adapted by its bearers
4. what measures need to be put in place to safeguard ICH and strengthen its transmission following disaster

###### SLIDE 11

**Exercise 2: Group Research on ICH Disaster Risk – steps**

**Steps:**

* Each group uses the same ICH element considered in last week’s workshop and today’s Exercise 1 - or chooses a new one (or several!)
* Confirm cultural permission or FPIC requirements associated with the selected ICH element(s)
* Each group meets to complete the remaining steps, doing further research as necessary
* Complete any gaps in Handout 1 from Unit 063, and in Handout 2 from this module
* Respond to the questions and prompts in Handout 3
* Present the full results for discussion

###### SLIDE 12

**EXERCISE 2a: ICH Risk in each phase of the Disaster Management Cycle**

This exercise allows your group to further develop Section 3 of the Sample Inventorying Framework “State of the ICH element: viability” (Handout 1 from Workshop 1)

|  |  |  |  |
| --- | --- | --- | --- |
| **Phase:** | **Response** | **Recovery** | **Preparedness** |
| Threats to continued enactment |  |  |  |
| Threats to continued transmission |  |  |  |
| Threats to access to resources |  |  |  |
| Viability of other ICH |  |  |  |
| Safeguarding or other measures in place |  |  |  |
| Safeguarding or other measures required |  |  |  |

###### SLIDE 13

**Exercise 2b: The Roles of ICH in Different Phases of a Disaster**

Ask participants, individually or in breakout groups, drawing on their own knowledge or experience, to record one example of a role for ICH in each of the three phases of the disaster cycle:

1. ICH that is used to prepare for disaster (e.g. weather indicators or other environmental signs; knowledge of how to prepare gardens in advance of a cyclone)
2. ICH that is used in the response phase of (i.e. during or immediately after) a disaster (e.g. climbing to higher ground in the event of a tsunami)
3. ICH that is used to recover from disaster (e.g. sharing or pooling of resources across different communities impacted by a disaster; the role of ceremonies in uniting the community and recovering from disaster)

Ask participants / groups to share their examples with the broader group, and record them on **Handout 2**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Handout 2: Exercise 2b – ICH with a Role in Reducing Disaster Risk** | | | |
| Name of element and basic description | Preparedness | Response | Recovery |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

###### SLIDE 14

**Wrapping Up**

In closing this unit, seek to clarify any outstanding issues raised above, fielding questions about content, and ensuring that participants are confident in their understanding of the key concepts and issues around disaster and ICH discussed in Units 63 and 64, including:

* The distinction between a natural hazard and a disaster.
* Some of the reasons why impacts to ICH have been difficult to capture in Post Disaster Needs Assessments.
* The difference in emphasis between disaster risk management and disaster risk reduction.
* Definitions of the different phases of the disaster cycle: preparedness, response and recovery.
* How do the Operational Principles and Modalities inform practical measures in each phase of the disaster cycle?
* Is there emergency financial or technical support available to support ICH safeguarding?
* How are the different modalities of ICH transmission and safeguarding brought together and articulated?

Most importantly, have the participants identified any critical issues for ICH inventorying and safeguarding in the context of disasters that have not been addressed in Units 63 and 64?