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

- 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
26 januari 2011 - Sverige ratificerar konventionen

1 2011 – 2013: Uppdrag att utveckla arbetet med konventionen utifrån Förslag till nationellt genomförande

2 Oktober 2015: Sveriges förteckning – Levande traditioner tar form

3 Våren 2016: Rapport om det svenska arbetet med konventionen

4 Våren 2017: Ny kulturarvsproposition - stöd till ideella aktörer

5 Juni 2019: Hantering av nomineringsförslag till Unescos listor och register Redovisning av regeringsuppdrag

6 Juni 2020: Sverige kandiderar till kommittén Valet till sker på statspartsmötet för konventionen i Paris
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

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**Immateriell kulturarv**

Din kunnskap er verdifull for fremtiden

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/](https://www.immateriellkulturarv.no/)
UNESCO 2003 Convention and Indigenous People

“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.
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

- 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

https://nka.gl/kulturikkut-kingornussat/kulturikkut-kingornussat-sgussaangitut/
Case: Clinker Boats in Åland
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 |
| b. The Board of handicraft Affairs – NFH |
| c. The State Music department |
| d. The Swedish National Heritage Board  
  - RAÅ |

### Coordinating state agency

- The Institute for Language and Folklore - ISOF

### Reference group

- ISOF
- The different nodes, Sametinget, different actors
Forms of cooperation/diversity

Node

- Institutions
- Researchers
- Centres of knowledge
- NGOs
- Practitioners
- Education
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
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!
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.

Omsida: Nattoleranter, uppslagsformat
Kulturan: Fika
Anmält datum: 16 oktober 2014
Geografiskt läge: Hela landet

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

Utöverkande för fikakulturen i Sverige är också tillbehör som kakor, bullar, sockerkakan, prinsessaktar, dammstigen och chokladbullar samt olika sötsaker. Det finns även en österrik...
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
Case: Denmark
Case: Iceland

Lifandi hefðir

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

Um veðinn • Lifandi hefðir • Fréttir • Senda skráningu • Hafa samband • Leita •
Question for the audience

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**
- Sūti cultural space (2009)
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
- Qilaatersomeq - 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 Kukkaromäki © 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!


http://opi.aineetonkulttuuriperinto.fi/sv/
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 litterature*

Post secondary education
• Included in the Master of Arts in Faroese Language and Literature
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](http://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.
Folkminnen


Vi bevarar gårdagen och samtiden till framtiden!

Aktuellt

Konferens om musik och minoriteter

Träffa oss på Släktforskardagarna!

Fiskrika festar
1 augusti 2019 | Under sommers höggrader finns gott om fisk och skaljur på matborden. Till middag var det sall, och nu i augusti väntras köftaret och surströmming.
Kunskapsbank över traditionell matkultur i Sverige

UTFORSKA TRADITIONELLA RÄVAROR OCH PRODUKTER

BALJVÄXTER  BRÖD  BÄR & FRUKT  HONUNG  KÄL  MJÖLK  POTATIS  ÖL

KOKBOK  Hitta mamors recept
KVINNOKRAFT  Kvinnor som matkulturbärare
KARTAN  Matkultur i dina hemrätter
BIBLIOTEK  Hundratal 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 þakka þér Aitäh Qujanaq
Thank You!
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)