

<b>FORMAT</b>		
1. Name of resource	<b>Pacific Intangible Cultural Heritage Mapping Toolkit</b>	
2. Location	<a href="https://www.ethnosproject.org/pacific-intangible-cultural-heritage-mapping-toolkit/">https://www.ethnosproject.org/pacific-intangible-cultural-heritage-mapping-toolkit/</a>	
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4. Author[s]	S. Nemani	
5. Publisher/producer/host	Secretariat of the Pacific Community	
6. Year	2012	
7. Suggested citation	Nemani, S. (2012). Pacific Intangible Cultural Heritage Mapping Toolkit. Secretariat of the Pacific Community, available at <a href="https://www.ethnosproject.org/pacific-intangible-cultural-heritage-mapping-toolkit/">https://www.ethnosproject.org/pacific-intangible-cultural-heritage-mapping-toolkit/</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	Pacific	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	
12. If this is part of an initiative, what is the initiative?	<p>“The project is part of the Government of Fiji’s initiative to ensure that the intangible cultural heritage of Fiji’s indigenous people is safeguarded. While many people may see this as a top-down approach in data collection and archiving, the government sees it otherwise. In this regard, communities and elders are seen as key holders of knowledge systems, and their wishes were always respected when undertaking mapping and subsequent dissemination of the information they imparted. These knowledge holders generally have limited access to recording tools, which is why the government — which has the required resources — became involved. It is important to establish a way that traditional knowledge can be stored and transmitted to the next generation before that knowledge becomes lost.” (p.3)</p> <p>“The toolkit has been developed as part of the European Union-funded and Secretariat of the Pacific Community-managed project ‘Structuring the Cultural Sector for</p>	

	Improved Human Development’, and follows on from the Subregional Workshop on Endangered Cultural Heritage Mapping, which was held in Sigatoka, Fiji on 17–21 October 2011” (p.7)	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	X
	<b>Archives</b>	X
	<b>Libraries</b>	X
	<b>Other</b>	X
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</b>	X
	<b>Science, natural history, technology, medicine, engineering, manufacturing</b>	X
17. If no explicit links to collections, justification for inclusion		
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development</b> for example by targeting collecting to threatened forms of heritage in strategic ways	X	
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development and/or skills development relating to collections	X	
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is ‘left behind’	X	

<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
<b>Use collections to support research that contributes to sustainable development</b> (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	X
<b>Make decisions around collections that contribute to sustainable development more effectively</b>	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships	X
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	X
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<b>“The toolkit is designed to provide guidance in mapping intangible cultural heritage (ICH) in Pacific Island countries and communities. It focuses on the simpler tools and techniques of mapping cultural resources, including documenting, archiving and interpreting cultural data. The toolkit provides a general step-by-step framework to help countries and communities research, collect, collate and archive data for use by</b>

	<p><b>current and future generations. Additionally, the toolkit can be used to establish programmes that will help in revitalising ICH...</b></p> <p><b>The toolkit can be used to:</b></p> <ul style="list-style-type: none"> <li>• <b>map evolving ICH elements in communities;</b></li> <li>• <b>develop cultural programmes or strategies for government and non-governmental organisations (NGOs);</b></li> <li>• <b>assist in the development of policies and legislative measures for the protection, preservation and promotion of ICH;</b></li> <li>• <b>develop a central database system to store collected data;</b></li> <li>• <b>enhance transmission and continuity of ICH in the local community; and</b></li> <li>• <b>identify endangered ICH so that safeguarding measures can be developed” (p.7)</b></li> </ul>
<p>21. Intended audience of resource</p>	<p>“The toolkit is a checklist for cultural officers or coordinators of ICH mapping in Pacific Island countries, and is derived from consultations and a thorough assessment of the needs of island countries. It can be adopted as a national framework or be used as a guide or adapted to suit a particular country or community context in countries and communities that have already developed guidelines.</p> <p>The toolkit is designed for:</p> <ul style="list-style-type: none"> <li>• heads and staff of cultural agencies</li> <li>• programme or project coordinators;</li> <li>• non-government organisations dealing with ICH mapping;</li> <li>• cultural consultants;</li> <li>• educational institutions, professionals and academics;</li> <li>• other cultural organisations, government, semi-government or non-government; and</li> <li>• students and researchers.” (p.7)</li> </ul>
<p>22. Process of development</p>	<p>“The Pacific Intangible Cultural Heritage Mapping Toolkit was developed by Sipiriano Nemani, Policy and Planning Analyst at the Department of National Heritage, Culture and Arts in Suva, Fiji, and commissioned by the Human Development Programme of the Secretariat of the Pacific Community.” (p.3)</p>
<p>23. Organisation/structure/contents</p>	<p>PURPOSE OF THE TOOLKIT 7 WHO CAN USE THE TOOLKIT? 7</p>

	<p>APPLICATIONS OF THE TOOLKIT 7</p> <p>GLOSSARY 8</p> <p>DEFINING INTANGIBLE HERITAGE IN THE PACIFIC CONTEXT 11</p> <p>Distinguishing intangible cultural heritage from tangible cultural heritage 11</p> <p>Applying tangible and intangible cultural heritage in the Pacific context 11</p> <p>Intangible cultural heritage and its relevance in the Pacific 12</p> <p>MAPPING INTANGIBLE CULTURAL HERITAGE 13</p> <p>What is cultural mapping in the context of ICH? 13</p> <p>Intangible cultural heritage of migrant communities 14</p> <p>Step-by-step guide to ICH mapping 15</p> <p>Step 1: Establishing baseline information and preparatory work 15</p> <p>Stage 2: Consultative process, dialogue, advocacy and pilot testing 20</p> <p>Stage 3: Conducting ICH mapping 23</p> <p>ARCHIVAL OF AND ACCESS TO STORED INFORMATION 29</p> <p>SUSTAINABILITY AND TRANSMISSION OF KNOWLEDGE 30</p> <p>CONCLUSION 33</p> <p>Appendix 1: Sub-Regional Meeting On Endangered Cultural Heritage Mapping Program 34</p> <p>Appendix 2: Endangered Cultural Heritage Mapping Participants List 37</p>
<b>FRAMEWORKS</b>	
24. Framework structure	<p>The steps set out on pages 15-23 can be considered as a framework:</p> <p>Step 1: Establishing baseline information and preparatory work</p> <p>Stage 2: Consultative process, dialogue, advocacy and pilot testing</p> <p>Stage 3: Conducting ICH mapping</p> <p>For each stage, actions, additional information on typologies, approaches and potential sources of information, and recommendations are provided in the resource.</p>
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/mi	Yes

lestones/action plan for monitoring	
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	X
North and South perspectives	X
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The resource is most closely related to SDG 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage), supporting SDG 1.4 (ensure equal access to all forms of property), 1.5 (reducing the impact of disasters on poor people), 11.5 (reducing losses caused by disasters), 11.B (integrated Disaster Risk Reduction), 13.1 (strengthening climate adaptation in all countries, and preparedness against natural disasters), 13.2 (when planning is carried out at a national level), and 13.3 (education and institutional capacity to mitigate and adapt to climate change). Ensuring education draws on intangible cultural heritage contributes to SDG 4.4 (skills for work), SDG 4.5 (eliminate barriers in education) and 4.7 (Education for Sustainable Development, including appreciation of cultural diversity and of culture's contribution to sustainable development). Supporting intangible cultural heritage practices contributes to SDG 10.2 (empower and promote the social, economic and political inclusion of all).

	Documenting and supporting intangible cultural heritage practices contributes to 16.10 (access to information and protect fundamental rights).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 1: End poverty in all its forms everywhere</b>  1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p><b>SDG 1: End poverty in all its forms everywhere</b>  1.5 By 2030, build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.</p>	<p>Number of collecting programmes that aim to build resilience to climate-related events and other shocks and disasters, for example by forming collections that can contribute to related educational and research programmes.</p> <p>Number of educational programmes drawing on collections that incorporate resilience perspectives.</p> <p>Number of targeted programmes drawing on collections that are aimed at vulnerable groups, to build their resilience to climate-related and other shocks and disasters.</p> <p>Number of research programmes drawing on collections that are aimed at building resilience to climate-related and other shocks and disasters.</p> <p><b><i>Strengthen the resilience of employees, communities and suppliers by paying at a minimum the living wage and offering insurance to employees and their families, such as accident insurance; and by paying fair prices to all suppliers</i></b></p>

<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>



<p>culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	
<p><b>SDG 10. Reduce inequality within and between countries</b>  10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></b></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p>

	<p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations</p>	<p>Collections-based research that supports the understanding and management of disasters of all kinds.</p> <p>Plans in place for public education and awareness drawing on collections and collections-based institutions to reduce exposure and vulnerability to disasters of all kinds.</p> <p>Plans in place to ensure collections-based institutions steadily work to reduce their contributions to disaster risk, for example by reducing pollution and waste of all kinds.</p> <p>Plans in place to ensure collections-based institutions, and people related to them (including workers) are protected from economic losses as a result of disasters.</p> <p>Plans in place to provide special support/protection to poor and vulnerable people and groups in and following disasters.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels</p>	<p><b><i>11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a</i></b></p> <p>Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.</p>

<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p>	<p>Plans in place for near and longer term to withstand and actively adapt to climate-related hazards and natural disasters.</p>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.2 Integrate climate change measures into national policies, strategies and planning</p>	<p>National organisations, institutions and networks relating to collections and collections-based institutions to have integrated climate change measures into policies, strategies and planning relating to collections and collections-based institutions, including funding and other resourcing considerations.</p>
<p><b>SDG 13. Take urgent action to combat climate change and its impacts</b> 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change.</p> <p>Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.</p>
<p><b>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</b> 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</p>

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13	14	15	16	17	