FORMAT			
1. Name of resource	**Safeguarding Endangered Oral Traditions in East Africa**		
2. Location	https://ich.unesco.org/doc/src/00374-EN.pdf		
3. Alternative location			
4. Author[s]	J. Mhando		
5. Publisher/producer/host	UNESCO Nairobi		
6. Year	2008		
7. Suggested citation	Mhando, J. (2008). Safeguarding Endangered Oral Traditions in East Africa. UNESCO Nairobi, available at https://ich.unesco.org/doc/src/00374-EN.pdf		
8. Languages in which available	English		
9. Geographic area resource relates to	East Africa, with wider relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report	Yes	
	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?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	Yes		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions the resource covers	Museums	X	
	Archives	X	
	Libraries		
	Other	X	
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X	

	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)

Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	X
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, 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
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (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
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	
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	X
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X

19. Does the resource relate clearly to any international conventions (mark all that apply)?	
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	X
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)	

AIMS AND CONTENT

20. What issues does the resource aim to address?	"A team of researchers carried out a study between October 2007 and January 2008 to investigate and record the oral traditions and related indigenous knowledge of three minority groups in Kenya – the Suba, Yaaku and Segeju… More important, this activity has developed a draft format for inventorying intangible cultural heritage in Kenya… Therefore, this report provides the outcome of the survey and lays the foundation for a more comprehensive research and documentation of intangible cultural heritage in Kenya. The study also provides useful findings that will help to extend the study to other areas and also help safeguard the intangible cultural heritage in Kenya." (p.5-6)
21. Intended audience of resource	[Museums, archives and others working with Intangible Cultural Heritage in East Africa]
22. Process of development	"The team made surveys in Mfangano Island in Suba District, Kidimu, Pongwe and Shimoni villages of Kwale District upto Mukogodo forest in Laikipia District. The research team gathered information on different aspects of oral traditions and revitalized the protection of the cultural heritage in the three regions. The team also identified the local leadership structures that could be used as an entry point in order to strengthen and protect the intangible cultural heritage of the three community groups. The study documented eight different modes of conveying messages through oral traditions. These are: riddles, narratives, songs, poems, plays, sayings, proverbs and parables." (p.6)

23. Organisation/structure/contents	Acknowledgement...4 Executive summary...5 Map of Kenya showing geographical location of the Segeju, Suba and Yaaku communities...7 Introduction...8 Safeguarding intangible cultural heritage in Kenya...8 Intervention – why inventory Intangible Cultural Heritage in Kenya?... 9 The crisis of losing oral traditions...10 Oral traditions...10 Oral traditions and communication...11 Riddles.... 11 Narratives........11 Proverbs.......12 Parables.......12 Son....12 Poems......12 [then sections on each of the three cultural groups]
FRAMEWORKS	
24. Framework structure	The recommendations and guidelines from p.38 onwards can be considered as frameworks (see the resource).
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes

28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE

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
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource can help support activity for a number of SDG targets linked to social inclusion, including 1.4 (access to basic services), 4.5 (eliminate barriers in education), 4.7 (Education for Sustainable Development), 4.A (inclusive learning environments), 9.1 (inclusive infrastructures), 10.2 (universal inclusion), 11.4 (protecting and safeguarding cultural and natural heritage), 16.10 (respect for freedom of information and other human rights), 16.B (support laws and policies for sustainable development), 17.16 (international partnerships) and 17.17 (cross-sector partnerships).
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 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	Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society. Numbers of people accessing collections. Number of targeted programmes that aim to enhance access to collections by disadvantaged groups. 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. Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Number of educational and/or training programmes drawing on collections directed to eliminate gender disparities in education.

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	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 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 culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.

SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all	Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others. Number and proportion of collections facilities and stores that support economic development and human well-being. Number and proportion of collections facilities and stores that provide affordable and equitable access for all. Investment in collections facilities. Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.
SDG 10. Reduce inequality within and between countries 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	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. Number and proportion of educational and participatory programmes that promote participation irrespective of social or other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable	*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*

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage	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.

Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.

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.

Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage. |
| **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.**
16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements | Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.

Plans in place, and plans implemented to enhance public access to information relating to collections.

Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.

Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.

Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled. |
| **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.**
16.B Promote and enforce non-discriminatory laws and | *16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law*

Number and proportion of policies that incorporate sustainable development considerations, in the full sense |

policies for sustainable development	of recognizing all three of social, economic and environmental considerations.
SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries	Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships	***17.17.1 Amount of United States dollars committed to public-private and civil society partnerships*** Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	