

FORMAT		
1. Name of resource	Museums and Intangible Cultural Heritage: Towards A Third Space in the Heritage Sector – A Companion to Discover Transformative Heritage Practices for the 21st Century	
2. Location	https://www.ichandmuseums.eu/en/toolbox/book-museums-and-intangible-cultural-heritage (ENG) https://www.maisondesculturesdumonde.org/media/mcm/188444-imp_livrefr_planches.pdf (FRE)	
3. Alternative location		
4. Author[s]	Tamara Nikolić Đerić, in collaboration with Jorijn Neyrinck, Eveline Seghers and Evdokia Tsakiridis Editors: Chris Dunkley, Geert Van der Hallen controltaaldelete.be French version coordinated by Maison des cultures du monde, translated by Claudine Pierson in collaboration with Séverine Cachat	
5. Publisher/producer/host	Werkplaats immaterieel erfgoed Sint-Jakobsstraat 36, 8000 Bruges, Belgium (ENG & FRE)	
6. Year	2020	
7. Suggested citation	Canadian Urban Institute (2020). My Main Street Placemaking Toolkit. Canadian Urban Institute, available at	
8. Languages in which available	English, French	
9. Geographic area resource relates to	Europe, but with global relevance	
10. Does the resource relate to a specific time frame?	The 21 st Century	
11. Type	Report	
	Toolkit/Framework/Roadmap	
	Sign-post to other resource (database)	Yes
	Case studies	Yes
	Other	Yes, Book
12. If this is part of an initiative, what is the initiative?	“Between 2017 and 2020 the <i>Intangible Cultural Heritage and Museums Project</i> (IMP) explored the variety of approaches, interactions and practices on intangible cultural heritage (ICH) in museums. It sought to explore the contact zones where the safeguarding of living heritage and museums connect to each other. It aimed to grow cooperation and learning networks around museums and ICH in Europe and abroad. The initiative grew out of the emerging field of intangible cultural heritage. In the dynamics around the UNESCO 2003 <i>Convention for the</i>	

	<p><i>Safeguarding of Intangible Cultural Heritage</i>, experiences and challenges often reveal themselves when shared by others. Alongside possibilities for exchange and learning, it also enables the creation of collaborative platforms where shared barriers can be tackled, or development perspectives may be cultivated, by joining forces.” (p. 120)</p> <p>“The Intangible Cultural Heritage and Museums Project (IMP) is an initiative of Werkplaats immaterieel erfgoed (BE), Dutch Centre for Intangible Heritage (NL), SIMDEA (IT), Verband der Museen der Schweiz (CH) and CFPCI (FR). IMP is co-funded by the Creative Europe program of the European Union and addresses the program priorities capacity building and transnational mobility. Made possible with the support of the Flemish government and the Swiss Federal Office of Culture.” (IMP Website)</p>	
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	
	Libraries	
	Other	X
16. Types of collections/disciplines the resource covers	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	X
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	X
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	
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?	“It explores the contact zones and immersion of the safeguarding of living heritage within museums’ work. It explores the variety of approaches, interactions and practices that blossom when intangible cultural heritage and museums connect. It promotes reciprocal understanding of different methods, possibilities and approaches. And it fosters fruitful interfaces of museums’ activity with living heritage to be taken into further elaboration in the future.” (P.12)
21. Intended audience of resource	Museum, ICH, cultural practitioners, European museums and related stakeholders
22. Process of development	“In order to grasp and present in a systematic manner the rich content, diverse ideas and practices generated and collected through the years of project activities, the book <i>Museums and intangible cultural heritage: towards a third space in the heritage sector</i> was developed. Using an intersectional approach, it reflects the many activities conducted by museum professionals and communities, groups and individuals related to intangible cultural heritage.” (Executive Summary P.1)
23. Organisation/structure/contents	<p>Frequently used abbreviations</p> <ol style="list-style-type: none"> 1. The WHY and HOW of this book 2. Key concepts shared <ol style="list-style-type: none"> 1. The heritage discourse 2. Participation 3. CGIs and intangible heritage communities, museums engaged 4. The social role of museums 5. ‘As well as the instruments, objects, artefacts associated therewith’ 6. Diversity 7. Sustainable development: why is culture missing 3. Inspiring intersections: towards a third space <ol style="list-style-type: none"> 1. Innovative power: the strength of weak ties 2. The ‘liquid’ museum 3. Facing museum functions and ICH safeguarding measures: a possible methodology towards a third space 4. Risky opportunities <ol style="list-style-type: none"> 1. Loss of meaning 2. Commercialisation 3. The intangible dimension of tangible 4. Authenticity

	Reference framework: key texts and networks in the 21 st century About the collaboration from which this book originated The Intangible Cultural Heritage and Museums Project is... References
FRAMEWORKS	
24. Framework structure	Overall Results Framework for the 2003 Convention (ORF) by UNESCO
25. Relevant policy considerations	X
26. Resources for implementation identified	X
27. Specific assessment points/indicators/milestones/action plan for monitoring	X ORF assessment criteria appear throughout the book chapters which help museum, ICH, cultural professionals and practitioners keep track of how their works within and beyond the museums help safeguard ICH of different forms and types. A number of open-end questions like “How to improve museum collaboration with ICH practitioners?” (P.35) with suggested responses appear in the book, usually located towards the end of each chapter or a sub section, for further evaluation and actions.
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
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	
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?	Yes
31. SDGs specifically mentioned?	

32. SDG targets specifically mentioned?	
33. SDG indicators specifically mentioned?	
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	<p>The open-access book can help support collections-based institutions, museums in particular, to recognize the significance, actions to safeguard and then maximize the full potentials of their intangible cultural heritage (ICH) collections. Topics, case studies and issues presented in the book are related to the following SDG targets: 4.7 (roles of ICH and museums in non-formal education and cultural transmission), 5.5 (acknowledge women’s ability effort in sustaining ICH), 8.9 (value local culture and artisans practicing ICH), 10.2 (collections development that meets the needs of all), 11.4 (safeguard ICH), 11.7 (accessible spaces for people from diverse abilities and backgrounds), 11.A (ICH as a means to connect and reconnect with areas beyond the city), 11.B (risk analysis, prevention and management) 12.8 (consolidate culture’s position in sustainable development), 13.3 (respond to climate change in ICH-museum projects and operation), 16.7 (inclusive and participatory institution), 17.16 (strengthen partnerships among all stakeholders) and 17.19 (develop strategies that are based on existing frameworks and guidelines that help achieve protecting ICH).</p>
35. SDGs and SDG targets the resource helps advance	
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</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 culture of peace and non-</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>violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	
<p>SDG 5. Achieve gender equality and empower all women and girls 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p>	<p>Number and proportion of women included in programmes, partnerships and processes relating to collections and collection-based institutions at</p> <ul style="list-style-type: none"> i. foundation/entry levels ii. intermediate levels iii. senior levels, including management, leadership and decision-making.
<p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p>
<p>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</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>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p>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</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>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and</p>	<p>Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning.</p> <p>Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation.</p>

<p>regional development planning</p>	<p>Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas.</p> <p>Number of outreach and other activities that promote awareness and accessibility of collecting institutions in urban and rural areas, and that promote awareness of regional development plans and risks, with opportunities for people and communities to input into such plans.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 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><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></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>SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p><i>12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</i></p> <p>Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.</p>
<p>SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and</p>	<p>Plans in place to enhance positive contributions to addressing climate change through use of collections</p>

<p>human and institutional capacity 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>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. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><i>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</i> <i>16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group</i></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.</p>
<p>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</p>	<p>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.</p> <p>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</p>
<p>SDG 17. Partnerships for the goals 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic</p>	<p>Identification and implementation of measures for sustainable development incorporating social and environmental considerations.</p> <p>Identification and implementation of both quantitative and qualitative measures of sustainable development.</p>

product, and support statistical capacity-building in developing countries					
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7	8	9	10	11	12
13	14	15	16	17	