

Ranking of ICH Strategy Priorities  
ICH Strategy Review Meeting  
Dec. 3rd, 2010

First Priority

- Create a management plan for the Inventory and continue the Inventory database to make the inventory more accessible (Monitoring and Use).
- Maximize involvement by developing a communications plan for HFNL's ICH program
- Develop partnerships with the Department of Education in K-12 curricula

Second Priority

- Develop partnerships and programs for training and selection of field workers, project leaders and planners (seminars, tool kit, templates)
- Raise awareness within funders agencies to ensure standards and coordination standardized through materials and guidelines.
- Encourage opportunities for tradition-bearers to engage with communities through animation programs
- Develop partnerships with post secondary educational institutions to increase ICH content and programming
- Develop Intangible Cultural Heritage enterprises and initiatives.

Third Priority

- Document ICH using local and regional media (e.g., community cable channels)
- Integrate ICH within existing festivals, activities, and events

## **Edited Goals:**

### **Goal One: *Recording Our Living Heritage***

#### **1.1 Objective: To establish mechanisms for ownership/involvement in the ongoing documentation of ICH in a coordinated manner**

##### **Actions:**

- Create a management plan for the Inventory and continue the Inventory database to make the inventory more accessible (Monitoring and Use).
- Network with inventory making bodies.
- Undertake a survey of existing repositories of ICH in order to identify gaps and assess capacity for further action

#### **1.2 Objective: Identify, disseminate and implement best practices**

## **Actions:**

- Establish and implement best practices, standards, online templates, training tools standards, policies and procedures
- Develop partnerships and programs for training and selection of field workers, project leaders and planners (seminars, tool kit, templates)
- Raise awareness within funders agencies to ensure standards and coordination standardized through materials and guidelines.
- Develop online training modules in such a way that these modules are able to provide feedback.

## **Goal Two: *Celebrating Our Living Heritage***

### **2.1 Objective: To raise awareness of the value of ICH within all levels of government and the general public**

#### **Actions**

- Maximize involvement by developing a communications plan for HFNL's ICH program
- Stimulate dialogue among Canadian government departments and agencies regarding the UNESCO ICH Convention
- Work to include ICH into provincial legislation (eg Historic Resources Act)
- Include ICH in all aspects of provincial government heritage policy and planning
- To engage provincial and federal politicians and agencies in the process by encouraging them to champion ICH within their districts
- To work with other jurisdictions who are involved in the safeguarding of ICH (UNESCO, other Canadian provinces)

### **2.2 Objective: To develop opportunities for public participation in celebrating ICH**

#### **Actions**

- Continue annual Provincial Intangible Cultural Heritage folklife festival and showcases
- Document ICH using local and regional media (e.g., community cable channels)
- Integrate ICH within existing festivals, activities, and events
- Organize an ICH Doors Open/Culture Days event

## **2.4 Objective: To support tradition-bearers in their work**

### **Actions**

- Encourage the NLAC to expand its categories to provide funding for traditional practitioners and events
- Profile/ support tradition bearers.
- To develop opportunities for cultural exchange within the province, nationally, and internationally
- Encourage opportunities for tradition-bearers to engage with communities through animation programs

## **2.5 Objective: To encourage existing agencies, institutions, programs and business organizations to recognize ICH in their commemorative activities**

### **Actions**

- To work with existing heritage organizations and others, such as the Order of Newfoundland and Labrador, the Folk Arts Council, the Newfoundland Historic Trust, and the Arts Council to recognize tradition bearers and ICH work in their awards and recognition programs.
- To encourage and make submission to the Provincial Commemorations Program .
- Seek to increase the number of MUN Honorary Doctorates given to significant tradition-bearers

## **Goal Three: *Keeping Traditions Alive***

### **3.1 Objective: To work with communities to ensure the transmission of Intangible Cultural Heritage**

### **Actions**

- Research and report on successful ICH activities
- Ensure that locally trained field workers are engaged in inventory and community animation.
- Act as a liaison on ICH issues between communities, NGOs and government

- Encourage grassroots initiatives to undertake ICH projects
- Develop an Intangible Cultural Heritage Resource kit for transmission (How-to kit/manual/resource web-based videos), drawing on existing resource materials (Smithsonian, for example)
- Encourage museums to undertake research traditions and local knowledge relating to collections.

### **3.2 Objective: To develop partnerships with the Department of Education in K-12 curricula**

#### **Actions**

- Establish a dialogue with the Dept. of Education on ICH
- Develop an “Elders in the Schools” program
- Explore opportunities for traditional artists as content-providers
- School linkages – (e.g., sponsor a Heritage Fair around the theme of ICH)

### **3.3 Objective: To develop partnerships with post secondary educational institutions to increase ICH content and programming**

#### **Actions**

- Work with Memorial University and other post-secondary institutions to enhance the awareness of ICH within existing courses and, where appropriate, to develop new courses that address ICH policy and practice
- Involve schools and post-secondary institutions in the identification of ICH material
- Encourage publication and research on ICH topics
- Encourage the establishment of a research chair in ICH at Memorial University
- Implement a Folklore Field School Program.
- Encourage research opportunities for post-secondary students interested in ICH

### **3.4 Objective: To develop internship opportunities for Intangible Cultural Heritage**

#### **Actions**

- Encourage internship opportunities (apprenticeships with youth-elders) within existing government programs (Services Canada, provincial programs)
- Support internship activities through development of new and existing programs.

## Goal Four: *Living Traditions in Sustainable Communities*

- 4.1 Objective: To raise awareness about opportunities for using Intangible Cultural Heritage in community and economic development/ practices, while remaining sensitive to existing and ungoing community practices**

### Actions

- Research best practices.
- Develop Intangible Cultural Heritage enterprises and initiatives.
- Encourage the promotion of traditional skills, practices, and programming in tourism promotional initiatives
- Explore export opportunities for aspects of ICH.
- Encourage inclusion of ICH enterprises and practitioners in trade shows
- Incorporate traditional skills/presentations into experiential, adventure and nature-based tourism.
- Encourage sustainable community development that allow tradition-bearers to live and work in their communities
- Encourage community discussion and participation in identifying ways to keep cultural practices relevant and to pass them on to succeeding generations
- Establish a connection with the appropriate government and NGO offices.

The committee also identified items and themes that they felt were most at risk throughout the province. These were ranked as follows:

Farming / Gardening / Subsistence / Animal Husbandry \*\*\*\*\*

Knowledge about the inshore cod fishery \*\*\*\*\*

- salt fish
- tool manufacture and use
- Fishing marks, berths, mnemonics

Healing Arts \*\*\*\*\*

Aboriginal culture and language \*\*\*\*\*

Traditional Dance – set dancing, and traditional, “in-kitchen” step dancing \*\*\*\*

Woods industry / Mill culture / local sawmills / woodsmen \*\*\*

Unaccompanied singing/Oral traditions \*\*\*

Getting by, making do \*\*

Whaling \*\*

Ethnocultural communities \*

Blacksmithing \*