REQUEST FOR INTERNATIONAL ASSISTANCE FROM THE INTANGIBLE CULTURAL HERITAGE FUND

For amounts greater than US$100,000:
deadline 31 March 2018 for a possible approval in 2019

For amounts up to US$100,000:
submit at any time

Instructions for completing the request form are available at:

Nominations not complying with those instructions and those found below will be considered incomplete and cannot be accepted.

States Parties are further encouraged to consult the aide-mémoire for completing a request for International Assistance, which is available on the same webpage.

Possibility to request International Assistance when submitting a nomination for the Urgent Safeguarding List

To nominate an element for inscription on the Urgent Safeguarding List and simultaneously request International Assistance to support the implementation of its proposed safeguarding plan, use Form ICH-01bis.

To request International Assistance that is not related to a nomination, continue to use Form ICH-04.

1. State(s) Party(ies)

For multinational requests, States Parties should be listed in the order on which they have mutually agreed.

Malawi

2. Contact person for correspondence

2.a. Designated contact person

Provide the name, address and other contact information of a single person responsible for all correspondence concerning the request.

For multinational requests provide complete contact information for one person designated by the States Parties as the
main contact person for all correspondence relating to the request and for one person in each State Party involved.

<table>
<thead>
<tr>
<th>Title (Ms/Mr, etc.):</th>
<th>Mr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family name:</td>
<td>Magomelo</td>
</tr>
<tr>
<td>Given name:</td>
<td>Christopher</td>
</tr>
<tr>
<td>Institution/position:</td>
<td>Malawi National Commission for UNESCO (Assistant Executive Secretary for Culture)</td>
</tr>
<tr>
<td>Address:</td>
<td>P.O Box 30278, Lilongwe 3</td>
</tr>
<tr>
<td>Telephone number:</td>
<td>+265 (0)1774044</td>
</tr>
<tr>
<td>Email address:</td>
<td><a href="mailto:mnatcomunesco@mtlonline.mw">mnatcomunesco@mtlonline.mw</a></td>
</tr>
<tr>
<td>Other relevant information:</td>
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</tbody>
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2.b. Other contact persons (for multi-national files only)

Provide below complete contact information for one person in each submitting State, other than the primary contact person identified above.

N/A

3. Project title

Indicate the official title of the project in English or French that will appear in published material.

Not to exceed 200 characters

SAFEGUARDING OF THE ICH OF MALAWI THROUGH EDUCATION AND TRANSMISSION

4. Summary of the project

Provide a brief description of the project for which assistance is requested, including its overall objectives, expected results and main modalities of action. The State(s) Party(ies) is/are invited to submit requests that recognize and respect local development agendas in their design and planning.

Not fewer than 200 or more than 300 words

Between 2007 and 2016 three community-based inventories have been compiled which are contained in three printed documents namely: Inventory of Malawi's ICH, Volume 1; Volume 2; and Volume 3 which can be accessed on www.malawinatcom.mw. They contain elements in all the five domains of ICH namely: oral traditions and expressions; performing arts; social practices, rituals and festive events; knowledge and practices concerning nature and the universe; and traditional craftsmanship. However, the three inventories do not contain the variations that exist in initiation practices and pottery traditions in Malawi. In addition, there has not been much transmission and popularisation outside the practicing communities.

The overall objective of this project is to contribute to the safeguarding of ICH of Malawi. It will contain the following four components implemented through eleven activities: capacity building of university lecturers and secondary school teachers on implementation of the 2003 Convention and community-based inventorying of ICH; inventorying of initiation practices and pottery traditions; introduction of topics into a university curriculum and primary school extra curriculum on ICH; domestication of the 2003 convention text through translation into three local languages; and transmission of ICH through a carnival for the promotion of the practice of the elements on the Inventory of Malawi's Intangible Cultural Heritage outside the practicing communities.
This project will therefore, promote the ICH beyond the practicing communities through education, research, documentation and practice. The carnival will become an annual event organised by heritage associations and foundations of the practicing communities with the participation of school children. Currently there is no carnival of any type in Malawi. This will be the first of its kind which will involve a display, of the ICH contained in the inventories across all the five domains, by practicing communities and individuals as well as schools.

5. Is this an emergency request that is eligible for expedited processing?

Indicate if this is an emergency request that might warrant expedited examination by the Bureau. For this purpose, an emergency shall be considered to exist when a State Party finds itself unable to overcome on its own any circumstance due to a calamity, natural disaster, armed conflict, serious epidemic or any other natural or human event that has severe consequences for intangible cultural heritage as well as the communities, groups and, if applicable, individuals who are the bearers of that heritage. You will be asked to describe the nature and severity of the emergency in section 13.

| ☐ emergency request |
| ☒ non-emergency request |

6. Duration of the project

Indicate the total number of months required for the implementation of the proposed project. Assistance from the Intangible Cultural Heritage Fund can only cover a period of thirty-six months.

18 months

7. Previous financial assistance from UNESCO for similar or related activities

Has the State Party ever received any International Assistance under the Intangible Cultural Heritage Fund of the 2003 Convention to implement related activities in the field of intangible cultural heritage?

| ☐ No |
| ☒ Yes (if so, please provide details below: title, period, contract number and funding source) |

Title: Development of an Inventory of Intangible Cultural Heritage of Malawi,
Period: 2012 cycle
Contract Number: 450018334
Funding source: Intangible Cultural Heritage Fund

8. Name of the implementing agency (contracting party, if assistance is provided)

Indicate the name of the agency, institution or organization responsible for implementing the project: this agency will be contracted by UNESCO if assistance is granted. Also indicate the name and title of the contact person and other relevant contact information.
Name of the agency: Malawi National Commission for UNESCO,
Name and title of the contact person: Christopher Julio Magomelo
Address: P.O. Box 30278, Lilongwe 3
Telephone number: +265(0)880060537
Email address: juliomagomelo@gmail.com
Other relevant information:

9. Scope of the project

Tick only one box.

☐ local (sub-national)
☒ national
☐ subregional/regional (more than one country)
☐ international (including geographically non-contiguous areas)

10. Location of the project

Identify and characterize the geographical area(s) in which the project will be carried out. Not to exceed 100 words

The project will be centralised in Lilongwe which lies at °59'S 33°47'E in central region, while activities on capacity building and inventorying will be in Dedza, at 14.3817° S, 34.3255° E; Nkhotakota, at 12.9317° S, 34.2811° E popular for the pottery traditions and for initiation practices in Dowa (in the central region) a tobacco agricultural landscape lying at 13.6515° S, 33.9360° E home of William Kamkwamba, the Boy Who Harnessed the Wind; the fishing district of Mangochi at 14.4862° S, 35.2533° E and Mulanje a mountainous landscape popular for tea growing at 16.0252° S, 35.5083° E, in the southern region.

11. Purpose of request

Tick one box to identify the purpose for which International Assistance is requested.

This form is not to be used for requesting preparatory assistance. States Parties wishing to request international assistance for the preparation of nominations for inscription on the Urgent Safeguarding List should use Form ICH-05, and States Parties wishing to request international assistance for the preparation of proposals for the Register of Good Safeguarding Practices should use Form ICH-06.

☐ safeguarding heritage inscribed on the Urgent Safeguarding List
☐ safeguarding heritage being nominated for inscription on the Urgent Safeguarding List
☐ elaboration of inventories
☒ implementation of programmes, projects and activities for safeguarding

12. Forms of assistance requested

Tick one or several boxes to identify the forms that the International Assistance will take.
studies concerning various aspects of safeguarding
- the provision of experts and practitioners
- the training of all necessary staff
- the elaboration of standard-setting and other measures
- the creation and operation of infrastructures
- the supply of equipment and know-how
- other forms of financial and technical assistance

13. Background and rationale

Provide a brief description of the current situation and the need that the proposed assistance would address. For emergency assistance requests, describe the nature and severity of the emergency.

1. For the safeguarding of a particular element, provide a description of the element, its social and cultural functions, its viability in terms of its practice and transmission and why safeguarding measures are required at this time.

2. For programmes or activities not focused on a particular element (e.g., the preparation of inventories, strengthening of capacities, awareness raising, visibility), describe why these programmes or activities are necessary and what gaps exist in other, related programmes and activities.

Not fewer than 750 or more than 1000 words

Between 2007 and 2016 three community-based inventories have been compiled which are contained in three printed documents namely: Inventory of Malawi’s ICH, Volume 1; Volume 2; and Volume 3 which can be accessed on www.malawinatcom.mw and extracts of them can also be accessed on www.cut.ac.zw/saich/saichat/index.php/user/element/countries/malawi. They contain elements in all the five domains of ICH namely: oral traditions and expressions; performing arts; social practices, rituals and festive events; knowledge and practices concerning nature and the universe; and traditional craftsmanship. However, the three inventories do not contain the variations that exist in initiation practices and pottery traditions in Malawi. In addition, there has not been much transmission and popularisation outside the practicing communities.

Since 2009, UNESCO has been supporting a global capacity-building programme aimed at assisting countries in building institutional and professional capacities required for the effective implementation of the 2003 Convention for the safeguarding of the Intangible Cultural Heritage (ICH). The programme is part of the global and national efforts to attain long-term development goals. It intends to assist beneficiary countries with making development more sustainable, ensuring the viability of the ICH present in member countries and strengthening relations within and between communities, through the effective implementation of the Convention.

Malawi participated in such a programme which was implemented by the UNESCO Regional Office for Southern Africa based in Harare, Zimbabwe from 2010 to 2016. The results of this project in Malawi were: the Inventory of Malawi’s ICH Volume 2 as well as training of 14 teachers from across the country and 14 community-based youth practitioners from across the country on community-based inventorying of ICH and implementation of the 2003 Convention; the training of 10 national trainers of trainers mainly from public cultural institutions and two international trainers. A sub-regional platform was also created called Southern Africa Intangible Cultural Heritage (SIACH) network which has a web-based database that can be accessed on: http://www.cut.ac.zw/saich/saichat/index.php/user/element/countries.

The people trained in this programme, having assisted in the subsequent work concerning preparation of nomination files and safeguarding projects and programmes are not nearly enough for a country of 17 million people that is rich in intangible cultural heritage practiced by more than 15 linguistic communities. The three inventories so far developed have also not documented ICH concerning the variety of pottery traditions and initiation practices that exist in Malawi. There is
therefore, continued need to domesticate the 2003 Convention through its translation into local languages, build capacity among teachers and community youth for implementation of the convention, safeguarding measures including community-based inventorying of those elements that have not yet been inventoried, transmission through formal and informal education by developing relevant curricula as well as through sharing ICH elements with none practicing communities.

In 2013, the Internal Oversight Service (IOS) of UNESCO carried out an evaluation exercise on the impact of the 2003 Convention. The interviewed stakeholders stressed the importance of capacity building for its successful implementation. It was however, noted that while information on project results, successes and challenges may be available in project reports, review meetings and facilitators’ assessments developed at the end of training delivery, there is usually no follow-up information on any sustained behaviour or structural change and the ultimate impact resulting from UNESCO’s intervention through capacity-building activities.

During the capacity building project, at the end of the training courses for teachers, and during the community based inventorying exercises there were persistent calls from the teachers and practicing communities for more training because the skills gained were found to be very useful not only in inventorying ICH and implementation of the convention but also in everyday teaching of a wide range of subjects in the schools. The primary school curriculum has Chichewa language, expressive arts subjects and community research topics, which are supposed to draw examples from the local communities for teaching. The skills on research and documentation of ICH were found to be quite handy in this regard as the teachers would be able to do research and obtain examples from their communities. Teachers observed that actually they would teach their pupils some of the skills of obtaining information from the communities. They proposed introduction of the knowledge and skills contained in the ICH as well as the community based inventory methodology in the school whether formally or informally. Even if informally introduced they assured that the skills would be used in the classroom. MUST also implored the NICH to consider assisting students of Indigenous Knowledge Systems and Practices to increase the number of experts in ICH. MUST’s curriculum includes modules in each of the five domains of ICH: Traditions in Contemporary World; Weaving I; Indigenous Architecture; Indigenous Knowledge Management; Indigenous Logic; Indigenous Religions; Intangible Traditions; Herbal Medicine; Indigenous Food; and Indigenous music to mention some.

Furthermore, during the inventorying, teachers lamented that there were no platforms for transmission of the ICH at school level and festivals participated by schools would assist in transmitting the skills, knowledge and practices contained in the elements. Cultural associations on the other hand have lamented that although there exist localised events among practicing communities, there is no national platform for transmission of the elements such as Gule Wamkulu, Vimbuza and Tchopa Dance which are on the Representative List. This is due to lack of skills and resources to organise a national festival, the best platform for transmission of the elements outside the practicing communities which would foster intercultural dialogue, sharing and understanding.

Therefore, this project is in a way a follow-up on the achievements of the past capacity building projects in order to sustain them and ensure behavioural change. The number of trained experts will grow, the existing inventories will continue to be updated while new ones are developed. Teachers will be trained, schools will have curriculum on ICH, MUST will graduate more students with knowledge of ICH and its safeguarding and the carnival will become an annual event that all communities will make preparations every year to participate in thereby continually transmitting the elements within and outside the practicing communities.

14. Objectives and expected results
Identify, in terms that are as clear and measurable as possible: (i) what medium-term effects would be achieved by the implementation of the project (objectives) and (ii) what kind of positive impacts and concrete accomplishments would be seen after implementing the proposed project (expected results). Both need to be spelled out in detail and linked to the information included under section 15 below (Activities).

Not fewer than 100 or more than 300 words

The objectives and expected results of the project are:

Objective 1: To build the capacity of teachers for safeguarding of ICH and implementation of the 2003 convention

Expected Result 1: 15 primary and secondary school teachers and 5 university lecturers able to conduct community-based inventorying of ICH

Expected Result 2: Two national extra curricula at primary and secondary school levels and one at university curriculum on ICH developed.

Expected Result 3: Local cultural materials integrated into at least 20 schools’ extra-curriculum activities at community level and in the Malawi University of Science and Technology’s curriculum on Indigenous Knowledge Systems and Practices;

Objective 2: To update the Inventory of Malawi’s Intangible Cultural Heritage

Expected Result 4: Two elements, on Malawian pottery traditions and textile making and colour traditions, added to the Inventory of Malawi’s Intangible Cultural Heritage and safeguarded for posterity

Expected Result 5: A History of Malawi People and their ICH published for use in Malawi schools

Objective 3: To domesticate the 2003 convention for the safeguarding of ICH in Malawi

Expected Result 6: The 2003 Convention for the safeguarding of intangible cultural heritage translated into Cilhomwe, Ciyao, Cihomwe and Kyangonde local languages

Objective 4. To transmit the ICH elements to school children, out of school youth and communities

Expected Result 7: 10 University students supported to complete studies on Indigenous Knowledge Systems and Practices at Malawi University of Science and Technology

Expected Result 8: Children, youth, and elders learn about other communities’ intangible cultural heritage and take part in their practice and safeguarding through a national ICH carnival.

Expected Result 9: A national carnival of ICH of Malawi organised by practicing communities

Expected Result 10: Oral traditions of Malawi transmitted to more than 10,000 children of 3-15 years through TV programs of 10 Malawian folktales-based animated films.

15. Activities

What are the key actions to be carried out or work to be done in order to achieve the expected results identified in section 14 (Objectives and expected results)? Activities need to be described in their best sequence, explained in a detailed and narrative manner and their feasibility should be demonstrated. The information included in this section should be consistent with that provided under section 16 (Timetable of the project) and section 17 (Budget).

Not fewer than 300 or more than 1000 words

In order to achieve Objective 1 and Expected Result 1, 2 and 3, the following activities will be implemented:
1. Preparatory meetings with communities and education managers to review the project, program of the community-based inventorying training and identify teachers to be trained. This will be done taking into account geographical spread and gender balance. 20 teachers, 10 men and 10 women from 10 primary schools and 10 secondary schools in the Southern Region, Central Region and Northern Region of Malawi will be identified. Deliberate effort will be made to identify teachers who teach local languages or expressive arts as the criteria for selection to avoid selection of a science teacher.

2. Organisation of the training on ICH in general, community-based inventorying and implementation of the convention. The training will take place in the respective regions because there will be a field component which is better done within the geographical region that the teachers work. For the Northern Region the training will take place in Mzuzu District which is central to all the six districts. In the Central Region it will take place in Lilongwe also the centre of the region and in the Southern Region it will take place in the central district of Blantyre. Participants will be the 15 teachers and 5 lecturers from the Malawi University of Science and Technology (MUST). The training will be conducted by the trainers Mr. Lovemore Mazibuko and Christopher Magomelo assisted by the community based trainers of trainers trained under the global capacity building project. Each training will be for not less than 10 days as advised by the UNESCO guidelines for the conduct of community-based inventorying training.

3. Working sessions for the development of draft curricular on ICH or related subjects incorporating topics on ICH. The process will involve the teachers proposing topics that are relevant in their areas and the Primary Education Advisors (PEAs) and Education Managers (EdMs) meeting to review the topics and then the curriculum specialists will also review and advise on incorporation of the topics into the school curriculum. The MUST lectures will also draft topics for the IKSP course and present them to Senate for approval.

To achieve Objective 2 and Expected Result 4 and 5, the following activities will be implemented:

4. Community-based Inventorying of ICH. The field work to inventory the initiation practices and pottery traditions will be conducted by practitioners led by the trained teachers under the supervision of the trainers. It will take place for 10 days.

5. Printing of 6000 copies of an already written book on the history of Malawi people and their ICH. The book is already accepted as supplementary reading material on the secondary school curriculum by the Ministry of Education but lack of support from publishers has led to few copies of the book being printed. The book which was written by a renowned writer Dr. Desmond Dudwa Phiri, looks at the cultural changes in Malawi since the advent of decolonisation.

6. Printing of the Inventories of the ICH of Malawi into hard copies for dissemination and transmission. The inventories only exist in electronic form and have been disseminated as such. As use of internet and social media is low in Malawi, only a few people know about the inventories. Printed copies would be distributed in community libraries and schools thereby ensuring a larger number of people and particularly the youth have access to them.

To archive Objective 3 and Expected Result 6, the following activities will be implemented:

7. Production of domesticated text of the 2003 convention. This will include: Translation of the 2003 Convention text into four local languages namely Cichewa, Citumbuka, Cilhomwe and Kyangonde; Printing of 1000 copies of the translated text in each language.

To archive Objective 4. To transmit the ICH elements to school children, out of school youth and communities; and Expected Result 6: Children, youth, and elders learn about other communities' intangible cultural heritage and take part in their practice and safeguarding; the following activities will be implemented:

8. 4 Preparatory meetings: (i) to discuss the content of the carnival and distribute responsibilities. It will involve representatives of the trained teachers, leaders of ICH elements practicing communities, members of the media, and heritage associations. An organising committee will be established at this first meeting; (ii) the organising committee will meet to prepare the carnival program; (iii) the organising committee will meet to continue preparations and (vi) the members of the first meeting will meet with the organising team to get report and finalise
preparations for the carnival.

9. Organisation of the carnival. The organising committee comprising of heritage associations, teachers and practitioners will organise the carnival which will take place in Lilongwe. Participants in the carnival will include heritage associations, school children and practitioners of ICH elements. All the ICH domains will be represented in the carnival.

10. Provision of bursaries to 10 students of Indigenous Knowledge Systems and Practices at MUST. Few students are graduating in this course due to lack of financial support for tuition. The support of 10 students will ensure increase in the knowledge and skills for the implementation of the convention as well as safeguarding of ICH in Malawi. The bursaries will be targeted at fourth year students who have managed to stay on the course and are in their last year before graduation but are facing financial challenges.

11. Production of 10 Malawian folktales animated films and 10 children’s television programs to ensure transmission of the oral traditions of Malawi to children under the age of 15 years. Young creative digital artists will be engaged to produce the films.

12. Monitoring and evaluation missions. The National Commission for UNESCO which is the secretariat of the National Intangible Cultural Heritage Committee and the Museums of Malawi which is the focal point for the implementation of the 2003 convention will conduct joint quarterly monitoring missions to ensure the results of the project are being met.

16. Timetable of the project

Attach a month-by-month timetable for the proposed activities, preferably using Form ICH-04 Timetable and Budget. The information provided should be in conformity with that in section 6 (Duration of the project) as well as in conformity with the detailed activities and their sequences as included under section 15 (Activities) and in the budget overview in section 17. Please note that the activities can only begin approximately three months after approval of the request at the earliest.

17. Budget

Attach a detailed budget breakdown in US dollars of the amount requested, by activity and type of cost (e.g. personnel, travel, supplies, equipment, etc.) with enough specificity and detail as to provide a sufficient justification and to allow actual expenses to be matched directly against the projections. This budget breakdown shall be provided as an attachment to this form, preferably using Form ICH-04 Timetable and Budget. The budget should reflect only the activities and expenses described above and be prepared in a rigorous and transparent way, fully reflecting all sources of support.

In each section of the budget, clearly distinguish the amount requested from the Intangible Cultural Heritage Fund from the amount to be contributed by the State Party or other sources. The State Party contribution includes local and national government allocations as well as in-kind contributions; ‘other sources’ can include NGOs, community organizations, foundations or private donors.

It is also crucial that the budget breakdown correspond exactly to the detailed narrative description provided under section 15 (Activities) and to the timetable attached for section 16.

Provide below the budget overview, being certain that the figures are identical to those provided in Form ICH-04 Timetable and Budget.

Overview:
Amount requested from the Fund: US$99,758.00
State Party contribution: US$13,517.00
Other contributions (if any): US$10,080.00
Total project budget: US$128,474.00

18. Community involvement
Identify clearly the community(ies), group(s) or, if appropriate, individuals concerned with the proposed project, including the role of gender. Describe the mechanisms for fully involving them in the preparation of the request as well as in the implementation of all the proposed activities and in their evaluation and follow-up. This section should describe not only the participation of the communities as beneficiaries of the project and of financial support, but also their active participation in the project design; their perspectives and aspirations should be fully reflected in the proposed project.

Not fewer than 300 or more than 500 words

As stated in section 13, between 2007 and 2016 three community-based inventories were compiled which are contained in three printed documents namely: Inventory of Malawi’s ICH, Volume 1; Volume 2; and Volume 3 which can be accessed on www.malawinatcom.mw and extracts of them can also be accessed on www.cut.ac.zw/saich/saichal/index.php/user/element/countries/malawi. They contain elements in all the five domains of ICH namely: oral traditions and expressions; performing arts; social practices, rituals and festive events; knowledge and practices concerning nature and the universe; and traditional craftsmanship.

During the inventorying, community leaders, men, women and youth practitioners were involved in proposing the activities and projects that are needed to safeguard the elements. The practitioners also gave verbal and written consent on the use of the information they provided. All this information is contained in the inventory volumes. In addition, the safeguarding plans for the elements on the representative list namely Gule Wamkulu, Vimbuza Healing Dance and Tchopa dance as well as those waiting to be treated in the coming cycles namely Kaligo the Art of Thumb Plucking Music Playing, Mwabwese Traditional Knowledge of Extracting Oil from Palm Fruits and Mwinohe, the Joyful Dance all have proposed some activities in this project.

The heritage foundations and associations representing the practicing communities were then involved in the design of this project during a meeting organised on 22March 2018 in Lilongwe. The foundations and associations include the Chewa Heritage Foundation, Mzimba Heritage Association, Chibanja cha Ayao, Mulhako wa Alhomw and Folk Dance and Music Association.

The safeguarding plans which came out of the inventorying and nomination exercises therefore, reflect the aspirations of both the practitioners and communities which included people at all levels, boys, girls, young men and women and elders. They all contributed to the plans. They were concerned with the diminishing numbers of practitioners for various reasons including rural – urban migrations, lack of transmission, lack of intercultural exchange, absence of link between traditional practices and schools and lack of a critical mass of experts on ICH. One major question that was raised by all practitioners was, “After inventorying, then what?” They all desired to see the popularisation of the elements so that they do not die naturally as a list in a document while practitioners continue to diminish. They suggested that continuous inventorying and capacity building through formal and non-formal education would go a long way in ensuring increasing numbers of people knowledgeable about safeguarding of ICH and therefore would influence many more people to get involved and transmit the ICH. They also indicated that teachers would be an ideal target group as they spend more time with children and therefore if they transfer the knowledge they will gain to children it will have the desired multiplier effect. Finally they encourage festivals and carnivals to reach out to non-practicing communities. Of all the inventoried elements, the majority are practiced by women and the project will ensure that the trainees and participants in the whole project consist of not less than 50% women.

19. Implementing organization and strategy

Describe the background, structure, mission and relevant experience, etc. of the implementing organization or body indicated under section 8 that will be responsible for carrying out the project. Identify the human resources available for implementing it and indicate their division of tasks. Describe how it will manage the project Implementation.

Not fewer than 150 or more than 500 words

The Malawi National Commission for UNESCO was established in 1981. The Commission will coordinate the implementation as well as control the finances and monitoring and evaluation of this project. This had been agreed with the Department of Museums and Monuments to ensure
that the project is implemented smoothly, in time and without delay. In the past where finances were channeled through the partner agencies, though not necessarily those to be involved in this project, there were delays in sourcing the funds by the implementing agencies. The partners in this project have not handled UNESCO project finances before and the UNESCO system of payment and the partners' internal arrangements make it difficult for them to handle UNESCO projects.

The Malawi National Commission is better placed to handle the finances as it has experience in handling UNESCO funds having implemented numerous projects in all the five major programmes of UNESCO. It is semi-autonomous from the civil service proper. It has an Executive Board which is the highest decision making body. The Chairman of the Board is the Secretary for Education, Science and Technology. The Secretariat of the Commission is headed by the Executive Secretary. The secretariat consists of the programmes department and the administration department.

The programmes department consists of five professional officers one in each major programme area of UNESCO. These have a minimum of Masters Degree in their specific major programme area. The professional officer responsible for the culture programme currently is Mr. Christopher J Magomelo who holds a Master of Social Science Degree. He also holds several postgraduate diplomas one of which is on "Cultural Projects for Development". Mr. Magomelo has 18 years experience in managing cultural projects including in intangible cultural heritage and specifically inventorying of ICH. He coordinated the preparation of nomination dossiers for Gule Wamkulu, Vimbuza Healing Dance and Tchopa Dance which are on the representative list. He is the secretary of the National ICH Committee. Mr. Magomelo will be responsible for coordination and monitoring and evaluation of the project under the supervision of the Executive Secretary Mr. Emmanuel Kondowe who holds an MA in Communication and several post graduate qualifications in communication and information. The Accountant is Mr. Richard Mjudah who holds a degree in Accountancy. He will be responsible for accounting of the project funds.

The Museums of Malawi will coordinate individual institutions and specialists to be involved in the implementation of the project in terms of instigating when activities should be implemented and ensuring deadlines are met. The Museums of Malawi and the National Commission will provide the experts on ICH. The Education Division Managers will identify the teachers to be trained, the seven existing heritage foundations and associations will organise practitioners from their respective communities to participate in the project. The Museums of Malawi as the focal point for implementation of the 2003 Convention will prepare the narrative report while the National Commission as the secretariat of the National Intangible Cultural Heritage Committee will prepare an evaluation report.

20. Partners

Describe, if applicable, the coordination arrangements with any other partners and their responsibilities in the implementation of the project. Identify the human resources available in each of the entities involved.

Not more than 500 words

The Museums of Malawi will coordinate Education Division Management, Primary Schools, Secondary Schools, Chewa Heritage Foundation, Mulhako wa Alhomwe, Chibanja cha aYao, Mgumano wa Amang'anja, Mseko Ngoni Heritage Association, Tumbuka Association, Mdhauko wa aTonga and Karonga Heritage Association in implementing the project. The National Commission for UNESCO will monitor and evaluate the impact of the project.

The Museums of Malawi will designate Mr. Lovemore Mazibuko as one of the ICH experts. He, together with Mr. Christopher Magomelo will conduct the trainings on community-based inventorying methodology and the 2003 Convention respectively. Mr. Mazibuko and Mr Magomelo both hold a Masters degrees and were trained by UNESCO as sub-regional and national trainers respectively on ICH and community-based inventorying methodology. These two have between them vast experience in this field having conducted similar trainings within and outside Malawi under the global capacity building project in Southern Africa.
The museums of Malawi will identify already trained teachers and youth in the global capacity building project to assist in the training of new teachers as well as in organising participation of students in the project. The Education Division Managers will identify teachers to be trained. The trained teachers will be involved in conducting the inventorying under the supervision of Mr. Mazibuko and Mr. Magomelo. The trained teachers will also lead in the drafting of the relevant topics on ICH for lobbying for their inclusion in the national curriculum at primary school.

Malawi University of Science and Technology will enrich the already existing curriculum on Indigenous Knowledge Systems and Practices with topics on ICH as well as manage the bursaries for student to ensure increase in the number of graduates of this course.

The heritage associations and their communities through their traditional authorities will identify ICH elements to participate in the carnival. The associations and practitioners will take a leading role in the organisation of the carnival as well as possible resource mobilisation if gaps appear during the implementation. All the associations have committees with members with relevant qualifications and expertise as follows: Media and Communication; Policy and Advocacy; Training and Capacity Building; Resource Mobilisation; and Events Management/Logistics.

The Centre for Language Studies will provide experts and services to translate the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage into Citumbuka, Kyangonde Cyiaya and Cilhomwe.

The Lilongwe City Council will be involved with provision of space and permissions for the carnival. The Ministry of Civic Education and Culture will be involved in the launch of the carnival which the Department of Museums and Monuments under this ministry will announce the inclusion of the carnival into the Malawian Annual Cultural and Artistic Events Calendar.

21. Monitoring, reporting and evaluation

Describe how the implementing organization indicated under section 8 and described under section 19 plans to carry out the monitoring, reporting and evaluation of the project and how the communities will be involved in this mechanism. For larger or more complex projects, external monitoring and evaluation are preferable.

Not fewer than 50 or more than 250 words

The monitoring and evaluation will be done internally. The National Commission will lead in the monitoring and evaluation of the project. Implementing agencies, the Museums of Malawi, the Associations, Malawi University of Science and Technology, Schools will be monitoring their specific activities during execution and then produce end of activities technical reports which will be submitted to the National Commission. The end of project technical reports will be consolidated by the Museums of Malawi into a final technical report. The National Commission for UNESCO will lead in conducting periodic monitoring evaluation missions during implementation of the activities and produce evaluation reports as well as the midterm (which will combine all the evaluation mission reports on activities implemented midway of the project) and the end-of-the-project evaluation reports. The missions will involve leaders of practicing communities and groups who will consult the members and provide on-the-ground information about the successes and challenges that the project activities encountered. This information will be consolidated by the National Commission into the monitoring and evaluation report.

22. Capacity building

Describe how the project may contribute to building up capacities or strengthening existing resources in the field of safeguarding intangible cultural heritage. Special emphasis should be placed on the capacities of the communities described in section 18 to safeguard their intangible cultural heritage. It may also be relevant to describe the impact on the capacities of the implementing organization.

Not fewer than 100 or more than 300 words

The project will increase the number of experts in the implementation of the 2003 convention, safeguarding of ICH in general and community-based inventorying in particular. It will further
enhance the knowledge of teachers and communities on UNESCO approved techniques on documenting ICH. It will strengthen the research and analytical skills of the teachers and practicing community youth in collection and recording of ICH in general and pottery and initiation practices in particular. The ICH will be integrated in school curriculum through the subject windows already provided namely: expressive arts in primary schools and performing arts in secondary schools. The documentation resulting from this project will contribute to building the capacity of schools to provide lessons in ICH. They will also provide reading material in libraries enhancing general public’s knowledge on ICH. The larger community will also be capacitated in identification of their own ICH. The number of experts in ICH will be increased through the increase in numbers of graduate of the Indigenous Knowledge Systems and Practices degree course run by the Malawi University of Science and Technology. The country’s knowledge experience in organising a carnival will have been enhanced which can be used in subsequent events following the project. Furthermore, the associations and implementers will enhance their organisational skills as they execute this whole project. The principal practitioners’ skills will be enhanced during this project. The knowledge and capacity of the country as a whole to implement the 2003 convention will be enhanced through the translated text of the 2003 Convention into some local languages.

23. Sustainability after the assistance ends

Describe how the results and benefits of the project are expected to last beyond the end of the project. If the mechanisms established by the project will continue to function after the implementation of the project, describe how and which responsible body would be in charge.

Not fewer than 50 or more than 250 words

The communities can access the documentation that will result from the project through the chiefs, community libraries and schools. The community libraries are accessible to the youth who can read them in order to familiarise themselves further with the knowledge and skills of the ICH elements. The field experience the teachers will get and the knowledge the students will acquire can be used to conduct more field work to develop more inventories of ICH when needed in the course of safeguarding exercises of these communities’ other ICH in future. In addition they can continue transmitting the knowledge and skills in the elements to their students through class lessons. The practicing communities will use the experience in this project to organise annual carnivals which will become part of the cultural and artistic events calendar maintained and promoted by the Department of Museums and Monuments which will ensure continued practice and safeguarding of the ICH. The calendar can be accessed on www.culture.gov.mw and www.visitmalawi.com. MUST graduates will be available when their knowledge will be required for service in implementation of the 2003 Convention. The translated 2003 Convention text and other materials will spread the knowledge about the Convention and ICH in general to communities who speak only the four languages namely Kyangonde, Citumbuka, Ciyao and Chilomwe.

24. Multiplier effects

Describe how this assistance may stimulate financial and technical contributions from other sources or stimulate similar efforts elsewhere.

Not fewer than 50 or more than 250 words

The Museums of Malawi, teachers, heritage foundations and associations and communities and groups will be encouraged to use the results of this project to raise more funds and technical support from other sources to continue the training, inventorying and practicing the elements such as through community events as well as the annual ICH carnival. They will be able to implement other safeguarding measures for ICH elements. The television and radio stations will be encouraged to broadcast the events particularly the carnival and continue running programs on their stations using the rights to materials generated in this project to reach more people thereby promoting transmission. Associations will be encouraged to share the activities and events with
groups on social media such as Whatsapp for easy access by the urban youth. The publications generated in this project will further stimulate the Ministry of Education to invest in curriculum with cultural content as it will be looking for educational materials appropriate to local cultural traditions.

25. Signature(s) on behalf of the State Party(ies)

The request should be signed by an official empowered to do so on behalf of the State Party, and should include his or her name, title and the date of submission.

In the case of multinational requests, the document should contain the name, title and signature of an official of each State Party submitting the request.

Name: Emmanuel B. Z. Kondowe  
Title: Acting Executive Secretary  
Date: 30th July, 2018  
Signature:

Name(s), title(s) and signature(s) of other official(s) (for multinational requests only)