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Intangible  
Cultural  
Heritage

**CONVENTION FOR THE SAFEGUARDING OF THE  
INTANGIBLE CULTURAL HERITAGE**

**CROSS-REGIONAL ANALYSIS OF FACILITATORS' REPORTS  
ON CAPACITY-BUILDING WORKSHOPS**

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## 1. Introduction

### 1.a Context

Between 2011 and 2015, UNESCO facilitated more than 170 training workshops in Africa, the Arab States, Asia and the Pacific, and Latin America and the Caribbean as part of its capacity-building programme for the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage. Defined as 'a comprehensive, long-term engagement with Member States to create institutional and professional environments for safeguarding intangible cultural heritage', the capacity-building programme has mobilized a network of more than 80 facilitators from all over the world to deliver training to more than 2000 participants in more than 70 countries.

During the initial programme rollout (2011-2015), workshops were structured around four curriculum areas: i) ratifying the Convention (RAT); ii) implementing the Convention at the national level (IMP) iii) community-based inventorying (INV); and (iv) preparing nominations (NOM). The programme has since evolved towards an integrated project approach comprising training as well as long-term support to policy and legal development and pilot inventorying activities. The thematic scope of the curriculum has also expanded to take on new themes, such as gender, safeguarding plans and sustainable development.

In the 2013 *Evaluation of UNESCO's Standard-setting Work of the Culture Sector*, UNESCO's Internal Oversight Service (IOS) found that of all the mechanisms established to support the implementation of the Convention, the capacity-building programme was considered by many to be the most important. Among possible areas for improvement, IOS evaluators recommended that more efforts were needed to follow-up and assess the results achieved by capacity-building activities.<sup>1</sup>

In this regard, the perspectives of facilitators are a particularly precious resource to draw upon since it is thanks to their expertise and commitment that UNESCO can implement the training workshops in benefiting countries. After each workshop, the facilitators provide UNESCO with an analytical report, which in turn provide input to regional programme review meetings.<sup>2</sup> The present study is the first attempt to undertake a consolidated analysis of these reports that reflects the experiences of implementing the global programme in different parts of the world.<sup>3</sup>

### 1.b Objectives

The analysis aims to give a voice to facilitators' perspectives on the implementation and effects of the global capacity-building programme to identify strengths and weaknesses, lessons learned and suggestions for future programme development. It covers a sample of reports from 73 training workshops<sup>4</sup> carried out in four regions<sup>5</sup> in three curriculum areas: (i) implementing the Convention, (ii) inventorying and (iii) nominations.

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1. Recommendation 6 of the report requested that UNESCO 'establish, with the full involvement of UNESCO Field Offices and in cooperation with National Commissions, a follow-up mechanism for capacity-building activities to gather data about their effectiveness'.
  2. One key mechanism in this regard are the regional programme review meetings that the Secretariat has organized since 2012 (Beijing 2012, Cuzco 2013, Kuwait 2014, Sofia 2014, Algeria 2015). They brought together UNESCO-trained facilitators, UNESCO Field Office staff and staff from the Intangible Cultural Heritage Section. They have proven to be a useful way to assess programme implementation, identify lessons learned and make recommendations for future programme improvement.
  3. A complementary effort to improve programme follow-up and monitoring is a pilot tracer study to collect information from trainees on how their participation in the programme made a difference to their engagement in safeguarding intangible cultural heritage.
  4. UNESCO provided the sample of reports on 73 workshops, because it corresponded to the number of reports that the Secretariat had already entered in its database at UNESCO Headquarters at the time of commissioning the study. More reports had been submitted to UNESCO Field Offices in charge of contracting the facilitators for their services, but there is always a time gap between submission at field office level and reports being available at Headquarters.
  5. Here regions are based on the regional electoral groups of UNESCO: Group I (Western Europe and North America), Group II (Eastern Europe), Group III (Latin America and the Caribbean), Group IV (Asia and the Pacific), Group V (a) (Africa) and Group V (b) (Arab States).

More specifically the analysis addresses the following key questions:

- How adequately did participants' profiles match the programme's objective of strengthening the capacities of ministry officials, civil society and communities involved in safeguarding intangible cultural heritage, mobilizing all stakeholders, young and old, while striking a gender balance?
- Were the training materials that UNESCO developed and provided adequate and easily adaptable to local contexts and audiences?
- What were the organizational and substantive challenges that emerged and how were they addressed?
- How did facilitators assess the principle of co-facilitation (a team of two facilitators per training)?
- What short-term effects of the capacity-building programme could facilitators observe during their visits to beneficiary countries?
- What are the conclusions and recommendations regarding future programme development?

### 1.c Scope and methodology

The number of workshops included by region is as follows:

- Africa: 15
- Asia and the Pacific: 30
- Arab States: 7
- Latin America and the Caribbean: 21

The number of workshops included by curriculum area<sup>6</sup> is as follows:

- Implementing the Convention (IMP): 34
- Community-based inventorying (INV): 23
- Preparing nominations (NOM): 16

The majority of the 73 workshops only had one report; however, some workshops had two or more reports (see annex 1). The present analysis considers each workshop as one set of content regardless the number of reports. For those workshops with more than one report, the information from all reports was considered.

In 2013, the Secretariat introduced a reporting template to help facilitators structure their capacity-building workshop reports. The questions in this reporting template guided the present analysis. The template asks facilitators to respond to specific questions organized under ten key themes (see annex 2). However, not all facilitators used the template, since many of the workshops happened before UNESCO developed the reporting template.

The quality of the reports varies; however, the majority are incredibly rich, analytical and well written. They often contain information on the policies and institutions in place for intangible cultural heritage (ICH) safeguarding in the workshop countries, provide inspiring examples of how to adapt training modules to the local context, illustrate how different societies understand the Convention, demonstrate self-reflection on the part of the facilitators and formulate useful recommendations for programme improvement. Furthermore, since the same facilitators often follow a country for a certain period, facilitating a series of different

6. There were comparatively fewer workshops on ratifying the Convention and among them, there were no online reports, so the present study only covers workshops on implementing the Convention, community-based inventorying and preparing nominations.

workshops extending over several years, some facilitators could observe some short-term effects of capacity-building activities.

The lower quality reports remain largely descriptive, repeating information contained in the training modules or opening speeches. Some of them lack information on participants' profiles, their gender and affiliated organization, making it difficult to compile data in a systematic way.

Practically, the methodology of the present study included structured note-taking on the facilitators' reports, organizing the information according to the sections of the reporting template. The sections included, country context; participants' profiles, challenges encountered, issues discussed, lessons learned as well as facilitators' self-assessment, information on adapting the materials to local contexts and recommendations for future programme directions. The table made it possible to sort information by country, region or type of workshop, thus facilitating the identification of regional dynamics, and of issues specific to each curriculum area.

## 2. Participation

The present section analyses the profiles of workshop participants with particular attention to the diversity of actors involved, community participation, gender balance and youth.

### 2.a Community participation

Community participation is a cornerstone principle of the Convention. The preamble to the Convention acknowledges the role of communities in the creation, recreation and safeguarding of ICH. Article 15 stipulates that 'each State Party shall endeavour to ensure their widest possible participation' within the framework of its safeguarding activities. The participation of community members, ICH bearers and practitioners in capacity-building workshops is, therefore, essential to achieve the commitments of the Convention. The UNESCO Secretariat recommends that a significant portion of participants should come from these groups. Concretely about one-third of participants should be from communities along with one-third from government and one-third from the NGO and research community. For capacity building on community-based inventorying, UNESCO even recommends two-thirds of participants should be from communities. The reporting template asks facilitators to estimate the number of community members among workshop participants.

About half of the 73 workshops contained data about the number of participants from communities. In those workshops with available data, on average 26% of participants were community members and practitioners.

It is worth mentioning that several facilitators reported having no community participants at their workshops. Furthermore, facilitators sometimes had difficulty deciding whether or not a participant could be considered a community member. Some reports did not distinguish clearly between NGOs and communities/practitioners. While these discrepancies reflect the conceptual challenges around the definition of communities, there is evidence that inventorying workshops have a higher percentage of participants who are community members and practitioners (31% based on the 15 inventorying workshops which included data on community participation) and therefore are in line with UNESCO's recommendation.

Section 4 of the present report provides regional figures on community participation in the workshops.

### 2.b Gender balance

Gender equality is one of UNESCO's global priorities, and it is receiving increasing attention in the context of implementing the Convention. The IOS evaluation (2013) notably recommended further integration of gender into relevant ICH-related policies, legislation,

development planning, safeguarding plans and programmes. In this context, the issue of women's participation in the capacity-building workshops takes on particular importance.

The workshop template requests that facilitators include figures on the respective number of women and men in the training sessions, and thus provides a way to monitor gender balance. Information on gender balance comes from 46 out of 73 workshops. When possible, the list of participants was also used to estimate the number of women in the workshop. In the workshops with data available on gender, on average 46% of participants were female.

This high percentage, however, hides significant disparities from workshop to workshop. For instance, there have been workshops where 84% of participants were women and others where the percentage was much lower – only 4% of participants were women in one case (see section 4 for regional analysis).

In most cases, and even when women were under-represented, facilitators' reports praised the quality of their participation. In one country in Asia and the Pacific, the report noted that although there were slightly fewer women, female participants articulated most of the responses and interventions. A few reports highlighted the active role of women's organizations in the workshops: for instance, one report from the Arab States mentioned the participation of women-led NGOs.

While women were often active during workshop discussions, there were exceptions. In one country, the few women attending (only 6 female participants out of 26) rarely took part in the discussion: 'That did not mean they were less interested than men. On the contrary, their interest was visible not only through their attendance but also their sustained attention throughout the workshop. They have also played an important role in the preparation of fieldwork.'

Even when the overall gender balance between male and female participants was equal, facilitators noted that of the participants who were considered 'community members', more tended to be men. In a workshop in Latin America, for example, a facilitator observed that 50% of participants from government institutions were female, whereas only 22% of community members were female.

## 2.c Youth participation

Young people make up more than half of the world's population, and it is for them and the generations to come that intangible cultural heritage should be safeguarded. They are considered a significant stakeholder group of the capacity-building programme. As part of the reporting template, facilitators provide an estimate of the number of workshop participants under age 25 (selected based on the UN definition of youth).

Despite including this question in the template, only 20 workshop reports included data on the participation of young people. Within this limited sample, the majority of reports (14 out of 20) observed that no one under 25 had attended the workshop. The overall average participation rate for youth was below 2%. In some cases facilitators noted the presence of young people between 25 and 30, showing that the notion of 'young' varies from one case to another.

Most reports did not say much about the substantive contribution of young participants to the workshops, except when it came to helping with technical aspects of video recording or highlighting their insights on the role of new technology to engage youth with ICH. In one of the inventorying workshops in the Caribbean, the report noted that the only participants under 25 had played an instrumental role in engaging with other young practitioners during the fieldwork.

In an inventorying workshop in Central Asia, the rare youth participants were the least active during the training. The facilitator interpreted their shy behaviour as a 'manifestation of the

traditional respect for elders who, in the eyes of young people, [had] more rights to express their point of view'.

Some facilitators argued that in their current format, the capacity-building workshops were not well-suited to young people. Enhancing youth participation, from their perspective, would require training materials and pedagogies specifically tailored to young participants (observations from Latin America and the Caribbean). In 2012, two youth forums on ICH were held at the subregional level – one in Central Africa and the other in the Caribbean. Those forums are not part of the present report, which only covers workshops focused on national level capacity building in the initial curriculum areas, but such youth-specific initiatives are certainly in line with the recommendations made by many facilitators.

## 2.d Other observations about participation

Besides culture ministry staff, local culture officers and researchers, facilitators' reports also mention the following categories of participants:

- NGOs: According to a limited sample of reports that provided data on civil society participation (18 out of 73), NGOs represented about 18% of participants. However, facilitators did not consider the profiles of all of them adequate. Some did not seem to have competencies relevant to safeguarding intangible cultural heritage and others only had very limited experience in this field. In one case, a facilitator noted that civil society was still weak due to the political context and thought it would be useful to have good examples of communities organizing themselves, or developing their own NGOs under similar conditions. In 2011, UNESCO organized two regional capacity-building workshops on the role of NGOs in implementing the Convention, but they are beyond the scope of the present study.
- Stakeholders coming from sectors other than the culture: While the template did not require reporting on the participation of ministries other than culture, some mention participation of representatives from the Ministry of Education or the Department of Research, Science and Technology. In one workshop, educators participated, resulting in enhanced discussions on the incorporation of safeguarding mechanisms in schools. A few facilitators regretted that their workshops did not reach out to a broader range of development actors.
- Journalists participated in a few workshops, notably in several African countries, but also in Asia. In some cases, they reported on it in the national media, including a few audiovisual broadcasts.
- Audiovisual professionals were sometimes invited to inventorying workshops to support audiovisual recording during fieldwork. In workshops where this happened, facilitators were extremely positive about the contribution of these audiovisual experts, which were considered a strong asset, leading to more efficient recording.

## 2.e Cross-cutting issues and challenges

Many facilitators from all regions regretted that they did not have a say when it came to identifying participants. Some complained about receiving the list of participants at short notice, which prevented them from further tailoring workshop contents to the profile of the trainees. All of the regional review meeting reports raised this same point.

The diversity of the participants' backgrounds, while being a source of mutual enrichment, also posed some pedagogical challenges. As one facilitator pointed out, workshops indeed need to address very different profiles while sustaining the interest of all participants. 'It is tricky of course, for ideally, the training should involve a mix of profiles so as to reach the different stakeholders with the same messages' noted a facilitator after a workshop in Asia.

One facilitator gave the example of an introductory session on the use of GPS technology to draw up cultural maps, with the theoretical background and practical demonstrations. 'While it was of great interest to the majority of workshop participants with a higher education background, this wasn't the case for the rest of the audience', the report said. Furthermore, the same facilitator noted that the dense inventorying curriculum was designed for people with a higher educational background, accustomed to processing large quantities of information quickly.

In rare instances, facilitators observed tensions that arose because of ethnic or cultural affiliations. There was even one rare case, where individuals from different groups sat on opposite sides of the room or preferred to choose separate breakout groups.

Other issues arose from mixing governmental and civil society participants, especially if censorship of civil society opinions is an issue within a country.

Workshops routinely combined participants who had already attended previous capacity-building workshops with others who were participating for the first time. As a result, some participants had to go through the basics of the Convention three times, whereas others were lagging behind regarding familiarity with its concepts and mechanisms. 'In an ideal world one would want to have a first day to present general issues concerning ICH and the Convention to the newcomers only, and then start the next day with the regular workshop', said one facilitator. Furthermore, facilitators seemed torn between the ideas of strengthening, on the one hand, a core group of people who would then play a fundamental role in the implementation of the Convention, and, on the other, broadening the benefits of training to a larger group.

To conclude this section, more systematic data collection on the profile of workshop participants would be needed to further assess the inclusiveness of the capacity-building programme.

### 3. Training materials

The present section explores the relevance and adequacy of the UNESCO training materials from the facilitators' perspective, including examples of adapting them to local contexts. After a few general comments on cross-cutting issues such as duration, user friendliness and translation, this section outlines key points made by facilitators regarding each of the curriculum areas.

#### 3.a General comments

##### *Workshop durations*

Facilitators found the recommended workshop durations appropriate, although there were a few dissenting voices. Some facilitators from the Arab States found the workshop on implementing the Convention too long.

##### *User friendliness*

While expressing appreciation for the high quality of the workshop materials, their structure and richness, some facilitators criticized repetition and what they perceived as a lack of user friendliness. Those criticisms, however, featured mainly in older reports, which is mostly because from 2014 to 2015 the UNESCO Secretariat undertook a major restructuring of the materials. The restructuring involved converting four separate courses (ratifying the Convention, implementing the Convention, community-based inventorying and preparing nominations) into a set of more than 50 distinct units that also include new thematic areas. These changes seem to have addressed facilitators' concerns regarding repetition since they are now able to select the sequence of units that are suited to the particular needs of their participants.

In many cases, facilitators wished that workshops would allow more time for interactive learning and discussions. Increasing the amount of interaction is indeed an important pedagogical objective, which may sometimes require that facilitators do not use all of the comprehensive training materials for a specific thematic workshop. Facilitators told UNESCO that after facilitating the same topic one or more times, they feel more at ease adapting and tailoring them to specific audiences. Some, for example, prefer to not use the PowerPoint presentations, but to instead engage participants in a more interactive manner (see also the section on customizing workshop materials).

### *Translations and interpretation*

Facilitators who worked with the training materials in Russian and Arabic reported problems with those language versions.

After a nominations workshop that was held in Russian in Asia, a facilitator observed that the problems with the Russian version were 'in part of the cases due to misunderstandings, but in the majority to problems of translation, adaptation and domestication. There [were] also inconsistencies in the Operational Directives (ODs) translation and – occasionally – between the use of terms in the Convention and the ODs'. In the meantime, UNESCO continues its efforts to improve the quality of the translation and integrate feedback from facilitators.

The workshop reports include interesting examples of concepts of the Convention that get lost in translation. For instance, in a country in Asia, facilitators realized only at the end of the workshop that the translation of the term used for 'community' throughout the training was inappropriate, with connotations equivalent to 'collective' far removed from the sense of the Convention. The reports recommend that when preparing for a workshop, facilitators and organizers should work more closely to ensure there is discussion about key words, terms and concepts.

Interpretation, in workshops where it had to be used, posed other challenges to the delivery of the training curricula. Facilitators emphasized the need to select interpreters with the greatest care, given that so much depends on them. They preferred simultaneous interpretation over consecutive interpretation to make efficient use of the workshop time.

Language was considered a challenge in many other workshops. For instance, in one country, French was the official language; however, younger participants had a low proficiency level, which prevented them from participating actively in the discussions. This situation led some facilitators to recommend that workshops be held in vernacular languages, rather than in a national or international lingua franca. In this case, provisions would have to be built into project proposals.

### *Customizing workshop materials*

Facilitators understand that 'customization is not an option but a requirement', as emphasized in all of the regional programme review meetings. Many provided a wealth of innovative examples of ways they had customized the materials, such as including case studies that resonated with the local context or participatory exercises that helped participants engage with the concepts of the Convention. However, adapting the materials requires that facilitators have prior knowledge of the context and the participants. The subsequent sections of this study detail some of these examples.

While both UNESCO and facilitators find it necessary to keep track of and share creative adaptations to the materials, this can be challenging. In one report, a facilitator created a table describing the parts she had changed unit by unit. It may be useful for other workshop reports to follow this format to maintain a more systematic record of adaptations.

### 3.b Workshop on implementing the Convention (IMP)

#### *Overview of the workshop and its challenges*

The curriculum on implementing the Convention is considered 'the backbone' of all capacity-building activities as it spells out the basic concepts, measures and mechanisms of the Convention. The challenge for facilitators is to sustain participants' attention over a period of five days while covering a large amount of content and at the same time fostering collective discussion.

Many workshops on implementing the Convention furthermore make space for presentations from participants or other national officials, explaining the conditions under which the implementation of the Convention is taking place at the national level. Facilitators and participants found that approach highly useful and it helps to lead the way to further post-workshop policy advice.

A majority of facilitators integrated a field visit in this workshop as they find it a useful way to bridge theory and practice. In review meetings, facilitators highlighted the benefits of the field trip, emphasizing the need to carefully select the location, adequately consult the community to be visited beforehand and obtain the consent of the community concerned.

#### *Examples of customizing the materials on implementing the Convention*

Facilitators found creative ways to help participants adapt the dense content, using interactive methods. The following are a few examples:

- In a workshop covering Bolivia, Colombia, and Ecuador (2012), facilitators guided participants to draw a map of all ICH actors present in their countries. They then asked them to develop a tree of problems facing ICH safeguarding in their national/local context. From this tree of safeguarding threats and problems, they derived a tree of safeguarding objectives.
- In Tajikistan (2012), a role play was used to introduce the topic of ICH commercialization. One participant put himself in the shoes of a Tajik folk singer of the epic Gurgulia. The second actor played a professional artist, who learned the epic and performed with him on stage for money. This activity led to a debate as to whether the artist should be allowed to perform the Gurgulia epic and how the profits should be shared.
- In the Dominican Republic (2013), before providing definitions of ICH, the facilitator read excerpts of *One Hundred Years of Solitude* by Nobel Prize-winning writer Gabriel García Márquez because it referred to his views on ICH safeguarding (without explicitly naming it). In this chapter, after the inhabitants of Macondo suffered a disease that led them to lose their memory, a character built a memory machine, allowing Macondo villagers to recover their lost identity. Based on the reading, the facilitator then asked participants to build a memory machine for ICH elements identified in a previous exercise. The result was that each group spontaneously came up with the basis for a safeguarding plan.

Facilitators also used case studies that would speak to the local context, whether in the form of presentations or videos. For instance, in a workshop in Latin America, participants had the opportunity to watch documentary videos in Spanish on the Council of Wise Men of Huerta de Murcia and the Water Tribunal of Huerta de Valencia, Spain. It featured ancestral forms of conflict resolution around the use and enjoyment of water for cultivation (Honduras, Nicaragua and Salvador, 2013).

In general, facilitators highlighted the benefit of audiovisual materials for contextualizing the concepts of the Convention.

When commenting on the case studies provided, a facilitator wrote that she was reluctant to use them despite their relevance because she knew little about each case. This

facilitator thus tended to use, as encouraged by UNESCO, case studies from her research or teaching experience so she could answer questions with confidence. However, the drawback was that the workshop did not benefit from diverse safeguarding experiences from around the globe, but rather stayed within the realm of cases from the workshop country. A good mix of cases studies from the specific local context and from elsewhere seems to be ideal.

#### *Issues related to the workshop on implementing the Convention that deserve further attention*

According to some facilitators, the following issues deserved greater attention in the materials at the time they used them:

- Identifying communities;
- Intellectual property rights; and
- The synergies between the Convention for the Safeguarding of the Intangible Cultural Heritage, the World Heritage Convention and the Convention on the Diversity of Cultural Expression.

The revised version of the materials on implementing the Convention, which the Secretariat recently released, addresses these concerns, notably the new materials on policy development. One of the topics discussed in these materials is intellectual property rights and ways in which the policy frameworks of the different culture-related Conventions come into play when developing policies for safeguarding intangible cultural heritage. Regarding the identification of communities, the newly developed units on safeguarding plans offer further guidance. It will be insightful to monitor future facilitators' reports to confirm that those updates have addressed the needs they expressed.

### **3.c Workshop on community-based inventorying (INV)**

The inventorying workshop is the longest in duration and the most challenging for facilitators since it includes both a theoretical aspect and a field practicum that requires careful preparation. Engagement with communities and the notion of free, prior and informed consent, albeit central in all other workshops, become much more concrete in the inventorying curriculum area.

#### *Taking stock of existing inventorying concepts and tools in the country*

In many countries, facilitators noted that participants had previous inventorying experience but that inventorying in the framework of the Convention was new to them.

Facilitators reported that they had to clarify the differences between inventories and research – especially when participants had a research background, they had an inclination towards the latter. There were also interesting debates on the political dimensions of inventories, with some participants expressing concerns that intangible cultural heritage could be instrumentalized for political purposes.

Many reports included a brief overview of inventorying tools and initiatives implemented in the country. In one country, for instance, a facilitator described ICH documentation initiatives undertaken by different institutions, notably in the field of oral history, noting they had 'never been well coordinated'. In another country, facilitators only became aware of a national initiative launched by the ministry of culture to document and inventory ICH during the workshop.

#### *Preparation for fieldwork*

The preparation for the fieldwork went very well in many cases, fully applying the principle of free, prior and informed consent. Sometimes national counterparts, in consultation with the

facilitators, shared interview questions in advance; sometimes a principle agreement was reached to carry out a field exercise on inventorying. However, some reports also mention difficulties in this regard and therefore emphasize the need to prepare fieldwork well in advance, carefully choose the venue and start working at an early stage with communities to develop the terms of reference and obtain their full consent for the field exercise in advance.

### *Community participation, from theory to practice*

While the principle of community participation is central to inventorying workshops, putting it into practice through the inventorying exercise went very well in some cases and was challenging in others. Facilitators described the fieldwork as a powerful way to recognize the specific knowledge and experience of bearers among the trainees. Even if bearers were sometimes quieter in theoretical discussions, they were clearly in the driving seat, when it came to the fieldwork in their community. A facilitator in Latin America observed that the inventorying workshop made it possible to find a balance between academic knowledge and the knowledge of practitioners.

However, this was not the case in all contexts. In societies where top-down approaches prevail they tended to resurface in the exercise. One report stated: 'Those participants who were cultural workers tended to slip automatically into the role of interviewers, with practitioners becoming informants, answering questions rather than asking, or engaging in a more conversational mode. We facilitators had to find ways to convey again and again the importance of participatory approaches whereby the practitioners themselves took a more active part in the documentation. In most project countries where community participation turned out to be a problem initially, the problem increased over the course of the implementation period.'

### *Observations on gender relations in communities where fieldwork was conducted*

Some facilitators reported on how gender relations came into play when organizing fieldwork interviews. In two instances, facilitators indicated that the workshop group only interviewed men. The reasons given varied and were related to the social structure or the specific intangible cultural heritage. It is challenging to gain deeper insights into gender relations and systems of the partner communities when the period of collaboration is comparatively short. This question deserves more attention, which is why UNESCO introduced new materials on gender and intangible cultural heritage into the curriculum. These materials will be helpful for discussion and analysis of gender-related aspects of safeguarding during workshops and field work.

### *Data generating methodologies (including audiovisual recording)*

While the training materials for the inventorying workshop include the use of different interview techniques and practical training on using audiovisual equipment, facilitators did not always find it easy to tailor them to the specific needs of communities, notably, if they had no or limited prior exposure to the kind of technology required. To address this challenge, some facilitators suggested preparing different levels of toolkits depending on the experience of participants with audio recorders, cameras or video cameras (no experience, some experience or extensive experience).

One approach, tested in some countries, was the participation of a professional camera person to explain how to operate video equipment. Feedback suggests that the presence of a professional camera person meant that participants could focus more on the substantive aspects of ICH documentation. 'It is only when the cultural workers are comfortable with the technology can they work with community members to make it participatory', said one report.

Several facilitators regretted the lack of adequate availability of audiovisual equipment for ICH documentation exercises, which was in some cases made up for by using personal cell

phone cameras. In some instances, the equipment for data storage was not available in time and posed challenges.

#### *Material adaptation (including examples of inventorying frameworks)*

Providing local examples and case studies seems to be particularly important in inventorying workshops, where most participants have no idea what an inventorying framework looks like. This approach is encouraged in the materials, which suggest that in countries where inventory frameworks already exist, these should be analysed and, if appropriated, revised in light of the Convention. According to facilitators from the different regions, taking into account local inventory frameworks worked well.

As regards case studies, those related directly to the experience of participants seemed to work best.

One report was particularly insightful regarding the methodology used to teach about applying the principle of free, prior and informed consent in inventorying and safeguarding. In one case, facilitators used a role-playing exercise to illustrate the modalities for seeking communities' free, prior and informed consent to carry out documentation for an inventory. Facilitators divided participants into three groups, with one group representing community members, another NGOs and the third government representatives. 'The content which each group brought to their roles showed a real grasp on the key issues around working with communities and the different perspectives, concerns, etc. it can involve', the report found.

#### *Organizing data*

In some instances, facilitators recommended that the materials/workshop dedicate further attention to the ways in which the data generated could be organized and stored. Several facilitators requested more guidance on how to accomplish effective data organization and storage. One suggestion was to introduce at least a half-day session to develop 'a sort of practice inventory in Word format, something that can be developed very simply [...], as a sort of "mock up" with text, photographs and some film rushes.'

UNESCO revised the inventorying workshop in response to the feedback of facilitators and now provides more materials on data organization in the context of community-based inventorying. More recent feedback from facilitators would thus be useful to assess the extent to which the updated materials answer the needs expressed in earlier reports.

### **3.d Workshop on preparing nominations (NOM)**

#### *Overview*

UNESCO recommends organizing the workshop on preparing nominations at the end of a project, once earlier workshops have built solid knowledge of key concepts, policy requirements and inventorying. 'Through the lens of nomination, the earlier processes of identifying, inventorying and safeguarding all become meaningful', a trainer wrote after facilitating a nominations workshop.

Another facilitator said that 'the major challenge we found was that the NOM workshop is full of procedure [...] there is a lot of text to go through'. Apparently, participants were surprised by 'what they saw as a highly bureaucratic procedure [...]' while they also saw the possible benefits of nominations.

Several facilitators observed that participants whose mother tongue is neither English nor French is at a disadvantage since they cannot read the forms, nor the instructions and recommendations produced by the Committee and its Bodies. Useful Committee documents may remain inaccessible to them unless translated into local languages, which would involve significant costs.

Beyond language, participants also found the type of logic needed to fill in the nomination forms difficult to grasp. One facilitator said that even if participants worked in their local language, 'they had great difficulty in structuring logical sequences in their drafting'.

There seemed to be a consensus among facilitators that putting an emphasis on safeguarding was a key factor in ensuring the relevance of the nominations workshops. 'It is a reminder that nomination is not a contest for a place on the lists of the Convention, but a means towards safeguarding', one facilitator said, echoing similar statements from facilitators from different regions. With this in mind, some of the facilitators chose to include a field visit as part of a nominations workshop in order for participants to engage with community-based safeguarding approaches and bring that experience back to the discussions of the different criteria for inscription.

### *Choice of case studies and materials for nomination workshops*

Many facilitators discussed the issue of which sample nomination files to use during the workshops.

Some facilitators seemed torn between working on sample nomination files which were entirely foreign to the workshop country and filling in mock nomination files based on local elements. The advantage of using examples from outside the local context was that participants could distance themselves from the materials and see the shortcomings of the file – something they were not necessarily able to do when they worked with familiar cases.

Facilitators of a workshop in Latin America expressed some reservations about the sample nominations presented in the materials, arguing that they were either too easy or too similar. The 2016 revision of the materials addressed this matter, increasing the ambiguity of the materials.

Several reports mentioned that participants showed appreciation for audiovisual documentation, which forms an integral part of nomination files. In one instance, the facilitator chose a video about an element that speaks about the relationship between nature and animals, knowing that participants would be able to relate it to similar cases in their culture. The report said: 'The participants enjoyed seeing another culture with an intimate relationship to nature and horses, and they commented that they thought the film was well-made, giving a sense of the importance of this element of ICH to the community.'

### **3.f New audiences and themes**

While the above analysis included suggestions to revise existing materials, facilitators have also made proposals for new materials.

Some of the facilitators' proposals focused on the need to develop materials targeting specific audiences and adapted to their particular needs, such as youth, people with lower literacy levels, educators and journalists.

Other recommendations were about expanding the thematic scope of the training materials to include new topics. UNESCO has already followed up on several these proposals. For instance, many facilitators felt that the initial curricula left participants insufficiently prepared to formulate a safeguarding plan with the participation of communities and suggested new modules to address the gap. The new materials on safeguarding plans are now available on the UNESCO website, and different strategies are being used to familiarize facilitators with their content and approach. Likewise, UNESCO developed new materials on gender and ICH, policy development and sustainable development (taking into account the 2030 development agenda).

Other recurring recommendations included giving more prominence to ICH and education and developing region-specific versions of the materials that would allow facilitators to focus on further customizing them to the local and national contexts.

To conclude this section on training materials, it seems that sustained dialogue between UNESCO and facilitators has made it possible for the Secretariat to constantly improve the training materials and to respond to new capacity-building needs and challenges.

#### 4. Regional analysis

The present section outlines broad regional trends in terms of capacity building for ICH safeguarding as they emerged in the different workshop discussions. It provides data on the profiles of workshop participants in each region and insights into regional challenges for ICH safeguarding, as well region-specific demands regarding the capacity-building programme. What is clear is that each workshop was unique since the experiences of the participants with the ICH in their country informed the discussion.

##### 4.a Africa

Although the observations below are based on a limited sample of reports from the region, as explained in section 1, it is possible to identify a few trends.

##### *Inclusiveness*

Africa seems to be doing rather well when it comes to including community members among participants, but less so regarding gender balance:

- Based on a limited sample of 5 workshops, 33% of workshop participants in the region were women, which is below the overall average of 46%.
- About 27% of participants were community members and practitioners, slightly above the overall average of 26%.

##### *Issues and challenges specific to the region*

As regards policy development, many of the participants in Africa underlined the need for national legal frameworks for ICH safeguarding, including provisions for effective decentralization.

Some workshop participants from Africa showed a keen interest in transnational ICH and expressed the need for international cooperation to safeguard ICH elements shared between neighbouring countries.

In some of the workshops, there was a lot of interest in the issue of sustainable development, with local examples of the contribution of ICH in this area. For instance in Niger, workshop participants discussed how *parenté à plaisanterie*, a cultural practice often described in English as 'joking relationship', contributed to conflict resolution and social cohesion. In Sao Tome and Principe, the facilitator found the concept of sustainable development especially useful in elaborating safeguarding plans and expanding participants' vision of ICH.

Human rights were another key issue that came up in some of the workshop discussions in Africa. In one country, the facilitators dedicated a specific presentation to the topic, attracting a lot of debate from participants. 'Some participants were of the view that there is a need to relook at which ICH elements are acceptable and which ones are not, [...]'. These kinds of discussions, which have no easy answer, are essential in light of the explicit reference to human rights in Article 2 of the Convention.

The consequences of armed conflict and security for ICH were prominent in the Mali workshop. Armed conflict was not just a theoretical concern in that case, as it affected the rollout of inventorying activities which were going to be carried out in the Kidal area with the support of the United Nations Multidimensional Integrated Stabilization Mission.

In the Democratic Republic of the Congo, as well as in Niger and Nigeria, workshop participants emphasized the importance of vernacular languages in transmitting ICH. Participants recommended that their government take the necessary measures to protect these languages.

### *Region-specific emphasis for the capacity-building programme*

The reports from Africa show that there is interest in awareness-raising initiatives involving the media. In Zambia, one of the recommendations facilitators made was to train journalists in reporting on ICH. Furthermore, Niger, Nigeria and Zimbabwe invited journalists to participate in workshops.

Finally, as one facilitator highlighted, African countries have been prompt at ratifying the Convention, but not all of them have interacted with its mechanisms – including nominations. Facilitators consider the capacity-building programme as an effective way to bridge this gap.

### **4.b Arab States**

The connections between ICH and the broader political and social challenges faced by the region have been at the centre of many lively discussions in workshops in the Arab States. The remarks below come from experiences implementing the global capacity-building programme in North African countries.

### *Inclusiveness*

The participation of women and community members in the workshops was comparatively low.

On average women represented only 27% of participants, compared to the overall average of 46%. Similarly, the region's workshops also had the lowest share of community participants, at about 11% (versus 26% on average). However, one has to keep in mind that the above figures are from a small sample of seven workshops.

There were noteworthy differences within the region, perhaps reflecting the different situation of women in the respective countries. For instance, the participation of women reached 56% in a workshop in one country, whereas in two others, only 4% of participants were female. In the latter case, the facilitators explained that this was due to the security situation, which made it unsafe for women to travel.

### *Issues and challenges specific to the region*

In the aftermath of the Arab Spring, the topic of ICH and democracy was a recurring theme in workshop discussions. In one workshop, participants noted that the notion of community participation, in particular, the free, prior and informed consent required for inventorying, remains a challenge. In another workshop, participants underlined how ICH safeguarding could contribute to democracy.

ICH and religion was another sensitive issue addressed in some of the workshops. In one country, for instance, participants discussed how interreligious conflict could impede ICH safeguarding. They also addressed the dangers of fundamentalism and extremism as reflected, for example, in the banning of music by extremist forces.

A prominent topic in workshop discussions was the opportunities and challenges of including income-generating activities in safeguarding strategies. Participants also discussed potential risks of 'decontextualization' and 'overcommercialization', especially when tourism is involved.

The development of legal and policy frameworks for ICH safeguarding was at the centre of many discussions, as many North African countries which were either in the process of

elaborating such frameworks (in the case of Morocco) or considering legal reform (in the case of Mauritania and Tunisia).

### *Region-specific demands for the capacity-building programme*

Workshop reports from the Arab region highlighted the difficulty participants had in grasping the notion of 'communities', particularly concerning inventorying. The questions asked included:

- How to identify the individuals, groups and communities concerned?
- How to involve them in the ICH management process of a municipality or region?
- Who are its representatives and who decides?

Facilitators requested clarification regarding these questions. UNESCO replied to the request by providing information on this topic in the new materials on elaborating safeguarding plans.

### **4.c Asia and the Pacific**

A substantial number of the reports analysed came from countries in Asia and the Pacific.

#### *Inclusiveness*

- Workshops in Asia and the Pacific overall had a good gender balance; 48% of participants were women (based on the 16 reports that included this data). There were, however, significant disparities between workshops. Women made up 84% in an inventorying workshop in one country and just 17% of the nominations workshop.
- Based on a sample of 13 workshops, about 29% of participants were community members and practitioners, with enormous differences between workshops. For instance, there were no community representatives at the nominations workshop in one country, whereas almost all the participants of an inventorying workshop in another country were local villagers.

#### *Issues and challenges specific to the region*

The context of rapid demographic, economic and environmental changes impacting ICH in Asia gave rise to some interesting discussions. In Cambodia, migration to urban centres and deforestation were highlighted as threats to ICH elements, whereas participants in Sri Lanka debated the costs and benefits of 'modernization'. Furthermore, in a Sri Lanka workshop, facilitators and participants discussed ICH and its contribution to addressing climate change.

Top-down approaches still seemed predominant in some countries in the region, while others, with strong traditions of community consent mechanisms, were at ease with bottom-up approaches, as they are required for effective community involvement. In this regard, one report warned about the dangers of 'overregularization' regarding ICH, since it could lead to the loss of diverse ways of conducting important rituals, such as weddings and funerals, related to life cycles. Facilitators noted in several instances that academics sometimes still display a somewhat patronizing attitude towards community members, taking the centre stage in the documenting process instead of letting ICH bearers speak for themselves. In contrast, some countries of the region demonstrate a strong commitment to community involvement and inclusive approaches. In Fiji for instance, the role and responsibilities of the Heritage and Arts Department cover the 'safeguarding of cultures of all Fijians – indigenous Fijians, Indian Fijians, Chinese Fijians, Part Europeans, Rotumans, descendants of Melanesian Labourers, Rabi Community, Kioan Community and other community of ethnicities in Fiji'. Furthermore, the indigenous (iTaukei) people of Fiji have a dedicated Government Ministry.

Concerns around the commercialization of ICH were a recurrent theme in many workshops and were discussed at length during review meeting. The new chapter on ICH and sustainable development in the ODs (2016) and the the Ethical Principles for Safeguarding Intangible Cultural Heritage adopted by the Intergovernmental Committee (2015) address this issue and can be helpful for facilitators when tackling this topic at their workshops.

### *Specific emphasis/demands of the capacity-building programme*

Facilitators have repeatedly emphasized that because of language diversity, interpretation and translation are important in Asia and the Pacific and need to be given due attention. In the Central Asian subregion, workshops have been conducted in Russian with facilitators pointing out translation challenges to UNESCO.

Facilitators noted that several countries, which have a long tradition of research-based documentation or refer to the 'sciences of folklore', might not always use the same key concepts in their heritage-related work as the key concepts used in the Convention. Notions, such as 'authenticity', 'aboriginality' or 'antiquity', which are common in those traditions, need more discussion in light of the key concepts of the Convention, which emphasizes community stewardship, a dynamic notion of heritage and the social functions of intangible cultural heritage in the life of communities today. According to the facilitators' reports, comparing these concepts with those of the Convention should be 'a significant component of capacity building'.

#### **4.d Latin America and the Caribbean**

In Latin America and the Caribbean, overall workshops were well documented, both in quality and quantity, facilitating comparisons across the region.

### *Inclusiveness*

Compared to other regions, workshops in Latin America and the Caribbean were by far the most inclusive:

- With approximately 55% of female participants, women made up the majority of workshop participants in the region (based on the 17 workshops that included this information). The highest percentage of women was in an implementation workshop in one country, where 80% of participants were women. On the lower end, an inventorying workshop in another country was only 36% women.
- Overall 33% of workshop participants were community members and practitioners (based 19 workshops), well above the overall average of 26%.

### *Issues and challenges specific to the region*

While the reports reflected diversity regarding workshop participants and strong community participation, the challenge of 'defining' community members related to specific intangible cultural heritage also occurred, like in other regions. In one case, the question was, if a specific intangible cultural heritage element concerned mainly one specific family or rather a larger part of society and even neighbouring countries. In another country, there was a debate on whether only indigenous or long-time inhabitants could be considered part of a specific heritage community or also immigrants, who joined later. In yet another context, discussions evolved around the question, if different actors concerned by a particular intangible cultural heritage element could be considered as part of the 'community concerned', i.e. practitioners, cultural managers, observers, consumers, etc. These discussions are an important part of capacity-building workshops, and the additional guidance provided in the recent new training materials on elaborating safeguarding plans will be helpful in this regard.

Other prominent issues were the practical modalities of free, prior and informed consent and the question of what could be considered legitimate proof for effectively soliciting free, prior and informed consent. Lastly, participants were extremely interested in cooperation at the subregional level around shared heritage.

### *Specific emphasis/demands for the capacity-building programme*

The Cuzco review meeting held in 2013 to assess the implementation of the capacity-building strategy in Latin America and the Caribbean emphasized the need to find appropriate channels for NGO and community participation in the region. Several facilitators highlighted the ambivalent perception of NGOs in the region and the very small number of relevant NGOs working in the field of safeguarding intangible cultural heritage. Facilitators recognized the need to strengthen the capacities of NGOs, and some thought that capacity-building interventions should target NGOs specifically. 'The same applies for communities, who in many countries of the region have their own legal representation, have embarked on important political processes and have already established channels to work with them [the NGOs]', the review meeting report said.

As workshops in Latin America and the Caribbean were the most inclusive regarding participants from different academic backgrounds, facilitators were concerned with tailoring materials to a diverse audience with different literacy levels.

To conclude, not all regions have been evenly successful at including a diversity of participants in the capacity-building workshops. The above analysis offers a glimpse of the passionate discussions workshop participants are having across regions. While facing similar challenges, from community participation and identification to how to address the issue of commercialization, their understanding of these challenges and the responses they are articulating are shaped by the particular situations of their countries and communities. These situations provide valuable insights for the capacity-building programme, which strives to tailor the design of its activities to context-specific demands, while making sure that the key principles and provisions of the Convention are understood so that they can be effectively implemented and respected.

## **5. Benefits of the workshops at the country level**

The present section synthesizes information provided in the workshop reports on initial outcomes of training in beneficiary countries. The exercise has its limitations since reports are typically written just a few days or weeks after the completion of the workshops. The reports still offer instructive examples of the ways in which workshops add value to national efforts, in particular, those written at the end of a project cycle.

### **5.1 Core group of competent ICH actors established**

The formation of core groups of competent ICH actors committed to the implementation of the Convention is one of the short-term outcomes that has most frequently come out in the reports.

#### *Skills and commitment of participants increased*

In their reports, many facilitators spoke eloquently about the ways in which their workshops had changed participants' understanding of ICH safeguarding.

At the end of the series of capacity-building workshops in Cuba, Haiti and the Dominican Republic, one of the facilitators described 'a major change in the participants' views regarding ICH safeguarding, the role of civil servants, researchers and communities in implementing the Convention'. The report mentioned a new understanding of the difference between ethnography and ICH safeguarding, the functions of ICH in popular culture and a debate about the difference between folklore and ICH.

Another report said: 'Key stakeholders on different levels, though not yet in sufficient numbers, now know to interpret the Convention and its Operational Directives; they generally know what makes a good nomination and they are well aware how inventorying as meant by the Convention might or should take place.'

In yet another report, facilitators expressed confidence that participants understood that inventorying and nominations were 'not just about extracting information', but also about something much more dynamic and participatory. However, they also warned that further capacity building on community participation was required.

### *Networking as an important outcome of the workshops*

Facilitators highlighted the opportunity for the different stakeholders of the Convention to meet and discuss modalities for future collaboration as a significant benefit of the capacity-building programme.

In the workshop series covering Argentina, Paraguay and Uruguay, the facilitator reported that most participants were the same for all of the workshops, which enabled them to get to know each other and thus to foster the constitution of a network of government officials, university, NGO staff and community bearers. The virtual platform 'Patrimonio vivo' is one of the visible manifestations of this network. 'Networking has become an objective of its own of the capacity-building programme, and it is starting to impact the policy agenda of the different countries', the report concluded. Similarly, the Southern African countries who participated in a series of capacity-building projects have grown into a strong network of national ICH committees.

When networks of ICH stakeholders at national level were not yet operational at the end of the workshop series, participants recommended that national authorities establish them. In one country in Latin America, participants created a Facebook page after the workshops to stay connected. While the initial purpose was to share pictures, the facilitators thought it could serve as a monitoring/follow-up tool 'with the right impulse'.

## **5.2 Policy and institutional development**

Training workshops have become an opportunity to take stock of existing policy frameworks and legislation in the beneficiary countries, and facilitators' reports provide valuable insights in this regard. The fact that facilitators and participants meet several times, often over the course of several years, offers the possibility to monitor progress from workshop to workshop.

In some instances, the facilitators said they did not have enough time to assess the effects of the training delivered at the moment they wrote their reports. In other cases, facilitators noted the workshops seemed to have had little impact and analysed why. 'Since our last inventorying workshop, there has not been a great deal of development in terms of heritage policies and frameworks', said one report from Asia. The facilitator thinks this might be due to the country's ongoing political instability and the lack of personnel working on ICH in the Ministry of Culture.'

In many cases, facilitators have pinpointed some effects in the field of policy developments resulting from the workshops. Among them is the elaboration of strategy documents for ICH safeguarding at national or subregional level. In the Dutch Caribbean, the participants collectively drafted a subregional strategy covering community-based approaches, networking, youth, rules and regulations, and education. Similarly, participants of a workshop in another country developed an action plan for ICH safeguarding, foreseeing, in particular, the allocation of time and resources by a governmental agency to 'coordinate a network of people interested in implementing the Convention at the national level'.

Advancing the ICH legislative process at national level can be another outcome of the capacity-building activities. In one African country, trainers facilitated discussions for the

revision of national heritage legislation at a consultative meeting organized by national authorities as a side meeting. Similarly, a facilitator in Asia and the Pacific provided advisory services upon request, leading to the drafting of a new law for ICH safeguarding in line with the principles of the Convention.

Capacity building has also helped to build the institutional frameworks for ICH safeguarding. The reports confirmed the observation made in the IOS evaluation (2013) that capacity building contributed to the creation of national ICH committees, notably in Africa.

The workshops have influenced national policy-making, and also heritage policy at the city level, such as in Buenos Aires. The Culture Minister of the Argentinian capital integrated ICH in the heritage management plan of the city and created an ICH task force led by a UNESCO facilitator.

Some workshops seem to have had a significant impact on policies regarding inventory making. In one country the training promoted a shift from an inventory system focused on research and documentation to an inventorying system that fosters greater involvement of communities. Another country also revised its inventorying questionnaire and its free, prior and informed consent form further based on recommendations discussed during the inventorying workshop.

In other cases, increased participation in the mechanisms of the Convention is one of the visible effects of the capacity-building programme. As noted in the final report submitted to the donor, Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan all submitted (some for the first time) nominations to the Representative List for the 2013, 2014 and 2015 cycles after benefiting from training workshops.

In some countries, capacity building contributed to the knowledge building and dynamics leading to the ratification of the Convention.

Facilitators have often gone much further than their contractual obligations in order to meet the policy and institutional needs that emerged after the training workshops, helping establish relations between local institutions and donors or advising on policy and legal development, etc. Recognizing that a 'workshop approach' is not enough, UNESCO expanded the capacity-building approach into multi-year projects that combine training, advisory services and stakeholder consultation.

Some of the recent reports analysed in the context of the present study already feature initiatives reflecting this new project approach. Ecuador, for instance, has contracted an expert to follow up on the workshop held in September 2015 to foster the implementation of inventory-making activities, and build on the synergies created between local governments and national authorities.

### **5.3 Safeguarding initiatives**

In some cases, ICH safeguarding initiatives emerged from the capacity-building workshops.

In a workshop in Latin America, participants from the north-western region of Argentina met with the facilitator at the end and discussed possible strategies to safeguard copla-vidalabaguala music. Representatives from the Catamarca province had already started working on inventories with practitioners and offered to share their efforts with other Argentinian provinces where this ICH element could be found.

In some instances, newly established ICH Committees prepared lists of project proposals for ICH safeguarding with ideas about potential national and international partners. In other cases, countries formulated short-term projects that they could submit as international assistance requests for funding through the Intangible Cultural Heritage Fund.

## 5.4 Challenges related to workshop follow-up

As highlighted by the IOS evaluation (2013), we can only assess if countries follow up on the capacity-building activities if a mechanism to do so is in place. Therefore, the Secretariat has advanced the establishment of a follow-up and evaluation mechanism and is currently piloting a tracer study as a way to solicit direct feedback from the beneficiaries of capacity-building activities.

This recent initiative echoes facilitators' suggestions that UNESCO could organize follow-up missions to interview national stakeholders that benefitted from capacity building and examine how they use the knowledge gained from the workshops they attended.

Another suggestion from the reports was to organize national trainings of trainers to make sure that capacity-building efforts continue within a beneficiary country.

To conclude this section on benefits of workshops, reports provide some evidence that the capacity-building programme is indeed making a difference in the policies, institutions and programmes of beneficiary countries, as well as in the skills and mindsets of trainees.

## 6. Insights on the facilitators' role

Facilitators play a pivotal role in the delivery of the capacity-building programme. While they work in close collaboration with UNESCO and national counterparts, the success of the workshops primarily relies on their performance. The workshop reporting template that UNESCO provides includes a section on facilitators' self-assessment which offers interesting insights on the ways in which trainers perceive their roles as well as on the challenges they encounter in fulfilling them.

### 6.1 Interaction with participants, national counterparts and UNESCO

#### *Facilitators and participants*

In their reports, some facilitators describe their role as 'interpreters between the proposals of the Convention and the workshop participants'. In the words of a facilitator from Latin America, 'our responsibility lies not only in the prior preparation and knowledge of the different socio-cultural contexts of the participants, but on the ability to adapt to unanticipated conditions when formulating the agenda, the action plan in the field, and daily exchange with participants.' Flexibility and the ability to empathize with the workshop participants are clearly part of the facilitators' strengths.

Facilitators play the role of mediators when they have to handle conflicts or tensions that may occur among participants when discussing such sensitive subjects as intangible cultural heritage. They also have to mediate between different world views and knowledge systems brought to the workshop by community members, government representatives, researchers and NGOs. The examples provided in section 3 illustrate how facilitators have deployed their creativity and their understanding of the local context to customize workshop materials.

#### *Facilitators and national counterparts*

While facilitators are in charge of the substantive preparation of the workshop, they have to rely on the national counterpart for several aspects, including identifying and inviting relevant participants, choosing the venue and the location for fieldwork, ensuring logistical backup and providing interpreters. While UNESCO supports consultation with the facilitators in the process, in the reports facilitators expressed regret that they were not consulted during the selection of participants and only received the list of participants on the first day of the workshop. Therefore, it was not always possible to adapt the workshop content and methods in advance, but required tremendous flexibility from the facilitators on the spot. Field offices

have since invested a lot in the communication with national counterparts during the preparation phase and more recent reports reflect such improvements.

The reports draw attention to the fact that the local workshop organization was often a bit improvised, requiring, once again, great flexibility from the facilitators. UNESCO has tried to address this issue by reinforcing communication with national counterparts during the preparation phase.

UNESCO has elaborated a checklist and timeframe indicating the roles and responsibilities of the three main project implementers, i.e. the field office, the national counterpart and the facilitator, which should hopefully help smooth the cooperation among all those involved.

One interesting role that facilitators have increasingly assumed over the years is that of a policy advisor to national officials, either as part of the workshop discussions or during side meetings. While in many cases, this role was a bit 'ad hoc' and facilitators did not exactly know how far their role as trainer also gave them the mandate to advise, it has recently been clarified. In 2013 and 2014 UNESCO introduced a new format for providing policy advice within the capacity-building programme, which now combines training, advisory services and pilot inventorying activities. However, since most of the reports considered here concern projects elaborated before the more holistic capacity-building approach, they do not yet reflect this new approach.

### *Facilitators and UNESCO*

Some facilitators expressed the wish for UNESCO staff to be more present at workshops to handle possible difficulties regarding organizational matters, political sensitivities and, in some cases, the press. One report said: 'For the community-based documentation and inventorying workshop, it is not always sensible or a good use of resources if the facilitators deal too much with logistics (...) our focus should be on the content and delivery'.

## **6.2 Co-facilitation: Benefits and challenges**

Most facilitators acknowledged the benefits of sharing the workload required in preparing, presenting and moderating a workshop, as well as concerning complementarity of expertise. They found that the co-facilitation approach significantly contributes to the smooth running of a workshop, especially the longer workshops on community-based inventorying.

In this regard, some facilitators have emphasized the importance that at least one of the two facilitators should have the thorough knowledge of the ICH present in the country and the specific cultural context required for customizing workshop materials. The facilitators also should be familiar with the subregion.

While in some cases, reports also underlined the challenges of co-facilitating, since it requires a capacity to reconcile different communication, teaching and working styles, overall the approach found strong support. UNESCO is aware of the challenges and takes these into account when matching training needs with facilitators' profiles. Facilitators also emphasized the importance of calculating enough time for the workshop preparation phase, since that allows finding the best way of reconciling different strengths and styles in a complementary manner.

## **6.3 Providing reports to UNESCO**

When looking at the quality of the reports, there is clearly a 'before' and an 'after' the point when the Intangible Cultural Heritage Section introduced the template in 2013. The questions in the template clearly call for analytical answers, whereas reports written at the beginning of the capacity-building programme tended to be more descriptive. The template makes it possible to get similar information from all workshops that allows for cross-regional analysis and can be used to generate statistical data. For the purpose of the present study, the existence of a large number of reports following the template has been invaluable. If all

the reports had been following the template from the outset, it could have improved the quality and reliability of the analysis. While there can be excellent workshop reports that do not follow the template, those still tend to contain incomplete basic information on participants and their profile.

## 7. Conclusions and recommendations

The present study set out to 'listen' to the facilitators to obtain their perspectives on programme implementation, effects and recommendations for further improvement. It also tried to understand the commonalities and differences between regions.

The achievements of the capacity-building workshops, as detailed in the accounts of facilitators, are significant and many. Despite regional imbalances and national disparities, the training sessions have overall managed to reach out to a diverse audience including significant percentages of women and ICH practitioners/community members, in addition to government officials and academics. In fewer cases, NGOs as well as stakeholders from the broader development sector were included among participants, and even less frequently, young people. According to the reports, the capacity-building workshops triggered a change of thinking in the participants, equipping them with new knowledge and skills required to implement the Convention at the national level. In some countries, national ICH committees were put in place, engaging in national and local policy development as well as in practical support to ICH safeguarding.

One possible reason for these achievements has been the quality and intensity of the dialogue between the facilitators and UNESCO, which has led to constant improvements in the design and content of the capacity-building materials. Regional review meetings with facilitators and UNESCO have made it possible to intensify this dialogue and were much appreciated by both facilitators and UNESCO colleagues. The Secretariat has already addressed many of the recommendations that facilitators have made. For a detailed list of specific recommendations see annex 3. Key among the changes that have come out of the recommendations has been the development from an approach relying mainly on a series of training workshops to a more comprehensive programme combining needs analysis, policy advice, training workshops and pilot inventorying activities.

Facilitators' reports often provide an invaluable repository of knowledge on issues of current importance to ICH stakeholders, from sustainable development to the challenges of policy-making, with a wealth of local examples from all over the world. Clearly, those are worth including in the UNESCO Secretariat's ongoing research and materials development.

Facilitators highlighted the need to ensure the follow-up and evaluation of capacity-building activities to sustain achievements and provide evidence-based information for the future development of the capacity-building programme. In this regard, it is interesting to note that UNESCO has embarked on putting in place a follow-up and monitoring mechanism for the programme and is currently piloting a tracer study. It intends to solicit feedback from trainees on how their participation in capacity-building activities made a difference to their engagement in ICH and what they recommend for the future development of the capacity-building programme. This feedback will provide interesting complementary insights to the present analysis of facilitators' reports.

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**Annex 1: List of workshop reports considered in the present study (in chronological order)**

	Date	Type of Workshop	Country	Region	# of reports	Women %	Communities %	Youth %	NGOs %
1	05–09/10/2015	NOM	Mongolia	Group IV	3	80	n/a	n/a	n/a
2	25–29/09/2015	IMP	Fiji	Group IV	2	49	n/a	n/a	n/a
3	14–18/09/2015	NOM	Myanmar	Group IV	2	55	n/a	n/a	n/a
4	02–07/09/2015	INV	Ecuador	Group III	1	48	n/a	0	n/a
5	24–29/06/2015	INV	Ecuador	Group III	1	54	n/a	n/a	n/a
6	22–28/02/2015	INV	Aruba, Bonaire, Curaçao Saba, Sint Eustatius and Sint Maarten	Group III	1	61	n/a	7	39
7	17–19/02/2015	IMP	Democratic Republic of the Congo	Group V(a)	1	n/a	n/a	n/a	n/a
8	17–25/11/2014	INV	Burundi	Group V(a)	1	24	24	n/a	n/a
9	10–15/11/2014	IMP	Niger	Group V(a)	1	n/a	0	n/a	0
10	27/10–01/11/2014	INV	Mozambique	Group V(a)	1	29	31	8	n/a
11	27/10–03/11/2014	INV	Myanmar	Group IV	2	n/a	4	n/a	n/a
12	08–12/09/2014	IMP	Aruba, Bonaire, Curaçao, Saba, Sint Eustatius and Sint Maarten	Group III	1	68	1	0	n/a
13	05–15/09/2014	INV	Mali	Group V(a)	1	n/a	n/a	0	n/a
14	21–28/06/2014	INV	Tunisia	Group V(b)	2	56	0	0	0
15	20–27/05/2014	INV	Morocco	Group V(b)	1	31	16	0	31.5
16	19–24/05/2014	IMP	Myanmar	Group IV	1	n/a	n/a	n/a	n/a
17	11–17/05/2014	INV	Tajikistan	Group IV	2	28	n/a	n/a	17
18	13–17/04/2014	IMP	Iraq	Group V(b)	1	4	0	4	n/a
19	31/03–06/04/2014	INV	Dominican Republic	Group III	1	44	44	4	7
20	26–30/03/2014	IMP	Morocco	Group V(b)	1	29	46	n/a	46
21	04–08/03/2014	NOM	Bhutan	Group IV	1	n/a	n/a	0	n/a
22	04–11/03/2014	INV	Mauritania	Group V(b)	2	23	15	4	11
23	25/02–04/03/2014	INV	Guatemala	Group III	1	36	63	0	9

	Date	Type of Workshop	Country	Region	# of reports	Women %	Communities %	Youth %	NGOs %
24	11–15/02/2014	NOM	Sri Lanka	Group IV	1	22	n/a	n/a	n/a
25	11–14/02/2014	IMP	Cuba	Group III	1	80	25	5	n/a
26	26/01–01/02/2014	IMP	Tunisia	Group V(b)	1	44	0	0	8
27	20–24/01/2014	NOM	Lao People's Democratic Republic	Group IV	2	n/a	0	0	n/a
28	03–06/12/2013	NOM	Timor-Leste	Group IV	2	41	n/a	0	n/a
29	22–26/10/2013	IMP	Mauritania	Group V(b)	1	4	0	n/a	8
30	21–26/10/2013	INV	Samoa	Group IV	2	50	90	n/a	n/a
31	21–25/10/2013	NOM	Cambodia	Group IV	2	n/a	n/a	n/a	n/a
32	14–22/10/2013	NOM	Argentina, Uruguay, Paraguay	Group III	1	74	18	n/a	17
33	08–15/10/2013	INV	Uzbekistan	Group IV	1	37	33	n/a	n/a
34	07–11/10/2013	NOM	Cuba	Group III	2	50	10	0	0
35	16–20/09/2013	NOM	Nepal	Group IV	1	17	n/a	n/a	n/a
36	24–31/08/2013	INV	Kyrgyzstan	Group IV	1	84	n/a	n/a	n/a
37	05–09/08/2013	INV	Mozambique	Group V(a)	1	n/a	n/a	n/a	n/a
38	29/07–02/08/2013	NOM	Nicaragua	Group III	1	66	n/a	n/a	n/a
39	17–25/06/2013	INV	El Salvador, Honduras, y Nicaragua	Group III	1	31	n/a	n/a	4
40	11–18/06/2013	INV	Lao People's Democratic Republic	Group IV	1	n/a	20	n/a	n/a
41	28–31/05/2013	NOM	Kyrgyzstan	Group IV	1	77	61	n/a	61
42	20–28/05/2013	INV	Mongolia	Group IV	2	n/a	22	n/a	n/a
43	06–10/05/2013	IMP	Haiti	Group III	1	24	80	n/a	n/a
44	15–17/04/2013	IMP	Guatemala	Group III	1	54	n/a	n/a	n/a
45	10–13/04/2013	NOM	Tajikistan	Group IV	1	n/a	8	n/a	8
46	18–22/03/2013	IMP	Honduras, Nicaragua, El Salvador	Group III	1	55	7	n/a	n/a
47	11–15/03/2013	IMP	Dominican Republic	Group III	2	46	n/a	n/a	n/a
48	25/02–01/03/2013	INV	Argentina, Paraguay,	Group III	1	70	35	n/a	35

	Date	Type of Workshop	Country	Region	# of reports	Women %	Communities %	Youth %	NGOs %
			Uruguay						
49	18–21/02/2013	NOM	Kazakhstan	Group IV	1	52	n/a	0	n/a
50	19–28/01/2013	INV	Nepal	Group IV	1	50	48	0	n/a
51	10–14/12/2012	IMP	Jamaica	Group III	1	n/a	41	0	n/a
52	21–24/11/2012	NOM	Uzbekistan	Group IV	1	48	n/a	n/a	n/a
53	22–27/10/2012	INV	Papua New Guinea	Group IV	1	n/a	16	n/a	n/a
54	22–25/10/2012	IMP	Colombia	Group III	1	n/a	n/a	n/a	n/a
55	19–23/10/2012	IMP	Mongolia	Group IV	1	50	18	n/a	n/a
56	08–12/10/2012	IMP	Argentina, Uruguay, Paraguay	Group III	1	70	40	n/a	40
57	08–11/10/2012	IMP	Kyrgyzstan	Group IV	1	NA	n/a	n/a	n/a
58	01–06/10/2012	IMP	Sao Tome & Principe	Group V(a)	1	n/a	42.5	n/a	n/a
59	21–25/08/2012	IMP	Tajikistan	Group IV	1	n/a	n/a	n/a	n/a
60	26–27/07/2012	IMP	Ecuador	Group III	1	n/a	n/a	n/a	n/a
61	03–07/06/2012	IMP	Uzbekistan	Group IV	1	n/a	n/a	n/a	n/a
62	11–15/06/2012	IMP	Lao People's Democratic Republic	Group IV	2	n/a	n/a	n/a	n/a
63	25–29/06/2012	IMP	Sri Lanka	Group IV	2	33	n/a	n/a	n/a
64	17–18/05/2012	IMP	Ecuador	Group III	1	n/a	n/a	n/a	n/a
65	16–20/04/2012	IMP	Botswana	Group V(a)	1	n/a	n/a	n/a	n/a
66	11–17/04/2012	IMP	Benin	Group V(a)	1	47	n/a	n/a	n/a
67	19–23/03/2012	IMP	Zimbabwe	Group V(a)	1	37	54	n/a	n/a
68	12–16/03/2012	IMP	Malawi	Group V(a)	1	n/a	n/a	n/a	n/a
69	26–30/03/2012	IMP	Zambia	Group V(a)	1	n/a	n/a	n/a	n/a
70	10–14/10/2011	IMP	Mali	Group V(a)	1	n/a	n/a	n/a	n/a
71	01–03/06/2011	IMP	Nigeria	Group V(a)	1	n/a	n/a	n/a	n/a
72	26–28/05/2011	IMP	Burundi	Group V(a)	1	28	n/a	n/a	n/a
73	02–05/05/2011	IMP	Pakistan	Group V(a)	1	n/a	n/a	n/a	n/a

## Annex 2: Report template

*The present template has been developed by the UNESCO Intangible Cultural Heritage Section to help facilitators structure their capacity-building workshops reports and reflect on lessons learned according to a common framework of analysis. This will facilitate monitoring, information sharing and collective thinking on how to improve the workshop design and the capacity-building strategy at large.*

<b>Workshop title :</b>	
<b>Workshop dates :</b>	
<b>Workshop venue:</b>	
<b>Country(ies) / region(s) covered by the workshop:</b>	
<b>Participants</b>	Total number:
	Female:
	Male:
	Aged below 25 years:
	Community members:
	Ministry officials (also indicate name of ministry):
	NGOs:
	Researchers:
	Others:
<b>Names of workshop facilitators :</b>	1.
	2.
<b>Name of managing officer in charge and the name of the UNESCO field office</b>	
<b>Author of the report :</b>	

I. CONTEXT AND OBJECTIVES
<p><b>I.1 Describe briefly the country context and key features of the current professional and institutional environment</b> for safeguarding intangible cultural heritage. You may wish to refer to the country information available on the UNESCO ICH website, relevant national policy or program documents on culture and other development issues (to be requested from national partners via AOs) as well as the UNDP Human Development Report. <i>(Approximately 250 words)</i></p>
<p><b>II.2 Recall the contribution and timing of this workshop</b> in the context of larger ongoing efforts to build national capacity for safeguarding of intangible cultural heritage and recall the specific workshop objectives. <i>(Approximately 200 words)</i></p> <ul style="list-style-type: none"> <li>➤ Please attach the lesson plan</li> </ul>
II. PARTICIPANTS
<p><b>I.1 Who was there and what did they bring?</b> In light of the statistics on participation provided above, provide an analysis of the participants' profiles and the role(s) they are playing (or could play) in implementing the 2003 Convention. Moreover comment on the selection process and the adequacy of participation as well as on the gaps, if any, with regard to the principle of involving all stakeholders concerned. <i>(Approximately 250 words)</i></p> <ul style="list-style-type: none"> <li>➤ Please attach the list of participants clearly indicating sex, title or function, institution / organization)</li> </ul>
<p><b>I.2 How did the gender distribution affect the workshop dynamics?</b> You may wish to add any other comment you wish to make about gender and participation. <i>(Approximately 100 words)</i></p>
<p><b>I.3 How was youth (below 25) integrated and what was the added value of their participation?</b> <i>(Approximately 100 words)</i></p>
III. STRONG POINTS & CHALLENGES
<p><b>III.1 What went well?</b></p> <p>You may refer to organizational issues (as spelt out in the UNESCO ICH workshop checklist), substantive issues, group dynamics, the field visit/work, facilitation, participants' responsiveness, etc. <i>(Approximately 200 words)</i></p>
<p><b>III.2 What were the challenges and how were they overcome?</b> <i>(Approximately 200 words)</i></p>
IV. ISSUES DISCUSSED
<p><b>What were some of the key issues that emerged from your exchanges with the participants?</b> Issues could include questions of coordinating the implementation of the 2003 Convention at national and local levels, bringing together all stakeholders, clarifying roles and responsibilities, developing policy and legal frameworks, drawing up inventories, safeguarding challenges, funding, participation in international mechanisms of the 2003 Convention, and other <i>(Approximately 250 words)</i></p>
V. LEARNING ACHIEVEMENT

**How do you assess participants' learning achievement and what lessons should be considered for future workshops?** Please comment on the changes could you observe in terms of participants' knowledge, skills and competencies required to effectively play their roles in implementing the 2003 Convention? What could you recommend to other facilitators in this regard? *(Approximately 200 words)*

- Please attach the evaluation sheets.

#### VI. FACILITATOR'S PERFORMANCE

**How do you assess your role(s) and performance as facilitator?** You may wish to highlight the lessons learnt and comment on what could be done to further support facilitators in their tasks? *(Approximately 200 words)*

- Idem

#### VII. STRUCTURE AND MATERIALS

**What do you conclude and recommend in terms of the workshop structure, duration and training materials?** Please explain how you adapted the workshop structure and materials made available by UNESCO to your audience and local context; please comment on what you found particularly useful or not helpful as well as on the adequacy of the duration. What could be further improved? *(Approximately 250 words)*

- Please upload on the facilitator's forum materials that you adapted (presentations, exercises, handouts, audio-visual materials)

#### VIII. ADDED VALUE

**Has the workshop succeeded in adding value to national efforts of building capacity for the effective implementation of the 2003 Convention?** Please refer to the issues listed under point IV above. *(Approximately 250 words)*

#### IX. CONCLUSIONS AND RECOMMENDATIONS

**IX.1 In light of your analysis, what would you like to recommend to further improve the design and delivery of the global capacity-building strategy?** *(Approximately 200 words)*

**IX.2 Based on the experience of this workshop do you have any advice or recommendation to the beneficiary country to further improve the professional and institutional environment for safeguarding intangible cultural heritage?** *(Approximately 200 words)*

#### X. KEY MESSAGES

Please formulate two or three key messages regarding this workshop that could be used for communication purposes, notably for the UNESCO ICH web news. *(Approximately 250 words)*

## Annex 3: Specific recommendations for the capacity-building programme

### Planning and organization

- Foresee the purchase of audiovisual equipment in all project budgets at the beginning of the project based on an assessment of the needs at the project planning stage.
- Improve organization in areas such as selecting trainees, adequacy of facilities and timely consultation with communities for the field practicum and pilot activities.

### Participation

- Apply the requirements of inclusiveness when selecting workshop participants and provide more guidance in this regard.
- Ensure appropriate gender balance and consider inviting relevant women's organizations involved with ICH safeguarding, when those exist.
- Respect the percentage of community members and practitioners and tailor the workshops adequately to the needs of the different stakeholder groups; consider developing specific training materials for communities.
- Give more guidance on who is considered a community member so that facilitators can base estimates of community participants on similar criteria. Such advice may also be helpful to beneficiary countries in the process of identifying participants.
- Find ways to strengthen the involvement of young people (under 25) in the capacity-building programme, adapting training materials as required.
- Reinforce the participation of development experts to promote the integration of safeguarding in all relevant policies and programmes sector (health, education, security, environment, etc.).
- Include NGOs that have relevant expertise and experience to contribute to safeguarding intangible cultural heritage within culture or other fields; consider having training for NGOs.
- Consider, on a case-by-case basis, the participation of journalists either in training workshops or at a press conferences; consider specific training for journalists as appropriate.
- Develop IT functionalities for the list of workshop participants that estimates the percentage of women, youth, community members, NGOs and other relevant categories automatically.

## Materials

### General

- Integrate facilitators' feedback on translation issues in future revisions of the training materials (notably Arabic and Russian), carefully select interpreters for the workshops and prioritize simultaneous interpretation over sequential methods.
- Include more audiovisual materials or links to relevant audiovisual materials in the workshop resources, also paying attention to linguistic diversity.
- Consider developing new training materials catering to the needs of specific audiences including youth, participants with lower literacy levels, educators and journalists.
- Develop a new version of the training materials suited to the needs of people with lower

literacy levels. Other reports suggested including slides more specifically addressing one kind of audience and/or briefing community members ahead of time on the concepts of the Convention.

- Continue to update the materials regularly and expand their thematic scope as required, to ensure that the curriculum reflects the latest developments in the life of the Convention and addresses new emerging needs.
- Make a repository of relevant videos on ICH available to the facilitators in their respective working languages.
- Consider using e-learning to ensure greater compatibility between the training and the professional agendas of participants.
- Provide more materials translated into Spanish and have the materials ready promptly ahead of workshops.

### *Community-based inventorying (INV)*

- Provide more guidance on the choice of fieldwork location.
- Systematically apply the principle of soliciting the free, prior and informed consent of communities for the field exercise, ensure that it is done in a timely manner and include related guidance and criteria in relevant project documents and reports.
- Take into account in the consultations and planning of field work that communities are not homogeneous, but are stratified by age, gender and other factors and attempt to reach out to the diversity of actors and their roles in relation to specific intangible cultural heritage.
- Ensure that fieldwork teams have sufficient capacity to use audiovisual tools and; on a case-by-case basis, consider the participation of audiovisual professionals to support the documenting process.
- Solicit feedback to ensure that the revised materials on inventorying have met the needs for guidance on data collection, additional case studies and more hands-on content.

### *Preparing nominations (NOM)*

- Strengthen the emphasis on safeguarding in workshops on developing nominations to keep a balance with teaching the skills of filling the nomination forms.
- Expand the choice of mock nominations and their level of difficulty and ambiguity in order to have greater variety and cover a broader range of sensitive issues that the advisory bodies have discussed.
- Include in the materials translations of updated nomination forms in the language of workshop participants.
- Add a section on the selection of elements for nominations, explaining that States should base the selection on a transparent mix of considerations that come from communities, governments and academia, and that all selections should do justice to the diversity of communities and ICH present in a country, including minorities.

### **Workshop follow-up**

- Explore the possibility of providing more in-depth training to local officers in charge of implementing the Convention through a long-term focus on selected sites to conduct community-based inventories, develop and implement safeguarding plans.

- Consider ways to provide support to ICH Committees even after the project ends.
- Consider introducing impact assessment missions several months or years after the completion of the workshops.

### Facilitators and reporting

- Facilitators should be closely consulted during the process of selecting participants and should receive information on their backgrounds ahead of time so they can adapt workshop materials accordingly.
- At least one of the two facilitators should be someone who has a thorough knowledge of the ICH present in workshop country.
- UNESCO Field Offices should provide full support (including logistical backup when needed) to facilitators in the preparation and delivery of the workshops, so as to ensure they are not left alone when dealing with national counterparts.
- When possible, UNESCO may consider the compatibility of the pedagogical approaches and personalities of the two facilitators before hiring them for workshops. Facilitators should be encouraged to start communicating at an early stage to overcome possible methodological differences.
- Regional focal points at the ICH Secretariat may wish to remind field offices and facilitators of the importance of using the UNESCO template when writing their reports.
- UNESCO could slightly amend the reporting template to 1) clarify the question on the added value of the workshop 2) add new questions on logistical preparations and the gendered dimensions of ICH in the workshop countries/communities.
- When budget permits, a video report may be useful to complement facilitators' written reports and promote the visibility of the capacity-building programme at national level.