

GUIDANCE NOTE FOR TRAINING ON PILOT INVENTORYING ACTIVITIES

INTRODUCTION

In the framework of the global capacity-building programme for the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, this guidance note aims to assist facilitators with the planning, preparation, implementation and monitoring of pilot inventorying activities. The guidance note includes a list of questions, which can help facilitators to think through the key considerations, issues and challenges that may arise when undertaking pilot inventorying activities in a beneficiary country or community.

This note is part of a combined approach to capacity building on inventorying and should be used together with the UNESCO Capacity-building materials on community-based inventorying, Units 18-36, at <https://ich.unesco.org/en/access-to-capacity-building-materials-00830>.

RELEVANT RESOURCES

- UNESCO Guidance note on inventorying intangible cultural heritage at https://ich.unesco.org/doc/src/Guidance_note_on_inventorying_EN.pdf
- UNESCO Ethical principles for safeguarding intangible cultural heritage at <https://ich.unesco.org/en/ethics-and-ich-00866>

OBJECTIVES OF PILOT INVENTORYING ACTIVITIES

Article 12 – Inventories

1. To ensure identification with a view to safeguarding, each State Party shall draw up, in a manner geared to its own situation, one or more inventories of the intangible cultural heritage present in its territory. These inventories shall be regularly updated.

Given the importance of inventories to the Convention, the Intangible Cultural Heritage Section developed a dedicated training module on community-based inventorying under its global capacity-building programme. It proposes a **combined approach** that entails a workshop on community-based inventorying (8-10 days) followed by pilot inventorying activities.¹ The pilot inventorying exercise aims to strengthen capacities for inventorying and managing ICH in the

1. In some cases, there may not be sufficient funds to conduct a complete pilot inventory activity and a 2-day field practicum may be included in the training workshop. See Units 18-36.

beneficiary country and community. It does so by providing participants with hands-on experience preparing and conducting inventorying activities.



The activities are designed to build the capacities of participants so that they will be able to undertake inventorying on an ongoing basis with the involvement of the communities concerned. The exercise provides an opportunity for the beneficiary country to examine existing inventorying systems in place, and encourages reflection on how they can be adapted for the medium to long term. Pilot activities can also contribute to general awareness raising with communities about the importance of safeguarding ICH.

KEY CONSIDERATIONS

Based on previous experiences and lessons learnt, the following considerations are helpful to take into account when planning, implementing and monitoring pilot inventorying activities.

1. ROLES AND RESPONSIBILITIES

Various stakeholders may be involved in organizing and implementing pilot inventorying activities. These may include national counterparts (national focal points, national ICH coordinating body, national experts, local associations, research institutes), community representatives, members of the global facilitators network, UNESCO (Field Office, Secretariat). It is important to establish clear lines of communication with the different stakeholders involved and a mutual understanding of the roles and responsibilities of each actor. UNESCO will have introduced the facilitator(s) to the national counterparts and together they will jointly agree on how to proceed. National counterparts should be involved in all stages of decision-making, and should share their understanding of the country's particular cultural context with the facilitators to ensure it is taken into account when organizing the pilot activity.

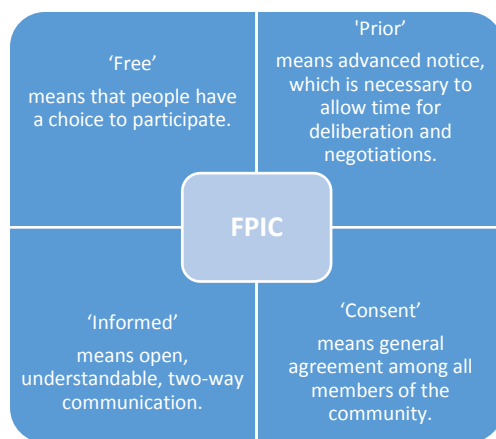


2. COMMUNITIES

Article 15 – Participation of communities, groups and individuals

Within the framework of its safeguarding activities of the intangible cultural heritage, each State Party shall endeavor to ensure the widest possible participation of communities, groups and, where appropriate, individuals that create, maintain and transmit such heritage, and to involve them actively in its management.

In the spirit of the Convention, the facilitator should encourage strong community participation in the pilot inventorying activity and draw on the Convention's **Ethical Principles** for Safeguarding Intangible Cultural Heritage.²



Particular attention should be given to obtaining the **free, prior and informed consent (FPIC)** of the community participants. Sufficient time should be factored into planning to obtain FPIC. This may involve the appropriate community representatives and other focal points (i.e. national counterpart) visiting the communities to ensure that the activity is fully discussed and understood, with input from the community regarding the purposes of the pilot, the approach to be taken and the desired outcomes. The process of community involvement should be clear to ensure that there is agreement during the pilot inventorying process.

Facilitators should encourage an inclusive approach. Specific attention to gender equality, youth involvement and respect for ethnic identities should be included in the design and implementation of pilot inventorying activities. An inclusive approach acknowledges diversity within communities and tradition bearers and other community representatives with different views and from different backgrounds should also be able to have their voices heard in the inventorying process.³

3. EXISTING FRAMEWORKS

Facilitators should be familiar with the **existing institutional and legal frameworks** relating to the Convention and inventorying, and where possible, explore ways to align pilot inventorying activities with existing or planned frameworks. **Institutional frameworks** refer to any national

2. The Ethical Principles represent a set of overarching aspirational principles that are widely accepted as constituting good practices for governments, organizations and individuals directly or indirectly affecting ICH. They emphasize that communities, groups and, where applicable, individuals should have the primary role in safeguarding their ICH. See <https://ich.unesco.org/en/ethics-and-ich-00866>.

3. See 'Guiding Principle 3: Inclusive Inventorying' in the UNESCO Guidance note for inventorying intangible cultural heritage at https://ich.unesco.org/doc/src/Guidance_note_on_inventorying_EN.pdf

institution involved in pilot activities or with responsibility for coordinating activities to safeguard ICH at the national level. **Legal frameworks** include any laws, draft laws or policies relating to safeguarding ICH.

In some instances, an analysis of existing policies relating to ICH and conducted by national counterparts may be available. Facilitators may find situations where no legal frameworks exist. In such cases, they are encouraged to look into other sources of information, and to keep in mind that ideally, the pilot inventory will contribute to the eventual development of frameworks and inventorying systems. Approaches to inventorying in other countries can provide useful case studies and examples are available in the CAP materials and in periodic reports submitted by States Parties. Facilitators should also draw on their own experiences or other projects with which they are familiar.

4. EXISTING INVENTORIES

The facilitator should also be aware if the beneficiary country, as part of its obligations under Article 12(1) of the Convention, has drawn up any **existing inventories** of the ICH present in its territory. Similarly, mechanisms for updating those inventories should be noted. If no inventorying systems exist, facilitators, in consultation with national counterparts, may consider how the pilot activity could contribute to developing an eventual inventorying system at the national level while keeping in mind that the primary objective of the pilot is to build national capacities of government officials, researchers and community members.

5. WORK PLAN

In collaboration with UNESCO and national counterparts, the facilitator should develop a work plan, which takes into account community needs and aspirations, resource availability, inventorying objectives, and timelines. The plan should not be overly ambitious and set clear and achievable goals. Clearly understood, yet flexible schedules are essential for the participatory process. The facilitator should be prepared for potential delays that may arise in the planning of fieldwork due to practical and logistical issues.

The plan should include expected outputs and, in particular, the storage of audio-visual and written materials. Issues around **access** should be clarified with community members in line with the Ethical Principles.⁴ Consideration should be given to how the inventoried data will be later made accessible to stakeholders, including communities and knowledge bearers. Some inventories may contain confidential or restricted information that communities may not wish to be made public. The participants should be encouraged to consider how the storage of field data can be adapted in the longer term.

4. For issues related to access and dissemination, see Unit 33 'Organizing and storing information' and Unit 35 'Access and dissemination' at <https://ich.unesco.org/en/access-to-capacity-building-materials-00830>

6. PREPARING FOR FIELDWORK

In selecting participants for fieldwork, priority should be given to those who were previously trained to ensure consistency and build on existing knowledge. However, this is not always possible as the choice of participants often lies with the national focal point. If participants have not previously benefitted from the training workshop, adequate time should be allocated (maximum 3 days) to conduct a **preparatory workshop** with participants on topics, such as interviewing techniques, the use of audio-visual equipment, inventorying forms and the Ethical Principles.

The **translation** of inventorying forms into local languages should be completed during this phase. If the local language does not have a written form, an interpreter(s) will be needed to assist with interviewing. The interpreter(s) should be familiar with the core concepts and processes involved in inventorying, as some technical terms do not always have direct translations.

To prepare for fieldwork, facilitators may wish to set up **working teams** in which members have specific roles according to their own skills and interests. These roles may change during the course of fieldwork as participants may wish to experiment with different roles.

The national focal point may also seek guidance on the payment of **stipends** to the participants and community members involved in the pilot inventorying activity. This should be discussed with the UNESCO ICH Section or Field Office and based on available resources. If no stipends are available, it should be made clear that the work is done on a voluntary basis.

7. FIELDWORK

Fieldwork involves direct engagement with communities to document and inventory element(s) that have been identified. The scale of the pilot inventorying exercise and the process for identifying the element may vary depending on the availability of resources and implementation context, and should be agreed upon in collaboration with the communities concerned and national counterparts. Ideally, community members will be actively involved in the documentation phase. However, if this is not possible, fieldwork may also be an opportunity to raise awareness among community members about the opportunities and challenges of safeguarding their ICH and how they could be involved in the future. Close attention should be given to local protocols for engaging with communities. A national expert(s) should be enlisted to support the fieldwork process, as the facilitator may not be present for the full activity. After completing fieldwork, adequate time should be allocated to develop a synthesis of the data to write a full summary of the element(s).

8. MONITORING

Monitoring should be continuous during the pilot exercise to ensure follow-through on the work plan. It should identify any successes and challenges that arise to develop real-time solutions. This information may help to inform future inventorying processes and develop policies with respect to inventorying. If the facilitator is not present, national counterparts and community members may also undertake the monitoring. However, if possible, the facilitator should establish an efficient communication method with the national counterpart and community representatives

to facilitate this process.

9. EVALUATION

A final evaluation meeting should be held with participants after completing the pilot exercise. The results of the meeting should be presented in a written report, compiled in collaboration with the national focal point and experts, and in consultation with the pilot participants. The meeting should address the following issues:

- recall the objectives of the exercise;
- assess how well the inventorying protocols and processes worked;
- assess the degree of community involvement;
- recall challenges and how they were addressed;
- identify what outputs were produced;
- assess how the outputs were used, including issues of accessibility, and
- make recommendations for future inventorying activities.

10. CONCLUSION

A debriefing session should be held with all actors involved in the pilot exercise (facilitator, national counterparts, community representatives). This may take place by phone, email or Skype, if not possible in person. The debriefing should review the lessons learnt from the pilot inventorying activity, with a view to replicate the combined approach at the national level for further capacity building. The occasion may also be used to identify future safeguarding initiatives at the national level. States Parties should be reminded that International Assistance is available for the preparation of inventories (Article 20b) under the Intangible Cultural Heritage Fund.⁵

5. For further information on requesting International Assistance see: <https://ich.unesco.org/en/requesting-assistance-00039>

PLANNING QUESTIONS

Establishing roles and responsibilities

- Who are the different actors involved, including community members?
- What are their different roles?
- At what point does the facilitator engage with the national representative?
- What mode(s) of communication will be used between the different actors?
- Is the facilitator's role clear?
- Is the national counterpart clear about their role?

Identifying the community

- Who is the community?
- Who are the participants?
- Have they previously participated in the capacity-building workshop on inventorying? What is their prior knowledge?
- Has an inclusive approach been taken with consideration to gender equality and youth involvement?

Assessing existing frameworks

- Who coordinates ICH activities at the national level?
- Are there any existing laws concerning safeguarding and inventorying ICH at the national level?
- Is an analysis of existing ICH or Culture policies available for review? Can these inform the pilot inventorying exercise?
- Is there an existing system for inventorying ICH?
- Can the pilot inform the development of an inventorying system in the future?

Clarifying objectives, outputs and timeline

- What are our goals?
- What objectives can be identified to meet those goals?
- What actions correspond to our objectives?
- What human and financial resources are available?
- How long will the pilot run?
- What are the anticipated outputs?

Preparing for fieldwork

- Is a preparatory workshop required based on the participants' prior knowledge? Where and when will it take place?
- How will the community be informed about the objectives of the pilot exercise and provide their free, prior and informed consent? Is a preparatory mission necessary?
- Does the inventorying form require amending or translation?
- Will a translator/interpreter be required for fieldwork?
- How will the work teams be organized?
- In what form will the information be collected (audio, video, image etc.)?
- How will the field data be stored, accessed and made available to communities and other stakeholders?

Conducting fieldwork

- Are the terms of collaboration with the community clear?
- Has the availability of participants to participate in the pilot been confirmed?
- Have all the logistical arrangements been confirmed with the national counterpart?
- Do the participants have the necessary field equipment (cameras, audio recorders etc.)?
- Will a national expert be involved to support the fieldwork phase?
- Will the pilot be accompanied by general awareness raising in the community about safeguarding ICH?

Monitoring

- Are the work teams meeting their inventorying targets?
- What issues are expected to come up and how will they be addressed?
- How will the facilitator maintain contact with national counterparts during the inventorying exercise?



Evaluation

- Recall the objectives of the exercise;
- Assess how well inventorying protocols and processes worked;
- Assess the degree of community involvement;
- Recall challenges and how they were overcome;
- Identify what outputs were produced;
- Assess how the outputs were used, including its accessibility;



Conclusion

- What lessons were learnt?
- What are the possible next steps?
- Make recommendations for future inventorying exercises.
- Can the beneficiary country be encouraged to seek International Assistance for more extensive inventorying as per Article 20(b) of the Convention?