Unit 18

Workshop on community-based inventorying: introduction

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Lesson plan

Duration:

2 hours

Objective(s):

This unit clarifies the purpose, learning objectives, structure and timetable of an eight- to ten-day workshop on community-based inventorying in the context of the Convention for the Safeguarding of the Intangible Cultural Heritage.[[1]](#footnote-1) Furthermore, it provides guidance to establish a working relationship among participants.

Description:

This unit introduces the context, rationale and objectives of an eight to ten-day workshop on community-based inventorying under the Convention. The workshop is intended to equip participants with basic knowledge and skills to design and facilitate a community-based inventorying process tailored to their particular circumstances. The unit discusses the pedagogic approaches used and the key characteristics of community-based inventorying. Furthermore, it provides participants with the opportunity to share information about personal and country experiences in the field of intangible cultural heritage.

Proposed sequence:

1. Facilitator explains his/her background in the field of ICH, mentioning some examples of ICH she/he has worked with or been interested in, and presenting briefly the domains of ICH listed in the Convention (Article 2.2), in case some participants are not familiar with what is meant by ICH. This may lead to a first discussion of the concept of ICH.
2. Participants introduce themselves (or each other) briefly and their interest and experience in working on ICH.
3. Facilitator explains the context and rationale of a community-based approach to inventorying within the framework of the Convention.
4. He/she discusses key characteristics of community-based inventorying.
5. He/she presents the workshop objectives and expected learning achievements and map*s* questions that participants would like to have answered in the context of the workshop*.*

Notes and suggestions

This unit requires preparation by the facilitator, assisted by UNESCO field offices, the website of UNESCO and the ICH website: the facilitator should have a good idea of the profile of the different participants and also some knowledge of the status of ICH inventorying and safeguarding in the country(ies) concerned by the workshop.

The community participants may come from one locality within a country or different localities. The key criterion for their participation would be their direct or indirect participation in the practice and/or transmission of an ICH element or set of elements that they consider to form part of their heritage.

Following a brief discussion, the unit could begin by asking participants to introduce a fellow participant asking him or her about his/her interest and experience in relation to working on ICH. The person asking the questions would then present the fellow participant to the group.

Since the workshop runs for eight to ten days, it is important that participants are at ease with one another, get along well, are free to voice their opinions, and are keen and comfortable to critique the information being shared with them by the facilitator as well as by other participants. This exercise is therefore crucial in creating a comfortable atmosphere for all participants. The number of participants may dictate the length of the exercise. During the introductions allow no more than two or three minutes per participant.

Unit 18

Workshop on community-based inventorying: introduction

Facilitator’s narrative

#### PURPOSE AND RATIONALE OF THE WORKSHOP

This workshop on community-based inventorying under the Convention (8 to 10 days) is aimed at ministry officials, community-based organizations, local community members, researchers and non-governmental organizations (NGOs) playing an active role in designing and conducting inventories of intangible cultural heritage.

Community-based inventorying is the third theme covered in the initial UNESCO curriculum developed in the context of the global capacity-building strategy on safeguarding intangible cultural heritage through the implementation of the Convention. UNESCO is currently working on new themes, while constantly updating its materials with the support of experts and the network of facilitators who were trained to use them.

What were the reasons behind the inclusion of the theme of community-based inventorying?In fact, one of the State obligations under the Convention (Articles 11 and 12) is the preparation of one or more inventories on intangible cultural heritage. In addition, several Articles of the Convention stress the key role of communities in identifying, maintaining and transmitting ICH. Indeed the Convention recognizes that ICH forms an integral part of the life of communities who function as the bearers and practitioners of a respective ICH element. With regard to inventorying in particular, States are required to submit information on the ways in which communities have been involved in the respective inventorying processes in their periodic reports on the implementation of the Convention.

In light of the above, it is clear that information on the existence, functions and status of an ICH element and the reasons why communities identify with it, can only be generated through dialogue with the community of tradition bearers and practitioners concerned. Indeed, setting the foundations for safeguarding and protecting culturally sensitive information from external misuse and exploitation begins by giving traditional custodians adequate say over how information on their intangible cultural heritage is presented, accessed and used. Community-based inventorying of ICH is therefore an approach that puts the community at the centre of the inventorying process.

#### ABOUT COMMUNITY-BASED INVENTORYING

Community-based inventorying is an emerging practice; as such, there is not one single formula. It draws from various experiences and tools in areas such as: participatory rural appraisal and other participatory development tools; obtaining free, prior and informed consent on decisions concerning the future of a community; participatory ethnography; folk art surveys; oral history research; and participatory spatial information management and communication. Community-based inventorying employs techniques that are part of the mentioned methods, such as individual and group interviewing, participatory mapping, photovoice and participatory video, as interactive vehicles to generate and systematize knowledge about the ICH of the community. Some key characteristics or principles of community-based inventorying are the following:

* Community-based inventorying is not an end in itself, but a key step in establishing a dialogue for safeguarding ICH.
* Community-based inventorying is a creative process of generating and systematizing information with and within the community and not of extracting information from the community; it empowers communities as knowledge producers.
* Community-based inventorying recognizes community members as creators and experts of their ICH, not simply as informants; non-community participants are first and foremost co-facilitators, learning about the ICH in question and assisting communities in the process of self-documentation.
* Community-based inventorying recognizes diversity within a community regarding their ICH. It values divergent and different opinions and identification with ICH; variability is fundamental to the nature of ICH.
* Community-based inventorying values the inclusion of youth as part of these multiple voices on ICH and recognizes their key role in the identification and transmission of ICH; they should be included in all work relating to ICH.

#### OBJECTIVES OF THE WORKSHOP

At the end of the workshop, participants should be better equipped to engage in designing and conducting community-based inventorying in their respective countries and communities. Depending on the role that participants play in the respective inventorying processes, for example, as supervisors, local facilitators, field workers and so on, they should be able to perform some or all of the following tasks:

* Provide one or two reasons for choosing a community-based inventorying approach in the context of implementing the Convention for the Safeguarding of the Intangible Heritage (all participants).
* Explain the relationship between safeguarding intangible cultural heritage and inventorying (all participants).
* Define in their own words what community-based inventorying is, referring to some principles and/or characteristics of the approach (all participants).
* Articulate their respective and/or potential future role(s) in community-based inventorying processes (all participants).
* Develop a sample inventorying framework *or* adapt an existing inventorying framework from the perspective of a community-based approach (all participants).
* Explain how free, prior and informed community consent can be obtained (all participants).
* Demonstrate a capacity to apply one or more of the acquired participatory research techniques/skills, namely: interviewing, audio recording, photography, participatory video and participatory mapping (local facilitators and field workers).
* Demonstrate an understanding of how to operate documentation equipment provided for the workshop (local facilitators and field workers).
* Organize research findings in permanent form for access by others (local facilitators and field workers).

#### Participants

Given that this is in fact a ‘community-based’ workshop, it is assumed that community members will constitute a substantial proportion of the participants and subsequently take on an active role in every stage of the inventorying process, as local facilitators or field workers.

Typically, the group of participants will be composed as follows:

* members of communities who expressed interest in inventorying their ICH (at least one third to half of the participants),
* government officials with responsibilities in the field of ICH, and
* NGOs and/or researchers with relevant competencies in ICH and/or community participation.

The facilitator must be careful to ensure that differences of status or educational credentials do not create hierarchies among the participants, and that the workshop always gives full honour and respect to the community members and their perspectives.

The diverse make-up of the workshop may prove challenging as participants may possess very different styles of learning and different ways of expressing their knowledge. If one or more community members are not literate or unaccustomed to heavy reading, particular care must be taken that written texts are not given undue importance with information communicated orally as well as in written form, whenever possible. Diverse participants will have diverse ways of apprehending knowledge and integrating it, and that diversity can contribute greatly to the success of the workshop as a whole.

Community participants may come from one locality within a country or different localities. The key criterion for their participation is their direct or indirect participation in the practice and/or transmission of an ICH element or set of elements that they consider to be part of their heritage.

Finally, in line with UN-wide principles, the composition of workshop participants should reflect respect for gender balance and the inclusion of young people.

#### PEDAGOGIC APPROACH AND MATERIALS

The emphasis in the workshop is on interactivity and active learning. It includes lectures on various topics, group discussions, role-playing activities and hands-on exercises, designed to help acquire the participatory research techniques required for community-based inventorying and to reinforce capacity to obtain free, prior and informed consent from the communities concerned by an inventory. A fieldwork practicum is proposed for the same reason.

Facilitators are provided with an extensive amount of material. They need to select and carefully adapt the materials required in light of their specific workshop context and audiences. Doing less can actually ‘be more’ if the ultimate objective is that participants develop the capacity to eventually apply the knowledge and skills acquired in the workshop.

Timetable

The timetable is an approximate guide and may be amended as and when necessary. It assumes that the workshop will proceed over the course of ten days, including one or two days of fieldwork. Depending on the nature of the fieldwork (logistics, travel, size of groups), it may be useful to include a day for debriefing, treatment of research data and planning after the first day of fieldwork, and then a second opportunity to enter the field on the third day. In some cases, an additional day after fieldwork is needed to process data and reinforce the lessons learned. The general timetable for the eight to ten-day workshop briefly lists those materials required for the entire workshop. These are described in greater detail in the specific lesson plans for each module.

Lesson plans

The lesson plans, aimed at facilitators, provide an outline of how the units will be conducted. They make suggestions for certain exercises to be used during the sessions. These exercises can be modified as required. Prior to every lesson, facilitators should have in mind the exact elements they intend the students to learn by the end of each lesson or practical exercise. The instructional objectives listed in each unit serve as a guide to such aims and are key to shaping teaching outcomes, selecting content and evaluating learning. Each unit is designed to act as a broad guideline for the facilitator, and the manual takes into account the fact that facilitators, who are mainly local coordinators of the projects, possess invaluable insights at the local level, which can be added to the lesson plans. Other components include suggestions for time allocation per activity as well as guidelines regarding types of activities that both the facilitator and the participants could embark upon to facilitate the learning process in a more efficient manner. These are not prescriptions, but provide guidance on the basis that the facilitators will use their expertise to substantiate content material to suit each local context.

Facilitator’s notes

The facilitator’s notes provide a fuller outline of what the facilitator might say or raise for discussion during the sessions and have been designed in conjunction with a PowerPoint presentation. They are not meant to be read out loud as such; they are sources of inspiration for the facilitators, who may wish to add material as needed. It is not expected that the facilitators will try to transmit all the information in the narratives to the participants. They are requested; however, to read all of that material beforehand, to provide a broader context for the information they will be discussing during the course and will ensure that they are able to answer related questions.

PowerPoint presentations

The PowerPoint presentations are contained in each unit for easy reference. Facilitators are encouraged to adapt and edit the slides depending on their own needs.

Hand-outs and exercises

The hand-outs and exercises are numbered according to the unit in which they first appear; however some may be used a number of times during the workshop. These provide additional tools for instruction. They may include specific excerpts of the Convention, or case studies of an inventory from a country that has previously addressed the issue in question, to mention but a few. It may only be necessary to give participants the timetable, hand-outs and exercises, along with any other important supporting materials such as the texts of the Convention and the Operational Directives.

#### OUTLINE OF THE WORKSHOP CONTENT

The workshop outline provided here is broadly divided into units. It is up to each facilitator to adapt the units in order to develop a tailored ‘menu’ in light of the specific workshop audiences and local needs.

### Introduction to Community-Based Inventorying (Units 18, 2, 3, 6 and 7)

These units explain the workshop’s rationale and objectives. They address the place of community-based inventorying in the context of the Convention’s key concepts, such as intangible cultural heritage, safeguarding, and community and State obligations. They discuss the purposes of inventorying and the relationship between inventorying and safeguarding and introduces the specific notion of community-based inventorying as a type of inventorying. The following units address the specific place the workshop holds in the larger landscape of ICH inventorying in the communities/regions/countries of the respective participants:

* **Unit 18.** Workshop on community-based inventorying: introduction
* **Unit 2.** Introducing the Convention (optional)
* **Unit 3.** Key concepts in the Convention
* **Unit 6.** Identification and inventorying
* **Unit 7.** Involving the communities concerned

### Inventorying Framework and Issues of Ethics and Responsibilities (units 19 to 22)

These units develop an inventorying framework tailored to the community(ies) represented by the workshop participants, providing two different options. The first option (Unit 19) is designed for cases where an ‘official’ or dominant system of inventorying in a State is not in place, and community-based inventorying occurs as the State is seeking ways to commence the task of inventorying. If the workshop is successful, its approach can be adopted and integrated as the State formalizes one or more methods of inventorying. The second option (Unit 20) is designed for cases where an existing framework for inventorying is either in wide use or has been adopted formally by the State for future use. If such a structure or framework exists, it may be compatible with the form of community-based methodology presented here, although the specific contours of the existing framework should be respected.

Together these units also challenge trainees to take an introspective look at their personal values, attitudes and behaviours, and consider how these influence their ability to practise community-based inventorying and the risks involved in poor or careless practice. Topics include personal and team attitudes and behaviours, communication skills for community-based inventorying facilitators, relationships between facilitators and communities, and ‘free, prior and informed consent’ issues. It aims to deepen understanding of community dynamics that could hinder or promote the participation of relevant community members during the community-based inventorying process, such as ICH bearers and practitioners, different age groups, different genders and so on.

* **Unit 19.** Developing an inventory framework where no system exists
* **Unit 20.** Developing an inventory framework where a system is in place
* **Unit 21.** Ethics in community-based inventorying of ICH
* **Unit 22.** Free, prior and informed consent

### Information Generation Methods and Techniques (units 23 to 28)

These units provide an overview of key information generation methods for ICH, such as interviewing, audio recording, photography, participatory video and participatory mapping. They discuss the opportunities presented by such methods for community-based inventorying and their limitations. Together these units address the issue of why information generation is necessary, how and when it should be conducted, which methods should be used, and for whom and by whom data should be recorded. Different information generation methods are presented and opportunities provided to gain hands-on experiences to acquire basic skills, for example, photovoice individual and group interviews and participatory video. These techniques are considered to be interactive vehicles to collect, generate and document knowledge about the ICH of respective communities. In addition, these units include an exercise that combines the inventorying framework developed in Units 19 to 22 with a reflection on which methods are most appropriate for generating information on the identified ICH elements. The field practicum (Units 29 to 33) or the planned inventorying exercise will provide an opportunity to apply the knowledge and skills acquired.

* **Unit 23.** Methods and techniques of inventorying
* **Unit 24.** Audio recording in inventorying
* **Unit 25.** Interviewing in inventorying
* **Unit 26.** Photography in inventorying
* **Unit 27.** Participatory video in inventorying
* **Unit 28.** Participatory mapping in inventorying

### Putting Community-Based Inventorying into Practice: a First Experience

Based on the framework developed in Units 19 to 22 and the knowledge gained on information generation methods in Units 23 to 28, the following units discuss the necessary groundwork for an inventorying activity. They clarify the specific goals for a two-day field practicum including the objective, ethics, methodological approach and techniques to be used in light of the inventorying processes of participants’ communities/countries. The process is mindful that this learning experience for the workshop participants should also be meaningful for the community. These considerations will have implications for choices made regarding what information to look for and for the final format used to present the results of the community-based inventorying process.

The two-day field practicum or planned inventory activity will allow participants to gain first-hand experience with inventorying and to put into practice some of what they have learned during the workshop. This may be building rapport with the community, obtaining free, prior and informed consent, practising a certain method, generating questions or information for the inventorying framework, or testing the developed framework. These units will necessarily depend on the context and current state of inventorying. Participants will receive ongoing feedback from trainers during and after the practicum. Together these units will also take into account aspects such as: information regarding level of community involvement in past or ongoing inventorying exercises; the present level of community interest and consent in carrying out community-based inventorying to safeguard their intangible cultural heritage; and information on expectations and purpose regarding community-based inventorying of their ICH. Following the field practicum, experiences will be assessed to identify strong points, challenges and lessons learned. The information and knowledge generated will be further organized and systematized from an inventorying perspective and the initial framework will be revisited and further developed as appropriate, notably in light of the country’s policies and practices of inventorying ICH.

* **Unit 29.** Ground preparations in inventorying
* **Unit 30.** Fieldwork practicum plan in inventorying
* **Unit 31.** Fieldwork practicum in inventorying
* **Unit 32.** Fieldwork debriefing in inventorying
* **Unit 33.** Organizing and storing information

### optional units

Optional units are not found in the timetable; however the facilitator can integrate them into the workshop depending on the local needs and interests.

* **Unit 35** Access and dissemination
* **Unit 36** Documentation and inventorying

### Workshop Review and Ways Forward (units 34 and 15)

These units aim to review the lessons learned from the workshops including strengths and suggestions for improvement. The concluding session incorporates a quiz to help participants recall these findings. The different materials, methods, exercises and so on used will be the subject of a written evaluation sheet. A discussion on ways forward will be held to ensure that the community created through the workshop process maintains its network and, as appropriate, engages in further community-based inventorying activities.

* **Unit 34.** Workshop on community-based inventorying: concluding session (includes a quiz)
* **Unit 15.** Evaluation

#### WHERE DOES THIS COMMUNITY-BASED APPROACH FIT INTO A LARGER INVENTORYING STRATEGY of intangible cultural heritage?

Community-based inventorying is one of many approaches to inventorying, and a State Party may meet its obligations under the Convention in a number of different ways. This workshop will be especially useful if it can be seen as an experimental effort, intended to try out an approach that may be innovative both methodologically and conceptually. It can serve as a pilot (if, of course, it proves to be effective and if it stimulates similar efforts later), and will be especially useful when it can demonstrate – particularly to sceptical officials or institute researchers – that community members can be not only providers of information, but also active collaborators in inventorying.

The workshop focuses especially on data gathering – an essential part of inventorying, but one which by no means constitutes the whole process. The information and documentation that are collected during the fieldwork practicum – or, in later work, by the participants trained in the workshop – only become an ‘inventory’ when they are organized and integrated into a larger strategy and system. The workshop covers the immediate tasks of generating information within a community-based inventorying approach, but there is also the larger task of synthesizing information collected from different people in diverse settings on multiple occasions, and systematizing that information. That larger task often depends on a broader planning process and the specific policy context of each State, and cannot be covered exhaustively in the course of a short, practice-oriented workshop.

###### Slide 1.

Workshop on community-based inventorying: introduction

###### Slide 2.

In this presentation...

###### Slide 3.

Purpose and rationale of the workshop (1)

This workshop on community-based inventorying for the safeguarding of intangible cultural heritage under the 2003 Convention is intended to equip participants with basic knowledge and skills to design and facilitate a community-based inventorying process tailored to their particular circumstances. It is aimed at ministry officials, community-based organizations, local community members, researchers and non-governmental organizations (NGOs) playing an active role in designing and conducting inventories of intangible cultural heritage.

###### Slide 4.

Purpose and rationale of the workshop (2)

In fact, one of the State obligations under the Convention (Articles 11 and 12) is the preparation of one or more inventories on intangible cultural heritage (ICH). The inventorying requires that the ICH elements are identified and their main features, meaning, functions and status represented in some written and/or audiovisual form so that the information can be shared. The primary purpose of inventorying ICH in the context of the Convention is its safeguarding, as States recognize ICH as an important foundation for the well-being of communities, the sustainable development of societies, and mutual understanding within and between countries. In other words, because States acknowledge the value of ICH, they are committed to ensuring its viability. That is to say, they are committed to ensuring that communities who so wish, can continue transmitting their ICH to the next generation, including the cultural practices, expressions and knowledge that have been passed on to them from the past to the present.[[2]](#footnote-2) Inventorying under the Convention is therefore the first step in a dialogue on safeguarding ICH that engages the State and the community of tradition bearers and practitioners, and also involves relevant NGOs, researchers and academics.

###### Slide 5.

Purpose and rationale of the workshop (3)

Several Articles of the Convention stress the key role of communities in identifying, maintaining and transmitting ICH. Indeed the Convention recognizes that ICH is not anyone’s property as such, but an integral part of the life of the communities who are the bearers and practitioners of a respective ICH element. With regard to inventorying in particular, States are required to include information on how communities have been involved in the respective inventorying processes in their periodic reports on the implementation of the Convention.

###### Slide 6.

Purpose and rationale of the workshop (4)

In light of the above, it is clear that information on the existence, functions and status of an ICH element and the reasons why communities identify with it, can only be generated through dialogue with the community of tradition bearers and practitioners concerned. The community has to agree upon whether they wish to reveal information about their ICH to a wider public through an inventory. If they choose to do so, they can decide which aspects they want to share or not share and how to present that information. This process of building consent is part and parcel of preparing the inventory and happens largely in the community; it thus requires a community-based process. Similarly, the process of generating and presenting the information required for an inventory, as the first step in a dialogue on safeguarding the respective ICH element, involves first and foremost the community concerned. Indeed, setting the foundations for safeguarding culturally sensitive information from external misuse and exploitation begins by giving its traditional custodians an adequate say in how it is presented, accessed and used. Community-based inventorying of ICH is therefore an approach that places the community at the centre of the inventorying process.

###### Slide 7.

How to do community-based inventorying?

Community-based inventorying is an emerging practice; as such, there is no one single formula. It draws from various experiences and tools in areas such as: participatory rural appraisal and other participatory development tools; obtaining free, prior and informed consent on decisions concerning the future of a community; participatory ethnography; folk art surveys; oral history research; and participatory spatial information management and communication. Community-based inventorying uses techniques that are part of the mentioned methods, such as individual and group interviewing, participatory mapping, photovoice and participatory video, as interactive vehicles to generate and systematize knowledge about the ICH of the community.

###### Slides 8–11.

Key characteristics of community-based inventorying

Key characteristics or principles of community-based inventorying include the following:

* Community-based inventorying is not an end in itself, but a key step in establishing a dialogue for safeguarding ICH.
* Community-based inventorying is a creative process of generating and systematizing information with and within the community and not for extracting information from the community; it empowers communities as knowledge producers.
* Community-based inventorying recognizes community members as creators and experts of their ICH, not simply as informants; non-community participants are first and foremost co-facilitators, learning about the ICH in question and assisting communities in the process of self-documentation.
* Community-based inventorying recognizes diversity within a community regarding their ICH; it values divergent and different opinions – there is no one truth, only identification with ICH and opinion; variability is fundamental to the nature of ICH.
* Community-based inventorying values the inclusion of youth as part of these multiple voices on ICH and recognizes its key role in the identification and transmission of ICH; they should be included in all work relating to ICH.

###### Slide 12.

Workshop objective

At the end of a workshop, participants should be better equipped to engage in designing and conducting community-based inventorying in their respective countries and communities.

###### Slides 13–15.

Expected learning achievements

Depending on the role that they play in the respective inventorying processes (i.e. as supervisors, local facilitators, field workers, etc.), they should be able to perform some or all of the following tasks:

* Be able to provide one or two reasons why to choose a community-based inventorying approach in the context of implementing the Convention for the Safeguarding of the Intangible Heritage (all participants)
* Be able to explain the relationship between safeguarding intangible cultural heritage and inventorying (all participants)
* Be able to define in their own words what community-based inventorying is, referring to some principles and/or characteristics of the approach (all participants)
* Be able to articulate their respective and/or potential future role(s) in community-based inventorying processes (all participants)
* Be able to develop a sample inventorying framework or adapt an existing inventorying framework from the perspective of a community-based approach (all participants)
* Be able to explain how free, prior and informed community consent can be obtained (all participants)
* Be able to demonstrate capacity to apply one or more of the acquired participatory research techniques/skills, namely interviewing, audio recording, photography, participatory video and participatory mapping (local facilitators and field workers)
* Be able to demonstrate an understanding of how to operate documentation equipment provided for the workshop (local facilitators and field workers)
* Be able to organize research findings in permanent form, for access by others (local facilitators and field workers).

###### Slide 16.

Questions and expectations

Before moving on to an overview of the content of the workshop, the facilitator may wish to map questions and expectations that participants would like to have answered within the context of the workshop. This will also allow the facilitator to better tailor the workshop to the specific group of participants, the related context and the broader aims of the States Parties.

###### Slide 17.

Overview of the workshop

Facilitators may insert the workshop ‘menu’ that they assembled in light of the workshop context and participants. For an introduction to the full set of units, please see the INV Workshop Overview.

Workshop on community-based inventorying: introduction

Facilitator’s timetable

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’smaterials |
| Introductory welcome | 30 mins |  |  |
| Tea or coffee | 30 mins |  |  |
| **Introduction to Community-Based Inventorying Workshop in the Context of the Convention** |
| Unit 18. Workshop on community-based inventorying: introduction | 2 hour | Facilitator’s notes Unit 18PowerPoint Presentation 18 |  |
| Lunch | 1 hour |  |  |
| Unit 2. Introduction to the Convention (optional) | 2 hours | Facilitator’s notes Unit 2PowerPoint Presentation 2 |  |
| Tea or coffee | 30 mins |  |  |
| Unit 3. Key concepts in the Convention  | 1 hour | Facilitator’s notes Unit 3PowerPoint Presentation 3 |  |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’smaterials |
|  **Introduction to Community-Based Inventorying Workshop in the Context of the Convention (continued)** |
| Unit 3. Key concepts in the Convention | 1 hour |  |  |
| Tea or coffee  | 30 mins |  |  |
| Unit 6. Identification and inventorying (1) | 2 hours | Facilitator’s notes Unit 6PowerPoint Presentation 6 | Hand-outCase studies |
| Lunch  | 1 hour |  |  |
| Unit 6. Identification and inventorying (2) | 1 hour |  |  |
| Tea or coffee  | 30 mins |  |  |
| Unit 7. Involving the communities concerned | 2 hours  | Facilitator’s notes Unit 7PowerPoint Presentation 7 | Case studies |

Day 3

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’smaterials |
| **Introduction to Community-Based Inventorying Workshop in the Context of the Convention (continued)** |
| Unit 7. Involving the communities concernedOptional exercise | 2 hours  |  |  |
| Tea or coffee  | 30 mins |  |  |
| **A Community-based inventorying Framework and Ethics and Responsibilities** |
| Unit 19. Developing an inventory framework where no system exists | 1 hour | Facilitator’s notes Unit 19 | Hand-outExercises |
| Unit 20. Developingan inventory framework where a system is in place | Lesson Plan Unit 20Facilitator’s notes Unit 20PowerPoint Presentation 20 |  |
| Lunch | 1 hour |  |  |
| Unit 19. Developing an inventory framework where no system exists | 1.5 hours |  |  |
| Unit 20. Developingan inventory framework where a system is in place  |  |  |
| Tea or coffee  | 30 mins |  |  |
| Unit 21. Ethics in community-based inventorying of ICH | 2 hours | Facilitator’s notes Unit 21PowerPoint Presentation 21 | Hand-outExercises |

Day 4

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’smaterials |
| **A Community-based inventorying Framework and Ethics and Responsibilities (continued)** |
| Unit 22. Free, prior and informed consent | 2 hours | Facilitator’s notes Unit 22PowerPoint Presentation 22 | Hand-outsExercises |
| Tea or coffee  | 30 mins |  |  |
| **Information Generation Methods and Techniques** |
| Unit 23. Methods & techniques of inventorying (1) | 1 hour | Facilitator’s notes Unit 23PowerPoint Presentation 23 | Hand-outExercises |
| Lunch | 1 hour |  |  |
| Unit 23. Methods & techniques of inventorying (2) | 2 hours  |  |  |
| Units 24-28. Information generation method 1 | 1 hour | Facilitator’s notesPowerPoint Presentation | Hand-outsExercises |
| Tea or coffee | 30 mins |  |  |
| Units 24-28. Information generation method 1 | 1 hour | Facilitator’s notesPowerPoint Presentation | Hand-outsExercises |

Day 5

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’smaterials |
| **Information Generation Methods and Techniques (continued)** |
| Units 24-28. Information generation method 1 | 2 hours | Facilitator’s notesPowerPoint Presentation  | Hand-outsExercises |
| Tea or coffee | 30 mins |  |  |
| Units 24-28. Information generation method 2 | 1 hour | Facilitator’s notesPowerPoint Presentation  | Hand-outsExercises |
| Lunch | 1 hour |  |  |
| Units 24-28. Information generation method 2 | 2 hours |  |  |
| Tea or coffee | 30 mins |  |  |
| Units 24-28. Information generation method 3 | 1 hour | Facilitator’s notesPowerPoint Presentation  | Hand-outsExercises |

Day 6

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| Unit | Duration | Facilitator’s materials | Participant’smaterials |
| **Information Generation Methods and Techniques (continued)** |
| Units 24-28. Information generation method 3 | 2 hours | Facilitator’s notesPowerPoint Presentation  | Hand-outsExercises |
| Tea or coffee | 30 mins |  |  |
| Units 24-28. Information generation method 4 | 1 hour |  |  |
| Lunch | 1 hour |  |  |
| Units 24-28. Information generation method 4 | 2 hours | Facilitator’s notesPowerPoint Presentation  | Hand-outsExercises |
| Tea or coffee | 30 mins |  |  |
| Additional time for information generation-related activity or other  | 2 hours |  |  |

Day 7

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| Unit | Duration | Facilitator’s materials | Participants’materials |
| **Putting Community-Based Inventorying into Practice: a First Experience** |
| Units 29. Ground preparations in inventorying (1) | 1.5 hours | Facilitator’s notes Unit 29PowerPoint Presentation | Hand-outsExercises |
| Tea or coffee  | 30 mins |  |  |
| Units 29. Ground preparations for inventorying (2) | 1 hour |  |  |
| Lunch | 1 hour |  |  |
| Unit 30. Fieldwork practicum plan in inventorying (1) | 1.5 hours | Facilitator’s notes Unit 30PowerPoint Presentation  | Hand-outsExercises |
| Tea or coffee | 30 mins |  |  |
| Unit 30. Fieldwork practicum plan in inventorying (2) | 1.5 hours |  |  |

Days 8 and 9

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| Unit | Duration | Facilitator’s materials | Participant’smaterials |
|  **Putting Community-Based Inventorying into Practice: a First Experience (continued)** |
| Unit 32. Fieldwork debriefing in inventorying | 2 days |  |  |

Day 10

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| Unit | Duration | Facilitator’s materials | Participant’smaterials |
| **Putting Community-Based Inventorying into Practice: a First Experience (continued)** |
| Unit 32. Fieldwork debriefing in inventorying | 1.5 hours | Facilitator’s notes Unit 32PowerPoint Presentation  | Hand-outsExercises |
| Tea or coffee  | 30 mins |  |  |
| Unit 33. Organizing and storing information | 1.5 hours | Facilitator’s notes Unit 33PowerPoint Presentation  | Hand-outsExercises |
| Lunch | 1 hour |  |  |
| **Workshop Review and Ways Forward** |
| Unit 34. Workshop on community-based inventorying: concluding session | 1 hour | Facilitator’s notes Unit 34 | Hand-out |
| Tea or coffee | 30 mins |  |  |
| Unit 15. Evaluation | 1 hour | Facilitator’s notes Unit 15 | Hand-out |

1. . Frequently referred to as the ‘Intangible Heritage Convention’, the ‘2003 Convention’ and, for the purpose of this unit, simply the ‘Convention’. [↑](#footnote-ref-1)
2. . This process is dynamic and creative, since the bearers and practitioners of ICH constantly recreate their ICH in response to the changes around them. [↑](#footnote-ref-2)