unit 50

workshop on preparing International Assistance requests: introduction

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lesson plan

Duration:

1 hour (for this introduction; the recommended duration of the entire workshop is three days)

Objective(s):

Present the rationale and objectives of the workshop on preparing requests for International Assistance from the Convention for the Safeguarding of the Intangible Cultural Heritage.[[1]](#footnote-1)

Description:

This unit introduces a workshop on building capacities to prepare requests for International Assistance from the Convention, as complementary to the workshops on implementation of the Convention, community-based inventorying, developing safeguarding plans or preparing nominations. This introductory unit provides guidance for introducing the workshop and presents its purpose and timetable.

*Proposed sequence:*

* The facilitator introduces the purpose of the workshop and explains how it is complementary and related to the previous workshop.
* The facilitator explains the different parts of the workshop and the participants discuss their expectations with regard to outcomes.

Supporting documents:

* Facilitator’s narrative Unit 50
* Facilitator’s timetable Unit 50
* Basic Texts of the Convention
* Aide-mémoire for completing requests for International Assistance (available at <http://www.unesco.org/culture/ich/en/forms/>)

Notes and suggestions

This workshop is not a stand-alone workshop and aims to complement the workshops on the implementation of the Convention, community-based inventorying, developing safeguarding plans or preparing nominations by building capacities of participants to use the International Assistance mechanisms under the 2003 Convention for different purposes. It requires preparation by the facilitators in close collaboration with the UNESCO field offices. Facilitators should benefit to a maximum from the rich information available on the Convention’s website, which contains updated information on International Assistance requests and related decisions of the Governing Bodies (while the updating of the curriculum materials takes time, the website is the most reliable reference for latest developments). Facilitators should read the different sections below carefully and discuss the preparatory tasks with the UNESCO Field Offices to ensure the training runs smoothly. In particular, the facilitators should:

* Acquire knowledge of any current or past experience in the country of the participants on the use of International Assistance mechanisms or any other existing mechanism to fund activities or projects having direct link to the purposes of the 2003 Convention.
* Tailor the workshop and materials to the specific context and audience.

Unit 50

workshop on preparing International Assistance requests

Facilitator’s Narrative

#### Focus of the workshop and pedagogical approach

The workshop aims to strengthen the necessary conceptual and analytical skills to prepare requests for International Assistance that can reliably be expected to lead to successful projects for safeguarding ICH. The pedagogical approach is similar to the Workshop on preparing nominations, and begins from the principle that the best way to train participants to be good *writers* is to train them to be good critical *readers*.

Participants in the workshop will evaluate a sample International Assistance request that has a number of weaknesses and deficiencies. Working in teams, participants will analyse the sample request to determine how well it responds to the instructions in the ICH-04 request form and to the criteria for granting International Assistance and will identify areas for possible improvement.

Through this process of team-based analysis and critique, trainees will be provided with critical reading skills that they can then apply when they elaborate an International Assistance request. Three sample requests are available, to be used according to the current needs and priorities of the country: one for an inventorying project, one for a capacity-building project and one for safeguarding in a specific situation. This workshop will focus on only one of these sample requests. The choice of the sample request may also be based on the subject of the workshop preceding the present IA workshop (e.g. IMP, INV, SAFE or NOM).

This workshop is intended for those within a country who will be involved actively in elaborating International Assistance requests, whether as authors or signatories of such requests or perhaps as members of a review committee providing feedback to the team preparing the request. The workshop requires the ability to read and analyse lengthy texts in the language of instruction. Basic experience in programme planning and budgeting is also an important prerequisite. Normally, those participating in the IA workshop will already have taken part in one or more previous workshops to introduce the Convention and its mechanisms.

#### OUTLINE OF THE WORKSHOP

The workshop is divided into three parts. It is up to each facilitator to adapt the workshop in order to develop a tailored ‘menu’ in light of the specific workshop audiences and local needs. A possible structure could look as follows:

### Part 1: IntroducING the workshop and International Assistance

* Workshop on preparing International Assistance requests: introduction (Unit 50)
* International cooperation and assistance (Unit 12)

The first part introduces the IA workshop and focuses on Unit 12 on International cooperation and assistance in particular. Participants will discuss the requirements for submitting States Parties, and the procedures that the Secretariat of the Convention, the Evaluation Body and the Committee itself have to follow receipt of an International Assistance request. Participants will review the ICH-04 request form and will be introduced to the Aide-mémoire for completing a request for International Assistance.

### Part 2: Evaluating a sample request and identifying areas for improvement (Unit 51)

The second part of the workshop comprises Unit 51 only and focuses on the knowledge and skills required to develop requests that are likely to comply with the criteria. It asks participants to evaluate a fictional sample request, identify its strengths and weaknesses, determine how the request responds to the relevant criteria and considerations, how accurate the timetable and budget components are and suggest how the request could be improved. Participants will work first in breakout groups, followed by a report and discussion in plenary.

The sample request is a complete International Assistance request. All errors occurring in the sample request files are common problems found in requests submitted to the UNESCO Secretariat. Analysing these sample requests will help participants to understand what makes a good request file for submission to the Committee, and how to go about developing one that is likely to pass the examination process successfully and result in a safeguarding project that is feasible and effective.

### part 3: concluding session and workshop evaluation

* Concluding session: workshop on International Assistance (Unit 54)
* Evaluation (Unit 15)

Finally, the participants will conclude and evaluate the workshop (Units 54 and 15). The participants should leave the workshop with a clear idea of what a compliant request for International Assistance might look like, and with knowledge of the conceptual tools to address some of the issues that arise in the process of writing such a request.

### three alternative sample requests

The facilitators, in consultation with the local organizers, should select one of the three alternative sample requests well in advance of the workshop, particularly if additional translation has to be done. Facilitators should be exhaustively familiar with the request they have selected. The three options are:

**SAMPLE REQUEST 1: A PROJECT TO INVENTORY ICH (UNIT 51 HAND-OUT 1)**

This project proposes a pilot inventorying project in an ethnically diverse province of an imaginary country in South-East Asia. As the first among the country’s nine provinces to begin such inventorying, Highland Province will work closely with the Intangible Cultural Heritage Service of the Ministry of Culture to develop appropriate methodologies and approaches and will share its experience with counterparts in other provinces and at the national level. A major component of the project aims to strengthen the capacities of staff of the Department of Culture and district Offices of Culture, and of community members and leaders throughout the province.

**SAMPLE REQUEST 2: A PROJECT TO ORGANIZE A CAPACITY-BUILDING PROGRAMME  
(UNIT 51 HAND-OUT 2)**

This request, submitted by the Department of Training, Ministry of Culture of an imaginary Latin American country, proposes a 24-month programme of capacity building workshops. The aim is to establish a group of people at the national and provincial levels who have a grasp of the core concepts of the Convention, are aware of the country’s obligations as a State Party and know about the Convention’s opportunities for international cooperation in safeguarding. International Assistance funds will be used to conduct a series of capacity-building activities over the course of the project, covering the costs of expert facilitators, meeting facilities and travel and subsistence of trainees.

**SAMPLE REQUEST 3: A PROJECT TO SAFEGUARD AN EXPRESSION OF ICH  
(UNIT 51 HAND-OUT 3)**

This request comes from an imaginary country in Southern Africa and concerns Satsowa, a social institution of reciprocal communal labour among the Sowara people, as well as the oral traditions that are associated with it. The proposed project, initiated by the Association for Sowara Culture, aims to strengthen the practice and transmission of Satsowa not only in rural communities but also in towns and cities where Sowara increasingly reside. The Department of Intangible Cultural Heritage of the Ministry of Culture will work together with the Association and other community groups to revitalize Satsowa through documentation, public education, raising awareness, promoting occasions for Satsowa to be practised and strengthening its intergenerational transmission through an apprenticeship system.

The facilitators should determine, together with the host country organizers and the UNESCO Field Office, which of the three requests would be most relevant for participants. Normally, all participants would work on the same request, initially in small groups (no more than five or six members) and then in plenary sessions. If the facilitators are confident of their own mastery of the material and the capacities of the trainees, they could choose to have one or more groups work with one request and one or more groups work with a second request. This comparative approach can potentially increase the impact of the workshop, but it substantially increases the facilitator’s workload and demands very strict time management.

#### Preparing for the workshop

### participants

This workshop is not intended as an introduction to the Convention. Participants are expected to have a basic understanding of the Convention and its aims, through the workshops on implementation, inventorying or safeguarding, and/or practical experience of inventorying or safeguarding ICH elements. Participants who will benefit most from the workshop are those who will be personally involved in drafting or supervising the writing of International Assistance requests.

As with the Workshop on preparing nominations, this workshop requires advanced literacy in the language of instruction. Based on the knowledge of the backgrounds and competencies of the participants, the facilitator should put together groups with participants of various experience levels. When preparing for the workshop, the facilitator should also make inquiries if the country the participants come from has already attempted to get funding using International Assistance or any other mechanisms and what the results of this attempt have been. Alternatively, the facilitator can ask the participants, in the beginning of this workshop, if any of them has ever worked on preparing grant requests or project proposals, including any requests for International Assistance.

### The timetable, facilities and hand-outs

A timetable and any hand-outs that the facilitators deem necessary for the workshop should be given to participants, along with supporting materials such as the Basic Texts of the Convention and the Aide-mémoire for requesting International Assistance. As appropriate, this material should be made available to participants before the workshop commences.

Facilitators may follow the workshop as outlined in these Facilitator’s notes. Alternatively, they may adopt a looser structure, encouraging participants to discuss their experiences and offer questions and answers to relevant issues raised by them. The facilitators may also modify the timetable as required, while trying to ensure that the subject matter presented in the workshop materials is covered.

If presentations are to be used, organizers will need to ensure that there is access to a computer and a data projector – preferably with the option of showing video excerpts, although this is not essential. Some breakout areas will be required for group activities.

Since frequent reference will be made to the Convention and the Operational Directives (ODs) during the workshop, participants should bring their Basic Texts and Aide-mémoire to each session. The facilitator’s notes contain many quotations from the Convention and the ODs, but these simply provide a reference point for facilitators; they should not be read out. Participants should be encouraged to refer to the Basic Texts to find relevant articles in the Convention and paragraphs in the ODs.

### Preparation by facilitators

Facilitators will be allocated time within their contracts to prepare themselves for presenting the IA workshop. They may wish to familiarize themselves with the elements inscribed on the Convention’s Lists from the State(s) from which the workshop participants come, any previous International Assistance the country(ies) might have received and their records (if any) as Members of the Governing Bodies of the Convention. In addition to the Basic texts, facilitators will also need to familiarize themselves with the latest decisions of the General Assembly and Intergovernmental Committee, as well as the latest versions of the Aide-mémoire for completing a request for International Assistance and ICH-04 Form.

Facilitators may use UNESCO’s website of the Convention during the different parts of the workshop, showing, for instance, how participants can find various forms that are used for asking for financial assistance.

### Responding to the national/local context of participants

Facilitators may adapt the workshop material to the interests and level of preparation of participants, using their own background and experiences and their study of the situation in the State(s) concerned, profiting from the participants’ expertise and experiences. They are also encouraged, whenever relevant, to adapt the International Assistance workshop to the context of the preceding workshop (IMP, INV, SAFE or NOM), by, for instance, using the most relevant sample request when discussing Unit 51. If Unit 12 was already used in the preceding workshop in its extended version with a greater focus on International Assistance requests, the facilitator may decide not to use it again during this workshop and may directly begin with Unit 51 after the present session.

Anchoring the Convention at the country level is an important principle behind the workshop: participants should leave the workshop able to apply the information provided to the situation in their own State(s) as far as possible. Discussions applying the debates in the workshop to local or national contexts should therefore be encouraged.

International Assistance workshop

Facilitator’s timetable

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | Facilitator’s materials | Participant’s materials |
| Introductory welcome speeches (optional) | 30 min. | Facilitator’s timetable | Timetable (to be elaborated on a case-by-case basis)  Basic Texts of the Convention |
| **Part 1. Introduction to the IA workshop and International Assistance** | | | |
| IA Workshop Introduction (Unit 50) | 1 hour | Unit 50 Lesson plan  Facilitator’s notes | Basic Texts of the Convention  Aide-memoire for IA requests |
| International cooperation and assistance (Unit 12) | 1.5 hours | Unit 12 Lesson plan  Facilitator’s notes  PowerPoint presentation | Participant’s text Unit 12 |
| Lunch | 1 hour |  |  |
| Unit 12 continued: The forms and criteria for International Assistance | 1.5 hours | Unit 12 Lesson plan  Facilitator’s notes  PowerPoint presentation | Participant’s text Unit 12  Form ICH-04 ‘Requests for International Assistance’ |
| **Part 2. Evaluating a sample request and identifying areas for improvement** | | | |
| Evaluating sample requests (Unit 51) in break-out groups | 2 hours | Unit 51 Lesson plan  Facilitator’s notes | Unit 51 hand-outs on sample requests (Unit 51 Hand-outs 1 or 2 or 3) and (if necessary) questionnaire for evaluation (Unit 51 Hand-out 4)  Aide-memoire for completing IA requests |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | Facilitator’s materials | Participants’ materials |
| Evaluating sample requests (Unit 51) in break-out groups (continued) | 3 hours | Unit 51 Lesson plan  Facilitator’s notes | Same materials as previous session |
| Lunch | 1 hour |  |  |
| Unit 51 continued: Plenary session to report back from groups and discuss | 2 hours |  | Same materials as previous session |

Day 3

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Duration | Facilitator’s materials | Participants’  materials |
| **Part 3. Concluding session and workshop evaluation** | | | |
| Concluding session: Workshop on preparing requests (Unit 54) | 2 hours | Unit 54 Lesson plan  Facilitator’s notes | Unit 54 Hand-out: Multiple choice questions |
| Evaluation (Unit 15) | 30-45 minutes | Unit 15 Lesson plan  Facilitator’s notes | Unit 15 Hand-out: Evaluation form |
| Close of workshop | | | |

1. . Frequently referred to as the Intangible Heritage Convention and, for the purpose of this Unit, simply the Convention. [↑](#footnote-ref-1)