



United Nations  
Educational, Scientific and  
Cultural Organization

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura



Intangible  
Cultural  
Heritage

Patrimonio  
Cultural  
Inmaterial

## CONVENTION FOR THE SAFEGUARDING OF THE INTANGIBLE CULTURAL HERITAGE

### GLOBAL STRATEGY FOR STRENGTHENING NATIONAL CAPACITIES FOR SAFEGUARDING INTANGIBLE CULTURAL HERITAGE

#### Template for facilitators' reports

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>	Implementing the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage at the National Level
<b>Workshop dates :</b>	8-12/06/2015
<b>Workshop venue:</b>	Tirano (IT) Poschiavo (CH)
<b>Country(ies) / region(s) covered by the workshop:</b>	Italy/Switzerland
<b>Participants</b>  These categories are somehow artificial for describing the participants. Many participants were at the same time actively involved in their communities <b>and</b> researchers or representative of a local NGO. Sometimes they are representative of a local NGO <b>and</b> researchers or “community members”.	Total number: 24
	Female: 14
	Male: 10
	Aged below 25 years: 2
	Community members: 10
	Ministry officials (also indicate name of ministry): 0
	NGOs: 4
	Researchers: 7
	Others: 3 (designers and food technologist)
<b>Names of workshop facilitators :</b>	1. Chiara Bortolotto
	2. Benedetta Ubertazzi
<b>Name of managing officer in charge and the name of the UNESCO field office</b>	Julien Keiichi Nakata Glenat
<b>Author of the report :</b>	Chiara Bortolotto and Benedetta Ubertazzi

## I. CONTEXT AND OBJECTIVES

**I.1 Describe briefly the country context and key features of the current professional and institutional environment** 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. (Approximately 250 words)

*Italy ratified the ICH Convention in 2007 and has seven elements inscribed in the Representative List (two former “masterpieces”). The regulation of intangible cultural heritage in Italy is conducted at both the National and Regional level. Responsibilities are divided and delegated as follows: the National competent authorities engage in relation to protection of ICH, whereas the Regional competent authorities engage in relation to endorsement of ICH. This is in line with Article 117 of the Constitution, as amended by the Constitutional Law 18 October 2001 n. 3; with the judgment no. 9 of 2004 of the Italian Constitutional Court; and with the legislative decree n. 112/1998. As far as the national legislation is concerned, in 2004 Italy adopted the Code of the cultural and landscape heritage (Codice dei Beni Culturali), which provides protection for a wide variety of cultural objects and practices. Yet, Art. 10 of this Code together with the Legislative Decree of March 26, 2006 n. 62 limit the scope of the Code to the tangible works of living authors or to the works not publicized more than 50 years ago. Thus, the Code doesn't apply to the great majority of ICH elements. In this context, the continued absence of specific national laws has led Italian Regions to act independently with regard to ICH on the basis of actual needs and the political sensitivities of their competent authorities. The result is an extremely disparate and highly fragmented structure.*

**II.2 Recall the contribution and timing of this workshop** in the context of larger ongoing efforts to build national capacity for safeguarding of intangible cultural heritage and recall the specific workshop objectives. (Approximately 200 words)

*This workshop was the first capacity building activity organised in Italy and in Switzerland within the framework of the UNESCO global strategy for safeguarding intangible cultural heritage. The workshop was designed as a trans-border initiative and was aimed at building capacities among the relevant actors in the trans-border area rather than among national civil servants.*

*Funded by the European Regional Development Fund (ERDF) and its INTERREG mechanism supporting interregional cooperation across Europe, the training workshop was held within the framework of the project 'Italo-Swiss Ethnography for the Promotion of Intangible Heritage' initiated by the region of Lombardy (Direzione Generale Culture, Identità e Autonomie, Archivio di Etnografia e Storia Sociale). This project has associated, since 2007, relevant institutional and civil-society actors in different projects in the field of ICH. The main outcome of this project is an on-going inventory of the ICH of the trans-border region: <http://www.intangiblesearch.eu>*

*The workshop was organized by the Regional Agency for Services to Agricultural and Forestry (Italy) and the Association for the Safeguarding of the Intangible Cultural Heritage (Italy) with the aim of building capacities of local actors in the region, thus facilitating effective collaboration among these actors as well as between them and regional institutions in future safeguarding projects.*

➤ Please attach the lesson plan

## II. PARTICIPANTS

**I.1 Who was there and what did they bring?** 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. ( Approximately 250 words)

*Participants have been selected in order to represent different sectors of expertise. They had very different profiles: architects, experts in sustainable building techniques, food technology, museum curators, young designers, representatives of associations focusing on local development, anthropologists involved in the safeguarding of minority language and traditions in their own or hosting communities, engineers working on forest sustainability, civil servant employed in local agriculture development agencies, high-school teachers. This diversity turned out to be very important for the interaction among participants and was very positively evaluated by them.*

*Participants were selected through a call for applications diffused by the local organisers and through the network of institutions already involved in the INTERREG project in the trans-border region. While most participants lived and worked in this region, participation was open to interested people from other parts of Italy or Switzerland. The representative of one accredited NGO participated to the workshop. He was actively involved in presenting the activities of this NGO as well as the ICH NGO Forum.*

*The workshop established a community of ICH experts who will be able to cooperate with each other as well as with the institution involved in ICH policies in the trans-border region.*

Please attach the list of participants clearly indicating sex, title or function, institution / organization)

**I.2 How did the gender distribution affect the workshop dynamics?** You may wish to add any other comment you wish to make about gender and participation. (Approximately 100 words)

*Workshop dynamics was not apparently affected by gender distribution.*

**I.3 How was youth (below 25) integrated and what was the added value of their participation?** (Approximately 100 words)

*The youngest participants were two university students in design. Several slightly older participants were still in the early stages of their career.*

*Informal discussion between facilitators and the youngest participants revealed that participating to this workshop is regarded as an important asset in their CV as, they believe, this will afford strength and credibility to their job applications. In this perspective, obtaining the "UNESCO diploma" is regarded as an important result.*

## III. STRONG POINTS & CHALLENGES

**III.1 What went well?**

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. (Approximately 200 words)

*The facilitators' presentations were associated with prearranged presentations by participants and by local actors. The representative of an accredited Italian NGO (UNPLI) presented the activities of this NGO as well as the ICH NGO Forum (<http://www.ichngoforum.org>). An anthropologist involved for many years with an ecomuseum (Ecomuseo Urbano Metropolitan di Milano Nord) presented the challenge of*

community participation in the museum activities ( <http://www.eumm-nord.it>).

Representatives from the Archivio di Etnografia e Storia Sociles presented the ICH inventory prepared within the framework of the INTERREG project (<http://www.intangiblesearch.eu>). They discussed the challenge they faced in experimenting new approaches aimed at designing a collaborative inventory.

A local development expert and a teacher in the local professional tailoring school presented a project of revitalization and transmission of the skills to make Valtellina traditional shoes <http://www.alpinpedu.it/en/index.html>. This example was used to discuss the challenge of linking ICH and sustainable development.

A designer presented a project on the valorisation of rye bread traditionally produced in Valtellina and Valposchiavo. This gave a concrete example of rising awareness on the importance of ICH.

These presentations led to animated discussion among the participants and were very effective from the pedagogical point of view as they associated different voices and arguments to standard sessions presented by facilitators.

A role-play was organised using the local example of the rye bread. Two groups argued in favour or against the valorization of rye bread as an element of ICH discussing transmission, economics, authenticity, and intellectual property issues.

Fieldwork was a key moment of the workshop. The visit of the Valtellina terraced vineyards and the discussions with local actors (grape growers and winemakers, inhabitants, local development experts and officers) provided the participants with a concrete example of the complexity of ICH. The fieldwork was chosen in order to provide an example of the association of tangible and intangible dimensions, of the link between heritage and sustainable development, of the economic aspects associated with the transmission of ICH. Fieldwork experience allowed the participants to use the inventory form, introduced the day before the workshop, to describe the main aspects of the element. It also provided a concrete example to present the synergies and differences between the 1972, 2003 and 2005 Conventions, to discuss sustainable development issues, and to work on mock nomination file in the following days.

### **III.2 What were the challenges and how were they overcome? (Approximately 200 words)**

The main challenge was the workshop organisation. This was a very long process involving different institutions and individuals. As this workshop was organised at the initiative of a regional institution and no field office was therefore involved in the process, the facilitator in charge of the activity was also supposed to assist local organisers and to assure communication with UNESCO ICH section. Since little experience is still available in this kind of self-promoted initiatives in Europe and no experience at all in the States concerned, no models were available on how to deal with administrative and practical aspects.

The workshop was conducted in Italian in order to allow representative of local administrations, institution and community members to participate and be fully involved in the discussion. While translating all the material could not be afforded, power point presentations have been adapted and translated. The manual was distributed in the English version. This was a good compromise as it avoided the mediation of an interpreter thus allowing the workshop to be conducted in a very direct and informal way. The use of Italian eased interaction among participants and between participants and facilitators.

The preparation required substantial adaptation of the materials because the workshop was intended as a trans-border activity bringing together different kinds of actors in the trans-border area rather than as a national project involving civil servants and experts working in central institutions at the national level.

#### IV. ISSUES DISCUSSED

**What were some of the key issues that emerged from your exchanges with the participants?** 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 *(Approximately 250 words)*

*Four key issues emerged during our exchanges with fellow participants.*

- *First how to protect ICH through Intellectual Property rights, specifically trademarks, patents and geographical indications;*
- *Second, how to stop misappropriation and therefore how to grant ICH universal protection from multinational companies;*
- *Third, participants showed particular interest in the interconnection between tangible and intangible cultural heritage and how to make a meaningful distinction between the two based on the 1972 and 2003 Unesco Conventions. This interconnection was particularly relevant for Valtellina terraced vineyard where fieldwork was conducted.*
- *The fourth issue that came up related to the challenge of community participation. Specifically, participants expressed concern about how communities would be included in the process for adding new elements to the ICH list. Participants debated how to assess and apply criteria for identifying a community in accordance with the provisions of the Unesco ICH Convention.*

#### 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)*

*Participants were globally satisfied with the workshop experience.*

*Some participants wished the workshop would have provided them with more information and guidance on how to use their newly acquired knowledge and skills in their daily activities. For instance, some participants would have liked the Regione Lombardia to provide guidance on possible future ICH activities supported by the Regione, that they may wish to apply and work for. Other participants expressed a need for information on how to obtain funding to engage in possible ICH works.*

*Fieldwork and concrete local examples were regarded by the participants as the most interesting parts of the workshop.*

*A design student preparing a dissertation on ICH said that thanks to this workshop she had developed a more critical view and became more aware of the complexities of ICH.*

- 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)

*The fact facilitators and participants share the same native language was very important. This allowed more direct and spontaneous exchanges and put all participants at ease.*

*Facilitators were familiar with the national and regional cultural and heritage policies and this allowed them to refer to relevant national or regional juridical and institutional structures.*

*Complementary expertise (juridical and anthropological) proved to be a strength as it allowed to give more precise and complete presentations on several issues (intellectual property, community involvement, etc.).*

*Facilitators familiar with the context (national and to sole extent local)*

- 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)

*Overall, the material proved to be very useful in the organization and execution of the UNESCO workshop. According to this experience it is very beneficial for the outcome of the workshop if facilitators work close with local organizers in the organization of the workshop. Second, the use of local facilitators proved to ensure good dispersal of information prior to and during the workshop. Third, the call for applications is a good way to select the participants as this allows the most interested persons to attend. Fourth the diversity of participants' profiles has contributed to the overall success of the event.*

*A five day workshop was regarded as too long by many participants.*

- 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)

*Thanks to this workshop, regional institutions in charge of establishing and implementing ICH policies have potential local partners within administrations, civil-society organisations, and more in general the ICH expert community. This increases opportunities for collaboration in the development of safeguarding projects. On the other side, community members and administrations have built a network and have established contact with institutions in charge of ICH.*

## 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)

This experience proved the importance of preparation before the workshop and of

collaboration with local organisers especially in the planning of fieldwork activities and in the selection of the participants. These two activities may be regarded as key steps in the capacity building strategy as they have a capital influence on the development of the workshop.

Close cooperation with local counterparts proved to be essential also to adapt the standard material with local examples. Presentations of local projects in the field of awareness rising, safeguarding, ICH and sustainable development or ICH and community participation had twofold advantages. First they added more concrete and understandable case studies to be discussed by participants and facilitators. Secondly they allowed the participants and facilitators to engage with local actors involved in the safeguarding of ICH. Some participants have presented the projects they are developing in the field of ICH thus having the opportunity of discussing with other colleagues these projects' most challenging aspects. This approach allowed the participant to participate in a very active way in the workshop and to offer a more interactive and lively workshop.

**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)

*The workshop was a regional initiative rather than a national strategy. This allowed the activity to be adjusted to specific needs. Capacity-building initiatives at the national level would allow for an effective and harmonized implementation of the convention, including a stronger coordination between national institutions and regional projects. Capacity-building at the national level would in particular facilitate intersectorial collaboration between national institutions.*

## **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)