



United Nations
Educational, Scientific and
Cultural Organization



Intangible
Cultural
Heritage

International Assistance

ICH-04 greater than US\$100,000 – Form

REQUEST FOR INTERNATIONAL ASSISTANCE FROM THE INTANGIBLE CULTURAL HERITAGE FUND

For amounts greater than US\$100,000:
deadline **31 March 2021** for possible approval by the Committee in **2022**

Instructions for completing the request form are available at: <https://ich.unesco.org/en/forms>

Decisions on granting assistance will be based on an overall appreciation of the request on the following criteria, in conformity with paragraph 12 of the Operational Directives.

- A.1 The community, group and/or individuals concerned participated in the preparation of the request and will be involved in the implementation of the proposed activities, and in their evaluation and follow-up as broadly as possible.
- A.2 The amount of assistance requested is appropriate.
- A.3 The proposed activities are well conceived and feasible.
- A.4 The project may have lasting results.
- A.5 The beneficiary State Party shares the cost of the activities for which international assistance is provided, within the limits of its resources.
- A.6 The assistance aims at building up or reinforcing capacities in the field of safeguarding intangible cultural heritage.
- A.7 The beneficiary State Party has implemented previously financed activities, if any, in line with all regulations and any conditions applied thereto.

In line with paragraph 10 of the Operational Directives, the Committee or its Bureau may also take into account whether: (a) the request implies cooperation at the bilateral, regional or international levels; and/or (b) the assistance may have a multiplier effect and may stimulate financial and technical contributions from other sources.

1. State(s) Party(ies)

For multinational requests, States Parties should be listed in the order on which they have mutually agreed.

MALAWI

2. Project title

Indicate the official title of the project that will appear in published material.

Not to exceed 200 characters

SAFEGUARDING OF LUDODIVERSITY OF MALAWI THROUGH FORMAL AND NON-FORMAL

EDUCATION

3. Duration of the project

Indicate the total number of months required for the implementation of the proposed project. Assistance from the Intangible Cultural Heritage Fund can cover a maximum period of up to thirty-six months.

36 months (March, 2023 – February, 2026)

4. Forms of assistance requested

Tick the box a. and/or the box b. whether you are requesting financial assistance and/or a service from UNESCO.

Financial assistance means that a financial transaction through a contract will take place from UNESCO to the implementing agency, while the 'service' modality does not necessarily foresee such financial transactions to the requesting States that will receive assistance from UNESCO.

a. Financial assistance AND/OR b. Service from UNESCO

5. Budget

Attach a detailed budget breakdown in US dollars for the whole project regardless of whether it is a financial assistance and/or a service from UNESCO request, by activity and type of cost, using **Form ICH-04 Timetable and Budget**.

The amount requested from the Intangible Cultural Heritage Fund should be clearly distinguished from the amount to be contributed by the State Party or other sources. The information included in this section should be consistent with that provided under section 13 (Activities) and the **Form ICH-04 Timetable and Budget**.

Total project budget: US\$350,463.00

Amount requested from the Fund: US\$302,444.00

State Party contribution: US\$48,019.00

Other contributions (if any): US\$00

Form ICH-04 Timetable and Budget attached

6. Is this an emergency request that is eligible for expedited processing?

Indicate if this is an emergency request that might warrant expedited examination by the Bureau, in the sense of paragraph 50 of the Operational Directives of the Convention.

emergency request non-emergency request

7. Summary of the project

Provide a brief description of the project for which assistance is requested, including its overall objectives and main modalities of action.

Not fewer than 200 or more than 300 words

In 2013 an inventory of ludodiversity of Malawi was developed by practitioners under Nsikwa and Nguli foundation with the assistance of ICH experts. The inventory can be accessed online on www.malawinatcom.mw. It consists of 32 traditional games.

At its 12th session held on Jeju Island in 2017, the Intergovernmental Committee of the 2003 Convention approved two priority areas for the use of voluntary contributions namely: strengthening capacity-building in implementing the convention; and safeguarding ich through non-formal education. The overall objective of this project is to contribute to the safeguarding of the Ludodiversity of Malawi through non-formal learning of nine of the inventoried traditional games as well as their informal transmission by and within practicing communities. The nine games were identified by practicing communities in all the three regions of Malawi. However, practitioners are getting fewer and fewer each year. The following will be achieved under the project:

Reference materials will be produced in form of a manual/guidebook and audio-visual documentaries on descriptions, rules, social functions and the diversity of each of the nine traditional games of Malawi. The materials will be based on consultations between communities practicing the same types of games with sports development experts in an in-depth study to achieve consensus on the general rules and regulations to apply to the playing of the games

A draft curriculum will be developed to improve the Expressive Arts and Physical Education curriculum for teacher training

270 teachers and youth will acquire traditional games skills through apprenticeship under practitioners

Appropriate tools and space for playing the traditional games will be provided

270 teams will be established where each trained person creates a team.

Seven national associations on traditional games formed (the eighth and ninth ones, Nsikwa Foundation & Mbalika Association, already exist).

wAwareness will be raised on the project and traditional games through media activities and festivals in the three regions of the country.

8. Purpose of request

Tick one box to identify the purpose for which International Assistance is requested. This form is not to be used for requesting preparatory assistance. States Parties wishing to request preparatory international assistance for the preparation of nominations for inscription on the Urgent Safeguarding List should use Form ICH-05, and States Parties wishing to request preparatory international assistance for the preparation of proposals for the Register of Good Safeguarding Practices should use Form ICH-06.

- safeguarding heritage inscribed on the Urgent Safeguarding List
- preparation of inventories
- implementation of programmes, projects and activities for safeguarding
- awareness raising activities
- other purposes ()

9. Scope of the project

Tick only one box.

- local (sub-national)
 national
 sub-regional/regional (more than one country)
 international (including geographically non-contiguous areas)

10. Location of the project

Identify and characterize the geographical area(s) in which the project will be carried out.

Not to exceed 100 words

The project will be carried out in Chitipa, Nkhatabay and Mzimba districts in the Northern Region; Kasungu, Salima and Lilongwe districts in the Central Region; and Phalombe, Nsanje and Blantyre districts in the Southern Region. In Chitipa District the project will be carried out among the Sukwa and Ndali, in Nkhatabay District among the Tonga, in Mzimba among the Ngoni and Tumbuka. In Kasungu and Lilongwe it will be carried out among the Chewa and in Salima among the Chewa and Yao. In Phalombe, Nsanje and Blantyre it will be carried out among the Mang'anja, Sena, Yao and Lomwe communities.

11. Previous financial assistance from UNESCO for similar or related activities

SECTION TO BE FILLED IN BY THE SECRETARIAT

Has the State Party ever received any International Assistance under the Intangible Cultural Heritage Fund of the 2003 Convention to implement related activities in the field of intangible cultural heritage?

- No
 Yes

12. Background and objectives

Provide a brief description of the current situation and the need that the proposed assistance would address. For emergency assistance requests, describe the nature and severity of the emergency.

1. For the safeguarding of a particular element, provide a description of the element, its social and cultural functions, its viability in terms of its practice and transmission and why safeguarding measures are required at this time.
2. For programmes or activities not focused on a particular element (e.g., the preparation of inventories, strengthening of capacities, awareness raising, visibility), describe why these programmes or activities are necessary and what gaps exist in other, related programmes and activities.
3. Identify, in terms that are as clear and measurable as possible: (i) what medium-term effects would be achieved by the implementation of the project (objectives) and (ii) what kind of positive impacts and concrete accomplishments would be seen after implementing the proposed project (expected results). Both need to be spelled out in detail and linked to the information included under section 13 below (Activities).

Not fewer than 850 or more than 1300 words

In 2013 a group of practitioners, supported by youth trained on inventorying, and members of Nsikwa Foundation compiled an inventory of ludodiversity of Malawi. Members of the National Intangible Cultural Heritage Committee (NICHHC) joined to guide and also understand the games and plan how to support the practitioners. Photography, sound and video materials were

collected. Information was captured in their original languages, transcribed and translated for an English version. The result of the inventorying exercise was the Inventory of Intangible Cultural Heritage (ICH) of Malawi Volume 3: Traditional Games. A total of 32 games were documented. A safeguarding plan was developed which consisted of strategies for research, documentation, promotion and transmission.

The purpose of this project is to safeguard the nine traditional games through implementation of some of the safeguarding plan activities namely study, documentation, curriculum improvement, apprenticeship, formation of groups and raising awareness.

Regarding improvement of the teacher training curriculum according to the Ministry of Education curriculum specialists, the current curriculum on the subject Expressive Arts at primary school, and Physical Education in secondary school has the core elements of games, plays, songs and dances with the primary expected outcome being that the learner will be able to participate in those physical activities and enjoy school life. The success criteria include learners able to play a variety of games in teams, pairs and independently. The suggested teaching, learning and assessment methodologies include demonstration, practice, and teacher observation with suggested teaching and learning resources being learners' book, television, video and pictures. However, the teaching and learning resources are not available in schools and the learners' book having been criticised as being too shallow for in-depth teaching of any game let alone traditional games. This project aims at providing such materials as well as developing a syllabus to improve the teaching of games in schools focusing on traditional games in readiness for the next review of the curriculum due in 2025.

The nine games are:

Nsikwa. The game is played by two teams composed of 4 or 5 members each. It derives its name from a tool of the same name. Nsikwa, a small piece of dry saucer shaped gourd with inserted piece of reed in the middle. Nsikwa is spun on the ground to knock down posts arranged at the opponent's side. The team that manages to knock down all the posts of the opponent wins. It offers opportunity for people to relax and build cohesion in the villages and promotes transmission of traditional knowledge, performing arts, as well as traditional craftsmanship.

Fulaye is a female ball game played by two teams comprising of 3-5 members. One team positions its members on two opposing sides facing each other on a stretch of about 8-10 meters. The other team has its member at the middle where a bottle surrounded by sand is placed. The member of the team at the middle tries to fill the bottle with the sand and the opponents try to stop her by throwing the ball to hit her. The winner is the team whose member fills the bottle more times than the other. It promotes interpersonal relations as well as fosters cohesion among girls in addition to a spirit of competitiveness.

Ndado is also a female game played by a group of 2-8 players on the ground where a shallow hole is dug. A number of pebbles are placed in the hole. The players take turns by throwing one pebble in the air. Whilst the pebble is still in the air, the player scoops all the other pebbles from the hole, catches the thrown pebble, throws it up again and slides some pebbles back into the hole leaving a number of them outside depending on the stage of the game. The one who goes the furthest stage wins. Like Fulaye it promotes interpersonal relations as well as fosters cohesion among girls and women in addition to a spirit of competitiveness.

Ntchuwa is a game played on a number of shallow holes (magodi) dug on the ground. The players use pebbles which are placed in the shallow holes. Two sides play against each other by aiming at capturing all the pebbles from the opponent's magodi. Like Nsikwa it offers opportunity for boys and men to build cohesion and promotes performing arts.

Phada is a hopping game with boxes drawn on the ground in which one player, at a time, jumps from one box to another. The winner is the one who completes the cycle without failing. It is a physical game traditionally played by girls and requires physical fitness hence contributes to healthy living and mental strength.

Nguli is a game which derives its name from a conical-shaped wood carving also called nguli. It is played on a hard flat surface by two sides who beat their nguli into a spin with a whip called thyapo. The players have to keep their nguli spinning by continuously whipping it while aiming at knocking down the opponent's nguli. It promotes competitiveness, cohesion, entertainment and requires dexterity and mental concentration.

Kamgolosale is a competitive ball game in which every player has a goal post and must protect it. The goal post is reduced by one foot each time the ball passes through it until it is closed and the owner expelled. The winner is the one whose goal post remains the only one open. The game promotes competitiveness and requires physical fitness, social cohesion, performance skill and mental concentration.

Kabeza/Nthonga is a hunting game. Five men or more line up carrying clubs (nthonga). An edible round fruit called mazayi is rolled on the ground. The men compete by throwing their clubs to hit the mazayi. The player who hits the mazayi wins that round and so forth. Although the tradition of free hunting is dying, the knowledge and skills in the games are relevant for other functions such as social cohesion, sporting, physical fitness and mental health.

Mbalika is a game that imitates a military parade. The leader issues commands for execution of different exercises. The exercises are coded from one to seventeen. Players smash together wooden dam-bells in a certain pattern while dancing depending on the code. Success is based on how best the exercises are executed.

Objectives and expected results:

Objective 1. To provide accessibility to information and knowledge relating to the nine traditional games of Malawi through documentation and study

There is no study of the diversity of the individual games among different communities. This project will support practitioners who will lead in providing the description, rules and social functions of the games.

Expected Result 1: Reference material produced in form of a manual/guidebook and audio-visual documentaries on descriptions, rules, social functions and the diversity of each of the nine traditional games of Malawi.

Objective 2. To promote formal and non-formal transmission of the nine traditional games of Malawi,

Expected Result 2: A draft curriculum on traditional games developed to improve the Expressive Arts and Physical Education curriculum for teacher training

Expected Result 3: 270 teachers and youth acquire traditional games skills through apprenticeship under practitioners

Expected Result 4: 270 teams established with each trained person creating a team.

Expected Result 5: Seven national associations on traditional games formed (the eighth and ninth ones, Nsikwa Foundation & Mbalika Association, already exist).

Result 6: Appropriate tools and space for playing the traditional games provided

Objective 3: To raise awareness of the project and the importance of safeguarding traditional games as part of ICH of communities.

Expected Result 7: The project disseminated through one festival in each of the three regions of the country. All the associations will prepare their teams for a festival to be organised jointly by Arts, Sports and Education government departments.

13. Activities

What are the key activities to be carried out? Activities need to be described in a logical sequence, explained in a detailed and narrative manner and their feasibility demonstrated. The information included in this section should be consistent with that provided under section 14 (Timetable of the project), section 5 (Budget) and the Form ICH-04 Timetable and Budget. It should include enough details demonstrating that the budget amounts and descriptions included in Form ICH-04 Timetable and Budget are appropriate.

Not fewer than 300 or more than 1000 words

Objective 1. To provide accessibility to information and Knowledge relating to nine traditional games of Malawi through documentation and study

Expected Result 1: Reference material produced in form of a manual/guidebook and audio-visual documentaries on descriptions, rules, social functions and the diversity of each of the nine traditional games of Malawi.

Activity I: Consultative Conferences:

6 conferences (two in each region, one at the beginning of the project and the other at midterm) with Traditional Authorities, teachers, education managers, audiovisual technicians, researchers and practitioners of traditional games to discuss project implementation, progress, responsibilities and timeframe. Each conference will take 2 days.

Activity II: In-depth Field Study and Analysis of the Nine Traditional Games of Malawi

The analysis will delve into the various technologies of producing the relevant equipment and tools. The practicing communities will act as respondents about the games. They will also provide information on alternative materials to substitute reliance on materials derived from the environment such as trees, reeds and wild fruits. Analysis will be used to develop a manual/handbook. The activity will be led by Bingu School of Culture and Heritage-Malawi University of Science and Technology (BISCH-MUST) in collaboration with Department of Sports Science, Department of Sports and Ministry of Education. It will take 2 months.

Activity III: Production and Printing of a Manual on the Nine Traditional Games

The project will develop, print and distribute 2000 copies of a manual/guidebook on descriptions, rules, social functions, and playing of the nine traditional games of Malawi based on the information collected from the practicing communities during the field study. It will be done by BISCH-MUST and NICHC. It will take approximately 4 months. The manuals will be distributed to schools, libraries, teacher training institutions, traditional games associations.

Objective 2. To promote formal and non-formal transmission of the nine traditional games of Malawi,

Expected Result 2: A draft curriculum on traditional games developed to improve the Expressive Arts and Physical Education curriculum for teacher training

Activity IV: Development of Draft Curriculum on Traditional Games.

A curriculum on teaching the nine traditional games will be developed by a team of curriculum specialists for inclusion in the expressive arts and physical education curriculum for primary and secondary school teacher training respectively. The draft will be presented in a consultative conference of stakeholders, practitioners and curriculum officials for feedback, then finalised and piloted in 10 teacher training colleges in readiness for the national curriculum review in 2025.

Expected Result 3: 270 teachers and youth acquire traditional games skills through apprenticeship under practitioners

Expected Result 4: 270 teams established with each trained person creating a team.

Expected Result 5: Seven national associations on traditional games formed (the eighth and ninth ones, Nsikwa Foundation & Mbalika Association, already exist).

Activity V: Non-formal Education through Apprenticeship.

270 teachers and youth from communities will be attached to practitioners of the traditional games for training. The community youth will be identified by the traditional leaders and other cultural bearers in the practicing communities. The teachers will be identified by District Education Managers through school head-teachers. The apprenticeships will run simultaneously for three days. After the attachments, the apprentices will be required to form 270 school-based and out of school youth teams. Trained teachers with permission from their education managers will form teams at school level from the UNESCO Clubs and Associated Schools members. The trained youth, with support from practitioners of the games will form community-based teams. Teams in a similar traditional game will be encouraged to form associations and register with Department of Sports who will later, as their normal mandate, assist them in developing strategic plans on promoting the games.

Expected Result 6: Appropriate tools and space for playing the traditional games provided

Activity VI: Provision of tools and Space.

Using locally available materials BISCH-MUST's Indigenous Knowledge Systems and Sports Science departments together with practitioners will design appropriate tools and engage relevant technical department to produce them under the close supervision of Department of Sports. Local councils and schools will provide spaces for playing the nine traditional games and the project will prepare them for games. The idea is to use alternative materials as recommended by the communities in Activity III above, to produce the tools used to play the games in order to avoid over dependence on seasonal materials from the natural environment. The activity will take six months.

Objective 3: To raise awareness of the project and the importance of safeguarding traditional games as part of ICH of communities.

Expected Result 7: Awareness of the project and traditional games raised through the media and festivals in each of the three regions of the country.

Activity VII: Publicity

Conduct publicity of the project and traditional games through posters, radio, television, social and print media promotional activities. Practicing community representatives, trainees, researchers, government officials and members of the NICHC will give interviews. This will be a continuous exercise for the duration of the project.

Activity VIII: Organisation of Traditional Games Regional Festivals

All the associations and schools will prepare their teams for the three festivals to be organised by the Department of Arts in collaboration with Department of Sports and Ministry of Education in Mzuzu, Lilongwe and Blantyre. The main participants in the festivals will be school pupils members of UNESCO Clubs and Associated Schools, community practitioners of traditional games, trainee youth and teachers. A minimum of five teams for each traditional game will participate in each festival which will run for 3 days. The festival will take place at designated spaces identified during Activity VI in Mzuzu, Blantyre and Lilongwe

Activity IX: Project Management and Coordination

Specific activities over the period of the project will be done by representatives of the partner institutions comprising of National Commission for UNESCO as overall coordinator, Department of Sports, Ministry of Education's curriculum development and teacher education sections, District Education Managers, Traditional Games Associations and BISCH-MUST with the overall monitoring by Department of Museums and Monuments all reporting to NICHC (which comprises of government officials, heritage associations and traditional leaders from the practicing communities).

14. Timetable of the project

Attach a month-by-month timetable for the proposed activities, using the timetable included in the Form **ICH-04 Timetable and Budget**.

The information provided should be coherent with the detailed activities and their sequences as included under section 13 (Activities). Please note that the activities can only begin approximately three months after approval of the request, at the earliest.

The information provided should also be in conformity with the budget overview in section 5. Please note that assistance and service from the Intangible Cultural Heritage Fund can only cover a period of up to thirty-six months.

timetable attached

15. Community involvement

Identify clearly the community(ies), group(s) or, if appropriate, individuals concerned with the proposed project, including the role of gender. Describe the mechanisms for fully involving them in the preparation of the request as well as in the implementation of all the proposed activities and in their evaluation and follow-up. This section should describe not only the participation of the communities as beneficiaries of the project, but also their active participation in the project design; their perspectives and aspirations should be fully reflected in the proposed project.

Not fewer than 300 or more than 500 words

Of all the traditional games in Malawi there are only two local organisations whose objective is to popularise the games. These community-based organisations are: Nsikwa Foundation for the popularisation of Nsikwa game and Mbalika Association for the popularisation of the Mbalika game. During the inventorying of the traditional games which resulted in the Inventory of Malawi's ICH, Volume 3, these two organisations were involved and took a leading role in the whole process of documentation. The officials from Arts and Sports departments that were involved did not know where to find what game.

The two organisations led the way and used their network to reach areas where some traditional games were still being practiced. Their members are practitioners of the games and they were involved in the whole process of inventorying. The safeguarding plan which came out of the inventorying exercise reflects the aspirations of the communities which included people at all levels, Traditional Authorities, community youth, teachers, audiovisual technicians, researchers and practitioners of traditional games boys, girls, men and women of the practicing communities. They all contributed to the emergent plan during the inventorying exercise. One major concern that was raised by all practitioners was that the schools do not teach these traditional games. They only involve children in the elite sports such as football, netball and athletics. The elders particularly lamented the promotion of foreign originating games and sports with no regard whatsoever to traditional games. Out of the nine games to be safeguarded under this project three are traditionally women's games. However, it came out during the inventorying that all the so called men's games can also be played by women. Nevertheless, women opted for popularisation of women's games. The safeguarding activities in this project therefore have taken that into account and will ensure that in all games, there is participation of women equally as men. The benchmark on gender equality in this project is 50% men and 50% women in all games.

During implementation, communities (traditional leaders, community youth, teachers, audiovisual technicians, researchers and practitioners of traditional games) will take active participation as detailed in section 13 above as follows: (i) discussing the project implementation, responsibilities and time-frame; (ii) providing information on alternatives to reduce over reliance on materials derived from the environment such as trees, reeds, wild fruits and animal skins; (iii) using the information to develop a manual and design alternative equipment and tools for the games; (iv) validating the information in the manual before it is published; (v) taking part in distributing the manual in community libraries, learning institutions, cultural associations, traditional games associations and internet; (vi) identifying the youth and teachers to be trained as well as the trainers; (vii) supervising the designing and development of alternative tools and engaging relevant technical experts to produce them; (viii) providing information for publicity of the project

and the traditional games; (ix) organizing the traditional games festivals; and (x) assist in management and monitoring of the project together with the NICHC.

16. Capacity building

Describe how the project may contribute to building up capacities or strengthening existing resources in the field of safeguarding intangible cultural heritage. Special emphasis should be placed on the capacities of the communities described in section 15 to safeguard their intangible cultural heritage. It may also be relevant to describe the impact on the capacities of the implementing organization or partner agency.

Not fewer than 100 or more than 300 words

During implementation of this project, capacities of communities (traditional leaders, practitioners, teachers and community youth) will be improved in several ways as follows: (i) by participating in the activity on in-depth field study of the nine games, their capacity to document ICH will be enhanced; (ii) by participating in the activities on developing and distributing the traditional games manual, development of the subject content on traditional games, conducting non-formal training, and establishing teams, the capacity of the communities in transmitting their ICH will be enhanced; (iii) by participating in the activity on organizing traditional games festivals, the capacity of communities in raising awareness of their own ICH will be enhanced; and (iv) by participating in the project management, coordination and monitoring, the capacity of communities in managing projects on safeguarding their own ICH will be enhanced. (v) new traditional games curriculum will enhance the capacity of teachers to teach expressive arts and physical education, (vi) by facilitating the creation of teams, the capacity of teachers to organise pupils for participation will be enhanced, and (vii) the capacity of school learners and out of school youth to play the games will be enhanced. Furthermore, by participating in this project, the capacity of researchers, audiovisual technicians, the media and government officials in documenting ICH, managing and publicizing ICH and ICH safeguarding projects will be enormously enhanced. Finally, the capacity of the NICHC in coordinating the participation of practicing communities, groups and individuals will be enhanced by this project.

17a. Name of the implementing agency (if financial assistance is requested)

In the case of a financial assistance request, indicate the name of the agency, institution or organization responsible for implementing the project to be financed and contracted by UNESCO. Indicate also the name and title of the contact person and other relevant contact information.

Name of the agency, institution or organization: Malawi National Commission for UNESCO

Name and title of the contact person: Christopher Julio Magomelo

Address: P. O. Box 30278, Lilongwe 3

Telephone number: +265 880 060 537

Email address: cmagomelo@unesconatcom.mw or
admin@unesconatcom.mw

Other relevant information:

Other agencies (for multinational files only)

Provide below complete contact information for one implementing agency in each submitting State, other than the agency identified above.

17b. Name of the proposed partner agency (if a service from UNESCO is requested)

In the case of a service from UNESCO request, indicate the name of the proposed partner agency that will implement the project in cooperation with UNESCO. Indicate also the name and title of the contact person and other relevant contact information.

Name of the partner agency: n/a

Name and title of the contact person:

Address:

Telephone number:

Email address:

Other relevant information:

Other agencies (for multinational files only)

Provide below complete contact information for one proposed partner agency in each submitting State, other than the agency identified above.

UNESCO Field Office

Please indicate which UNESCO Field Office has agreed to implement the project and has agreed with the proposed budget.

UNESCO Regional Office for Southern Africa

18. Strategy of implementing agency and/or partner agency

- 1. Describe the background, structure, mission and relevant experience, etc. of the implementing organization, the body that will be responsible for carrying out the project or the proposed partner agency. Identify the human resources available for implementing the project or supporting its implementation and indicate their division of tasks.*
- 2. Describe how the implementing agency or the proposed partner agency will manage or support the project implementation.*
- 3. Describe, if applicable, the coordination arrangements with any other partners and their responsibilities in the implementation of the project. Identify the human resources available in each of the entities involved.*

Not fewer than 150 or more than 1000 words

Implementing Organisation: Malawi National Commission for UNESCO

The Malawi National Commission for UNESCO was established in 1979. The Commission will provide overall implementation coordination as well as control the finances of this project. This had been agreed with the Ministry responsible for Culture in order to ensure that the project is implemented smoothly, in time and without delay. In the past where finances were channeled through the partner agencies, though not necessarily those to be involved in this project, there were delays in sourcing the funds by the implementing agencies. The partners in this project have not handled UNESCO project finances before and the UNESCO system of payment and the partners' internal arrangements make it difficult for them to handle UNESCO projects.

The Malawi National Commission is better placed to handle the finances as it has experience in handling UNESCO funds having implemented numerous projects in all the five major programmes of UNESCO. It is semi-autonomous from the civil service proper. It has an Executive Board which is the highest decision making body. The Chairman of the Board is the Secretary for Education, Science and Technology. The Secretariat of the Commission is headed by the Executive Secretary. The secretariat consists of the programmes department and the administration

department.

The programmes department consists of five professional officers one in each major programme area of UNESCO. These have a minimum of Masters Degree in their specific major programme area. The professional officer responsible for the culture programme currently is Mr. Christopher J Magomelo who holds a Master of Social Science Degree. He also holds several postgraduate diplomas one of which is on "Cultural Projects for Development". Mr. Magomelo has 20 years experience in managing cultural projects including in intangible cultural heritage and specifically inventorying of ICH. He coordinated the preparation of nomination dossiers for Gule Wamkulu, Vimbuza Healing Dance, Tchopa Dance and Nsima which are on the representative list. He is the secretary of the National ICH Committee. Mr. Magomelo will be responsible for day-to-day coordination the project under the supervision of the Acting Deputy Executive Secretary Mr. David Mulera who holds an MA in Education. The Accountant is Mr. Richard Mjudah who holds a degree in Accountancy. He will be responsible for accounting of the project funds. National Commission as the secretariat of the National Intangible Cultural Heritage Committee will consolidate the technical reports and the financial reports as well as submit them to UNESCO together with the evaluation report.

Partner Agencies:

Department of Museums and Monuments

The Department of Museums and Monuments is the competent authority on implementation of the 2003 Convention in Malawi. Mr. Lovemore Mazibuko, the Director is the national focal point for implementation of the 2003 Convention, a UNESCO certified trainer on Community-based inventorying of ICH. Mr Mazibuko will monitor individual institutions and specialists to be involved in the implementation of the project in terms of instigating when activities should be implemented and ensuring deadlines are met. The Department of Arts will be collaborators. The Museums of Malawi will produce the evaluation reports and submit them to NICHC secretariat for onward submission to UNESCO.

Malawi University of Science and Technology – Bingu School of Culture and Heritage (BISCH);
Department of Sports Science

The MUST's BISCH Sports Science Department will lead on in-depth field study and analysis of the nine traditional games of Malawi and development of the manual/guidebook. Department of Sports and Ministry of Education will be collaborators. The university has experts in sports science and indigenous knowledge systems. Under the Indigenous Knowledge Systems the schools as a resource center that promotes transformation of traditional knowledge into contemporary use and relevance.

Department of Teacher Education (DTEd)

The Department of Teacher Education will coordinate development of curriculum on traditional games for expressive arts and physical education curriculum. The Department of Sports will be collaborators. DTEd is the national agency responsible for teacher curriculum development and training with vast experience and technical know-how.

District Education Managers

The District Education Managers will lead in identifying teachers for apprenticeship and supervising them in creation of teams and participation in the festivals. The managers are the authorised supervisors of what happens in the education sector at district level and have requisite qualifications. Hence, without their involvement schools would be reluctant to be involved in any initiatives.

The Nsikwa and Mbalika Associations

The two association and the seven that will be created will collaborate with practicing communities will lead in the actual implementation of activities at community level such as identification of community-based youth, provision of apprenticeship training, creation of teams and associations and participation in the festivals. The associations have experience in the games and organising practitioners

19. Monitoring, reporting and evaluation

Describe how the implementing organization or the proposed partner agency indicated under section 17 and described under section 18 plans to carry out the monitoring, reporting and evaluation of the project and how the communities will be involved in this mechanism. For larger or more complex projects, external monitoring and evaluation are preferable.

Not fewer than 50 or more than 250 words

The monitoring and evaluation will be done externally. The Department of Museums and Monuments as competent authority in implementation of the 2003 Convention will monitor the implementing agencies, as they implement their specific activities and then produce mid-term and end of term evaluation reports. The Department of Museums and Monuments will therefore conduct periodic monitoring evaluation missions during implementation of the activities. The Department will present the evaluation reports to Traditional Games Associations during the consultative conferences for their comments and input

The lead agencies for implementation of each activity will produce the technical reports and submit to the NICHHC secretariat Malawi National Commission for UNESCO, which will also present them to the Traditional Games Associations during the consultative conferences for feedback.

The end of activity technical reports will be consolidated by the NICHHC secretariat into a final technical activity report which it will then submit to UNESCO together with the evaluation report.

20. Sustainability after the assistance ends

Describe how the results and benefits of the project are expected to last beyond the end of the project. If the mechanisms established by the project will continue to function after the implementation of the project, describe how and which responsible body would be in charge.

Not fewer than 50 or more than 250 words

The communities can access the documentation that will result from the project through the chiefs, community libraries and schools. The community libraries are accessible to the youth who can read them in order to familiarise themselves further with the knowledge and skills of playing their own traditional games. The field experience the youth will get can be used to conduct more documentation of ICH when needed in the course of safeguarding exercises of these communities' other ICH in future. The inventory of ICH of Malawi Volume 3 contains other traditional games in these communities which will need to be safeguarded in future. The University- based researchers will have gained knowledge of alternative methodology of documentation of cultural elements which can be replicated in future research or taught to students in the universities. It will be used as resource on which to base scholars' analyses concerning issues to do with ICH generally as a means of storage of the knowledge systems and philosophies of a society. This will also prompt these institutions to conduct more research in other areas of intangible cultural heritage that exist in the country. The manual will ensure that the games can be played at any time by anyone interested. The new curriculum on traditional games that will be introduced in the expressive arts and physical education teacher education curriculum will be used to train more teachers after the end of the project. The schools will continue to hold inter school festivals and competitions on traditional games through the UNESCO Clubs and Associated Schools network after the initial round of festivals. This will ensure that there is continued practice beyond the project cycle.

21. Multiplier effects

Describe how this assistance may stimulate financial and technical contributions from other sources or stimulate similar efforts elsewhere.

Not fewer than 50 or more than 250 words

The Universities and the communities will be encouraged to use the results of this project to raise more funds to continue practicing the traditional games as well as implement other safeguarding measures for other games and elements. The universities have funds reserved for research and with the results of this project scholars' interests will be raised to conduct further research on Malawian traditional games. The introduction of a curriculum on traditional games in teacher training will have a lasting effect on the teaching of the subject after the end of the project. Television and radio stations will use the products of the project to develop programs on traditional games which will require financial investment. The new curriculum at teacher training will further stimulate the Ministry of Education to invest as it will be looking for educational materials appropriate on traditional games and sports to include in the expressive arts and physical education and sports curriculum. The material produced in this project will enhance the physical education and sports curriculum, the creative arts curriculum and teacher education curriculum.

22. Contact person for correspondence

22.a. Designated contact person

Provide the name, address and other contact information of a single person responsible for all correspondence concerning the request.

For multinational requests, provide complete contact information for one person designated by the States Parties as the main contact person for all correspondence relating to the request.

Title (Ms/Mr, etc.):	Mr
Family name:	Magomelo
Given name:	Christopher
Institution/position:	Malawi National Commission for UNESCO/Senior Assistant Secretary (Culture)
Address:	P. O. Box 30278, Lilongwe 3
Telephone number:	+265 880 060 537
Email address:	cmagomelo@unesconatcom.mw or admin@unesconatcom.mw
Other relevant information:	Secretary of National Intangible Heritage Committee

22.b. Other contact persons (for multinational files only)

Provide below complete contact information for one person in each submitting State, other than the primary contact person identified above.

n/a

23. Signature(s) on behalf of the State Party(ies)

The request should be signed by an official empowered to do so on behalf of the State Party, and should include his or her name, title and the date of submission.

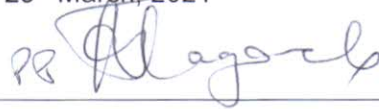
In the case of multinational requests, the document should contain the name, title and signature of an official of each State Party submitting the request.

Name: David M. Mulera

Title: Acting Deputy Executive Secretary

Date: 25th March, 2021

Signature:



Name(s), title(s) and signature(s) of other official(s) (for multinational requests only).