unit 39

Workshop on Preparing nominations: Introduction

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lesson plan

Duration:

1 hour

Objective(s):

Present the rationale and objectives of the five-day workshop on preparing nominations for the Lists of the Convention for the Safeguarding of the Intangible Cultural Heritage[[1]](#footnote-1), and establish a working relationship with participants.

Description:

This unit introduces a workshop on building capacities to contribute to the preparation of nomination files for inscription on the Lists of the Convention: the List of Intangible Cultural Heritage in Need of Urgent Safeguarding and the Representative List of the Intangible Cultural Heritage of Humanity. It covers the requirements of the nomination process, their evaluation and key steps of developing a nomination file, including the summary description of the element proposed for inscription to developing a set of safeguarding measures for the element and involving the communities concerned. It also provides guidance for an interactive introduction of participants at the beginning of the workshop.

*Proposed sequence:*

* Facilitator explains his or her background in the field of intangible cultural heritage (ICH), mentioning some examples of ICH he or she has worked with or been interested in. If some participants are not familiar with ICH, the facilitator briefly presents the domains of ICH listed in the Convention (Article 2.2), which may lead to a first discussion of the concept of ICH (see Participant’s text Unit 3 ‘Intangible Cultural Heritage’).
* Participants introduce themselves (or each other) briefly and their interest and experience in working on ICH – mentioning key issues in each country/region represented, specifically which elements have been nominated to the Lists of the Convention already, or are in process, if any.
* Facilitator introduces the purpose of the workshop, and participants discuss their expectations concerning outcomes.

Supporting documents:

* Facilitator’s narrative Unit 39;
* Facilitator’s timetable Unit 39;
* Unit 39 Hand-out: Introducing the participants (these pre-workshop questions may be given to participants before the workshop);
* Aide-mémoires for completing nominations to the Lists of the Convention (available online at <http://www.unesco.org/culture/ich/en/forms/>);
* UNESCO, *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage* (referred to in this unit as Basic Texts), Paris, UNESCO. Available at <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00503>.

Notes and suggestions

The workshop on preparing nominations requires preparation by the facilitators in close collaboration with the UNESCO field offices. Facilitators should use the information available on the ICH website as a key resource. The ICH website contains updated information on nomination files and related decisions of the Governing Bodies (while updating of the units takes time, the website is the most reliable reference for recent developments). Facilitators should carefully read the different sections below and discuss the preparatory tasks with the UNESCO field offices to ensure the training runs smoothly. The following questions require particular attention:

* Selection of participants (responsibility of national counterparts and Field Offices; facilitators can be consulted in the process);
* Acquiring sound knowledge of the local context and the situation regarding safeguarding ICH in general and nominations in particular;
* Tailoring the workshop and materials to the specific context and audience.

Before the workshop begins, participants may be sent the Unit 39 Hand-out, which contains a list of pre-workshop questions to help prepare for the workshop.

As far as possible, before the workshop facilitators should send participants the relevant supporting documents from all units in the workshop, including the Basic Texts and aide-mémoires.

Unit 39

Workshop on Preparing nominations: Introduction

Facilitator’s Narrative

#### Focus of the workshop

The focus of the workshop is on developing the necessary conceptual and analytical skills to participate in the preparation of nomination files for the Representative List and the Urgent Safeguarding List, in compliance with the criteria established by the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage for this purpose.

Although the nomination forms must be completed in English or French, the participants may be working in a third language. No attempt is made to teach or develop formal writing skills in English or French for completion of the nomination form; the focus is on the substantive and technical issues.

The workshop focuses on debates about the ways in which specific elements can appropriately be defined, safeguarded, nominated. Certain general principles underlie the Convention and its Operational Directives (ODs), which should guide its implementation, and therefore also the development and examination of nominations. However, because the Convention is so young, and because ICH covers vast domains of social, cultural and creative activity, there are many aspects to implementation of the Convention that remain subject to considerable debate and discussion. Many of the challenges faced will not be solved by generic solutions given the variety of ICH practised in different parts of the world, the various safeguarding contexts, and the different perspectives of communities and experts.

#### OUTLINE OF THE WORKSHOP

The workshop is divided into four parts drawing on different units, including some that are specific to nominations and others that are used in other training workshops as well. It is up to each facilitator to adapt the workshop 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 on preparing nominations, the Convention and requirements of the nomination process[[2]](#footnote-2)

* Workshop on preparing nominations: introduction, including introduction of participants (Unit 39)
* Introducing the Convention (Unit 2)
* Key concepts in the Convention (Unit 3)
* Identification and inventorying (Unit 6)
* International cooperation and assistance (Unit 12). Facilitators should tailor Unit 12 to the topic of nominations, highlighting the possibility to request international assistance for the preparation of nominations for possible inscription on the Urgent Safeguarding List and by using related examples accordingly. For this purpose, facilitators should introduce the forms ICH-05 ‘Request for preparatory assistance for elaborating a nomination for inscription on the Urgent Safeguarding List’ and ICH-01bis ‘List of Intangible Cultural Heritage in Need of Urgent Safeguarding with International Assistance from the Intangible Cultural Heritage Fund’.
* Nominations: overview (Unit 11)
* Introducing the nomination forms (Unit 40)

Part 2: Evaluating sample nominations and making recommendations for inscribing elements

* Assessing initial sample nominations (Unit 41)
* Evaluating final sample nominations (Unit 42)

Part 3: Developing key parts of a nomination file

* Describing an element (Unit 43). Note: Unit 43 is a generic unit on describing an element that can easily be used as an exercise in other workshops.
* Involving the communities concerned (Unit 7). Facilitators should tailor Unit 7 to the topic of nominations, focusing on ensuring community participation at every stage of the nomination process and the requirement of obtaining free, prior and informed consent. Additional information on this topic can be found in aide-mémoires for completing nominations to the Urgent Safeguarding List and for the Representative List (available online at http://www.unesco.org/culture/ich/en/forms/)
* Safeguarding (Unit 9). Facilitators should tailor Unit 9, which provides a general introduction to safeguarding under the Convention, to the topic of nominations and select suitable case studies accordingly. Additional information on this topic can also be found in the aide-mémoires.

Part 4: Concluding session and workshop evaluation

* Workshop on preparing nominations: concluding session (Unit 44).
* Evaluation (Unit 15)

#### Materials provided for the workshop

Facilitators may wish to use the materials provided in the units mentioned above, which together compose the nominations workshop. There are five types of documents:

* Participant’s texts exist for Units 2, 3, 6, 7, 9, 11 and 12. They cover basic knowledge required for implementing the Convention at national level that is relevant to preparing nominations.
* Facilitator’s notes (lesson plans and facilitator’s narratives) are available for all units in this workshop and contain the guidance required for the facilitators to prepare and facilitate training on a given topic.
* Hand-outs exist for many, but not all units and provide either supplementary information or learning tools.
* PowerPoint presentations exist for many, but not all units. The relevant narrative for the slides can be found in the Facilitator’s notes.
* Case studies are available on many topics and may be used for training on different units.

Facilitators are encouraged to make the Participant’s texts of the relevant units as well as the Basic Texts available to the participants. If and as appropriate, facilitators should provide a translation of the Convention in the local language(s) spoken by workshop participants. The translation has proven to be a useful tool when discussing key concepts used in the Convention.

Finally, the two aide-mémoires for completing nomination forms to the Lists of the Convention are available on the ICH website at http://www.unesco.org/culture/ich/en/forms/

#### ICons

Icons are used throughout the capacity-building materials to draw attention to certain aspects of the text.

**The eye icon indicates a reference to another unit or section of the capacity-building materials not contained within the document or a reference to the Basic Texts.

The paper icon indicates a reference that is not part of the capacity-building materials such as websites, articles and other external resources.

The exclamation mark icon indicates information that is particularly important to pay attention to and remember.

![C:\Users\ae_cunningham\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0LYUBDWZ\pencil-silhouette[1].jpg]()The pencil icon indicates an exercise or activity that is part of the unit. These exercises require adequate attention.

#### Preparing for the workshop

### Selecting participants

This workshop is not an introduction to the Convention. Ideally, participants in the workshop will already have a basic understanding of the Convention and its aims, perhaps through other workshops on the Convention and/or practical experience of inventorying or safeguarding ICH elements. The participants in the workshop and the State(s) they represent will benefit most from the workshop if they are going to be personally involved in drafting or supervising the writing of nomination files to the Lists of the Convention. Ideally, they would have at least finished secondary school and be able to speak and write adequately in the language of instruction.

If necessary, the facilitator may circulate Unit 39 Hand-out to participants some time before the workshop starts, and remind them to bring the completed sheet with them (additional blank hand-outs should be provided on arrival in case participants have not brought the sheet with them). The answers will give the facilitator some idea of the backgrounds and competencies of the participants. If some participants do not have sufficient background on the Convention, it will be necessary to provide them with greater support during the workshop. For example, when doing group work in Units 41 and 42 they should be included in a group with participants who have more experience in ICH.

### 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, Participant’s texts and aide-mémoires for completing nominations to the Urgent Safeguarding List and to the Representative List. As appropriate, this material should be made available to participants before the workshop starts.

Facilitators may follow the four parts of the workshop as outlined here. 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 cover the subject matter presented in the workshop materials.

The 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. The small-group work will require some break-out areas.

Since frequent reference will be made to the Convention and the ODs during the workshop, participants should keep their Basic Texts with them. The Facilitator’s notes contain many quotations from the Convention and the ODs, but these simply provide a reference point for facilitators and background information to the units; they should not be read out.

### Preparation by facilitators

Facilitators will be allocated time within their contracts to prepare themselves for presenting the workshop. They should ensure that they are familiar with heritage-related issues and policies in the State(s) of the participants and that, in particular, they have an understanding of ICH-related policies and issues, community policies, gender policies, the language situation and relationships with neighbouring countries. The facilitator should familiarize himself or herself with the elements inscribed on the Convention’s Lists from the State(s) from which the workshop participants come and their records (if any) as members of the Governing Organs of the Convention.

Facilitators should ensure that they also familiarize themselves with the contents of all relevant units. They should not read out the information in the units to participants; these materials simply provide a broader context for the information covered in the workshop and supply information on a broad range of possible questions.

Many questions will arise during the workshop, and facilitators should familiarize themselves with the Convention, the ODs in their latest version, and with the decisions of the General Assembly and Committee. Facilitators can also refer to the aide-mémoires for completing nominations files elaborated by the Secretariat of the Convention.

Facilitators should familiarize themselves thoroughly with ICH website. They may use it during the different parts of the workshop, showing how participants can find the text of the Convention, the ODs, the various forms that are used for nominating elements, and asking for financial assistance, as well as pages on Meetings, Lists, Committee, General Assembly and so on. See <http://www.unesco.org/culture/ich/>for further details.

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

Facilitators may adapt the workshop material to the interests and the level of preparation of the participants, using their background and experiences and their study of the situation in the State(s) that form the context of the workshop, profiting from the participants’ expertise and experiences. They may wish to replace the examples given with their own examples or add others from the local, national or regional contexts most relevant to the participants. Some of the materials may require updating and others some tailoring to fit the specific focus of the workshop (notably Unit 7, 9 and 12 as explained above in the workshop outline).

In Unit 39 of the workshop, it is important to situate the work being done within the national and personal experiences of the participants. The Unit 39 Hand-out will help participants to prepare themselves for the workshop. Facilitators should prepare the workshop with assistance from the relevant UNESCO Field Office, when possible.

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 and facilitators should, for example, encourage discussion and translation of some terms in the languages spoken by participants, in particular of concepts discussed in Units 2 and 3.

The workshop should enhance the ability of facilitators and participants to contribute to the implementation of the Convention in their State(s).

*Facilitators should note that they are under contract to UNESCO: this means that they are not allowed to engage in any activity in which they assist States or their representatives, for example, in completing nomination forms or requests for international assistance.*

Workshop on preparing nominations

Facilitator’s timetable

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’s materials |
| Introductory welcome speeches (optional) | 30mins | Facilitator’s timetable | Timetable (to be elaborated on a case-by-case basis)Basic TextsParticipant’s texts |
| **Part 1. introducing the workshop on preparing nominations, the convention and requirements of the nomination process** |
| Unit 39: Workshop on preparing nominations: introduction, including introduction of participants  | 1 hour | Unit 39:Lesson planFacilitator’s notesPowerPoint presentation  | Unit 39 Hand-out: Introducing the participants |
| Tea or coffee  | 20 mins |  |  |
| Unit 2: Introducing the Convention | 1.5 hours | Unit 2:Lesson planFacilitator’s notesPowerPoint presentation  | Participant’s text Unit 2 |
| Lunch | 1 hour |  |  |
| Unit 3: Key concepts of the Convention | 1.5 hours | Unit 3:Lesson planFacilitator’s notes PowerPoint presentation | Participant’s text Unit 3 |
| Tea or coffee  | 20 mins |  |  |
| Unit 6: Identification and inventorying | 1.5 hours | Unit 6:Lesson planFacilitator’s notesPowerPoint presentation  | Participant’s text Unit 6 |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| Unit 12: International cooperation and assistance | 1 hour | Unit 12:Lesson planFacilitator’s notesPowerPoint presentation  | Participant’s text Unit 12Forms ICH-05 and ICH-01bis |
| Tea or coffee | 20 mins |  |  |
| Unit 11: Nominations: overview | 1.5–3 hours | Unit 11:Lesson planFacilitator’s notesPowerPoint presentation  | Participant’s text Unit 11 |
| Lunch | 1 hour |  |  |
| Unit 40: Introducing the nomination formsThe forms and criteria for the Lists | 1 hour | Unit 40:Lesson planFacilitator’s notesPowerPoint presentation  | Blank forms ICH-01 and ICH-02 (available online) |
| Tea or coffee  | 20 mins |  |  |
| Unit 40: Introducing the nomination formsEvaluation and examination of nominations | 1 hour | Unit 40:Lesson planFacilitator’s notes | Blank forms ICH-01 and ICH-02 (available online) |
| Distribute initial versions of sample nominations to groups |

Day 3

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| **Part 2. Evaluating sample nominations and making recommendations for inscribing elements** |
| Unit 41: Assessing initial sample nominationsBreak-out groups  | 3 hours | Unit 41:Lesson planFacilitator’s notes | Unit 41 hand-outs on Initial sample nominations and hand-outs with questions for group discussions (Unit 41Hand-outs 1.a & b, 2.a & b, 3.a & b, 4.a & b, 5.a & b, 6.a & b, 7.a.& 7.b) |
| Lunch | 1 hour |  |  |
| Unit 41: Assessing initial sample nominationsGroup work continued | 1 hour |  |  |
| Unit 41: Assessing initial sample nominationsReport back from groups and discuss in plenary | 2 hours |  |  |
| Distribute final versions of sample nominations to groups |

Day 4

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| Unit 42: Evaluating final sample nominationsEvaluating the final versions of nomination files (in groups)Report back from groups and discuss in plenary | 3,5 hours | Unit 42:Lesson planFacilitator’s notes | Unit 41 hand-outs on Final sample nominations and related questions for group discussion (Unit 42 Hand-outs 1a&b, 2.a&b, 3.a&b, 4.a&b, 5.a&b, 6.a&b, 7.a.& 7.b) |
| Lunch | 1 hour |  |  |
| Distribute Sword Dance sample nomination to all groups |
| **Part 3. Developing key parts of a nomination file** |
| Unit 43: Describing an elementDeveloping a summary for the Sword Dance nomination | 1.5 hours | Unit 43:Lesson planFacilitator’s notes | Unit 43 Hand-out 1: Examples of summariesUnit 43 Hand-out 2: Developing a summaryUnit 43 Hand-out 3: Sword Dance sample nomination |
| Unit 7: Involving the communities concerned  | 1 hour | Unit 7:Lesson planFacilitator’s notes PowerPoint presentation | Participant’s text Unit 7Case studies 10–12: examples of community participation in nominations |

Day 5

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| Unit 9: Safeguarding | 3 hours | Unit 9:Lesson planFacilitator’s notes PowerPoint presentation | Participant’s text Unit 9Case studies 21-27 |
| Lunch | 1 hour |  |  |
| **Part 4. Workshop conclusion and evaluation** |
| Unit 44: Workshop on preparing nominations: concluding session | 1.5 hours | Unit 44:Lesson planFacilitator’s notes | Unit 44 Hand-out: Multiple choice questions |
| Unit 15: Evaluation | 45 mins | Unit 15:Lesson planFacilitator’s notes | Unit 15 Hand-out: Evaluation form |
| Closing |

###### Slide 1

Workshop on preparing nominations: introduction

###### Slide 2

In this presentation …

###### Slide 3

Part 1: Introducing the workshop, the Convention and requirements of the nomination process

This part introduces the participants to each other, enables them to situate the workshop in their own context (Unit 39), and provides an overview of the Intangible Heritage Convention (Unit 2) and its main concepts (Unit 3). The workshop then explains briefly the subject of inventorying ICH (a major obligation for States Parties to the Convention), emphasizing the link between inventorying ICH and the nomination processes (Unit 6), and discusses international assistance, especially the forms ICH-05 and ICH-01bis (Unit 12).

Finally, this part explains how the nomination process works (Unit 11) and how the nomination files are examined against the criteria for inscription. Participants will discuss the requirements and deadlines for submitting nomination files and the regulations that the Secretariat of the Convention, the Evaluation Body and the Committee have to follow after receipt of a nomination file. Participants will review the nomination forms (Unit 40), and discuss comments given in Committee documents regarding the application of criteria for examining nomination files. Since several rounds of nomination, examination and inscription have already taken place for both Lists, many such comments are in the documents of the Committee sessions after 2009, including the interpretation of inscription criteria for both Lists by the previous bodies and the Evaluation Body, and in the decisions of the Committee itself. The Secretariat summarized these in two aide-mémoires below for completing nomination forms for inscription on the Lists of the Convention

See: aide-mémoire for completing nominations forms, available on ICH website at: <http://www.unesco.org/culture/ich/en/forms/>

A discussion about the blank forms and the criteria for inscription, and explanations of the sample nominations will help to prepare for subsequent discussions around specific sample nominations (Units 41 and 42), and will assist with the development of ideas for completing parts of a nomination file (Units 43, 7 and 9).

###### Slide 4

Part 2: Evaluating sample nominations and making recommendations

Since the principal outcome of the workshop is to enable participants to develop or oversee the development of good nomination files for ICH elements, the remainder of the workshop focuses on the knowledge and skills required to develop good nominations. The second part of the workshop has two sections:

* A general assessment of initial sample nomination files in break-out groups, one per group of participants (Unit 41), followed by a report and discussion in plenary. This activity has been termed a ‘general assessment’ because it goes somewhat further than the technical examination by the Secretariat of most of the files.
* A substantive evaluation of the related final sample nomination files, again one per group (Unit 42), followed by a report and discussion in plenary. This activity has been termed an ‘evaluation’ because it is similar in scope to the evaluation of the files by the Evaluation Body.

For teaching purposes seven sample nominations were created (see Unit 41), four for the Urgent Safeguarding List, three for the Representative List, to help participants in the training workshops understand the features of a good nomination file (and the weak points of not-so-good files). The sample nominations are derived from or inspired by actual nominations but have been significantly altered for teaching purposes to raise a variety of issues that occur during the process of identification and safeguarding of different types of ICH, and in the development of nominations to the Lists of the Convention. Two versions have been prepared for all sample nominations: an ambiguous initial one and a better final one. All problems occurring in the sample nomination files are common problems found in nominations submitted to the UNESCO Secretariat.

Analysing these sample nominations will help participants to understand what makes a good nomination file for submission to the Lists of the Intangible Heritage Convention, and how to go about developing one that is likely to pass the examination process successfully. This knowledge will assist States Parties in submitting good nominations to the Lists of the Convention. The exercises will not only help participants to write technically compliant nominations, but also to explore more broadly some of the underlying stages in developing a nomination file.

In Unit 41 Assessing initial sample nominations, participants raise issues around the compliance of the initial nomination file with the criteria set out in OD 1 (for the Urgent Safeguarding List) or OD 2 (for the Representative List), and the requirements of the respective nomination forms, ICH-01 and ICH-02.

In Unit 42 Evaluating final sample nominations, the participants evaluate the compliance of the final nomination file with the criteria set out in the ODs. For example, they may make comments on the safeguarding measures proposed in the files, or the threats and risks the element is confronted with, such as the effects of tourism, commercialization or other issues.

###### Slide 5

Part 3: Developing key parts of a nomination file

In Unit 43 Describing an element, Unit 7 Involving the communities concerned and Unit 9 Safeguarding measures in nominations, participants will build their capacities around the following practical skills required to develop a satisfactory nomination file:

* describing an element of intangible heritage adequately;
* correctly identifying the communities and groups concerned;
* understanding an element’s value to the community concerned;
* encouraging or facilitating community participation (where needed);
* analysing the viability of the nominated ICH elements; and
* suggesting appropriate and feasible safeguarding measures.

Participants will use a special Urgent Safeguarding List sample nomination (the Sword Dance) to develop a summary description of the element (Unit 43).

###### Slide 6

Part 4: Concluding session and workshop evaluation

Finally, the participants will conclude and evaluate the workshop (Units 44 and 15).

They should leave the workshop with a clear idea of what the Convention is about, and what a compliant nomination to its Urgent Safeguarding List and its Representative List might look like; with an understanding of the participation and advocacy processes that developing nominations for elements might involve, and with knowledge of the conceptual tools to address some of the issues that arise in the process of writing such a nomination.

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. Please note that for the purposes of this workshop some of the units in Part 1 should be condensed from their normal duration to fit into the proposed timetable. [↑](#footnote-ref-2)