



United Nations
Educational, Scientific and
Cultural Organization



Intangible
Cultural
Heritage

International Assistance

ICH-04-Report – Form

INTERNATIONAL ASSISTANCE FROM THE INTANGIBLE CULTURAL HERITAGE FUND

PROGRESS NARRATIVE REPORT

Beneficiary State(s) Party(ies):

Project title:	“My heritage, my region” Strategy for strengthening the capacities in social management of the Intangible Cultural Heritage (ICH) in departments of the Colombian Orinoquía”.
Reporting period:	From: 01/04/2019 to: 31/07/2019
Budget:	<p style="text-align: right;">Total: US\$134.675</p> <p><i>Including:</i></p> <p>Intangible Cultural Heritage Fund: US\$99.950</p> <p>State Party contribution: US\$32.997</p> <p>Other contributions: US\$1.728</p>
Implementing agency (contracting partner or UNESCO Field Office):	
Contact person:	<p>Title (Ms/Mr, etc.): Mr.</p> <p>Family name: Robayo</p> <p>Given name: Darío</p> <p>Institution/position: CIRPA</p> <p>Address: Carrera 10 # 23-50 office 303</p> <p>Telephone number: +57-3102895971</p> <p>E-mail address: dario.robayo@gmail.com fcirpa@gmail.com</p>
Partner agency (in the case of a service from UNESCO project):	
Implementing partners:	

Background

Provide a brief description of the situation existing at the time of the request and the need that the assistance aimed to address. For safeguarding of a particular element, provide a description of the element, its viability and why safeguarding measures were required. For preparation of inventories, strengthening of capacities, awareness-raising, visibility or other safeguarding not focussed on a particular element, identify gaps that were to be addressed. For emergency assistance requests, describe the nature and severity of the emergency at the time of the request.

Not fewer than 750 or more than 1000 words

Colombia is a mega diverse country in culture and nature, so it has a great richness that is expressed through regional cultures that have been away from each other for a long time by national geography. On one hand, there are 102 indigenous peoples registered by the National Indigenous Organization of Colombia (ONIC). On the other hand, there are Afro-descendant and black communities with African cultural heritage, two Creole towns represented by the root community that inhabits island territories, the Palenque people directly descended from Maroon slaves, and the gipsy population.

When formulated in 2009 the Policy for the Safeguarding of the Intangible Cultural Heritage (ICH) in Colombia, one of its main purposes was to contribute to the visibility, recognition and promotion of the great cultural diversity present in the country, understanding this heritage as a social asset and a fundamental right in a nation that declares itself as multi-ethnic and multicultural. Therefore, much of the efforts of the ICH policy are aimed at mobilizing and advising the cultural sector and local communities in strengthening the management capacity of this cultural heritage, in order to generate scenarios that allow the safeguarding and promotion of the cultural manifestations along with the social and symbolic processes that support them and make possible their transmission over time.

However, one of the main obstacles to the attainment of this goal lies in the institutional weakness present in much of the country, particularly in rural areas and border departments. This situation, which has a negative impact on the implementation of plans, programs and projects derived from public policy, configures the scenario of the implementation of the ICH policy which aims to influence the safeguarding of this heritage at the national level through the strengthening of the cultural institutionality and the accompaniment to the processes lead by local communities.

With the objective of contributing to the strengthening of social capacities for the cultural management of the ICH, the Intangible Cultural Heritage Group of the Ministry of Culture has generated several work strategies in order to give greater reach to the implementation of the policy, and thus, improve its impact on community, institutional, sectoral and international spaces. One of these paths is the Capacity-building Strategy in ICH that seeks to generate capacities and values for the safeguarding of this heritage as a constitutive element of the identity of communities, regions and the nation. For this purpose, the strategy has developed technical as well as conceptual tools so that citizens interested in advancing safeguard processes can do so effectively and autonomously.

Thus, with the firm intention of reaching territories of the national geography of difficult access, and at the request of bearers, practitioners and cultural managers associated with the manifestation of “Llano work songs”, the project entitled “My heritage, my region: Strategy for strengthening the capacities in social management of the Intangible Cultural Heritage (ICH) in departments of the Colombian Orinoquía” was designed. This project has promoted the strengthening of the skills for the identification, management and safeguarding of ICH in the bearers of the tradition and various social actors linked to the “Llano Work Songs”, as well as other cultural manifestations of the Departments of Arauca and Casanare located in the Colombian Orinoquia.

As a region, the Colombian Orinoquia comprises 27% of the national territory, shares a border with Venezuela, and is inhabited by 13 indigenous peoples, Afro-descendant groups

and mestizo population. It is composed of the Departments of Arauca, Casanare, Meta and Vichada which present alarming levels of marginality, corruption and institutional weakness. To these situations is added the presence of armed actors competing with each other and with the State forces for control of the territory and natural resources associated with oil, livestock and agroforestry exploitation. As a consequence, in many communities the social fabric has been unstructured, putting at risk the social processes that make possible the safeguarding and transmission of the cultural practices relevant for the maintenance of local identities and their territorial logics.

Therefore, there is a community and institutional interest to implement the “classroom based course for the appropriation and management of Intangible Cultural Heritage developed within the framework of the project”: -My heritage, my region-”. This course has focused on providing conceptual tools and methodologies for the safeguarding of the ICH and the social memory linked to it to 60 registered participants, among which are practitioners, cultural managers and public officials of the cultural sector to facilitate the exchange of knowledge and expertise among them.

The contents include relevant information on cultural management, public policy and the normative framework of the Policy for the Safeguarding of Intangible Cultural Heritage (ICH). The methodology of the workshops is completely participatory, being the axis of the course "learning by doing" through the design, implementation and execution of projects developed between three or more people on manifestations linked to the Intangible Cultural Heritage of the region. This approach has allowed the participants to understand, from the lived experience, the basic concepts and apply them to the research, documentation, management and safeguarding of the cultural processes associated with this heritage.

It is worth mentioning that the project responds to the principles of the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), which defines that the ICH is part of the living memory of cultures and fundamental to maintain the social meaning of community practices. Additionally, taking into account the progress of UNESCO in positioning the role of cultural heritage in the 2030 Agenda and in the Achievements of Sustainable Development promulgated by the UN, we consider that this project contributes efforts to link cultural heritage to the promotion of social justice and the empowerment of communities in the recognition and exercise of their cultural rights.

Objectives and results attained

Overall, to what extent did the project attain its objectives? Describe the main results attained, focussing in particular on the perspective of the direct beneficiaries and communities. For each expected result identified in the request, explain whether it was fully or partially attained. Also describe any unexpected results, direct or indirect, whether positive or negative.

Not fewer than 100 or more than 500 words

The project aims to strengthen the social management capacities of the ICH in the region of the Colombian Orinoquia, specifically in the departments of Casanare and Arauca, with a view to allowing the social instances of these territories acquire the autonomous faculty to identify and assess the elements of its Intangible Cultural Heritage and know the mechanisms, and strategies that can be advanced for its safeguarding.

To meet the objective, to date the first phase of the classroom based course for the appropriation and management of Intangible Cultural Heritage has been executed, through the development of a workshop in the Department of Arauca and another in the Department of Casanare, each with a duration of four days. These workshops were made up of 60 participants (30 per Department), including cultural managers, public officials of the cultural sector and tradition bearers. For their choice, it was taken into account that, of the 30 participants per workshop, 20 lived in municipalities and 10 in the departmental capital to

ensure a balance between urban and rural sectors.

During the workshops the participants were able to understand the principles and mechanisms of the ICH Policy in Colombia and the postulates of the UNESCO ICH Safeguard Convention through the development of activities in which it was possible to generate and build capacities for the identification, assessment and safeguarding of ICH, in addition to sensitizing them about the importance of this heritage in strengthening the social fabric and territorial construction due to its role as an important identity and cohesive element for collective development and well-being.

It was also sought that the participants put this learning into practice, by providing necessary tools to collectively formulate ICH safeguard projects that are currently being carried out in the rural and urban areas of both departments with the support and assistance of the project work team.

Considering the expected results, to date, the partial fulfillment of the result associated with the development of the ICH training strategy has been achieved, due to the lack of phase II of the implementation of the course which will be executed in November. Progress has also been made in consolidating a significant group of cultural managers and members of civil society committed to the safeguarding of the ICH, who, through their research work, are generating knowledge and ownership of the local ICH in addition to alliances between them and the cultural actors of their departments, which in the future may be at the service of safeguarding this heritage through their collective management.

Knowledge about the development of research and social projects in their design, formulation, planning, financial projection and execution phases has also been strengthened, which allowed focusing the projects towards the ICH field, incorporating from their early formulation the concepts and tools derived from the Public Policy for the Safeguarding of ICH.

Description of project implementation

Provide a description of the activities undertaken and the outputs they generated (e.g. trainings, consultation process, technical assistance, awareness raising, publications, toolkits, etc.). Also describe any problems encountered in project delivery and corrective actions taken. Describe the role of the implementing agency and of the partner agency (in the case of a service from UNESCO project) and the role of other implementing partners in carrying out activities and generating outputs.

Not fewer than 1000 or more than 1500 words

The CIRPA Foundation, through its legal representative, legalized the contract between UNESCO and CIRPA.

An operational committee of the project was created, which is composed of: a representative of the Ministry of Culture, Ruth Flórez; a representative of the CIRPA foundation, Darío Robayo and subsequently three profiles were selected to hold three positions as follows: general coordinator, María José Almarales; regional facilitator, Andrea Danute Pérez; administrative coordinator, Darío Robayo Sanabria.

The call was made in Casanare and Arauca for the two ICH workshops corresponding to activity 2.

Each of the selected beneficiaries was invited and workshop No.1 was held in Yopal and Arauca.

To date, the following activities have been developed:

- Context characterization: To know different aspects of the Departments of Arauca and Casanare, a context characterization was carried out. The result served as a starting point for work in each place and it was also used as an input to build support materials.

- **Registration and Call:** The call lasted one month and had several circulation strategies. First, cultural institutions and local managers were contacted who helped disseminate the information through voice to voice, the dissemination of a flyer and an instructio guide with the project information. Emails to potential stakeholders that figured in the databases of the Ministry of Culture, the Cirpa Foundation and the departmental Secretaries of Culture were also sent. However, many of these people did not have access to the internet or telephone signal due to the far distance of their places of residence, in addition, many of the carriers are older adults and do not handle these information technologies. For this reason, support was requested from local radio stations for the dissemination of the call, being an effective mechanism since a large number of rural area registrants found out through this means.

For the registration, a format was designed where the applicants' data and experience were asked, as well as their expectations regarding the course and how they could use the knowledge acquired in their community. With the aim of generating transparency, some criteria of choice were made that contemplated the trajectory in the cultural sector; the motivations on the subject; the thematic representativeness focused on generating balance between social actors linked to the Llano Work Songs and interested in other manifestations; and the regional representativeness oriented to guarantee the quotas of the people of rural areas. Membership of an ethnic group (indigenous, Afro, Rrom) and gender equity among the selected group was also assessed. As a result, there were 32 registered for Casanare and 59 for Arauca.

- **Design and methodological implementation:** A cycle of participatory workshops and accompaniment to local research processes was created during the 4 months of the course. Each workshop lasted 4 days in 32 hours (8 hours per day). In the first cycle of workshops, conceptual and technical tools were provided for addressing ICH and project design: as a result, 8 work groups were organized per workshop that designed a safeguard project on a topic or problem that they collectively identified. For each day of the workshop a methodological script was constructed that allowed structuring the action and organizing the technical and audiovisual resources to meet the objectives of the session.

- **Field season:** From mid-July to date, the work groups are executing their project according to the approved project. During this season, the work team has been accompanying and advising the groups virtually and in person through tours.

Activity 3: Implementation of safeguarding pilot Projects in the territories. Arauca y Casanare

Project implementation and territorial advisory: on late July, and into August and September, the working groups have been carrying out their projects according to the approved proposals in Workshop I (Activity 2). Throughout this period, the working group of the Association Agreement, has been advising and accompanying the groups in both a virtual and a face to face manner, through the use of social networks and field visits, to bolster the implementation of the aforementioned local projects.

In both the virtual and field visit advisories, the research groups have been accompanied in the local territory directly. In the province of Arauca, the municipal towns of Arauca, Arauquita, Saravena, Fortul and Tame were visited. Meanwhile, in the province of Casanare, the same was done for groups located in the municipal towns of Yopal, Maní, San Luis de Palenque, Trinidad and Paz de Ariporo, and Villanueva.

The objective of this field visit advisory in the local spaces where the initiatives are being implemented, was to offer personalized attention for the working groups within their own context on the implementation of the project, advising them on questions or doubts regarding the methodological route in order to accomplish the objectives they set up in their research projects, supporting each initiative, in order to generate a clear path towards the achievement of the expected results.

Community involvement

Provide a description of the mechanisms used for fully involving the community(ies) concerned. Describe not only the participation of the communities as beneficiaries of the project, but also their active participation in the planning and implementation of all activities.

Not fewer than 300 or more than 500 words

As it is a capacity-building project, community participation is essential for its development. The project is designed to directly benefit 60 people from rural and urban areas of the municipalities of Casanare and Arauca with different backgrounds and interests in the cultural sector. For this reason, and with the aim of promoting the exchange of experiences and knowledge, it was sought that those selected were representatives of the cultural institutions, cultural managers and bearers in order for everyone to recognize themselves as part of the sector, understand the positions of each one broadening their eyes on their different roles and functions, and generating networks of work, support and future exchange.

The workshops were developed under the pedagogical premise of participatory action research (IAP), where the construction of knowledge is done from the subjects in a reflexive and collaborative manner. To achieve this, the work team assumed the role of facilitator and guide of the dialogue, incorporating the concepts associated to the ICH through the development of group activities that allowed generating analysis processes to reach conclusions on the topic built collectively.

A significant exchange of knowledge and personal experiences in the field of cultural management was also generated, and this made possible the identification of the main needs and weaknesses of the regional cultural sector and the associated actors. Likewise, constant feedback was generated with the facilitators on the contents of the workshop, building concepts, generating queries, solving doubts and broadening the focus on the ICH issue.

Finally, the participants strengthened their capacities for dialogue, consultation, negotiation and decision-making in the face of the processes of identification and assessment of their own cultural manifestations, which allowed them to organize and formulate a research project that they are executing on their own in their territories during the time established for field work.

Sustainability and exit/transition strategy

Describe how the benefits of the project will continue after the project has been completed. Where appropriate, describe the steps undertaken to ensure the following:

- *Sustainability of activities, outputs and results, including with reference to how capacity has been built under the project. Also describe any planned follow-up measures to ensure sustainability.*
- *Additional funding secured as a result of this project, if any. Indicate by whom, how much and for what purpose the contributions are granted.*

Describe how the ownership (of activities, outputs, results) by stakeholders and the community(ies) in particular has been promoted.

Describe, if relevant, how tools, processes, outputs, etc. have been adopted, adapted, replicated and/or extended for future use (e.g. in other regions, communities, elements, or fields of intangible cultural heritage).

Not fewer than 100 or more than 500 words

•For the development of the 16 local research projects on ICH, a financing of \$ 3,870,000 Colombian pesos per project was projected. This resource is a support for the implementation of the research projects (materials, transport, elaboration of final products), in order to fulfill one of the premises of the course that is “learning by doing”, that is, applying in a practical and experiential way the concepts and approaches learned about the safeguarding of the ICH through a project oriented to a problem or need in relation to the

issue in the territory.

This is done with the advice of the work team during all the stages of the project, through monitoring the implementation of the methodological route, schedule and budgets raised by them in the formulation of their initiatives, and orienting them in the approaches or doubts that they may have about their execution. It is worth mentioning that one of the main challenges to overcome was the vision of the ICH as festivals, carnivals and dances, which made its scope invisible in other areas of community life.

Through this strategy, we sought to generate capacities for reflection and analysis on the safeguarding of the ICH, from its regulatory, institutional, community and territorial frameworks. The focus was also put on the consolidation of research, project formulation and management skills through practice. Transmitting these skills in participants is one of the ways to ensure that, in the short and medium term, the safeguarding of ICH in the group of participants and their communities is encouraged through the identification and diagnosis of this heritage and its social management with knowledge and autonomy.

- Consolidating a mixed group of participants from the cultural sector made it possible to amplify the scope of the project to the different local scenarios of the cultural sector, which guarantees sustainability scenarios at the social level concerning the safeguarding of ICH. Managers, bearers and institutions, had the opportunity to meet and work together in the identification and safeguarding of their manifestations, articulating their learning experiences to their work in cultural institutions, foundations and individual projects.
- The projects developed have a dissemination and circulation component designed according to the possibilities of the context where they want to cause impact. Thus, the final products of the local initiatives will be articulated with the schools, with institutional and civil society cultural formation processes, with the work carried out by cultural houses, memory centers and public libraries, among other scenarios.

For that purpose, it was considered that the products must be easy to understand and circulate. Therefore, there are proposals for the making of videos, herbariums, pedagogical cards, multimedia, performance of dances and theatrical productions with the results obtained from the research, conversational cycles, training workshops in “Llanera” culture and crafts, among another universe of possibilities designed by and for their contexts and carried out in a participatory manner with people interested in these initiatives in their fields of implementation.

Lessons learnt

Describe what are the key lessons learnt regarding the following:

- *Attainment of expected results*
- *Ownership of key stakeholders and community involvement*
- *Delivery of project outputs*
- *Project management and implementation*
- *Sustainability of the project after the assistance*

Not fewer than 300 or more than 750 words

Diverse profiles: One of the main successes was to include different profiles of the local cultural sector and encourage their work together, which enriched the development of the training cycles, the feedback of the process and the formation of solid work groups and networks. This allowed broadening perspectives, identifying needs and understanding the challenges of cultural management from the different roles that prevail in this area.

Articulation of initiatives with local actors: As some of the participants are linked to the institutional framework to training processes as teachers, or to having their own cultural initiatives as foundations, this has allowed us to focus on the generation of alliances to

improve the impact and circulation of information from different sectors realistically according to the possibilities of the context.

Use all available means of dissemination: In both Arauca and Casanare there are places that are located a long distance from the populated centers and where there is no internet service or access to cell phone service. For this reason, it was necessary to request the support of local broadcasters for the dissemination of the call, since its spectrum covers even the most remote areas of these territories. Voice to voice among the community was another effective regional dissemination strategy.

Adjustment of the methodological route to the needs of the group: In spite of having determined from the enlistment phase of the project a methodological route and a script for each day of the implementation of the workshops, in practice and in face of the reality of each workshop it was necessary to make adjustments to meet the objective. Initially, many activities were included, so the route and its times had to be reformulated to deepen the issues that the participants identified as key and wanted to discuss in group with the project facilitators, mainly focused on the financing, management and concepts and frameworks of ICH.

Also, and despite the fact that many of the participants do cultural management and present projects, there was a great weakness in their formulation, and this explains why their proposals are not selected in open calls. Since one part of the course was focused on preparing the project, it was made evident that with the lessons learned and tools obtained, they were able to identify the manifestation and think about their initiative through the concept of ICH. However, it was very difficult for them to translate their interest in a project, mainly because of the confusion about its components, the lack of knowledge about research techniques, and the difficulty in writing skills. All these issues forced us to concentrate on working on these weaknesses, making the participants realize the mistakes they were making and correcting them right away with the working groups.

Annexes

List the annexes and documentation included in the report:

- *publications, evaluation reports and other outputs, when applicable*
- *progress reports prepared during the contract period*
- *list of major equipment provided under the project and status after termination of contract period*
- *other (please specify)*

All attachments are available at

<https://drive.google.com/drive/folders/1cEygGykbt6hV0JSi8h1ZVbIgoxNRxnht?usp=sharing>

1- Characterization documents of Arauca and Casanare

2- Flyer of the call

3- Registration form with project information

4- Project application form

5- Summary of Arauca and Casanare characterizations for the logs

6- Project selection criteria

7- Methodological script

8- Database of the research proposed in Arauca and Casanare

11- Projects formulated for Casanare

10- Projects formulated for Arauca

11- Records of the workshops carried out in Arauca and Casanare. (I phase of the course).

12- Photographs of the workshops.

13- Attendance lists

14- Financial vouchers

Name and signature of the person having completed the report

Name: María José Almarales

Title: General Coordinator

Date: 01/08/2019

Signature: