



United Nations  
Educational, Scientific and  
Cultural Organization



Intangible  
Cultural  
Heritage

## International Assistance

ICH-04 Report – Form

### INTERNATIONAL ASSISTANCE FROM THE INTANGIBLE CULTURAL HERITAGE FUND

#### FINAL NARRATIVE REPORT

Beneficiary State(s) Party(ies): Colombia

Project title:	My Heritage, My Region: strategy for capacity-building in social management of the intangible cultural heritage in two departments of the Colombian Orinoco region
Time frame:	Starting date: 25/03/2019      Completion date: 30/05/2020
Budget:	<p style="text-align: right;">Total: US\$ 134.675</p> <p><i>Including:</i></p> <p style="padding-left: 40px;">Intangible Cultural Heritage Fund: US\$ 99.500</p> <p style="padding-left: 40px;">State Party contribution: US\$ 32.997</p> <p style="padding-left: 40px;">Other contributions: US\$ 1728</p>
Implementing agency (contracting partner or UNESCO Field Office):	Fundación Cirpa
Contact person:	<p>Title (Ms/Mr, etc.): Mr.</p> <p>Family name: Robayo Sanabria</p> <p>Given name: Darío</p> <p>Institution/position: Representante Legal</p> <p>Address: CRA 10 No.23-50 Of 303, Bogotá</p> <p>Telephone number: +57 3102895971</p> <p>E-mail address: dario.robayo@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 an environmental and cultural mega-diverse country, which is why it has great richness expressed through regional cultures that have long been distanced from each other by national geography. This diversity is also expressed in the 102 indigenous peoples registered by the National Indigenous Organization of Colombia (ONIC), in the Afro-colombian communities, the two Creole populations of "Raizal" communities that inhabit the insular territories and the "Palenquero" people who are direct descendants of Maroon slaves, in addition to the Romani population that inhabits the country.

When the Policy for the Safeguarding of the Intangible Cultural Heritage (ICH) in Colombia was adopted in 2009, one of its main purposes was to contribute to awareness-raising 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 to be ethnically plural and multicultural. Thus, much of the efforts of the national ICH policy are aimed at guiding the cultural sector and local communities in strengthening their capacities for ICH safeguarding, in order to generate scenarios that allow for the viability and sustainability of ICH elements, together with the social and symbolic processes that support them and allow their transmission over time.

However, one of the main obstacles of the implementation of the ICH policy lies in the institutional weakness present in much of the country, particularly in rural areas and frontier departments (provincial administrative divisions). This situation, which negatively impacts the implementation of plans, programs and projects derived from public policy, sets the scenario for the development of ICH policy which aims to influence the safeguarding of this heritage throughout the national territory by strengthening cultural institutions and the accompaniment of the processes advanced by local communities.

With the aim of contributing to capacity building for the social management of ICH, the Intangible Cultural Heritage Group of the Ministry of Culture has generated several working strategies to broaden the scope of the ICH safeguarding policy, and thus improve its impact in community, institutional, sectoral and international contexts. One of these paths is the ICH capacity-building strategy that seeks to generate capacities and broad public knowledge on safeguarding ICH as a constituent element of the identity of communities, regions and the nation. Hence, the strategy has developed technical and conceptual tools so that citizens interested in leading safeguarding processes can do so effectively and autonomously.

Thus, with the firm purpose of reaching territories of the national geography of difficult access, and at the request of practitioners and bearers and cultural managers related to the Llano work songs, element inscribed in the urgent Safeguarding List of the 2003 Convention in 2017, the project "My Heritage, My Region: strategy for capacity-building in social management of the intangible cultural heritage in two departments of the Colombian Orinoco region" was designed, based on capacity-building on the identification, management and safeguarding of ICH with practitioners and bearers and other stakeholders of the Llano work songs and other cultural elements of the Departments of

Arauca and Casanare located in the Colombian Orinoco region.

As a region, the Colombian Orinoco comprises 27% of the national territory, shares a border with Venezuela, and is inhabited by 13 indigenous peoples, Afro-Colombian communities and mestizo population. It is composed of the Departments of Arauca, Casanare, Meta and Vichada which have alarming levels of marginality, corruption and institutional weakness. Moreover, the region is riddled with the presence of competing armed groups and with the forces of the State, vying for control of the territory and its resources associated with oil, livestock and agroforestry exploitation. As a result, the social fabric of many communities have been torn by putting at risk the social processes that allow the survival and transmission of Intangible Cultural Heritage relevant to the sustainability of diverse local identities and their territorial logics.

Therefore, community and institutional interest arose, in order to implement the "face-to-face" course for the appropriation and management of intangible cultural heritage developed under the project "My Heritage, My Region", which has focused on providing conceptual and methodological tools for the safeguarding of ICH and social memory linked to it, to 60 inscribed direct beneficiaries among which are practitioners and bearers, cultural managers and public officials of the cultural sector to facilitate the exchange of knowledge and expertise among participants.

Among the contents included are relevant information on cultural management, public policy and regulations in Intangible Cultural Heritage (ICH). The methodology of the workshops is highly participatory, based on the principle of "learning by doing" through the design, implementation and execution of safeguarding projects developed between three or more people on elements of Intangible Cultural Heritage of the region. This approach has enabled participants to understand the basic concepts and principles of ICH safeguarding through empirical learning and apply them to the research, documentation, management and safeguarding of ICH.

The project is in tune with the principles of the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), which defines ICH as constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity. In addition, taking into account UNESCO's progress in positioning the role of cultural heritage in the 2030 Agenda and in the Sustainable Development Achievements promulgated by the UN, we believe that this project contributes efforts to link cultural heritage to the promotion of social justice and the empowerment of communities in the recognition 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 build capacities on the social management of ICH in the Colombian Orinoco region, specifically in the departments of Casanare and Arauca, to ensure that the safeguarding stakeholders in these territories acquire autonomous capacities to identify and assess the elements of their Intangible Cultural Heritage and apply the relevant mechanisms and strategies for its safeguarding.

The project achieved 100% of its expected results and objectives in the following manner:

The three phases of the face-to-face course were implemented in the departments of Casanare and Arauca. The first part was developed in a face-to-face modality for four days in each of the departments, with 60 registered participants (30 per Department). Among the participants were

cultural managers, public officials and practitioners and bearers of ICH, who had access to content that allowed them to understand the principles of the Policy for the safeguarding of ICH in Colombia and the principles of the 2003 Convention through the development of activities that managed to generate capacities for the identification, assessment and safeguarding of ICH, as well as raising awareness on the importance of this heritage in strengthening the social fabric and territorial construction due to its role as in social cohesiveness.

The result of this first phase was the formulation of 16 safeguarding projects, 8 per department, in which the participants were able to apply the concepts and approaches learned in an empirical manner.

The second phase was the fieldwork season in which each of the groups developed their safeguarding proposals supported by the advisory team. The implementation of the proposals was made possible by grants that was awarded to each local working group as part of the development of the project.

During the third phase, the second face-to-face workshop was held for three days. In this second face-to-face workshop, each of the groups presented the result of the implementation of their safeguarding project, which all received collective feedback with the rest of the participants and the advisory team.

Finally, the results of the project were made accessible to a widespread public on an institutional website. This website is linked to the Ministry of Culture's website and the websites of the municipalities and departments. This website is directed at raising awareness on the activities that local communities carry out to safeguard their ICH.

Aside from capacity building and learning on ICH safeguarding, participants seized the opportunity to interact with other local stakeholders, allowing them to expand their networks, exchange experiences and share common interests. Thus, the course was also a scenario for exchange, for all attendees, allowing a significant group of cultural managers and members of civil society committed to safeguarding of ICH to promote the sustainability of future safeguarding endeavors and collective management 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 capacity building strategy was implemented in the following phases:

#### **1. Contextual Characterization:**

Contextual characterization of each department was carried out prior to the training cycles with the purpose of knowing the dynamics of the territories. The advisory team consulted primary and secondary sources of the local contexts.

Information for course participants was prepared, containing the basic concepts on ICH, information on local media organizations, and a characterization of the local cultural sector. Preliminary information on ICH elements of the region based on past inventories and information on funding sources for safeguarding projects was also included.

The characterization of the context had a dual purpose:

(i) As a source of information for the advisory team to guide the preparation phase and the awareness-raising strategies, as well as the course contents to adapt them to the local context.

(ii) As a learning aid for participants of useful themes and concepts.

Afterwards, the call for applicants began. Several broadcasting strategies based on radio, sending emails and calls to potential stakeholders, in addition to the word of mouth dissemination were used. This process was supported by departmental and municipal governments.

A format and selection criteria were designed. The assessment criteria included track record in cultural activities; motivation on the subject of ICH; thematic representativeness focused on generating balance between stakeholders of the Llano work songs and of other elements; and regional equity aimed at ensuring quotas for rural participants. Belonging to an ethnic minority (indigenous, Afro-Colombian, Romani) and gender equity were also assessed. 32 people applied in Casanare and 59 in Arauca.

## *2. Methodological design and training cycles:*

The methodological route was contextually adapted. A cycle of participatory workshops was designed for local ICH safeguarding stakeholders.

The course was formulated following three guiding principles:

- a. Development of the course based on a methodology of "learning by doing".
- b. Maintaining the core concepts of ICH as a cross-cutting cornerstone.
- c. Create direct connections between ICH safeguarding and the local contexts of the participants.

The course methodology was designed so participants could apply the ICH safeguarding capacities in initiatives of their own, thus fulfilling the premise of "learning by doing". The course included an active engagement with the 2003 Convention.

## *3. Cycle of participatory workshops for local stakeholders*

The course was scheduled to run for 4 months as follows:

1) A first four-day face-to-face workshop, with an hourly intensity of 32 hours (8 hours a day), where tools were provided for the design of safeguarding projects. Participants developed their research projects on a topic or problem that affected viability of ICH elements.

It should be noted that during the formation of the groups, despite having been emphatic on the need to form only eight working groups corresponding to eight research grants per department, more than 8 groups were formed in both departments due to the desire of working with known people or with a specific topic.

In Casanare, 11 groups were formed. One of them asked to be able to continue with its members and their research topic, giving up the economic incentive. The advisory team agreed to the request highlighting the importance of autonomy in this type of process. Of the remaining two groups, one was redistributed into other teams and the other agreed to work without the incentive, the latter consisting of public officials of the local governments.

Neither of the two projects continued with the process. One of the groups did not finish the formulation of the project and its members did not continue with the course. The second group, who had agreed to work without incentive, presented the project 'Traditional cuisine of the municipality of Recetor', during the first workshop. However, the members of this team did not present progress during the field season nor did they attend the second face-to-face workshop.

In Arauca, 9 groups were formed. The additional team was made up of two representatives of the Afro-araucan community who maintained their position of not regrouping in other teams due to not

having thematic compatibility and being at a disadvantage compared to the 8 groups that were addressing issues related to the llanera cultural lifestyle. Although they attended the second workshop and were provided with technical advice during the fieldwork period, this project did not continue with the proposed research process either.

ii) A Three-month fieldwork season with permanent support from the advisors where each of the teams had to carry out their project. The 16 local research projects on ICH, received a stipend for its development (stationery, transportation, production of final materials).

During this stage, some groups disintegrated, leaving only some of the members per group. This was mainly due to a difficulty of agreeing on a topic that did not correspond to the interest proposed by each participant at the time of applying for the course.

In Casanare, a similar situation occurred with the Orocué group and its project of traditional cuisines. The representative of the indigenous community oversaw obtaining the permits to go to the reservation and carry out fieldwork. However, this was not achieved because the representative did not continue with the course. Thus, the initial project changed. Although it maintained its focus on traditional cuisines, it went from being 'Knowledge and Taste, Saliva indigenous reservation' to 'Taste and knowledge of my Llano'.

Nonetheless, the overall commitment of the working groups with their projects and with the communities involved, allowed the 16 ongoing projects to be completed satisfactorily within the established timeframe.

A 3-month fieldwork season took place, with the accompaniment of the advisors. Most of the groups did not contemplate, during the preparation stage, the construction of the methodological tools that they would use in the planned activities. It was necessary to redirect the methodologies to be used by each group and jointly building the tools for gathering and analyzing the information and reviewing the final product proposals. With the adjustments made, most of the groups managed to successfully end the fieldwork season by limiting the scope of their research tools to the proposed objectives. Fieldwork consisted of either ICH documentation activities or safeguarding initiatives based in either awareness-raising or education and transmission.

iii) A second three-day face-to-face workshop with an intensity of 24 hours (8 hours a day), during which groups presented the results of their projects and received feedback.

#### *4. Project feedback*

Once the workshops were completed, the participants carried out a feedback and evaluation session with the following results:

- Easy access to and ease to participate in the course's activities: this was a highly valued aspect among the participants, since they assured that, having financial and logistical funding for travel and lodging, made the course an inclusive and democratic space.

- "Learning by doing": participants highlighted this aspect of the course as one of the most outstanding characteristics. Additionally, the grant was widely appreciated by participants as an important stimulus in a process of ICH safeguarding.

- Assessment of tutorship: another one of the major achievements brought up by the participants was the permanent advice available to them, which allowed for communication and knowledge transmission.

- Duration of the course: participants explained that they were able to enhance their capacities,

autonomously applying what had been learned during the face-to-face sessions and the development of the project.

Finally, it is important to point out the aspects that require improvement:

- One of the recurring points was the need to dedicate more time to the formulation of the projects to achieve a more productive fieldwork season.
- They were emphatic in the need to look for strategies to achieve the continuity of the processes in the territories, highlighting the lack of accompaniment of the local governments during the course.

Finally, the advisory team considered it important to improve the evaluation of the capacity-building processes. This is considered one of the major gaps in ICH safeguarding processes in the regions, since in addition to having an absence of data that allows the assessment of its impacts, it is not possible to monitor these processes locally, which would be a fundamental input for the implementation of ICH policy.

As the issue of the sustainability of the projects, their real impact in the territories and their subsequent viability is one of the major concerns of the participants, it would be important to evaluate the possibility of linking ICH safeguarding with issues that are currently being strengthened as pillars of the communities in economic, social, political and environmental terms.

#### 5. Analysis of results

At the end of the training activities, the technical team met to carry out a comprehensive evaluation of the course set out in the systematization and analysis report of the experience given to the Ministry of Culture and annexed to this report, where further recommendations are included.

#### 6. Awareness Raising

A website was developed for awareness-raising. The following content is available to the public: brief description of the course and its methodology, summary of each of the safeguarding initiatives and links to access the results of the Casanare and Arauca projects.

### **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 a capacity building project, community engagement was essential for its development. The project was 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. Hence, with the aim of promoting the exchange of experiences and knowledge, it was sought that selected applicants of the cultural institutions, cultural managers and practitioners and bearers had different backgrounds and trajectories, fostering the generation of networks of work, support and exchange in the future.

The premises under which the project was structured and developed, made the course an inclusive and democratic space because it was not limited to capital cities, but on the contrary allowed stakeholders of the municipalities and rural areas to access the capacity building spaces.

The development of the workshops was guided by the principles of participatory action research (PAR), where the construction of knowledge is done from the subjects in a reflective and collaborative way. To achieve this, the advisory team assumed a role as facilitator and guides of the exchange among participants, incorporating ICH core concepts through the development of group activities

that allowed to generate analysis processes to reach collectively constructed conclusions on the subject.

During fieldwork season, some groups lost members. In the extreme case of Fortul, only one person remained integrating the project. This was due to the difficulty of agreeing on a topic that in many cases did not correspond to or came close to the interest proposed by each participant at the time of applying for the course, in addition to issues of egos in relation to leadership and management of the project among people who, in many cases, did not know each other or had not worked together before the course.

A significant exchange of knowledge and personal experiences in the field of cultural management was also achieved, identifying the main needs and weaknesses of the regional cultural sector and ICH safeguarding stakeholders. In addition, constant feedback was generated with the facilitators on the contents of the workshop, core concepts by raising concerns, solving doubts and broadening the perception on the importance of ICH safeguarding.

The working groups were solely responsible of leading safeguarding communities within their communities, broadening the scope of beneficiaries of the project to wider ICH bearing communities. The commitment of people in their communities must be noted, because most of the calling processes that each group did within their municipalities exceeded expectations, with community participation being constant.

Finally, participants strengthened their capacities for dialogue and decision-making in the face of the processes of identification and assessment of their ICH, allowing them to organize and formulate safeguarding projects developed on their own in their territories during established timeframe for fieldwork.

### **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*

This strategy sought to build reflection and analysis capabilities on the safeguarding of ICH, as well as on its normative, institutional, community and territorial frameworks. The project also focused on strengthening research, project formulation and management skills through hands-on practice. This ensured that each participant strengthened their capacities based on such hands-on experience, in the short and medium term. Awareness on the importance of ICH safeguarding and how to best be approached was achieved amongst the participants and within their communities, through the identification and engagement with ICH and its social management. The implementation of the safeguarding initiatives in these departments demonstrated that management processes in the territory are effective over time especially if they are directly lead by community and local stakeholders Thus, the 16 safeguarding experiences that were structured as a result of capacity building in ICH safeguarding are now a starting point for further local engagement in these



departments with ICH safeguarding.

- One of the most important points of the project was to allow for personal autonomous appropriation of capacities to ensure the sustainability of local ICH safeguarding activities. Furthermore, associativity was promoted as a collaboration strategy to strengthen capacities to engage more forcefully with local bodies of culture to continuously pull resources allocated for ICH safeguarding. At the end of the course it was possible to assemble a diverse group that complemented each other well, which will ensure social sustainability scenarios of ICH safeguarding initiatives. Cultural managers, practitioners and bearers, and public sector stakeholders will have the opportunity to meet and work together towards the safeguarding of their ICH, drawing upon their newfound capacities to enhance the reach of their activities within the cultural sector.

- Each local safeguarding initiative had an awareness raising component designed according to their local contexts, to change community attitudes towards ICH. Thus, the final products of the local initiatives will be articulated with educational programs, cultural training processes led both by public institutions and civil society organizations, with projects developed within Houses of Culture (cultural infrastructure in Colombia), memory centers and public libraries, among other scenarios.

Local awareness raising initiatives developed within the safeguarding initiatives were designed to be easily accessible. Examples of the awareness raising strategies include audiovisual productions, learning cards, multimedia content, dancing performances and theatrical montages based on the results obtained from ICH documentation, conducting discussion sessions, generating training workshops on Llano craftsmanship, among other possibilities designed by participants based on their comprehension of the local dynamics and developed in a community engaging manner.

The outreach platform, based on the website developed for the capacity building project as a whole, enables the circulation of content in a faster and more efficient way, in addition to allowing access by different interested publics to the products that resulted from the implementation of each safeguarding initiative, this ensures that the dissemination of the project and each of the processes is continuous and sustainable, generating long lasting awareness on the diverse ICH of the Llano region.

## 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*

a- The development of the course in this region (the Colombian Orinoco Region) was due to the need for strengthening ICH safeguarding capacities, given the rising need and interest of communities to take part in safeguarding initiatives, especially since the inscription of the Llano Work Songs on the Urgent Safeguarding List.

b- The development of this course revealed the benefits of implementing the strategy in a face-to-face manner in territories where a large part of the stakeholders live in the rural areas and have major connectivity problems. In addition to strengthening safeguarding capacities, reinforce knowledge about ICH and project formulation abilities, participants had the opportunity to interact with other stakeholders, resulting in the course becoming space of exchange, growth and strengthening of networks for all attendees.

c- One of the achievements of the project was the selection of the NGO CIRPA as a strategic partner for the development of the project. CIRPA was created by harp musicians of traditional llanera music, and for decades, has been dedicated to the safeguarding, research, creation, dissemination and training of traditional music, literature, theater, dance and all practices and ICH elements of Colombian Orinoco regional culture. This experience in the safeguarding of the ICH in the region, added to the recognition of this work among the members of the cultural sector of these departments, allowed to generate spaces of trust that were translated into acceptance of the project locally, showcasing that this NGO was an ideal ally for being from the territory and historically involved with its ICH.

d- The selection of applicants was based on the principles of cooperation and exchange that guided the development of the course. Thus, applicants of diverse backgrounds within the cultural sector that complied with the selection criteria were enrolled, with the aim of enriching the development of the course with their work experiences and trajectories in the cultural sector and, furthermore, could contribute and promote the joint construction of knowledge about local ICH elements during the development of the course and in their respective fields of work and interest. The selected profiles corresponded to representatives of the cultural institutions, cultural managers and practitioners and bearers, This variety was promoted in order to strengthen local networks and mutual recognition as part of the cultural sector, and also strengthen their roles and abilities from different perspectives in the territorial cultural sphere and in future projects.

e- The active participation of the public sector is vital in these processes, since in addition to strengthening the institutions themselves, it allows to generate cross-cutting networks and support, which is fundamental in the management processes of ICH.

f- In Arauca as Casanare there are areas that are a long distance away from the populated centers and where there is no internet service or access to mobile phone service. Thus, it was necessary to request the support of local radio broadcasting stations for the dissemination of the call for applicants since its spectrum covers even the most remote areas of these territories. Word of mouth among the communities was another effective strategy of disseminating the call for applicants.

g- The advisory team had developed a methodological route and workshop guideline since the preparation phase. However, once faced each workshop had to be adjusted to meet proper ICH capacity building objectives. Initially, the workshops contemplated the development of too many activities. The guidelines and the agenda had to be adjusted in order to delve deeper in the topics that participants considered key and, thus, were topics that they were more interested in engaging in group discussions about with the advisory team. The topics that were given more focus in the adjusted workshop guidelines were primarily: funding sources for ICH safeguarding initiatives, project management and concepts and frameworks of ICH safeguarding.

f- Even though many of the participants had experience developing projects, there was a great weakness in the capacities to formulate relevant ICH safeguarding practices. This is made more evident due to the lack of access to funding and grants for cultural projects that most regional cultural agents of this departments face. By focusing a part of the course to project formulation, participants were able to acquire capacities structure and develop ICH safeguarding initiatives. However, it was very difficult for them to translate their interest in a project mainly due to the confusion about its components, lack of knowledge about research techniques, and lack of writing skills, which forced the advisory team to further address these weaknesses.

## 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)*

Databases on the safeguarding initiatives in Arauca and Casanare.

Selection criteria of applicants

Arauca and Casanare characterization documents

Activity Logs documents

Project application form

Flyer of the call for applicants

Enrollment format with ICH project information.

Photographs

Methodological Guidelines

Attendance lists

Folder with the 8 safeguarding projects formulated for Arauca

Folder with the 8 safeguarding projects formulated for Casanare

Final products of each safeguarding initiative

Final report on the systematization of the results.

### Name and signature of the person having completed the report

Name: DARIO ROBAYO SANABRIA

Title: REPRESENTANTE LEGAL

Date: 01/10/2020

Signature:

A handwritten signature in black ink, appearing to read 'Dario Robayo Sanabria', written over a light blue circular stamp.