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Evaluation of UNESCO's action in the framework of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

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Abstract & Acknowledgements

Abstract

This second evaluation focussing on the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage (hereafter the 2003 Convention) marks the first follow-up exercise to the cycle of Internal Oversight Service evaluations of UNESCO's six culture conventions. The main purpose of this 2021 evaluation was to generate findings, lessons learned, and recommendations regarding the relevance and effectiveness of UNESCO's action in the framework of the 2003 Convention.

As the second youngest UNESCO Culture Convention, the 2003 Convention has been one of the most successful, not only because it has reached nearly universal ratification only fifteen years after entering into force, but especially because it has succeeded in raising awareness of the distinct nature and importance of intangible cultural heritage. Stakeholders attribute this achievement largely to the Convention's Representative List as well as to UNESCO's vast capacity building programme.

At the same time, the 2003 Convention has been a victim of its own success. As demand for UNESCO support grows, the Secretariat is unable to adequately respond to all requests and has had to give precedence to statutory work over important priorities that include strengthening capacity building and policy guidance as well as managing and communicating on the considerable amounts of knowledge generated around the Convention. Strategic decisions on priorities, particularly on the need to focus on programme support versus statutory requirements and on use of its limited resources will need to be made in the near future.

Acknowledgements

The evaluation was led and managed by Ms. Ekaterina Sediakina Rivière, Principal Evaluation Specialist, with the assistance of Mr. Diego Millan-Troches, Evaluation Consultant from the UNESCO Internal Oversight Service Evaluation Office and conducted with the input of two independent subject matter experts: Ms. Meenakshi Sankar, Education and Evaluation Expert and Dr. Michael Atwood Mason, Intangible Cultural Heritage Expert. Ongoing quality assurance was provided by the Evaluation Reference Group, whom we thank for their contributions. External quality assurance of the evaluation report was provided by Ms. Claudia Marcondes, independent evaluation consultant.

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Bernardin Assiene
Director, Internal Oversight Service

List of Acronyms

APEID	Asia Pacific Programme for Educational Innovation for Development
ASPnet	UNESCO Associated Schools Project Network
C/5	UNESCO Programme and Budget
CAP	Capacity Building and Heritage Policy Unit
CRESPIAL	Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America
CRIHAP	International Training Centre for Intangible Cultural Heritage in the Asia-Pacific Region
EU	European Union
FAO	Food and Agriculture Organization
FARC	Revolutionary Armed Force of Colombia
GIAHS	Globally Important Agricultural Heritage Systems
IA	International Assistance
ICH	Intangible Cultural Heritage
ICHCAP	International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region
ICOMOS	International Scientific Committee on ICH of the International Council on Monuments and Sites
IOS	Internal Oversight Service
IRCI	International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region
IYIL	International Year of Indigenous Languages
LAC	Latin America and the Caribbean
LHE	Living Heritage Entity
LHEP	Living Heritage and Education Programme
LINKS	UNESCO Local and Indigenous Knowledge Systems
MOOC	Massive Online Open Course
NGO	Non-Governmental Organization
ORF	Overall Results Framework
PRG	Programme Management Unit
SDG	Sustainable Development Goals
SIM	Safeguarding Implementation and Monitoring Team
SISTER	System of Information on Strategies, Tasks and the Evaluation of Results
TOC	Theory of Change
TVET	Technical and Vocational Education and Training
UN	United Nations
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNPFII	United Nations Permanent Forum on Indigenous Issues
UNWTO	United Nations World Tourism Organization
USD	United States Dollar
USL	List of Intangible Cultural Heritage in Need of Urgent Safeguarding
WIPO	World Intellectual Property Organization

Executive Summary

1. UNESCO's General Conference adopted the Convention for the Safeguarding of the Intangible Cultural Heritage (hereafter the 2003 Convention) on 17 October 2003. According to Article 2 of the 2003 Convention, "intangible cultural heritage" means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts, and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is 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. The main purpose of the Convention is to safeguard the intangible cultural heritage (hereafter ICH); ensure respect of communities, groups and individuals concerned; to raise awareness [of its importance] at the local, national, and international levels, and ensure mutual appreciation thereof; and provide for international cooperation and assistance (Article 1). The Convention entered into force on 20 April 2006 and is now in its fifteenth year of implementation. To date, it has 180 States Parties, making it nearly universal.

Evaluation Purpose, Scope and Methodology

2. This second evaluation focussing on the 2003 Convention marks the first follow-up exercise to the cycle of Internal Oversight Service (IOS) evaluations of UNESCO's six culture conventions.[1] Eight years have gone by since the previous IOS Evaluation and during this period the 2003 Convention has not only matured and reached nearly universal ratification but has also witnessed important reform efforts. It was therefore timely to take stock of achievements and challenges and to inform future actions of UNESCO's support to Member States in the safeguarding of intangible cultural heritage (hereafter ICH).

3. The main purpose of this 2021 evaluation was to generate findings, lessons learned, and recommendations regarding the relevance and effectiveness of UNESCO's action in the framework of the 2003 Convention. The evaluation assessed UNESCO's standard-setting work within the framework of both regular and extrabudgetary programmes focusing on the period 2018-mid-2021 (since the adoption of the Overall Results Framework (hereafter the ORF) for the 2003 Convention). Nevertheless, to enable an assessment of the results of particular aspects such as the International Assistance mechanism, the Living Heritage and Education Programme, as well as the Global Capacity Building Strategy, the evaluation scope included work predating 2018.

4. The evaluation used a mixed-methods approach to collect data from a wide variety of sources. Due to the COVID-19 pandemic, all data for this evaluation was collected remotely. Methods included:

   - A document review and mapping of UNESCO's regular programme and extrabudgetary activities under the 40C/5 Expected Result 6[2] with regards to the ORF
   - Survey of all UNESCO Member States and Associate Members (104 responses received from 89 Member States; 44% response rate; 63% women respondents)
   - Survey of UNESCO partners[3] in ICH (154 responses; 48% women respondents)
   - Interviews with 95 people (54% women) from the following stakeholder groups: (UNESCO Staff, States Parties, Facilitators, accredited NGOs, Category 2 Centres, ICH Experts, partners and beneficiaries)
   - Analysis of results of 49 completed International Assistance projects' progress and final reports, as well as interviews with 15 partners and beneficiaries in 8 countries
   - Assessment of Living Heritage Education Programme based on analysis of 15 projects and interviews with UNESCO Culture and Education staff, partners and beneficiaries

1 UNESCO's Evaluation Office has undertaken evaluations of all six of the Organization's normative instruments in culture, namely the 1954, 1970, 1972, 2001, 2003 and 2005 Conventions between 2013 and 2019. All the reports are available at https://en.unesco.org/about-us/ios.

2 Intangible cultural heritage identified and safeguarded by Member States and communities, in particular through the effective implementation of the 2003 Convention.

3 Accredited NGOs, Chairs, Facilitators of the Global Capacity Building Programme, Category 2 Centres, university networks, experts, and recipients of International Assistance. When identifying themselves, stakeholders were allowed to select more than one category.

- Observation of the Expert Meeting (May 2021) and the Open-ended intergovernmental working group (July and September 2021) within the global reflection on the listing mechanisms
- Observation of the meeting of the Evaluation Body (June 2021)
- Mapping and analysis of workflows of the Living Heritage Entity in relation to its statutory obligations, particularly on the listing mechanisms, and the International Assistance process
- Observation of select online UNESCO capacity building activities[4] (May – July 2021)
- Review of UNESCO communication tools and approaches around the 2003 Convention
- Workshop with UNESCO staff for feedback on preliminary findings and recommendations.

Key Findings

5. As the second youngest UNESCO Culture Convention, the 2003 Convention has been one of the most successful, not only because it has reached nearly universal ratification only fifteen years after entering into force, but especially because it has succeeded in raising awareness of the distinct nature and importance of intangible cultural heritage. Stakeholders attribute this achievement largely to the Convention's Representative List as well as to UNESCO's vast capacity building programme.

6. At the same time, the 2003 Convention has been a victim of its own success. States Parties' multinational nominations to the listing mechanisms are growing at a steady rate and so are requests for international assistance, as well as calls for more statutory meetings and new procedures (such as for the transfer of elements between the listing mechanisms). Governments and other stakeholders are also asking for further capacity building to advance their implementation of the Convention. As demand for UNESCO support grows, the Secretariat is unable to adequately respond to all requests and has had to give precedence to statutory work over important priorities that include strengthening capacity building and policy guidance as well as managing and communicating on the considerable amounts of knowledge generated around the Convention. Strategic decisions on priorities, particularly on the need to focus on programme support versus statutory requirements and on use of its limited resources will need to be made in the near future.

7. The evaluation found that the Convention's listing mechanisms have had mixed results. The Representative List has been the most successful in terms of meeting its objective of ensuring the visibility of ICH and awareness of its significance. The List of Intangible Cultural Heritage in Need of Urgent Safeguarding continues to *not* be prioritized by States Parties for the reason that its purpose continues to be misunderstood, particularly as, until now, elements have remained on it indefinitely. The Register of Safeguarding Practices also remains largely underutilized, as nomination files to it are technically harder to prepare and visibility for safeguarding of elements can reportedly be achieved through nominations to the Representative List. The evaluation also found that the growth of nominations to the listing mechanisms, especially in multinational files, has represented a major strain for States Parties, the UNESCO Secretariat, the Evaluation Body and even the Intergovernmental Committee. Consequently, many stakeholders call for the listing system to be simplified in order to free up resources to address the many capacity building needs identified by both States Parties and partners.

8. The Overall Results Framework constitutes an important reference in guiding the implementation of the 2003 Convention. However, the framework is complex and takes time to grasp, often requiring further guidance on its use. Stakeholders do note the value of the ORF in raising visibility and awareness of the diverse issues covered by the Convention and the role of various actors in its implementation. This was recently demonstrated through the rollout of the reformed Periodic Reporting, which achieved its original aims, that of gains in submissions, in encouraging multi-stakeholder consultations, and usefulness, as the process has led to policy debates both at the national and regional levels. The overall effectiveness of the periodic reports in informing decision-making will ultimately depend on the way that the data is both presented and made available. Further reflection on how to go about this is needed.

4 Online Training Workshop for ICH in Emergencies in the Philippines, 19 and 26 May 2021; Webinar series, session one: Online facilitation and learning approaches for delivering the global capacity-building programme, 28 May 2021; Living Heritage and Education, Online training of trainers' course, June and July 2021; Associated Schools Network Global Online Meeting, session on Living heritage as an enabling force for transformative education, 3 June 2021.

9. The evaluation identified a number of programmatic initiatives that demonstrate synergies between UNESCO's six Culture Conventions, which are mainly being implemented at the field level. Indeed, national stakeholders are interested in protecting their culture as a whole and UNESCO needs to continue drawing on all the available mechanisms and instruments to promote a holistic approach. UNESCO staff also welcome more structured opportunities for the sharing of knowledge and tackling thematic issues that require multi-Convention responses, including, to name but a few, cultural tourism, livelihoods, commercialization and intellectual property, among others.

10. UNESCO as the lead coordinating agency for SDG 4 on inclusive and equitable education and the only UN agency with an exclusive mandate in the field of culture is well positioned to undertake interdisciplinary initiatives that lie at the nexus of culture and education. The evaluation found that the Living Heritage Education Programme has made some inroads in this regard. Scaling up from these projects to influence policy makers requires more robust data and analysis. Member States also need technical support to integrate living heritage into education policies at the national level. Further reflection on scope and priorities will be required by both the Culture and Education Sectors to take this important work forward.

11. The International Assistance mechanism has provided financial and technical support to over 50 countries, largely prioritizing Africa, and has achieved some significant results. These include raising awareness of the 2003 Convention at the national and community levels, developing much-needed national infrastructure for the safeguarding of ICH, building capacities in safeguarding and inventorying, and helping States Parties respond to emergency situations. The International Assistance mechanism remains unknown for some States Parties and many continue to face difficulties in applying. A dedicated team within the Secretariat has been providing much needed technical support to applicants and efforts should continue in this regard. Raising the visibility of International Assistance beyond traditional expert circles is also a priority area for the future.

12. For over ten years the capacity-building programme has brought a variety of actors (government officials, NGOs, academia, and communities) together, raised awareness of the importance of safeguarding ICH and has strengthened their capacities in implementing the various mechanisms created by the 2003 Convention. The facilitators network, as well as partners such as Category 2 Centres, have extended the programme's outreach and its repository of materials is used by academia and expert circles around the world. The programme needs to continue addressing a number of challenges relating to strengthening the regional and thematic expertise of its facilitators network, adapting its delivery to new online and hybrid modalities and targeting new audiences.

13. UNESCO's work on the 2003 Convention has produced a lot of rich and diverse knowledge on the safeguarding of ICH, which is stored on the dedicated and very comprehensive website that is deemed useful for stakeholders that are already familiar with the Convention and its mechanisms. However, if UNESCO wants to reach the bearers of intangible cultural heritage and sensitize them on the importance of safeguarding ICH, it needs to prioritize outreach to include a non-expert audience, including the public and especially focus on youth. Consequently, new avenues for communication will be needed, including social media, that present information in digestible and attractive formats.

14. As data from incoming Periodic Reports brings new insights on the emerging needs of States Parties, UNESCO will need to work closely with its partners including accredited NGOs, Category 2 Centres, Chairs, and university networks, among others to establish and follow through on priorities. To better demonstrate the link between safeguarding ICH and sustainable development, UNESCO needs to draw on all its internal resources, including from other Programme Sectors and engage with actors working outside the cultural sphere.

Recommendations

15. The evaluation makes twelve recommendations mainly for the Living Heritage Entity, but also with joint responsibility for the Executive Offices of the Culture and Education Sectors, the Department of Public Information, the Bureau of Digital Business Solutions and for Field Offices. These are listed in order of most strategic to operational. The implementation and follow-through on the first recommendation is a prerequisite for responding to the others, as the evaluation team acknowledges that most of the recommendations have resource implications. Otherwise, additional and stable human resources will be required to fulfil the rising demands of States Parties and the ability to deliver beyond statutory obligations.

Recommendation 1: The **Secretary of the 2003 Convention** should engage with the Intergovernmental Committee, the General Assembly of States Parties and UNESCO Senior Management in order to draw their attention to the necessity of establishing priorities for the use of the limited resources of the 2003 Convention Secretariat (Living Heritage Entity and Field Offices).

Recommendation 2: The **Living Heritage Entity** should reflect upon the potential uses of the data collected through periodic reports, as well as on strategies for making it widely available in a digestible and visual manner. The content should be free to access and easy to search and use. Global, regional, and national analyses and synopses should be made available.

Recommendation 3: The **Living Heritage Entity in coordination with the Culture Sector Executive Office and other Convention Secretariats** as appropriate should create working groups to tackle priority thematic areas that require a multi-Convention response. These should include inter alia commercialization and intellectual property, cultural tourism, and education. At a later stage, UNESCO should engage with other organizations working in these areas.

Recommendation 4: The **Living Heritage Entity together with the Education Sector Executive Office** should use the proposed Theory of Change as a tool for reflecting on and sharpening the scope of the Living Heritage and Education Programme.

Recommendation 5: The **Living Heritage Entity** should continue to promote the International Assistance mechanism particularly among eligible States Parties that have not applied to it. This should entail reaching out beyond traditional ICH expert circles and communicating about the technical backstopping that can be provided by the Secretariat to applicants and recipients, as well as the provision of relevant guidelines and tools for the design, implementation and reporting on projects.

Recommendation 6: The **Living Heritage Entity** should strengthen the quality of project design, monitoring and outcomes reporting to be guided by the Overall Results Framework. Specific attention should furthermore be given to community engagement, sustainable development and gender equality, among other areas.

Recommendation 7: The **Living Heritage Entity** should strengthen the Facilitators network to ensure that it meets the geographic and thematic requirements of the Global Capacity Building Programme. This should entail a mapping of existing capacities and the identification of needs. It should furthermore include an assessment of current and past activity of existing network members, as well as of the active participation of individuals in other activities such as International Assistance projects and focal points on periodic reporting, among others. Opportunities for new membership and exchange amongst facilitators should be created.

Recommendation 8: The **Living Heritage Entity** should pursue adapting the Global Capacity Building Programme to a hybrid modality, combining online learning with in-person training and developing learning materials and tools best suited to these different contexts. The programme should furthermore continue diversifying its target audiences and prioritize communities, civil society, including NGOs working with ICH bearers, and specifically target youth.

Recommendation 9: The **Living Heritage Entity,** in cooperation with UNESCO Field Offices, should develop a system of continuous support to States Parties during the periodic reporting cycle in addition to the online training that is already in place. This should entail guidance on the profiles and designation of national focal points, materials for self-learning, and the provision of ongoing technical backstopping by national or regional resource persons. The networks established during the periodic reporting exercises could also be entrusted with providing guidance thereon.

Recommendation 10: The **Living Heritage Entity in cooperation with the Bureau of Digital Business Solutions** should provide an online platform to facilitate knowledge management on ICH and safeguarding measures from all the listing mechanisms, nominations, periodic reports, International Assistance projects, research, inventories, among others. This tool should allow users to search for information on ICH using simple keywords and criteria. Partner networks such as the ICH NGO Forum and UNESCO Chairs could be entrusted with the processing of data.

Recommendation 11: The **Living Heritage Entity together with the Department of Public Information** should explore new avenues for communication and outreach targeting the general public and youth in particular through the use of channels such as social media. This can entail setting up a dedicated social media account and/or making more use of other UNESCO and partners' accounts. A visual identity for content from the Entity should be developed to ensure its tracing.

Recommendation 12: The **Living Heritage Entity** should introduce regular opportunities for bilateral planning and exchange with each of the Category 2 Centres specializing in ICH, focussing on priorities of the Secretariat and of the Intergovernmental Committee that can be informed by regional needs in order to strengthen the engagement of these partners and the alignment of their work programmes with those of UNESCO.

Management Response

Recommendations	Management Response (Accepted or Not Accepted as well as the way forward)
Recommendation 1: The **Secretary of the 2003 Convention** should engage with the Intergovernmental Committee, the General Assembly of States Parties and UNESCO Senior Management in order to draw their attention to the necessity of establishing priorities for the use of the limited resources of the 2003 Convention Secretariat (Living Heritage Entity and Field Offices).	**Accepted** The Secretary of the Convention agrees with this recommendation noting that the Convention has grown considerably since the previous IOS evaluation in 2013, in terms of membership, participation and visibility, whilst human and core resources have diminished. The outcome of this recommendation will therefore be critical to the successful implementation of all subsequent recommendations. It is also noted that many of the issues related to the prioritization and capacity required to address the growing demands of the 2003 Convention, including required human resources, are directly linked to discussions on resource allocation and prioritization at a UNESCO wide level. On an immediate scale, a number of provisions have been made in the document LHE/21/16.COM/13 to enable CLT/LHE to initiate implementation of the various recommendations below. The need to allocate adequate human and financial resources, and define priorities, will continue to be advocated to governing bodies.
Recommendation 2: The **Living Heritage Entity** should reflect upon the potential uses of the data collected through periodic reports, as well as on strategies for making it widely available in a digestible and visual manner. The content should be free to access and easy to search and use. Global, regional, and national analyses and synopses should be made available.	**Accepted** The Living Heritage Entity (CLT/LHE) agrees with the recommendation and draws attention to the fact that this is a process that has already begun, but which will take time, as the new periodic reporting system is in its first year of the reformed periodic reporting cycle. For the current session of the committee in 2021 (16.COM) an analytical overview of the submission from reports by States Parties in the Latin American and Caribbean region are being presented, whilst a more detailed analysis will be done next year. This process will continue for each of the subsequent reporting regions, with a view to incorporating lessons learnt and continually refining and improving the data collection and analysis. The sixth year of the new cycle (reflection year) will allow for global analyses to be made. The point on making the data widely available and digestible is also noted and agreed. In that regard, the Secretariat will continue to refine the data with this in mind and link its diffusion in the context of recommendation 11 below. The sixth year of the cycle in particular, should provide an opportunity for wide diffusion of the data for all regions in a visually accessible manner. While noting and agreeing to the recommendation to undertake global and regional analyses, it is important to remember that the primary purpose of Periodic Reporting, according to Article 29 of the Convention, is for States to report to the Committee on their implementation of the Convention at the national level. CLT/LHE will therefore prioritize assisting states with their national level reporting whilst striving nevertheless to implement regional and global analyses subject to available resources.

Recommendations	Management Response (Accepted or Not Accepted as well as the way forward)
Recommendation 3: The **Living Heritage Entity in coordination with the Culture Sector Executive Office** and other Convention Secretariats as appropriate should create working groups to tackle priority thematic areas that require a multi-Convention response. These should include inter alia commercialization and intellectual property, cultural tourism, and education. At a later stage, UNESCO should engage with other organizations working in these areas.	**Accepted** The Living Heritage Entity (CLT/LHE) agrees with the recommendation in terms both of expanding its work into thematic areas as well as of collaborating within and between sectors. CLT/LHE is already working to develop a number of new thematic areas under the Convention, in line with recommendations of the Intergovernmental Committee. CLT/LHE is actively working on an intra- (as well as inter-) sectoral basis on Culture and Education, notably with the Division of Cultural Policies. The Entity is also currently working on the elaboration of guidance on Safeguarding Intangible Cultural Heritage and Commercialization, which is expected to be presented to the seventeenth session of the Committee. This work, which will also address issues of cultural tourism and living heritage, is expected to provide guidance on how the 2003 Convention may better intersect with other Conventions, in particular the 2005 and the 1972 Conventions. Whilst appreciating the importance of Intellectual Property issues in the commercialization of cultural expressions, the Secretariat wishes to note some reservation on this matter, in line with Article 3 (b) of the Convention which states: 'Nothing in this Convention may be interpreted as … affecting the rights and obligations of States Parties deriving from any international instrument relating to intellectual property…'. The Executive Office of the Culture Sector (CLT/EO) will lead the creation and/or follow up of existing working groups for key thematic/priority areas which are relevant across the Sector's programmes. As regards to engaging with other organizations working in these areas, this will be done by the relevant lead Entities themselves, as and when appropriate and ensuring the liaison with the other members of the working group created by CLT/EO.
Recommendation 4: The **Living Heritage Entity together with the Education Sector Executive Office** should use the proposed Theory of Change as a tool for reflecting on and sharpening the scope of the Living Heritage and Education Programme.	**Accepted** The Living Heritage Entity (CLT/LHE) agrees and will continue its engaged collaboration with the Education Sector. It also welcomes the proposed Theory of Change to sharpen the scope of the programme. CLT/LHE will continue the intersectoral work to reflect on experiences, outputs, outcomes and impact using the proposed Theory of Change. CLT/LHE will engage with the Education Sector to disseminate the revised programme framework for project design, monitoring and reporting. The Education Sector welcomes this recommendation and will use the Theory of Change to sharpen the scope of the Living Heritage and Education programme together with the Culture Sector, including for the joint vision paper being developed on the intersection of education and culture for the acceleration of the SDGs and SDG 4.

Recommendations	Management Response (Accepted or Not Accepted as well as the way forward)
Recommendation 5: The **Living Heritage Entity** should continue to promote the International Assistance mechanism particularly among eligible States Parties that have not applied to it. This should entail reaching out beyond traditional ICH expert circles and communicating about the technical backstopping that can be provided by the Secretariat to applicants and recipients, as well as the provision of relevant guidelines and tools for the design, implementation and reporting on projects.	**Accepted** The Living Heritage Entity (CLT/LHE) agrees and will continue the work already begun to promote and extend the reach of the International Assistance mechanism. This will involve developing tools as resources to understand the required planning and monitoring methodologies for projects under the mechanism. The outreach strategy will also seek to explain the eligibility and selection criteria for international assistance requests in a language available to all stakeholders, regardless of their level of expertise in the field of intangible cultural heritage. Moreover, subject to available funding, a communication strategy around the fund will be developed to raise awareness of its existence and purpose in broader circles.
Recommendation 6: The **Living Heritage Entity** should strengthen the quality of project design, monitoring and outcomes reporting to be guided by the Overall Results Framework. Specific attention should furthermore be given to community engagement, sustainable development and gender equality, among other areas.	**Accepted** The Living Heritage Entity (CLT/LHE) agrees and in fact is already in the process of developing a monitoring strategy linked to the Overall Results Framework. The monitoring tools will endeavour to use categories that will better measure community participation, sustainable development and gender inclusion. The current document LHE/21/16.COM/13 proposes the allocation of funds for monitoring which will be strategically invested in monitoring and evaluation activities to ensure the sustainability of this strategy.
Recommendation 7: The **Living Heritage Entity** should strengthen the Facilitators network to ensure that it meets the geographic and thematic requirements of the Global Capacity Building Programme. This should entail a mapping of existing capacities and the identification of needs. It should furthermore include an assessment of current and past activity of existing network members, as well as of the active participation of individuals in other activities such as International Assistance projects and focal points on periodic reporting, among others. Opportunities for new membership and exchange amongst facilitators should be created.	**Accepted** The Living Heritage Entity (CLT/LHE) agrees, whilst noting that this recommendation is closely linked to the implementation of recommendation 1. If sufficient human and financial resources are available, the Living Heritage Entity will utilize technology and social media platforms to support training and networking. CLT/LHE will seek to provide opportunities for new membership paying special attention to the active participation of individuals in the national and international mechanisms and processes of implementing the Convention and to collaboration with national networks of trainers, where they exist.

Recommendations	Management Response (Accepted or Not Accepted as well as the way forward)
Recommendation 8: The **Living Heritage Entity** should pursue adapting the Global Capacity Building Programme to a hybrid modality, combining online learning with in-person training and developing learning materials and tools best suited to these different contexts. The programme should furthermore continue diversifying its target audiences and prioritize communities, civil society, including NGOs working with ICH bearers, and specifically target youth.	**Accepted** Following the experience, and lessons learnt, of the last two years with the restrictions related to COVID 19, the Living Heritage Entity (CLT/LHE) is already engaged in developing a strategy for reorienting the Programme. This will combine online learning, in-person training and self-learning. Pending the availability of resources, the Entity will pursue the implementation of the new strategy, which will involve materials adaptation and updating in core action areas of the Convention, tools development as well as broadening the programme's thematic scope and reaching out to new audiences. The work in the thematic areas will involve actors from other development areas (i.e. from education, emergency response teams or specialized institutions) and the use of more online formats will allow reaching out horizontally to community members and NGOs as well as to youth. CLT/LHE has also planned to establish a Learning management system (LMS) in close collaboration with the facilitators network and other partners. This will allow users to easily create, manage and deliver training content for different modalities and contexts.
Recommendation 9: The **Living Heritage Entity, in cooperation with UNESCO Field Offices**, should develop a system of continuous support to States Parties during the periodic reporting cycle in addition to the online training that is already in place. This should entail guidance on the profiles and designation of national focal points, materials for self-learning, and the provision of ongoing technical backstopping by national or regional resource persons. The networks established during the periodic reporting exercises could also be entrusted with providing guidance thereon.	**Accepted** A specific capacity-building approach to support countries in preparing their periodic reports was developed, adapted to an online format and implemented with success in two regions. Based on the lessons learnt, the Living Heritage Entity (CLT/LHE) intends to further refine and streamline the approach. Pending the availability of extrabudgetary resources, the CLT/LHE will develop self-learning materials and strengthen - through the concerned Field Offices – the involvement of trained facilitators from the region, and when feasible within the country, to provide technical backstopping to countries upon demand throughout the reporting cycle. For the upcoming quadrennium, CLT/LHE intends to intensify the cooperation with Field Offices in the regions that will be implementing periodic reporting, and field offices will continue to be closely involved at all stages.
Recommendation 10: The **Living Heritage Entity in cooperation with the Bureau of Digital Business Solutions** should provide an online platform to facilitate knowledge management on ICH and safeguarding measures from all the listing mechanisms, nominations, periodic reports, International Assistance projects, research, inventories, among others. This tool should allow users to search for information on ICH using simple keywords and criteria. Partner networks such as the ICH NGO Forum and UNESCO Chairs could be entrusted with the processing of data.	**Accepted** Subject again to the implementation of recommendation 1, the Living Heritage Entity (CLT/LHE), together with experts in the field of intangible cultural heritage and partner networks, will define a simple format to describe safeguarding measures and a methodology, based on indexing in order to extract such measures from the documentation already available (nominations, periodic reports, international assistance projects, etc.) These measures will be easily accessible, and a link to the full source will ensure its contextualization. CLT/LHE will work with the Bureau of Digital Business Solutions (DBS) who stands ready to provide methodological advice on compiling information and data from heterogeneous sources, based on its experience with related implementations, and expertise in knowledge management and information classification. DBS will also assist the Living Heritage Entity with the selection of a digital solution, as appropriate, and with relevant guidance on technical and cyber-security aspects.

Recommendations	Management Response (Accepted or Not Accepted as well as the way forward)
Recommendation 11: The **Living Heritage Entity together with the Department of Public Information** should explore new avenues for communication and outreach targeting the general public and youth in particular through the use of channels such as social media. This can entail setting up a dedicated social media account and/or making more use of other UNESCO and partners' accounts. A visual identity for content from the Entity should be developed to ensure its tracing.	**Accepted** The Living Heritage Entity (CLT/LHE) will work with the Department of Public Information (DPI) to establish a strategy for a proactive usage of social media particularly suited to the context of living heritage and underexploited so far, with a dedicated account and visual identity. Subject again to the provisions of recommendation 1, a 'community manager' will be in charge of implementing this strategy and of liaising with UNESCO and partner accounts to maximize outreach. DPI notes that data collection and visualization has been designed as a key feature of the new communication strategy and DPI stands ready to provide methodological advice on sharing information and data about ICH. DPI underlines that any development in this regard should be closely linked to the UNESCORE project and feed into the new Web overhaul and data visualization mechanism. DPI is ready to work with CLT/LHE with the selection of a digital solution and user experience interface.
Recommendation 12: The **Living Heritage Entity** should introduce regular opportunities for bilateral planning and exchange with each of the Category 2 Centres specializing in ICH, focussing on priorities of the Secretariat and of the Intergovernmental Committee that can be informed by regional needs in order to strengthen the engagement of these partners and the alignment of their work programmes with those of UNESCO.	**Accepted** The Living Heritage Entity (CLT/LHE) has established UNESCO focal points in relevant field offices who are closely involved in the work of the centres, as well as a focal point in the Secretariat for global coordination and the organization of annual coordination meetings with all the centres. In addition, the regional officers in CLT/LHE provide technical support if and as required and collaborate on larger projects. Nevertheless, CLT/LHE agrees that it could go further and foresee at least one additional working meeting with each centre individually to continue strengthening the partnership and alignment of the work.

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Chapter 1: Introduction

1. UNESCO's General Conference adopted the Convention for the Safeguarding of the Intangible Cultural Heritage (hereafter the 2003 Convention) on 17 October 2003. According to Article 2 of the 2003 Convention, "intangible cultural heritage" means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts, and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is 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. The main purpose of the Convention is to safeguard the intangible cultural heritage (hereafter ICH); ensure respect of communities, groups and individuals concerned; to raise awareness [of its importance] at the local, national, and international levels, and ensure mutual appreciation thereof; and provide for international cooperation and assistance (Article 1). The Convention entered into force on 20 April 2006 and is now in its fifteenth year of implementation. To date, it has 180 States Parties, making it nearly universal.

Brief presentation of the 2003 Convention and its mechanisms

2. The 2003 Convention outlines measures for the safeguarding of ICH at the national and international levels. At the national level, States Parties with the participation of communities, groups and relevant non-governmental organizations shall be responsible for identifying and defining the ICH present on their territories (Article 11). In doing so, they shall draw up inventories and update them regularly (Article 12). They shall endeavour to establish competent bodies for the safeguarding of ICH, adopt policies and programmes for such safeguarding, including legal, administrative, and financial measures to ensure the transmission of such heritage and access to it (Article 13). States Parties are further asked to develop educational, awareness-raising and information programmes for the public and, in particular, young people, as well as capacity-building activities for its management and scientific research (Article 14).

3. At the international level, the Convention created the Representative List of the Intangible Cultural Heritage of Humanity to ensure the visibility of ICH and awareness of its significance (Article 16). To date, it contains 492 elements from 128 countries (some are multinational). The List of Intangible Cultural Heritage in Need of Urgent Safeguarding was established in view of taking appropriate safeguarding measures at the request of the State Party concerned (Article 17). This list currently has 67 elements from 35 countries. Article 18 asks the Intergovernmental Committee to select and promote national, subregional, and regional programmes, projects, and activities for the safeguarding of the heritage which it considers best reflect the principles and objectives of this Convention, which has come to be known as the Register of Good Safeguarding Practices. To date, this register has identified and listed 25 good practices from 22 countries. Finally, the Convention established a mechanism for International Assistance (articles 19-24), which can be provided to States Parties in the form of expertise, training, and other forms of financial and technical assistance. The assistance comes from the established Fund for the Safeguarding of the Intangible Cultural Heritage (Article 25) to which all States Parties contribute on a two-yearly basis. Since 2006, 121 projects benefitting 78 countries, have been funded for a total of USD 13,549,684.

Administration of the 2003 Convention

4. The General Assembly of the States Parties is the sovereign body of the 2003 Convention and meets in ordinary session every two years (Article 4) to provide strategic orientations for the implementation of the Convention and elect the 24 members of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage (hereafter the Committee). The tasks of the Committee are inter alia to promote the objectives of the Convention, provide guidance on best practices, and make recommendations on safeguarding measures (Article 7). The Committee

holds ordinary annual sessions during which it decides on the inscription of elements to the listing mechanisms and on the granting of International Assistance above USD 100,000 and, steers the implementation of the Convention by elaborating the Operational Directives and plans for the use of resources of the ICH Fund (established by Article 25 of the Convention).

5. UNESCO's Living Heritage Entity (the 2003 Convention Secretariat), together with Culture Programme Specialists in Field Offices around the world, is tasked with supporting Member States in ratifying and implementing the Convention. In addition to supporting the statutory mechanisms mentioned above, since 2009 it has been implementing a global capacity-building programme. In doing so, the Secretariat works with a number of recognized partner networks including Category 2 Centres, Chairs, accredited non-governmental organizations (NGOs), expert facilitators, universities and others.

6. UNESCO's Programme and Budget documents for the current quadriennium (2018-2021), the 39C/5 and 40C/5 include an expected result (ER) for its work on the 2003 Convention under its Main Line of Action 2 'Protecting, conserving, promoting and transmitting culture and heritage for dialogue and development': ER 6: Intangible cultural heritage identified and safeguarded by Member States and communities, in particular through the effective implementation of the 2003 Convention. Five performance indicators are intended to measure progress towards this ER:

   - Sound governance exercised through the adoption and implementation of strategic resolutions/decisions of the governing bodies of the 2003 Convention
   - Number of supported Member States utilizing strengthened human and institutional resources for the safeguarding of intangible cultural heritage
   - Number of supported Member States which have integrated intangible cultural heritage into their plans, policies and programmes, in particular as a contribution towards the achievement of SDGs in a gender- responsivemanner
   - Number of States Parties which have effectively implemented International Assistance, including from the Intangible Cultural Heritage Fund, complementing their national safeguarding efforts
   - Number of initiatives undertaken by supported Member States which have enhanced knowledge and understanding of intangible cultural heritage safeguarding and of the 2003 Convention

7. The programme is funded by a combination of regular programme funds and extra-budgetary resources. The 39C/5 operational budget for ER 6 was USD 20,051,800 of which just USD 3,436,900 came from the regular programme and the rest from voluntary contributions [5]. During the 40C/5 period, this figure is at USD 21,636,500 with just USD 2,661,300 from the regular programme.[6]

Purpose and Intended Use of the Evaluation

8. The subject of the present evaluation is focused on UNESCO's support to Member States in implementing the 2003 Convention. The present exercise therefore does not aim to repeat the in-depth assessment of the 2003 Convention as a normative instrument, which was done in the first Evaluation of UNESCO's Standard-setting Work of the Culture Sector focussing on the 2003 Convention.

9. Eight years have gone by since the previous Evaluation and during this period the 2003 Convention has not only matured and reached nearly universal ratification, but has also witnessed important reform efforts, such as the development of an Overall Results Framework for the Convention, the reform of the periodic reporting, and the operationalization of thematic areas such as Living Heritage and Education, among others that will be discussed in the report. It is therefore timely to take stock of the achievements and challenges encountered since these were put in place. It is also an opportunity to look forward and inform future actions of UNESCO's support to Member States in the safeguarding of ICH.

5 Integrated budget based on the appropriated regular programme budget of USD 595.2 million
6 Integrated budget based on the appropriated regular programme budget of USD 534.6 million

10. This second evaluation focussing on the 2003 Convention marks the first follow-up exercise to the cycle of evaluations of UNESCO's six Culture Conventions [7]and builds on several other studies.[8] The main purpose of this evaluation is to generate findings, lessons learned, and recommendations regarding the relevance and the effectiveness of UNESCO's action in the framework of the 2003 Convention.

11. The evaluation findings and recommendations are intended to be used by the Convention Secretariat, Culture Programme Specialists in UNESCO Field Offices, and the Culture Sector Senior Management to strengthen and better coordinate the Organization's work in relation to supporting Member States in safeguarding ICH. The evaluation also aims to feed into the ongoing Global Reflection on the Listing Mechanisms. Finally, it aims to serve as an important learning exercise for UNESCO staff, partners, Member States, and the multitude of stakeholders working to safeguard ICH. The final evaluation report is submitted to the Secretariat of the 2003 Convention, the UNESCO Culture Sector and presented to the 16th session of the Intergovernmental Committee in December 2021.

Scope and Key Evaluation Questions

12. The adoption of the Overall Results Framework for the 2003 Convention in 2018 formally outlined the Convention's objectives and also provides an appropriate framework against which to measure progress. The evaluation thus assessed UNESCO's standard-setting work within the framework of both regular and extrabudgetary programmes focusing on the period 2018-mid-2021. Nevertheless, to enable an assessment of the results of particular aspects such as the International Assistance mechanism, the Living Heritage and Education Programme, as well as the Global Capacity Building Programme, the evaluation scope included work predating 2018.

13. The evaluation questions focused on measuring the achievements along the following criteria:

- The relevance, effectiveness and coherence of UNESCO support to States Parties in implementing the 2003 Convention, particularly with regards to the global capacity building programme, International Assistance mechanism, Living Heritage and Education Programme, and awareness raising activities on ICH;
- The relevance and effectiveness of the 2003 Convention's listing mechanisms;
- The effectiveness and efficiency of UNESCO's work with partners for greater sustainability;
- The efficiency of the working methods of the Secretariat and the Convention's statutory bodies;
- The relevance and efficiency of monitoring mechanisms set up by the programme;
- The sustainability of the programme under the 2003 Convention as a whole;
- The mainstreaming of UNESCO's Global Priorities (Africa and Gender Equality) in UNESCO's work; and,
- The relevance of key thematic areas of focus for the future implementation of the Convention.

These were elaborated in a consultative manner with the Evaluation Reference Group.[9] Detailed questions against each criteria are set out in the Terms of Reference attached in Annex A.

7 UNESCO's Evaluation Office has undertaken evaluations of all six of the Organization's normative instruments in culture, namely the 1954, 1970, 1972, 2001, 2003 and 2005 Conventions between 2013 and 2019. They are all available on https://en.unesco.org/about-us/ios

8 2013 IOS Audit of the Working Methods of Cultural Conventions; 2019 IOS Evaluation of UNESCO's action to protect culture in emergencies; and a series of decentralized evaluations on capacity-building projects.

9 The Evaluation Reference Group is composed of staff from the Living Heritage Entity, Culture Programme Specialists in each UNESCO region and two former Secretaries of the 2003 Convention.

Evaluation Methodology

14. The evaluation used a mixed-methods approach involving quantitative and qualitative data collected from multiple sources. As per United Nations (UN) evaluation norms and standards, the evaluation team guaranteed complete confidentiality to participants and presents findings in an aggregated manner. Data collection methods included:

- A **Document Review**. The list of documents reviewed is in Annex E.
- An **analysis of UNESCO's regular programme activities and extrabudgetary projects** under the 39C/5 and 40C/5 Culture Sector Expected Result 6 to assess the contribution of UNESCO's support in relation to the Overall Results Framework of the 2003 Convention.
- A **Survey for all UNESCO Member States and Associate Members**, regardless of whether they had ratified the 2003 Convention or not, was online for 7 weeks. A total of 104 responses (63% from women) were received from 89 Member States (response rate: 44%). (See Annex G).
- A **Survey for UNESCO Partners working on ICH** [10] (Accredited NGOs, Chairs, Facilitators of the Global Capacity Building Programme, Category 2 Centres, university networks, experts, and recipients of International Assistance) was online for 6 weeks. A total of 154 responses (48% from women) were received including 46 from Facilitators, 6 from Category 2 Centres, 5 from UNESCO Chairs, and 62 from Accredited NGOs, among others. (See Annex G).
- **Key Informant Interview**s were conducted with 95 people via Microsoft Teams using the interview guides in Annex H. A few interviewees provided written responses. The list of interviewees, 51 of whom are women (54%), is available in Annex B. Their selection was based on the stakeholder analysis presented in Annex I. Figure 1 presents an overview.

Figure 1. Stakeholders consulted during the evaluation process (through interviews and surveys)

Source: Authors, *Includes Headquarters UNESCO staff – Stakeholders allocated to a single category

- An **analysis of results of completed International Assistance projects** (49) was undertaken based on the assessment framework in Annex C. Select project partners and beneficiaries (15 in 8 countries) were interviewed to glean more in-depth information on sustaining results.
- An **assessment of the Living Heritage and Education Programme** was conducted through document review (15 completed and ongoing projects), the development of a Theory of Change for the programme, interviews with UNESCO Culture and Education Sector staff at Headquarters and in Field Offices (6 people), as well as with select partners and beneficiaries (5 people) in four regions: Latin American and the Caribbean, Asia-Pacific, Africa, and Arab States. (See Annex D.)
- **Observation of the Expert Meeting** (May 2021) and the **Open-ended intergovernmental working group** (July and September 2021) within the global reflection on the listing mechanisms.
- **Observation of the meeting of the Evaluation Body** (June 2021).
- A **mapping and analysis of workflows of the Living Heritage Entity** in relation to its statutory obligations, particularly on the listing mechanisms, and the International Assistance process.

10 When identifying themselves, stakeholders were allowed to select more than one category. When calculating the number of stakeholders consulted, the evaluation team allocated respondents to single categories to avoid double counting.

- **Observation of select online UNESCO capacity building activities** during the evaluation period:
  - » Online Training Workshop for ICH in Emergencies in the Philippines, 19 and 26 May 2021
  - » Webinar series, session one: Online facilitation and learning approaches for delivering the global capacity-building programme, 28 May 2021
  - » Living Heritage and Education, Online training of trainers' course, June and July 2021
  - » Associated Schools Network Global Online Meeting, session on Living heritage as an enabling force for transformative education, 3 June 2021
- **Review of UNESCO communication tools and approaches around the 2003 Convention**, the information provided by the Convention website, the communication channels of the Secretariat and its partners and the social media accounts of UNESCO Field Offices and partners.
- **A workshop** on the preliminary findings of the evaluation was held on 30 September 2021 for the Evaluation Reference Group, Living Heritage Entity, and Culture Programme Specialists working in UNESCO Field Offices to solicit feedback on findings and recommendations.

15. Finally, in drafting this report, the evaluation team followed the UNEG Evaluation Norms and Standards as well as the UNEG Quality Checklist for Evaluation Reports. It also respected the standards specific to UNESCO as reflected in UNESCO's Evaluation Policy. The draft report was shared for comments with UNESCO staff working on the Convention and was quality assured by an external evaluator. Recommendations were formulated based on the findings and conclusions and were further recalibrated through discussions with the Evaluation Reference Group as well as input received during the workshop.

Limitations

16. The evaluation took place during the COVID-19 pandemic, which represented both an opportunity and a limitation for the team. More than one year into the pandemic, stakeholders around the world had mastered online videoconference technology. This enabled the evaluation team to effectively undertake nearly 100 interviews remotely. As all meetings and capacity building workshops were being organized online; the evaluation team was also able to observe several of them in real time. However, as travel was not possible, the team's ability to interact with beneficiaries of UNESCO support was limited. Still, the team consciously reached out to partners and beneficiaries, where possible, for virtual interviews.

17. The review of project reports from both the International Assistance and the Living Heritage and Education Programme pointed to limited information available on project results beyond the activity and output levels. Furthermore, the projects, old and new, did not report against the Overall Results Framework of the 2003 Convention, making it challenging for the evaluation team to assess them against the framework. In response to these limitations, the team developed tools to extrapolate the findings contained in these reports to an outcome level: a theory of change was developed for the Living Heritage and Education Programme (LHEP) to tell a coherent narrative about the outcomes achieved by projects and an assessment framework was developed for the International Assistance mechanism to connect project results to the Overall Results Framework of the Convention. The evaluation team used interviews with implementing partners and beneficiaries to further glean information on results beyond outputs.

18. Finally, the evaluation was undertaken in a relatively short timeframe (six months spanning April to September 2021) in order for its findings and recommendations to be presented at the sixteenth session of Intergovernmental Committee in December 2021 and inform future decision-making processes.

Chapter 2: Governance and Management of the 2003 Convention

19. This chapter discusses the effectiveness and efficiency of the governance and management mechanisms established by the 2003 Convention, notably the Intergovernmental Committee and its Bureau, the Evaluation Body, and the Secretariat, also known as the Living Heritage Entity. In doing so, it also provides an assessment of the nominations process to the listing mechanisms and the implications thereof for the roles of all the Convention's actors as well as for the resources available to the Secretariat to support States Parties and partners in the implementation of the Convention.

Intergovernmental Committee and its Bureau

20. The Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage (hereafter the Committee) meets annually to fulfil a number of functions as outlined earlier in the introduction and in Article 7[11] of the Convention. Each session of the Committee elects a Bureau[12] which is responsible for the order of business and running of Committee meetings.

21. Despite the many functions entrusted to the Committee, in practice most of its time (just under half of each session)[13] is dedicated to the inscription of elements on the Convention's listing mechanisms. Reaching consensus on decisions related to inscription is time consuming, leaving little to no room for discussion on substantive issues relating to the implementation of the Convention and the safeguarding of ICH. However, it should be acknowledged that the inscription of elements represents a moment of celebration for States Parties and communities and also significantly raises the visibility of ICH, as is witnessed in the widespread coverage of inscriptions in the press.

22. Members of the Bureau as well as the Evaluation Body made several recommendations to address the Committee's limited time to discuss other issues. First, it was suggested that the Bureau meet prior to the start of a Committee session to identify possible points of contention in the agenda and discuss proposed amendments to draft decisions. The Secretariat can encourage States Parties' submission of proposed decisions and amendments for their circulation to the Bureau and other Committee members so that discussions can take place within regional groups and with the Bureau that enable arrival at a consensus ahead of time. As such, any difficult issues and agreed solutions can be identified ahead of time thereby saving time during the Committee. Another suggestion was for the Committee to automatically inscribe all nominations recommended by the Evaluation Body and to focus its discussions on more contentious files that do not have the full backing of the Evaluation Body. The Bureau could then engage in discussions with the Evaluation Body. For example, the Chair of the Evaluation Body can participate in Bureau meetings to help prepare for the Committee. Between 2017 and 2019, a meeting was organized between the Evaluation Body and States Parties at the end of the Body's third meeting in the fall, as part of an ad hoc working group of the Committee, to discuss issues and challenges linked to each cycle. After the completion of the mandate of that group, dialogue between the Evaluation Body and States Parties did not take place in 2020 and 2021. Seeking further such occasions would encourage transparency of the decision-making processes around the listing, which, as the current evaluation found, nearly a quarter of States Parties believe is currently missing.

11 The functions of the Committee shall be to: (a) promote the objectives of the Convention, and to encourage and monitor the implementation thereof; (b) provide guidance on best practices and make recommendations on measures for the safeguarding of the ICH; (c) prepare and submit to the General Assembly for approval a draft plan for the use of the resources of the Fund, in accordance with Article 25; (d) seek means of increasing its resources, and to take the necessary measures to this end, in accordance with Article 25; (e) prepare and submit to the General Assembly for approval operational directives for the implementation of this Convention; (f) examine, in accordance with Article 29, the reports submitted by States Parties, and to summarize them for the General Assembly; (g) examine requests submitted by States Parties, and to decide thereon, in accordance with objective selection criteria to be established by the Committee and approved by the General Assembly for: (i) inscription on the lists and proposals mentioned under Articles 16, 17 and 18; (ii) the granting of international assistance in accordance with Article 22.

12 The Bureau of the Committee shall consist of the Chairperson, one or more Vice- Chairpersons and a Rapporteur, in conformity with the principle of equitable geographical representation. (Rules of Procedure for the Committee 12.1)

13 15COM (2021): 2.7 out of 6 sessions; 14COM (2020): 5.5 out of 12 sessions; 13COM (2019): 4.5 out of 12 sessions

23. Bureau members also decide on the granting of International Assistance up to USD 100,000, which represent the majority of such requests. To do this, the Bureau meets several times over the year, as requests come in on a regular basis. The Bureau fully relies on Secretariat support for its work and decisions on International Assistance requests, which are based exclusively on the Secretariat's analysis and recommendations. All members of the Bureau that were interviewed expressed their utmost satisfaction with regards to the cooperation and support provided by the Secretariat.

Evaluation Body

24. The Evaluation Body, in conformity with the Operational Directives (paragraph 27), was established for the first time during the 2015 cycle, replacing the previous Subsidiary and Consultative bodies, responsible for the evaluation of the nomination files to the lists and register and requests for International Assistance greater than USD 100,000. The Body is composed of twelve members appointed by the Committee for a four-year term, six experts representatives of States Parties non-Members of the Committee and six accredited non-governmental organizations, taking into consideration equitable geographical representation and various domains of ICH. Every year, a quarter of the Body members are renewed.

25. Each member of the Evaluation Body is responsible for assessing the totality of nomination files for a given year and International Assistance requests over USD 100,000. In the most recent cycle, 60 files[14] (for all the listing mechanisms and IA) were given to the Body out of 220 receivable files. Interviews with Evaluation Body members and the Secretariat point to a consensus among the different stakeholders involved in the process, that 60 is the absolute maximum number of files that the Evaluation Body can assess in the time allotted without compromising on the quality of the review. Evaluation Body members report spending between three hours and an entire working day on each file and individual multinational files can take several days to assess. Therefore, the ceiling cannot be increased without foreseeing additional working time for the Body within a calendar that is already very tight (See Figure 2).

26. Staff from the Living Heritage Entity and members of the Evaluation Body who have participated in several evaluation cycles indicate that the quality of the files submitted has improved with time. States Parties have strengthened their capacities particularly thanks to preparatory assistance and the capacity building programme. Consequently, the Evaluation Body's assessment is facilitated with the submission of more thorough files. Nevertheless, ongoing challenges remain. Indeed, members of the Body indicate that since they can only rely on the information provided in a file, it is difficult to assess aspects such as community involvement and consent or activity budget. Almost all the members interviewed insisted on the fact that the forms do not provide adequate space to reflect the true nature of involvement of communities. Meanwhile, experts involved in the global reflection on the listing mechanisms also considered that making use of information outside the file could create an additional workload including for due diligence. When Evaluation Body members do not reach consensus on a file or feel that they don't have enough information, they have the option to start a dialogue process with the submitting State Party which then has four weeks to submit an answer with the requested information. According to the Evaluation Body members interviewed, this process is a positive development as it allows to resolve minor issues, benefitting both the Body which can make more informed decisions and the States Parties that have better chances of seeing their elements avoiding referral.

27. Most Evaluation Body members agree that the working methods of the Body are very effective, and the preparatory work and support of the Secretariat is unanimously commended. The work of the Evaluation Body was not disrupted during the Covid-19 pandemic thanks to a mechanism put in place by the Secretariat which allowed the Body to meet online. Moreover, members indicated that the new online interface created for them during the pandemic allowed them to consult the positions of their colleagues, reflect on their assessments and then helped focus discussions on essential matters. At the same time, the online meeting modality had its shortcomings and many interviewees pointed out that because of the shorter time of the sessions (three hours per day instead of six hours in person as in pre-pandemic times in order to accommodate the wide time differences of members' locations), the discussions were limited both in time and substance. Moreover, members needed to connect from different time zones, which affected productivity. All Evaluation Body members agree that their meetings should resume face-to-face when conditions allow for it.

14 See document LHE/20/15.COM/9 on the increase in the number of files submitted and decision 15.COM 9 to assess 60 files during 2021.

However, the online platform remains a useful tool for sharing individual evaluations and should be maintained.

28. States Parties are overall largely satisfied with the work of the Evaluation Body. However, it is noteworthy to point out that 15% of survey respondents indicate that they disagree or strongly disagree with the fact that the Evaluation Body provides a clear assessment of each nomination that is easy to understand. This has consequences for the nominations process as a whole, which 11% of States parties do not consider to be transparent. Furthermore, the Committee does not always follow the recommendations of the Evaluation Body when deciding to inscribe elements on the Convention's lists, a situation that has occurred many times. This raises the question of the irrelevance of the Body as a whole and the necessity of going through the stringent nominations process. Consequently, more communication between the Evaluation Body and the Committee (for States Parties to fully grasp the Body's assessment and the reasons behind it) is needed to clarify any misunderstandings and ensure that all stakeholders have full trust in the process.

Nominations process to the Convention's listing mechanisms

29. The Operation Directives outline the procedure for inscription to the two lists and register of the Convention and for International Assistance requests over USD 100,000. The procedure for inscription can be broken down into three phases, starting with the State Party's preparation of the nomination files and submission to the Convention Secretariat for initial screening, followed by its assessment by the Evaluation Body and finally the decision by the Committee. Figure 2 outlines the lengthy and complex nominations process, the actors involved, and the time required for each phase. The process has many repercussions on the human and financial resources of the Secretariat.

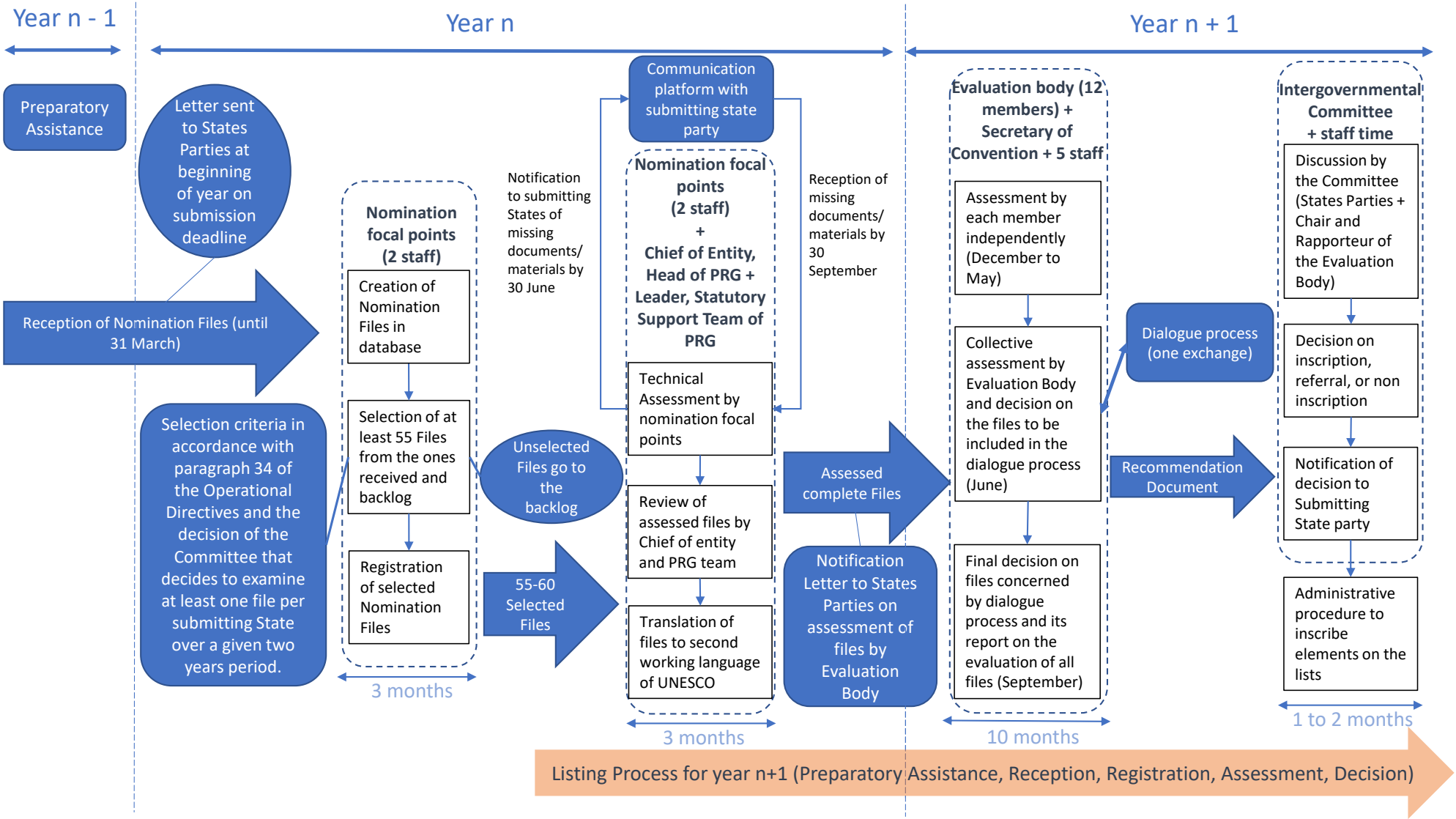
30. Due to the steady increase in nominations, particularly of multinational files, submitted by States Parties[15], the Committee established a ceiling of "at least fifty-five per cycle"[16] to limit the number of files examined as well as criteria for their prioritization[17]. States Parties may still submit as many nominations as they wish but no more than one national file or request for International Assistance (greater than USD 100,000) can be treated per State Party per cycle. Due to the resulting backlog of files, each year the Secretariat must ask each State Party for their preference. As a result, the registration and screening of nominations for a given cycle takes 3 months' time. This is followed by the technical assessment for the completeness of files, requests for additional information and the final selection of the files to be assessed during the cycle, a phase that takes an additional 3 months before the files are sent for translation and then given to the Evaluation Body. The substantial assessment by the Evaluation Body according to criteria set out in Chapter I of the Operational Directives takes place the following year and takes nearly 10 months. After this, the Committee examines each of the nomination files and decides on inscription or referral. The entire process therefore takes two years' time. It is important to specify that two nominations cycles actually take place in parallel every year with one undergoing preliminary screening, selection and translation, while the other undergoing assessment by the Evaluation Body. The Secretariat is therefore required to support both nominations cycles in parallel.

15 For example, in 2018, 56 new files were received of which 7 multinational (**64** eligible) and 50 treated; in 2019, 57 new files were received of which 6 multinational (**73** eligible) and 51 were treated; in 2020, 63 new files were received of which 16 multinational (**80** eligible) and 53 treated; in 2021, 75 new files were received of which 16 multinational (**92** eligible) and 60 treated. Source: Living Heritage Entity.

16 Decision 15.COM 9

17 Selection Criteria: Priority 0: files from States Parties that had no file processed during the previous year; Priority 1: Files from States having no elements inscribed, good safeguarding practices selected or requests for International Assistance greater than USD 100,000 approved, and nominations to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding; Priority 2: Multi-national files; Priority 3: Files from States with the fewest elements inscribed, good safeguarding practices selected or requests for International Assistance greater than USD 100,000 approved; Priority 4: Remainder of files. Source: Operational Directives paragraph 34 and Living Heritage Entity. The Committee further decided that at least one file per submitting State should be processed during the two-year period of 2022–2023 (Decision 15.COM.9).

Figure 2. **Nominations process to the Listing Mechanisms of the 2003 Convention**



Source: Authors from interviews with Living Heritage Entity and Evaluation Body

31. Over 96% of States Parties' respondents to the survey indicated that the calendar for the assessment of nominations is clear. Nearly all also indicated that the ICH Secretariat at UNESCO provides timely and useful expert advice on the preparation of nomination files, although 6% disagreed with this. Interviews with various stakeholders reveal that many find the process to be too long and are surprised to see that there is no accelerated procedure for the List of Intangible Cultural Heritage in Need of Urgent Safeguarding. Indeed, expectations of States Parties are raised during the process of elaborating nominations, and the lengthy treatment of files can contribute to losing the momentum, especially for files remaining in the backlog. At the same time, it is clear that without a significant simplification of the procedures or extra staff capacity, the already very-stretched Convention Secretariat and Evaluation Body are unable to process more nominations or do this quicker than they have already done in previous years.

32. Interviews with the Convention Secretariat reveal that nearly half of its staff are involved in the nominations process to some extent. Two staff (nominations focal points) in the Statutory Support Team work almost exclusively on processing files, while other staff and the Secretary of the Convention also dedicate significant time to these tasks. The three annual meetings of the Evaluation Body are supported by at least nine staff and even more were involved in supporting the meetings related to the global reflection on the listing mechanisms and the Committee meetings. This has important consequences for the Living Heritage Entity's workload and the support that can be provided to States Parties in other areas.

Secretariat of 2003 Convention (Living Heritage Entity)

Figure 3. Organigram of the Secretariat of the 2003 Convention (Living Heritage Entity)

Source: Living Heritage Entity, September 2021

Legend: P – Professional Staff, G – General Service Staff, SC – Service Contracts, PA – Project Appointments, * Western and Central Africa, ** Eastern and Southern Africa.

33. The Secretariat of the 2003 Convention is housed in the Living Heritage Entity of UNESCO's Culture Sector, which is headed by the Secretary of the Convention (Chief of Entity). Figure 3 shows an organigram of the Entity, which comprises two units and two small teams:

    - Programme Management Unit (PRG): supports the governance mechanisms of the Convention, such as the General Assembly, Intergovernmental Committee, Evaluation Body, and other experts bodies, but also includes periodic reporting and the assessment of nominations to the listing mechanisms
    - Safeguarding, Implementation and Monitoring (SIM) Team: administers the International Assistance mechanism of the ICH Fund and monitors projects

- Capacity Building and Heritage Policy (CAP) Unit: designs and monitors global programmes, strategies and funding priorities; develops new knowledge and training content; organizes training; provides technical backstopping for policy development; builds and maintains partnerships; develops fund-raising proposals
- Knowledge Management and Outreach Team: supports management and communication efforts

34. The organigram below shows that there are 28 personnel working in the Entity, but only 13 of these are fixed-term staff (they are displayed with rectangles), whereas the remaining 15 personnel are on temporary contracts (they are displayed with hexagons). This heavy reliance on non-fixed term personnel implies constant overturn of workforce and significant time spent on recruitment as well as heavy investment in training. A number of key posts in all the units, including the totality of posts from the Knowledge Management and Outreach team, are also entirely reliant on extrabudgetary funds.

Priorities and Use of Resources within the 2003 Convention Secretariat

35. The organigram shows the division of labour within the Living Heritage Entity between statutory work (in blue) and capacity building and policy support (in grey). It can be observed therein that twelve people work mainly on statutory matters (which include supporting the governance of the Convention, periodic reporting and the listing mechanisms), whereas eight work on capacity building and policy. The Chief of Entity attends to both and so does the three-person team dedicated to Communication and Outreach. However, around half of their time is also spent on statutory work. Finally, the SIM team works exclusively on supporting the International Assistance process. All of this shows that there are nearly twice more personnel supporting statutory work than those working on the programme. Of course, the Capacity Building and Heritage Policy Unit is not alone in supporting Member States, as it relies extensively on the network of Culture Programme Specialists in Field Office around the world. However, these staff are responsible for supporting the implementation of all six UNESCO culture Conventions and do not receive operational budgets for programme activities under the 2003 Convention every biennium.[18]

36. The high number of persons working on statutory matters is explained by the need to meet rising statutory requests by an ever-growing number of States Parties: an increase in multinational nominations files to the lists, in expert and intergovernmental meetings (such as for the ongoing global reflection on the listing mechanisms), in International Assistance requests, in submissions of periodic reports, and in requests for accreditation by NGOs among others. These do not necessarily correspond to the priorities indicated by Member States and partners in the evaluation survey and during interviews.

37. When asked about the greatest challenges facing countries in safeguarding ICH, Member State respondents to the evaluation survey identified the lack of a national policy or legislation for ICH as the most pressing issue together with the need to raise awareness of the importance of safeguarding and the transmission of ICH. The lack of capacity of government staff and in-country expertise was indicated as the second priority. As discussed in the following chapter on results, States Parties and partners call on UNESCO to grow its capacity building work and expand its support to diverse groups of stakeholders.

38. However, under the current staffing and budgetary situation, UNESCO is not capacitated to simultaneously respond to both rising statutory and capacity building requests. This issue was already raised by the Secretariat years ago, including in front of the General Assembly in 2010 whereby the Secretariat indicated that "at its current level of staffing, the Intangible Cultural Heritage Section is not able to meet the expectations of States Parties to the Convention."[19] In response, a dedicated sub-fund, within the ICH Fund, to be used exclusively for enhancing the human capacities of the Secretariat was established (Resolution 3.GA 9) with an indication of amounts needed (around USD 1 million per year). However, received contributions amounted to USD 1.5 million in total for the period 2010-2019. [20]

39. Interviews with all Living Heritage Entity personnel as well as the findings on results discussed in the following chapter all indicate that a number of programmatic areas merit attention, resources and staff time, but the Entity is not adequately resourced to respond to all of the demands that come its way. All the data collected for this evaluation points to the need for important strategic decisions on priorities and the allocation of resources to be made in the near future.

18 During the 39C/5 and 40C/5, 32 out of 53 UNESCO Field Offices implemented programmes (regular programme or extrabudgetary) under Expected Result 6 dedicated to the 2003 Convention.
19 ITH/10/3.GA/CONF.201/9
20 LHE/20/8.GA/INF.7

Chapter 3: Results achieved with UNESCO Support to States Parties

40. This chapter provides an assessment of some of the key results achieved with UNESCO support, starting with the Overall Results Framework of the 2003 Convention and a mapping and assessment of the coherence of UNESCO's work therein. It further examines the relevance, effectiveness, efficiency and sustainability of the recent reform of periodic reporting, the listing mechanisms, International Assistance, the Global Capacity-building programme, and the Living Heritage and Education Programme. Finally, this section examines the effectiveness of the knowledge management and communication efforts of the Secretariat and explores future possibilities for awareness raising on ICH. Suggestions for the way forward on all these initiatives are included throughout the chapter.

Overall Results Framework of the 2003 Convention and its Use

41. The Overall Results Framework (hereafter the ORF) of the 2003 Convention was approved by the seventh session of the General Assembly of States Parties in 2018.[21] It outlines the Impacts[22] that the Convention is aiming to achieve along with long-, mid- and short-term outcomes. It further introduces eight thematic areas[23] which group 26 core indicators and 86 corresponding assessment factors. According to the presentation[24] of the draft ORF to the 12th session of the Intergovernmental Committee, the framework is intended to be used both at the international and national levels, except for indicators 23 (Committee involves NGOs, public and private bodies, private persons) and 26 (ICH Fund supports safeguarding and international engagement), which are to be monitored at the global level only and are particularly relevant for the work of the Convention Secretariat under its 40C/5 Expected Result 6[25].

42. As the ORF is being rolled out, the evaluation generated insights about its current and future uses by Member States and Partners. Stakeholders confirm that the ORF constitutes an important reference in guiding the implementation of the 2003 Convention. They also note its value in raising visibility and awareness of the diverse and complex issues covered by the Convention and thereby also demonstrating the roles of various actors in its implementation. At the same time, nearly 20% of States Parties and 22% of partners indicate that the ORF is not easy to understand and 30% overall do not know how to use it. In fact, a majority of stakeholders (over 60% of States Parties) including partners say that they require further explanation and support on how to use the ORF. For instance, interviews with Category 2 Centres specialized in ICH show that only a few of them use the framework to prepare their annual workplans, and a few integrate the ORF into their capacity-building programmes. Other Centres feel that the framework does not adequately reflect all relevant areas of work, such as emergencies, particularly since the start of the global pandemic. Another area that is challenging to capture in the ORF is gender equality. While gender is mentioned in indicators 1, 8, 13 and 16 of the ORF and referred to in some of the guidance notes, there is no specific guidance on how to actually consider gender. What is clear is that the framework is still very new, and its thematic areas and multiple indicators require time to grasp. States Parties and partners all express interest in receiving more guidance on how the ORF can be of use to them.

43. Periodic reports submitted by States Parties are an example of the first concrete application of the ORF and are expected to be the principal source of information towards the framework, globally and at the national level. However, the development of the ORF aimed to improve the results focus and monitoring of the globality of initiatives undertaken under the umbrella of the 2003 Convention. Consequently, in addition to the use of the ORF for periodic reporting by States Parties, the evaluation

21 The ORF was developed during a long process with an expert meeting in September 2016 and open-ended intergovernmental working group in June 2017 holding discussions on high-level results and indicators.

22 "Intangible cultural heritage is safeguarded by communities, groups and individuals who exercise active and ongoing stewardship over it, thereby contributing to sustainable development for human well-being, dignity and creativity in peaceful and inclusive societies."

23 Institutional and human capacities, Transmission and education, Inventorying and research, Policies as well as legal and administrative measures, Role of intangible cultural heritage and its safeguarding in society, Awareness raising, Engagement of communities, groups, and individuals as well as other stakeholders, International engagement

24 ITH/17/12.COM/9

25 40C/5 ER 6: ICH identified and safeguarded by Member States and communities, through the effective implementation of the 2003 Convention.

team examined the use of the framework in the design, monitoring and reporting of programmes and activities implemented both by the UNESCO Secretariat (Living Heritage Entity and Field Offices) and through the International Assistance mechanism. While UNESCO staff acknowledge the importance of the ORF, the utilisation of the framework in the work of the Secretariat is still in its early stages. For example, the International Assistance monitoring strategy has begun integrating the ORF in its monitoring of the mechanism as a whole. However, the assessment of 49 completed International Assistance projects shows that even those projects approved since the development of the ORF were not designed with the framework in mind and have not been reporting against it. In another area, the Living Heritage Entity has been reflecting on the use of education-related indicators in the ORF and even organized an intersectoral online expert meeting on indicators with a cultural dimension for evaluating performance regarding SDG 4, in particular Target 4.7.[26] However, the evaluators' assessment of 15 projects from the Living Heritage and Education Programme also shows that so far none of them have used the ORF to assess outcomes achieved, nor do they refer to the framework in any way, even though it contains several relevant thematic areas, including a specific one on Transmission and Education.

44. Grasping the complexities of the framework and integrating it into the project management and reporting cycle is a complex process (even for staff) that is bound to take some time. The evaluation team further acknowledges that UNESCO's corporate monitoring systems do not always offer the flexibility to reflect additional frameworks, nor is there an added value to creating overly complex processes. However, not referring to the ORF in UNESCO project design and reporting constitutes a missed opportunity for using a framework that took so much effort to develop. Reporting against different frameworks is not only confusing, but also does not contribute to the purpose of having an ORF that rallies different actors (States Parties, UNESCO and partners) around a common cause (the ORF's impact statement and different outcomes) and at different levels (national and global). The ORF is still very new and will most likely be reviewed after the first cycle of periodic reporting. Its relevance and effectiveness as a framework and tool for the UNESCO Secretariat and partners need to be tested and this can only be done if the ORF is used in project design, monitoring and reporting. Staff and partners look to UNESCO for guidance on how to make the most of using the ORF in their work.

Overview of UNESCO support on the implementation of the 2003 Convention

45. While the current organizational monitoring and reporting is not done against the ORF, the evaluation mapped UNESCO's programme under the 2003 Convention against the framework to see which areas were receiving the most support. The team coded the 40 C/5 (2020-2021) workplans under Expected Result 6 against the eight thematic areas of the ORF, by funding source and implementing entity (Headquarters and Field Offices). Each workplan fit into at least two thematic areas and was mapped accordingly. Finally, all the workplans were also screened for gender equality considerations. The result is presented in Figure 4.

46. The mapping shows that the thematic area 'International Engagement' has the most workplans, as it includes activities related to the Intangible Cultural Heritage Fund for International Assistance projects. It further includes support to all the statutory mechanisms, such as the organization of governance meetings, the costs of participation in the sessions of the Committee of representatives of developing States, and the cost of advisory services to the Committee. The second most widespread thematic area is "Human and Institutional Capacities" that comprises all the capacity building activities developed by the Living Heritage Entity and UNESCO Field Offices, including around the topic of ICH in emergencies. Finally, a quarter of the workplans tackle the topic "Awareness Raising", mainly through the provision of capacity building to communities and government officials.

47. The analysis also shows that the regular programme represents just 13% of the operational budget of the 2003 Convention for 2020-2021. Indeed, most activities are implemented with extrabudgetary resources from Funds-in-Trust or Special Accounts. Activities from the ICH Fund account for 22% of allotments in the biennium. The analysis also shows pretty even regional distribution of workplans with just over a quarter covering statutory / global activities. It is important to point out that the International Assistance projects were mapped under the global activities, but in reality, they cover all regions and prioritize Africa. Gender equality considerations were found in just 10% of the workplans, which is a cause for concern. This low figure can partly be explained by the reporting format of the Organization's monitoring tool SISTER, which has known shortcomings, including limiting the amount of information that can be entered. Still, this does not explain why so few workplans mention gender.

26 UNESCO and ICHCAP Intersectoral Online Expert Meeting Education-related indicators in the Overall results framework for the Convention for the Safeguarding of the Intangible Cultural Heritage and their relationship with SDG 4, December 2020

Figure 4. **Analysis of SISTER Workplans for 40C/5 (2020-2021) Culture Sector Expected Result 6**

Source: Authors, from 40C/5 SISTER workplans; * Includes International Assistance, more than half of which supports projects in Africa.

Periodic Reporting

48. Following the adoption of the ORF for the 2003 Convention, the Intergovernmental Committee further approved a reform[27] of the periodic reporting mechanism with the aim of enhancing its quality, usefulness, and timeliness. Moving away from the previous global reporting model which was characterized by low submission rates and varied quality of reports, a regional cycle of reporting was adopted, according to which States Parties have an obligation to submit their reports every six years. It was decided that States Parties from Latin America and the Caribbean (hereafter LAC) would be the first to submit their reports by 15 December 2020 for examination by the Committee the following year. Other regions would follow starting with Europe in 2021, Arab States in 2022, Africa in 2023 and Asia and the Pacific in 2024. The first cycle will end with a reflection in 2025.

49. The reform included the revision of the periodic reporting Form to align it with the indicators of the ORF, the development of an online reporting system to facilitate the collection and processing of vast amounts of data and the preparation of Guidance Notes for each indicator. Furthermore, a comprehensive capacity-building approach combining training workshops and exchange platforms was put in place with the aim of building institutional and professional capacities of States Parties to complete their periodic reports. At the time the present evaluation was concluding (September 2021), the capacity-building programme had been rolled out in LAC in 2020 and in Europe in 2021. Periodic reports had been received from LAC and were in the process of being analysed. This provided the evaluators with an opportunity to gather lessons learned from the experiences of those two regions to inform future capacity-building and reporting cycles.

50. The revised periodic reporting that took effect in 2020 fully adheres to the ORF of the 2003 Convention, asking States Parties specific questions on each of its indicators. It is also the first time that baselines were calculated automatically based on States Parties' answers and the latter were also asked to set future targets, two areas that are considered to be a priority by national respondents. Interviews with facilitators that delivered capacity-building on periodic reporting also show that the target setting was found to be useful not only at the national, but also at the regional levels. National focal points were keen to engage in peer learning with their regional counterparts, identify common regional challenges, and discuss possible strategies for improvement. The facilitators cautioned against the hesitance of some countries to show low baselines in their reports but stressed the importance of baseline data and emphasized that its purpose was not to generate comparisons or competition between countries.

51. One of the positive results of the regional capacity-building on periodic reporting was the creation of sub-regional networks in the English-speaking Caribbean and Spanish-speaking Latin American countries to enable exchange among focal points. A European network of focal points was furthermore created under the leadership of Finland and Italy with the aim of continuing awareness-raising and information-sharing on how individual countries were proceeding to collect information from a variety of stakeholders, including communities, for the reporting and for the purpose of collaborating in their safeguarding efforts. This appears to have made a significant difference and has been valued by States Parties. The challenge will be to keep these groups active in the future not only in exchanging on practices adopted through the periodic reporting, but also in ensuring that the collected data feeds into decision-making. Interviews reveal that UNESCO with its Field Offices has an important role to play in this regard.

52. Another notable achievement of the periodic reporting process has been the emergence of policy dialogue at the national level. In fact, over three-quarters of States Parties indicate in the survey that they consulted multiple ministries (beyond culture) in preparing their Periodic Reports. Nearly 85% also claim that they consulted NGOs and civil society in the process. Interviews with facilitators show that the capacity-building on periodic reporting raised the awareness of national focal points on the complexity and plurality of issues covered by the ORF, thereby encouraging participants to think about involving government departments beyond culture. The process also created opportunities to reflect on the safeguarding of ICH and consider new topics such as diversity and even gender equality. The online webinar of focal points in Europe demonstrated that many countries have been going through extensive national consultations, conducting surveys and interviews with diverse groups of stakeholders, including communities of ICH bearers. The pandemic and resulting resurgence of online tools has somewhat surprisingly facilitated the outreach of national authorities, particularly for large countries and for those with overseas territories. However, the pandemic also significantly hampered national authorities' consultation with communities, which could not be undertaken online in all circumstances.

27 LHE/19/14.COM/8

53. At the end of the first reporting year, 28 out of 32 States Parties in LAC had submitted their periodic reports, which attests to the success of the capacity-building process. More than three-quarters of State Party survey respondents further indicate that the training on periodic reporting was sufficient to allow them to complete the reports. Despite initial challenges, all UNESCO staff, facilitators, and national focal points praised the online training and reporting modalities. The 28 reports collected from LAC also represent significant amounts of quantitative and qualitative data, which is another important achievement from the first cycle of reporting.

54. The rollout of the reformed periodic reporting was however not without its challenges and these were exacerbated by the start of the pandemic. The capacity-building approach needed to adapt not only to a new online working modality spanning several weeks (instead of the envisaged 3-day face-to-face training), but also take into account the diverse backgrounds and changing national circumstances of focal points. The focal points identified by the ministries were often not ICH experts and did not know the 2003 Convention, so the training had to be tailored to respond to different levels of knowledge. Interviews with facilitators reveal that the online form and its questions were quite complex and, at times, difficult to navigate. National level consultations among stakeholders were also not always easy and the pandemic created additional challenges in outreach among and beyond ministries.

55. The degree of stakeholder involvement also depended heavily on the positions of the national focal points coordinating the reporting process. Indeed, Ministries of Culture do not have leadership roles nor sufficient resources in many governments and asking culture officers to take on intra-ministerial coordination posed challenges. Changes in government furthermore meant that some trained focal points were suddenly no longer in charge of completing the periodic reports. To remedy this situation, the Living Heritage Entity provided one-on-one support to incoming focal points. An additional challenge included terminology and language, as central authorities often had to translate questions into various national and even local languages to collect information for the reports.

56. Half of all State Party survey respondents found that the overall periodic reporting process was not straight forward. Over 40% stated that they were not given enough time to prepare their reports and indicated that their countries require further assistance from UNESCO in this regard. One key lesson learned from the process was the necessity for the facilitators of the capacity-building to maintain relationships with the national focal points and provide backstopping during the reporting process. A suggested approach for this could be for the Secretariat to contract the facilitators for longer periods of time and take on this supporting role after the training comes to an end. UNESCO Field Office staff also have a continuous role to play in following up with national focal points, a role that many already exercised in LAC. Another lesson was related to the timing whereby all actors consulted indicated that more time should be dedicated for the training itself, but especially for the period allotted to the reporting, which is already being integrated for the planning of the Arab States cycle. Lastly, to allow focal points, including those that change at the last minute, to prepare, it has been suggested that the Secretariat make available self-learning materials and specific units on periodic reporting have already been published on the Convention website.

57. Perhaps the biggest challenge with the periodic reporting will be making sure that the process and the end products are useful and accessible to policy-makers, but also to stakeholders beyond government circles including civil society, researchers, and communities. Several interviewees suggested making the periodic reporting system open to non-government stakeholders' direct input. However, what is even more important is to make the information from the periodic reports available to them in an attractive format that is easy to navigate and use for the purposes of research, policy making and project design. The Policy Monitoring Platform developed for the 2005 Convention is one such example of presenting large amounts of data from the Convention's periodic reports in a digestible way. The State of Conservation Information System of the 1972 Convention is another example. Interviews and the survey data also show the importance of extracting and disseminating good practices from the reports and these could also be made available through an online platform. They also call for global, regional and national synopses of the data. The Secretariat is currently working with a data specialist to develop country profile sheets, which shall constitute useful sources of information when they become available.

58. In conclusion, the reform of the periodic reporting process was successful in achieving its original aims, that of gains in submissions, in encouraging multi-stakeholder consultations, and usefulness as the process has led to policy debates both at the national and regional levels. The Secretariat has commissioned in-depth analyses of the LAC reports by a team of data specialists, researchers and ICH experts. However, it is too early to tell whether the reports will provide sufficient information on progress towards the ORF, and it will be important to assess both the quality and the results of the reports and draw conclusions on these aspects as the information comes in

from other regions. What is clear is that the periodic reporting will be generating a lot of qualitative and quantitative data that needs to be put to good use and further reflection on how to go about this is needed. States that are Parties to other UNESCO Culture Conventions undergo similar exercises that are managed by their respective Secretariats. Discussions with the 1972 Convention Secretariat have begun on the comparability of data in the periodic reports of both Conventions and should continue with the aim of exploring potential synergies. The overall usefulness of the periodic reports in informing decision-making will ultimately depend on the way that the data is both presented and made available.

Listing Mechanisms

59. This evaluation examined the role that the three listing mechanisms (Representative List, List of Intangible Cultural Heritage in Need of Urgent Safeguarding, Register of Good Safeguarding Practices) play in the safeguarding of ICH by asking about stakeholders' expectations of the mechanisms and assessing the extent to which these have been met. The evaluation further assessed possible synergies between the listing mechanisms, as well as with the International Assistance. The evaluation took place in parallel with the ongoing global reflection on the listing mechanisms[28] and therefore did not aim to duplicate the efforts of the expert group nor the open-ended intergovernmental working group in this regard. Instead, the evaluation team followed the debates closely and the discussions are reflected in the present analysis.

Representative List of the Intangible Cultural Heritage of Humanity

60. The Representative List of the Intangible Cultural Heritage of Humanity (hereafter the Representative List) was created by Article 16 to ensure the visibility of ICH and awareness of its significance. The evaluation found that this intent has been largely achieved. Over 90% of Member States and partners believe that the Representative List has ensured better visibility of ICH and understanding of its significance not only in their respective countries, but also at the international level. Indeed, the nomination and inscription of multinational files has demonstrated the effectiveness of the cultural diplomacy inspired by the List. Interviews with stakeholders around the world corroborated that communities take pride in seeing their culture recognized through inscriptions on the prestigious UNESCO list. In fact, the Representative List was seen by many as a major incentive for ratification of the 2003 Convention and has helped this normative instrument achieve nearly universal ratification. To date, the Representative List contains 492 elements corresponding to 128 countries.

61. At the same time, the interviews revealed several shortcomings of the Representative List. While the mechanism has been successful in motivating governments and communities to nominate elements, it has also, in some instances, resulted in increased competition among communities (an issue exacerbated by the limitations established for the number of files that can be treated by the Committee and the Secretariat). Communities whose elements are either not prioritized for nominations by States Parties or are not inscribed are left feeling that their heritage is less important, and this can create feelings of resentment. The rapid growth of the Representative List has also created a sense of competition amongst States and has at times been the cause of international tension. Some ICH experts also question the true representativeness of the list, as the elements are nominated by States Parties and may not reflect the breadth and depth of the diversity of ICH in their territories, thus potentially working against other explicit goals of the 2003 Convention. Finally, nominations to the Representative List are very resource intensive, an issue that is discussed in more detail below, as well as in the previous chapter.

List of Intangible Cultural Heritage in Need of Urgent Safeguarding

62. The List of Intangible Cultural Heritage in Need of Urgent Safeguarding (hereafter the USL) was established in view of taking appropriate safeguarding measures at the request of the State Party concerned (Article 17).[29] The evaluation survey results attest to the effectiveness of the USL for the elements inscribed - 70% of Member States and 60% of partners say that the USL has effectively helped safeguard ICH that was in need of urgent safeguarding; over 80% of respondents overall agree that the USL has helped raise awareness of the importance of safeguarding ICH (with 31% of Member States strongly agreeing); more than three-quarters of survey respondents from Member States agree that the USL has helped develop effective safeguarding plans and finally 75% believe that the USL had helped mobilize resources for safeguarding.

28 The 13th session of the Intergovernmental Committee decided to launch a global reflection on the listing mechanisms of the 2003 Convention. The reflection is considering four main issues: (A) overall approach to the listing mechanism; (B) issues related to the criteria of inscription; (C) issues related to the follow-up of inscribed elements and (D) methodology for the evaluation of nominations. Following preliminary discussions at the 14th session of the Committee, the reflection has consisted of a category VI expert meeting, which took place in May 2021 and a meeting of the open-ended intergovernmental working group in July (Part I) and September (Part II) 2021.

29 According to the Operational Directives of the 2003 Convention, an element is in urgent need of safeguarding because its viability is at risk despite the efforts of the community, group or, if applicable, individuals and State(s) Party(ies) concerned; or in extremely urgent need of safeguarding because it is facing grave threats as a result of which it cannot be expected to survive without immediate safeguarding.

63. However, to date the USL has 67 elements corresponding to 35 countries. These low figures (in comparison with the Representative List) suggest that this list continues to not be prioritized by States Parties. Interviews reveal that one of the primary reasons for these is that the purpose of the USL continues to be misunderstood and its 'urgent' denomination continues to be confused with the World Heritage List in Danger. Interestingly, more than half of Member States survey respondents indicated that inscription on the Representative List has in fact also helped safeguard ICH that was in need of urgent safeguarding. This could be another explanation for States Parties giving preference to that list. Interviews with ICH experts (current and former Evaluation Body members, accredited NGOs, staff) show that part of the misunderstanding of the role of the USL comes from the lack of clarity as to what happens to elements inscribed on the USL. All interviewees agree that elements cannot stay on the USL indefinitely and that their transfer to the Representative List or - in the case of successful safeguarding action – to the Register of Good Safeguarding Practices should be facilitated once proper safeguarding measures have been implemented and the viability of the elements is no longer at risk. Indeed, the possibility of transfer from the USL to the Representative List can also act as an incentive for States Parties to nominate elements to the USL and prepare safeguarding plans, one of the primary objectives of the Convention. Some experts even call for the instauration of maximum durations for inscription on the USL. Without some sort of expiration date for elements inscribed on the USL, the 'urgency' of their inscription is not apparent.

64. The open-ended intergovernmental working group in the framework of the global reflection on the listing proposed procedures for transfers between the USL and the Representative List and the inclusion of successful safeguarding practices in the Register of Good Safeguarding Practices.[30] However, the recommendations do not refer to any specific durations for elements on the USL and any transfer is to be initiated by the State(s) Party(ies) with the consent of communities, groups and individuals.

65. According to paragraph 21 of the Operational Directives, "States Parties may request preparatory assistance for the elaboration of nomination files to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding…". This assistance takes the form of expertise provided to States Parties in the preparation of the nomination files. To date[31], only 15 such requests have been made for amounts ranging from USD 6,000 to USD 17,000 (averaging USD 10,000) of which nine have resulted in inscription on the USL. Indeed, according to the Secretariat's report on the Use of Resources of the Intangible Cultural Heritage Fund[32], preparatory assistance has been underutilized (15.5% expenditure rate for 2018–2019). This is supported by the survey results which showed that only seven out of the 103 respondents said that their country received preparatory assistance. Equally interesting is the finding that 20% of Member State respondents said they are not aware of how to apply for International Assistance. Interviews with multiple stakeholders confirm that the mechanism for the preparation of nomination files is not well known and that more efforts are needed from the Convention Secretariat to promote it. These findings indicate that the role of International Assistance in increasing nominations to the USL has clearly not reached its full potential.

Register of Good Safeguarding Practices

66. The Operational Directives (paragraphs 42-46) on the basis of the Convention Article 18 establish a mechanism to promote national, subregional, and regional programmes, projects, and activities for the safeguarding of the heritage which it considers best reflect the principles and objectives of this Convention, which has come to be known as the Register of Good Safeguarding Practices (hereafter the Register). To date, this register has only 25 elements corresponding to 22 countries. Consequently, there are too few examples to turn to for inspiration and only one-third of partners indicated in the survey that they always turn to the Register when looking for examples of good safeguarding practices on the UNESCO website. Interviews with various stakeholders indicate that this low figure can be attributed to two primary factors. First, the ceilings imposed on the number of nominations to the listing mechanisms require States Parties to prioritize one nomination file and most prioritize the Representative List. Second, the nomination files to the Register are more technical and harder to prepare. States Parties therefore favour the Representative List, as it allows them to showcase elements and related safeguarding without going through a process considered to be more stringent.

67. A reflection for a broader implementation of Article 18 of the Convention was recently recommended by the open-ended intergovernmental working group,[33] but it is important to mention that a study on 'Alternate, lighter ways of sharing ICH

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32 LHE/20/8.GA/7 Rev.
33 LHE/21/16.COM WG/Recommendations

safeguarding experiences'[34] was already undertaken in 2018 by the Secretariat of the 2003 Convention with the Centro Regional de Investigaciones Multidisciplinarias – National Autonomous University of Mexico through a survey of multiple stakeholders[35] directly involved in safeguarding practices. The survey found that respondents have a clear interest in learning from one another and the majority share their safeguarding experiences with others, often in non-formal ways. It also found that 69% ranked UNESCO's Register as the mechanism that contributes most to providing potentially inspiring information. With regard to new ways of sharing safeguarding practices, the majority of survey respondents stressed the need for a filtering and validation mechanism and for UNESCO to take on the role in both their selection and dissemination, which defeat at least partially the objective of establishing "lighter" ways.

68. Interviews further confirm stakeholders' desire for UNESCO to play a leading role in this regard. One suggestion that emerged during interviews was for the Secretariat to identify potential good practices during its preliminary screening of nominations to the Representative List and the USL and suggest that they be examined simultaneously by the Evaluation Body for inscription on the Register. Another suggestion is for the Evaluation Body to identify interesting safeguarding practices and recommend them for inscription to the Register. In other words, the procedure for nomination to the Register would require simplification and would need to take place in parallel with nomination to one of the other lists. Interviewees almost unanimously agree that the Register has a very important role to play, and this can only be fulfilled if more examples are on it and if an easier way to access the Register could be found for presenting inscribed practices, after thorough analysis.

69. When asked where they look for examples of good safeguarding practices, stakeholders agree that many can be found in already inscribed elements and related periodic reports, as well as International Assistance projects, NGO activities and research on ICH. However, nearly three-quarters of Member State respondents indicate that they never or only sometimes consult these sources when seeking such examples. This points to a need for increased efforts of the Secretariat of the 2003 Convention in the area of knowledge management, an issue that will be discussed later in this chapter.

Opportunities and challenges for the listing mechanisms

70. Overall, the findings suggest that the listing mechanisms have had mixed results, with the Representative List being the most successful of the lot in terms of meeting its original objectives. Many interviewees attest to the fact that the listing has provided a somewhat equal chance for cultural heritage elements in the north and south to receive global attention, which is a major accomplishment for a Convention that is not yet 20 years old. Furthermore, the listing mechanisms have created opportunities for research and teaching and have inspired academics worldwide who use them as examples. At the community level, the listing mechanisms have reinforced the sense of purpose, social cohesion, and identity, all while empowering members to engage in safeguarding. They have further made communities and governments see the value of ICH in sustainable development due to the social, economic and even diplomatic opportunities that have been opened up along with the visibility of specific elements.

71. At the same time, the growth of nominations to the listing mechanisms, especially in multinational files, has represented a major strain for States Parties and for the UNESCO Secretariat. Indeed, the preparation of nomination files to the lists and Register requires time and funding, as well as expertise, which means that States Parties are not on an equal footing when they embark on the process. Amongst the 81 States Parties respondents that had submitted a nomination to one of the listing mechanisms, 60% indicated that it is not easy to prepare nomination files and 35% said that the nomination forms are not easy to understand. When asked about the length of time it took to prepare a nomination, the answers varied from three months to four years, but on average States Parties indicate that it takes them one and a half to two years to prepare a file. The cost of the preparation of such files also varies from USD 2000 to over USD 100,000, with the average being close to USD 25,000. This excludes the cost of examination of the files by the UNESCO Secretariat, Evaluation Body, and Intergovernmental Committee, an issue that is discussed at length in the previous chapter. In light of the many other priorities for the safeguarding of ICH identified by States Parties and communities, it therefore begs to question the necessity of investing so much in nominations files. Consequently, many experts call for the listing system to be simplified in order to free up resources to address the many capacity building needs identified by both States Parties and partners. These will be discussed in the following sections.

34 Alternate, Lighter ways of Sharing Intangible Cultural Heritage Safeguarding Experiences, Executive Summary

35 Two-hundred and twenty-five respondents participated in the survey, representing governmental and non-governmental organizations, private and public companies, foundations or associations, intergovernmental institutions, indigenous communities, academia, and experts.

International Assistance

72. The 2003 Convention established the Intangible Cultural Heritage Fund (Article 25) and the International Assistance (hereafter the IA) mechanism (Articles 19 – 24) which aims to support governments, as well as communities, groups, individuals and civil society and non-governmental organizations in implementing projects in the safeguarding of ICH. The Operational Directives enumerate the purposes for which the IA can be used: (a) the safeguarding of the heritage inscribed on the USL; (b) the preparation of inventories in the sense of Articles 11 and 12; (c) support for programmes, projects and activities carried out at the national, subregional, and regional levels aimed at the safeguarding of the ICH; (d) any other purpose the Committee may deem necessary.

73. The IA mechanism was not solicited much by States Parties in the early years of its existence. The 2013 IOS evaluation indicated a number of reasons for this, including the obligation for States Parties to choose between submitting an element for nomination to the listing mechanisms or requesting IA, as well as challenges in human and financial resources to elaborate project proposals. In 2018, the General Assembly decided (Resolution 6.GA 7) that IA requests up to USD 100,000 (except requests for preparatory assistance) and emergency requests regardless of the amount can be submitted at any time, and that requests up to USD 100,000, including preparatory assistance, are to be examined and approved by the Bureau of the Committee. Consequently, States Parties no longer have to choose between submitting nominations to the listing mechanisms or for IA, as long as the IA is for up to USD 100,000. During 2018-2019 the use of the ICH Fund for IA increased significantly (116%) compared to the previous biennium.[36]

74. The same session of the General Assembly approved the creation of three extra-budgetary fixed-term posts (Resolution 7.GA 8) to form a dedicated team to operationalize the implementation of the IA mechanism. The Safeguarding Implementation and Monitoring team (hereafter the SIM team) was therefore established in October 2019 following the recruitment of three officers to administer the IA mechanism and establish a holistic system of management, monitoring and communication around it. The team was also charged with administering the backlog of IA requests, after the spike in new projects for amounts under USD 100,000 submitted in 2018 and 2019. Today, the team is responsible for assessing and providing recommendations to the Bureau on all requests for IA up to USD 100,000.

75. The present evaluation explored the effectiveness and efficiency of the IA by assessing projects implemented since the creation of the mechanism. Since 2008, the IA has funded 66 completed projects in 39 States Parties across all regions, although more than half have been implemented in Africa. The present evaluation assessed 49 of these, for which reports, or final deliverables were available.[37] The portfolio of projects assessed is presented in Figure 5.

76. The assessment of completed projects shows that IA is actively supporting the implementation of the Convention around the world. In fact, each IA-funded project advances its implementation in at least two ORF Thematic Areas. The following section outlines some of the most important results of the programme and more details on select projects can be found in Annex C.

Results of the International Assistance funded projects

77. The largest number of projects (n=45) specifically address Inventorying and Research with the goal of creating national lists or adding elements to the Representative List or the List of Intangible Cultural Heritage in Need of Urgent Safeguarding. Many deploy community-based inventorying. They range in scope from nationwide (n=14) and regional (n=7) to local (n=24) in focus. (See Project Highlight 1.) Two projects also focus on archiving and digitizing the results of the research. Whether these projects result in a simple inventory or historical and aesthetic studies, the IA supports the active increase, formalization, and sharing of new knowledge about ICH. The projects help States Parties effectively advance the implementation of the Convention and participate fully in the international community of practice engaged in ICH.

78. Most projects (n=42) address Community Engagement in an explicit way. This fact merits emphasis precisely because the spirit of the Convention revolves around acknowledging, engaging, and enabling communities, groups, and individuals whose ICH is safeguarded, and the centrality of their involvement is underscored in the statement of Ethical Principles for Safeguarding Intangible Cultural Heritage. Specific strategies for community engagement vary widely, but community meetings, community-focused capacity-building, and community-based inventorying are the most common. In some projects, community members are actively engaged in identifying the ICH elements to be inventoried, and in many cases, they are trained in the mechanisms and practices of the Convention.

36 LHE/20/8.GA.7

37 The other 17 projects are either currently under way or do not have available reports.

Figure 5. Portfolio of assessed International Assistance projects

Source: Authors compilation from available Project Reports, *Projects for which final reports or other deliverables were available.

PROJECT HIGHLIGHT 1: Strengthening inventory preparation capacity for implementing the 2003 Convention for the Safeguarding of Intangible Cultural Heritage in Saint Kitts and Nevis (2018-2021)

Saint Kitts and Nevis collaborated with the UNESCO Kingston Cluster Office for the Caribbean to develop a robust national infrastructure to implement the 2003 Convention while simultaneously inventorying the ICH elements in most urgent need of safeguarding. Despite being impacted by the COVID-19 pandemic, the project provided capacity-building to members of the national government, representatives of each jurisdiction, and diverse local communities, resulting, among others, in the establishment of the "ICH Secretariat – Saint Kitts and Nevis Living Heritage". Undertaken in collaboration with a local NGO, the Nevis Cultural Development Foundation, the project has also documented various elements in need of urgent safeguarding, setting the basis towards creating a National Register of ICH elements and at the same time raised awareness with the general public of the importance of ICH and the Convention. Armed with this new awareness, a Community Group conceived a new project named "CORE (Cultural Oriented Revival Explosion) Folklore Performing Arts Training Workshop Revitalization of Intangible Heritage (Christmas Sports) Embracing our Culture within the Community" to provide community members with training for young adults in three local ICH elements Masquerade, Mocko Jumbies, and Bull Folklore. Moreover, the continuation of these traditions have captured the interest of the national tourism board, which promotes it for sustainable cultural heritage tourism.

Source: project reports and interviews with the implementation partner and UNESCO staff.

79. A significant number of projects (n=38) also raise awareness of ICH and the Convention. Here again, the scale of these efforts depends on the specific needs and ambitions of the individual projects, and they range in scope from national to community focused. The mechanisms for awareness raising also vary, but community meetings, media productions, publications, and ICH performances are the most common. For example, a project in Vanuatu aimed to rebuild community meeting houses after a cyclone destroyed them; these structures emerged as a focus from a damage report after the storm, and the effort to document and rebuild them raised awareness about the ICH elements that convey knowledge about the houses as well as their centrality to community life. Similarly, a project in Kyrgyzstan on safeguarding ICH related to sacred sites included a focus on awareness raising; the project generated and widely disseminated nine short videos featuring ritual practices at remote sacred sites, emphasizing the importance and value of ICH and its safeguarding for younger generations. While project reports do not provide adequate information to determine the number of people reached with these efforts, it is clear that States Parties and implementing organizations understand the value and importance of raising awareness of ICH and the Convention.

80. A significant number of projects addressed emergency situations or the need for urgent safeguarding (n=18). In these cases, IA provided the necessary resources for States Parties to address complex social or environmental circumstances that threatened the continuity of ICH or enabled intervention where a particular ICH element or set of elements was at great risk. For example, Cote d'Ivoire emerged from a military and political crisis in 2011 and requested support for urgent safeguarding in its six most impacted administrative areas. It also used this opportunity to build national infrastructure to implement the Convention with a competent body as well as regional coordinators throughout the country; national staff, participating agency members, and community representatives were further trained in community-based inventorying, and the country developed and implemented a National System for the Recognition of Living Human Treasures to support the transmission of ICH. In contrast, Morocco sought assistance for the urgent safeguarding of a very localized element, Taskiwine, Amazigh dance and songs of the western High Atlas. Thus, projects address urgent safeguarding in flexible ways that support States Parties' needs.

81. States Parties strategically deploy IA-funded projects to develop much needed national infrastructure to support ICH safeguarding. The strategies include developing regional and local working groups on ICH; building capacity of local universities, NGOs, and civil society organizations; and engaging communities in ICH safeguarding and management. A Mongolian project funded capacity-building in NGOs across the country through trainings, a handbook on safeguarding, and a national network of NGOs. Vietnam has taken a different approach, making requests for four different organizations to undertake safeguarding on different scales from national capacity building in designing, implementing, and evaluating ICH projects to the safeguarding of oral traditions in a particular community. In this way, Vietnam spread ICH work across the country. It is also important to note that many States Parties have received funding for national projects (n=14). This growing infrastructure suggests that they are taking ownership of the Convention and are investing resources in ICH safeguarding.

82. Many projects use UNESCO's capacity-building materials, community-based inventorying, and trained facilitators to kick-start their safeguarding efforts, and UNESCO's development and diffusion of these assets has had a real impact on the development of ICH safeguarding infrastructure around the world. The trained facilitators also work to foster a strong sense of camaraderie and collaboration, providing some project participants with the sense that they are engaged in an international movement for ICH. This is the primary mechanism through with the IA is supporting knowledge management related to lessons learned from funded

projects. It is worth noting that very few projects (n=3) contemplate other forms of International Collaboration like regional capacity building efforts.

83. Although the number of projects that focus on the Role of ICH in Society is small (n=7), these projects have generated significant results. For example, "Rituals and practices associated with Kit Mikayi Shrine of the Luo community in Kenya" contemplated how ICH could contribute to sustaining the social identity in a small community, and "Inventory of intangible cultural heritage in Mali with a view to its urgent safeguarding" was a direct response to cultural repression by extremists. Other projects have focused on social cohesion, post-conflict contexts (see Project Highlight 2), tourism, minoritized communities, and ecological knowledge. Surprisingly, no projects have explicitly addressed how ICH might be used to address sustainable development or gender equality.

PROJECT HIGHLIGHT 2: Intangible cultural heritage as a basis for resilience, reconciliation, and construction of peace environments in Colombia's post-agreements (2018-2020)

Developed in the wake of Colombia's peace process, the Universidad del Norte implemented this project to foster social cohesion between the community of Conejo and a local group of former combatants from the guerrilla army (FARC) who had been relocated to nearby Pondores as part of the national peace agreement. The project also sought to recover cultural practices that had been interrupted by the conflict by bringing 40 people from Conejo together with 20 former fighters for community-based inventorying and the development of audio-visual content. Exchanging on shared ICH elements created the basis for mutual respect and conciliation on both sides of the conflict. It also actively raised awareness of ICH in the wider population through meetings, publications, podcasts, and in a local museum. Collaboration on ICH safeguarding, and the recognition of shared cultural practices became an important bridge between these two groups, and project beneficiaries report that a new shared sense of identity emerged in this process— "a sense of us."

Source: project reports and interviews with the implementation partner and select beneficiaries

84. Whether intended or not, IA funding is widely seen as an endorsement from UNESCO of a project's aims and means. This imprimatur provides local actors with social capital that they can then use to continue to advocate for ICH safeguarding, especially the needs and interests of communities, groups, and individuals whose heritage is the focus of the project. Project leaders and beneficiaries report a sense of pride and appreciation for UNESCO's support of their efforts. This validation should not be underestimated, as it also captures the attention of local, regional, and national political leaders. This correlates with the survey responses cited above that indicate that the USL helps muster resources for ICH safeguarding.

Administering the International Assistance mechanism

85. Interviews with various stakeholders (States Parties, NGOs, facilitators, and Secretariat) as well as the evaluation survey of States Parties show that many States Parties (20%) and Partners (22%) continue to be unaware of the existence of IA mechanism. Reasons for this include that the information does not always reach the right stakeholders at the national level and a general lack of awareness of the importance of ICH safeguarding. To address this challenge, the newly-created SIM team has been working on a communication strategy to promote IA and is in regular communication with Field Offices and the Living Heritage Entity's regional officers. News on approved or completed projects has also been published on the ICH website. The team should continue these efforts and also consider approaching stakeholders beyond UNESCO ICH circles and specifically targeting States Parties that have not applied for assistance before, whose national officers working on ICH may not be aware of the mechanism.

86. Interviews and survey results also outline a number of difficulties facing applicants. Many countries do not have the capacity to develop quality project proposals and to fill in the forms, which are deemed to be very technical and complicated. Since its setup, the SIM team has been supporting States Parties in the development of quality proposals through regular exchanges and technical support to applicant organizations. The team further supports the formal technical assistance process which enables the hiring of experts to coach States Parties in the preparation of requests. Moreover, the team is working on a toolkit which is needed by many States Parties that find it difficult or do not know how to apply for assistance. Evaluation data from interviews and surveys reveals that more capacity-building focussing on the preparation of IA requests is needed and some respondents call for a learning by doing approach whereby participants of capacity-building workshops can prepare real-time project proposals together with UNESCO facilitators as part of the training. Many also call for the simplification of forms and for continuous guidance in filling them out.

87. The evaluation also found that not all actors involved in project implementation understand the dynamic nature of ICH. Various reports and interviewees evidenced a deeply held belief that the historical practice of ICH was better or "more authentic"

than contemporary innovations. As Article 2 of the Convention states clearly, ICH "is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history." However, this key concept seems to have escaped some involved in conceptualizing, formulating, and implementing specific projects. Consequently, more conceptual discussions within UNESCO as well as awareness-raising among potential applicants is needed in this regard.

88. Because the Convention revolves around communities, groups, and individuals and because the request for funds form requires applicants to describe how they will be involved, this aspect of ethical behaviour is widely considered, as noted above. There are also sporadic references to prior and informed consent. However, there is very little other information that provides indications of other aspects of ethical behaviour as described in Ethical Principles for Safeguarding Intangible Cultural Heritage. Similarly, most reporting to date does not effectively document the quality and extent of community engagement in projects. For example, a single community meeting is likely to have less impact than an ongoing programme led by community members. Further guidance is therefore needed in this regard.

89. Projects have a relatively low level of monitoring and evaluation overall. The current reporting procedures require the implementing agency to submit a single progress report and a final report or other final deliverable. The longer-term impact of activities remains largely undocumented. Project reports provide limited information about the priorities of gender and the links between ICH and sustainable development. In most cases, there are general assertions that women and youth were included in different activities, and a few projects did focus their safeguarding efforts on women's and men's ICH elements. Projects that focused on education provided more information in this area, but other projects provided almost none. Finally, sustainable development was only mentioned in relationship to two projects. To tackle these challenges, the SIM team has been elaborating a monitoring system for the IA mechanism as a whole and for individual projects using the indicators from the Overall Results Framework coupled with analysis of quantitative and qualitative data. The mechanism also envisages to refine the collection of data on key aspects such as gender, community engagement and sustainable development.

90. To date, projects administered by UNESCO Field Offices (n=7) through the service modality have produced mixed results. In such cases, it is the Field Offices that receive the IA funds, as opposed to the implementing entities directly, and are responsible for the contracting, supporting the beneficiary country in project design, implementation, monitoring, and reporting. Interviews with both Field Office staff, as well as select in-country beneficiaries show that UNESCO involvement in the projects from the onset brings not only increased visibility for projects and national buy-in, but also develops the capacity of national stakeholders. At the same time, the administration of IA projects by UNESCO offices creates significant amounts of extra work and UNESCO Field Offices do not always have the human and financial resources to effectively manage additional projects, particularly when they are responsible for covering many countries. To remedy this, it was suggested that Field Offices be required to formally put aside part of the grant allocation for the administration of projects (they are currently entitled to use 20% of the budget for administrative costs) and ensure that dedicated staff time is accounted for. Furthermore, an agreement between Field Offices and the beneficiary State Parties needs to be established from the onset of every project to outline roles and responsibilities and establish clear expectations around communication and responsiveness on both sides.

91. In conclusion, the IA mechanism has achieved significant results, but several areas require further strengthening. The further development and rollout of the SIM team's strategy for IA should allow for addressing most of the challenges mentioned above. Indeed, the forthcoming guidance for applicants can facilitate the process and increased opportunities for learning and exchange among projects can inspire a new generation of applicants.

Global Capacity-building Programme

92. The Global capacity-building programme was created in 2009 to support countries in safeguarding their ICH through the ratification and subsequent implementation of the 2003 Convention. The programme encompasses the provision of open-source materials and the delivery of services combining training, advisories, stakeholder consultation and pilot activities at country level through a trained network of facilitators.[38]

93. Most stakeholders interviewed believe that capacity-building is at the core of what UNESCO is and should be doing. Several interviewees attribute the nearly universal ratification of the 2003 Convention not only to its listing mechanisms, but also to the success of the capacity-building programme in its early years. Indeed, the

38 The network of facilitators was established to support capacity-building initiatives notably by undertaking needs assessments to identify capacity-building needs, providing training on ICH safeguarding under the 2003 Convention, advising and supporting countries in their safeguarding efforts such as in policy development and programme design, contributing to the development of the capacity-building strategy and elaboration of training materials, building relationships and exchanging experiences with other facilitators and contributing to the monitoring of the programme (Source: Statement on Facilitators Network).

programme has brought a variety of actors (government officials, NGOs, academia, and communities) together, raised awareness of the importance of safeguarding ICH and has strengthened their capacities in implementing the various mechanisms created by the 2003 Convention.

94. According to the evaluation survey of Member States, nearly three-quarters of respondents (n=103) indicated that they had benefitted from one or several capacity-building workshops on the 2003 Convention. The Convention website documents over 300 such events over the past decade. When asked about the measures taken within their countries as a result of the capacity-building, nearly 20% of respondents indicate awareness raising on the Convention through ICH activities with communities, translation of UNESCO documents on ICH into local languages, the production of research and guides for implementing the Convention at local levels and such as through schools. Furthermore, ten Member States report creating networks of NGOs to enhance their participation in safeguarding measures, and the involvement of schools to raise awareness and collaboration with other countries and among communities. Another 20% of countries reported having embarked upon inventorying activities following the training. Finally, 15% reported that the training opened the door for policy, legal and institutional changes through the enactment of ICH laws, the creation of competent bodies and the formulation of national safeguarding strategies.

Global network of facilitators

95. The creation of the facilitators network is identified by many as an achievement in and of itself. Individual experts are trained by UNESCO and integrated into the network, which today has 140 members with significant experience in teaching, research, and work with communities on the safeguarding of ICH. Interviews with UNESCO staff around the world indicate that the network is well regarded for its expertise and in-depth understanding of the 2003 Convention and its mechanisms. Indeed, both the Living Heritage Entity at Headquarters and Field Offices rely on the facilitators to deliver capacity-building workshops and provide other support such as preparatory assistance. In many countries, the facilitators have become national resource persons for the 2003 Convention.

96. At the same time, UNESCO staff around the world reveal weaknesses in the network's expertise and capacity to cover all regions and thematic areas. A review of the facilitators' profiles on the 2003 Convention website shows that many have not delivered capacity-building workshops for UNESCO (although they may have delivered trainings for partners such as Category 2 Centres or directly for States Parties) and this includes some that were trained many years ago. Reasons for this vary. First, the network's geographical coverage is rather uneven, with fewer facilitators available in LAC due to the lack of local expertise, but also language. The Secretariat did train a second generation of facilitators[39] during 2018-2019 but was unable to hold a workshop in LAC due to the start of the pandemic (however several facilitators from LAC benefitted from training on the Overall Results Framework during the capacity building sessions on periodic reporting in the region). Second, all facilitators have other jobs and may therefore not always be available for UNESCO assignments. Finally, as the capacity-building programme expands its scope to cover new thematic areas such as education, sustainable development, emergencies, and others, it has found it challenging to find experts in these domains.

97. In practice, UNESCO relies on a limited number of facilitators in each region, which is not sufficient to meet the growing demand from Member States. UNESCO staff implementing the capacity-building programme agree that there is a need for the network to be strengthened. Several options for this have been mentioned by staff and active network members. The first one would entail holding an open call for facilitators, something that has never been done to date. This would help expand the pool of candidates and encourage a newer generation of experts to come forward. Of course, selection and training by more experienced members would be necessary to integrate the new cohort of facilitators. Another option for growing capacity of the network is to train candidates among national stakeholders already involved in related activities such as International Assistance projects, an initiative already being tested in several regions. This enables a learning by doing approach that allows not only for capacity to be built, but for the experts to be well versed in the Convention's mechanisms through direct involvement therein. This second option also supports the view of many interviewees for the need to encourage more country-specific expertise in the network, rather than having several international experts in each region. Local experts are key to contextualising training and making sure it meets the needs of stakeholders. Building country-specific capacity is also seen as more equitable (experts' fees are aligned with national realities) and sustainable (they are

39 Six training activities were held for 103 facilitators (61% women) from Asia and the Pacific, Africa, Europe and Arab States, 55 of them were new (54% women). Source: Living Heritage Entity.

more likely to stay involved in projects at the national level and therefore continue to build capacity of national counterparts). In fact, the Intergovernmental Committee also encouraged States Parties to support the organization of national networks of trainers[40] and the ICH Funding Priority 1 has also integrated this aspect. Another suggestion made by interviewees was to open the network to experts beyond the cultural sphere and to train education, environment, gender, and other specialists in ICH. During 2021 the Living Heritage Entity began training facilitators in safeguarding of ICH in formal and non-formal education with the aim of establishing a learning network. This activity was still ongoing at the time of the evaluation but is a step in the right direction for the diversification of expertise in the facilitators network.

98. Facilitators indicate that they highly value being part of the network for their personal and professional development. Despite a number of opportunities (such as on the side-lines of the Committee or through online webinars organized by the Secretariat) to exchange with their peers, many facilitators believe that the true learning potential of the network has not been achieved and suggested several ways forward. One is to organize more online webinars with a focus on specific themes and limit the number of participants to enable more meaningful and deeper exchanges. In a context of constrained resources, such sessions can be run by the facilitators themselves on a rolling basis with the Living Heritage Entity simply providing a platform. Another suggestion is to create thematic working groups among facilitators to encourage the sharing of experiences. This is already happening to some extent, albeit on an ad hoc basis. A workshop planning and reporting tool has been introduced to enable facilitators to share materials such as case studies but has not been widely used and this is clearly a missed opportunity. Many facilitators expressed interest in having a global platform put in place by UNESCO that would enable them to have discussions, organize webinars and share materials and other information. Regional groups on social media already exist (for example created following training-of-trainers courses organized by the Secretariat with Category 2 Centres) but do not provide for interregional exchanges, nor have sufficient information to invite new members. A simple Facebook group would be very welcome, particularly now that the pandemic has initiated all network members to online interfaces. Finally, many facilitators expressed the need for further training in online modalities and tools for workshop delivery.

40 Decision of the Intergovernmental Committee: 13.COM 5

99. The facilitators network is a key partner in the delivery of the global capacity-building strategy. For a partnership to be effective, it needs to benefit both sides. Facilitators receive training and are able to use their 'UNESCO status' to find other employment opportunities. UNESCO, on the other hand, is not benefitting from the entire network. Ten years after its establishment, the time is opportune to take stock, create incentives for active membership and to consider possibilities for exit. For example, involvement in at least one activity with UNESCO or one of its partners every three to five years could be made mandatory.

Materials for capacity-building

100. The development and open-source provision of capacity-building materials is seen by many as another significant achievement of the programme. Today, the materials repository houses 62 thematic units covering a variety of themes such as implementing the Convention at the national level, ratification, community-based inventorying, preparing nominations to the Lists of the Convention, developing safeguarding plans, gender and ICH, preparing International Assistance requests, and policy development. These thematic units are furthermore available in a wide range of languages. More recently, specific units were added on the Overall Results Framework and associated periodic reporting. The materials have become widely known references in expert circles and are used by Category 2 Centres, universities and NGOs.

101. As the capacity-building programme evolves and its delivery adapts to new thematic priorities and an online delivery modality (accelerated by the outbreak of the Covid-19 pandemic), the evaluation found that the repository of rather lengthy materials is not as suitable to an online learning environment. Interviews with facilitators indicate that the materials are seen as starting points but cannot keep participants engaged on the web. Consequently, many are reverting to the use of online tools for collaboration such as Padlet, Mentimeter and others. Interviews also suggest that the materials need to be rethought and adapted for younger generations. For example, inventorying can be done through mobile phone applications.

102. Interviews with facilitators also reveal that what they are in need of most are case studies and examples of good practices, which they do not obtain through the materials, even though some case studies are made available to them in the repository. Consequently, rather than mainly invest in the regular updates of course

notes and PowerPoint presentations, the Secretariat can further commission thematic studies (potentially using multimedia) and encourage their wide dissemination, such as through the learning platform for facilitators as discussed above. Some examples have already been made available to facilitators through the Sustainable Development Toolbox. It can also integrate the important research being done by some of the Category 2 Centres such as the IRCI and the training materials developed by CRIHAP to name but a few. The Secretariat has already begun work on a Learning Management System that can integrate a new generation of learning materials and other resources for the capacity building programme.

103. In today's everchanging work environment, self-learning offers a flexible and less expensive alternative. Interviews with several facilitators and UNESCO staff indicated that the capacity-building programme also needed to look in this direction and diversify learning modalities. One such initiative has already begun with the ongoing preparation of the first-ever Massive Online Open Course (MOOC) on Living Heritage and Sustainable Development[41].The course aims to provide learners with "a better understanding of intangible cultural heritage and its relationships with sustainable development, while exploring examples and experiences of communities from around the world."[42] It targets academia and practitioners, but also 'anyone new to the concept of ICH' in order to highlight its value in people's lives, including youth. It is already seen by many as an indication for what future learning could look like and an opportunity to reach out beyond traditional expert circles.

Monitoring and learning from capacity-building efforts

104. One of the underlying challenges of the capacity-building programme relates to monitoring, which is currently limited to facilitators uploading their reports on the delivered trainings onto the workshop planning and reporting online tool that was specially created for this purpose. These reports give rich accounts along with lessons learned that aim to contribute to the strengthening of the programme. However, reading and analysing the reports takes time and resources, which the very short-staffed capacity-building unit in the Living Heritage Entity does not have. Both the Secretariat and the facilitators agree that reporting is therefore not the optimal way to monitor progress nor to learn from experience. Furthermore, it does not provide an account of what happens with the participants once the training has come to an end. Indeed, meaningful follow-up needs to include inquiries with direct beneficiaries several months and even years down the line. This has only been possible for a few extrabudgetary projects that underwent independent evaluations.[43]

105. Given the current capacity constraints of both the Living Heritage Entity and UNESCO Field Offices that organize the trainings, monitoring efforts need to be strengthened using alternative approaches. One suggestion consists of facilitators being responsible for the follow up and having this be part of their service delivery contracts. This can include a needs assessment with follow-up on any previous activity, as capacity-building initiatives are usually delivered in series. It can also entail direct contact with beneficiaries six-months down the line to distil lessons learned and collect data on short- and medium-term outcomes of the trainings, an approach that needs careful planning in advance. Another modality for the sharing of monitoring information among participants can be through short and interactive webinars, including on social media. The Secretariat has organized a few of these with the participants of training on periodic reporting and these instances provided valuable information on how national focal points were advancing in the process and tackling challenges along the way. Indeed, informal sharing of experiences can be more effective, less resource intensive and easier to digest than written accounts.

Additional insights from the capacity-building programme

106. As the 2003 Convention enters its fifteenth year of implementation, States Parties continue to identify the lack of capacity of government and in-country expertise as key areas requiring attention. At the same time, the interviews with UNESCO staff and facilitators reveal that capacity-building is facing a paradox: the Convention itself is for States Parties, but ICH lies within communities. UNESCO has always strived for community participation in its initiatives and facilitators attest to encourage at least one-third of all participants to come from communities, one-third from civil society

41 The MOOC is being developed in partnership with the UNESCO Chair on Research on Intangible Cultural Heritage and Cultural Diversity at the Autonomous University of Mexico, the International Information and Networking Centre in Asia and the Pacific under the auspices of UNESCO (ICHCAP) and the SDG Academy from the Sustainable Development Solutions Network

42 Massive Open Online Course (MOOC) on Living Heritage and Sustainable Development, CONCEPT NOTE

43 'Strengthening capacities of Portuguese-speaking countries in Africa for implementing the Convention for the Safeguarding of the Intangible Cultural Heritage' July 2016; 'Inventaire du patromoine culturel immatériel present en Côte d'Ivoire en vue de sa sauvegarde urgente – Phase I Rapport Mission d'évaluation externe June 2017; Evaluation Report on the Project "Support to the Effective Implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage in Nigeria" 2017; 'Evaluation of the Flanders/UNESCO Trust Fund for the Support of UNESCO's Activities in the Field of Heritage' November 2020; Strengthening the Capacities of Suriname and Dutch Caribbean Islands to Implement the Convention for the Safeguarding of the Intangible Cultural Heritage

and for one-third to be government counterparts. Some call for a shift in the focus of capacity-building even more towards communities, including focusing on bearers and NGOs (this is also discussed in Chapter 4 on partners) or adopting a more tailored approach targeting individual groups. Indeed, workshops need to be more focused on needs and interests of recipients. For example, workshops for Ministry of Culture can focus on policy and institutional issues, while inventorying remains at the heart of activity for communities. To strengthen and encourage community participation, interviewees have suggested having open calls such as on social media.

107. Another ongoing challenge with the capacity-building has been what some perceive as the 'imposed' integration of gender equality in the training. Specialized gender modules were developed for the training along with tools on discussing gender and ICH for facilitators. Interviewees indicate that discussion around the topic should be encouraged but should come naturally from within the groups. Additional case studies or examples can be most useful in this regard to stimulate thinking and discussion. Gender equality considerations can also be linked to a broader rights-based approach that focuses on local knowledge and as such on ethnic minorities, indigenous peoples, and the disabled.

108. As awareness of ICH and the importance of its safeguarding has evolved significantly, the capacity-building programme now focusses less on the basics of the Convention but goes more in-depth on its mechanisms and pursues new thematic areas. Indeed, to demonstrate the value of ICH in sustainable development, it is important for the trainings to include not only culture specialists, but to reach out to people working in other domains that may be of relevance to ICH. This was successfully demonstrated during a workshop in the Philippines earlier this year (see the Project Highlight 3 on the Philippines Online Training Workshop for ICH in Emergencies) as well as through the Training of Trainers on living heritage and education.

PROJECT HIGHLIGHT 3: Takeaways from the UNESCO-NCCA Online Training Workshop for ICH in Emergencies

Following the adoption of Operational Principles for Safeguarding ICH in Emergencies in June 2020, the capacity-building programme developed training materials thereon and piloted them for the first time during a workshop in the Philippines for ICH in Emergencies. The workshop had a dual purpose: to demonstrate how ICH is impacted by disaster and how ICH can be mobilized to mitigate the effects of disaster. It virtually brought together over 40 participants from all over the Philippines (a large country of thousands of islands) representing both cultural organizations (National Historical Commission, museums, Commission for Culture and the Arts…) and other bodies such as Provincial Government Planning Offices, the Department of Education, Tourism Offices, and the National Council on Disaster Risk Reduction. It provided a unique opportunity to bring cultural practitioners, policy makers, and disaster risk reduction specialists together to discuss the role of ICH in disasters in the Philippines. The training was organized over a three-month period, with participants meeting twice every month for a balance of theory and sharing of context and experiences. Group work was organized around common ICH elements and their relationship with disasters during which participants were asked to reflect together and present their findings after a month and a half. This staggered online modality allowed for group work to continue over several months and for participants to exchange not only amongst themselves, but also with the facilitator. In the end, participants understood how closely ICH and disasters were intertwined and the role that ICH continues to play in mitigation.

Source: Observation by Evaluation Team of Workshop in May 2021

109. All interviewees report that the online modality has transformed the programme by lowering costs and leaving a smaller carbon footprint (with less travel), enabling the staggering of trainings over time and allowing for the participation of more stakeholders from diverse locations, particularly in countries where UNESCO does not have a field presence and areas of work. (However, it should be noted that the organization of online workshops does not imply a lighter organization and consequent workload for the Secretariat.) The organization of trainings over longer periods of time has also enabled the creation of more meaningful relationships both between facilitators and trainees and amongst participants themselves. Many call for the adoption of a hybrid modality for delivery in the future, which should keep the benefits of cost-savings and staggered delivery to be complemented with fieldwork such as for inventorying when necessary. Reorienting the capacity building programme to meet emerging needs is therefore a key priority and the Living Heritage Entity has initiated the implementation of the reorientation after thorough reflection.

Future priorities for capacity-building

110. In terms of future focus areas for the global capacity-building programme, the evaluation found no shortage of ideas. Some interviewees and the surveys point to the continuous need of building capacity around the Convention's five domains[44] to ensure a thorough understanding of what constitutes ICH, including its dynamic character which continues to be confused by some with traditions of the past. States Parties identified inventorying among their top three needs, including on how to involve communities therein. Digitization of ICH was the second priority, as confirmed through evaluation interviews with various stakeholders. Finally, States Parties continue to express interest in training on the preparation of nominations to the Convention's listing mechanisms and requests for International Assistance.

111. Interviews with partners show that there is increasing interest and even urgency for the capacity-building programme to address topics such as intellectual property and the commercialization of ICH. Indeed, many stakeholders highlight the importance of ICH in income generation activities for the involvement of youth and future generations. A related area of interest is the role of ICH in sustainable tourism and many interviewees indicated that UNESCO is the only Organization that can lead the discussions on this topic. Another area that merits attention is the issue of transmission in different contexts and particularly during migration, such as from rural to urban areas, and during displacement. Many stakeholders see climate change and disasters as a key priority for the programme to continue addressing and expand on. Finally, education is seen as a top priority and will be discussed in the following section. What is clear is that the programme needs to reach out beyond the cultural sector to strengthen the link between ICH and sustainable development.

112. As resources for capacity-building continue to decrease[45] (several multi-year extrabudgetary projects have now run their course), the Living Heritage Entity is relying more on its partners such as the Category 2 Centres and select UNESCO Chairholders to deliver capacity-building and this has presented opportunities for expansion of the programme (see chapter 4), albeit not in all regions. Surprisingly, the pandemic's introduction of online modalities also has important prospects for the future of the programme. There are expectations from all for UNESCO to accompany all those involved in this transition to a hybrid modality, combining in person and online learning.

Living Heritage and Education Programme

113. The 2003 Convention refers to the "transmission, particularly through formal and non-formal education," as part of the proposed ICH safeguarding measures (Article 2.3). It also calls on States Parties to "ensure recognition of, respect for, and enhancement of the ICH in society" through education programmes (Article 14). The Living Heritage and Education Programme (hereafter the LHEP) was initiated to give effect to Articles 2 and 14 and offer an impetus to Member States to design and implement a wide range of projects that define, transmit and safeguard ICH towards achieving the 2030 Agenda.[46]

114. The establishment of the programme then entitled 'Safeguarding intangible cultural heritage in formal and non-formal education' is the fruit of an intersectoral dialogue process organized by the Living Heritage Entity through individual consultations and two intersectoral meetings in 2017 and 2019 with colleagues from the Education and Culture Sectors working at Headquarters and in Field Offices. The programme was adopted as a funding priority under the Convention by its Intergovernmental Committee in 2017. Bringing the knowledge and wisdom that rests within the community in innovative ways into the systems of formal and non-formal education can create a sense of ownership and pride. This has been the driver for the inclusion of Transmission and Education as a thematic area in the Overall Results Framework, to create a platform for collaboration between ICH and education.

115. The present evaluation assessed the emergence of the Living Heritage and Education Programme by examining 15 projects that were implemented between 2007-2021 across all UNESCO regions for which documents were available, as shown in Figure 6 (for a more detailed assessment of the projects please see Annex D). The portfolio combines initiatives from UNESCO's regular programme with those funded by the International Assistance mechanism, as well as extrabudgetary sources. Just over half the projects focused on schools, while the others were implemented in non-formal educational settings. What is surprising is that only a minority of projects engaged Ministries of Education in their implementation.

44 According to Article 2 of the Convention, ICH is manifested in five domains: oral traditions and expressions, including language; performing arts; social practices, rituals and festive events; knowledge and practices concerning nature and the universe; traditional craftsmanship

45 LHE/19/14.COM/6 Rev.

46 SDG 4, especially 4.7, as study of ICH's social, cultural, and other dimensions can promote 'appreciation of cultural diversity and of culture's contribution to sustainable development'; SDG 8 on productive employment and decent work for all, in particular Target 8.9.; SDG 11.4, by emphasizing safeguarding the world's cultural and natural heritage; SDG 12.8 since it concerns education for 'sustainable development and lifestyles in harmony with nature'.

Figure 6. **Portfolio of projects assessed under the Living Heritage and Education Programmes**

Source: Authors based on available Project Reports and interviews with select UNESCO staff and partner/beneficiary organizations

Emerging results from Living Heritage and Education Programme initiatives

116. ICH has often been neglected, under-valued or even disregarded, particularly in countries that have been impacted by colonization. In these contexts, valuing and ensuring respect for the ICH of communities allows them to reclaim their past, fosters a sense of belonging and enhances pride in their identity. The survey results provided evidence of this with one-third of Member States and a quarter of partners reporting that "*increased sense of belonging and pride in the community*" was one of the main benefits of implementing LHEP projects. The activities delivered through these projects such as mother tongue education, documentation of folk tales and proverbs are some examples of ICH being reclaimed by countries to foster pride in language, culture, and identity for its people. For example, the teaching of Batammariba culture and inclusion of Litammari language in primary and secondary school curriculum in Togo by the Ministry of Primary and Secondary Education[47] is a testament to what can be achieved. The development of textbooks and teaching resources combined with the training of teachers ensures Litammari is a living language and normalizes its use in everyday contexts. It creates a pathway for use of community elders and culture bearers as language repositories and brings ICH into the learning environment in a respectful manner.

117. Bringing young people together with community elders and ICH bearers in community-based inventorying activities around sacred areas and in collecting and recording oral traditions and knowledge has played an important role in raising awareness about the importance of such heritage. As a result, young people in these communities have learned more about their own ICH and established connections with their environment and supported a sense of belonging and responsibility to the land and to people. This is evidenced in a project[48] in Colombia where 24 youth (aged 18—30) belonging to diverse ethnic groups were brought together as young research apprentices to work closely with traditional knowledge-holders in the inventorying process.

118. There is growing recognition that bringing the content and methods of ICH to teach and learn about subjects such as history, mathematics, physics, economics, and social science can emphasize the importance of ICH in everyday life. However, achieving this requires teachers and teacher educators to be trained in key concepts of ICH and to understand how it can be used to foster critical thinking and appreciation of cultural diversity and its contribution to sustainable development. Teachers and teacher educators also need practical tools that demonstrate or guide them to integrate elements of ICH into their teaching. A small cluster of LHEP projects[49] focused on this area, and their experiences offer important insights into the value and benefits of this approach. Teachers who received training and actively sought to integrate ICH elements in their teaching identified the following benefits:

- The engagement with culture bearers and practitioners enabled them to provide authentic learning experiences for the students and played a key role in the revitalization and intergenerational transmission of knowledge.
- The inclusion of experiential learning through field trips was transformational and affirmed learners' self-identity and confidence to meaningfully connect to their wider communities.
- It stimulated curiosity and genuine interest in deepening learners' understanding of ICH, while making learning more exciting, relevant, and accessible.
- It raised their capacity and confidence to incorporate Education for sustainable development and ICH principles into teaching and learning in schools.

119. Non-formal education settings have also proved to be equally powerful in enabling intergenerational transmission and promoting awareness about safeguarding ICH within the community. For instance, the *Safeguarding of practices and rare rituals related to sacred sits in Kyrgyzstan*, a community-based inventorying project, brought together 89 community stakeholders – sacred site guardians, practitioners, pilgrims, historian, teachers, journalists, writers, and local government officials to discuss risks and threats to the current state of pilgrimage practices and sacred sites in their regions and worked on compiling safeguarding measures to address these risks. By the end of the project, all stakeholders developed a sense of ownership over their ICH practices and grew their confidence and skills to share this knowledge with the next generation.

47 Decree no. 164/MEPSA/CAB/SG of 22 September 2009

48 Safeguarding of the traditional knowledge for the protection of sacred natural sites in the territory of the Jaguars of Yurupari, Vaupes Province, Colombia (2017-2018)

49 Learning with Intangible Cultural Heritage for a Sustainable Future, Lebanon (2018-2019); Promoting intangible cultural heritage for educators to reinforce education for sustainable development in the Asia-Pacific region, implemented by UNESCO Bangkok (2013-2015); Didactic strategies. A guide for teachers of indigenous education, Mexico 2016-2017

120. Technical and vocational schools and/or higher learning institutions such as universities can often provide important training in various domains and fields of ICH. In line with this, two LHEP projects in Uganda and in Central Asia specifically focused on post-secondary education.[50] They provide important insights into the ongoing relevance and value of investing efforts in integrating ICH in institutions of higher learning. Heritage education in academic institutions can help grow human capacities for spearheading safeguarding efforts and help young people leverage opportunities for employment and entrepreneurship through cultural tourism. Yet, there is limited appreciation of ICH within higher education institutions, and at best, course units on culture are incorporated in courses on anthropology, heritage management, sociology, or development. As a result, youth leave these institutions without understanding the intrinsic value of ICH as a source of employment, cultural tourism, and other development. The two pilot projects have helped to ensure that youth now have increased opportunities to pursue their interest in the study of ICH.

121. Many of the LHEP projects focused on developing tools and guidelines that outlined strategies for teachers to improve teaching quality using ICH in formal education settings as well as in non-formal education settings. Some examples include the development of the **Guide for teachers of indigenous education** in Mexico, the **interactive educational toolkit for the safeguarding of ICH** in Egypt, and the **production of six bilingual booklets in digital format** in Colombia which serves as guidelines for developing educational activities in schools. In Malawi, dictionaries, and books in three local languages were published and disseminated to libraries across the country. Lessons learned from the UNESCO-EU project on **Teaching and Learning with Living Heritage** have also been integrated in a set of resource and guidance materials for teachers.

122. It is apparent that across the LHEP projects a substantial base of knowledge is being built and it is critical that the insights gained through these efforts are shared to inspire and motivate others. The Clearinghouse on living heritage and education serves as a platform for collecting information on activities implemented globally and sharing their experiences and outputs, consolidating knowledge, examples, and tools on ICH. The online platform allows practitioners and policy makers to engage with current and ongoing projects and provides access to a resource library including teaching and curriculum resources, audio-visual materials, research papers, policy, and strategy documents and much more.

123. Many of the projects could not have been successfully implemented without cooperation between stakeholders from governments, communities, NGOs, cultural heritage institutions, academia, and others. Cooperation with National Commissions is critical for influencing the policy agenda in many countries. In Lebanon, for instance, the National Commission worked with the UNESCO Beirut Office and ASPnet schools to mobilize stakeholders in implementing a project to train teachers on ICH. Similarly, in Malawi, the UNESCO National Commission served as a conduit between the National Intangible Cultural Heritage Committee and Oral Traditions Association of Malawi.

124. Together with Category 2 Centres, a small number of regional LHEP projects have been successfully completed. In the Asia Pacific region, several Category 2 Centres[51] and the Asia Pacific Programme for Educational Innovation for Development (APEID) played an important role in initiating and implementing regional projects that promote innovative approaches to integrating ICH into learning environments in schools and TVET institutions. For instance, detailed research in four pilot countries in the Asia-Pacific region (Pakistan, Vietnam, Palau, and Uzbekistan) led to the development of national and regional guidelines and a regional framework to inspire educators in other countries. Collaboration between UNESCO Bangkok and other Field Offices together with intensive engagement with the Ministries of Education of each pilot country enhanced the visibility and credibility of the project and brought policy makers to the table. Consequently, participating countries have been well positioned to expand the project to include teacher training institutions on pre-service training and pedagogical approaches.

125. While these developments are promising, stakeholders did note that there is a need for better coordination and engagement with Ministries of Education in order to leverage the opportunities presented by the intersectoral work. The implementation of the survey of TVET institutions in Central Asia provides some insights in this regard. It was designed and implemented in collaboration with UNESCO Almaty and UNESCO Field Offices in participating countries but with no engagement from the respective Ministries of Education. As a result, the findings, that highlight the need for a review of the TVET curriculum design, are less likely to feed into policy decisions in the immediate future.

50 Promoting intangible cultural heritage education in institutions of higher learning in Uganda, implemented by the Cross-Cultural Foundation of Uganda, an accredited NGO; and Surveying technical and vocational education and training institutions for intangible cultural heritage in Central Asia, implemented by Category 2 International Information and Networking Centre for Intangible Cultural Heritage in the Asia Pacific region and UNESCO Almaty.

51 International Information and Networking Centre for Intangible Cultural Heritage in Asia-Pacific Region, Asia-Pacific Centre of Education for International Understanding, Asia Pacific Cultural Centre for UNESCO

126. The partnerships developed between communities, ICH culture bearers, and schools is perhaps one of the most rewarding features of some of the LHEP projects. Involving ICH bearers in LHEP projects was seen as a validation of their expertise and wisdom and inspired them to share their stories and narratives with learners in the spirit of intergenerational transmission. It also allowed learners to experience their communities differently. Perhaps most importantly, through their engagement with culture bearers, teachers built a renewed understanding of their place within the wider community and developed an appreciation of the rich knowledge and wisdom present in their own contexts.

Overall lessons learned from the Living Heritage and Education Programme

127. One of the most important lessons that can be learned from the assessment of the LHEP is that capacity building efforts are necessary but not sufficient for realizing the potential from integrating living heritage and education. The findings from the survey illustrates this well. When asked to identify the main challenges in implementing LHEP in their contexts, Member States and Partners reported lack of collaboration across Ministries, lack of understanding of the value of integrating living heritage and education and lack of national capacity within education departments. This clearly suggests that capacity building efforts needs to be accompanied with advocacy and policy support to get education stakeholders on board.

128. Establishing constructive and productive linkages between Ministries of Culture and Education in their respective policies and programmes in the design stage is critical to ensure high level engagement with policy makers, particularly in the education sector. Collaboration between the two Ministries is the first step in promoting an understanding of how culture enhances the quality and relevance of education at all levels. Many LHEP projects were designed as small-scale pilot projects, intended to trial how ICH can be effectively integrated into education in both formal and non-formal settings. The findings from the pilots show some positive results as well as identifies lessons learnt for the future. However, most projects were designed and implemented with minimal engagement from policy makers from the education sector and as a result, the findings from these pilots are unlikely to feed into the national discourse and advance the Agenda 2030 through education and culture. Inter-ministerial collaboration combined with bottom-up approaches can generate and provide robust evidenced based lessons and recommendations for decision-makers. UNESCO Culture and Education colleagues both at Headquarters and in Field Offices have an important role to play in advocating for this collaboration, just as they have been cooperating for the Training of Trainers course on ICH in formal and non-formal education in 2021.

129. Effective integration of ICH and education requires consideration of new pedagogical approaches that take into account and respond to learners' cultures and lived experiences. It also needs to bring teachers and community educators, and particularly, culture bearers together and acknowledge their repositories of knowledge, their role in facilitating learning and as key drivers of the revitalization of ICH.

130. The importance of teachers' attitudes to culturally diverse learners cannot be overemphasized. As noted by a stakeholder, '*education is grounded in culture' and 'living heritage is the foundation for all learning and learning processes'.* In countries with a history of colonization, the diverse languages, literacies, and cultural ways of knowing and being of their learners is often undervalued in order for students to learn the dominant language, literacies, and schooling contexts. Culturally responsive teaching[52] helps break through these paradigms to make the school learning relevant and effective for learners by valuing the learner's cultural knowledge and life experiences.

131. UNESCO as the lead coordinating agency for SDG 4 on inclusive and equitable education and the only UN agency with an exclusive mandate in the field of culture is well positioned to undertake interdisciplinary initiatives that lie at the nexus of culture and education. While LHEP projects have made some inroads in this regard. Scaling up from these projects to influence policy makers requires more robust data and analysis. Member States also need technical support to integrate living heritage into education policies at the national level.

Knowledge Management, Communication and Outreach

132. Over the past 15 years, UNESCO's work on the 2003 Convention has produced a lot of rich and diverse knowledge on the safeguarding of ICH. The Convention's statutory mechanisms have generated many working documents and hundreds of nomination files have been received for the three listing mechanisms along with International Assistance requests. The Convention's stakeholders have furthermore

52 https://theeducationhub.org.nz/wp-content/uploads/2019/08/What-is-culturally-responsive-teaching.pdf

been producing and sharing information; for example, States Parties have submitted over 130 periodic reports on their implementation of the Convention and 60 reports for elements inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding. NGOs have submitted 104 reports for accreditation and 115 progress and final reports have been completed by beneficiaries of International Assistance. Finally, UNESCO's programme activities have generated much knowledge on various capacity building initiatives, research on safeguarding, inventories, and more.

133. The Living Heritage Entity's primary tool for knowledge management and communication is the ICH website, where all the aforementioned documents can be found. Indeed, the evaluation found that the website is very useful for stakeholders who are already familiar with the Convention and its mechanisms. At the same time, evaluation interviews reveal that the website is very experts-oriented and not very engaging for the general public. Most of its sections are dedicated to the mechanisms of the Convention using language that might not be comprehensible nor appealing to someone outside from the ICH UNESCO circles. Furthermore, the information on the website is often presented in silos, reflecting the fact that the different mechanisms are not sufficiently articulated, and not always easy to find if one does not know the way around.

134. In their current form, statutory documents do not meet the needs of stakeholders who are looking for aggregated and digestible information on topics such as good safeguarding practices and specific thematic areas. Indeed, information on safeguarding practices from the reports by NGOs and good examples of projects from States Parties may be better used if presented in a user-friendly and easy to search format. In fact, the evaluation surveys show that many Member States and partners never consult the periodic reports, nor the reports on International Assistance or from NGOs.[53] What is clear is that stakeholders interviewed all show an appetite for more digestible and easier to find information. Making the existing resources available in more attractive formats is one such intermediate option if a total revamp of the website is not yet possible.

135. A solid knowledge management strategy needs to be able to leverage abundant quantities of information and provide assertive data formats enabling evidence informed activities, especially for safeguarding. Such a strategy may consider the costs of information production – mostly for States – and of information processing – mostly for the Secretariat – compared to the potential usefulness for safeguarding of the information collected and treated. Almost a quarter of Members States respondents to the survey indicated that they consult national entities' and websites[54] and personnel when looking for good safeguarding practices from other countries, information that is most likely contained in the rich content already made available by UNESCO.

136. The Secretariat has tried to reach out to the public by other means, for example through a regular newsfeed on projects implemented by UNESCO around the world. Moreover, in the spirit of presenting in an interactive fashion the "diversity and interconnectedness of the elements inscribed under the 2003 Convention", the Dive Into ICH! tool was launched in 2018, which allows users to connect ICH elements to concepts, ecosystems, and sustainable development. The tool has reportedly been a major success with many visitors, although more than a quarter of the Members States respondents to the survey have never used it and less than 40% of the partners use it on a regular basis. Nevertheless, Dive Into ICH! remains the only communication tool showing the richness of elements inscribed to the lists on the ICH website in an interactive and user-friendly manner. The Secretariat should further leverage this powerful product by making it more visible, and activities are under way to reach out to transversal audiences thanks to replicable exhibitions and online content.

137. According to interviewees, the ICH website should be more engaging and act as an open platform such as the one developed during the pandemic whereby communities were able to share their experiences on how the context affected the safeguarding of their ICH. Furthermore, when asked how UNESCO could strengthen its partnerships to implement the Convention, almost 20% of Member States stated that UNESCO should consider providing an exchange platform for discussion and sharing of experiences but also to better communicate especially on the information concerning good safeguarding practices. Less than 40% of the States Parties respondents to the survey see the website as a tool enabling to connect with partners networks, while 31% do not have an opinion. Many interviewees insisted on the fact that the website does not sufficiently promote the work of partners such as Category 2 Centres and the ICH

53 More than 27% of the Member States have never referred to the periodic reports when looking for good safeguarding practices and less than 40% do it sometimes. Likewise, 41% of respondents have never referred to the reports on international assistance, and more than 36% for reports from accredited NGOs. The same picture emerges from the results from the partners survey where more than 25% of participants have never referred to the periodic reports, more than 26% never used the reports for international assistance, the same for more than 37% of participants when it comes to the reports from the accredited NGOs.

54 Several respondents to the partners survey referred to the Safeguarding Practices website dedicated to sharing experiences on safeguarding ICH in the Nordic and Baltic region.

NGO Forum. In fact, it only references these partners' contact information without highlighting their recent work and activities. This is a missed opportunity, as many of these organizations produce abundant research on ICH safeguarding and organize capacity building events, which are an extension of UNESCO's own programme and merit receiving visibility through UNESCO's communication channels.

138. Besides the website, the Secretariat does not have other communication tools to reach out to the public and engage it in ICH safeguarding activities. However, both interviews and the Member States survey respondents indicate that raising the public's awareness on ICH is a major priority. Globalization, urbanization, and displacement of populations are hampering transmission of ICH to youth, while bearers are aging and not able to pass on their knowledge. Consequently, all stakeholders believe that it is UNESCO's responsibility to promote the visibility of ICH through its own channels, but also through those of its partners. Some call for the need to produce materials that can reach communities with low literacy or limited internet access using traditional channels such as radio, television, and pamphlets. However, given the current context of resource constraints, most stakeholders believe that UNESCO simply needs to better exploit existing channels such as social media to reach out to the public beyond experts' circles and especially youth. For example, the Living Heritage Entity receives videos, recordings, and images of elements from all around the world as part of the nominations file. These can easily be used for stories and posts on social media or for the website's newsfeed. Currently, the entity does not have social media accounts and despite the difficulty in receiving coverage on the official UNESCO accounts, it has also not fully seized the opportunity to use partner accounts. The Category 2 Centres such as ICHCAP, the Tehran Centre and CRESPIAL, all have social media accounts. Moreover, UNESCO's Field Offices also have social media accounts (Facebook, Twitter and Instagram) that could be easily used by the Convention Secretariat to promote regional work and activities. In fact, Field Offices such as Dakar and Bangkok already promote ICH through posts on Twitter referring respectively to inventorying and living heritage and education projects.

139. Much remains to be done in the area of knowledge management and communication, yet the Living Heritage Entity has a team of just two temporary staff working in this area (another joined recently to focus on resource mobilization). They are already tasked with maintaining the very comprehensive Convention website, as well as animating the newsfeed and would require significant support to expand communication and knowledge management efforts. Member States and partners have clearly expressed that this is a priority area. UNESCO needs to find creative solutions and work through its partners to make this happen, but a decision on prioritisation and resources is also required.

Chapter 4: Partnerships

140. This chapter assesses the relevance of interlinkages developed by UNESCO in the implementation of the 2003 Convention, including with UNESCO's Culture Conventions and other programme sectors. It further examines the effectiveness of UNESCO's collaboration with NGOs accredited to the Committee, Category 2 Centres that focus on the safeguarding of ICH, UNESCO Chairs, and university networks. Finally, it identifies select partnership opportunities including those within the broader United Nations system.

UNESCO Culture Conventions

141. UNESCO has six Conventions dedicated to the protection of culture. While previous evaluations have explored the interlinkages between these instruments, this evaluation assesses the extent to which these linkages have been translated into programmatic initiatives and identifies areas for potential synergies and joint work in the future.

142. Document review and interviews with UNESCO staff reveal that while much of the Headquarters-based work on the Culture Conventions continues to be implemented in silos, at the Field Office level staff are seizing opportunities to design projects that integrate several of these instruments. The first such example concerns the obvious synergies between the 2003 Convention and the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage (hereafter the 1972 Convention). World Heritage sites around the world are home to communities that practice living heritage and in the words of one UNESCO staff member, these communities "are the heartbeat of these sites".

143. Field Office staff unanimously called for the integration of community-based approaches for both the conservation and management of World Heritage sites. Such integration offers important benefits for the sites themselves and for the safeguarding of ICH practices within those communities, regardless of whether the practices are listed under the 2003 Convention. This is well illustrated in the project implemented by the UNESCO Bangkok Office that focuses on reinforcing competencies for cultural World Heritage site management in Mekong Cluster countries.[55] The project focused on creating legal professional standards and education programmes (though Manuals for Conservation of Wooden Architecture in Thailand) for heritage craftspeople in partnership with the Thai Fine Arts Department and Silpakorn University. A national carpentry contest was launched, and an online repository established to encourage sharing of traditional approaches. Another project implemented by the Beijing Office aims to further integrate the safeguarding of ICH into capacity building for World Heritage sites in China.[56] One component of the project focuses on sustainable livelihoods of ICH practices (Sani embroidery in Yunnan, bamboo weaving in Chishui, and honey rearing in Ya'an & Wolong) by balancing conservation and development approaches. It has provided training workstations for local communities, largely targeting women, as well as education activities for local schoolchildren. As a result, the project has generated employment opportunities for community members, while also contributing to the safeguarding of the ICH linked to these World Heritage sites. These examples demonstrate the complementarity of both Conventions and how together they reinforce the link between culture and sustainable development.

144. The sixth criterion of outstanding universal value for sites under the 1972 Convention actually integrates the concept of living heritage as sites must "be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance". In fact, many nominations to the World Heritage List already contain references to ICH. UNESCO colleagues working in Field Offices around the world attest to the potential for exploring further synergies between the two instruments, even evoking the idea of joint nominations between the 2003 and 1972 Conventions' listing mechanisms with the view of promoting community participation.

145. The International Scientific Committee on ICH of the International Council on Monuments and Sites (ICOMOS), an advisory body to the 1972 Convention, recently prepared a draft ICOMOS Charter on ICH[57]. Its aim is to ensure that communities

55 40C/5 RP Workplan n°1280: Reinforcing competencies for cultural World Heritage site management in Mekong cluster countries
56 UNESCO Project on Conservation and Management of World Heritage Sites in China, UNESCO Office in Beijing
57 https://intangibleculturalheritagensc.files.wordpress.com/2020/12/icich-charter-final-draft-english-30-june-2020.pdf

and their ICH are included across all heritage projects. As such, the "approach will confirm that no tangible heritage conservation issues will impact on the integrity of its associated intangible cultural heritage". The Charter outlines the principles and practices to increase awareness of the indivisible nature of ICH in the identification, management and protection work that happens on sites. It also especially emphasizes the community custodianship of ICH and the necessity of their involvement in decision-making around sites. While the Charter has yet to be formally approved, it is significant for creating dialogue among ICOMOS members on strengthening ties between the 1972 and 2003 Conventions.

146. The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (hereafter the 2005 Convention) is the only UNESCO culture convention that does not specifically refer to heritage, but rather to "cultural activities, goods and services" that form the basis of creative economies. However, UNESCO Culture Programme specialists around the world, as well as independent experts interviewed for this evaluation pointed out that it is difficult to draw the line between living heritage and contemporary cultural expressions. The convergence of the two is particularly evident for craftsmanship and musicmaking, which often emerge from or are inspired by traditions, yet at the same time its transmission often relies on its place in the creative industry sector. In other words, a key incentive for ICH transmission and safeguarding is in its economic value and the potential to contribute to livelihoods.

147. The UNESCO Beijing Office provided additional insights in this regard. Working with the ICH Department of the Chinese Ministry of Culture and Tourism, UNESCO has helped demonstrate the role of living heritage in poverty alleviation and rural revitalization around the Songtao, Fanjingshan World Heritage site. This pilot project created capacity building opportunities for community members around Songtao Miao embroidery with an emphasis on safeguarding and the potential of this craft to contribute to local employment. However, such projects raise questions regarding the commercialization of ICH and related intellectual property rights, two key issues that have not yet been sufficiently addressed by either the 2003 or the 2005 Convention. These two thematic areas represent a strong starting point for cooperation between the Convention Secretariats, which in turn will benefit projects on the ground.

148. The UNESCO Office in Rabat has also been working with the Moroccan Ministry of Crafts, Social Economy and Solidarity on the safeguarding of ICH and creation of livelihood opportunities in a context of climate change.[58] According to the evaluation of the project, the initiative identified 16 ICH practices which are directly related to livelihoods that are at risk of disappearing due to climate change and raised awareness of these at a side event to the COP 22 summit in Marrakech in 2016. Since then, two projects aimed at safeguarding ICH and at preserving the underlying creative industries have been designed, one of which aims to help the Ministry of Crafts to combat the effects of climate change on craftsmanship through the development of a strategy and the second promotes entrepreneurship and job creation within the creative industry sector. In addition to the synergies between the 2003 and 2005 Convention, this project highlights the topic of climate change, which constitutes a challenge common to all Culture Conventions and thus represents yet another thematic area around which dialogue should be pursued.

149. The 1954 Convention on the Protection of Cultural Property in the Event of Armed Conflict (hereafter the 1954 Convention) and its First Protocol represent the first worldwide treaty aimed at the protection of movable and immovable cultural heritage during conflict. While the 1954 Convention does not specifically refer to ICH, living heritage often encompasses cultural objects, such as musical instruments, cooking utensils, clothing, and artefacts, which are protected by this treaty. In turn, the 2003 Convention's Dive into Heritage! tool identifies conflict as one of the causes for weakened ICH practice and transmission. In fact, 13 ICH elements are currently inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding as they are threatened by conflict. The Secretariat of the 1954 Convention has recently prepared a document on the synergies between the 1954 Convention and other UNESCO Culture Conventions highlighting specifically the need for all actors implementing the Convention to take ICH into account during peacetime, conflict, and occupation.[59] While the reflection on this topic is still in its initial stages, one recommended action consists of the inclusion of culture in all its forms, including the intangible, in capacity building programmes for the military, civil society and law enforcement agencies. This last point also creates a link with the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (hereafter the 1970 Convention), where once again UNESCO's approach to combatting illicit trafficking of cultural property can emphasize the impact of this not only on objects, but also on cultural practices and the living heritage of communities.

58 Les changements climatiques et la préservation et la valorisation du patrimoine culturel immatériel lié à l'artisanat, Evaluation report
59 C54/21/16.COM/INF.5.III

150. National stakeholders are interested in protecting their culture as a whole and UNESCO needs to continue drawing on all the available mechanisms and instruments to promote a holistic approach. This evaluation identified a few good practices of this and there are certainly many more around the world, but UNESCO's internal structures and systems impede reporting on them, so learning between colleagues is mainly taking place through informal channels. Many colleagues would welcome more structured opportunities for the sharing of knowledge and experiences in this area both at the conceptual and project levels. Such exchanges could be organized around thematic areas that are of interest to all the Conventions, including, to name but a few, cultural tourism, livelihoods, commercialization and intellectual property, education, climate change and emergencies. Member States would also appreciate receiving information on the synergies between the Culture Conventions and the UNESCO Secretariat should make these available and disseminate them widely.

Other UNESCO programmes

151. UNESCO has a number of other programmes which are directly related to the 2003 Convention. Besides the cooperation with the Education Sector on the Living Heritage and Education Programme, the Living Heritage Entity has not been formally working with other sectors, but opportunities do emerge.

152. The Natural Sciences sector provides several opportunities for joint work, starting with its Geoparks and Man in the Biosphere programmes. The UNESCO Global Geoparks represent "unified geographical areas where sites and landscapes of international geological significance are managed with a holistic concept of protection, education and sustainable development...[they] must also include important natural, historic, cultural tangible and intangible heritage sites".[60] At present, there are 169 Geoparks in 44 countries. Just like the 2003 Convention, Geoparks place communities at the heart of their action and these must in fact be the main beneficiaries of the Geopark label. The "traditions, skills, experiences and local knowledge about their environment and landscape have to be part of the UNESCO Global Geopark's identity" and this is manifested through various programme initiatives such as information for visitors, publications and public awareness programmes. Geoparks provide ample opportunities to promote the safeguarding of ICH and establish its link with sustainable development.

153. The World Network of Biosphere Reserves are 'learning places for sustainable development' with the aim of providing local solutions to global challenges. According to the UNESCO website, with 727 biosphere reserves in 131 countries, they are home to more than 250 million people. Biosphere Reserves involve local communities in their planning and management and have three main functions, including the conservation of cultural diversity and economic development that is socio-culturally and environmentally sustainable. The programme also supports research, monitoring, education and training on topics such as ecological practices and ecocultural tourism. This last area has so far not received sufficient attention from the 2003 Convention and Biosphere Reserves, Geoparks as well as World Heritage sites certainly offer opportunities for exploring the relationship between the safeguarding of ICH and sustainable tourism.

154. Finally, the UNESCO Local and Indigenous Knowledge Systems (LINKS) programme has become a world reference for the definition of what constitutes such knowledge. In fact, resources from a thematic unit on emergencies of the 2003 Convention capacity building programme specifically refer to the LINKS definition. Transmission of local knowledge through formal and informal education is one of the main thematic areas of the LINKS programme. It is also the area of focus of the Living Heritage and Education Programme of the 2003 Convention. As the latter is still very young, it is essential that the LHEP integrates lessons learned and builds on these Science Sector initiatives that began many years ago and both programmes can certainly benefit from an intersectoral approach. UNESCO's intersectoral working group on indigenous peoples is one such existing platform for further collaboration.

155. While language is not directly mentioned in the 2003 Convention as a stand-alone domain of living heritage, it is framed as a vehicle for the transmission of oral traditions, expressions and knowledge. Indigenous knowledge in particular is often transmitted through expressions and practices. According to research by UNESCO, 40% of the estimated 7000 languages around the world, most of which are indigenous languages, are endangered. With this in mind and following a recommendation of the United Nations Permanent Forum on Indigenous Issues (UNPFII), the United Nations General Assembly proclaimed 2019 as the International Year and the upcoming decade 2022-2032 as the International Decade of Indigenous Languages. UNESCO's Communication and Information sector was entrusted with the overall coordination of the Year and will also oversee the Decade. In the framework of the International Year of Indigenous Languages (IYIL), in April 2019, the Living Heritage Entity organized a roundtable discussion on the side-lines of the UNPFII on "The Convention for

60 Frequently asked questions about UNESCO Global Geoparks

the Safeguarding of the Intangible Cultural Heritage: Opportunities for Indigenous Peoples." A separate evaluation of UNESCO's action in the framework of the IYIL found that UNESCO needs to draw on its intersectoral strengths and support communities with the revival of their languages. In the case of the 2003 Convention, indigenous languages can be supported as living knowledge systems. The upcoming Decade creates ample opportunity for this and as a member of the intersectoral task force for the Decade, the Living Heritage Entity has been involved in the preparation of the Decade Action Plan.

Accredited NGOs

156. The 2003 Convention has a network of 193 Non-Governmental Organizations (NGOs) accredited by the General Assembly to provide advisory services to the Committee.[61] These organizations work in the fields of research, promotion, transmission and safeguarding of ICH. While several have a regional or international scope, according to interviewees, most work at the national and local levels with communities and bearers. For many, NGOs represent the link between the international mechanisms of the Convention and the communities that this instrument aims to serve. Since 2012, the accredited NGOs have been part of the ICH NGO Forum, a platform for communication, networking, exchange and cooperation. Engagement within the Forum is on a voluntary basis.

157. According to Article 96 of the Operational Directives, the advisory functions of the NGOs are, when invited by the Committee, "to provide it, inter alia, with reports of evaluation as a reference for the Committee to examine the nomination files, projects and programmes defined in Article 18 of the Convention, requests for International Assistance and effects of safeguarding plans". In practice, their advisory work has been limited to presenting the ICH NGO Forum report to the Committee (which only became a separate agenda item at the Committee in 2020) and serving on the Evaluation Body (6 NGOs at a time).

158. Conscious of the need to strengthen the role of the NGOs, the Committee at its twelfth session (Decision 12.COM 17) launched a reflection on this issue. However, following an online survey and consultative meeting, the exercise concluded that the Committee has "not yet elaborated on what other advisory functions – mentioned as inter alia – it wished to request of the accredited NGOs" (LHE/19/NGO/3). In follow-up, the Secretariat is working in collaboration with the ICH NGO Forum to prepare for December 2021 a mapping of the fields of competence, expertise, and experience of accredited NGOs. This exercise was ongoing at the time of the current evaluation and is expected to provide a basis for future cooperation.

159. This evaluation inquired further into the future role of NGOs through interviews with a variety of stakeholders and the Member State and Partner surveys. As reflected in Figure 7, both States Parties and partners identified roles for the NGOs in supporting the implementation of the Convention. Even if there are differences in views, there is agreement among respondents on the roles that NGOs can play in raising awareness, research, and in safeguarding. Moreover, States Parties respondents suggest that NGOs could also support capacity building activities by bringing empirical experience and examples to the discussions. In fact, some partners even suggested that States Parties should leverage the knowledge of local NGOs to improve their policies and activities, but also to draw on their local expertise and help them translate these plans into local contexts and languages.

160. As discussed in the Open-ended intergovernmental working group within the framework of the global reflection on the listing mechanisms, the ICH NGO Forum could also play a role in providing information to the Secretariat and the Committee on the transfer and removal of the elements inscribed on the lists, such as through an arm's-length platform. However, the discussions evidenced States Parties' hesitation towards enhancing the advisory functions of the ICH NGO Forum and its involvement in the procedures for transfer. This echoes the findings from the surveys (see Figure 7) that show a big gap in support between States Parties and partners (including NGOs themselves) for the follow up by NGOs of elements inscribed to the lists. This difference of opinion was also observed during evaluation interviews with States Parties and NGOs. Indeed, the hesitation can be the result of relations that NGOs have with their local authorities. While acknowledging the differences in opinions, the governing bodies of the Convention should focus on how to optimize the collaboration with the NGOs that best serve the objectives of the Convention and lighten the burden of work of the Secretariat, particularly as many of them have the advantage of being close to communities.

61 To be accredited, NGOs need to meet the criteria for accreditation set out in par. 91 of the Operational Directives and formally apply: have proven competence, expertise and experience in safeguarding ICH; have objectives that are in conformity with the spirit of the Convention; cooperate in a mutual respect with communities; possess operational capacities and have existed and carried out activities for at least four years.

Figure 7. Roles of accredited NGOs to support the implementation of the 2003 Convention

Source: Authors, from results of the evaluation surveys

161. The accredited NGOs created the ICH NGO Forum to better engage with the Secretariat and the Committee of the Convention. The Forum has grown into a mature structure with an active Steering Committee (composed of representatives elected from the six regions and one international NGO) and websites to promote publications, events and several working groups on subjects such as education, sustainable development, gender, ethics, communication, and research. Even though the Forum has improved communication between the accredited NGOs and the Secretariat, its members say that their work remains underused and not sufficiently promoted by the Secretariat. As a result, rich information gathered through the experiences of these NGOs stays within the Forum and is not very visible on the UNESCO website (only the individual NGO reports are made public in their raw formats). Indeed, almost 40% of the States Parties indicated they have never consulted the NGO reports when looking for good safeguarding practices. Stakeholders interviewed agreed that the Secretariat should draw from NGOs' grassroot expertise, for example by commissioning them to prepare background papers to inform Committee discussions.

162. According to its Steering Committee, the Forum would benefit from formal recognition as a partner of the Convention and more direct assignments from the Secretariat and even the Intergovernmental Committee as mentioned above. At the same time, strengthening the role of the Forum needs to take into account its unbalanced geographical representation. Some interviewees raised the concern that giving a stronger voice to the Forum could enhance the current imbalance in representation as more than 50% of accredited NGOs are from Europe while only 6% are from LAC. This is due to the fact that the Convention and the Forum were created from a model of well-structured and funded NGOs. NGOs in many regions often lack capacities and language skills to fill in accreditation forms and therefore do not apply. To remedy this, interviewees highlight the need for more capacity building for NGOs (such as through International Assistance projects like one in Mongolia[62] which supported cooperation between NGOs and national bodies) and a programme of mentorship between accredited and non-accredited NGOs. Overall, most stakeholders agree that NGOs have a vital role to play in the implementation of the Convention and the NGO Forum can be an important partner to support the activities of the Secretariat vis-à-vis the governing bodies.

Category 2 Centres

163. Seven Category 2 centres specialized in ICH have been created under the auspices of UNESCO (see Table 1). In 2019, UNESCO General Conference approved another Category 2 Centre - the Sharjah Institute for Heritage in the United Arab Emirates[63] that after its (forthcoming) establishment will specialize in capacity-building for the safeguarding of ICH in the Arab States region.[64] These institutions, though financed by their respective hosting Member States, are mandated to promote the 2003 Convention, and contribute to the achievement of UNESCO's objectives.

62 Improving the capacities of intangible cultural heritage related NGOs in Mongolia (April/December 2015) (https://ich.unesco.org/en/assistances/improving-the-capacities-of-intangible-cultural-heritage-related-ngos-in-mongolia-00910)

63 40 C/18.XII

64 Skounti (2019) Feasibility Study: United Arab Emirates request for establishing the Sharjah Institute for Heritage as a Category 2 institute under UNESCO's auspices

Table 1. Category 2 Centres specialized in Intangible Cultural Heritage

Name	Location	Established	Objectives	Countries covered	Annual Budget	Number of staff
Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL)	Peru	2008	Promote safeguarding and exchange, cooperation and sharing of experiences, strengthening of institutional capacities and inclusion of communities in the Latin-American region	16	500 000 USD (2020)	11
International Training Centre for Intangible Cultural Heritage in the Asia-Pacific Region (CRIHAP)	China	2012	Conduct training and strengthen national capacities across the Asia-Pacific region	Asia-Pacific region (40)	1 million USD (2017)	18
International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP)	Korea	2011	Promote safeguarding activities through management and effective sharing of information and cultural data focusing on ICH through networks among communities, groups, and individuals	Asia-Pacific region (40)	2 million USD (2016)	35
International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI)	Japan	2011	Instigate and coordinate research in the Asia-Pacific region as well as organize workshops and seminars focusing on the role of research	Asia-Pacific region (40)	1 million USD (2011)	10
Regional Centre for the Safeguarding of the Intangible Cultural Heritage in South-Eastern Europe (Sofia Centre)	Bulgaria	2012	Organize training courses in South-East Europe and expand international, regional and sub-regional cooperation through networking with institutions operating in the sphere of ICH	16	200 000 USD (2017)	6
Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia (Tehran Centre)	Iran	2012	Strengthen capacities and cooperation in West and Central Asia for identifying, inventorying, documenting, and studying ICH for its safeguarding	11	500 000 USD (2019)	12
Regional Centre for the Safeguarding of Intangible Cultural Heritage in Africa (CRESPIAF)	Algeria	2019	Strengthen national capacities of African countries to preserve and digitize multimedia data concerning ICH	26	N.A.	N.A.

Sources: Evaluation reports of CRESPIAL (2020), CRIHAP (2017), ICHCAP (2016), IRCI (2015), Sofia Centre (2017) and Tehran Centre (2019), CRESPIAF website

164. While the Centres cover most world regions (with the exception of western Europe, North America and the English-speaking Caribbean), there are large variations in terms of their geographic coverage, organisational capacities both in terms of operational budgets and staff, and the scope and breadth of services offered. As a result, the Centres' activities and support to UNESCO's objectives under the 2003 Convention have varied significantly. Essentially, while some have implemented few activities, others have delivered over 50 workshops (e.g., CRIHAP and CRESPIAL). Some focus on capacity building, while others have actively sought to lead research collaborations (e.g., IRCI), networking (e.g., ICHCAP) and contributing to the repository of knowledge and information. Three centres (CRESPIAL, CRIHAP, and the Sofia Centre) have contributed to the noteworthy expansion of UNESCO's capacity building programme in their respective regions, which is an important result at a time when UNESCO's own resources for the delivery of capacity building have been shrinking.

165. Awareness among Member States and partners of Category 2 Centres remains low with 30% of survey respondents indicating that they are not aware of the existence of Centres in their regions and only 37% saying that they have been in contact with their respective Centres. The 2003 Convention website does include links to the individual Centres' websites but does not provide information on their activities and publications thereby missing out on an important opportunity to give the centres visibility and connect their action with UNESCO's own programmes.

166. Interviews with all Category 2 Centres highlight the need for joint planning and more information-sharing with the Convention Secretariat. The annual meetings of Centres on the margins of the Intergovernmental Committee are a good opportunity for networking and sharing of experiences, but many interviewees would like these to be more focused on specific topics. The Centres are also keen to have annual bilateral planning meetings with the Secretariat and to be kept abreast of developments throughout the year so that they can adjust their workplans accordingly. This can enable for the Centres' work to feed directly into initiatives of the Secretariat at a time when its resources are limited and thereby ensure that they are used optimally. It can also help reinvigorate and motivate centres that have been less involved in UNESCO initiatives. For example, research by IRCI on emergencies can contribute to the materials of the capacity building programme in this field. CRIHAP's exploration of new topics in its trainings can also inspire others. In the future, the Centres' work can further be guided by the priorities emerging from incoming periodic reports. Indeed, the Centres can play an important role in addressing challenges in safeguarding in their respective regions, particularly if they are engaged to do so by the UNESCO Secretariat.

UNESCO Chairs and University Networks

167. Established under the UNESCO University Twinning and Networking Programme, a UNESCO Chair is "a project and a team at a university or a higher education or research institution [which] partners with UNESCO in order to advance knowledge and practice in an area that is a priority for both the institution and UNESCO"[65]. This programme offers the hosting institutions a platform to share knowledge and exchange experiences with other such institutions at the global level. Currently, there are thirteen UNESCO Chairs (see Table 2 below) working on topics related to the 2003 Convention in all regional groups but the Arab States. Their fields of action encompass conducting research on ICH and fostering research networks as developed by the University of Évora, Portugal or developing codes of ethics in safeguarding cultural heritage as done by the Vrije Universiteit in Brussels.

65 The UNITWIN/UNESCO Chairs Programme - Guidelines and procedures (2017)

Table 2. UNESCO Chairs in the field of Intangible Cultural Heritage

Chair Title	Host institution	Country	Field/Disciplines	Established
UNESCO Chair in research on intangible cultural heritage and cultural diversity	Universidad Nacional Autónoma de México	Mexico	ICH and cultural diversity	2011
UNESCO Chair in Carnival and Heritage	Universidad de la República	Uruguay	ICH	2012
UNESCO Chair in Intangible Heritage and Traditional Know-How: Linking Heritage	University of Évora	Portugal	ICH and traditional craftsmanship	2013
UNESCO Chair on Critical Heritage Studies and Safeguarding the Intangible Cultural Heritage	Vrije Universiteit Brussel	Belgium	Safeguarding ICH	2014
UNESCO Chair on Transcultural Music Studies	University of Music Franz Liszt Weimar	Germany	Music studies and the transmission of music as a living heritage	2016
UNESCO Chair on Intangible Cultural Heritage Policy and Law	The Latvian Academy of Culture	Latvia	ICH, cultural policy and cultural heritage law	2017
UNESCO Chair on Intangible Cultural Heritage in Formal and Informal Education	Gazi University	Turkey	ICH	2017
Chaire UNESCO en transmission culturelle chez les Premiers peuples comme une dynamique de mieux-être et d'empowerment	Université du Québec à Chicoutimi	Canada	Cultural transmission among the First Peoples as a dynamic of well-being and empowerment	2018
Bantuphonie : Langues en danger, Savoirs endogènes et Biodiversité	Université Omar Bongo	Gabon	ICH of the bantu peoples	2018
UNESCO Chair on Applied Studies of Intangible Cultural Heritage	University of Tartu	Estonia	ICH	2019
UNESCO Chair on Intangible Cultural Heritage and Comparative Law	University of Rome Unitelma Sapienza	Italy	ICH and comparative law	2019
UNESCO 'Ashiq Shamshir' Chair on Folk Music Heritage and Storytelling Traditions	Azerbaijan National Academy of Sciences Institute of Folklore	Azerbaijan	Folk Music Heritage and Storytelling Traditions	2020
Chaire UNESCO "Patrimoine culturel immatériel et développement durable"	Université de Cergy-Pontoise	France	ICH and sustainable development	2021

Source: Living Heritage Entity

168. The 2003 Convention Secretariat has worked with two Chairs in particular on several occasions. The Universidad Nacional Autónoma de México conducted a study on 'Alternate, lighter ways of sharing ICH safeguarding experiences' and it is also involved in the development of the first-ever Massive Online Open Course on Living Heritage and Sustainable Development. The Chair is furthermore conducting the analysis of the incoming periodic reports from the LAC region. Another Chair holder from the Latvian Academy of Culture has been assessing reports submitted by States Parties on elements inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding and the Representative List during the last three years, albeit in an individual capacity. This individual also contributed to the training of facilitators in Europe in 2018 and to the reform of the periodic reporting with inputs to the development of the new online interface and forms as well as insights for the analysis of reports.

169. Despite the important contributions outlined above, the work of the UNESCO Chairs is not visible, and the entities are not mentioned on the 2003 Convention website. Yet they work on a variety of topics that have the potential to contribute to the knowledge base of ICH practices from different world regions, a strong need expressed by many interviewees. According to the Chairs, priority areas for cooperation should include further exploring the relationship between ICH and sustainable development and the impact of displacement on the livelihoods of indigenous communities. The Chairs would welcome more visibility for their work, as well as engagement with the UNESCO Secretariat.

170. In addition to the Chairs, the evaluation identified four university networks that have been established and have been contributing to furthering the aims of the 2003 Convention:

- The European network on cultural management and policy (ENCATC) was established in 1992 as an NGO to foster the inclusion of cultural management and cultural policy education in Europe and beyond. One example of its collaboration with UNESCO was on the project 'Learning on intangible heritage: building teacher's capacity for a sustainable future' to map and analyse ICH related programmes offered by tertiary education institutions in Europe.
- The Red de Cooperación Académica en Patrimonio Cultural Inmaterial de América Latina y el Caribe (ReCA PCI LAC) connects 64 researchers from 11 countries in Latin America to foster capacity building for the safeguarding of ICH.
- The Asia-Pacific Higher Education Network for Safeguarding Intangible Cultural Heritage (APHEN-ICH) was launched in 2018 with the support of ICHCAP, the UNESCO Bangkok Office and is hosted by the Korea National University of Cultural Heritage. The network looks to establish a collaboration space for the development of higher education and as of 2021 it comprises nineteen affiliated higher education institutions from countries in the Asia-Pacific region.
- The Southern Africa IHC Platform (SAICH) hosted the University of Technology Department of Life Learning in Zimbabwe and established with support of the UNESCO Harare Office and the Government of Flanders to facilitate and coordinate a regional network and management system for inventoried elements of intangible heritage. It supports the seven countries of the sub-region (Botswana, Eswatini, Lesotho, Malawi, Namibia, Zambia and Zimbabwe) in inter alia capacity building, networking of practitioners and researchers and exchange on the ICH inventorying.

171. Universities and experts consulted by the evaluation through the survey indicate that their expectation for UNESCO is to connect all stakeholders on a vision and work towards common goals.

Other United Nations Agencies

172. A number of UN agencies are working on topics related to ICH. The evaluation explored areas mentioned during evaluation interviews and found that all of them merit further attention by UNESCO.

World Tourism Organization

173. According to the definition adopted by the United Nations World Tourism Organization (UNWTO) in 2017, cultural tourism is "a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination…"[66] In 2013, the UNWTO published a Study on Tourism and Intangible Cultural Heritage which aimed to provide baseline data on the interlinkages between tourism and ICH. It further highlighted the importance of ICH safeguarding in tourism-related work. UNESCO was not involved in the development of this study, nor in the follow-up to the recommendations issued therein. Many of these touch upon the commercialization and intellectual property of ICH, issues that merit attention of both the 2003 and 2005 Conventions, although discussions on this have yet to begin.

66 https://www.unwto.org/tourism-and-culture

174. Many stakeholders interviewed for this evaluation believe that ICH can play an important role in fostering tourism and the sustainable development of communities. They also state that UNESCO should be leading the discussions on the impact of tourism on the safeguarding of ICH. Some caution against the over commercialization and instrumentalization of ICH for tourism purposes, while others indicate that cultural tourism should not be a leading cause for nominations to the Convention's lists. Indeed, there are many sensitive topics around tourism that need to involve actors both within and outside UNESCO. UNESCO needs to seize the opportunity and work internally and with the UNWTO on these topics.

World Intellectual Property Organization

175. The World Intellectual Property Organization's (WIPO) Intergovernmental Committee has been tasked with developing an international legal instrument relating to intellectual property which will ensure the balanced and effective protection of genetic resources, traditional knowledge and traditional cultural expressions. This Committee's work programme included negotiations on the instrument for 2020-2021, but so far these have not led to the adoption of a treaty. UNESCO has been less involved in the process as of lately and due to the pandemic, the WIPO Intergovernmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore did not meet in 2020-2021.

176. The 2003 Convention's Global Capacity Building Programme has developed a dedicated unit on Intellectual Property Rights and ICH and much of the references come from WIPO. Several case studies on the subject are also available in the repository of materials. Yet interviews with different stakeholders reveal that the topic of intellectual property and ICH merits further attention from the 2003 Convention Secretariat. Engaging with WIPO on these topics was also mentioned as an area on which both UNESCO's 2003 and 2005 Conventions could work together.

Food and Agriculture Organization

177. The Food and Agriculture Organization (FAO) of the United Nations developed the Globally Important Agricultural Heritage Systems (GIAHS) Programme in 2015 with the aim of highlighting "unique agricultural practices in communities that link food and livelihood security, agro biodiversity, culture and landscape in a systemic approach".[67] In 2020, there were 61 GIAHS sites designated by the Scientific Advisory Group based on five key selection criteria, which include traditional knowledge, cultures and social values. This FAO designation is relevant to ICH because many of the inscribed elements under the 2003 Convention attest to the ties between heritage and agro-ecosystems. This is easily seen on the Dive into Heritage! tool, which displays dozens of elements related to agricultural practices. GIAHS face many challenges, including inter alia climate change, disasters, and the pressure of maintaining traditional agricultural systems in global markets, that also have an impact on the ICH of the communities living within these areas. Experts interviewed for this evaluation agreed that exchanges of experiences between FAO and the 2003 Convention would be beneficial for both sides.

Opportunities for partnerships

178. In conclusion, many opportunities for both internal and external partnerships have not yet been seized. However, partnership building, and management requires resources and particularly staff time, which the already stretched Living Heritage Entity has very little of. Still, in the context of rising demands and reduced resources, investing in partners can have a significant impact both on UNESCO's relevance and impact. Furthermore, UNESCO needs to integrate these partners into its knowledge management and communication efforts to maximize learning and outreach.

67 Globally Important Agricultural Heritage Systems, Geographical Indications and Slow Food Presidia Technical note 2020

Conclusion

179. As the second youngest UNESCO Culture Convention, the 2003 Convention has been one of the most successful, not only because it has reached nearly universal ratification only fifteen years after entering into force, but especially because it has succeeded in raising awareness of the distinct nature and importance of intangible cultural heritage. This can be largely attributed to the Convention's Representative List as well as to UNESCO's vast capacity building programme.

180. Since the previous evaluation of UNESCO's normative work in the framework of the 2003 Convention eight years ago, the programme has gone through many reforms and transformations that have significantly strengthened the Organization's support to Member States, partners, and communities. The International Assistance mechanism has provided financial and technical support to nearly 40 countries, largely prioritizing Africa, and has achieved some significant results. The capacity building programme has expanded its delivery through partners such as Category 2 Centres and commenced its outreach into new fields of sustainable development such as education and emergencies. Finally, States Parties are being supported with the collection of valuable data on national implementation measures through the revised system of periodic reporting and guided by the Overall Results Framework.

181. At the same time, the 2003 Convention has been a victim of its own success. States Parties' multinational nominations to the listing mechanisms are growing at a steady rate and so are requests for International Assistance, as well as calls for more statutory meetings and new procedures (such as for the transfer of elements between the listing mechanisms). Governments and other stakeholders are also asking for further capacity building to advance their implementation of the Convention. As demand for UNESCO support grows, the Secretariat is unable to adequately respond to all requests and has had to give precedence to statutory work over important priorities that include strengthening capacity building and policy guidance as well as managing and communicating on the considerable amounts of knowledge generated around the Convention. Strategic decisions on priorities, particularly on the need to focus on programme support versus statutory requirements and on use of its limited resources will need to be made in the near future. As such, the evaluation team recommends that this be raised with both the Convention's governing bodies, as well as with UNESCO's Senior Management. Indeed, addressing the widening gap between incoming requests from States Parties and the available resources of the Secretariat is a prerequisite for the successful continuity and sustainability of the programme under the 2003 Convention.

182. As data from incoming periodic reports brings new insights on the emerging needs of States Parties, UNESCO will need to work closely with its partners to establish and follow through on priorities. The evaluation has identified a number of opportunities for strengthening existing and embarking on new partnerships. Until now, the Secretariat's limited capacity has affected its ability to pursue them. However, to better demonstrate the link between safeguarding ICH and sustainable development, UNESCO needs to draw on all its internal resources, including from other Programme Sectors and engage with actors working outside the cultural sphere.

183. Finally, UNESCO needs to address one central paradox, that the Convention's mechanisms are designed for States Parties, but ICH lies within communities. If UNESCO wants to reach the bearers of intangible cultural heritage, it needs to prioritize communication and outreach to include the public and especially focus on youth. It is this next generation that will ensure the transmission and safeguarding of ICH, but it will do so only if it understands its value for the social and economic sustainable development of their communities.

Recommendations

184. The evaluation makes twelve recommendations mainly for the Living Heritage Entity, but also with joint responsibility for the Executive Offices of the Culture and Education Sectors, the Department of Public Information, the Bureau of Digital Business Solutions and for Field Offices. These are listed in order of most strategic to operational. The implementation and follow-through on the first recommendation is a prerequisite for responding to the others, as the evaluation team acknowledges that most of the recommendations have resource implications. Otherwise, additional and stable human resources will be required to fulfil the rising demands of States Parties and the ability to deliver beyond statutory obligations.

Recommendation 1. The Secretary of the 2003 Convention should engage with the Intergovernmental Committee, the General Assembly of States Parties and UNESCO Senior Management in order to draw their attention to the necessity of establishing priorities for the use of the limited resources of the 2003 Convention Secretariat (Living Heritage Entity and Field Offices).

Recommendation 2. The Living Heritage Entity should reflect upon the potential uses of the data collected through periodic reports, as well as on strategies for making it widely available in a digestible and visual manner. The content should be free to access and easy to search and use. Global, regional, and national analyses and synopses should be made available.

Recommendation 3. The Living Heritage Entity in coordination with the Culture Sector Executive Office and other Convention Secretariats as appropriate should create working groups to tackle priority thematic areas that require a multi-Convention response. These should include inter alia commercialization and intellectual property, cultural tourism, and education. At a later stage, UNESCO should engage with other organizations working in these areas.

Recommendation 4. The Living Heritage Entity together with the Education Sector Executive Office should use the proposed Theory of Change as a tool for reflecting on and sharpening the scope of the Living Heritage and Education Programme.

Recommendation 5. The Living Heritage Entity should continue to promote the International Assistance mechanism particularly among eligible States Parties that have not applied to it. This should entail reaching out beyond traditional ICH expert circles and communicating about the technical backstopping that can be provided by the Secretariat to applicants and recipients, as well as the provision of relevant guidelines and tools for the design, implementation and reporting on projects.

Recommendation 6. The Living Heritage Entity should strengthen the quality of project design, monitoring and outcomes reporting to be guided by the Overall Results Framework. Specific attention should furthermore be given to community engagement, sustainable development and gender equality, among other areas. This should entail:

- developing guidance for UNESCO staff on how to use the Overall Results Framework in project design, monitoring, and reporting, including with respect to gender equality
- integrating elements of the Overall Results Framework, where appropriate, within UNESCO's internal project monitoring, and reporting tools (project documents, final narrative reports, C/5, SISTER…)
- redesigning the application and reporting forms for International Assistance and nominations to the three listing mechanisms to integrate appropriate elements of the ORF
- developing guidelines for UNESCO partners (Category 2 Centres, Accredited NGOs…) on how to use the Overall Results Framework for planning and reporting, including with respect to gender equality.
- including sections in all project proposals and reports on ethical behaviour, especially the active participation of tradition bearers, the links with sustainable development and the consideration of rights-based approaches including gender equality

- encouraging clearer reporting on community engagement with possible indicators to gauge its validity and depth, which might include: number of active engagements with community members; number and different kinds of engagements; number of people engaged; length of engagements; and varied forms of engagement including an assessment of their quality. Testimonials from project beneficiaries should be sought in all project reporting.

Recommendation 7. The Living Heritage Entity should strengthen the Facilitators network to ensure that it meets the geographic and thematic requirements of the Global Capacity Building Programme. This should entail a mapping of existing capacities and the identification of needs. It should furthermore include an assessment of current and past activity of existing network members, as well as of the active participation of individuals in other activities such as International Assistance projects and focal points on periodic reporting, among others. Opportunities for new membership and exchange amongst facilitators should be created.

Recommendation 8. The Living Heritage Entity should pursue adapting the Global Capacity Building Programme to a hybrid modality, combining online learning with in-person training and developing learning materials and tools best suited to these different contexts. The programme should furthermore continue diversifying its target audiences and prioritize communities, civil society, including NGOs working with ICH bearers, and specifically target youth.

Recommendation 9. The Living Heritage Entity, in cooperation with UNESCO Field Offices, should develop a system of continuous support to States Parties during the periodic reporting cycle in addition to the online training that is already in place. This should entail guidance on the profiles and designation of national focal points, materials for self-learning, and the provision of ongoing technical backstopping by national or regional resource persons. The networks established during the periodic reporting exercises could also be entrusted with providing guidance thereon.

Recommendation 10. The Living Heritage Entity in cooperation with the Bureau of Digital Business Solutions should provide an online platform to facilitate knowledge management on ICH and safeguarding measures from all the listing mechanisms, nominations, periodic reports, International Assistance projects, research, inventories, among others. This tool should allow users to search for information on ICH using simple keywords and criteria. Partner networks such as the ICH NGO Forum and UNESCO Chairs could be entrusted with the processing of data.

Recommendation 11. The Living Heritage Entity together with the Department of Public Information should explore new avenues for communication and outreach targeting the general public and youth in particular through the use of channels such as social media. This can entail setting up a dedicated social media account and/or making more use of other UNESCO and partners' accounts. A visual identity for content from the Entity should be developed to ensure its tracing.

Recommendation 12. The Living Heritage Entity should introduce regular opportunities for bilateral planning and exchange with each of the Category 2 Centres specializing in ICH, focussing on priorities of the Secretariat and of the Intergovernmental Committee that can be informed by regional needs in order to strengthen the engagement of these partners and the alignment of their work programmes with those of UNESCO.

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Annex A. Evaluation Terms of Reference

Evaluation of UNESCO's action in the framework of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage

Background

Brief description of the 2003 Convention

1. UNESCO's General Conference adopted the Convention for the Safeguarding of the Intangible Cultural Heritage (hereafter the 2003 Convention) on 17 October 2003. Its main purpose is to safeguard the intangible cultural heritage [68]; ensure respect of [its] communities, groups and individuals concerned; to raise awareness [of its importance] at the local, national and international levels, and ensure mutual appreciation thereof; and provide for international cooperation and assistance (Article 1 of the 2003 Convention). The Convention entered into force on 20 April 2006 and is now in its fifteenth year of implementation. To date, it has 180 States Parties, making it nearly universal.

2. The 2003 Convention has two statutory bodies: the General Assembly of the States Parties of the Convention and the 24-member Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage (hereafter the IGC). They are supported by the 2003 Convention Secretariat, which is housed in the Living Heritage Entity of UNESCO's Culture Sector. The Convention further has a network of 193 accredited non-governmental organizations with recognized competence in intangible cultural heritage (hereafter ICH) to act in an advisory capacity to the IGC. In addition, there are seven Category 2 centres under the auspices of UNESCO that work on the safeguarding of ICH.[69]

Previous Evaluation of the 2003 Convention and its Follow-up

3. UNESCO's Internal Oversight Service (hereafter IOS) undertook an Evaluation of UNESCO's Standard-setting Work of the Culture Sector, Part I of which focused on the 2003 Convention in 2013. As the first such evaluation of the Organization's normative work in culture, the evaluation examined the UNESCO's support to Member States at the ratification, policy and implementation levels. The evaluation issued 24 recommendations and was presented to the 8th session of the IGC in December 2013. The evaluation concluded that assessing overall results achieved in terms of ICH that has been safeguarded was difficult without the existence of a results framework and corresponding monitoring system. It also identified a number of challenges with the Convention's three listing mechanisms [70] (Representative List of the Intangible Cultural Heritage of Humanity, List of Intangible Cultural Heritage in Need of Urgent Safeguarding, Register of Safeguarding Practices) and with respect to gender equality, community participation, and linking the safeguarding of ICH with sustainable development, among others.

4. Much has been achieved in addressing the evaluation recommendations ever since. In 2018, the General Assembly approved an Overall Results Framework for the 2003 Convention with 26 indicators for monitoring the implementation of the instrument. That same year, Operational Directives on Periodic Reporting were revised in view of transitioning towards a regional cycle of reporting on the implementation of the

68 According to Article 2 of the 2003 Convention, "intangible cultural heritage" means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is 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.

69 ALGERIA – Regional Centre for the Safeguarding of Intangible Cultural Heritage in Africa; BULGARIA – Regional Centre for the Safeguarding of the Intangible Cultural Heritage in South-Eastern Europe; CHINA – International Training Centre for Intangible Cultural Heritage in the Asia-Pacific Region (CRIHAP); IRAN (ISLAMIC REPUBLIC OF) – Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia; JAPAN – International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region (IRCI); PERU – Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL); REPUBLIC OF KOREA – International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP)

70 The Representative List of the Intangible Cultural Heritage of Humanity is made up of those intangible heritage elements that help demonstrate the diversity of this heritage and raise awareness about its importance; the List of Intangible Cultural Heritage in Need of Urgent Safeguarding is composed of intangible heritage elements that concerned communities and States Parties consider require urgent measures to keep them alive; and the Register of Good Safeguarding Practices contains programs, projects and activities that best reflect the principles and the objectives of the Convention (Source: 2003 Convention website).

Convention. The Secretariat rolled out a new capacity building programme on Periodic Reporting for the Latin America and Caribbean region in 2020, which was the first to submit reports since the reform, and in Europe in 2021. Furthermore, the International Assistance [71] mechanism has seen a significant upsurge in requests since the increase in the ceiling of requests that can be presented to the Bureau from US$25,000 to US$100,000 (Resolution 6.GA 7). A dedicated Safeguarding and Implementation Team was set up within the Living Heritage Entity in 2019 to provide support for International Assistance requests and monitor ongoing projects.

5. With regards to the listing mechanisms, a single Evaluation Body was established by the General Assembly in 2014 with the mandate to assess nominations to the Representative List, Urgent Safeguarding List, Register of Safeguarding Practices, and for International Assistance requests (now for those above USD 100,000). A global reflection on the listing mechanisms was formally launched in 2019 and is still ongoing in 2021 with the holding of expert meetings and the Open-ended intergovernmental working group, which is expected to present its conclusions to the 16th session of the IGC in December 2021.

6. In terms of operational work, the Secretariat has expanded its global capacity building programme, linking the safeguarding of ICH with sustainable development, as well as building new delivery mechanisms through a network of 139 trained facilitators and partner institutions such as the Category 2 Centres. New thematic areas of work have also emerged around gender equality, sustainable development, emergencies, indigenous peoples, and living heritage in education, among others. All the evaluation recommendations issued in 2013 were considered formally closed in 2017.

2003 Convention Results Framework and the 2030 Sustainable Development Agenda

7. The overall Results Framework for the 2003 Convention underlines the contribution safeguarding of ICH to sustainable development right in its impact statement.[72] The Operational Directives of the Convention now include a dedicated chapter to Safeguarding intangible cultural heritage and sustainable development at the national level (Chapter VI), which cover three dimensions (economic, social and environmental) and provide guidance for States Parties.

8. UNESCO's Programme and Budget documents further outline the multidimensional contribution of the 2003 Convention to the Sustainable Development Goals: Zero Hunger (2.4), Quality Education for Sustainable Development (4.7), Gender Equality (5.5, 5.c), Sustainable Cities and Communities (11.4), Peace, Justice and Strong Institutions (16.4, 16.a), and Partnerships (17.9, 17.14, 17.16, 17.17). More recent thematic discussions have also touched upon Good Health and Well-Being (SDG 3) and Climate Action (SDG 13).

Situating the Convention within UNESCO's Culture Sector and Programme

9. The Secretariat of the 2003 Convention is housed within the Living Heritage Entity of the UNESCO Culture Sector. Programme specialists and project officers throughout UNESCO's network of field offices also contribute to programme implementation for the 2003 Convention. Staff in the Education Sector also contribute to implementing the Living Heritage Education programme.

10. UNESCO's Programme and Budget documents for the current quadrennium (2018-2021), the 39C/5 and 40C/5 include an expected result (ER) for this line of work under its Main Line of Action 2 'Protecting, conserving, promoting and transmitting culture and heritage for dialogue and development':

ER 6: Intangible cultural heritage identified and safeguarded by Member States and communities, in particular through the effective implementation of the 2003 Convention.

11. The programme is funded by a combination of regular programme funds [73] and extra-budgetary resources. However, the bulk of the regular programme funds is used to finance statutory obligations, including the meetings of the governing bodies. Consequently, operational projects largely rely on the Intangible Cultural Heritage Fund and voluntary contributions.

Rationale for this Evaluation

12. This second evaluation of the 2003 Convention was requested by the UNESCO Culture Sector at the onset of the 2020-2021 biennium. Eight years have gone by

71 International Assistance is granted from the Intangible Cultural Heritage Fund for activities aimed at safeguarding intangible cultural heritage as defined in the Convention (Article 20): a) safeguarding of elements on the Urgent Safeguarding List; b) preparation of inventories; c) support for programmes, projects and activities aimed at the safeguarding of Intangible Cultural Heritage at the national, subregional and regional levels; and d) any other purposes the Committee may deem necessary, including capacity building and preparatory assistance.

72 Intangible cultural heritage is safeguarded by communities, groups and individuals who exercise active and ongoing stewardship over it, thereby contributing to sustainable development for human well-being, dignity and creativity in peaceful and inclusive societies.

73 The 39C/5 Operational and staff budget for ER6 was USD 20 051 800. During the 40C/5 period, this figure is at USD 21 636 500.

since the previous evaluation during which the Convention has not only matured and reached nearly universal ratification, but also undergone several important reform efforts, such as the development of a Results Framework for the Convention, the reform of the Periodic Reporting, and others as mentioned above. The timing is therefore opportune to take stock of the achievements and challenges encountered since these reforms were put in place. It is also a time to look forward and inform the future action of UNESCO's support to States Parties in the protection of ICH. This second evaluation of the 2003 Convention marks the first follow-up exercise to the cycle of evaluations of UNESCO's six culture conventions.[74]

Purpose and Scope

Objectives and Use

13. The main purpose of the evaluation is to generate findings, lessons learned and recommendations regarding the relevance and the effectiveness of the standard-setting work of UNESCO in the framework of the 2003 Convention (notably through the operationalization of the Convention).

14. While the evaluation will be mainly formative in its orientation – in line with the above purpose of the envisaged continuous improvement – it will include summative elements as it is essential to learn what has been working so far, why and under what circumstances, and what the challenges have been in order to extract lessons and identify possible improvements to ensure the effective implementation of the 2003 Convention. The evaluation will also focus on the alignment and complementarity of the standard-setting work of the Culture Sector with UNESCO's global priorities Africa and Gender Equality, and its continued relevance, notably in the framework of the 2030 Sustainable Development Agenda and the Agenda 2063 of the African Union[75].

15. The evaluation aims to help the UNESCO Culture Sector, Senior Management and the Governing Bodies of the 2003 Convention strengthen, refocus, and better coordinate its standard-setting work. It also aims to feed into the ongoing Global Reflection on the Listing Mechanisms. Finally, the evaluation shall serve as a learning exercise for UNESCO staff, partners, Member States, and the multitude of stakeholders working on safeguarding intangible cultural heritage.

16. The final evaluation report will be submitted to the Secretariat of the 2003 Convention, the UNESCO Culture Sector and the Governing Bodies established under the Convention. The evaluation team will aim to present findings and recommendations at the 16th session of the Intergovernmental Committee in December 2021.

Scope and Evaluation Questions

17. The evaluation will assess UNESCO's standard-setting work within the framework of both the regular and extrabudgetary programmes focussing on the period (2018 - mid-2021) since the adoption of the Results Framework for the 2003 Convention in 2018. In order to assess the results of selected aspects such as the International Assistance, Living Heritage and Education Programme, as well as the Global Capacity Building Strategy, the evaluation scope may include work predating 2018. It will build on the previous 2013 evaluation of the 2003 Convention, as well as the 2013 Audit of the Working Methods of Cultural Conventions, the 2019 Evaluation of UNESCO's action to protect culture in emergencies and other decentralized evaluations of the programme[76]. The evaluation shall integrate UNESCO's global priorities Gender Equality and Africa by seeking to collect data on gender-relevant matters as well as focusing, when appropriate, on the needs of the African continent.

18. Key evaluation questions will include the following:

Relevance and Coherence:

- To what extent is UNESCO supporting States Parties in a coherent and balanced manner with the thematic areas defined in the Results Framework of the 2003 Convention?

74 UNESCO's Evaluation Office has undertaken evaluations of six of the Organization's normative instruments in culture, namely the 1954, 1970, 1972, 2001, 2003 and 2005 Conventions between 2013 and 2019.

75 See the Agenda 2063 Popular Version, particularly Aspiration 5 for 'An Africa with a strong cultural identity, common heritage, values and ethics'.

76 'Strengthening capacities of Portuguese-speaking countries in Africa for implementing the Convention for the Safeguarding of the Intangible Cultural Heritage' July 2016; 'Inventaire du patromoine cultuel immateriel present en Côte d'Ivoire en vue de sa sauvegarde urgente – Phase I Rapport Mission d'évaluation externe June 2017; Evaluation Report on the Project "Support to the Effective Implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage in Nigeria" 2017; 'Evaluation of the Flanders/UNESCO Trust Fund for the Support of UNESCO's Activities in the Field of Heritage' November 2020; Strengthening the Capacities of Suriname and Dutch Caribbean Islands to Implement the Convention for the Safeguarding of the Intangible Cultural Heritage

- What role do the three listing mechanisms (Representative List, Urgent Safeguarding List, Register of Safeguarding Practices) and the International Assistance of the 2003 Convention play in safeguarding intangible cultural heritage? What are stakeholders' (States Parties, statutory bodies, experts, civil society, communities, etc.) expectations of the three listing mechanisms and the International Assistance and to what extent have these been met? What are the synergies between the four mechanisms?
- How can the recently reformed Periodic Reporting mechanism contribute to learning and enhanced implementation of the 2003 Convention? What lessons can be learned from the rollout of the Periodic Reporting mechanism in the Latin America and Caribbean, as well as in Europe?
- How are issues related to gender addressed through the implementation of activities under the Convention and consistent with UNESCO's Global Priority Gender Equality?
- What are the key thematic areas of focus for the future implementation of the 2003 Convention?

Effectiveness:

- What have been the most significant results of UNESCO's global capacity building programme?
- In what ways has UNESCO supported States Parties in raising awareness of intangible cultural heritage and making it visible for the public? What communication and outreach channels are most effective and which others merit further use?
- What have been the most significant results of the International Assistance mechanism? To what extent has the International Assistance led to safeguarding of ICH at the national level?
- To what extent has UNESCO successfully operationalized emerging priorities such as emergencies, gender equality, sustainable development, education, among others (such as through the global capacity building programme and the International Assistance mechanism)?
- How effective is the reformed Periodic Reporting system in mobilizing and bringing together various stakeholders at the national level, including government counterparts, civil society, academia, and practitioners at the community level? What are the lessons that can be learned from the first cycle of the reformed Periodic Reporting in Latin America?
- What have been the most significant results of the Living Heritage and Education programme? What lessons can be learned from the implementation modalities for the future of the programme?
- What have been the main enabling and hindering factors to achieving planned results of UNESCO's standard-setting work in the framework of the 2003 Convention?

Efficiency:

- What are the working relations between the Living Heritage Entity and the statutory bodies of the 2003 Convention (Intergovernmental Committee and its Bureau, Evaluation Body, General Assembly and its Bureau)? To what extent are they achieving synergies?
- How does the Living Heritage Entity monitor the implementation of UNESCO activities in the framework of the 2003 Convention (particularly through its capacity building programme and International Assistance mechanisms)? How does the entity engage with Field Offices and other partners in doing so?
- What lessons can be learned from the cooperation between the Culture and Education Sectors in their implementation of the Living Heritage Education programme? How is the Culture Sector working with other UNESCO sectors on other intersectoral initiatives around living heritage? How does the entity engage with other Conventions within the Culture Sector around living heritage?

Sustainability:

- To what extent does the Living Heritage Entity have the capacity (human and financial) to sustain the growing statutory demands, all while fulfilling an operational role?
- How have partnerships (facilitators network, Category 2 Centres, Universities, Chairs, accredited NGOs, museums, etc.) contributed to the implementation of the 2003 Convention? To what extent has the capacity of partners been developed to ensure the sustainability of efforts? How can UNESCO further strengthen these partnerships?
- To what extent is there national ownership for safeguarding ICH?

- How does UNESCO support knowledge management and the sharing of good safeguarding practices collected from a variety of sources (nominations to the listing mechanisms, Periodic Reports, reports by accredited NGOs, International Assistance projects and thematic programmes such as Living Heritage and Education, among others)?

19. An adjusted list of evaluation questions and sub-questions will be developed during the Inception Phase of the evaluation.

Evaluation in the Context of COVID-19

20. This evaluation is starting in the current unprecedented context of COVID-19. The crisis has had an impact on communities everywhere, including on their living heritage. It will also have a significant impact on the present evaluation.[77] As such, this exercise is to be guided above all by the "do no harm principle" and the wellbeing of all stakeholders involved. All data for this evaluation will be collected remotely with the help of information and communication technologies. No fieldwork or travel is therefore envisaged for this assignment. The evaluation acknowledges that this may constitute a significant limitation for outreach to communities and will do its utmost to consult them remotely through civil society organizations. The evaluation is also mindful of the distinct cultural and sanitary contexts of stakeholders that will be involved.

Methodology

21. The evaluation team will use a mixed method approach involving quantitative and qualitative data from multiple sources. The team will need to be mindful of adjusting methods in changing circumstances, which may result in additional challenges. The specific methods will be further refined during the inception phase and in consultation with the Evaluation Reference Group.

- **Desk study**: 2003 Convention text and its Operational Directives, Results Framework and guidance notes on indicators, documents for the Intergovernmental Committee and General Assembly, Periodic Reports, SISTER workplans, project documents, monitoring, narrative and evaluation reports
- **Review of the Results Framework of the 2003 Convention** and its indicators
- **Mapping and analysis** of UNESCO's regular programme activities and extrabudgetary projects under the 39C/5 and 40C/5 Culture Sector Expected Result 6
- **Analysis of workflows of the Living Heritage Entity** in relation to its statutory obligations
- **Portfolio review and analysis** of results of completed International Assistance projects
- **Portfolio review and analysis of results** of ongoing and completed Living Heritage Education projects
- **Semi-structured interviews** with a purposeful sample of the following stakeholders: UNESCO staff, past and current members of the Intergovernmental Committee, past and current members of the Evaluation Body, representatives of Member States, representatives of Category 2 Centres working on Living Heritage, representatives of Accredited NGOs, members of the facilitators network, members of the Expert Body for the Global Reflecting on the Listing Mechanism and other UNESCO Chairs and Networks that support the implementation of the 2003 Convention including, civil society working on ICH safeguarding with communities, public institutions and the private sector, including donors and beneficiaries of International Assistance
- **Observation of the Expert Meeting and the Open-ended intergovernmental working group** in the framework of the global reflection on the listing mechanism under the 2003 Convention
- **Observation of select online capacity building activities**
- **Survey** of States Parties to the 2003 Convention
- **Survey of Partners** to the 2003 Convention (accredited NGOs, UNESCO Chairs, facilitators network, etc.)
- **Review of UNESCO communication tools and approaches** around the 2003 Convention
- **Participatory workshop** to steer the evaluation and to discuss preliminary findings, lessons learned and recommendations.

77 See the UNESCO Guidance on Evaluation in the context of the Pandemic

22. Data collection, sampling and analysis will incorporate a gender equality perspective, be based on a human rights-based approach, and take into consideration the diverse cultural contexts in which the activities are being implemented.

Roles and Responsibilities

23. The evaluation will be based on a hybrid approach and managed by UNESCO's Internal Oversight Service (IOS). It is going to be led by an evaluator from the IOS Evaluation Office with the support of an evaluation consultant and one or two subject-matter experts. The latter are expected to contribute with specific expertise in intangible culture heritage and education in order to strengthen the technical quality of the data collection. The role of the external experts will be to provide external validation of the evaluation approach and analysis, to contribute to data collection and analysis and to draft parts of the evaluation report in English. The external expert(s) are expected to work 15 – 20 days each on two specific parts of the assignment.

24. More information on the responsibilities of the expert can be found below. The exact distribution of roles and responsibilities of the team members will be further specified in the Inception Note once the external consultants have been selected.

25. An Evaluation Reference Group will be established to guide the evaluation process and ensure the quality of associated deliverables. The group will be composed of the evaluation manager from the Evaluation Office and representatives from the following entities: the Executive Office of the Culture Sector, the Living Heritage Entity (Secretariat of 2003 Convention), and Culture Programme Specialists from UNESCO Field Offices and from the Education Sector. Two former Secretaries of the 2003 Convention will also be approached.

Qualifications of External Experts

26. Given the specific and technical nature of the evaluation, a combination of expertise is being sought in the safeguarding of intangible cultural heritage and education.

27. Expressions of interest will be sought from individuals with the following qualifications:

Thematic expert in Intangible Cultural Heritage:

- Strong knowledge and understanding of the 2003 Convention (demonstrated with examples of previous evaluation, research, publication, etc. on the subject area)
- Minimum 5-7 years' work experience in safeguarding intangible cultural heritage at the regional or international level

Thematic expert in Education:

- Minimum 5-7 years' work experience in education policy / evaluation
- Knowledge and understanding of the 2003 Convention and the integration of culture into education policies and programmes (demonstrated with examples of previous evaluation, research, publication, etc. on the subject area)

Furthermore:

- No previous involvement in the implementation of UNESCO activities under review (occasional attendance of events or meetings may be accepted)
- Advanced university degree in areas relevant to the evaluation such anthropology, social science, education, or related field to the subject of the evaluation
- Understanding and application of UN mandates in Human Rights and Gender Equality (for example through certification, training, examples of assignments)
- Excellent analytical and demonstrated excellent drafting skills in English: ability to collect and analyse information, to synthesize ideas and feedback and prepare reports in a clear and concise manner
- Knowledge of and experience in applying qualitative and quantitative data analysis techniques and Results Based Management (RBM) principles
- Other language skills, particularly French and other official UN languages (Arabic, Spanish, Russian, and Chinese) will be considered an advantage.

28. Verification of these qualifications will be based on the provided curriculum vitae and possible reference checks. Candidates are also encouraged to submit other references such as research papers or articles that demonstrate their familiarity with the field. Attention will be paid to establish an evaluation team that is gender- and geographically balanced.

Deliverables and Schedule

29. The evaluation is taking place between April and November 2021.

Deliverables

30. **Inception note:** An inception note containing the purpose and expected use of the evaluation (based on the desk study and preliminary interviews), an evaluation workplan with a timeline, detailed methodology including an evaluation matrix (with a full list of evaluation questions and subsequent methods for data collection), a stakeholder analysis and a list of documents.

31. **Deliverables by external expert(s):** Analytical papers on the results of International Assistance and the Living Heritage Education Programme plus additional input into the data collection.

32. **Draft evaluation report:** The draft evaluation report should be written in English, be comprised of no more than 30 pages and follow the IOS Evaluation Office template.

33. **Communication outputs:** The evaluation team will prepare communication products targeting different users: PowerPoint presentations for Stakeholder Workshops, including to update the Evaluation Reference Group on progress and to present preliminary findings, a presentation for the 16th session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage, a 2-page synthesis of the main findings from the evaluation, and any other products to be decided.

34. **Final evaluation report:** The final evaluation report should incorporate comments provided by the Evaluation Reference Group without exceeding 30 pages (excluding Annexes). It should also include an Executive Summary and Annexes. The final report must comply with the UNEG Evaluation Norms and Standards and will be assessed against the UNEG Quality Checklist for Evaluation Reports by an external reviewer. The evaluation will refer to the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation.

Schedule

Activity / Deliverable	Date
Desk Study and Scoping Interviews	April – May 2021
Finalization of Terms of Reference	May
Call for Proposals and Selection of Experts	May - June
Inception Note	June
Data Collection and Analysis	May-August
Consultants' deliverables	End August
Stakeholder Workshop with Presentation of Preliminary Findings	September
Draft Evaluation Report	September
Final Evaluation Report in English	October
Translation of Evaluation Report into French	November
Presentation of Evaluation to 16th session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage	December 2021

References

- Text of the Convention for the Safeguarding of the Intangible Cultural Heritage
- Evaluation of UNESCO's Standard - setting Work of the Culture Sector - Part I - 2003 Convention
- 39 C/5 Approved Programme and Budget 2018-2019
- International Assistance website
- Living Heritage and Education

Responsibilities of External Expert(s)

35. Availability of each consultant for 15-20 working days between June and early September 2021.

International Assistance:

- Develop a framework for assessing completed International Assistance projects
- Conduct a desk review and analysis of completed International Assistance projects (49)
- Conduct interviews (in cooperation with the UNESCO Evaluation Office) with select UNESCO staff and project beneficiaries (approximately 10), particularly at the community level wherever possible
- Draft an analytical paper that will be integrated into the evaluation report with a focus on the following questions:
    - » What role does the International Assistance of the 2003 Convention play in safeguarding intangible cultural heritage? What are stakeholders' (States Parties, statutory bodies, experts, civil society, communities, etc.) expectations of the International Assistance and to what extent have these been met?
    - » What have been the most significant results of the International Assistance mechanism? To what extent has the International Assistance led to safeguarding of ICH at the national level?
    - » To what extent is there national ownership for safeguarding ICH?
    - » To what extent has UNESCO successfully operationalized emerging priorities such as emergencies, gender equality, sustainable development, education, among others through the International Assistance mechanism?
    - » How does UNESCO support knowledge management and the sharing of good safeguarding practices collected from International Assistance projects?

Living Heritage and Education programme:

- Develop a framework for assessing the Living Heritage Education projects and implementation mechanisms
- Conduct a desk review and analysis of ongoing and completed Living Heritage and Education projects (approximately 20, 10 of which are completed)
- Conduct interviews (in cooperation with the UNESCO Evaluation Office) with select (approximately 10) UNESCO staff and project beneficiaries
- Observe at least one programme event
- Draft an analytical paper that will be integrated into the evaluation report with a focus on the following questions:
    - » To what extent has UNESCO successfully operationalized emerging priorities such as living heritage education through the global capacity building programme and the International Assistance mechanism?
    - » What have been the most significant results of the Living Heritage and Education programme? What lessons can be learned from the implementation modalities for the future of the programme?
    - » What lessons can be learned from the cooperation between the Culture and Education Sectors in their implementation of the Living Heritage Education programme?

Methodological guidance:

- Provide inputs and technical guidance to the evaluation methodology and draft evaluation report

Annex B. List of people interviewed

UNESCO

- Agne Bartkute, Programme Assistant, Safeguarding Implementation and Monitoring team, Living Heritage Entity, Culture Sector
- Aigul Khalafova, National Professional Officer for Culture, UNESCO Office in Almaty
- Ana Ruiz, Project Assistant, UNESCO Office in Dakar
- Ashley Elizabeth Cunningham, Associate Project Officer, Capacity Building and Heritage Policy Unit, Living Heritage Entity, Culture Sector
- Berta de Sancristobal, Head, Policy and Research Unit, 2005 Convention, Culture Sector
- Caroline Munier, Culture Programme Specialist, UNESCO Cluster Office in San Jose
- Carolyn Medel-Anonuevo, Senior Programme Specialist/Head of Education Unit, UNESCO Regional Office in Harare
- Doyun Lee, Programme Specialist, Programme Management Unit, Living Heritage Entity, Culture Sector, UNESCO
- Elena Constantinou, Programme Specialist, Statutory Support Team, Living Heritage Entity, Culture Sector, UNESCO
- Felicie Kertudo, Associate Communication Officer, Knowledge management and outreach Team, Living Heritage Entity, Culture Sector
- Fumiko Ohinata, Chief, Programme Management Unit, Living Heritage Entity, Culture Sector, UNESCO
- Guiomar Alonso Cano, Programme Specialist, UNESCO Office in Dakar
- Hanh Duong Bich, Programme Specialist and Chief of Culture Unit, UNESCO Office in Bangkok
- Helena Drobna, Programme Specialist, Capacity Building and Heritage Policy Unit, Living Heritage Entity, Culture Sector
- Himalchuli Gurung, Programme Specialist for Culture, UNESCO Office in Beijing
- Hugues Sicard, Programme Specialist, Knowledge management and outreach Team, Living Heritage Entity, Culture Sector
- Joseph Kreidi, National Professional Officer for Culture, UNESCO Office in Beirut
- Josiane Poivre, Secretarial Assistant, Living Heritage Entity, Culture Sector
- Juliana Forero, Programme Specialist, Safeguarding implementation and Monitoring team, Living Heritage Entity, Culture Sector
- Juliette Hopkins, Associate Programme Specialist, Programme Management Unit, Living Heritage Entity, Culture Sector
- Karim Hendili, Culture Programme Officer, UNESCO Office in Rabat
- Keiichi Julien Nakata Glenat, Associate Programme Specialist, Programme Management Unit, Living Heritage Entity, Culture Sector
- Leandro Pereira Peredo, Project Officer, Programme Management Unit, Living Heritage Entity, Culture Sector
- Leila Maziz, Associate Programme Specialist, Safeguarding implementation and Monitoring team, Living Heritage Entity, Culture Sector
- Lydia Ruprecht, Programme Specialist Leader, Global Citizenship Education Programme, Education Sector

- Maite Zeisser, Associate Project Officer, Capacity Building and Heritage Policy Unit, Living Heritage Entity, Culture Sector
- Maria Paz Fernandez Undurraga, Secretarial Assistant, Living Heritage Entity, Culture Sector
- Marius Tukaj, Assistant, Living Heritage Entity, Culture Sector
- Matteo Rosati, Culture Programme Officer, UNESCO Office in Venice
- Nicolas Del Valle, Associate Programme Coordinator, Transformative Education Section, UNESCO Regional Office in Santiago
- Rasul Samadov, Assistant Programme Specialist, Capacity Building and Heritage Policy Unit, Living Heritage Entity, Culture Sector
- Sanae Allam, Project Officer for Culture, UNESCO Office in Rabat
- Susanne Schnuttgen, Chief, Capacity Building and Heritage Policy Unit, Living Heritage Entity, UNESCO, Culture Sector
- Suzanne Martin-Siegfried, Programme Assistant, Living Heritage Entity, Culture Sector
- Timothy Curtis, Chief of Section, Living Heritage Entity, UNESCO, Culture Sector
- Vibeke Jensen, Director, Peace and Sustainable Development Division, Education Sector
- Yue Shen, Associate Project Officer, Capacity Building and Heritage Policy Unit, Living Heritage Entity, Culture Sector
- Yuri Peshkov, Programme Specialist for Culture, UNESCO Cluster Office in Kingston

Member States

- Dita Limova, Head of Section of Relations with UNESCO Ministry of Culture, Czech Republic
- Eva Kuminkova, Deputy Director National Open-Air Museum, Czech Republic
- Jun Takai, First Secretary Japan Delegation to UNESCO, Japan
- Mikael Schultz, Deputy Permanent Representative Sweden Delegation to UNESCO, Sweden
- Milton de Figueiredo Coutinho, Advisor Brazil Delegation to UNESCO, Brazil
- Mohamed Omar Djama, Second Advisor Djibouti Delegation to UNESCO, Djibouti
- Punchinilame Meegaswatte, Secretary General National Commission, Sri Lanka

Category 2 Centres

- Boyoung Cha, Chief of Cooperation & Networking Section, International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region, Republic of Korea
- Chayana Isatkova, International activities, Regional Centre for the Safeguarding of the Intangible Cultural Heritage in South-Eastern Europe, Bulgaria
- Gi Hyung Keum, Director General, International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region, Republic of Korea
- Liang Bin, Director General, International Training Centre for Intangible Cultural Heritage in the Asia-Pacific Region, China
- Mehrnaz Pirouznik, International Relations Program Specialist, Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia, Iran
- Mirena Stavena, Programs and Projects, Regional Centre for the Safeguarding of the Intangible Cultural Heritage in South-Eastern Europe, Bulgaria
- Reza Sojoudi, Acting Director, Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia, Iran
- Shervin Ghoudarzi, Chief of the ICH section, Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia, Iran
- Wataru Iwamoto, Director General, International Research Centre for Intangible Cultural Heritage in the Asia-Pacific Region, Japan

Facilitators of the Capacity Building Programme

- Abdoul Aziz Guisse, Director, Direction du Patrimoine Culturel, Senegal
- Adriana Molano, Consultant, Colombia
- Ahmed Skounti, Professor, Institut national des sciences de l'archéologie et du patrimoine, Morocco
- Christopher Ballard, Associate Professor, Australian National University, Australia

- Emily Drani, Executive Director and co-founder of the Cross-Cultural Foundation, Uganda
- Hani Hayajneh, Dean, Yarmouk University, Jordan
- Harriet Deacon, Consultant, United Kingdom
- Janet Blake, Associate Professor, University of Shahid Beheshti, Iran
- Linina Phuttitarn, Individual Specialist Professor, Chulalongkorn University, Thailand
- Lovemore Mazibuko, Acting Director Museums of Malawi, Malawi

NGOs

- Butholezwe Kgosi Nyathi, Regional Director, National Gallery of Zimbabwe in Bulawayo, Zimbabwe
- Gustavo Caicedo, Executive Director, Encyclopedia of Intangible Cultural Heritage, Mexico
- Jorijn Neyrinck, Director, Workshop Intangible Heritage, Belgium
- Kallas Fares, Secretary General, Syria Trust for Development, Syria
- Kaloyan Nikolov, President European Association of Folklore Festivals, Bulgaria
- Laurier Turgeon, Directeur, Institut du patrimoine culturel Université Laval, Canada
- Léonce Ki, Executive Secretary, Association pour la sauvegarde des masques, Burkina Faso
- Martin Andrade Perez, Researcher, Erigaie Foundation, Colombia
- Mila Santova, Professor, Institute of Ethnology and Folklore Studies with National Ethnographic Museum, Bulgaria
- Reme Sakr, Syria Trust for Development, Syria
- Robert Baron, International Society for Ethnology and Folklore, United States of America

ICH Experts

- Getachew Senishaw Lemeneh, Assistant Professor, University of Addis Ababa, Ethiopia
- Kirk Siang Yeo, Director National Heritage Board, Singapore

International Assistance projects and Living Heritage and Education Projects

- Carlos Cortez, Technician, Intangible Cultural Heritage Directory, El Salvador
- Christianne Jeitani, National Coordinator ASPnet, Lebanon
- Diana Rico Revelo, Professor, Universidad del Norte, Colombia
- Eimer Ariño, Member Juventud Pacifica de Conejo, Colombia
- Elizabeth Kyazike, Dean, Faculty of Arts and Social Sciences Kyambogo University, Uganda
- Estellina Namutebi, Head, Department of Development Studies in the School of Arts and Social Sciences, Uganda
- Francisco Urbano dos Santos, National Focal Point for UNESCO, Timor-Leste
- Janer Fuentes, Community Leader, Colombia
- Julienne Barra, Director, Department of Culture, Seychelles
- Lassana Cissé, National Director, Cultural Heritage, Mali
- Marlene Phillips, Manager, Research and Documentation Nevis Cultural Development Foundation, Saint Kitts and Nevis
- Moussa Diakité, Chief, Mission Culturelle de Djenné, Mali
- Norov Urtnasan, President, Foundation for the Protection of Natural and Cultural Heritage, Mongolia
- Paola Ruiz Aycardi, Academic Coordinator on International Affairs Program, Universidad del Norte, Colombia
- Patrick Howell, Manager Research and Documentation Nevis Cultural Development Foundation, Saint Kitts and Nevis
- Romeo Silva, Member, Timor-Leste ICH Committee, Timor-Leste
- Socorro Molina, Social Leader, Colombia
- Vanessa Achilles, Independent Researcher, Germany

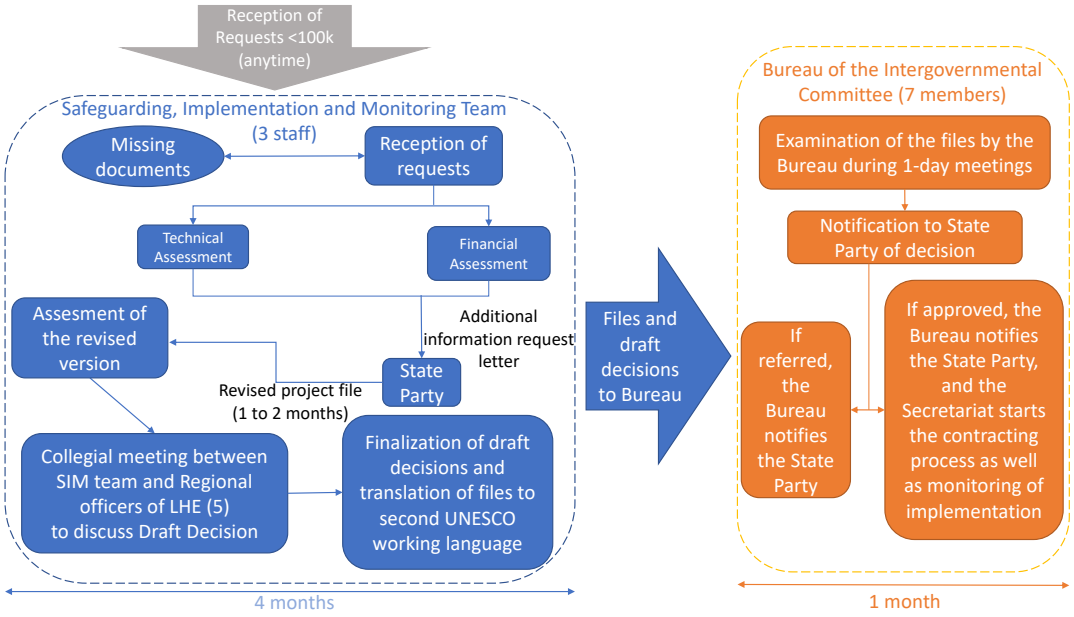
Annex C. Assessment of International Assistance Mechanism

1. The 2003 Convention established the Intangible Cultural Heritage Fund (Article 25) and the International Assistance (hereafter the IA) mechanism (Articles 19 – 24) which aims to support governments, as well as communities, groups, individuals and civil society and non-governmental organizations in implementing projects in the safeguarding of ICH. The Operational Directives enumerate the purposes for which the IA can be used: (a) the safeguarding of the heritage inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding; (b) the preparation of inventories in the sense of Articles 11 and 12; (c) support for programmes, projects and activities carried out at the national, subregional, and regional levels aimed at the safeguarding of the ICH; (d) any other purpose the Committee may deem necessary.

2. The IA mechanism was not solicited much by States Parties in the early years of its existence. The 2013 IOS evaluation indicated a number of reasons for this, including the obligation for States Parties to choose between submitting an element for nomination to the listing mechanisms or requesting IA, as well as challenges in human and financial resources to elaborate project proposals. In 2018, the General Assembly decided (Resolution 6.GA 7) that IA requests up to USD 100,000 (except requests for preparatory assistance) and emergency requests regardless of the amount can be submitted at any time, and that requests up to USD 100,000, including preparatory assistance, are to be examined and approved by the Bureau of the Committee. Consequently, States Parties no longer have to choose between submitting nominations to the listing mechanisms or for IA, as long as the IA is for up to USD 100,000. During 2018 - 2019 the use of the ICH Fund for IA increased significantly (116 %) compared to the previous biennium. [78]

3. The same session of the General Assembly approved the creation of three extra-budgetary fixed-term posts (Resolution 7.GA 8) to form a dedicated team to operationalize the implementation of the IA mechanism. The Safeguarding Implementation and Monitoring team (hereafter the SIM team) was therefore established in October 2019 following the recruitment of three officers to administer the IA mechanism and establish a holistic system of management, monitoring and communication around it. The team was also charged with administering the backlog of IA requests, after the spike in new projects for amounts under USD 100,000 submitted in 2018 and 2019. Today, the team is responsible for assessing and providing recommendations to the Bureau on all requests for IA up to USD 100,000. The figure 1 shows the process for all such requests.

Figure 1. Administration of International Assistance requests for amounts under USD 100,000



Source: Interviews with Safeguarding Implementation and Monitoring team

78 LHE/20/8.GA.7

4. The present evaluation explored the effectiveness and efficiency of the IA by assessing projects implemented since the creation of the mechanism. Since 2008, the IA has funded 66 completed projects in 39 States Parties across all regions, although more than half have been implemented in Africa. The present evaluation assessed 49 of these, for which reports, or final deliverables were available.[79] In addition, the evaluation team conducted interviews with implementing actors and beneficiaries to assess the results of the projects as well as the IA mechanism as a whole. The analysis details the following:

   - Funding: A mix of funding sources was used to deliver these projects including the ICH fund, matching national funds, and special funding from third parties (n=11). Third parties provided from USD 220 to USD 91,033.
   - Implementing agency: There was a robust diversity of entities managing the projects: Ministries of Culture or offices within them (n=22); NGOs (n=8); National Commissions for UNESCO (n=5); UNESCO Field Offices (n=7); museums (n=3); archives (n=2); foundations (n=2); and local governments (n=2).
   - Scale: Most projects united national, local, and community stakeholders, but the scale of the projects varies widely from nationwide efforts to create infrastructure or to support urgent safeguarding at the national level to community-based efforts to safeguard a single element of ICH.
   - UNESCO regions: Of the 49 projects analysed, 28 were implemented in Africa while the others were spread across Asia and the Pacific (8), Latin America and the Caribbean (6), Arab States (5), and Europe/North America (2). Only five projects have been realized in the Arab States. To date only, Mauritania, Morocco, and Sudan have benefited from IA.

5. While inventorying and research, awareness-raising, and community engagement are the most prevalent, other activities are widespread. At least 25 of the projects focused on transmission and education. Moreover, the individual design and implementation of these projects vary widely and reflect the diversity of the sector.

Evaluation Framework for International Assistance Mechanism

6. The Overall Results Framework for the 2003 Convention (ORF) provides a solid if theoretical model for understanding how individual projects drive change with the goal of ICH being safeguarded by communities, groups, and individuals to contribute to their well-being in peaceful and inclusive societies. This framework contemplates a set of short-, medium-, and long-term outcomes that support this change. Outputs and activities meant to generate these impacts are grouped into eight Thematic Areas:

   - Institutional and human capacities
   - Transmission and education
   - Inventorying and research
   - Policies as well as legal and administrative measures
   - Role of ICH and its safeguarding in society
   - Awareness raising
   - Engagement of communities, groups, and individuals as well as other stakeholders
   - International engagement.

7. In turn, each Thematic Area identifies a group of Core Indicators. For the analysis of the IA, these Core Indicators were reviewed and refined to create an Evaluation Framework to reflect more specific aspects of the IA-funded projects. Each project was then reviewed to determine which Thematic Areas it addressed. However, the projects themselves were not designed according to the ORF, nor are they reporting against it, which is a key limitation for the analysis. Still, the Evaluation Framework for the IA allowed the evaluation team to determine with relative ease the impact of the programme as articulated by the ORF.

79 The other 17 projects are either currently under way or do not have available reports.

Limitations on the Available Data

8. For the projects reviewed, there were various amounts of data available for the analysis. For older projects, the applications for grants were often not available. For applications for urgent safeguarding, there are often neither applications nor final reports, as the nomination file to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding was the agreed-upon deliverable. In general, the reports provide limited information on results beyond activities and outputs. The lack of consistent and reliable data on outcomes curtailed the team's ability to draw broader conclusions about the overall impact of the IA. Similarly, the reports provide very limited data on how projects addressed gender issues, education, and sustainable development. The assessment was done with the available data and attempts were made to fill gaps through interviews with UNESCO staff, project partners and beneficiaries.

Results of the International Assistance Mechanism

9. The assessment of completed projects shows that IA is actively supporting the implementation of the Convention around the world. In fact, each IA-funded project advances its implementation in at least two ORF Thematic Areas. The following are the most important features of the programme.

IA supports extensive efforts in Inventorying and Research related to ICH.

10. The largest number of projects (n=45) specifically address Inventorying and Research with the goal of creating national lists or adding elements to the Representative List or the List of Intangible Cultural Heritage in Need of Urgent Safeguarding. Many deploy community-based inventorying. They range in scope from nationwide (n=14) and regional (n=7) to local (n=24) in focus. Two projects also focus on archiving and digitizing the results of the research. Whether these projects result in a simple inventory or historical and aesthetic studies, the IA supports the active increase, formalization, and sharing of new knowledge about ICH. The projects help States Parties effectively advance the implementation of the Convention and participate fully in the international community of practice engaged in ICH.

PROJECT HIGHLIGHT: Togo's Three-Step Process to Build a National Inventory of ICH Related to Musical Instruments (2011-2020):

In 2011, Togo completed a major effort to develop a national ICH inventory. Working in collaboration with trainers in Benin, the project prepared a new cadre of researchers, empowered regional governments to participate by creating ICH teams in each, and led to a digitally accessible national inventory of ICH. Building on this experience, in 2016, Togo initiated a project to pilot a national initiative to inventory, safeguard and promote knowledge of how to manufacture and play Togo's traditional musical instruments in its relatively small and ethnically homogenous Maritime Region. This project trained five researchers in inventorying but also 55 students to make and play traditional musical instruments. It also raised awareness in the region of the importance of musical ICH, resulted in an inventory for the region, and a strategy for a national inventory related to musical ICH. Togo is currently developing this national inventory with yet another grant from IA. This trajectory illustrates the complex and multifaceted nature of inventorying as well as the strategic use of multiple grants from the IA.

IA drives Community Engagement related to ICH and the Convention.

11. Most projects (n=42) address Community Engagement in an explicit way. This fact merits emphasis precisely because the spirit of the Convention revolves around acknowledging, engaging, and enabling communities, groups, and individuals whose ICH is safeguarded, and the centrality of their involvement is underscored in the statement of Ethical Principles for Safeguarding Intangible Cultural Heritage. Specific strategies for community engagement vary widely, but community meetings, community-focused capacity-building, and community-based inventorying are the most common. In some projects, community members are actively engaged in identifying the ICH elements to be inventoried, and in many cases, they are trained in the mechanisms and practices of the Convention.

PROJECT HIGHLIGHT: Promotion of traditional pottery making practices in Eastern Kenya (2016-2017)

Researchers worked closely with 97 potters over two years. The project began with meetings with potters in five different locations as well as local and regional government officials. In close collaboration with the potters, the researchers documented the processes of creating traditional pottery, building kilns, and firing the pots. They further collaborated with the potters to develop new decorative designs and build more energy-efficient kilns. Forty local adults and children joined in training classes to transmit these practices and increase the number of active tradition bearers. Local teachers also collaborated with the project to transmit knowledge about this art form to local students in school clubs.

IA enables Awareness Raising related to ICH and the Convention.

12. A significant number of projects (n=38) also raise awareness of ICH and the Convention. Here again, the scale of these efforts depends on the specific needs and ambitions of the individual projects, and they range in scope from national to community focused. The mechanisms for awareness raising also vary, but community meetings, media productions, publications, and ICH performances are the most common. For example, a project in Vanuatu aimed to rebuild community meeting houses after a cyclone destroyed them; these structures emerged as a focus from a damage report after the storm, and the effort to document and rebuild them raised awareness about the ICH elements that convey knowledge about the houses as well as their centrality to community life. Similarly, a project in Kyrgyzstan on safeguarding ICH related to sacred sites included a focus on awareness raising; the project generated and widely disseminated nine short videos featuring ritual practices at remote sacred sites, emphasizing the importance and value of ICH and its safeguarding for younger generations. While project reports do not provide adequate information to determine the number of people reached with these efforts, it is clear that States Parties and implementing organizations understand the value and importance of raising awareness of ICH and the Convention.

13. In every region, projects consistently support Inventorying and Research, Community Engagement, and Awareness Raising. In addition to these three key areas, IA also supports projects that enhance the Thematic areas of Institutional and Human Capacity (n=27) and Transmission and Education (n=25) related to ICH and the Convention. In contrast, projects related to Role of ICH in Society (n=7), Policy, Legal and Administrative Measures (n=5), and International Collaboration (n=3) remain relatively few.

IA projects are supporting nominations to the Convention lists.

14. Many States Parties are effectively using the IA to support the development of nominations to the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Representative List, and the Register of Good Safeguarding Practices. The various projects help them advance effectively in the implementation of the Convention and participate fully in the international community of practice engaged in ICH.

IA support for urgent safeguarding efforts has been essential to protect ICH at risk.

15. A significant number of projects addressed emergency situations or the need for urgent safeguarding (n=18). In these cases, IA provided the necessary resources for States Parties to address complex social or environmental circumstances that threatened the continuity of ICH or enabled intervention where a particular ICH element or set of elements was at great risk. For example, Cote d'Ivoire emerged from a military and political crisis in 2011 and requested support for urgent safeguarding in its six most impacted administrative areas. It also used this opportunity to build national infrastructure to implement the Convention with a competent body as well as regional coordinators throughout the country; national staff, participating agency members, and community representatives were further trained in community-based inventorying, and the country developed and implemented a National System for the Recognition of Living Human Treasures to support the transmission of ICH. In contrast, Morocco sought assistance for the urgent safeguarding of a very localized element, Taskiwine, Amazigh dance and songs of the western High Atlas. Thus, projects address urgent safeguarding in flexible ways that support States Parties' needs.

PROJECT HIGHLIGHT: Inventory of intangible cultural heritage in Mali with a view to its urgent safeguarding (2013-2016)

Undertaken in response to the repressive cultural practices of Islamist militants in northern Mali after the 2012 coup, this project developed a robust national infrastructure, extensive community-based inventorying, and activities to support the continued practice of ICH that had been suppressed or outlawed by the militants. Building on a national Cultural Policy (2012), the national coordinating team that included tradition bearers developed a strategic plan for ICH inventorying, and four regional teams coordinated 16 inventorying teams across the country. Capacity-building at every level increased the knowledge, skill, and abilities of 249 project participants in ICH safeguarding. Training sensitized cultural heritage professionals in ICH safeguarding, and other workshops taught practical skills conducting interviews and using cameras and recorders for research. Community meetings, community drama, brochures, a film, and television programs all increased awareness of ICH in the broader community. Community-based inventorying led to the inscription of 211 elements on the national ICH list. Inspired by the project, a local community created new opportunities to continue the practice of a women's cultural expression related to marriage, teaching a previously prohibited dance form. The project leaders also linked this project to the successful effort to inscribe **Practices and knowledge linked to the Imzad of the Tuareg communities of Algeria, Mali, and Niger** *on UNESCO's Representative List in 2013 with Algeria and Niger. The basic structure of this project was reproduced in Niger in the following years.*

Many projects build national infrastructure to support ICH safeguarding

16. States Parties strategically deploy IA-funded projects to develop much needed national infrastructure to support ICH safeguarding. The strategies include developing regional and local working groups on ICH; building capacity of local universities, NGOs, and civil society organizations; and engaging communities in ICH safeguarding and management. A Mongolian project funded capacity-building in NGOs across the country through trainings, a handbook on safeguarding, and a national network of NGOs. Vietnam has taken a different approach, making requests for four different organizations to undertake safeguarding on different scales from national capacity building in designing, implementing, and evaluating ICH projects to the safeguarding of oral traditions in a particular community. In this way, Vietnam spread ICH work across the country. It is also important to note that many States Parties have received funding for national projects (n=14). This growing infrastructure suggests that they are taking ownership of the Convention and are investing resources in ICH safeguarding.

PROJECT HIGHLIGHT: Strengthening inventory preparation capacity for implementing the 2003 Convention for the Safeguarding of Intangible Cultural Heritage in Saint Kitts and Nevis (2018-present)

Saint Kitts and Nevis collaborated with the UNESCO Kingston Cluster Office for the Caribbean to develop a robust national infrastructure to implement the 2003 Convention while simultaneously inventorying the ICH elements in most urgent need of safeguarding. Despite being impacted by the COVID-19 pandemic, the project provided capacity-building to members of the national government, representatives of each jurisdiction, and diverse local communities, resulting, among others, in the establishment of the "ICH Secretariat – Saint Kitts and Nevis Living Heritage". Undertaken in collaboration with a local NGO, the Nevis Cultural Development Foundation, the project has also documented various elements in need of urgent safeguarding, setting the basis towards creating a National Register of ICH elements and at the same time raised awareness with the general public of the importance of ICH and the Convention. Armed with this new awareness, a Community Group conceived a new project named "CORE (Cultural Oriented Revival Explosion) Folklore Performing Arts Training Workshop Revitalization of Intangible Heritage (Christmas Sports) Embracing our Culture within the Community" to provide community members with training for young adults in three local ICH elements Masquerade, Mocko Jumbies, and Bull Folklore. Moreover, the continuation of these traditions have captured the interest of the national tourism board, which promotes it for sustainable cultural heritage tourism.

The majority of projects are focused on local contexts, but with regional or national implications.

17. States Parties usually characterize their projects as either local or national. However, because the vast majority of the projects include actors from national institutions, they are bridging the local and the national contexts in most cases. Similarly, many successful local projects become models that are adapted and repeated in new contexts. The Malian and the Ivoirian projects described above are strong examples of this tendency. Similarly, many projects focus on local inventorying but include a larger awareness-raising element that has national implications. For example, the National Museums of Kenya did an inventory of ICH in Samburu communities with the expectation to increase national capacity in safeguarding and in the process created a range of digital outputs to raise awareness of the ICH documented by the project.

Many projects form a key step in a large chain of events that support the Overall Results Framework.

18. Some States Parties have built a series of projects to expand their impact. In some case, they have developed an explicit national safeguarding plan or strategy, but in others, they have simply leveraged successful projects into new, expanding efforts. For example, Saint Kitts and Nevis, Mali, Senegal, and Cote d'Ivoire have all developed plans that entail multiple projects or phases. Similarly, the Colombian project in Conejo was facilitated by the fact that the Ministry of Culture already had extensive experience training more than 170 cultural managers in ICH. For example, community-based inventorying has led repeatedly to the elaboration of nominations to the Convention's lists. National capacity-building efforts often train staff in the government as well as safeguarding activities on the ground. In contrast, many countries have hosted several successful projects, but each has been implemented by different agencies, thus spreading the capacity for ICH safeguarding more widely.

PROJECT HIGHLIGHT: Titajtakezakan. Speaking across time, oral tradition and use of information and communication technologies (El Salvador, 2017 - 8)

Undertaken by the National Directorate for Cultural Heritage, this project sought to strengthen the safeguarding of the endangered Náhuat language, which had been declared a Cultural Asset in 2012 by the government of El Salvador. The Project provided training for at least 26 youth in both ICH and information and communication technologies. They then completed an inventory of oral traditions in the Náhuat-speaking community of Santo Domingo de Guzmán. This process identified 29 elder speakers who shared myths, legends, and stories from the community, which were digitized for preservation purposes but also later packaged into a book for distribution; music in Náhuat was also presented at various festivals. Perhaps most importantly, the project effectively overcame mistrust and indifference between generations with the community and successfully brought young people together with speakers and engaged them in language transmission. In addition, the project led to the creation of the National Day of Náhuat, which coincides with UNESCO´s Mother Tongue Day. The project engaged the Ministry of Education to create classroom materials and teacher trainings related to Náhuat language and ICH. However, national priorities changed, and the Náhuat materials have not been incorporated in the local curriculum, which threatens the long-term sustainability of the project's accomplishments.

The most extensive manifestation of International Collaboration is the use of UNESCO-inspired strategies for ICH safeguarding.

19. Many projects use UNESCO's capacity-building materials, community-based inventorying, and trained facilitators to kick-start their safeguarding efforts, and UNESCO's development and diffusion of these assets has had a real impact on the development of ICH safeguarding infrastructure around the world. The trained facilitators also work to foster a strong sense of camaraderie and collaboration, providing some project participants with the sense that they are engaged in an international movement for ICH. This is the primary mechanism through with the IA is supporting knowledge management related to lessons learned from funded projects. It is worth noting that very few projects (n=3) contemplate other forms of International Collaboration like regional capacity building efforts.

The few projects that explicitly focus on the Role of ICH in Society have had impressive results.

20. Although the number of projects focus on the Role of ICH in Society is small (n=7), these projects have generated impressive results, such as in the example provided below. The projects have focused on social cohesion, post-conflict contexts, tourism, minoritized communities, and applying ecological knowledge. Surprisingly, no projects have explicitly addressed how ICH might be used to address sustainable development or gender equality.

PROJECT HIGHTLIGHT: Intangible cultural heritage as a basis for resilience, reconciliation, and construction of peace environments in Colombia's post-agreements (2018-2020)

Developed in the wake of Colombia's peace process, the Universidad del Norte implemented this project to foster social cohesion between the community of Conejo and a local group of former combatants from the guerrilla army (FARC) who had been relocated to nearby Pondores as part of the national peace agreement. The project also sought to recover cultural practices that had been interrupted by the conflict by bringing 40 people from Conejo together with 20 former fighters for community-based inventorying and the development of audio-visual content. Exchanging on shared ICH elements created the basis for mutual respect and conciliation on both sides of the conflict. It also actively raised awareness of ICH in the wider population through meetings, publications, podcasts, and in a local museum. Collaboration on ICH safeguarding, and the recognition of shared cultural practices became an important bridge between these two groups, and project beneficiaries report that a new shared sense of identity emerged in this process— "a sense of us."

IA funding of these projects valorises ICH work in States Parties and validates the quality of these efforts.

21. Whether intended or not, IA funding is widely seen as an endorsement from UNESCO of a project's aims and means. This imprimatur provides local actors with social capital that they can then use to continue to advocate for ICH safeguarding, especially the needs and interests of communities, groups, and individuals whose heritage is the focus of the project. Project leaders and beneficiaries report a sense of pride and appreciation for UNESCO's support of their efforts. This validation should not be underestimated, as it also captures the attention of local, regional, and national political leaders. This correlates with the survey responses cited above that indicate that the List of Intangible Cultural Heritage in Need of Urgent Safeguarding helps muster resources for ICH safeguarding.

Administering the International Assistance mechanism

States Parties are unaware of the mechanism or find it difficult to apply.

22. Interviews with various stakeholders (States Parties, NGOs, facilitators, and Secretariat) as well as the evaluation survey of States Parties show that many States Parties (20%) and Partners (22%) continue to be unaware of the existence of IA mechanism. Reasons for this include that the information does not always reach the right stakeholders at the national level and a general lack of awareness of the importance of ICH safeguarding. To address this challenge, the newly-created SIM team has been working on a communication strategy to promote IA and is in regular communication with Field Offices and the Living Heritage Entity's regional officers. News on approved or completed projects has also been published on the ICH website. The team should continue these efforts and also consider approaching stakeholders beyond UNESCO ICH circles and specifically targeting States Parties that have not applied for assistance before, whose national officers working on ICH may not be aware of the mechanism.

23. Interviews and survey results also outline a number of difficulties facing applicants. Many countries do not have the capacity to develop quality project proposals and to fill in the forms, which are deemed to be very technical and complicated. Since its setup, the SIM team has been supporting States Parties in the development of quality proposals through regular exchanges and technical support to applicant organizations. The team further supports the formal technical assistance process which enables the hiring of experts to coach States Parties in the preparation of requests. Moreover, the team is working on a toolkit which is needed by many States Parties that find it difficult or do not know how to apply for assistance. Evaluation data from interviews and surveys reveals that more capacity-building focussing on the preparation of IA requests is needed and some respondents call for a learning by

doing approach whereby participants of capacity-building workshops can prepare real-time project proposals together with UNESCO facilitators as part of the training. Many also call for the simplification of forms and for continuous guidance in filling them out.

The Request for Funding form (ICH-4) asks the applicant to define the purpose of the grant (box 8), but the purposes listed to not align clearly with the ORF.

24. The ORF provides a well-reasoned theory of change for the work of the ICH Secretariat and the IA. Incorporating its structure more explicitly into request forms can reinforce the key areas of action that support the Convention and more explicitly align specific projects with the ORF. This will also help with future evaluation and monitoring.

Not all actors involved in implementation understand the dynamic nature of ICH.

25. The evaluation also found that not all actors involved in project implementation understand the dynamic nature of ICH. Various reports and interviewees evidenced a deeply held belief that the historical practice of ICH was better or "more authentic" than contemporary innovations. As Article 2 of the Convention states clearly, ICH "is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history." However, this key concept seems to have escaped some involved in conceptualizing, formulating, and implementing specific projects. Consequently, more conceptual discussions within UNESCO as well as awareness-raising among potential applicants is needed in this regard.

There is little data about how gender, education, and sustainable development were addressed.

26. Project reports provide limited information about the priorities of gender and the links between ICH and sustainable development. In most cases, there are general assertions that women and youth were included in different activities, and a few projects did focus their safeguarding efforts on women's and men's ICH elements. Projects that focused on education provided more information in this area, but other projects provided almost none. Finally, sustainable development was only mentioned in relationship to two projects.

There is little data regarding ethical behaviour beyond the inclusion of communities, groups, and individuals.

27. Because the Convention revolves around communities, groups, and individuals and because the request for funds form requires applicants to describe how they will be involved, this aspect of ethical behaviour is widely considered, as noted above. There are also sporadic references to prior and informed consent. However, there is very little other information that provides indications of other aspects of ethical behaviour as described in Ethical Principles for Safeguarding Intangible Cultural Heritage. Similarly, most reporting to date does not effectively document the quality and extent of community engagement in projects. For example, a single community meeting is likely to have less impact than an ongoing programme led by community members. Further guidance is therefore needed in this regard.

Projects have a relatively low level of monitoring and evaluation overall.

28. Projects have a relatively low level of monitoring and evaluation overall. The current reporting procedures require the implementing agency to submit a single progress report and a final report or other final deliverable. The longer-term impact of activities remains largely undocumented. Project reports provide limited information about the priorities of gender and the links between ICH and sustainable development. In most cases, there are general assertions that women and youth were included in different activities, and a few projects did focus their safeguarding efforts on women's and men's ICH elements. Projects that focused on education provided more information in this area, but other projects provided almost none. Finally, sustainable development was only mentioned in relationship to two projects. To tackle these challenges, the SIM team has been elaborating a monitoring system for the IA mechanism as a whole and for individual projects using the indicators from the Overall Results Framework coupled with analysis of quantitative and qualitative data. The mechanism also envisages to refine the collection of data on key aspects such as gender, community engagement and sustainable development.

Very few projects address Policy and/or Legal and/or Administrative Measures.

29. Only five projects explicitly addressed Policy/Legal/Administrative Measures. While several additional projects created temporary or longer-term administrative structures like coordinating committees or regional teams, the vast majority of projects do not address this Thematic Area.

Projects administered through the Field Offices have mixed results

30. To date, projects administered by UNESCO Field Offices (n=7) through the service modality have produced mixed results. In such cases, it is the Field Offices that receive the IA funds, as opposed to the implementing entities directly, and are responsible for the contracting, supporting the beneficiary country in project design, implementation, monitoring, and reporting. Interviews with both Field Office staff, as well as select in-country beneficiaries show that UNESCO involvement in the projects from the onset brings not only increased visibility for projects and national buy-in, but also develops the capacity of national stakeholders. At the same time, the administration of IA projects by UNESCO offices creates significant amounts of extra work and UNESCO Field Offices do not always have the human and financial resources to effectively manage additional projects, particularly when they are responsible for covering many countries. To remedy this, it was suggested that Field Offices be required to formally put aside part of the grant allocation for the administration of projects (they are currently entitled to use 20% of the budget for administrative costs) and ensure that dedicated staff time is accounted for. Furthermore, an agreement between Field Offices and the beneficiary State Parties needs to be established from the onset of every project to outline roles and responsibilities and establish clear expectations around communication and responsiveness on both sides.

The cost of different projects with similar outcomes varies dramatically.

31. Project reports evidence a significant variation in cost for similar activities. While travel and labour costs obviously vary significantly in different parts of the world, it is relatively difficult to discern the reason for other variations such as the cost of capacity-building workshops or trainings in community-based inventorying. Similarly, the budgeting process does not allow for an easy comparison of projects, and thus it is difficult to establish general benchmarks.

Conclusion

32. In conclusion, the IA mechanism has achieved significant results, but several areas require further strengthening. The further development and rollout of the SIM team's strategy for IA should allow for addressing most of the challenges mentioned above. Indeed, the forthcoming guidance for applicants can facilitate the process and increased opportunities for learning and exchange among projects can inspire a new generation of applicants.

List of International Assistance Projects

All the reports used to assess the International Assistance Projects below can be found on the ICH website.

Country	Title	Dates	Budget (USD)	Managing Entity
Albania	National Folk Festival of Gjirokastra (NFFoGj), 50 years of best practice in safeguarding Albanian intangible heritage	30/11/2018-20/04/2019	9,800	Academy of Arts and Heritage ODEA
Albania	Inventory of Albanian folk iso-polyphony	24/03/2011-23/03/2012	24,500	Albanian Music Council
Botswana	Promotion of earthen ware pottery-making skills in Kgatleng district	17/02/2017-30/06/2018	68,261	Phuthadikobo Museum
Colombia	My Heritage, My Region: strategy for capacity-building in social management of the intangible cultural heritage in two departments of the Colombian Orinoco region	25/03/2019-08/06/2020	99,950	Fundación Círculo de Profesionales del Arpa y su Música (Fundación Cirpa)
Colombia	Intangible cultural heritage as a basis for resilience, reconciliation and construction of peace environments in Colombia's post-agreements	18/07/2018-01/06/2020	99,400	Universidad del Norte,
Colombia	Safeguarding of the traditional knowledge for the protection of sacred natural sites in the territory of the Jaguars of Yuruparí, Vaupés Province, Colombia	01/06/2017-28/02/2018	25,000	Fundación Gaia Amazonas
Djibouti	Capacity building in community-based inventorying	02/09/2019-31/03/2021	82,080	Direction de la Culture du Ministère des Affaires Musulmanes, de la Culture et des Biens Waqfs
DPRK	Strengthening the capacities of the DPR of Korea for community-based inventorying of ICH and for elaborating nomination files under the mechanisms of the 2003 Convention	03/07/2018-02/07/2019	98,000	Beijing FO, DPRK National Commission for UNESCO
El Salvador	Titajtakezakan. Speaking across time, oral tradition and use of information and communication technologies	07/02/2017-31/05/2018	24,995	Secretary of Culture of the Presidency, National Direction for Cultural Heritage
Gabon	Inventory and promotion of the intangible cultural heritage of the Pygmy populations of Gabon	01/09/2015-01/12/2017	24,560	Direction de la Conservation du Patrimoine Culturel
Ivory Coast	Inventory of the intangible cultural heritage present in Côte d'Ivoire in view of its urgent safeguarding	09/12/2015-08/12/2018	299,972	Direction du Patrimoine Culturel (DPC)
Kenya	Promotion of traditional pottery making practices in Eastern Kenya	14/09/2016-11/12/2017	23,388	National Museums of Kenya

Country	Title	Dates	Budget (USD)	Managing Entity
Kenya	Documenting and inventorying intangible cultural heritage of the pastoralist Samburu community in northern Kenya: a focus on the region of Mount Kulal biosphere reserve	04/12/2015-31/05/2016	24,038	National Museums of Kenya
Kenya	Rituals and practices associated with Kit Mikayi Shrine of the Luo community in Kenya	23/12/2013-31/03/2015	17,668	Department of Culture
Kenya	Traditions and practices associated to the Kayas	19/12/2008-30/04/2009	6,000	Department of Culture
Kyrgyzstan	Safeguarding of practices and rare rituals related to sacred sites in Kyrgyzstan: preparation of an inventory and safeguarding measures	19/11/2018-18/11/2020	99,950	Aigine Cultural Research Center
Lesotho	Inventorying of intangible cultural heritage elements in Thaba-Bosiu in Lesotho	03/08/2016-28/02/2017	24,998	Lesotho National Commission for UNESCO
Malawi	Development of an inventory of intangible heritage of Malawi	10/09/2012-30/03/2013	24,947	Malawi National Commission for UNESCO
Mali	Cultural practices and expressions linked to the 'M'Bolon', a traditional musical percussion instrument	21/10/2019-31/03/2020	9,900	Direction Nationale du Patrimoine Culturel (DNPC) du Mali
Mali	Inventory of intangible cultural heritage in Mali with a view to its urgent safeguarding	06/12/2013-02/11/2016	307,307	Direction Nationale du Patrimoine Culturel (DNPC) du Mali
Mali	Implementation of proposed safeguarding measures for the Sanké mon, collective fishing rite of the Sanké	08/02/2010-30/06/2011	24,000	Direction Nationale du Patrimoine Culturel (DNPC) du Mali
Mauritania	La conservation et la mise en valeur du patrimoine culturel immatériel Imraguen	15/12/2009-30/04/2010	9,800	Direction du patrimoine culturel de la Mauritanie
Mauritania	Moorish epic T'Heydinn	15/12/2009-30/04/2010	9,800	Direction du patrimoine culturel de la Mauritanie
Mauritius	An inventory of elements of intangible heritage pertaining to the indenture experience in the Republic of Mauritius	31/01/2010-31/03/2011	33,007	National Heritage Fund
Mauritius	Documentation and inventory of intangible cultural heritage in the Republic of Mauritius	31/01/2010-28/02/2011	52,461	National Heritage Fund
Mongolia	Improving the capacities of intangible cultural heritage related NGOs in Mongolia	17/04/2015-31/12/2015	24,900	Foundation for the Protection of Natural and Cultural Heritage
Morocco	Revitalization of the female chants of Taroudant	15/09/2017-13/09/2019	70,440	Association Bhayer Dalya
Morocco	Taskiwine, Amazigh dance and songs of the western High Atlas	15/12/2014-30/04/2016	14,100	Direction Patrimoine- Ministère de la Culture

Country	Title	Dates	Budget (USD)	Managing Entity
Namibia	Aixan, ancestral musical sound knowledge and skills	17/12/2018-22/04/2019	10,000	Namibia National Commission for UNESCO
Nicaragua	Oral traditions and expressions of Rama people	15/12/2009-30/04/2010	9,695	Instituto Nicaraguense de Cultura
Saint Kitts and Nevis	Strengthening inventory preparation capacity for implementing the 2003 Convention for the Safeguarding of Intangible Cultural Heritage in Saint Kitts and Nevis	07/05/2019-01/04/2021	99,443	UNESCO Kingston Field Office + Nevis Cultural Development Foundation
Senegal	Strengthening national capacities in the field of intangible cultural heritage safeguarding in Senegal	25/07/2018-22/01/2020	99,889	Field Office, Direction du Patrimoine culturel du Ministère de la Culture
Senegal	Inventory of traditional music in Senegal	12/08/2013-03/12/2014	80,789	Directeur du Patrimoine culturel
Seychelles	Strengthening capacity in Seychelles for safeguarding intangible cultural heritage for sustainable development	17/02/2017-30/10/2018	90,000	National Heritage Research & Protection Section
Seychelles	Inventory of Intangible Cultural Heritage in Seychelles	15/12/2009-31/12/2011	9,863	National Heritage Research Section Unit of the Ministry of Community Development, Youth, Sports and Culture
Sudan	Digital preservation of folklore and traditional music archives (Phase I)	01/08/2012-15/12/2012	12,767	Folklore and Traditional Music Archives of the University of Khartoum
Timor-Leste	Tais, traditional textile	01/10/2019-31/03/2020	10,000	Timor-Leste National Commission for UNESCO
Togo	Inventory, safeguarding and promoting knowledge of how to manufacture and play Togo's traditional musical instruments (Pilot phase in the Maritime region, south Togo)	09/12/2015-09/12/2016	24,950	Commission nationale du patrimoine culturel (CNPC)
Togo	General inventory of the intangible cultural heritage	01/03/2010-30/09/2011	24,770	Commission Nationale du Patrimoine Culturel (CNPC)
Uganda	Safeguarding and promotion of Bigwala, gourd trumpet music and dance of Busoga Kingdom in Uganda	01/09/2015-31/08/2017	24,990	National Council of Folklorists of Uganda - NACOFU
Uganda	Madi bow lyre music, O'di	23/12/2013-31/03/2015	10,000	Art for Peace and Community Development in Africa
Uganda	The male-child cleansing ceremony of the Lango people of North Central Uganda (Dwoko Atin Awobi lot)	20/03/2012-31/03/2013	8,570	Dokolo District Local Government

Country	Title	Dates	Budget (USD)	Managing Entity
Vanuatu	Safeguarding indigenous vernacular architecture and building knowledge in Vanuatu	10/08/2015-15/12/2015	23,908	Vanuatu National Cultural Centre and Museum
Vietnam	Safeguarding the oral traditions and expressions of the Dzao people of Lao Cai and Lai Chau Provinces of Viet Nam	08/07/2015-30/06/2016	24,350	Association of Vietnamese Folklorists
Vietnam	Safeguarding and promotion of indigenous knowledge associated with the ecological environment of the Black Ha Nhi in Lao Cai Province, Viet Nam	15/11/2013-15/09/2015	24,631	Lao Cai Department of Culture, Sports and Tourism
Vietnam	Capacity building in designing, implementing and evaluating intangible cultural heritage projects in Viet Nam	01/10/2012-31/11/2013	25,000	Vietnam Institute of Culture and Art Studies (VICAS
Zambia	Inventorying of proverbs of Lala community of Luano District of Zambia	22/09/2016-29/09/2017	25,000	DEPARTMENT OF ARTS AND CULTURE
Zambia	Inventorying of the music and dance of the Lozi and Nkoya people of Kaoma District	04/08/2016-30/06/2017	24,928	NATIONAL COMMISSION FOR UNESCO
Zimbabwe	Safeguarding cultural heritage aspects of Njelele	20/04/2011-21/07/2011	25,000	National Archives of Zimbabwe.

Annex D. Assessment of the Living Heritage and Education Programme

Background and context

33. The 2003 Convention refers to the "transmission, particularly through formal and non-formal education," as part of the proposed ICH safeguarding measures (Article 2.3). The Convention also calls on States Parties to "ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society" through education programmes (Article 14). The inclusion of safeguarding and transmission in the Convention together with UNESCO's commitment to SDG 4 and its targets and indicators reflects a growing understanding of the role of culture as an enabler of sustainable development. The Living Heritage and Education Programme (LHEP) was initiated to give effect to Article 2 and Article 14 and offer an impetus to Member States to design and implement a wide range of projects that include those that define, transmit and safeguard ICH towards achieving the 2030 Agenda.

34. The establishment of the programme then entitled "Safeguarding intangible cultural heritage in formal and non-formal education" is the fruit of an intersectoral dialogue process organized by the Living Heritage Entity through individual consultations and two intersectoral meetings in 2017 and 2019 with colleagues from the Education and Culture Sectors working at Headquarters and in field offices. The programme was adopted as a funding priority under the Convention by its Intergovernmental Committee in 2017.

35. While some communities have found ways to pass on their knowledge, know-how and skills to future generations, especially those that are pertaining to their social and natural environments, for others this poses significant challenges. Bringing the knowledge, practices, and wisdom that communities identify as part of their intangible cultural heritage and that rests within the community in innovative ways into the systems of formal and non-formal education can breathe life into the Convention and create a sense of ownership and pride. This has been the driver for the inclusion of Transmission and Education as a thematic area in the Overall Results Framework, to create a platform for collaboration between ICH and education at the national and regional level. In doing so, LHEP contributes to several SDG targets including (but not limited to):

- SDG Target 4, especially 4.7, as study of ICH's social, cultural, and other dimensions can promote "appreciation of cultural diversity and of culture's contribution to sustainable development".
- SDG Target 8 on productive employment and decent work for all, in particular Target 8.9.
- SDG Target 11.4, by emphasizing safeguarding the world's cultural and natural heritage.
- SDG Target 12.8 since it concerns education for "sustainable development and lifestyles in harmony with nature".

36. The analysis contained in the evaluation report includes data from 15 completed projects for which documents were available. These were implemented between 2007-2021 across all five UNESCO regions. While some of the projects are national in scope, others involved multiple countries. Analysing across the LHEP projects (n=15), the following picture emerges:

- Funding: mix of funding sources used to deliver these projects including International Assistance or the Intangible Cultural Heritage fund (6), Extrabudgetary (7) and Regular Programming (2).
- Implementing agency: there was a good spread across the entities managing the project: UNESCO HQ (2), UNESCO FO (3), UNESCO Regional Office (2), Category 2 centre (1), National Commission (1), Accredited NGOs (3) and Government and/or cultural institutions (3).
- Settings: projects were implemented equally across formal (8 projects in primary, secondary, and post-secondary education settings) and non-formal education settings (7 projects in museums, community centres, heritage clubs, and through extracurricular activities).

- UNESCO regions: of the 15 projects, six were implemented in Africa while the others were spread across LAC (3), Arab States (2), and Asia Pacific (3) and one project was implemented in Europe.
- Engagement with the Ministries of Education in country is mixed: only 6 of the 15 projects had actively sought to engage the national Ministry of Education in design and/or implementation. While this is not surprising, given that all 6 projects were implemented in formal education settings and were led by UNESCO field offices and/or of Education, what is surprising is that two of the LHEP projects that were implemented in formal education settings did not engage with the Ministry of Education.
- Six of the 15 projects were implemented in Africa: Malawi, Uganda, Togo, Zambia, Zimbabwe, and South Africa. The South Africa project was a regional project and covered 11 countries in the region with 60% of the beneficiaries being drawn from four core countries (Zimbabwe, Zambia, Tanzania, Mozambique) and 40% drawn from the other seven countries (Botswana, Namibia, Lesotho, South Africa, Angola, Malawi and Eswatini). There are another 3-4 projects that are still in implementation and therefore not included in this analysis.

Using a Theory of Change as the analytical framework for synthesizing results across LHEP projects

37. Stakeholders interviewed from within UNESCO described the creation of the LHEP and its implementation as a significant achievement given the complexities and challenges involved in bringing the UNESCO's Education and Culture sectors together both at the institutional level and at the national levels. In doing so, the Programme shone light on the Convention, and highlighted the intersect between ICH and education at the grassroot level. The funding through International Assistance (IA) mechanism further fuelled States Parties' interest leading to the development and implementation of a wide range of pilot projects across all five UNESCO regions.

38. Distilling results information from the LHEP project reports has been challenging as the majority of reports only provide output level information. While the ORF does provide an overarching framework for the Convention, the indicators are not used by Projects to assess outcomes achieved. In order to extrapolate information from the reports at an outcomes level, a Theory of Change (ToC) has been developed for LHEP. This serves as an analytical framework to tell a cohesive, coherent narrative about the outcomes achieved by the LHEP projects.

39. The Transmission and Education thematic focus area in the ORF for the 2003 Convention continues to influence the design and implementation of a wide range of LHEP projects. The projects can be broadly clustered into following six groups [80]:
    - Community-led inventorying projects, to facilitate intergenerational transmission and documentation of ICH.
    - Cultural revitalization initiatives, to foster pride and identify in one's own ICH.
    - Capacity building projects, to grow their knowledge of teachers and teacher educators to integrate ICH in their teaching practices.
    - Projects focused on integrating ICH in primary and secondary education.
    - Projects focused on integrating ICH in post-secondary education.
    - Projects that explore opportunities and gaps for integration between ICH and education & develop innovative approaches.

40. These projects collectively contribute to a range of outcomes (as evidenced in the reports) and Figure 2 sets out the relationships between the projects and the impact for the 2003 Convention as expressed in the Overall Results Framework (ORF). Using a Theory of Change approach (refer Figure 2), the analysis distils information contained in the reports to identify the short, medium, and long-term outcomes that are visible, or can be expected to be achieved, if the assumptions hold true at each layer of outcomes.

80 It must be noted that these categories are not mutually exclusive, and some projects span categories. For the purposes of this analysis, the primary focus of the project has been considered.

41. Successful implementation of LHEP projects (timely, effective and relevant) is the necessary first step to progressing towards outcomes. Equally these projects need to be contextually and culturally relevant, designed in collaboration with all stakeholders and implemented in a range of settings with UNESCO as partners. In instances when these conditions are met, a range of short-term outcomes become evident: there is (a) increased awareness of and respect for ICH amongst youth and the wider community; (b) increased recognition and understanding of ICH as a vehicle for fostering identity and pride; (c) improved capability and confidence to integrate ICH to lift teaching and learning; (d) more opportunities to pursue the study of ICH in post-secondary level; (e) strengthened collaborations and partnerships across stakeholders and (f) a repository of resources, tools and guidelines established.

42. The LHEP project in Uganda [81] illustrates these connections well. Designed and implemented in close collaboration with four institutions of higher learning, the Ministry of Education and Department of Culture, the project sought to (a) find opportunities to integrate intangible cultural heritage education in Ugandan universities, and (b) address the capability gap through training of teachers. The project led to the design of a Bachelor of Cultural Heritage Studies course which was accredited by the National Council for Higher Education. Consequently, youth in Uganda have an opportunity to engage in pursuing further study in living heritage. A resource book and training for academic personnel ensured teachers were well equipped in delivering contextually and culturally rooted university-level programme. The project has generated further interest with two new universities seeking guidance on integrating ICH in their courses.

43. *The Learning with intangible cultural heritage for a sustainable future pilot* in four schools in Lebanon is another example that demonstrates the contribution towards the short-term outcomes. The integration of ICH elements (e.g., Jezzine cutlery, arak artisanal distillation, wooden fishing boat industry, olive soap making) in the school curriculum led to increased awareness of and respect for ICH among school officials, teachers (15) and students and demonstrated how this heritage can be transmitted through school programmes. Using examples from the students immediate environment and strengthening the link between the schools and practitioners living in the communities enhanced pride and their sense of belonging to the community.

44. These short-term outcomes are important as they can be *theoretically* seen to contribute to five medium-term outcomes: strengthened student engagement in learning, pedagogical shift in teacher education and teaching practice (adoption of culturally responsive/didactic strategies, institutionalization of intersectoral cooperation at national and global level, and increased community ownership and capacity for co-creation and transmission of ICH. However, achieving these medium-term outcomes is beyond the scope of the LHEP pilots, due to their scale (small, local, isolated) and design and implementation arrangements (e.g., minimal involvement with Ministry of Education in country). They have been noted in the ToC as stakeholders interviewed emphasized that scaling up from the collection of pilot projects requires harnessing education system level levers at the national level (through extensive policy dialogue with education policy makers) and robust intersectoral collaboration between culture and education within UNESCO at global, regional, and field levels. It also highlights the need for synergies with culture conventions (the 1972, 2003 and 2005 Convention) to be explored to leverage opportunities for achieving sustainable development. The long-term outcomes provide the impetus for action.

81 Promoting intangible cultural heritage education in institutions of higher learning in Uganda, 2017-2020

***Figure 1** Using a Theory of Change as a framework for analysing results of the Living Heritage and Education Programme*

Progress towards short-term outcomes

45. This section presents a more detailed discussion on each of the short-term outcomes as presented in the Theory of Change. By drawing on examples from the projects, this part of the report aims to provide insights into the extent and nature of these outcomes.

Increased awareness and respect for safeguarding ICH amongst youth and the wider community

46. One of the main motivations for the Living heritage and Education programme was to emphasize values, attitudes and skills that promote sustainable development and encourage respect for cultural diversity for peaceful coexistence. In times of rising extremism and conflict and growing alienation from one's cultural roots, young people in particular need and seek an anchor – many of the LHEP projects have served young people well in this regard. They have successfully engaged youth and the wider community in a variety of ways, fostered deep respect and pride in their ICH and grown their awareness of its significance. The findings from the survey provides further evidence of this, Member States and Partners reported *"increased awareness of the importance of safeguarding ICH in the community"* and *"connecting youth with safeguarding ICH"* as the main benefits of implementing LHEP projects in their country contexts.

47. Bringing young people in close contact with community elders and ICH bearers in implementing community-based inventorying activities and their participation in identifying and locating sacred areas and in collecting and recording oral traditions and knowledge has played an important role in raising awareness about the importance of such heritage. As a result, young people in these communities have learnt more about their own ICH and established connections with their environment and supported a sense of belonging and responsibility to the land and to people.

Safeguarding of the traditional knowledge for the protection of sacred natural sites in the territory of the Jaguars of Yuruparf, Vaupes Province, Colombia (2017-2018

At the forefront of this LHEP project is the acknowledgement and articulation of the ancestral connections and knowledge, values and beliefs and its transmission to new generations with the view to raising awareness among youth and the local population about preserving these sacred sites. There was a sense that many young people distance themselves from their traditions and knowledge systems, losing the opportunity to learn from their elders about their sacred geography and the natural world. By involving 24 youth (aged between 18—30 years) belonging to diverse ethnic groups as young research apprentices and encouraging them to work closely with traditional knowledge-holders in the inventorying process, this project demonstrated effective intergenerational transmission of traditional knowledge. More importantly, it deepened young peoples' respect for and commitment to, care for the sacred territory, and to becoming protagonists within the Pira ethnic groups for safeguarding these sacred sites. "

SafeSafeguarding of the intangible cultural heritage of the Batammariba of Koutammakou, Togo (2007-2012

At theThis project used the master-apprentice approach to facilitate intergenerational transmission of know-how and skills of the Batammariba intangible cultural heritage. With the cooperation of chiefs of the three cantons, masters and apprentices were identified and trained in the making of musical instruments, pottery, metalwork, construction and renovation techniques of the takyientas (mud tower-houses). In total, 32 masters and 56 apprentices were engaged in the project. The final report submitted notes that the project significantly raised the consciousness of young people of the importance of safeguarding this heritage and transmission to the younger generation. Since the project, youth actively participate in annual cultural events organized at the site of Koutammakou and have a stronger connection and pride in their traditions and sharing their knowledge with tourists visiting World Heritage sites in the country. "

Safeguarding of Nkhonde, Tumbuka and Chewa proverbs and folktales, Malawi (2016-2017)

In 2012, Paramount Chiefs from Tumbuka and Nkhonde and Traditional Authority from Chewa sent a request to Malawi National Commission for UNESCO noting their concerns that parents were no longer sharing oral traditions with their children and young people were growing up disconnected from their cultural values and customs. The Oral Traditions Association of Malawi and the National Intangible Cultural Heritage Committee delivered a series of training sessions in UNESCO approved methodology to carry out community-based documentation of the proverbs and folktales in the three provinces. By engaging youth in documenting the proverbs and folktales in collaboration with culture bearers helped build their collective capacity but equally expanded young peoples' appreciation of their own heritage. Ten researchers were trained (including many former students of the Mzuzu University pursuing courses related to cultural heritage) and they met with over 59 informants and recorded over 153 folktales and 156 proverbs which were documented and published as three books and three dictionaries. More than 210 children came to the National Library branches across the country to listen to the live performances of the storytellers.

2018 European Year of Cultural Heritage: Engaging Youth for an Inclusive and Sustainable Europe, European Union (current)

The European Young Heritage Professionals Forum, a component of this Project, brought together 28 young professionals from the EU to facilitate intercultural dialogue and engage young people in the protection and safeguarding of cultural heritage. As a result of their engagement, young participants increased their awareness and strengthened their knowledge and skills for developing their own heritage protection and safeguarding projects. Many participants declared it was the first time they were exposed to an integrated approach to cultural heritage and understood the linkages between built and intangible cultural heritage.

Increasing recognition and understanding of ICH as a vehicle for fostering identity and pride and appreciation of cultural diversity

48. ICH has often been neglected, under-valued or even disregarded, particularly in countries that have been impacted by colonization. In these contexts, valuing and ensuring respect for the ICH of communities allows them to reclaim their past, fosters a sense of belonging and enhances pride in their identity – these collectively lay a strong foundation for the future. The survey results provided further evidence of this. 36 out of the 103 answers from the Member States survey and 44 out of 154 Partners surveyed reported that "*increased sense of belonging and pride in the community*" was one of the main benefits of implementing a LHEP project. The activities delivered through LHEP projects such as mother tongue education, documenting folk tales and proverbs are some examples of ICH being reclaimed by countries to foster pride in language, culture and identity for its people. The teaching of Batammariba culture and inclusion of Litammari language in primary and secondary school curriculum in Togo by the Ministry of Primary and Secondary Education (decree no. 164/MEPSA/CAB/SG of 22 September 2009) is a testament to what can be achieved. The development of textbooks and teaching resources combined with the training of teachers ensures Litammari is a living language and normalizes language use in everyday contexts. It creates a pathway for use of community elders and culture bearers as language repositories and brings into the learning environment in a respectful manner.

49. The establishment of the storytelling programme at the National Library in Malawi further illustrates the value of ICH in fostering learning and transmission. Folktales are central to the customs and beliefs of the people of Malawi. Within the scope of the LHEP project, culture bearers were invited to act as storytellers and create a range of activities to enhance children's knowledge of traditional African stories. This served two purposes: it gave children access to traditional stories and folktales to connect them to their roots and their cultural context, it also had the unintended consequence of increasing children's engagement with the library. Over a six-day period, over 210 children listened to the storytellers' live performances. These efforts helped to reinvigorate local transmission and promote intercultural understandings of the oral traditions and value systems of the people from Nkhonde, Tumbuka and Chewa peoples.

Improved capability of teachers and educators on how ICH can be integrated in teaching and learning practices

50. In many countries primary and secondary education settings are ideal for promoting understanding of and respect for one's own ICH and that of others. There is growing recognition that bringing the content and methods of ICH to teach and learn about subjects such as history, math, science can emphasize the importance of ICH in everyday life. However, achieving this requires teachers and teacher educators to be trained in key concepts of ICH and understand how ICH can be used to foster critical thinking and appreciation of cultural diversity and of culture's contribution to sustainable development. Teachers and teacher educators also need practical tools that demonstrate or guide them to integrate elements of ICH into their teaching of subjects such as mathematics, physics, history, economics, social sciences and so on. A small cluster of LHEP projects implemented across the five UNESCO regions focused on this area, and their experiences offer important insight into the value and benefits of this approach. Teachers who received training and actively sought to integrate ICH elements in their teaching identified the following benefits:

    - The engagement with culture bearers and practitioners enabled them to give contextualized learning experiences for the students and played a key role in revitalization and intergenerational transmission of knowledge.
    - The inclusion of experiential learning through field trips were transformational and affirmed learners' self-identity and confidence to meaningfully connect to their wider communities.
    - It stimulated curiosity and genuine interest in deepening learners' understanding of ICH, while making learning more exciting, relevant and accessible.
    - It raised their capacity and confidence to incorporate ESD, GCED and ICH principles into teaching and learning in schools.

Learning with Intangible Cultural Heritage for a Sustainable Future, Lebanon (2018-2019)

This pilot project, implemented in four secondary schools, was initiated by the UNESCO Beirut Office and the Lebanese National Commission for UNESCO in collaboration with the School Network for Saida and Neighbouring Towns. The project aimed at integrating ICH in education as both a subject and a tool for learning and teaching in all relevant disciplines. The four schools were selected to provide balance between urban and rural settings as well as the religious diversity so as to reflect the richness and variety of ICH in Lebanon. Workshops were held to familiarize teachers with key concepts of ICH and its linkages with education for sustainable development. They were also encouraged to discuss modalities for choosing and incorporating the elements of ICH relevant to sustainable development in their curricula, as well as elements specific to their local communities. Using a train the trainer approach, the project helped participants to transmit the workshop lessons to their colleagues. Selected teachers collaborated with communities and local organizations in developing the lessons, conducting community inventory activities, and building relationships with cultural practitioners. The project successfully demonstrated to teachers, principals, and students how ICH can be transmitted through school programmes and also how using examples from the students' immediate living environment can enrich learning and student engagement in learning.

Promoting intangible cultural heritage for educators to reinforce education for sustainable development in the Asia-Pacific region, implemented by UNESCO Bangkok (2013-2015)

Using ESD as the pedagogical framework, UNESCO Bangkok designed an intersectoral project to raise awareness and capacity of teachers to incorporate ICH in teaching and learning in schools across four pilot countries in the Asia-Pacific: Palau, Pakistan, Uzbekistan and Viet Nam. By engaging in this project, educators and learners were to be equipped with the knowledge and skills to understand and apply ICH in their teaching and learning contexts and the insights gained were expected to inform policy makers in each participating country and reinforce the centrality of culture in education systems. The project was successful in developing national guidelines and materials including lessons plans, a regional synthesis and perhaps most importantly, demonstrated to policy makers from both education and culture sectors about how ICH can be mainstreamed into the curriculum.

51. In addition to formal education, non-formal education settings proved to be equally powerful in enabling intergenerational transmission and promoting awareness about safeguarding ICH within the community. For instance, the Safeguarding of practices and rare rituals related to sacred sites in Kyrgyzstan, a community-based inventorying project, brought together 89 community stakeholders – sacred site guardians, practitioners, pilgrims, historian, teachers, journalists, writers and local government officials to discuss risks and threats to the current state of pilgrimage practices and sacred sites in their regions and worked on compiling safeguarding measures to address these risks. By the end of the project, all stakeholders developed a sense of ownership over their ICH practices and grew their confidence and skills to share this knowledge with the next generation. Another project implemented by National Archives of Zimbabwe involved desktop analysis and field visits to research the concept of Njelele, a fertility shrine for both humans and the land. Academics and culture bearers worked together to capture the cultural and historical significance of Njelele as a multifaceted concept and in the process strengthened their understanding of the role of Njelele in perpetuating life and peace. It enhanced participants understanding of their role in resource exploitation and the need to maintain equilibrium between humans and the environment.

Increased opportunities to engage in study of ICH in post-secondary education institutions

52. Article 14 of the Convention is not limited to young people in primary and secondary education but includes higher education as well. Technical and vocational schools and/or higher learning institutions such as universities can often provide important training in various domains and fields of ICH. In line with this, two LHEP projects specifically focused on post-secondary education:

    a. Promoting intangible cultural heritage education in institutions of higher learning in Uganda, implemented by the Cross-Cultural Foundation of Uganda, an accredited NGO; and

    b. Surveying technical and vocational education and training institutions for intangible cultural heritage in Central Asia, implemented by Category 2 International Information and Networking Centre for Intangible Cultural Heritage in the Asia Pacific region (ICHCAP) and UNESCO Almaty.

53. These projects provide important insights into the ongoing relevance and value of investing efforts in integrating ICH in institutions of higher learning. Heritage education in academic institutions can help grow human capacities for spearheading safeguarding efforts and help young people leverage opportunities for employment and entrepreneurship through cultural tourism. Yet, there is limited appreciation of ICH within higher education institutions, and at best, course units on culture more generally may be incorporated in major courses on sociology or development. As a result, youth, who are the country's future policy makers, politicians and entrepreneurs leave these institutions without understanding the intrinsic value of ICH and its value as a source of employment, cultural tourism and other development. The two pilot projects have helped to ensure youth in the Pilot countries now have increased opportunities to pursue their interest in the study of ICH.

Promoting intangible cultural heritage education in institutions of higher learning in Uganda (2017-2020)

The general lack of familiarity with the 2003 Convention despite the inscription of five elements on the Urgent Safeguarding List, one on the Representative List and the inventorying of ICH in four communities in Uganda combined with the capacity gap in terms of skilled personnel for safeguarding and protection of ICH and a lack of appreciation of culture and cultural institutions in fostering solidarity led to the design of this pilot. It builds on Uganda's experience in implementing the Heritage clubs in secondary schools. Students who participated in the Heritage clubs expressed a strong desire in pursuing their interest in ICH as they graduated from school. This led to the idea of potentially developing a bachelor's degree focused on ICH in higher learning institutions. A core group of 20 academic staff from four Universities and the wider community were engaged in discussions and dialogue to examine the relevance of ICH in the current development context and the course content for the proposed three-year undergraduate degree programme: Bachelor of Cultural Heritage Studies. Once the core components of the course were agreed, each University undertook to adapt the course to meet their specific contextual requirements including having specific business course as part of the Bachelor's degree. This allowed the Universities to accommodate the needs of their community: for instance, a keen interest in incorporating Islamic heritage for the Islamic university, or the decision by Kabale University to have elements of the course taught right across the Institution. Three of the courses submitted to the National Council for Higher Education for accreditation were approved. A series of public lectures and a national symposium was held to publicize the course which were well attended by students and other stakeholders. Unfortunately, the COVID 19 pandemic and the subsequent lock down caused significant delays and Universities expect to enrol students for the 2022 academic year. While the long-term future of the Programme will depend on uptake and interest from students (as many Ugandan Universities depend on student fees for their income), two additional universities have come forward to seek advice on designing similar courses for their regions. Engaging with ICH offers business opportunities for youth and Universities are confident that once the lockdown is lifted, there will be interest in this programme.

Surveying Technical and Vocational Education and Training Institutions for ICH in Central Asia (2018)

ICHCAP and UNESCO Almaty undertook a survey to gain a better understanding of the existing TVET programmes, courses and resources to identify opportunities related to ICH in their contexts. It was designed with the intent to increase opportunities for youth to engage in further study in ICH areas thus contributing to growing the capacity of the cultural sector in country. The research found that all domains of ICH were reflected in TVET programmes in the four Central Asian countries. The use of internship opportunities that allow students to meet with craftsmen, to observe and learn was an indispensable part of the training and highly valued by students. However, the survey found that more can be done to improve the course content to ensure broader scope and coverage.

Strengthening collaborations and partnerships across key stakeholders

54. Across the LHEP projects, a wide array of collaborations and partnerships were evident, and it is clear that many of the projects could not have been successfully implemented without cooperation between stakeholders from governments, communities, NGOs, cultural heritage institutions, academia and others.

55. Cooperation with National Commissions is critical to influencing the policy agenda in many countries. The analysis shows that four out of the 15 projects had involved or engaged with the National Commission of their country and their role was primarily to assist with coordination and supporting implementation. In Lebanon, for instance, the National Commission worked with UNESCO Beirut and ASPnet schools to mobilize stakeholders to implement the project to train teachers on ICH and show how it can be integrated into school programmes. What is less clear is the role of the National Commission in initiating dialogue with policy makers at the national level to reflect on the findings from the projects and how the findings can be used. Similarly, in Malawi, the UNESCO National Commission served as a conduit between the National Intangible Cultural Heritage Committee and Oral Traditions Association of Malawi and supported them with the application for IA funding for the project. Again, the role of the National Commission beyond the implementation of the project is less visible in the reports.

56. There were some interesting examples of regional cooperation. Together with Category 2 centres for ICH, a small number of regional LHEP projects have been successfully completed. In the Asia Pacific region, International Information and Networking Centre for Intangible Cultural Heritage in Asia-Pacific Region (ICHCAP), Asia-Pacific Centre of Education for International Understanding (APCEIU), Asia Pacific Cultural Centre for UNESCO (ACCU) and Asia Pacific Programme for Educational Innovation for Development (APEID) play an important role in initiating and implementing regional projects that promote innovative approaches to integrating ICH into learning environments in schools and TVET institutions. For instance, detailed research in four pilot countries in Asia Pacific region (Pakistan, Vietnam, Palau, and Uzbekistan) led to the development of national and regional guidelines and regional framework to inspire educators in other countries. Collaboration between UNESCO Bangkok, UNESCO Field Offices and with ICH category 2 centre like ACCU together with intensive engagement with the Ministries of Education of each pilot country enhanced the visibility and credibility of the project and brought policy makers to the table. Consequently, participating countries have been well positioned to expand the project to include teacher training institutions to influence pre-service training and the pedagogical approaches.

57. While these developments are heartening, stakeholders did note that there is an ongoing need for better coordination and engagement with the Ministries of Education in order to leverage the opportunities presented by the intersectoral work. The implementation of the survey of TVET institutions in Central Asia provides some insights in this regard. It was designed and implemented in collaboration with UNESCO Almaty and UNESCO Field Offices in participating countries but with no engagement from the Ministries of Education from the participating countries. As a result, the findings, that highlight need for a review of TVET curriculum design, is unlikely to feed into policy decisions in the immediate future.

58. The partnerships developed between communities, ICH culture bearers and schools is perhaps one of the most rewarding features of some of the LHEP projects. Involving ICH culture bearers in LHEP projects was seen as a validation of their expertise and wisdom and inspired them to share their stories and narratives with learners in the spirit of intergenerational transmission. It also allowed learners to experience their communities differently. Perhaps most importantly, through their engagement with culture bearers, teachers built a renewed understanding of their place within the wider community and developed an appreciation of the rich knowledge and wisdom present in their own contexts.

Establishing a repository of resources, tools, and guidelines

59. Many of the LHEP projects focused on developing tools and guidelines that outlined strategies for teachers to improve teaching quality using ICH in formal education settings as well as in non-formal education settings. Some examples include the development of the **Guide for teachers of indigenous education in Mexico, the interactive educational toolkit for the safeguarding of ICH** in Egypt, and the **production of six bilingual booklets in digital format** in Colombia which serves as guidelines for developing educational activities in schools. In Malawi, dictionaries, and books in three local languages were published and disseminated to libraries across the country. Also in 2021, lessons learnt from the UNESCO-EU project on **Teaching and Learning with Living Heritage: a resource kit for teachers** has been published together with several supporting materials including videos of 3 case studies.[82]

60. It is apparent that across the LHEP projects a substantial base of knowledge is being built and it is critical that the insights gained through these efforts are shared to inspire and motivate others. The **Clearinghouse on living heritage and education** serves as a platform for collecting information on activities implemented globally and sharing their experiences and outputs, consolidating knowledge, examples, and tools on ICH. The online platform allows practitioners and policy makers to engage with current and ongoing projects and provides access to a resource library including teaching and curriculum resources, audio-visual materials, research papers, policy, and strategy documents and much more. In the future, the Clearinghouse aims to act as an important knowledge bank to facilitate learning and sharing of experiences and ideas.

82 https://ich.unesco.org/en/resources-for-teachers-01180

Didactic strategies. A guide for teachers of indigenous education, Mexico 2016-2017

In 2015, the National Teacher's Union in Mexico promoted a guide for indigenous teachers to promote intercultural education and native language education strategies for indigenous schools. The guide was designed to strengthen native language teaching strategies for primary school teachers in indigenous schools to flourish cultural diversity. Developed using a collaborative methodology and an anthropological approach, the guide considered the different contexts of different indigenous communities to design the underpinning theoretical framework, teaching methods and activities related to traditional knowledge. This serves as a good practice that can help other indigenous communities to adapt their teaching strategies and promote active participation of students to grow their native language skills and promote transmission of local cultural traditions and heritage. The activities involved community leaders and families to engage in showcasing cultural traditions while developing strong communication skills in indigenous languages. The guide was disseminated to over 10,000 indigenous education schools in Mexico.

Global Priority Gender Equality

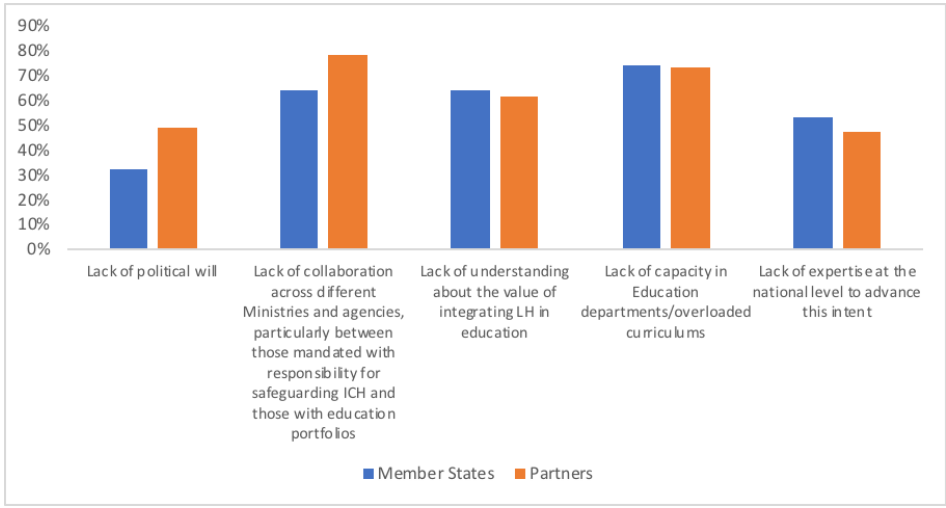
61. Despite UNESCO's efforts to mainstream gender equality in different areas of work, reporting against this global priority continues to be thin and none of the reports reported outcomes by gender. In one instance where gender was referenced, the report measured participation of men and women but not much beyond that. This is not satisfactory and more needs to be done to increased awareness of the importance of capturing and reporting on this Priority.

What lessons can be learned from the implementation of the Living Heritage Education programme?

The centrality of inter-Ministerial collaboration at the country level

62. One of the most important lessons that can be learnt from the evaluation of LHEP is that capacity building efforts are necessary but not sufficient for realizing the potential from integrating living heritage and education. The findings from the survey illustrates this well. When asked to identify the main challenges in implementing LHEP in their contexts, Member States and Partners reported lack of collaboration across Ministries, lack of understanding of the value of integrating LH and education and lack of national capacity within education departments. This clearly suggests that capacity building efforts need to be accompanied with advocacy and policy support to get education stakeholders on board.

***Figure 2.* Challenges in implementing LHEP projects in country**



Source: Evaluation surveys of Member States and Partners

63. Establishing constructive and productive linkages between Ministries of culture and education in their respective policies and programmes in the design stage is critical to ensure high level engagement with policy makers, particularly in the education sector. Collaboration between the two Ministries is the first step in promoting an understanding of how culture enhances the quality and relevance of education at all levels. Many LHEP projects were designed as small-scale pilot projects, intended to trial how ICH can be effectively integrated into education in both formal and non-formal settings. The findings from the pilots show some positive results as well as identifies lessons learnt for the future. However, most projects were designed and implemented with minimal engagement from policy makers from the education sector and as a result, the findings from these pilots are unlikely to feed into the national discourse and advance the Agenda 2030 through education and culture. Inter-ministerial collaboration combined with bottom-up approaches can generate and provide robust evidenced based lessons and recommendations for decision-makers. UNESCO Field Offices have an important role to play in advocating for this collaboration by convincing education policy makers that learning in, with and through cultural heritage enriches the relevance and quality of education.

Strong need to improve the quality of reporting across the projects

64. Most project briefs articulate "what" will be delivered within the scope of the activity and "how" the implementing agency will work with stakeholders in country to deliver the outputs. However, there is no articulation of the outcomes expected to be achieved through the activity. There is no theory of change embedded within each project to provide evidence nor a line of reasoning from which plausible conclusions can be drawn that implementing the project has made an important contribution to the reported results. As a result, the project reports present output level information as results and/or claim outcomes with no evidence to support such assertions. For instance, in one project report the expected result identified is "better knowledge and understanding of the principles of the 2003 Convention at the national level". The analysis against this expected result reports that *"significant understanding of the 2003 Convention was achieved"*. In another report, the expected result is identified as *"increased awareness amongst policymakers and decisionmakers from the education and culture sectors on mainstreaming approaches to incorporate ICH into schools and other education channels."* However, the report provides only outputs-oriented information (e.g., number of conferences held; list of stakeholders who were involved in the project; list of attendees at the conferences) as *results*.

65. This is not sufficient to support the claim that outcomes have been achieved and more effort is needed to ensure that projects are designed with sufficiently good M&E frameworks to allow any conclusions on learning outcomes and wellbeing. Robust monitoring and evaluation data from projects is critical to initiate dialogue with education policymakers as well as to attract additional funds for potential scaling up to the national level. Without such evidence LHEP projects will remain locally relevant but with no clear path for informing decisions at the national level.

66. Approaches such as Causal Link Monitoring (that links design and monitoring to achieve change) or Contribution analysis can provide some insights to guide future efforts in this regard. They can help implementors, policymakers and funders to arrive at conclusion about the contribution their efforts and establish a strong rationale for national action.

Encouraging a pedagogical shift in teaching and learning practices - culturally responsive teaching

67. Effective integration of ICH and education requires consideration of new pedagogical approaches that take account of, and respond to, learners' cultures and lived experiences. It also needs to bring teachers and community educators, particularly the culture bearers, together and acknowledge their repositories of knowledge, their role in facilitating learning and as key drivers of the revitalization of ICH. Establishing these connections and reciprocal relationships between the community and the school reinforces learners' sense of belonging and affirms their place in the world. Teachers and educators need to be supported to adapt to these new approaches and expectations and strengthen their competencies to implement effective teaching and learning strategies that create the environments and opportunities for culturally responsive education. Put simply, integration of ICH does not overload the curriculum or increase the teachers' workload. The recently held online training of trainers on living heritage and education implemented within the framework oy the Global Capacity Building programme together with experiences emerging from Mexico and South Africa help to communicate these ideas and strategies and continue to highlight the value in investing in capacity development of teachers and educators.

68. The *Sustainability Starts with Teachers* project, implemented in 11 countries in the South African Development Community, was designed with the intent to build the capacity of educators to integrate ESD into all areas of education. A formative evaluation undertaken to identify early outcomes indicated that the training delivered was well

received by participants and that teachers and educators learnt to appreciate the depth of reflexive competence needed to harness indigenous knowledge systems to lift quality of education. In Mexico, the development of the Guide for indigenous teachers to promote intercultural education and native language education strategies for indigenous schools is an important step in strengthening teacher capability. While the Guide was disseminated amongst over 10,000 indigenous education schools in Mexico, ongoing investment is needed to promote uptake of the Guide and embed new teaching strategies while developing strong communication skills in indigenous languages.

69. The importance of teachers' attitudes to culturally diverse learners cannot be overemphasized. As noted by a stakeholder, "*education is grounded in culture" and "living heritage is the foundation for all learning and learning processes.*" In countries with a history of colonization, the diverse languages, literacies, and cultural ways of knowing and being of their learners is often undervalued in order for students to learn the dominant language, literacies and Western schooling contexts. Culturally responsive teaching helps break through these paradigms to make the school learning relevant and effective for learners by valuing the learner's cultural knowledge and life experiences.

Definitional issues around what constitutes a pilot

70. The intent of a pilot is to "test" a model with a view to scaling. The scope and parameters are clearly set and the theory of change is well articulated, with a clear, robust monitoring system for tracking results. There is deep analysis of the contextual conditions within which the Pilot is implemented, and the evaluation is used to understand how these conditions influence success or otherwise of the activity. It is important to note that while the LHEP projects are referred to as *pilots*, they are in essence *trials* where the primary intent is to demonstrate *how* an idea can be operationalized, how to overcome implementation barriers and identify lessons that can be learnt about improving processes. This distinction is important as it has significant impact on scaling decisions.

Future direction and priorities for LHEP

Taking an education system level view to ensure enduring impacts

71. There is a growing understanding that embedding culture as a driving force in education can contribute to accelerating learning outcomes as it provides meaning and relevance to education, enhances participation, and nurtures creativity. Having said that, the focus on integrating ICH into education is still recent. UNESCO as the lead coordinating agency for SDG 4 on inclusive and equitable education and the only UN agency with an exclusive mandate in the field of culture is well positioned to undertake interdisciplinary initiatives that lie at the nexus of culture and education. While LHEP projects have made some inroads into demonstrating the value of integrating living heritage into educational contexts, these tend to be isolated, local and at the grassroot level. Scaling up from these projects to influence policy makers requires more robust data and analysis. Member States also need technical support to strengthen living heritage into education policies at the national level.

72. Achieving the full potential and ambition as outlined in the Joint communication on the intersectoral initiative "Education and Culture together in action to advance the SDGs" requires a more strategic focus on education system settings - need to influence policy makers to adapt their education policies, develop culturally sensitive curriculum and invest in strengthening capacities of teachers and educators to advance Sustainable Development Goal 4. It is imperative therefore that all new initiatives funded within the framework of LHEP are designed and implemented in close collaboration with Ministries of Education and Culture to influence the national agenda and achieve sustainable impacts. The **Learning with ICH for a sustainable future in Latin America and the Caribbean** project provides some useful insights to guide future efforts in this regard. The project initiated in 2020 covers a new area that lies at the intersect of ICH and quality education for a sustainable future. This intersectoral project has been designed to leverage UNESCO's expertise in both culture and education to (a) strengthen teachers' and education practitioners' use of methods and capacities in this new area through training workshops, and (b) develop education policy recommendations about integrating intangible cultural heritage to improve quality and relevance of education. High Level Technical meetings for experts, national stakeholders, and the Member States representatives are planned to promote regional coordination and a regional response to sustain the achievements

beyond the project. The inclusion of Ministries of culture and education and UNESCO Field Offices as well as relevant educational institutions in the selected countries in project design and implementation sets this project apart and provides direction for others to follow.

Exploring synergies with other UNESCO Culture Conventions to maximize value

73. UNESCO currently administers six conventions in the field of culture and the 2003 Convention is closely related to at least two of them: the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. While these links create opportunities, working across Convention boundaries can be challenging, for both States Parties and implementing partners who may not necessarily have a deep understanding of the key concepts and objectives of each Convention. As a result, these synergies and interrelationships are not explicitly explored within the scope of LHEP projects. This is a missed opportunity and needs to be addressed constructively in the future. However, it must be noted that some efforts have been made in the context of the 2003 Convention Capacity Building Programme as well as individual UNESCO culture officers in the Field Offices (as they have to deal with all culture conventions in country).

74. Some entry points for bringing the Conventions closer together include:

- Implementing degree programmes that teach ICH at higher education institutions with promotion of cultural industries; ICH safeguarding with the protection of the associated tangible heritage.
- Including courses on entrepreneurship and business management in ICH programmes to enable students to use their knowledge to leverage business opportunities.
- Bringing Ministry of Labour into the intersectoral collaborations between culture and education.
- Exploring the synergies in ICH courses delivered through TVET institutions.

Overview of LHEP projects included in this evaluation

UNESCO Region	Country	Project title	Project dates	Funding source[83]	Budget (USD)	Managing entity
Latin America & the Caribbean	Mexico	Didactic strategies. A guide for teachers of indigenous education	01/05/2016-01/06/2017	IA		UNESCO Mexico and National Union of Education Workers
Arab States	Lebanon	Pilot project in four schools in Lebanon	18/12/2018-20/12/2019	RP	30,010	UNESO FO, National Commission and Associated Schools Network & Ministry of Education
Africa	Malawi	Safeguarding of Nkhonde, Tumbuka and Chewa proverbs and folktales	30/06/2016-16/06/2017	IA	90,533	Malawi National Commission
Africa	Intangible cultural heritage as a basis for resilience, reconciliation and construction of peace environments in Colombia's post-agreements	18/07/2018-01/06/2020	99,400	Universidad del Norte,		
	Uganda	Promoting intangible cultural heritage education in institutions of higher learning in Uganda	26/06/2017-31/12/2020	XB	106,088	Accredited NGO
Asia Pacific	Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan	Survey of technical and vocational education and training institutions in Central Asia	01/07/2018-01/12/2018	RP	188,624	ICHCAP and UNESCO Almaty
Asia Pacific	Uzbekistan/ Pakistan/ Palau/ Vietnam	Learning with intangible heritage for a sustainable future	01/01/2013-25/11/2015	XB	422,757	UNESCO Asia-Pacific Regional Office
Africa	Togo	Safeguarding of the intangible cultural heritage of the Batammariba of Koutammakou	01/04/2007-01/06/2009	XB	153,726	UNESCO FO, Ministry of Culture and Ministry of Primary and Secondary Education
Arab States	Egypt	Educational toolkit for safeguarding living heritage in Egypt	01/01/2019-31/12/2019	XB	367,435	UNESCO Regional Office
LAC	El Salvador	Titajtakezakan. Speaking across time, oral tradition and use of information and communication technologies	07/02/2017-31/05/2018	IA	24,995	Ministry of Culture

83 IA: International Assistance; XB: Extrabudgetary; RP: Regular Programming

LAC	Colombia	Safeguarding of the traditional knowledge for the protection of sacred natural sites in the territory of the Jaguars of Yuruparí, Vaupés Province, Colombia	01/06/2017-28/02/2018	IA	25,000	Ministry of Culture and Accredited NGO
Africa	Zambia	Inventorying of proverbs of Lala community of Luano District of Zambia	22/09/2016-29/09/2017	IA	25,000	Ministry of Tourism and Arts and Department of Arts and Culture
Asia Pacific	Kyrgyzstan	Safeguarding of practices and rare rituals related to sacred sites in Kyrgyzstan: preparation of an inventory and safeguarding measures	19/11/2018-18/11/2020	IA	99,950	Accredited NGO
Africa	Zimbabwe	Safeguarding cultural heritage aspects of Njelele	20/04/2011-21/07/2011	IA	25,000	National Archives of Zimbabwe
Africa	Southern Africa	Sustainability Starts with Teachers: Capacity building programme for teacher educators on Education for Sustainable Development (CAP-ESD)	01/11/2018-31/12/2022	XB	2,488,177	UNESCO and Rhodes University
Europe and North America	Europe	2018 European Year of Cultural Heritage: Engaging Youth for an Inclusive and Sustainable Europe	01/2019 - 04/2021	XB	349,650	UNESCO and the European Union

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- *@UNESCO_Dakar (Twitter)*
- *@unescoROSA (Twitter)*
- *@crespial (Twitter)*
- *CRESPIAL (Facebook)*
- *CRESPIAL (Instagram)*
- *Tehran Centre (Facebook)*

Annex F. Biographies of Authors

Ekaterina Sediakina Rivière (Ms.)

Ekaterina Sediakina Rivière is an Evaluator at UNESCO's Internal Oversight Service Evaluation Office. She has more than 15 years of evaluation experience in education, culture, social and human sciences, and gender equality. Ekaterina has managed and conducted a number of evaluations on UNESCO's standard-setting instruments in the Culture Sector (1954, 2001, 2003 and 2005 Conventions), as well as well as in Social and Human Sciences (2005 Convention against Doping in Sport). Prior to joining UNESCO, Ekaterina completed two assignments at the Independent Evaluation Unit of the UNODC in Vienna and worked in institutional communication in the public and private sectors in France. Ekaterina has a Master's degree in International Law and Administration from the Université Paris I Panthéon Sorbonne and a Master's degree in Political Science and Communication from the Institute of Political Science in Aix-en-Provence, France.

Diego Millan Troches (Mr.)

Diego Millan Troches is a Consultant at UNESCO's Internal Oversight Service Evaluation Office. He holds a Master's degree in Public Policy and Development and a degree in Economics from the Toulouse School of Economics (France). Prior to joining UNESCO, he worked at the Organisation for Economic Cooperation and Development (OECD) Public Governance Directorate in the Public Policy Evaluation team, participating in several publications around the institutionalization, quality and use of the results of evaluations by public entities.

Meenakshi Sankar (Ms.)

Meenakshi Sankar is a research and evaluation practitioner from New Zealand. Over the last 35 years, she has designed and delivered on evaluation assignments for a range of government agencies in New Zealand and multilateral agencies including UNESCO and the Organisation for Economic Cooperation and Development (OECD). She has led multi-year evaluations of mature and pilot programmes and undertaken syntheses of evaluation results to identify lessons learnt; and developed theory of change frameworks to enable robust evaluations of complex policy and programme interventions. Meenakshi has a Master's degree in Social Work from the University of Mumbai.

Michael Atwood Mason (Dr.)

Michael Atwood Mason is an experienced ICH expert. Over the last 30 years, he has worked with ICH in museums and public cultural organizations including the Anacostia Community Museum and the National Museum of Natural History, where he served as exhibit developer and later as director of exhibitions. He has developed, curated, and managed more than eighty exhibitions and completed extensive research and published widely on specific cultural expressions and on safeguarding practices. For eight years, he directed the Smithsonian Centre for Folklife and Cultural Heritage, a part of the United States national museum that is also an accredited NGO to the Intergovernmental Committee of the 2003 Convention. He also teaches courses on the politics of representation and the development of community-based exhibitions in the cultural sustainability program at Goucher College in Towson, Maryland. Michael holds a Ph.D. in folklore, with a double minor in religion, from Indiana University.

TECHNICAL ANNEXES: AVAILABLE UPON REQUEST AT IOS@UNESCO.ORG

Annex G. ***Evaluation Surveys Results***

Annex H. ***Interview Guidelines***

Annex I. ***Stakeholder Analysis Matrix***

INTERNAL
OVERSIGHT
SERVICE
Evaluation Office