Final Report
Capacity-building Workshop
“Community-based ICH Inventorying”

Yerevan
Republic of Armenia
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Preparation:
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Introduction

At a time when the world is seeking new ways to further peace and sustainable development, there is a pressing need for unifying projects which bring us together in all our diversity. The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage is one such opportunity for dialogue and action. Every State, every community can assert its rights in this framework share its own vision and release the creative energy of cultural diversity to consolidate our common values. Culture is a renewable resource par excellence and a major dimension of sustainable development. Culture is a force for social inclusion and collective mobilization. Experience proves that the acknowledgement of cultural heritage in the design and conduct of development policies is key to the active participation of communities and to the effectiveness of programmes in the longer term. The United Nations 2030 Agenda for Sustainable Development, which was adopted in 2015, acknowledges for the first time at this level this crucial role of culture as an enabler for sustainable development and mutual understanding. The implementation of the 2003 Convention will be a key contributor to the implementation of this vision. UNESCO’s Convention for the Safeguarding of the Intangible Cultural Heritage is a key constituent in this advocacy work.

Taken from the text of the Convention for the Safeguarding of the Intangible Cultural Heritage, the above shows the importance of investing in culture for peace and prosperity. In this trend, within the framework of its mission for safeguarding intangible cultural heritage, the Tehran-based Regional Research Centre for Safeguarding Intangible Cultural Heritage in West and Central Asia, Under the Auspices of UNESCO, organised the Workshop subject of this report, jointly with the Ministry of Foreign Affairs of the Republic of Armenia, the Armenian National

**Objectives**

Building capacity on ICH at all levels;
Encouraging local community involvement in ICH safeguarding;
Promoting ICH safeguarding and the 2003 Convention in the Region;
Increasing the number of individuals, groups, communities, and sectors that are aware of the 2003 Convention;
Awareness-raising on the value of Training in ICH and the importance of ICH bearers and practitioners among local communities;
Motivating local communities to become ICH resource persons and/or bearers

**Expected Results**

Capacity building workshop held for the designated audience;
Local community involvement encouraged through training experts from their members;
ICH and the 2003 Convention promoted in Armenia;
Number of experts for Armenia increased;
Number of individuals, groups, communities, and sectors aware of the 2003 Convention increased;
Number of resource persons among ICH bearers at local community level increased;
Human and institutional resources for the safeguarding of intangible cultural heritage strengthened.
**Workshop Facilitators**

**Dr Janet Blake**
Janet Blake is an Associate Professor of Law at the University of Shahid Beheshti (Tehran, IR of Iran) and a member of the Cultural Heritage Law Committee of the International Law Association. She is also a member of the ICH Expert Committee for Iran. Dr Blake has acted as an international consultant to UNESCO since 1999, including drafting the 2003 Convention, revising the periodic reporting mechanism, and providing documents for the intergovernmental committee. She has facilitated capacity-building workshops in Turkmenistan (2015); Kazakhstan (2016); Armenia (2017) and Iran (2016 and 2019). She has also conducted a training of trainers session for UNESCO in Beijing (2018) and has provided policy and legal advice at governmental level in Iran and Palestine. Her academic publications include a research monograph on International Cultural Heritage Law published by Oxford University Press in June 2015.

**Saša Srećković**
Saša Srećković is President of the National Committee for intangible cultural heritage at the Ministry of Culture of Serbia (2013-2014) and UNESCO licensed trainer, leading training programmes for capacity-building in intangible cultural heritage: Montenegro (2011), Bosnia and Herzegovina (2012), and Germany (2013). He is also National Coordinator for intangible cultural heritage of Serbia (2010), Head of Supervising Board at the Institute for research of cultural development of Serbia and Member of jury at the festivals of ethnographic and documentary films (Dialektus, Budapest, Hungary; ETNOFILm Rovinj, Croatia; International Short Film Festival, Tehran, Iran). He also served as member of the selection committee and jury at the International festival of Ethnological Film in Belgrade.
Opening

The Workshop’s kick off saw to official speeches by the representative of the Armenian Deputy Minister for Culture; Mrs Lena Terzikyan, Acting Secretary General of the Armenian National Commission for UNESCO, Dr Reza Sojoudi, Acting Director of the Tehran ICH Centre and Dr Naira Kilichyan, Workshop Coordinator and Senior Specialist for ICH at the Armenian Ministry of Culture.

Each of the speakers welcomed the participants, and expressed their gratitude to the organisers and the facilitators. The speech of the ICH Centre’s Acting Director, added explanations on the background of the event, its objectives and expected outcomes, further briefing the participants on the logic behind UNESCO’s intent for promoting the 2003 Convention for the Safeguarding of the Intangible Cultural of Heritage in Member States.

Day I

5 June

Subsequent to the registration, the meeting opened with the speeches of Armenian and Iranian officials. Following the formal opening, each of the participants were asked to introduce themselves and brief the audiences on the activities undertaken by them in identifying, awareness raising and safeguarding ICH.

The afternoon session was allocated to a review of key concepts on the Convention and Community-based inventoring, by Dr Blake.

The session was interactive with the facilitator explaining key concepts and the participants posing questions.

In this session, key concepts were revised and best practices regarding the adoption of relevant safeguarding measures for ICH were introduced. Community awareness-raising was referred to as a most important aspect of safeguarding ICH, which was said to be based on mutual trust that would come about as a result of building constructive dialogue. An important issue in inventoring was said to be the quality of the process.
Women were said to play an important role in the transmission of ICH.

Thus, a most important approach to inventorying was said to be the Community-based approach, drawing on the fact that it includes as many different voices as possible. As such, data collection approaches gain importance.

Another important point that was highlighted dealt with the need to make people, especially the youth feel a connection with heritage.

In conclusion, key safeguarding measures were said to include:

a. Inventorying
b. Awareness-raising
c. Revitalisation

Day 1 ended at 3:00 pm with the participants being asked to consider various questions such as, how to obtain community consent? At what level (s) should consent be obtained? How to involve youth? How to improve the list of existing forms of ich, etc.?

**Day II**

**6 June 2019**

Considering the interactive nature of the workshop, day two began with teaming up the participants into groups to discuss the questions that came to their minds regarding inventorying, subsequent to the explanations given by Dr Janet Blake regarding the domains that ich elements can be associated with.
Initially, the participants eagerly discussed topics proposed to them by the Facilitator, Dr Blake, trying to identify the domain within which their ideas and/or work fitted in and then they discussed their questions regarding inventorying.

The difficulties of categorisation, the threats to safeguarding heritage, the necessity of developing an inventory of living heritage and regularly updating this inventory, the significance of an element for any specific community bearer, the necessity of hearing multiple voices, the definition of FPIC (Free, Prior, Informed Consent) and subsequently FPISC (Free, Prior, Informed, Sustained Consent) were discussed. Once more, it was emphasised that consent should be gained in such a manner that it would become sustainable through time. Democratic dialoguing within communities, and the issue of the ownership of elements revived by diaspora, were also discussed.

Day III

7 June 2019

The day began at 9:00 am with Dr Blake reviewing the sample framework for organising information on ICH elements. The sample framework is one that gives ideas about questions that might be asked of exponents - people who are actually practicing the work.

Once the Framework was fully discussed, the facilitator, Dr Blake, divided the students into three groups, giving them a 20-minute activity to think of and write down 2 or 3 sub-questions for each criteria of the Framework that would help the students achieve the answers they actually sought to get from asking the main questions. The results of the 20-minute consultation activity were later recorded in the Framework form by the facilitator. It was concluded that it would be better to ask interviewees open-ended questions rather than closed ones because closed questions would limit responses.

The morning session ended at 11:30 with a coffee break followed by a visit of the Wood Art museum where the workshop resumed. The afternoon session was co-facilitated by both Dr Blake and Mr Saša Srećković. This session was a continuation of the morning session. Dr Blake
brought up the question of "why do we need to generate information for inventorying?". Details were exchanged between the facilitator and the students on the answer to the question posed as well as on the topic of different methods of interviewing and different means of interviewing.

This instructive session was co-facilitated by Mr Saša Srećković who explained in full detail the nature of a question posed to community members and the nature of the relation between the interviewer and their interviewee(s).

The afternoon session wrapped up at 3 O’clock with Dr Blake giving the students home practice for the next day.
Day IV

8 June 2019

The fourth day of the workshop was allocated to a field trip to the Armavir region, an hour-and-a-half drive by van from Yerevan, the Armenian Capital, and a visit of two (bearer) communities.

The first of the two was the Hastik community, where the students practiced interviewing the members to the bearer community of embroiders at the "Arar" Art Centre. Arar means creation. The programme of the Centre was said to be administered in six regions and 27 communities of Armenia.

In addition to embroidery, many more skills including wood work, painting, puppet-making and puppeteering, were taught to both girls and boys.

The morning session of the Workshop was therefore held at the Centre where Dr Blake, the facilitator, asked the class to get into pairs and to share with the rest of the class the results of their 7 June home practice. They were then asked to draw up questions for interviewing the bearer group of children and mother embroiders.

The pairs were once again asked to read their questions to the class. The questions were clearly examined by the facilitator and their types, points of weakness and strength were clearly defined.

Subsequent to this oral practice, the students were given 25 minutes to practice interviewing the embroidery practitioners and to document the result(s) obtained.

The group then moved to visit the L Galchiyan Art School in Baghramyan community of the Armavir region.
This school was established 12 years ago when the son of the owner, Ruben Galchiyan, passed away and his family decided to set up a school in his name in order to promote local crafts that are in danger of disappearing. The school functions in the different fields of:

Metal work, Silver-making and wood carving for boys as well as art skills for girls. The school was explained to have cooperation with COAF (the Children of Armenia Fund Charity).

The afternoon session of the inventorying workshop was thus held at the Galchiyan Art School where Dr Blake once again asked the workshop pupils to brief the group on their findings resulting from their interviews with the Hastick bearer community of embroiders. The facilitator then instructed the session on key points related to interviewing bearers.

The afternoon session wrapped up at 4, when the group was transferred to Yerevan by van.

The participants were asked to meet at 6 O’Clock, at the Cafesjian Art Centre of Yerevan for the evening session.

**Day V**

6 June 2019

The fifth day of the workshop saw to presentations by Mr Saša Srećković on:

Participatory video mapping and vide story-telling. The morning session was more of a theoretical nature with the facilitator initially explaining matters to be considered when making videos for inventorying, referring to inventorying as an activity calling for the making of a documentary. Documentaries were then explained to be a genre used to capture reality. Further the facilitator explained that the notion of reality is a matter of personal choice and it is important to have the prepared documentary cover aspects that are important for the person who undergoes the task of inventorying.

He then brought up the question of "what is important to shoot" in regards to which he emphasised the need to identify the domain; consider products (of an art or craft); consider the process (in making films of crafts); take account of the tools used for crafting; visual motifs; different techniques (filigree for instance); recycling; awareness raising for obtaining the primary consent of communities; viability; proper lighting etc.
The facilitator then explained what any individual should know when preparing a documentary. The need for the documentary to be effective enough to get an important message through; a message that might appear at the beginning and then be repeated throughout the film was emphasised. The necessity of the documentary to cover not only points of strength, but also obstacles to the tradition and/or element.

Documentaries were said to have a synopsis and not a script.

Subsequent to explanations regarding the making of a documentary, the facilitator invited all participants to watch a documentary bearing the title of "The last tightrope dancer of Armenia". The morning session wrapped up half way through this documentary. A half hour break brought the group together for auditing a work of epic story-telling by the winner of the Armenian epic story-telling activity, Ms Milena Manasyan. Following the short performance by the young, 13-year old epic story-teller, the group were gathered for practical work and for a very technically, well-practiced transfer of the knowledge of photography and video-making to the pupils by the Facilitator.

The shot;

Long shot/extremely long shot; long and wide shot; medium shot; semi-medium; close-up; extreme close up; panorama; tilt; tracking shot; crane shot; angles of shooting (low angle, eye level, high angle); take; focus; the story; frame; etc. we're explained.

Matters discussed on photography also included the points of interest of a photographer; head room; nose room; editing decisions; not to use zoom, etc. At the end of the workshop the pupils were requested to try and to sketch a synopsis to bring to class the next day.

The facilitator also analysed the documentary of the last tight rope dancer of Armenia. The meeting wrapped up at 3.

Day VI

10 June 2019

The morning session began with an overview of the pupils' synopsis. They all spoke about the synopsis which almost all of the students had kept in their heads as a set of questions.
Following this general review and the discussions that followed, a footage prepared by one of the pupils was shown for all. The footage was well received and comments/suggestions on how to improve it followed.

Two very important points emphasised by the facilitator were the need to choose a good position for film-making in order to move the camera as less as possible and to always interview people who know the most about the heritage.

The morning session continued with Mr Saša Srećković debriefing the audiences on the field work of Tuesday (11 June 2019), and disseminating information about methods of organising and storing information.

Again, questions and answers began. He also explained the concept of participatory mapping and the many terminologies associated with it. The points of weakness and strength of participatory maps were also discussed.

Following the morning session, the group worked together with 3 carpet masters who taught them to make knots on the carpet. Some members to the group interviewed the carpet masters.

The results of the pupils' interviews were announced, shared and discussed with all. Subsequent to this practice a video made by the facilitator himself was shown. A question and answer session followed.

At a later stage, the facilitator discussed the importance of ICH from many aspects and spoke about the activities to be carried out at the field trip of 11 June.

**Day VII**

11 June 2019

The last day of the workshop was allocated to a field trip to the Byurakan region and an NGO.

Students practiced interviewing with three masters and a number of children. Filming and photography techniques were also practiced with the facilitator, Mr Saša Srećković, closely monitoring their activities.

The afternoon session began at 13:08 with the students gathering around a table at a mansion built in 1960, serving as an NGO since 2006 for reviving traditional activities related among others to Lavash bread - making and shadow theatre.
At the debriefing session the pupils reported on their findings achieved from their interviews with masters at the NGO. The following conclusions were drawn by the facilitator based on the pupils' reports:

- The need to promote good practice of the Byurakan NGO in other communities as well;
- The implementation of models achieved from good practices in the transmission of different traditions;
- Reference to meals and recipe-taking as an ICH element promoted by the NGO;
- Folk dances, an ICH element promoted by the NGO;
- Shadow theatre, an ICH element promoted by the NGO;
- Reviving traditions especially through oral transmission practiced by the NGO;

The NGO was said to be mainly self-funded and it received some budget from the ministry of culture as well and it had revenue from tourist packages. The facilitator then listened to all the reports and commented to help improve the students' interviewing techniques.

Questions and answers followed.

Important point(s) emphasised by the facilitator:

It is necessary to take into account the modern and traditional context when trying to revive and transmit a cultural element.

The director of the NGO briefed the session on the establishment of an ethno-school, a project that began with the Ministry of culture of Armenia in 2008. "At the ethno-school children receive informal education and learn different rituals and traditions", said the NGO director.

Additionally, the facilitator once more drew on the questions related to the inventory form. He emphasised the importance of the relation between tangible and intangible elements and
transmission, as well as viability (is the tradition sustainable? If not it is necessary to help the practitioners).

The need to note the references, the bibliographic references used to collect data in the inventory form was also emphasised.

The facilitator asked if the students had any overall perceptions of the last day's field work on their inventorying practices to be conducted in the future.

The students each explained their personal viewpoints on this question.

Further in the session, some points on intangible cultural heritage were repeated:

- Correct communication with the community is important;
- Getting the consent of the community;
- Necessity to establish a standing relation with the communities;
- When doing field work it is important to incorporate many things (the number of informants, the atmosphere, it is important to do field research in pairs and to determine beforehand the activities to be carried out by each person, finding the best possible position of placing the camera tripod, the camera should be pointed in the right direction, there should be at least two cameras to cover everything about the tradition).

Mr Srećković asked the participants if they (the facilitators) had met all the expectations of the participants.

To finalise, the facilitator briefed the session on methods of storing information.

Once again Mr Srećković asked the pupils and the governmental authorities to:

- Use the capacity of NGOs as much as possible, especially NGOs operated by young people that can do quite a lot.

"Armenia is very rich in this respect. It could be possible to reconcile governmental structures with these NGOs", said the facilitator.
It is noteworthy that Armenia is home to 34 NGOs dealing with ICH.

The afternoon session wrapped up with a certificate awarding ceremony.

The certificates were signed by the Deputy Minister of Culture of Armenia, Ms Lena Terzikyan, Acting Secretary General of the Armenian National Commission for UNESCO, Dr Janet Blake and Mr Sasa Sreckovic, the two facilitators.

The closing ceremony began with an official speech by Dr Naira Kilichiyan, who referred to the workshop as an important activity in promoting ICH inventorying in Armenia. Her speech was followed by short talks by the students and Mr Saša Srećković.

To conclude, the representative of the Iranian National Commission for UNESCO thanked the organisers and the facilitators and wished for enhanced cooperation with the Republic of Armenia on promoting ICH through joint nominations.
List of Participants

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