unit 1

workshop on implementing the convention at national level: introduction

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Lesson plan

Duration:

1 hour

Objective(s):

Develop a shared understanding of the rationale and objectives of a workshop on implementing the Convention for the Safeguarding of the Intangible Cultural Heritage[[1]](#footnote-1) at national level and establish a working relationship with participants.

Description:

This unit introduces the context, rationale and purpose of a five-day workshop on implementing the Convention at national level. This workshop is considered the backbone of the Convention’s capacity-building programme as it covers the basic knowledge required for implementation of the Convention, such as an introduction to the Convention, its key concepts and the roles of various stakeholders, different safeguarding measures at the national level and mechanisms for international cooperation. The workshop also has the topics of gender and ethics mainstreamed throughout. This unit begins with an interactive introduction of the facilitator and the participants.

Proposed sequence:

* Facilitator explains his or her background in the field of intangible cultural heritage (ICH), mentioning some examples of ICH he or she has worked with or been interested in. If some participants are not familiar with ICH, the facilitator briefly presents the domains of ICH listed in the Convention (Article 2.2). This may lead to a first discussion of the concept of ICH (see Participant’s text Unit 3: ‘Intangible Cultural Heritage’); however, a discussion of the definition of ICH will follow later in this unit.
* Participants introduce themselves (or each other) briefly and describe their interest and experience in working on ICH (may refer to Hand-out 2). Facilitator introduces the purpose of the workshop; participants discuss what outcomes they expect from it.
* Facilitator introduces the definitions of ICH and safeguarding according to the Convention (Articles 1 and 2) and presents further resources (Hand-out 1).

Supporting documents:

* Facilitator’s narrative Unit 1
* Facilitator’s timetable Unit 1 (within Facilitator’s notes)
* Unit 1 Hand-out 1: Abbreviations, acronyms and terminology
* Unit 1 Hand-out 2: Introducing the participants
* Participant’s texts Units 1 to 13, notably Unit 3: ‘Domains of ICH’, ‘Intangible cultural heritage’ and ‘Safeguarding and safeguarding measures’
* Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage[[2]](#footnote-2)

Notes and suggestions

This unit requires preparation by the facilitator, assisted by UNESCO Field Offices and the ICH and UNESCO websites. The facilitator will need to study the relevant legislation, policy, structures and key ICH-related projects in the State(s) to be covered by the workshop.

Before the workshop begins, participants may be sent the Unit 1 Hand-out 2, which contains a list of pre-workshop questions that they should fill in and bring with them. Answering the questions will help them to prepare for the workshop.

Ideally, participants would also be sent the Participant’s texts Units 1 to 13 and the Basic Texts before the workshop. In some cases, unofficial translations of the Convention exist in the local language and can also be provided to the participants. Facilitators should consult the ICH website for the current list of available languages. In the framework of this unit, both the Participant’s text and the Basic Texts should be introduced.

The workshop could begin by asking participants (after a brief discussion) to introduce a fellow participant they do not already know and to explain to the group their interest and experience in working on ICH.

Participant’s text Unit 1 provides some background for participants: it introduces this workshop and explains its place in the series of workshops developed by UNESCO in the framework of its global capacity-building strategy for the implementation of the Convention at national level. It explains how to use the Participant’s text and provides guidance on the use of abbreviations/terminology. It also provides information on the concepts of ICH and safeguarding. Further information on these and other concepts may be found in Unit 3 Participant’s text Unit 3.

The facilitator may wish to stress the following points:

* The Basic Texts present the Convention and other authoritative texts designed to assist in the implementation of the Convention, such as the Operational Directives or the Rules of Procedure of the General Assembly.
* The Convention is a flexible instrument that contains few strict definitions and obligations and leaves considerable leeway to the States Parties concerning its implementation at the national level.
* The Participant’s text is a guide developed for this workshop, not an authoritative text of the Convention. It presents approaches and interpretations that are based on the discussions and decisions of the Intergovernmental Committee for the Safeguarding of the Intangible Heritage and reflects diverse experiences of States Parties in the implementation of the Convention.

Unit 1

workshop on implementing the convention at national level: introduction

Facilitator’s narrative

#### Purpose of the workshop

This workshop is intended to help participants gain a broad understanding of the possible activities involved in implementing the Convention for the Safeguarding of the Intangible Cultural Heritage. Participants will be representatives from government and non-governmental organizations (NGOs), communities, institutions and individual experts. In principle, participants will all be from the same State – one that has ratified the Convention. Participants from other States in the same region that have a tradition of cooperation may also attend the workshop in some cases.

On completing the workshop, participants will understand the Convention and its Operational Directives (ODs), what obligations States take on when ratifying the Convention, and possible ways of implementing it, with an emphasis on ICH safeguarding as advocated by the Convention.

#### Outline of the 5- day workshop

### Introduction to the Convention (UNITS 1–3)

**Unit 1** introduces the participants to each other, situates the workshop content in their context and provides an overview of the workshop.

**Unit 2** introduces the Convention.

**Unit 3** discusses the key concepts of the Convention.

The workshop encourages participants to relate the Convention’s principles and concepts to their own situation. They are asked to find examples from their own contexts, to talk about their individual experiences and to discuss, for example, what words might be used locally to refer to ICH or other concepts used in the Convention.

### Who can do what in implementing the Convention (Unit 4)

**Unit 4** provides an overview of what States Parties, bearers, communities, NGOs, other organizations, institutions and experts can do in the safeguarding of the ICH present in the territory of the State. It sets up a framework for the rest of the workshop.

### Implementing the Convention (UNITS 5–13)

These units explain how States Parties may go about implementing the Convention at the national level, which first of all means safeguarding the ICH present in their territory.

**Unit 5** discusses why and how to raise awareness about ICH.

**Unit 6** deals with the issue of identification and inventorying of ICH.

**Unit 7** discusses why and how to involve the communities concerned in any action concerning their ICH.

**Unit 8** discusses the relationship between ICH and sustainable development.

**Unit 9** discusses safeguarding.

**Unit 10** presents and discusses the recommendations made in the Convention and the ODs concerning the development of ICH policies and institutions.

**Unit 11** deals with an overview of nominations.

**Unit 12** deals with international cooperation and assistance.

There are some general principles behind the Convention that should guide its implementation. They can be found in the Convention and the ODs; together, they are sometimes referred to as ‘the spirit of the Convention’. However, because the Convention is relatively recent, and because ICH covers vast domains of social, cultural and creative activity, there are many aspects of its implementation that are still the subject of debate. The governing Organs of the Convention have started to develop ODs that guide many of these aspects.

There are no generic solutions to many of the challenges facing States Parties when they start to implement the Convention. There is a great variety of ICH in different parts of the world, and in different safeguarding contexts, and the perspectives of communities and experts may also differ widely. There are also differing strategies, policies and institutional arrangements to manage and safeguard ICH.

Although States Parties take on certain obligations under the Convention (mainly operational obligations at the national level and administrative and financial ones at the international level), the Convention gives States Parties considerable leeway in deciding how certain issues (such as inventorying) are undertaken and how certain concepts (such as ‘the communities concerned’) are interpreted on the national, or as the case may be, regional or federal level.

The Convention and its ODs assign very important roles to the communities, groups and individuals who create, enact, develop and transmit ICH. Their participation (and consent) is essential to all activities concerning their ICH organized under the Convention. They should be encouraged (and assisted where necessary) to take initiatives aimed at the safeguarding of their ICH themselves. Community participation in the implementation of the Convention is discussed in Unit 7.

**Unit 13** compares the Intangible Heritage Convention and the World Heritage Convention. This unit may provide useful background reading for facilitators and for those participants with training or employment in the area of tangible heritage management.

### Conclusions and evaluation (UNITS 14 and 15)

**Unit 14** gives participants an opportunity to discuss challenging issues in the concluding session – these may be based on the multiple-choice questions (Unit 14 Hand-out). They should lead to further discussion on the basic principles behind the Convention. Participants should be encouraged to use this unit to reflect on the implementation of the Convention in their own State.

**Unit 15** gives participants time to evaluate the workshop.

#### Materials provided for the workshop

Participants and facilitators will be provided with fifteen workshop units that cover major issues concerning the Convention and its implementation. Participants will also receive the Basic Texts, which contains the full text of the Convention and its ODs, among other texts.

Facilitators should use all available materials to help them prepare for and facilitate the workshop:

* The Participant’s texts, which provide basic information regarding the Convention and its implementation;
* Lesson plans, included in the Facilitator’s notes to provide an overview for each unit;
* Hand-outs with supplementary information or working tools, such as questionnaires, tables and exercises;
* PowerPoint presentations; and
* Case studies.

The materials provide a kind of ‘toolbox’, intended to support facilitators to interactively present and discuss with participants the issues covered in the different units. The Facilitator’s notes and Participant’s texts are complementary: content given in the latter is not repeated in the former. The Facilitator’s notes contain detailed information that need not systematically be provided to the participants, but may be used when a specific issue arises.

The Facilitator’s notes for this unit contain a draft timetable of how the 5-day workshop could be planned. The structure and timing would have to be adapted to each specific workshop context.

The lesson plans provide guidance on how facilitator’s may conduct the workshop. The facilitators may modify the timetable as required. A timetable, the Participant’s text corresponding to the workshop units and any exercises and hand-outs that the facilitator deems necessary for the workshop should be given to participants, along with supporting materials such as the Basic Texts (available electronically on the ICH website) or the text of the Convention in the local language.

Since frequent reference will be made to the Convention and the ODs during the workshop, participants should keep their Basic Texts with them. The Facilitator’s notes contain many quotations from the Convention and the ODs, but these simply provide a reference point for facilitators and background information to the Participant‘s texts; they should not be read out during the workshop. Where necessary, participants shall be referred to the Basic Texts to find relevant Articles in the Convention and paragraphs in the ODs.

To promote interactivity, the Facilitator’s notes and lesson plans offer suggestions for a number of exercises that could be introduced where needed, or modified as required. Case studies, as contained in the capacity-building materials or devised by the facilitator, may be used as the basis for additional exercises.

#### ICons

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

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

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

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

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

#### Preparing for the workshop

The State(s) represented in the workshop will derive most benefit from it if they send participants who are (or who will be) personally involved in the implementation of the Convention. Ideally, they would have finished secondary school and be able to speak and write adequately in the language of instruction. Verbal fluency is more essential than written fluency for engaging in the workshop.

If possible, the facilitator should circulate Unit 1 Hand-out 2 to participants some time before the workshop starts, and remind them to bring the completed sheet with them (additional blank hand-outs should be provided on arrival in case participants have not brought the sheet with them). The answers will give the facilitator some idea of the backgrounds and competencies of the participants.

Facilitators will be given one or two weeks to prepare for presenting the workshop. They should ensure that they are familiar with heritage-related issues, policies, legislation and structures in the State(s) of the participants and that, in particular, they have an understanding of ICH-related policies and issues.

Facilitators should ensure that they familiarize themselves with the contents of both the Participant’s text and the Facilitator’s notes. They should not read out the information in the manual or the Facilitator’s notes to participants: these materials simply provide a broader context for the information covered in the workshop and supply information on a broad range of possible questions.

The timetable is simply a recommendation: facilitators should feel free to change and reorganize it as necessary, while trying to ensure that the subject matter presented in the workshop materials is covered. Facilitators may follow the units as outlined in this Facilitator’s notes, using the PowerPoint presentations as the backbone of the units. Alternatively, they may adopt a looser structure, encouraging participants to discuss their experiences and offer questions and answers to relevant issues raised by them.

Organizers will need to ensure that there is access to a computer and a data projector – preferably with the option of showing video excerpts, although this is not essential. Some break-out areas will be required if small-group work is planned.

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

Facilitators are invited to adapt the workshop material to the interests and the level of preparation of the participants, using their own background and experiences and their study of the situation in the State(s) that form the context of the workshop, and benefiting from the participants’ expertise and experiences. They may wish to replace the examples given with their own examples or add others from the local, national or regional contexts most relevant to the participants. Some of the material in the Facilitator’s notes or the Participant’s text may require updating, especially if recent changes have been made, for example, to the ODs.

In Unit 1, it is important to situate the work being done within the national context and personal experiences of the participants. Unit 1 Hand-out 2 will help participants to prepare for the workshop. Independently of this, facilitators are expected to prepare thoroughly, with the assistance of the relevant UNESCO field office, to adapt the workshop to the specific context.

Anchoring the Convention at the country level is an important principle underlying the workshop: participants should leave the workshop with the ability to apply the information provided to the concrete situation in their own State(s) as far as possible. Discussions applying the debates in the workshop to local or national contexts should therefore be encouraged and facilitators could, for example, encourage discussion and translation of some terms in the languages spoken by participants, in particular of key concepts that will be discussed in Units 2 and 3.

Participants should be treated as the experts that they are in their own context. The workshop should enhance their ability to contribute to the implementation of the Convention in their own State(s).

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

Workshop on implementing
the Convention

Facilitator’s timetable

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’s materials |
| Introductory welcome speeches (optional) | 1 hour | Facilitator’s timetable | Timetable (to be elaborated on a case-by-case basis)Basic Texts Participant’s texts |
| Tea or coffee  | 20 mins |  |  |
| Unit 1: Workshop on implementing the Convention at national level: introduction  | 1 hour | Lesson planFacilitator’s notes  | Unit 1 Hand-out 1: Abbreviations, acronyms and terminologyUnit 1 Hand-out 2: Introducing the participantsParticipant’s text Unit 1 |
| Unit 2: Introducing the Convention  | 1 hour | Lesson planFacilitator’s notes Unit 2 Unit 2 PowerPoint presentation | Participant’s text Unit 2 (optional: parts of Participant’s text Unit 13) |
| Lunch | 1 hour |  |  |
| Unit 2: Introducing the Convention (cont.)  | 1 hour  |  |  |
| Tea or coffee  | 20 mins |  |  |
| Unit 3: Key concepts in the Convention | 2 hours | Lesson planFacilitator’s notes Unit 3Unit 3 PowerPoint presentation | Participant’s text Unit 3 |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| Unit 4: Who can do what in implementing the Convention?  | 2 hours | Lesson planFacilitator’s notes Unit 4Unit 4 PowerPoint presentation | Participant’s text Unit 4 |
| Tea or coffee | 20 mins |  |  |
| Unit 5: Raising awareness  | 1 hour | Lesson planFacilitator’s notes Unit 5Unit 5 PowerPoint presentation | Participant’s text Unit 5 |
| Lunch | 1 hour |  |  |
| Unit 6: Identification and inventorying  | 1h30  | Lesson planFacilitator’s notes Unit 6Unit 6 PowerPoint presentation | Participant’s text Unit 6Unit 6 Hand-out : Inventorying questionnaire |
| Tea or coffee  | 20 mins |  |  |
| Unit 6: Identification and inventorying (cont.)  | 1h30 |  |  |

Day 3

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| Unit 7: Involving the communities concerned | 2 hours | Lesson planFacilitator’s notes Unit 7Unit 7 PowerPoint presentation | Unit 7 Participant’s text  |
| Tea or coffee  | 20 mins |  |  |
| Unit 7: Exercise  | 1 hour |  |  |
| Lunch | 1 hour |  |  |
| Unit 7: Exercise (cont.)  | 30 mins |  |  |
| Unit 8: ICH and sustainable development  | 2 hours | Lesson planFacilitator’s notes Unit 8Unit 8 PowerPoint presentation | Participant’s text Unit 8 |
| Tea or coffee  | 20 mins |  |  |
| Unit 9: Safeguarding  | 1 hour | Lesson planUnit 9 Facilitator’s notes Unit 9 PowerPoint presentation | Unit 9 Participant’s text  |

Day 4

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| Unit 9: Safeguarding (cont.)  | 2 hours |  |  |
| Tea or coffee | 20 mins |  |  |
| Unit 9: Safeguarding (cont.) Visit to a safeguarding project  | 2 hours |  |  |
| Lunch | 1 hour |  |  |
| Unit 10: ICH policies and institutions  | 2 hours | Lesson planFacilitator’s notes Unit 10Unit 10 PowerPoint presentation | Participant’s text Unit 10 |
| Tea or coffee  | 20 mins |  |  |
| Unit 11: Nominations: overview | 1 hour | Lesson planFacilitator’s notes Unit 11Unit 11 PowerPoint presentation | Participant’s text Unit 11  |

Day 5

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participants’ materials |
| Unit 11: Nominations: overview (cont.)  | 30 mins |  |  |
| Unit 12: International cooperation and assistance  | 1 hour 30 mins | Lesson planFacilitator’s notes Unit 12Unit 12 PowerPoint presentation | Participant’s text Unit 12 |
| Tea or coffee | 20 mins |  |  |
| Unit 14: Workshop on implementing the Conventionat national level: concluding session | 1 hour | Lesson planFacilitator’s notes Unit 14Unit 14 multiple-choice questions: Facilitator’s notesUnit 14 PowerPoint presentation | Unit 14 Hand-out: Multiple-choice questions  |
| Lunch | 1 hour |  |  |
| Unit 14: Workshop on implementing the Conventionat national level: concluding session (cont.)  | 2 hours |  |  |
| Tea or coffee  | 20 mins |  |  |
| Unit 15: Evaluation  | 45 mins | Lesson plan  | Unit 15 Hand-out: Evaluation form |

1. . Frequently referred to as the ‘Intangible Heritage Convention’, the ‘2003 Convention’ and, for the purpose of this unit, simply the ‘Convention’. [↑](#footnote-ref-1)
2. . UNESCO. *Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage* (referred to in this unit as Basic Texts). Paris, UNESCO. Available at <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00503>. [↑](#footnote-ref-2)