unit 16

Workshop on ratifying the convention: Introduction

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Lesson Plan

Duration:

1 hour

Objective(s):

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

Description:

This unit introduces the context, purpose and structure of a two-day workshop on ratifying the Convention. The ratification workshop covers the basic knowledge required for the implementation of the Convention; the obligations that States take on when ratifying the Convention and possible benefits of ratification; and explains how to work towards ratification. 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 context, purpose and structure of the workshop; participants discuss what outcomes they expect from it.
* Facilitator introduces the different materials to be used during the workshop.
* Facilitator presents the definition of intangible cultural heritage (ICH) and the concept of safeguarding under the Convention with reference to Unit 3.
* Facilitator presents terminology that will be used throughout the workshop (with reference to Unit 1 Hand-out 1) and further resources.

Supporting documents:

* Facilitator’s narrative Unit 16
* Facilitator’s timetable Unit 16 (within the Facilitator’s notes)
* Participant’s text Unit 16
* Unit 16 Hand-out: Introducing the participants (these pre-workshop questions may be given to participants before the workshop)
* Participant’s text Unit 3: ‘Domains of ICH’, ‘Intangible cultural heritage’ and ‘Safeguarding’
* Unit 1 Hand-out 1: Abbreviations, acronyms and terminology
* Unit 16 PowerPoint presentations 1 and 2
* Basic Texts of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage[[2]](#footnote-2)

Notes and suggestions

This session requires preparation by the facilitator, assisted by UNESCO field offices, the ICH website and UNESCO’s website.

The ratification workshop starts by introducing the basic knowledge required for the implementation of the Convention. It is therefore based on the use of several of the existing units related to the implementation of the Convention (2-13, 15). In order to facilitate the preparation of the workshop, two summary presentations on Implementing the Convention at the national level are available: PowerPoint presentation 1 covers obligations and recommendations for safeguarding in general; legal and administrative context; awareness-raising; identifying, inventorying; safeguarding measures for specific elements. PowerPoint presentation 2 covers the two Lists of the Convention; the Register of Best Safeguarding Practices and international assistance and cooperation. The narratives are available in the corresponding units.

Participant’s text Unit 16 provides some background information for participants: it introduces the workshop and explains its place within the series of workshops, explains how to use the available materials, in particular the Participant’s text. Unit 1 Hand-out 1 provides guidance on the use of abbreviations.

Participants can be referred to Participant’s text Unit 3 for information on the concepts of ICH and safeguarding. 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.
* 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 discussions in, 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 16

Workshop on ratifying the convention: Introduction

Facilitator’s narrative

#### CONTEXT AND Purpose of the workshop

This workshop targets countries that have not yet ratified the Convention and is thus often the first workshop to be delivered in a particular country. It is intended to help participants gain a broad understanding of:

* + - * + the functioning of UNESCO’s Convention for the Safeguarding of the Intangible Cultural Heritage;
				+ what obligations states take on when ratifying the Convention;
				+ why it may be beneficial for them to ratify the Convention; and
				+ how to work towards ratification.

Participants should typically be representatives from governmental and non-governmental organizations and institutions, community representatives and experts from other countries that have not yet ratified the Convention. At the end of the workshop they will be well equipped to assist their country/ies in the processes for ratifying of the Convention.

Participants will be provided with a collection of materials corresponding to workshop units that cover major issues concerning the Convention and its implementation, as selected and compiled by the facilitator. They will also receive the Basic Texts.

The Facilitator’s notes, hand-outs and PowerPoint presentations are complementary to the information provided on the subject in the Participant’s texts for the same units and should thus be used together to prepare the workshop. The hand-outs contain specific information or learning tools, such as exercises and questionnaires. A more detailed description of the workshop materials is provided further.

#### STRUCTURE AND TIMETABLE of the workshop

The structure of the workshop relates to the draft timetable provided below. It can and should be adapted as required.

### Sessions 1-3: Introduction to the Convention (UNITS 16, 2, 3, optional 13)

* **Unit 16** provides the overview of the workshop, which then begins by introducing the participants to each other and situating the workshop content in their context.
* **Unit 2** introduces the Intangible Cultural Heritage Convention and
* **Unit 3** its key concepts.
* **Unit 13** (Optional)compares the Intangible Heritage Convention and the World Heritage Convention.

The introductory units for this workshop encourage participants to prepare to discuss the implications of ratifying the Convention by learning more about the Convention, while relating 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 in their own language(s) might be used to refer to ICH or other concepts used in the Convention, especially where the Basic Texts are not available in their language(s).

Unit 13 may also be given to participants as it may provide useful background reading for participants with training or employment in tangible heritage management.

### Session 4: implementing the Convention at the national level (Units 4, 5, 6, 8, 9 AND 10)

This session presents a brief summary of the material contained in the following units:

* **Unit 4** provides an overall review of what States Parties, communities, NGOs, other organizations, institutions and experts can do to assist in the safeguarding of 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 8** discusses the relationship between ICH and sustainable development;
* **Unit 9** discusses safeguarding; and
* **Unit 10** discusses the recommendations made in the Convention and the ODs concerning the development of ICH policies and institutions.

There are some general principles behind the Convention that should guide its implementation. They can be found in the Convention and the ODs.

The Convention is still young, 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 debates and can lead to changes in the existing Operational Directives. Therefore, the ODs were already revised several times and the most recent versions are published on the ICH website.

There are no generic solutions to 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 assist communities in managing and safeguarding their 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 and community participation) are undertaken and how certain concepts are interpreted at the national, or as the case may be, federal level (such as ‘the communities concerned’).

PowerPoint presentation 1 of Unit 16 presents information that regroups the content of Units 4, 5, 6, 8, 9 and 10. The content of this PowerPoint presentation can be adapted to the aspects the facilitator may wish to highlight during this session. Facilitator’s notes of the initial units can accompany the PowerPoint presentation 1 of Unit 16.

### Session 5: implementing the Convention at the international level (Units 11-12)

This session presents a brief summary of the material contained in the following units:

* **Unit 11** deals with an overview of nominations to the Lists and proposals to the Register of the Convention.
* **Unit 12** deals international cooperation and assistance.

PowerPoint Presentation 2 of Unit 16 presents information that regroups the content of Units 11 and 12. The content of this PowerPoint presentation can be adapted to the aspects the facilitator may wish to highlight during this session.

### Session 6: Involving communities (unit 7)

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

The Convention and its ODs assign very important roles to the communities, groups and individuals who create, enact, develop and transmit the 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.

### Session 7: ratifying the convention (unit 17)

The legal background to, process of, and existing patterns of ratification are outlined before participants discuss paths that might be followed towards ratification in their own country and any obstacles they might experience.

### Session 8: Conclusions and evaluation (Unit 15)

In this session, participants will evaluate the workshop (Unit 15). A special evaluation form is provided for this workshop (Unit 15 Hand-out). Participants should be encouraged to use this session to reflect on the implications of ratifying the Convention in their own State.

Participants may – if time allows - be given an opportunity to discuss the multiple-choice questions on ratification (Unit 17 Hand-out 2).

### Materials provided for the workshop

Facilitators may use the following materials, as required, to help them prepare for and present the workshop:

* The Participant’s texts for Units 16, 2-12, (13) and 17, which provide basic information regarding the ratification and implementation of the Convention;
* Lesson plans, included in the Facilitator’s notes for the above units, which provide an overview for each unit;
* Hand-outs with supplementary information, which may include:
	+ - * + Unit 1 Hand-out 1 (Abbreviations)
				+ Unit 16 Hand-out (Introducing the participants)
				+ Unit 6 Hand-out (Inventorying questionnaire)
				+ Unit 17 Hand-out 1 (Model instrument of ratification)
				+ Unit 17 Hand-out 2 (Multiple-choice questions on ratification)
				+ Unit 15 Hand-out (Evaluation form)
* Exercises to be carried out during the workshop – related to Units 2-12 (if required);
* Case studies – related to Units 2-12 (if required); and
* PowerPoint presentations for Units 2-3, 7 and 16-17.

The materials provide a kind of ‘toolbox’, intended to support facilitators in interactively presenting and discussing 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 much detailed information that need not systematically be provided to the participants, but may be used when a specific issue arises during a session.

The Facilitator’s notes for this introductory unit contain a draft timetable of how the 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 the sessions may be conducted. 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.

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 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 in the sessions. Where necessary, participants may 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 during the sessions, or modified as required. Case studies, as contained in the UNESCO materials or devised by the facilitator, may be used as the basis for additional exercises.

In the draft facilitators timetable for this workshop (see below), Sessions 4 and 5 cover several different units. Participants will have the Participant’s texts for the full units covered in each of these sessions (Units 4-6 and 8-10 for Session 4 and Units 11-12 for Session 5). Facilitators may wish to look at the PowerPoint Presentations for these sessions as a guide to the amount of material and the focus of the sessions.

#### 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

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

Before the workshop begins, participants may be sent the Unit 16 Hand-out which contains a list of pre-workshop questions that they should fill and bring with them. Answering the questions will help them to prepare for the workshop. (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.

Ideally, participants should also be sent the Participant’s text and the Basic Texts in the appropriate language version before the workshop. During the session, both these documents should be introduced and used/referred to as often as possible.

Facilitators will be given one or two weeks to prepare themselves for presenting the workshop. The facilitator will need to study the relevant legislation, policy and key ICH-related issues, institutions and projects in the State(s) to be covered by the workshop and adapt the workshop contents, structure and the relevant materials to the local conditions.

The facilitator should also do some preparation on ratification trends in the region concerned: <http://www.unesco.org/culture/ich/index.php?lg=en&pg=00024>

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 Participant’s text 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 Participant’s text and PowerPoint presentations will need to be updated and/or adapted to the local context, especially with respect to Units 16 and 17.

The timetable is simply a recommendation: facilitators should feel free to change it and reorganize the sessions as necessary, while trying to ensure that the subject matter presented in the workshop materials is covered. Facilitators may follow the sessions as outlined in this Facilitator’s notes, using the presentations as the backbone of the sessions. Alternatively, they may adopt a looser structure within the sessions, 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 need 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 profiting 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 the workshop, it is important to situate discussion about ratifying the Convention within the national and personal experiences of the participants. Unit 16 Hand-out will help participants to prepare themselves for the workshop. Independently of this, facilitators are expected to prepare themselves thoroughly, with the assistance of the relevant UNESCO field office, for holding the workshop in its specific context.

Anchoring the Convention at the country level is an important principle behind the workshop: participants should leave the workshop able to apply the information provided to the situation in their own State(s). 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 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 as long as they are under contract with UNESCO they can only provide the technical assistance covered by the terms of the contract and are not eligible to accept any other requests for assistance from the States or their representatives.

Workshop on ratifying the convention

Facilitator’s timetable

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Unit  | Duration | Facilitator’s materials | Participant’s materials |
| Introductory welcome speeches (optional) | 1 hour | Facilitator’s timetable | TimetableBasic TextsParticipant’s text Unit 16Unit 1 Hand-out 1 Abbreviations |
| Tea or coffee  | 20 mins |  |  |
| Session 1: Workshop on ratifying the Convention: Introduction (Unit 16) | 1 hour | Lesson planFacilitator’s notes  | Unit 16 Hand-out Introducing the participants |
| Session 2: Introducing the Convention (Unit 2) | 1 hour | Lesson planFacilitator’s notesUnit 2 PowerPoint presentation  | Participant’s text Unit 2 (optional: parts of Participant’s text Unit 13) |
| Lunch | 1 hour |  |  |
| Session 2 (cont.): Introducing the Convention (Unit 2) | 1 hour  |  |  |
| Tea or coffee  | 20 mins |  |  |
| Session 3: Key concepts in the Convention (Unit 3) | 1 hour | Lesson planFacilitator’s notesUnit 3 PowerPoint presentation  | Participant’s text Unit 3 |
| Session 4: Implementing the Convention at the national level (brief information taken from Units 4-6 and 8-10, adapted to the context) | 1.5 hours | Lesson PlanFacilitator’s notesUnit 16 PowerPoint Presentation 1 | Brief information from Participant’s texts Units 4-6 and 8-10Unit 6 Hand-out Inventorying questionnaire |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Session/Unit | Duration | Facilitator’s materials | Participants’ materials |
| Session 5: Implementing the Convention at the international level (Units 11-12) | 1.5 hours | Lesson planFacilitator’s notesUnit 16 PowerPoint Presentation 2  | Participant’s text Units 11-12 |
| Tea or coffee  | 20 mins |  |  |
| Session 6: Involving communities concerned (Unit 7) | 1 hour | Lesson planFacilitator’s notes Unit 7Unit 7 PowerPoint presentation  | Participant’s text Unit 7 |
| Lunch | 1 hour |  |  |
| Session 7: Ratifying the Convention (Unit 17) | 2.5 hours | Lesson planFacilitator’s notesPowerPoint Presentation, Unit 17 | Participant’s text Unit 17Unit 17 Hand-out 1 (Model instrument of ratification) |
| Tea or coffee  | 20 mins |  |  |
| Session 8: Evaluation (Units 14-15, with Unit 15 Hand-out and Unit 17 Hand-out 2) | 45 mins | Lesson plan  | Unit 17 Hand-out 2 (Multiple-choice questions on ratification)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)