UNIt 56

workshop on periodic reporting - Introduction

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Lesson Plan

DURATION

40 minutes

Objectives

Familiarise the participants with the workshop objectives and programme. Allow facilitators and participants to get to know each other and learn about each others’ relevant competencies and experiences.

Description

In this unit the facilitators find the information required to introduce the workshop programme, explain its rationale and set out the main workshop objectives. In addition, it provides guidance on how participants can introduce and get to know each other. Although the unit has been designed for national focal points for periodic reporting, this workshop can be adapted for use with other audiences involved in monitoring or policy development under the Convention.

SEQUENCE OF SESSIONS

**Session 1: Presentation of participants:**

* The facilitator explains his or her background in the field of intangible cultural heritage (ICH), mentioning some examples of ICH s/he 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).
* Participants briefly introduce themselves (or each other) and describe their interest and experience working on ICH (they may refer to Handout 2).
* The facilitator introduces the purpose ofthe workshop and the outline of the timetable. Participants discuss their expectations for the workshop.

Supporting documents

* Facilitator’s notes Unit 56 and timetable for the workshop
* Participant’s text Unit 56
* Handout 1 Unit 56 : Abbreviations, acronyms and terminology
* Handout 2 Unit 56 : Introducing the participants
* Ethical Principles for Safeguarding Intangible Cultural Heritage that were endorsed by the tenth session of the Intergovernmental Committee last December, also available in [English](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-EN.docx&sa=D&sntz=1&usg=AFQjCNH36MdjXJkpFZLfXJbZ4N8Gpl6GSQ)|[French](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-FR.docx&sa=D&sntz=1&usg=AFQjCNFySVu4rMQ98CahwAUag7pk6Zc7pA)|[Spanish](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-ES.pdf&sa=D&sntz=1&usg=AFQjCNEesrpGfVmjnnQiiS-BPIB2by8sbw)|[Russian](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-RU.pdf&sa=D&sntz=1&usg=AFQjCNEuvXG4EEM4samoU7zSKTZzPr40JA)|[Arabic](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-AR.pdf&sa=D&sntz=1&usg=AFQjCNG4FlEAoS8YxJR0fTjwzfIFhIn4KQ)|[Chinese](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-ZH.pdf&sa=D&sntz=1&usg=AFQjCNHJH5ze_OhJv_nteds1ozMuKbl1ew).
* Evaluation of UNESCO’s Standard‐setting Work of the Culture Sector: Part I – 2003 Convention for the Safeguarding of the Intangible Cultural Heritage available in [English](http://www.google.com/url?q=http%3A%2F%2Funesdoc.unesco.org%2Fimages%2F0022%2F002230%2F223095e.pdf&sa=D&sntz=1&usg=AFQjCNErO6LEgxaepMweCTWx6NYJSchXHw)|[French](http://www.google.com/url?q=http%3A%2F%2Funesdoc.unesco.org%2Fimages%2F0022%2F002230%2F223095f.pdf&sa=D&sntz=1&usg=AFQjCNHQjRBjOq2R4OcAbmUoQ6vLcfAoVQ)|[Spanish](http://www.google.com/url?q=http%3A%2F%2Funesdoc.unesco.org%2Fimages%2F0022%2F002230%2F223095s.pdf&sa=D&sntz=1&usg=AFQjCNGEdaEVZxN3vWNE8WQwmHlYdtMETg)|[Arabic](http://www.google.com/url?q=http%3A%2F%2Funesdoc.unesco.org%2Fimages%2F0022%2F002230%2F223095a.pdf&sa=D&sntz=1&usg=AFQjCNGwdr9qQzxZyAUjSoyZ5AND5USb4g)
* Documents [ITH-17-12.COM-8.b\_Rev.-EN](https://ich.unesco.org/doc/src/ITH-17-12.COM-8.b_Rev.-EN.docx) and [ITH-18-13.COM-7.a\_Rev.-EN](https://ich.unesco.org/doc/src/ITH-18-13.COM-7.a_Rev.-EN.docx).

Notes and suggestions

This workshop requires preparation by the facilitator, assisted by UNESCO Field Offices and the ICH and UNESCO websites. The facilitator should be familiar with the previous system of periodic reporting, the background to the development of the Convention’s overall results framework and, in particular, why it was felt necessary to develop one. They should also be familiar with the subsequent revision of the periodic reporting system, including the relevant paragraphs of the Operational Directives and the new online reporting format. Facilitators should have a good knowledge of the periodic reports submitted up until now in the region where the training is held.

Before the workshop begins, participants may be sent the Unit 56 Handout 2, which contains a list of pre-workshop questions aimed at soliciting information directly relevant to this workshop. They should be asked to fill this out in advance and send it to the workshop organizers who can send it to the facilitators for pre-workshop information. Answering the questions will also help them to prepare for the workshop.

Ideally, participants should also be provided with copies of the Participant’s texts to Units 56 to 62 and links to the Basic Texts before the workshop, as well as links to the demonstration version of the online form and to the accompanying Guidance Notes. In addition, participants can be directed towards the Committee documents entitled “Examination of the reports of States Parties on the implementation of the Convention and on the current status of elements inscribed on the Representative List
of the Intangible Cultural Heritage of Humanity” from the past two Committee sessions.[[1]](#footnote-1) As further background reading, they can also be directed towards the IOS *Evaluation of UNESCO’s Standard‐setting Work of the Culture Sector: Part I – 2003 Convention for the Safeguarding of the Intangible Cultural Heritage* available in [English](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-EN.docx&sa=D&sntz=1&usg=AFQjCNH36MdjXJkpFZLfXJbZ4N8Gpl6GSQ)|[French](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-FR.docx&sa=D&sntz=1&usg=AFQjCNFySVu4rMQ98CahwAUag7pk6Zc7pA)|[Spanish](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-ES.pdf&sa=D&sntz=1&usg=AFQjCNEesrpGfVmjnnQiiS-BPIB2by8sbw)|[Russian](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-RU.pdf&sa=D&sntz=1&usg=AFQjCNEuvXG4EEM4samoU7zSKTZzPr40JA)|[Arabic](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-AR.pdf&sa=D&sntz=1&usg=AFQjCNG4FlEAoS8YxJR0fTjwzfIFhIn4KQ)|[Chinese](http://www.google.com/url?q=http%3A%2F%2Fwww.unesco.org%2Fculture%2Fich%2Fdoc%2Fsrc%2F2003_Convention-Ethical_principles-ZH.pdf&sa=D&sntz=1&usg=AFQjCNHJH5ze_OhJv_nteds1ozMuKbl1ew).

In countries that use English, French, Spanish, Arabic, Chinese or Russian, legally authoritative versions of the Convention exist. In some other cases, unofficial translations of the Convention can be found in the local language which can also be provided to the participants, although facilitators should be aware of potential mistranslations of key terms. Facilitators should consult the Convention’s website for the current list of available languages.[[2]](#footnote-2) 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, in particular any experience relevant to periodic reporting.

Participant’s text Unit 56 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.

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.
* There are further supporting materials for periodic reporting in the form of Guidance Notes (for each indicator of the overall results framework).
* 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 Cultural Heritage and reflects diverse experiences of States Parties in the implementation of the Convention.

Once participants have had the opportunity to introduce themselves, the facilitator can ask them to share their experiences of using the online reporting tool in advance of the workshop and what kinds of questions that this raised for them. They can also be invited to express what they hope to gain from the workshop.

Facilitator’s Narrative

workshop on periodic reporting - Introduction

Purpose of the workshop

This workshop seeks to prepare participants (most of whom are national Focal Points for periodic reporting under the 2003 Convention) for setting up and undertaking the process of periodic reporting in their country. In order to do this, this workshop introduces periodic reporting, its purpose and objectives, the overall results framework for the Convention and the revised periodic reporting system, alongside the supporting guidance notes. Participants are also given a hands-on experience using the online reporting tool. In addition, participants are encouraged to consider how they will undertake this task at the national level, including building a team and including national partners in the process. The roles that UNESCO and regional bodies can play in supporting the process will also be considered.

On completing the workshop, participants will be familiar with the online reporting system and the overall results framework. They will also have an understanding of the benefits for countries and UNESCO to be gained from using this new reporting system, and how the overall results framework may be applied at the national level for internal monitoring and evaluation purposes.

Outline of the 3-day workshop

***Introduction to periodic reporting and the overall results framework (Units 56-58)***

**Unit 56** opens the workshop and sets out the workshop’s objectives and programme soliciting an initial feedback from participants on the on-line reporting tool.

**Unit 57** introduces periodic reporting, giving an overview of the process within the 2003 Convention, explaining the benefits for countries and familiarizes participants with the guidance notes for the overall results framework.

**Unit 58** introduces the overall results framework for the 2003 Convention, and covers: the background to developing the overall results framework, what results-based monitoring and evaluation involves, setting baselines and targets, the required data set, familiarization with the thematic areas of the overall results framework and explaining the weightings assigned to indicators.

***Periodic reporting – practical sessions (Units 59-61)***

**Unit 59** on periodic reporting with a practical session on data sources, reviews existing data collection sources, and looks at how to find data and statistical information for the overall results framework and work with various stakeholders.

**Unit 60** on periodic reporting considers participatory approaches, and looks at methodological approaches, how to organize the drafting and validation process, and ensuring an inclusive and inter-sectoral approach to periodic reporting.

**Unit 61** on filling out the periodic reporting form, revisits the ‘architecture’ of the online form, the various question forms and how they should be answered, and includes two sessions of hands-on experience of filling out the form online.

***Conclusions and evaluation (Unit 62)***

**Unit 62** wraps up the workshop with a quiz on what has been learned, a discussion concerning the future roll-out of periodic reporting in the participants’ region and what role they can play in this, including workshop evaluation.

Materials provided for the workshop

Participants and facilitators will be provided with seven workshop units that present periodic reporting under the 2003 Convention, the overall results framework for evaluating and monitoring the implementation of the Convention and the online periodic reporting tool that has been aligned with the overall results framework. Participants will also receive the Basic Texts, which contains the full text of the Convention, its Operational Directives, and the Ethical Principles for Safeguarding Intangible Cultural Heritage. They will also be provided with the 26 Guidance Notes developed for each of the indicators in the overall results framework, which provide guidance on filling out the relevant parts of the periodic reporting tool.

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, the overall results framework and the online periodic reporting tool;
* Lesson plans, included in the Facilitator’s notes to provide an overview for each unit;
* Handouts 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 provide a support to facilitators when specific issues arise.

The Facilitator’s notes for this unit contain a draft timetable of how the 3-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 deem necessary 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.

As frequent reference will be made to the Convention and the Operational Directives during the workshop, participants should keep their Basic Texts with them. The Facilitator’s notes contain quotations from the Convention and the Operational Directives, 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.

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.

Preparing for the workshop

If possible, the facilitator should circulate Unit 56 Handout 2 to participants before the workshop, and remind them to bring the completed sheet with them (additional blank handouts 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 any periodic reporting undertaken previously in the participants’ countries and that they have a clear understanding of ICH-related policies and issues in general, as well as of the overall results framework and the new periodic reporting tool.

Facilitators should ensure that they familiarize themselves with the content 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 the suggested structure 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.

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 breakout areas will be required if small-group work is planned.

workshop on periodic reporting

Suggested timetable

Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’s materials |
| Registration and Opening ceremony  | 2 hours |  |  |
| Tea or coffee  | 20 mins |  |  |
| **Unit 56: Workshop on periodic reporting - introduction** | 40 minutes | Unit 56 facilitator’s notes and  timetable | Timetable (to be elaborated on a case-by-case basis)Basic Texts Participant’s text Unit 56Guidance Notes for 26 indicatorsUnit 56 Handout 1: Abbreviations, acronyms and terminologyUnit 56 Handout 2: Introducing the participants |
| **Unit 57: Introducing periodic reporting** (Session 1) | 45 minutes  | Unit 57 Facilitator’s notes Unit 57 PowerPoint presentation  | Participant’s text Unit 57Unit 57 Handout 1: Key terms in periodic reporting   |
| Lunch | 1 hour |  |  |
| **Unit 57: Introducing periodic reporting** (Session 2)   | 45 minutes |  |  |
| Tea or coffee  | 20 mins |  |  |
| **Unit 58: Results-based monitoring and the overall results framework**(Sessions 1 and 2)  | 2 hours  | Unit 58 Facilitator’s notes Unit 58 PowerPoint presentation | Participant’s text Unit 58Unit 58 Handout 1: Assessment factorsUnit 58 Handout 2: Quiz on sources of assessment factorsUnit 58 Handout 3: Quiz answer keyUnit 58 Handout 4: Weightings |

Day 2

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’s materials |
| **Unit 58: Results-based monitoring and the overall results framework** (Session 3)  | 1 hour |  |  |
| Tea or coffee  | 20 mins |  |  |
| **Unit 59: Periodic reporting – practical session on data sources** (Sessions 1, 2 and 3) | 2 hours | Facilitator’s notes Unit 59 Unit 59 PowerPoint presentation | Participant’s text Unit 59 Unit 59 Handout 1: The information setUnit 59 Handout 2: Core indicators and assessment factorsUnit 59 Handout 3: Data gathering and multi-stakeholder engagement |
| Lunch | 1 hour |  |  |
| **Unit 59: Periodic reporting– practical session on data sources** (Session 3 contd.) **Unit 60: Periodic reporting – participatory methodologies**(Session 1 to end of exercise) | 20 minutes40 minutes  | Lesson planFacilitator’s notes Unit 60Unit 60 PowerPoint presentation | Participant’s text Unit 60 Optional: Case study 62 Culture for Development Indicator Suite |
| Tea or coffee  | 20 mins |  |  |
| **Unit 60: Periodic reporting – participatory methodologies** (Session 1 and Session 2)  | 2 hours 10 minutes |  | Unit 60 Handout 1: Materials for pair group exerciseOptional: Case study 60 Cross-sectoral Cooperation and NGO Involvement (Brasil)Optional: Case study 61 Reporting under UNESCO’s 2005 Convention |

Day 3

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Duration | Facilitator’s materials | Participant’s materials |
| **Unit 60: Periodic reporting – participatory methodologies** (Session 3) **Unit 61: Periodic reporting – Filling out the online form** (Session 1) | 40 minutes20 minutes | Facilitator’s notes Unit 61Unit 61 PowerPoint presentation | Participant’s text Unit 61Unit 61 Handout 1: Question types in the periodic reporting form |
| Tea or coffee  | 20 mins |  |  |
| **Unit 61: Periodic reporting – Filling out the online form** (Sessions 2, 3 and 4) | 2 hours  |  |  |
| Lunch | 1 hour |  |  |
| **Unit 61: Periodic reporting – Filling out the online form** (Session 4 contd.)  | 1 hour 5 minutes |  |  |
| Tea or coffee  | 20 mins |  |  |
| **Unit 62: Concluding session**  | 1 hour 30 minutes | Lesson planFacilitator’s notes Unit 62  | Unit 62 Handout 1: Review questionsUnit 62 Handout 2: Discussion pointsUnit 62 Handout 3: Workshop evaluation form |

1. At time of writing, these are documents ITH-17-12.COM-8.b\_Rev.-EN and ITH-18-13.COM-7.a\_Rev.-EN. [↑](#footnote-ref-1)
2. See <https://ich.unesco.org/en/in-other-languages-00102> [↑](#footnote-ref-2)