UNIt 59

practical session on Data sources

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Lesson Plan

DURATION

2 hours 20 minutes

Objectives

Develop the participants’ capacity to identify and use data sources to complete the new periodic reporting form effectively. Familiarize participants with the different types of data and statistical information required for the different sections of the form and encourage participants to consider how and where they might find the necessary data and statistical information. Help participants identify potential challenges (including questionable quality of available statistical information) and consider ways of addressing these challenges.

Description

This unit familiarizes participants with the sources of data and statistical information required to complete the new periodic reporting form, using a practical and hands-on approach that gives them direct experience with the process. It demonstrates that a variety of approaches has been taken in devising the different sections of the form and builds awareness of the different types of data and statistical information required. It encourages participants to consider how and where they might find the required data and statistical information and how they can use this to complete the form. Finally, it draws the participants’ attention to potential pitfalls and problems, and helps them to consider ways of addressing these challenges.

SEQUENCE OF SESSIONS

**Session 1: Evaluating existing data collection frameworks (40 minutes):** The data collection frameworks that have previously been used in periodic reporting for the Convention are considered, taking into account how sufficient they are for obtaining the range of data and statistical information required for the new ICH-10 form. This will be done both through eliciting the data set from the participants, and examining parts of the online form to identify potential shortfalls. This will initially be done fairly ‘blind’ with the aim of discovering the challenges and issues raised.

**Session 2: Finding data and statistical information (40 minutes):** This session considers what types of data and information are needed to fill the gaps identified in the previous session. Once these have been identified through plenary discussion and some directed hands-on practice, the question will then be reinforced through group exercises in which different parts of the ICH-10 form are examined and potential data sources identified.

**Session 3:** **Working with other stakeholders (60 minutes):** This session addresses the potential range of partners and stakeholders who need to be approached for data acquisition. These will include both governmental and non-governmental actors (across different sectors). Participants are asked to brainstorm in groups who these partners and other actors might be, including those which can be accessed at a distance. They will then report back to the plenary and a series of discussion points will be identified for further consideration. An additional exercise will involve participants examining a number of questions from different sections of the form with view to identifying the type and source(s) of data and/or statistical information required, where/how this can be acquired and from whom.

Supporting documents:

* Facilitator’s notes Unit 59
* PowerPoint presentation Unit 59
* Participant’s text Unit 59
* Handout 1 Unit 59 The information set
* Handout 2 Unit 59 Core indicators and assessment factors
* Handout 3 Unit 59 Data gathering and multi-stakeholder engagement
* Guidance notes

Facilitator’s Narrative

**Session 1: Evaluating existing data collection frameworks

***Estimated time: 40 minutes***

The data collection frameworks that have been used up until now in periodic reporting for the Convention are considered and evaluated, considering how sufficient they are for obtaining the range of data and statistical information required by the new ICH-10 form. This will be done both through presenting the data set generally relied upon for periodic reporting under the previous system (2011-2018) and through examining parts of the online form to identify the shortfalls. This will initially be done fairly ‘blind’ with the aim of discovering the challenges and issues raised.

slide 2

Weaknesses in periodic reporting (IOS, 2013):

This slide is designed to focus participants on the weaknesses that have been identified with the periodic reporting system as it has operated from 2011-2018. A fuller version of this information is as follows:

* There has been a general tendency to describe activities (rather than their outputs/outcomes/results).
* There has been little or no focus on their impact (on safeguarding ICH or bearers.)
* The quality of the process has often been unaddressed.
* Insufficient attention has been paid to identifying the beneficiaries targeted or the actors who provide specific programmes.
* The question types have led to extremely detailed information that does not clarify the main approaches taken, emerging trends and the impacts or outcomes of the activities described.
* Information has sometimes been misplaced as it was not sufficiently clear what information is required in response to specific questions.
* It was often not sufficiently clear what information would be relevant, leading to States Parties providing a large amount of information on one type of activity while not including other, equally relevant, information.
* Some important information was not solicited and therefore, if provided, tended to be placed rather randomly in the form; this impedes comparisons across periodic reports.

The participants should be asked to look again at this list of weaknesses and consider which ones might be due to (a) problems with the data set being solicited or (b) problems with the data set available.

slide 3

Elements of the online reporting tool:

This introduces the participants very briefly to the different sections and topics covered by the periodic reporting tool. These are examined in much more detail in Unit 61 and so this slide is simply aimed at giving the participants an overview of the content they should expect to provide information on when filling out the form. It can be mentioned/recalled that Section B (on safeguarding measures at the national level) follows the Thematic Areas of the overall results framework, the baselines/targets are assigned according to each of the core indicators of the overall results framework and are calculated on the basis of weightings assigned to each question responding to one of the assessment factors of the overall results framework. In this way, the overall results framework is fully aligned with the periodic reporting tool and the evaluation and setting of baselines and targets.

slide 4

Exercise (Handout 1) (30 minutes):

***Learning objective*:** To encourage participants to consider what specific information the questions in the reporting form are looking for and what may not be relevant.

Provide each participant with a copy of Handout 1 and ask them to read the imaginary responses to each of the three questions of the periodic reporting form. They should try to identify which elements are relevant to the question and which are not, and what information may be missing. The facilitator can go through each response, analysing their comments. Participants should feel free to use the Guidance note. The following points may be helpful.

***3.2 Training programmes provide capacity building in ICH addressed on an inclusive basis to those working in the fields of culture and heritage.***

While training local people and bearers in documentation skills can be seen to fulfil this assessment factor, higher university degrees do not since their aim is different.

Equally, training school teachers is not per se relevant here. If the training was specifically aimed at heritage professionals or members of heritage-related NGOs, it could be.

The institution of Crafts Houses is clearly positive, especially as they are spread throughout the country; however, their inclusivity is in question given that they cater only for male craftspersons even if a wide age range is catered for.

The Heritage Academy seems to be more inclusive in the sense of gender as well as age, but it is limited in its geographic scope.

***4.3 Educational programmes and/or extra-curricular activities concerning ICH and strengthening its transmission, undertaken by communities, groups, NGOs or heritage institutions, are available and supported.***

The level of activity of communities/groups/individuals and NGOs in such programmes and activities is relevant, although it responds only to one part of the question namely the availability of these.

The second sentence simply provides some further explanation of this, but one or two actual examples would be needed here.

Information about the existence of the informal apprenticeship system in the next sentence might constitute such an example, but could do with a bit more specific detail.

Cooperation of individual bearers and practitioners in teaching and research activities at the Autonomous University could be relevant if the bearers and practitioners play a sufficiently leading role (not clear from this), especially as this university supports these activities and is state-funded.

The nature walks would be an ideal example of such an activity, although the lack of financial support means that they do not fulfil the second requirement of this assessment factor; however, this could be seen as relevant (if negative) information in itself, especially as they were obviously supported until recently.

***17.1 Awareness-raising actions reflect the inclusive and widest possible participation of communities, groups and individuals concerned.***

This does not really tell us about the core issue, namely ‘the widest participation of communities, etc.’ and many of these activities appear to be led by governmental bodies. National Day celebrations and heritage days are a good case in point.

The competitions do involve community members, and youth, but they are limited to performing arts and, again it is not clear who is organizing them.

The formal recognition of a few bearers does not fulfil the meaning of ‘wide participation’ and is, again, a state-driven activity; however, if it includes supporting their transmission activities, it could be seen to support transmission (Thematic Area II) as well as broadening participation.

It is not clear, for example, if the media activities are provided by a state-run media or if community radio stations are also involved.

After completing this part of the exercise, the facilitator can then ask participants to suggest likely sources of information for each of the questions. The participants can then check their answers against the relevant section of the guidance notes to indicators 3, 4 and 17.

Session 2: Finding data and statistical information

***Estimated time: 40 minutes***

This session considers the potential range of data and information sources that can be used to fill out the different sections of the periodic reporting form.

A key challenge for developing the overall results framework has been identifying mechanisms by which the implementation of the Convention can readily be monitored and its impacts assessed. An important issue to address in this respect is the quality of the data and information set used and, importantly, how and from whom this is to be gathered.

The Committee has previously encouraged ‘States Parties to complement the data gathered on the implementation of the Convention through Periodic Reports submitted by States Parties including information provided by relevant NGOs’ ([Decision 8.COM 5.c.1](http://www.unesco.org/culture/ich/en/Decisions/8.COM/5.c.1)) and this message was reinforced in the evaluation report produced by IOS in 2013.[[1]](#footnote-1) In addition, although the major monitoring responsibility in most countries lies at the government level, the IOS evaluation referred to some examples where other stakeholders (including academia, NGOs and communities) were involved. Given that a number of actors and stakeholders play a key role in the implementation of this Convention, it is necessary to conceive an overall monitoring and follow-up that can take their views into account, even if its follow-up primarily presents governmental perspectives. The actual implementation of the overall results framework will therefore need to consider how non-State actors of the Convention can be further involved in the process of reporting.

slide 5

Exercise (Handout 2) (30 minutes):

***Learning objective***: To encourage participants to consider what data and information sources are needed for responding precisely to the questions in the online reporting tool.

Participants begin in plenary by considering what additional data are needed to respond to the questions in the previous session and what potential sources there may be for that data. Participants are encouraged to ‘think outside the box’ and to consider sources of data that have not generally been used in preparing periodic reports. It may be helpful for a participant to write the proposed data sources on a whiteboard or flipchart.

The participants are then divided into groups (of 4 or 5) and handed a copy each of Handout 2 which shows the thematic areas and core indicators as presented in the high-level framework of the overall results framework.

slide 6

Potential data sources:

Each group should be assigned one of the core indicators to work on and try to identify a number of potentially useful sources of data and information available in their own countries that would help them to respond to questions about the topic. They should take into account the potential sources of data and information listed in Slide 6. The facilitator should emphasize that this list is indicative only, and participants are encouraged to add other sources of data and information, in particular those that may be specific to their country or region.

The facilitator can now draw the participants’ attention to the participant’s text for this unit that sets out some potentially useful sources of data and information within UNESCO. However, it is important to stress that (i) these are only partially and, often, indirectly of relevance and (ii) other international and regional organizations may have equivalent instruments that can be useful information sources.

**OPTIONAL**: The information provided in the participants text on the Culture for Development Indicators (CDIS) can also be used as a brief, informative case study if the facilitator wishes. There is also an optional Case Study on the CDIS in Unit 60 (For more information, see: <https://en.unesco.org/creativity/sites/creativity/files/cdis_methodology_manual_0_0.pdf>).

****Session 3: Working with other stakeholders**

***Estimated time: 60 minutes***

This session looks at the potential range of partners and stakeholders that will need to be approached for data acquisition and the role that the national focal points will play with regard to engaging and involving these different actors and stakeholders. They will include both governmental bodies (across different sectors) and non-governmental actors.

Before dividing the participants into groups, as a short warm-up the facilitator can introduce the topic in the plenary by asking participants to brainstorm some of the possible governmental and non-governmental actors who will be important partners for them in the periodic reporting process.

slide 7

Exercise (Handout 3) (45 minutes):

***Learning objective***: To consolidate the learning by focusing the participants on the data required to provide information specific to each question (assessment factor) and how/where this data can be sourced.

For this exercise, the participants should be divided into groups and given copies of Handout 3. This handout contains a table with eight assessment factors chosen from different sections of the online form. The groups should examine these with a view to identifying the type and source(s) of data and/or statistical information that can be acquired and from whom.

The observations in the final column can provide a useful guide both for the focal points and for UNESCO, as well as a good basis for further discussion during the workshop.

Once the participants have had sufficient time to discuss and work through these, they return to the plenary. The facilitator can have this form up on screen if possible, and have it filled out on-screen as participants discuss each assessment factor. If it is done in this way, the file can then be saved as the information in the ‘observations’ column may be of use in future work concerning the periodic reporting mechanism.

1. . ‘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://unesdoc.unesco.org/images/0022/002230/223095e.pdf)|[French](http://unesdoc.unesco.org/images/0022/002230/223095f.pdf)|[Spanish](http://unesdoc.unesco.org/images/0022/002230/223095s.pdf)|[Arabic](http://unesdoc.unesco.org/images/0022/002230/223095a.pdf). [↑](#footnote-ref-1)