



United Nations
Educational, Scientific and
Cultural Organization



Intangible
Cultural
Heritage

Overall results framework for the 2003 Convention

UNESCO HQ — PARIS



Progress to date

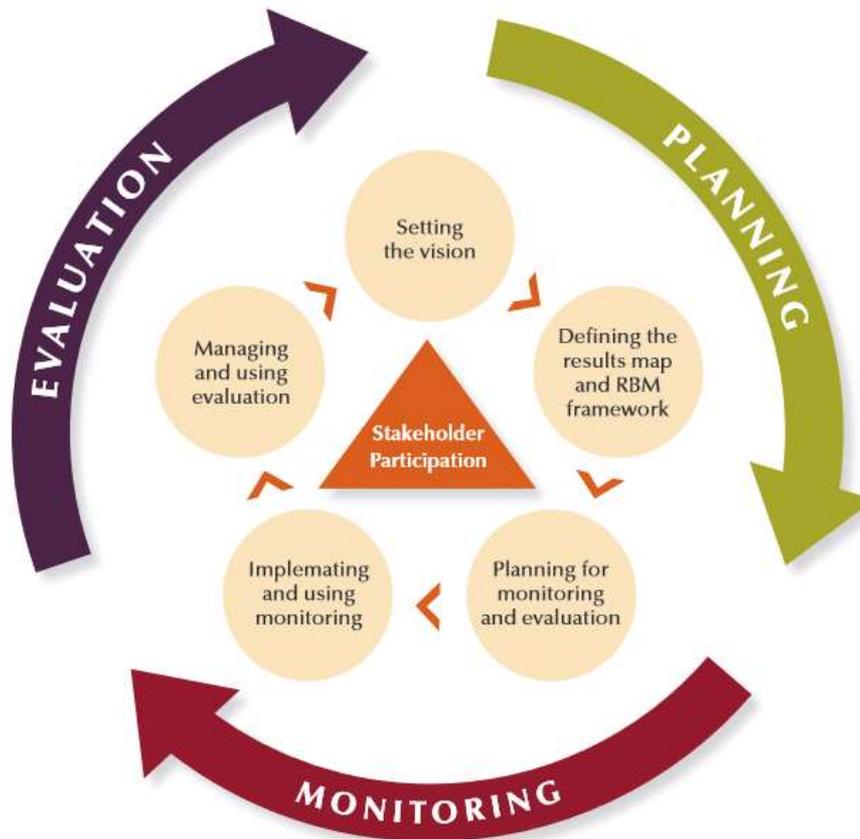
- **2013 Evaluation of the Culture Conventions by IOS**
- **8.COM (2013) calls for results framework**
- **9.COM (2014) calls for inclusive consultation and discussion**
- **September 2016 - expert meeting in Beijing**
- **11.COM (2016) welcomed results of expert meeting**

Progress to date

- **June 2017 – Open-ended Working Group in Chengdu**
- **12.COM (2017) recommended the GA to approve the ORF as formulated by OEWG**
- **20 April 2018 – information session**
- **5 June 2018 – adopted by 7.GA, together with revisions of ODs**

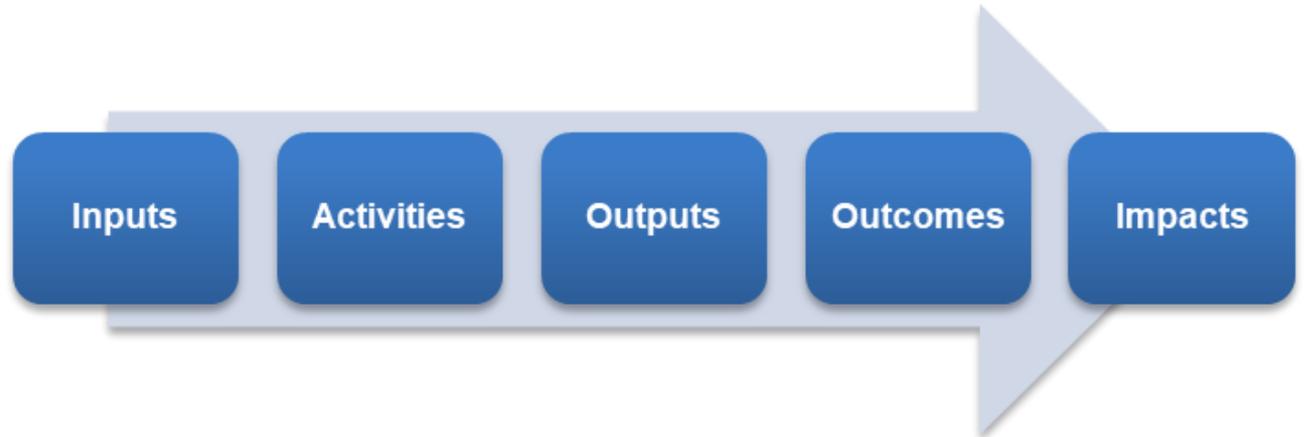
The RBM Cycle

FIGURE 1: The RBM life-cycle approach



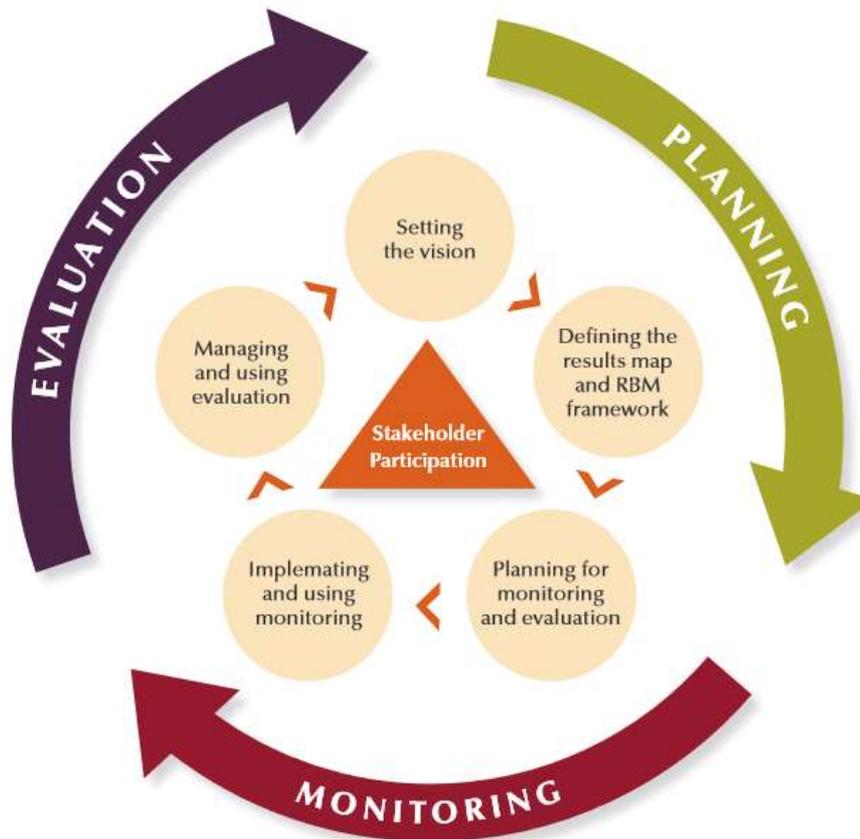
Source: UNDP, [Handbook on Planning, Monitoring and Evaluating for Development Results](#), 2009.

From inputs to impacts



The RBM Cycle

FIGURE 1: The RBM life-cycle approach



Source: UNDP, [Handbook on Planning, Monitoring and Evaluating for Development Results](#), 2009.

Components of an overall results framework

- **Results map** (expert meeting/11.COM)
- **Set of indicators and assessment factors** (working group/12.COM/7.GA)
- **Baselines and targets** (future stage)

Testing the feasibility of indicators

- **Reliable, consistent over time**
- **Simple to collect and analyse**
- **Affordable, cost-effective data collection**
- **Valid, measure what is intended**
- **Sensitive to changes**
- **Useful for decision-making and learning**

Table 1 (pt. 1): High-level framework

Impacts	Intangible cultural heritage is safeguarded by communities, groups and individuals who exercise active and ongoing stewardship over it, thereby contributing to sustainable development for human well-being, dignity and creativity in peaceful and inclusive societies.			
Long-term Outcomes	Continued practice and transmission of intangible cultural heritage ensured.	Diversity of intangible cultural heritage respected.	Recognition and awareness of the importance of intangible cultural heritage and its safeguarding ensured.	Engagement and international cooperation for safeguarding enhanced among all stakeholders at all levels.
Mid-term Outcomes	Effective relationships built among a diversity of communities, groups and individuals and other stakeholders for safeguarding intangible cultural heritage. Dynamic development and implementation of safeguarding measures or plans for specific elements of intangible cultural heritage led by a diversity of communities, groups and individuals.			
Short-term Outcomes	Improved capacities to support the safeguarding of intangible cultural heritage in general. Improved capacities to implement safeguarding measures or plans for specific elements of intangible cultural heritage.			

Table 1 (pt. 2): Themes and brief indicators

Thematic Areas	Institutional and human capacities	Transmission and education	Inventorying and research	Policies as well as legal and administrative measures	Role of intangible cultural heritage and its safeguarding in society	Awareness raising	Engagement of communities, groups and individuals as well as other stakeholders	International engagement
Core Indicators (brief)	<ol style="list-style-type: none"> 1. Competent bodies support practice and transmission 2. Programmes support strengthening human capacities for safeguarding 3. Training is operated by or addressed to communities and those working in the fields of culture and heritage 	<ol style="list-style-type: none"> 4. Education, both formal and non-formal, strengthens transmission and promotes respect 5. ICH integrated into primary and secondary education 6. Post-secondary education supports safeguarding and study of ICH 	<ol style="list-style-type: none"> 7. Inventories reflect the diversity of ICH and contribute to its safeguarding 8. Inventorying process is inclusive, respects diversity, and supports safeguarding by communities and groups 9. Research and documentation contribute to safeguarding 10. Research findings are accessible and utilized 	<ol style="list-style-type: none"> 11. Cultural policies and legal and administrative measures reflect diversity of ICH and are implemented 12. Education policies and legal and administrative measures reflect diversity of ICH and are implemented 13. Policies and legal and administrative measures in fields other than culture and education reflect diversity of ICH and are implemented 14. Policies and legal and administrative measures respect customary rights, practices and expressions 	<ol style="list-style-type: none"> 15. Importance of ICH in society widely recognized 16. Inclusive plans and programmes recognize the importance of safeguarding ICH and foster self-respect and mutual respect 	<ol style="list-style-type: none"> 17. Communities, groups and individuals participate widely in awareness raising 18. Media are involved in awareness raising 19. Public information measures raise awareness 20. Ethical principles respected when raising awareness 	<ol style="list-style-type: none"> 21. Engagement for safeguarding ICH enhanced among stakeholders 22. Civil society contributes to monitoring safeguarding 	<ol style="list-style-type: none"> 23. Committee involves NGOs, public and private bodies, private persons 24. States Parties cooperate for safeguarding 25. States Parties engage in international networking and institutional cooperation 26. ICH Fund supports safeguarding and international engagement

Table 2: themes/indicators/factors

- **8 thematic areas**

Thematic Areas	Institutional and human capacities	Transmission and education	Inventorying and research	Policies as well as legal and administrative measures	Role of intangible cultural heritage and its safeguarding in society	Awareness raising	Engagement of communities, groups and individuals as well as other stakeholders	International engagement
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- **26 core indicators**
- **86 assessment factors**

Table 2: Indicators and assessment factors

Thematic Areas	Core Indicators	Assessment According to the Following	Citations ³
Transmission and education	5 Extent to which ICH and its safeguarding are integrated into primary and secondary education, included in the content of relevant disciplines, and used to strengthen teaching and learning about and with ICH and respect for one's own and others' ICH	5.1 ICH, in its diversity, is included in the content of relevant disciplines, as a contribution in its own right and/or as a means of explaining or demonstrating other subjects.	Article 14(a)(i) OD 107, OD 180(a)(ii)
		5.2 School students learn to respect and reflect on the ICH of their own community or group as well as the ICH of others through educational programmes and curricula.	Article 14(a)(i) OD 105, OD 180(a)(i) EP 11
		5.3 The diversity of learners' ICH is reflected through mother tongue or multilingual education and/or the inclusion of 'local content' within the educational curriculum.	OD 107
		5.4 Educational programmes teach about the protection of natural and cultural spaces and places of memory whose existence is necessary for expressing ICH.	Article 14(c) OD 155(e), OD 180(d) EP 5

Table 2: Indicators and assessment factors

Thematic Areas	Core Indicators	Assessment According to the Following	Citations ³
Transmission and education	4. Extent to which both formal and non-formal education strengthen the transmission of ICH and promote respect for ICH	4.1 Practitioners and bearers ⁸ are involved inclusively in the design and development of ICH education programmes and/or in actively presenting and transmitting their heritage.	OD 107(e)
		4.2 Modes and methods of transmitting ICH that are recognized by communities, groups and individuals are learned and/or strengthened, and included in educational programmes, both formal and non-formal.	Article 14(a)(i); Article 14(a)(ii) OD 180(a)(iii)
		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.	OD 109
		4.4 Teacher training programmes and programmes for training providers of non-formal education include approaches to integrating ICH and its safeguarding into education.	

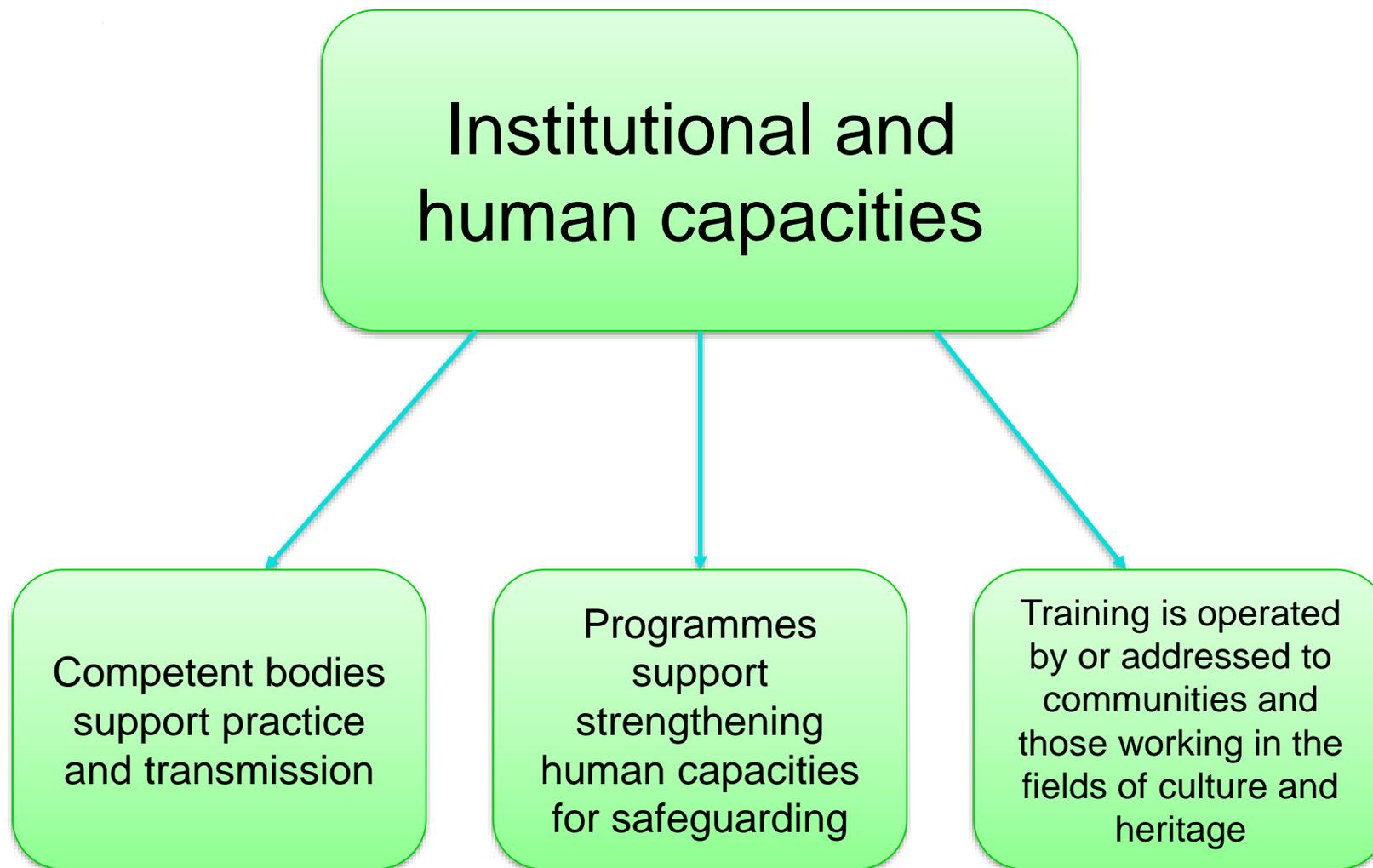
‘Extent to which...’ - many actors

- **Framework includes both *initiatives* of communities, groups and individuals and *interventions* of State or others, outside the communities**
- **Extent to which never means: ‘Extent to which the State Party has done X or accomplished Y’, since many actors are involved**

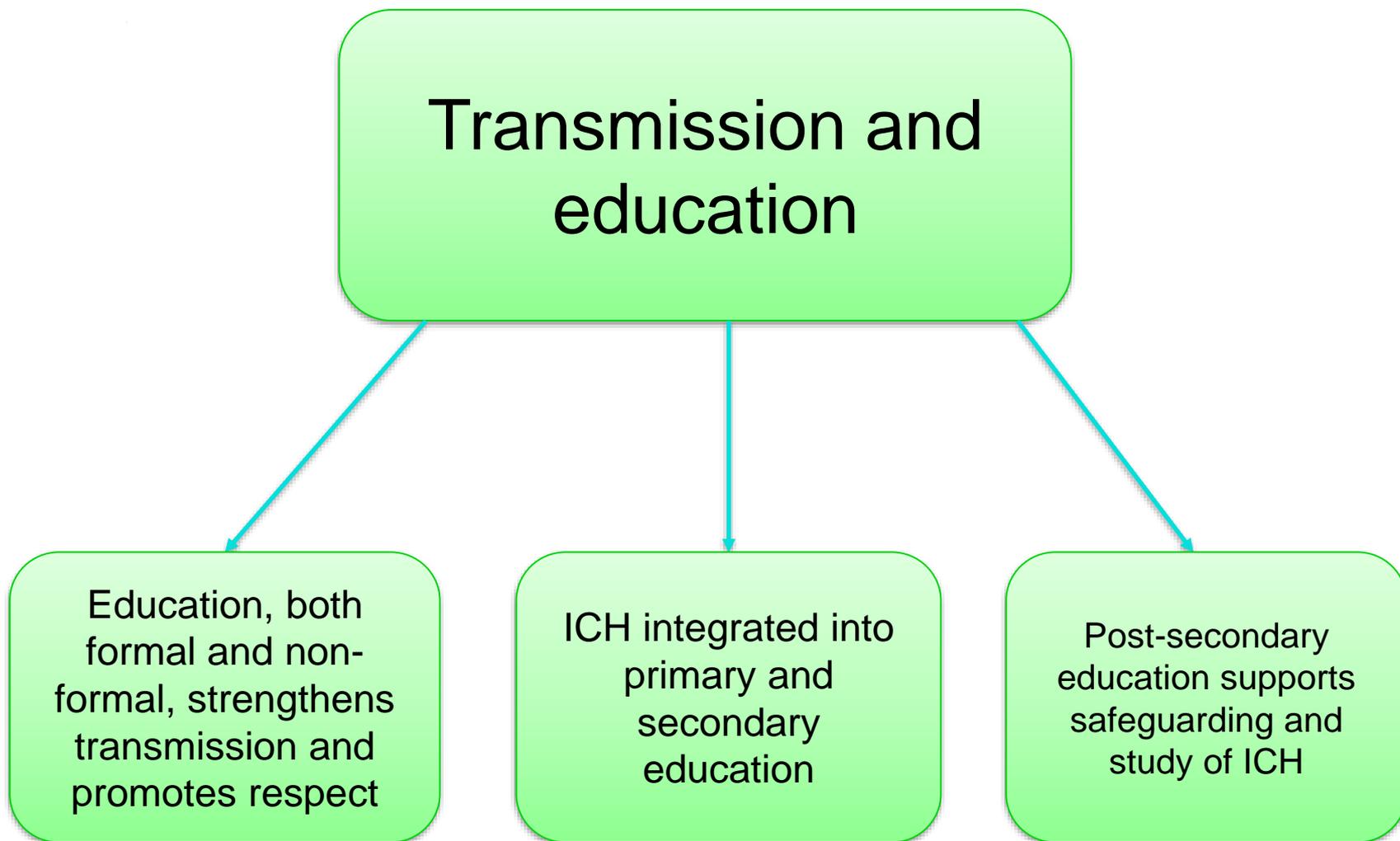
‘Extent to which...’ - two levels

- **Global level:** the proportion or percentage of States Parties in which the given situation exists or change has been achieved, and to what degree
- **Country level:** the degree to which that given situation exists or change has been achieved, within the territory of that State

Thematic area 1 and indicators

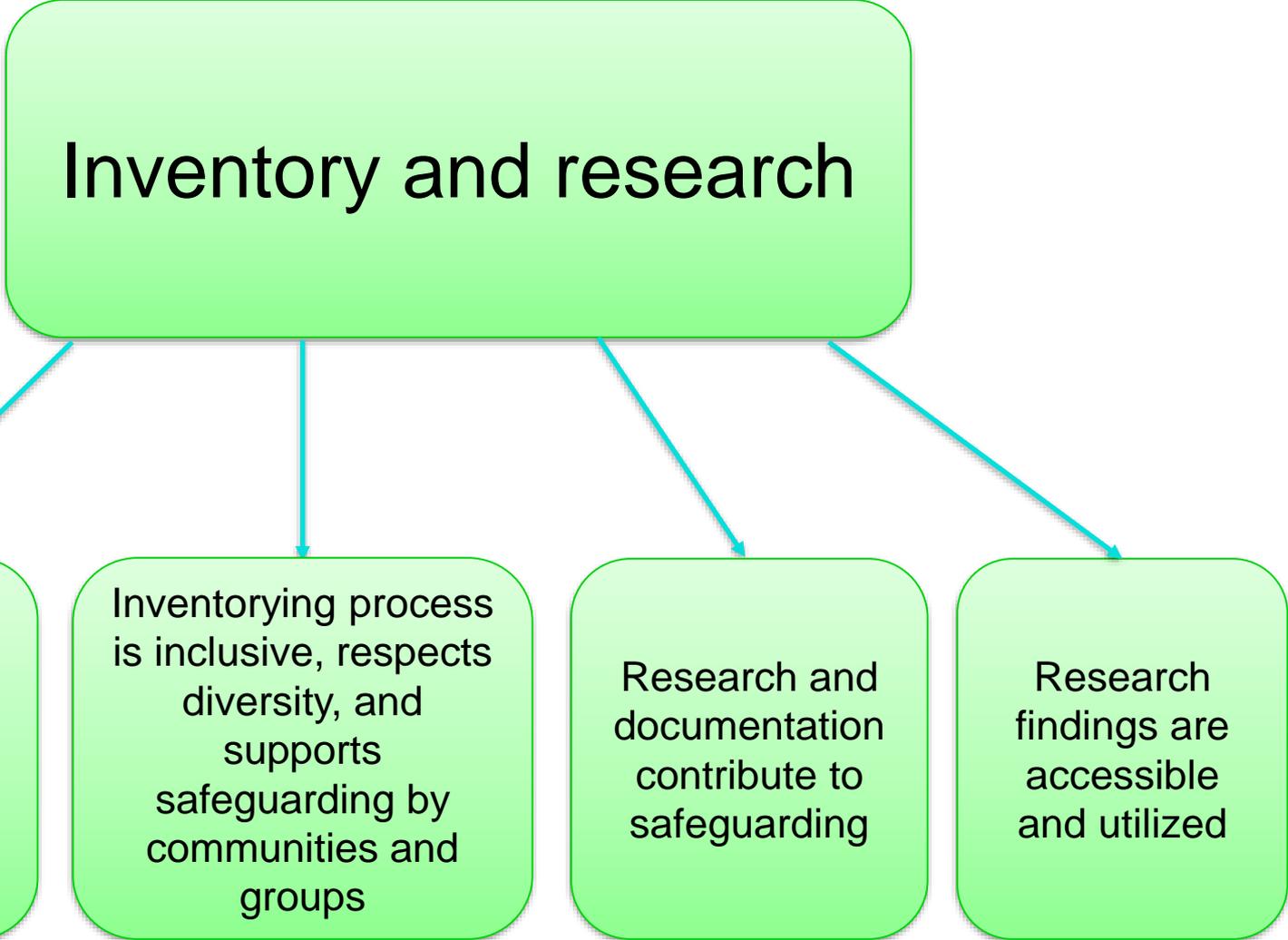


Thematic area 2 and indicators



Thematic area 3 and indicators

Inventory and research



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graph TD; A[Inventory and research] --> B[Inventories reflect the diversity of ICH and contribute to its safeguarding]; A --> C[Inventorying process is inclusive, respects diversity, and supports safeguarding by communities and groups]; A --> D[Research and documentation contribute to safeguarding]; A --> E[Research findings are accessible and utilized];
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Inventories reflect the diversity of ICH and contribute to its safeguarding

Inventorying process is inclusive, respects diversity, and supports safeguarding by communities and groups

Research and documentation contribute to safeguarding

Research findings are accessible and utilized

Thematic area 4 and indicators

Policies as well as legal and administrative measures

Cultural policies and legal and administrative measures reflect diversity of ICH and are implemented

Education policies and legal and administrative measures reflect diversity of ICH and are implemented

Policies and legal and administrative measures in fields other than culture and education reflect diversity of ICH and are implemented

Policies and legal and administrative measures respect customary rights, practices and expressions

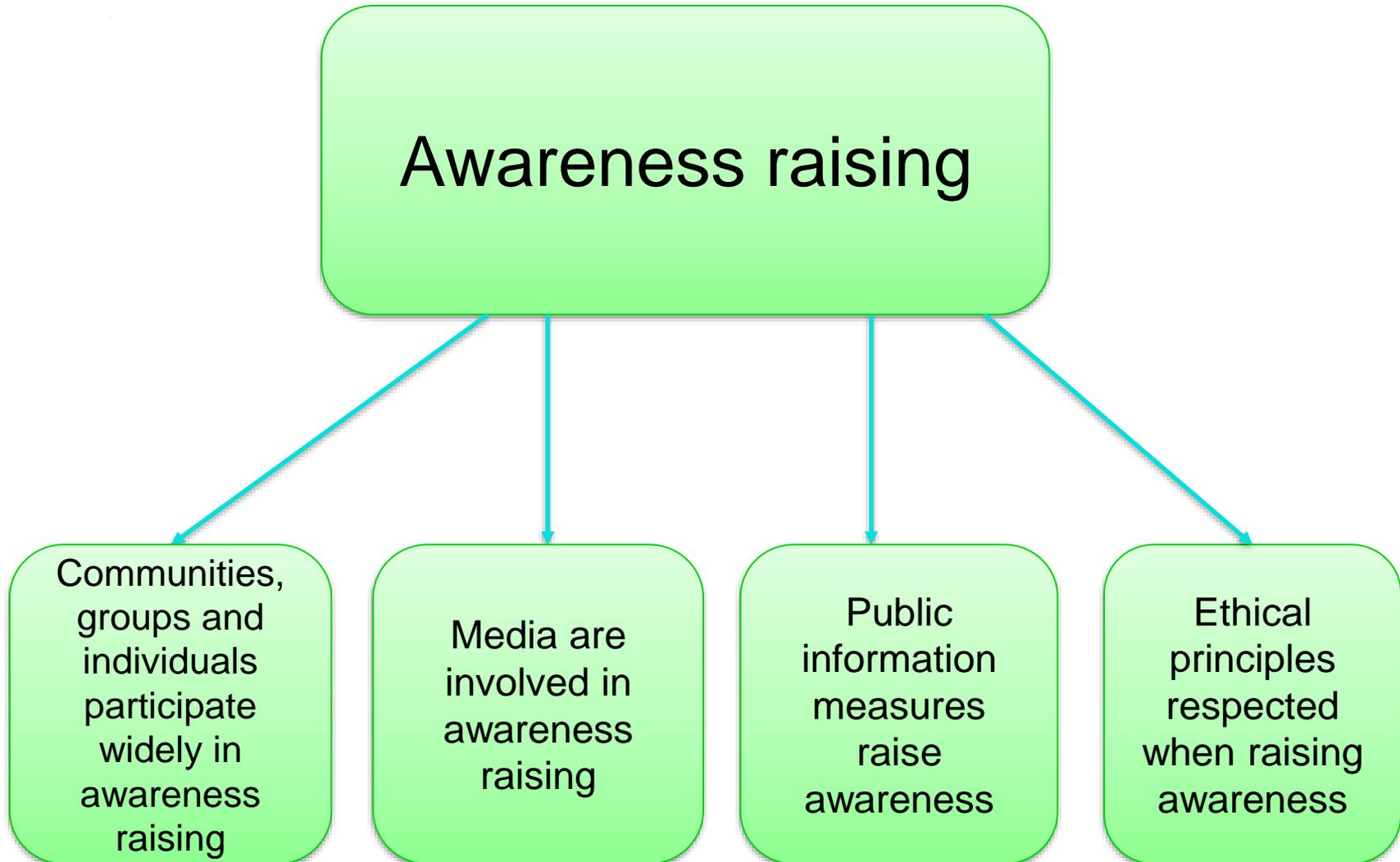
Thematic area 5 and indicators

Role of intangible
cultural heritage and its
safeguarding in society

Importance of ICH in
society widely
recognized

Inclusive plans and
programmes recognize
the importance of
safeguarding ICH and
foster self-respect and
mutual respect

Thematic area 6 and indicators



Thematic area 7 and indicators

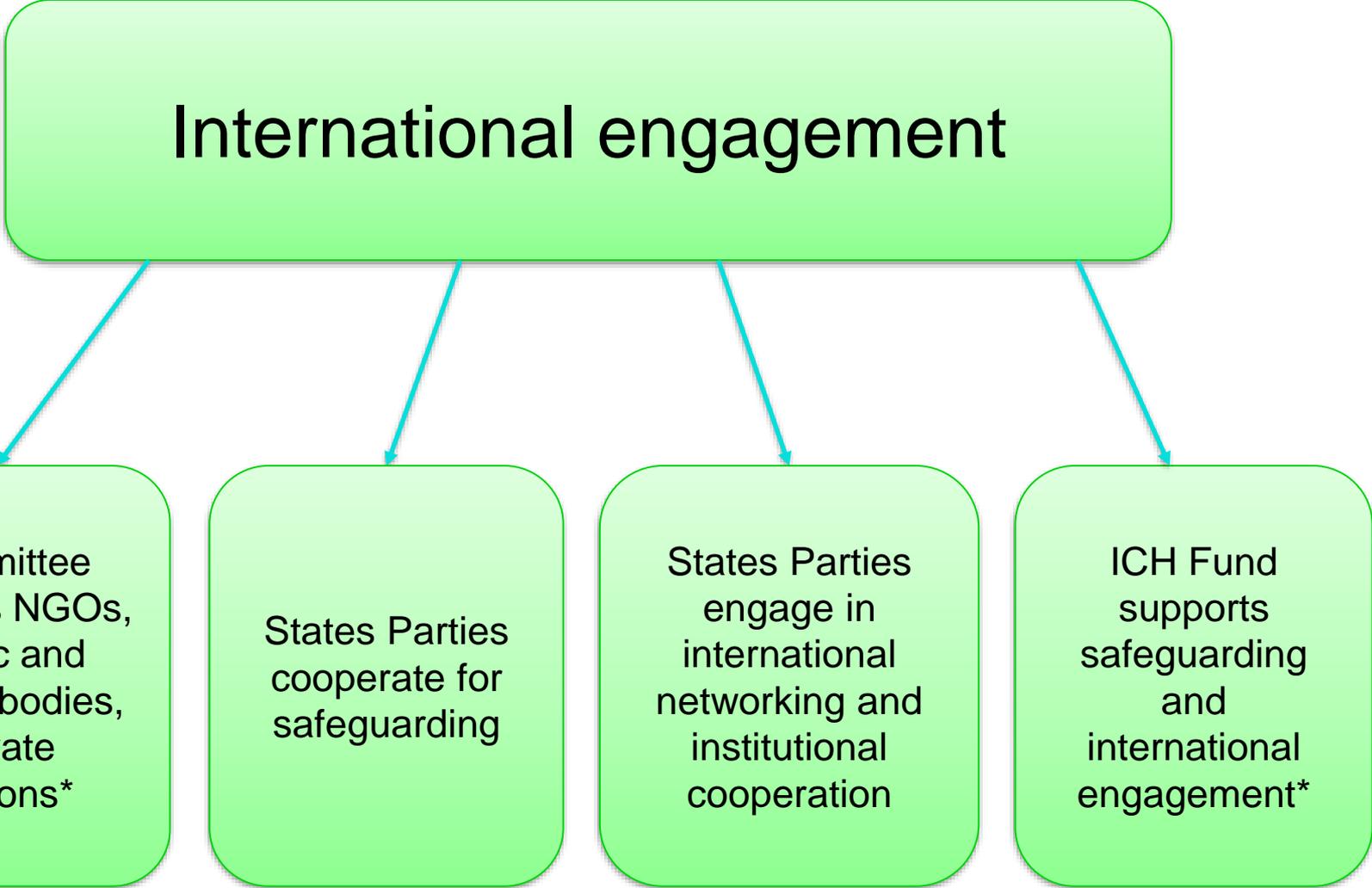
Engagement of communities,
groups and individuals as
well as other stakeholders

Engagement for
safeguarding ICH
enhanced among
stakeholders

Civil society
contributes to
monitoring
safeguarding

Thematic area 8 and indicators

International engagement



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graph TD; A[International engagement] --> B[Committee involves NGOs, public and private bodies, private persons*]; A --> C[States Parties cooperate for safeguarding]; A --> D[States Parties engage in international networking and institutional cooperation]; A --> E[ICH Fund supports safeguarding and international engagement*];
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Committee involves NGOs, public and private bodies, private persons*

States Parties cooperate for safeguarding

States Parties engage in international networking and institutional cooperation

ICH Fund supports safeguarding and international engagement*

Planning the implementation of the overall results framework

Completing the results framework

- **Guidance notes for each indicator**
- **Baselines and targets**
 - International level
 - National level

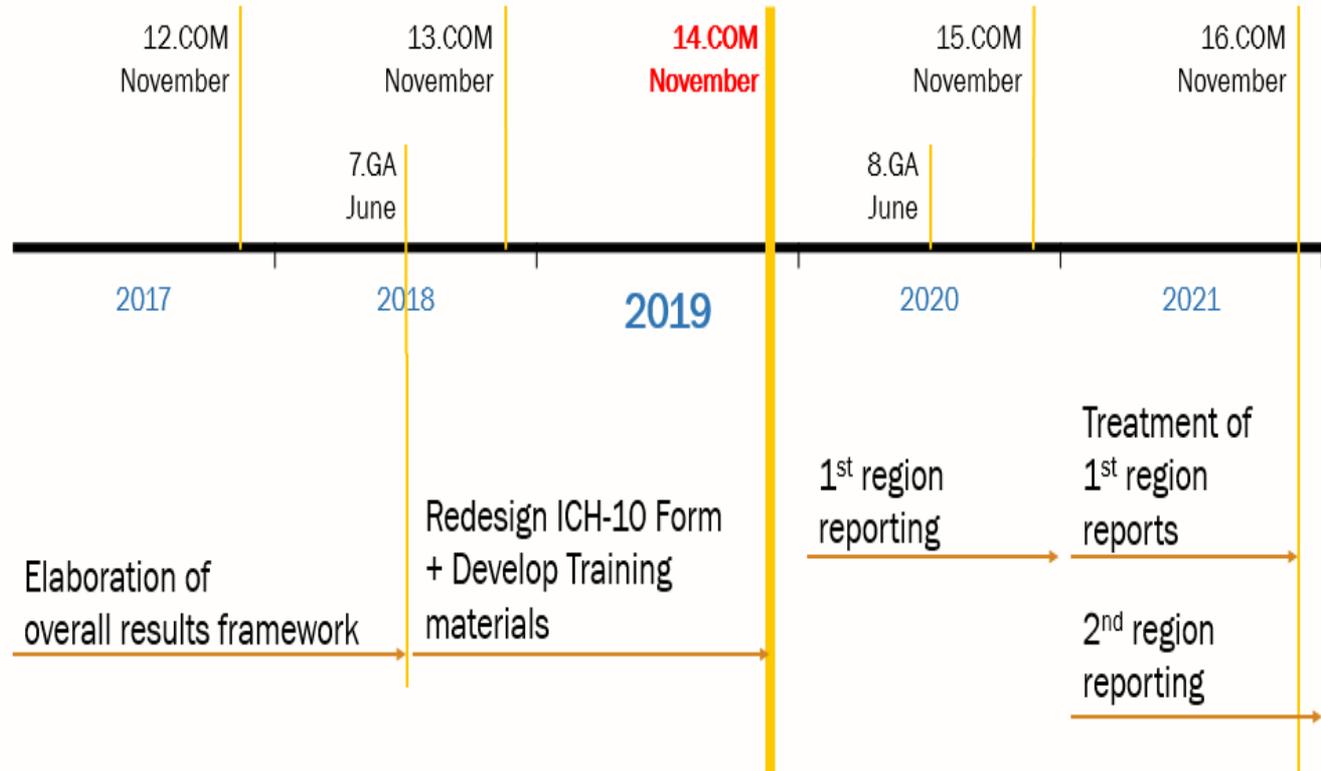
Results-based reporting

- **NO additional reporting obligations for States Parties**
- **ORF: opportunity to reform the existing reporting process so that it gains in both quality and usefulness**
- **Orienting the ICH-10 Periodic Reporting Form towards results reporting**
- **Possibility for States Parties to identify national baselines and future targets when reporting**

Reform of periodic reporting

- **ODs revised to move to a regional cycle of national reports**
- **Capacity building to roll-out the ORF and the new periodic reporting system region by region**

New reporting cycle



Building capacities for monitoring and reporting

- **7.GA invited the Secretariat:**
 - To develop a capacity-building approach with the necessary materials for periodic reporting
 - To plan and implement capacity-building activities to support States Parties and other actors in their implementation of the overall results framework as well as in their periodic reporting exercise
- **7.GA invited States Parties:**
 - To provide voluntary supplementary contributions to the Intangible Cultural Heritage Fund to support the implementation of such capacity-building activities

Building capacities, continued

- **Regional introductory workshops**
- **Subregional or national working sessions**
 - How to establish national baselines
 - How to involve non-State actors and integrate complementary information
- **Individual consultation (neighbour-to-neighbour)**

Complementary information sources and possible synergies

- **Monitoring by non-State actors from civil society, including NGOs**
- **Potential synergies with reporting mechanisms outside the Convention**
- **Special attention to the reporting mechanisms on SDGs**
- **Measuring Culture's contribution in Agenda 2030 SDGs**

Conclusions

- **Usefulness of the overall results framework at the national level**
- **Overall results framework and periodic reporting are aligned**
- **Capacity building and regional approach to allow for exchange and collaboration**

For discussion

- **What should a capacity-building programme look like?**
- **What pedagogical approach(es) are preferred?**
- **What materials will be needed?**
- **What new skills will facilitators need?**
- **What balance between regional support and targeted assistance?**