UNIt 58

Handout 4:

weightings

**Indicator 1: Extent to which competent bodies and institutions and consultative mechanisms support the continued practice and transmission of ICH.**

|  |  |
| --- | --- |
| * 1. One or more competent bodies for ICH safeguarding have been designated or established.
 | 30  |
| * 1. Competent bodies exist for safeguarding specific elements of ICH, whether or not inscribed.
 | 10 |
| * 1. Broad and inclusive involvement in ICH safeguarding and management, particularly by the communities, groups and individuals concerned, is fostered through consultative bodies or other coordination mechanisms
 | 20 |
| * 1. Institutions, organizations and/or initiatives for ICH documentation are fostered, and their materials are utilized to support continued practice and transmission of ICH.
 | 25 |
| * 1. Cultural centres, centres of expertise, research institutions, museums, archives, libraries, etc., contribute to ICH safeguarding and management.
 | 15 |

**Indicator 3: Extent to which training is operated by or addressed to communities, groups and individuals, as well as to those working in the fields of culture and heritage.**

|  |  |
| --- | --- |
| * 1. Training programmes, including those operated by communities themselves, provide capacity building in ICH addressed on an inclusive basis to communities, groups and individuals.
 | 65of which 10 on sub-question about inclusiveness |
|
| * 1. Training programmes provide capacity building in ICH addressed on an inclusive basis to those working in the fields of culture and heritage.
 | 35of which 10 on sub-question about inclusiveness |
|

**Indicator 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.**

|  |  |
| --- | --- |
| * 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.
 | 25 |
| * 1. 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.
 | 25 |
| * 1. The diversity of learners’ ICH is reflected through mother tongue or multilingual education and/or the inclusion of ‘local content’ within the educational curriculum.
 | 20 |
| * 1. Educational programmes teach about the protection of natural and cultural spaces and places of memory whose existence is necessary for expressing ICH.
 | 30 |

**Indicator 8: Extent to which the inventorying process is inclusive, respects the diversity of ICH and its practitioners, and supports safeguarding by communities, groups and individuals concerned.**

|  |  |
| --- | --- |
| * 1. Communities, groups and relevant NGOs participate inclusively in inventorying which informs and strengthens their safeguarding efforts.
 | 65 |
|
| * 1. Inventorying process respects the diversity of ICH and its practitioners, including the practices and expressions of all sectors of society, all genders and all regions.
 | 35 |
|

**Indicator 10: Extent to which research findings and documentation are accessible and are utilized to strengthen policy-making and improve safeguarding.**

|  |  |
| --- | --- |
| * 1. Documentation and research findings are accessible to communities, groups and individuals, while respecting customary practices governing access to specific aspects of ICH.
 | 50 |
|
|
| * 1. The results of research, documentation, and scientific, technical and artistic studies on ICH are utilized to strengthen policy-making across sectors.
 | 25 |
| * 1. The results of research, documentation, and scientific, technical and artistic studies on ICH are utilized to improve safeguarding.
 | 25 |

**Indicator 14: Extent to which policies as well as legal and administrative measures respect customary rights, practices and expressions, particularly as regards the practice and transmission of ICH.**

|  |  |
| --- | --- |
| * 1. Forms of legal protection, such as intellectual property rights and privacy rights, are provided to ICH practitioners, bearers and their communities when their ICH is exploited by others for commercial or other purposes.
 | 35 |
|
| * 1. The importance of customary rights of communities and groups to land, sea and forest ecosystems necessary for the practice and transmission of ICH is recognized in policies and/or legal and administrative measures.
 | 35 |
|
| * 1. Policies and/or legal and administrative measures recognize expressions, practices and representations of intangible cultural heritage that contribute to dispute prevention and peaceful conflict resolution.
 | 30 |

**Indicator 15: Extent to which the importance of ICH and its safeguarding in society is recognized, both by the communities, groups and individuals concerned and by society at large.**

|  |  |
| --- | --- |
| * 1. Communities, groups and individuals use their ICH for their well-being, including in the context of sustainable development programmes.
 | 35 |
|
| * 1. Communities, groups and individuals use their ICH for dialogue promoting mutual respect, conflict resolution and peace-building.
 | 25 |
| * 1. Development interventions recognize the importance of ICH in society as a source of identity and continuity, and as a source of knowledge and skills, and strengthen its role as a resource to enable sustainable development.
 | 40 |
|

**Indicator 18: Extent to which media are involved in raising awareness about the importance of ICH and its safeguarding and in promoting understanding and mutual respect.**

|  |  |
| --- | --- |
| * 1. Media coverage raises awareness of the importance of ICH and its safeguarding and promotes mutual respect among communities, groups and individuals.
 | 30 |
| * 1. Specific cooperation activities or programmes concerning ICH are established and implemented between various ICH stakeholders and media organizations, including capacity-building activities.
 | 20 |
|
| * 1. Media programming on ICH is inclusive, utilizes the languages of the communities and groups concerned, and/or addresses different target groups.
 | 30 |
| * 1. Media coverage of intangible cultural heritage and its safeguarding is in line with the concepts and terminology of the Convention.
 | 20 |

**Indicator 20: Extent to which programmes raising awareness of ICH respect the relevant ethical principles.**

|  |  |
| --- | --- |
| * 1. The Ethical Principles for Safeguarding Intangible Cultural Heritage are respected in awareness-raising activities.
 | 65 |
|
| * 1. Ethical principles, particularly as embodied in relevant professional codes or standards, are respected in awareness-raising activities.
 | 35 |
|

**Indicator 24: Percentage of States Parties actively engaged with other States Parties in cooperation for safeguarding.**

|  |  |
| --- | --- |
| * 1. Bilateral, multilateral, regional or international cooperation is undertaken to implement safeguarding measures for ICH in general
 | 35 |
| * 1. Bilateral, multilateral, regional or international cooperation is undertaken to implement safeguarding measures for specific elements of ICH, in particular those in danger, those present in the territories of more than one State, and cross-border elements.
 | 35 |
|
| * 1. Information and experience about ICH and its safeguarding, including good safeguarding practices, is exchanged with other States Parties.
 | 15 |
| * 1. Documentation concerning an element of ICH present on the territory of another State Party is shared with it.
 | 15 |