UNIT 41

Hand-out 1.b:

General assessment of the initial Kijimana nomination

Use this hand-out together with the **‘**Instructions for completing nomination forms ICH-01 and ICH-02**’** (available on the webpage <http://www.unesco.org/culture/ich/en/forms>) to analyse the initial nomination file. These questions can guide the discussion, but feel free to raise other issues and concerns.

* Is the name of the element a suitable one? Does the name of the element reflect the wider cultural context? If not, what name would be better?
* Has the community concerned been correctly identified? Has its selection been adequately justified?
* What does the word ‘domain’ mean? What are the domains into which the element might fall?
* Are the current social functions and cultural meanings of the element sufficiently described?
* In Section 1 both tourism and spreading the Kijimana traditions around the world are suggested as appropriate safeguarding mechanisms for the element. Is this problematic, and if so, why? Do safeguarding measures belong in this section?
* Is there sufficient detail in Section 1 to determine whether the element complies with the definition of ICH in the Convention?
* Is discouraging ‘socially deviant behaviour’ compatible with the requirements of human rights and mutual respect?
* Is the assessment of viability focusing on the correct ‘community(ies)’?
* Could measures related to tourism as proposed in the file pose a threat to the viability of the element? If so, how?
* Will the proposed safeguarding measures safeguard the element?
* Are the roles of the traditional bearers, women and youth defined? Is their participation evident in all stages of the nomination process?
* Is the evidence of consent satisfactory and timely? If not, why?
* Does the nomination show sufficient respect for customary restrictions on access to the element and for intellectual property rights?
* Is there enough information about the element’s inclusion on an inventory? Does the answer correspond to all the questions asked in the form?
* Is the content of the photos and video appropriate for the element?
* Is the content of the video clearly communicated?
* Do you think imposing compulsory teaching on some aspects of the element in secondary schools would actually contribute to safeguarding?
* Has the form been signed by an appropriate person?