UNIt 58

Hand-out 1:

Assessment factors

Below, you will find five of the Thematic Areas of the ORF, with the Assessment Factors assigned for measuring each of the Core Indicators. These Assessment Factors correspond in content to the questions in the online periodic reporting tool.

**Transmission and education (Thematic Area 2)**

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| * 1. Tertiary education institutions offer curricula and degrees in ICH safeguarding and management, on an inclusive basis.
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| * 1. Community-based or NGO-based initiatives provide training in ICH safeguarding and management, on an inclusive basis.
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| * 1. Training programmes provide capacity building in ICH addressed on an inclusive basis to those working in the fields of culture and heritage.
 |
| * 1. 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.
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| * 1. Teacher training programmes and programmes for training providers of non-formal education include approaches to integrating ICH and its safeguarding into education.
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| 6.2 Post-secondary education institutions offer curricula and degrees for the study of ICH and its social, cultural and other dimensions. |

**Inventory and research (Thematic Area 3):**

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| * 1. Specialized inventories and/or inventories of various scopes reflect diversity and contribute to safeguarding.
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| * 1. Communities, groups and relevant NGOs participate inclusively in inventorying which informs and strengthens their safeguarding efforts.
 |
| * 1. Financial and other forms of support foster research, scientific, technical and artistic studies, documentation and archiving, oriented towards safeguarding and carried out in conformity with relevant ethical principles.
 |
| * 1. Documentation and research findings are accessible to communities, groups and individuals, while respecting customary practices governing access to specific aspects of ICH.
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| * 1. The results of research, documentation, and scientific, technical and artistic studies on ICH are utilized to strengthen policy-making across sectors.
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**Policies as well as legal and administrative measures (Thematic Area 4):**

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| * 1. National or sub-national strategies and/or action plans for ICH safeguarding are established or revised and are being implemented, including safeguarding plans for specific elements, whether or not inscribed.
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| * 1. Cultural policies and/or legal and administrative measures integrating ICH and its safeguarding are informed by the active participation of communities, groups and individuals.
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| * 1. Policies and/or legal and administrative measures promote mother tongue instruction and multilingual education.
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| * 1. Policies and/or legal and administrative measures to respond to situations of natural disaster or armed conflict are established or revised to include the ICH affected and to recognize its importance for the resilience of the affected populations.
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| * 1. Favourable financial or fiscal measures or incentives are established or revised to facilitate and/or encourage practice and transmission of ICH and increase availability of natural and other resources required for its practice.
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**Awareness-raising (Thematic Area 5):**

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| * 1. The rights of communities, groups and individuals and their moral and material interests are duly protected when raising awareness about their ICH.
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| * 1. Youth are actively engaged in awareness-raising activities, including collecting and disseminating information about the intangible cultural heritage of their communities or groups.
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| * 1. Media programming on ICH is inclusive, utilizes the languages of the communities and groups concerned, and/or addresses different target groups.
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| * 1. Public information on ICH promotes mutual respect and appreciation within and between communities and groups.
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| * 1. The Ethical Principles for Safeguarding Intangible Cultural Heritage are respected in awareness-raising activities.
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**Engagement of communities, groups and individuals as well as other stakeholders (Thematic Area 6):**

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| * 1. Communities, groups and individuals participate, on an inclusive basis and to the widest possible extent, in the safeguarding of ICH in general and of specific elements of ICH, whether or not inscribed.
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| * 1. NGOs and other civil society actors participate in the safeguarding of ICH in general, and of specific elements of ICH, whether or not inscribed.
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| * 1. Private sector entities participate in the safeguarding of ICH, and of specific elements of ICH, whether or not inscribed, respecting the Ethical Principles for Safeguarding ICH.
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| * 1. An enabling environment exists for communities, groups and individuals concerned to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.
 |
| * 1. An enabling environment exists for NGOs, and other civil society bodies to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.
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**Questions to consider:**

* How have these assessment factors been selected (i.e. what are their sources)?
* Which of these assessment factors measure purely quantitative aspects of the indicator?
* Which of these assessment factors also measure qualitative aspects?
* What makes an assessment factor more qualitative?
* How available is data and information for these assessment factors?
* Which actors/stakeholders can provide data and information?
* Can these assessment factors continue to be measured over time?
* How do these assessment factors inform the setting of baselines and targets for their associated indicator?