UNIt 58

Handout 2:

QUIZ on SOURCES OF ASSESSMENT FACTORS

| **Assessment according to the following** |  | **Sources** |
| --- | --- | --- |
| One or more competent bodies for ICH safeguarding have been designated or established. |  |   |
| Community-based or NGO-based initiatives provide training in ICH safeguarding and management, on an inclusive basis. |  |  |
| 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. |  |   |
| 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. |  |   |
| Post-secondary education institutions offer curricula and degrees (in fields such as music, arts, crafts, technical and vocational education and training, etc.) that strengthen the practice and transmission of ICH. |  |  |
| One or more inventorying systems oriented towards safeguarding and reflecting the diversity of ICH have been established or revised since ratification. |  |   |
| Specialized inventories and/or inventories of various scopes reflect diversity and contribute to safeguarding. |  |  |
| Communities, groups and relevant NGOs participate inclusively in inventorying which informs and strengthens their safeguarding efforts. |  |   |
| 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. |  |   |
| Documentation and research findings are accessible to communities, groups and individuals, while respecting customary practices governing access to specific aspects of ICH. |  |   |
| Cultural policies and/or legal and administrative measures integrating ICH and its safeguarding, and reflecting its diversity, have been established or revised and are being implemented. |  |   |
| Cultural policies and/or legal and administrative measures integrating ICH and its safeguarding are informed by the active participation of communities, groups and individuals. |  |  |
| The Ethical Principles for Safeguarding Intangible Cultural Heritage are respected in development plans, policies and programmes. |  |   |
| 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. |  |   |
| Communities, groups and individuals use their ICH for their well-being, including in the context of sustainable development programmes. |  |  |
| Self-respect and mutual respect are fostered among communities, groups and individuals through safeguarding plans and programmes for ICH in general and/or for specific elements of ICH, whether or not inscribed. |  |   |
| Youth are actively engaged in awareness-raising activities, including collecting and disseminating information about the intangible cultural heritage of their communities or groups. |  |   |
| Media coverage of intangible cultural heritage and its safeguarding is in line with the concepts and terminology of the Convention.  |  |  |
| 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. |  |   |
| Number of NGOs accredited to provide advisory services, their geographic distribution and their representation of different domains. |  |   |
| Bilateral, multilateral, regional or international cooperation is undertaken to implement safeguarding measures for ICH in general  |  |   |
| Documentation concerning an element of ICH present on the territory of another State Party is shared with it. |  |   |
| State Party participates in the ICH-related activities of international and regional bodies other than UNESCO. |  |  |