UNIT 60

Handout 1

MATERIALS FOR PAIR GROUP EXERCISE

**GROUP PAIR A**

**1. Do tertiary education institutions offer curricula and degrees in ICH safeguarding and management, on an inclusive basis?**

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| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

|  |
| --- |
| **Describe briefly, using examples and focusing on the course content relevant to ICH safeguarding and management (max. xx words).**  |
| **Do these programmes ensure inclusivity?**  | **Yes☐ No☐** |
| If yes, describe briefly how these programmes ensure inclusivity. |

**2. Do governmental institutions, centres and other bodies provide training in ICH safeguarding and management on an inclusive basis?**

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| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

|  |
| --- |
| **Describe briefly, using examples and focusing on the nature of the training offered and the body providing it (max. xx words).**  |
| **Do these programmes ensure inclusivity?**  | **Yes☐ No☐** |
| If yes, describe briefly how these programmes ensure inclusivity. |

**3. Do community-based or NGO-based initiatives provide training in ICH safeguarding and management, on an inclusive basis?**

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| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

|  |
| --- |
| **Describe briefly, using examples and focusing on the training offered and the organization providing it (max. xx words).**  |
| **Do these programmes ensure inclusivity?**  | **Yes☐ No☐** |
| If yes, describe briefly how these programmes ensure inclusivity. |

**GROUP PAIR B**

**1. Are practitioners and bearers involved in designing and developing ICH education programmes and/or are actively presenting and transmitting their heritage?**

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| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

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| --- |
| **Explain briefly how practitioners and bearers are involved in these activities (max. xx words).** |

**2. Are modes and methods of transmitting ICH that are recognized by communities, groups and individuals, included or strengthened in formal and non-formal educational programmes?**

|  |
| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

|  |
| --- |
| **Explain briefly, using examples, how such modes and methods of transmission are included and/or strengthened (max. xx words).** |

**3. Do communities, groups, NGOs or heritage institutions offer educational programmes and/or extra-curricular activities concerning ICH and strengthening its transmission, and do they receive any support?**

|  |
| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

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| --- |
| **Explain briefly, with examples, how these programmes strengthen ICH transmission and who provides them (max. xx words).** |
| **Provide additional details here of the nature of any support (financial, technical, in-kind or other) they receive (max. xx words).**  |

**GROUP PAIR C**

**1. Are there any financial or other forms of support oriented towards safeguarding? (Please only include those in conformity with the Ethical Principles):**

|  |
| --- |
| **Research, scientific, technical and artistic studies ☐****Documentation and archiving ☐**  |

(If yes, the following box will pop up)

|  |
| --- |
| **Provide relevant details for each box ticked (max. xx words).**  |

**2. Is research on approaches towards, and the impacts of, safeguarding ICH (in general or specific elements, whether or not inscribed) encouraged and/or supported?**

|  |
| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

|  |
| --- |
|  **Describe briefly the research conducted, in particular the impacts studied (max. xx words)**  |

**3. Do ICH practitioners and bearers participate in the management, implementation and dissemination of research findings and scientific, technical and artistic studies, and with their free, prior, sustained and informed consent?**

|  |
| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up)

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| --- |
|  **Describe briefly the nature of practitioners’ and bearers’ participation and how their consent is secured (max. xx words).** |

**GROUP PAIR D**

**1. Have policies or legal and administrative measures for inclusive social development and environmental sustainability been established or revised to give consideration to ICH and its safeguarding?**

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| --- |
| **Yes☐ No☐** |

(If yes, the following box will pop up with different themes)

|  |  |
| --- | --- |
| **Food security** | ☐ |
| **Health care** | ☐ |
| **Gender equality** | ☐ |
| **Access to clean and safe water, and sustainable water use** | ☐ |
| **Knowledge and practices concerning nature and the universe** | ☐ |
| **Climate change** | ☐ |
| **Others (please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)** | ☐ |
|  **Provide any additional details for each box ticked (xx words).** |

**2. Have policies and/or legal and administrative measures that respond to situations of natural disaster or armed conflict been established or revised to include the ICH affected and recognize its importance for the resilience of the affected populations?**

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| --- |
| **Yes☐ No☐ Not applicable ☐** |

(If yes, the following box will pop up)

|  |
| --- |
| **Provide any additional details (xx words).** |

**3. Have favourable financial or fiscal measures or incentives been established or revised to facilitate and/or encourage the practice and transmission of ICH?**

|  |
| --- |
| **Yes☐ No☐** |

(If yes, the following question will follow)

**Do they ensure the availability of natural and other resources required for the practice of ICH?**

|  |
| --- |
| **Yes☐ No☐ Not applicable ☐**If yes, explain how they ensure this. (50 words)   |