Information session on the overall results framework for the 2003 Convention

Progress to date

- **2013 Evaluation of the Culture Conventions by IOS**

- **8.COM (2013) calls for results framework**

- **9.COM (2014) calls for inclusive consultation and discussion**

- **September 2016 - expert meeting in Beijing**

- **11.COM (2016) welcomed results of expert meeting**

Progress to date

- **June 2017 – Open-ended Working Group in Chengdu**

- **12.COM (2017) recommended the GA to approve the ORF as formulated by OEWG**

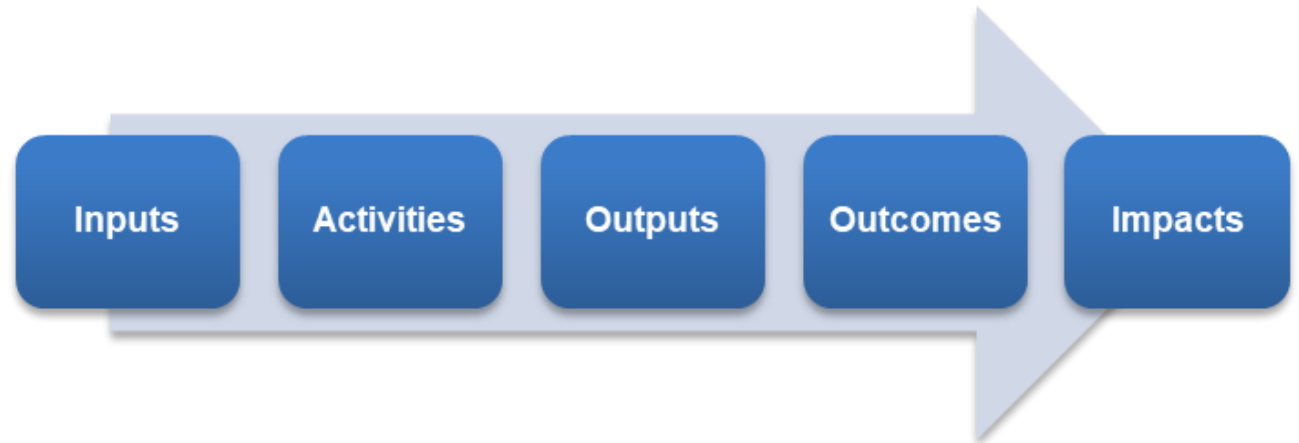- **20 April 2018 – information session**

The RBM Cycle

FIGURE 1: The RBM life-cycle approach

Source: UNDP, Handbook on Planning, Monitoring and Evaluating for Development Results, 2009.

From inputs to impacts

The RBM Cycle

FIGURE 1: The RBM life-cycle approach

Source: UNDP, Handbook on Planning, Monitoring and Evaluating for Development Results, 2009.

Components of an overall results framework

- **Results map** (expert meeting/11.COM)
- **Set of indicators and assessment factors** (working group/12.COM)
- **Baselines and targets** (future stage)

Testing the feasibility of indicators

- **Reliable**, consistent over time
- **Simple** to collect and analyse
- **Affordable**, cost-effective data collection
- **Valid**, measure what is intended
- **Sensitive** to changes
- **Useful** for decision-making and learning

Table 1 (pt. 1): High-level framework

Impacts	Intangible cultural heritage is safeguarded by communities, groups and individuals who exercise active and ongoing stewardship over it, thereby contributing to sustainable development for human well-being, dignity and creativity in peaceful and inclusive societies.			
Long-term Outcomes	Continued practice and transmission of intangible cultural heritage ensured.	Diversity of intangible cultural heritage respected.	Recognition and awareness of the importance of intangible cultural heritage and its safeguarding ensured.	Engagement and international cooperation for safeguarding enhanced among all stakeholders at all levels.
Mid-term Outcomes	Effective relationships built among a diversity of communities, groups and individuals and other stakeholders for safeguarding intangible cultural heritage. Dynamic development and implementation of safeguarding measures or plans for specific elements of intangible cultural heritage led by a diversity of communities, groups and individuals.			
Short-term Outcomes	Improved capacities to support the safeguarding of intangible cultural heritage in general. Improved capacities to implement safeguarding measures or plans for specific elements of intangible cultural heritage.			

Table 1 (pt. 2): Themes and brief indicators

Thematic Areas	Institutional and human capacities	Transmission and education	Inventorying and research	Policies as well as legal and administrative measures	Role of intangible cultural heritage and its safeguarding in society	Awareness raising	Engagement of communities, groups and individuals as well as other stakeholders	International engagement
Core Indicators (brief)	1. Competent bodies support practice and transmission 2. Programmes support strengthening human capacities for safeguarding 3. Training is operated by or addressed to communities and those working in the fields of culture and heritage	4. Education, both formal and non-formal, strengthens transmission and promotes respect 5. ICH integrated into primary and secondary education 6. Post-secondary education supports safeguarding and study of ICH	7. Inventories reflect the diversity of ICH and contribute to its safeguarding 8. Inventorying process is inclusive, respects diversity, and supports safeguarding by communities and groups 9. Research and documentation contribute to safeguarding 10. Research findings are accessible and utilized	11. Cultural policies and legal and administrative measures reflect diversity of ICH and are implemented 12. Education policies and legal and administrative measures reflect diversity of ICH and are implemented 13. Policies and legal and administrative measures in fields other than culture and education reflect diversity of ICH and are implemented 14. Policies and legal and administrative measures respect customary rights, practices and expressions	15. Importance of ICH in society widely recognized 16. Inclusive plans and programmes recognize the importance of safeguarding ICH and foster self-respect and mutual respect	17. Communities, groups and individuals participate widely in awareness raising 18. Media are involved in awareness raising 19. Public information measures raise awareness 20. Ethical principles respected when raising awareness	21. Engagement for safeguarding ICH enhanced among stakeholders 22. Civil society contributes to monitoring safeguarding	23. Committee involves NGOs, public and private bodies, private persons 24. States Parties cooperate for safeguarding 25. States Parties engage in international networking and institutional cooperation 26. ICH Fund supports safeguarding and international engagement

Table 2: themes/indicators/factors

- **8 thematic areas**

Thematic Areas	Institutional and human capacities	Transmission and education	Inventorying and research	Policies as well as legal and administrative measures	Role of intangible cultural heritage and its safeguarding in society	Awareness raising	Engagement of communities, groups and individuals as well as other stakeholders	International engagement

- **26 core indicators**
- **86 assessment factors**

Table 2: Indicators and assessment factors

Thematic Areas	Core Indicators	Assessment According to the Following	Citations[3]
Transmission and education	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	5.1 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.	Article 14(a)(i) OD 107, OD 180(a)(ii)
		5.2 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.	Article 14(a)(i) OD 105, OD 180(a)(i) EP 11
		5.3 The diversity of learners' ICH is reflected through mother tongue or multilingual education and/or the inclusion of 'local content' within the educational curriculum.	OD 107
		5.4 Educational programmes teach about the protection of natural and cultural spaces and places of memory whose existence is necessary for expressing ICH.	Article 14(c) OD 155(e), OD 180(d) EP 5

Table 2: Indicators and assessment factors

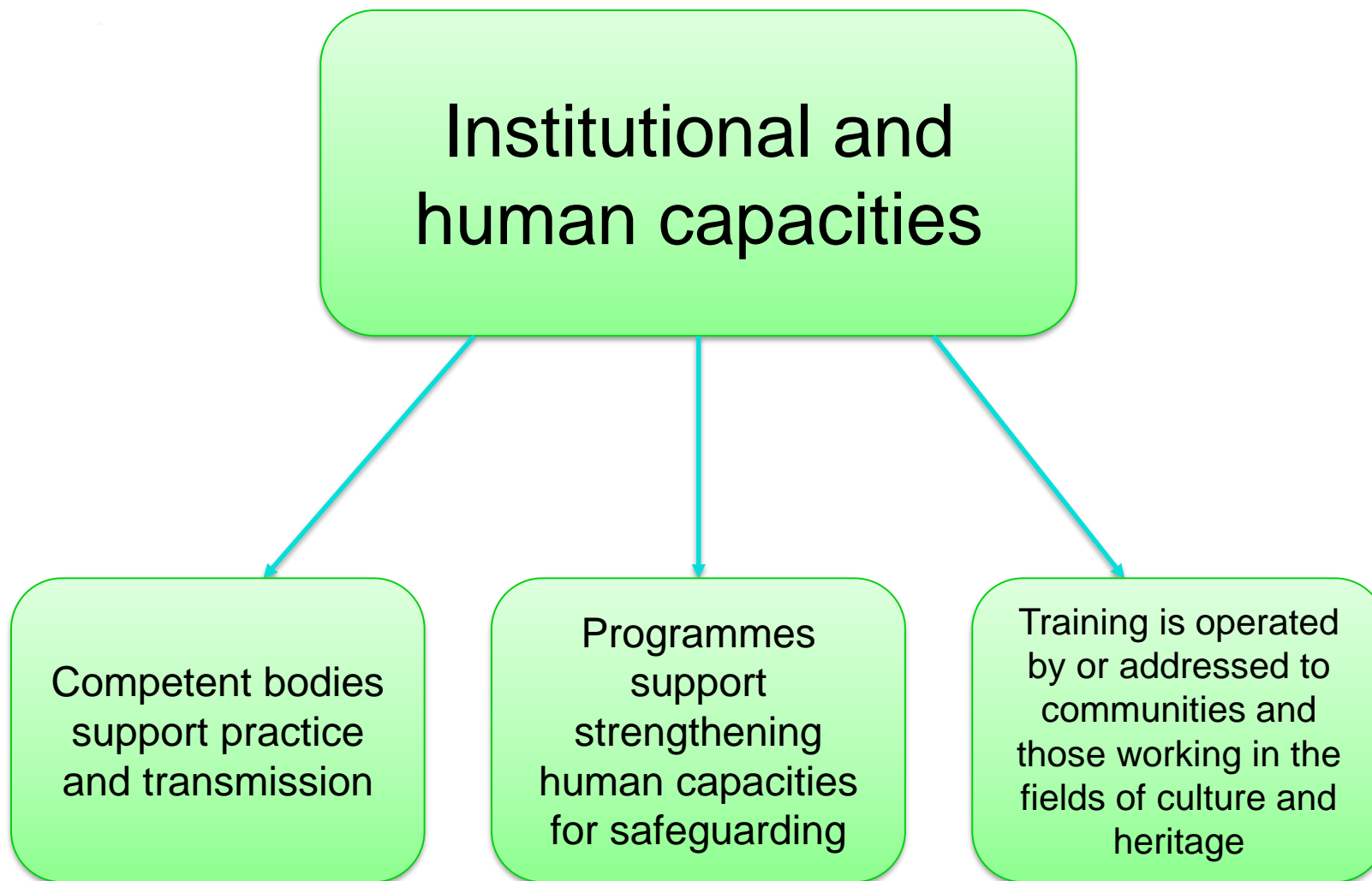| Thematic Areas	Core Indicators	Assessment According to the Following		Citations[3]
Transmission and education	4. Extent to which both formal and non-formal education strengthen the transmission of ICH and promote respect for ICH	4.1	Practitioners and bearers[6] are involved inclusively in the design and development of ICH education programmes and/or in actively presenting and transmitting their heritage.	OD 107(e)
		4.2	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.	Article 14(a)(i); Article 14(a)(ii) OD 180(a)(iii)
		4.3	Educational programmes and/or extra-curricular activities concerning ICH and strengthening its transmission, undertaken by communities, groups, NGOs or heritage institutions, are available and supported.	OD 109
		4.4	Teacher training programmes and programmes for training providers of non-formal education include approaches to integrating ICH and its safeguarding into education.	

'Extent to which…' - many actors

- **Framework includes both *initiatives* of communities, groups and individuals and *interventions* of State or others, outside the communities**

- **Extent to which never means: 'Extent to which the State Party has done X or accomplished Y', since many actors are involved**
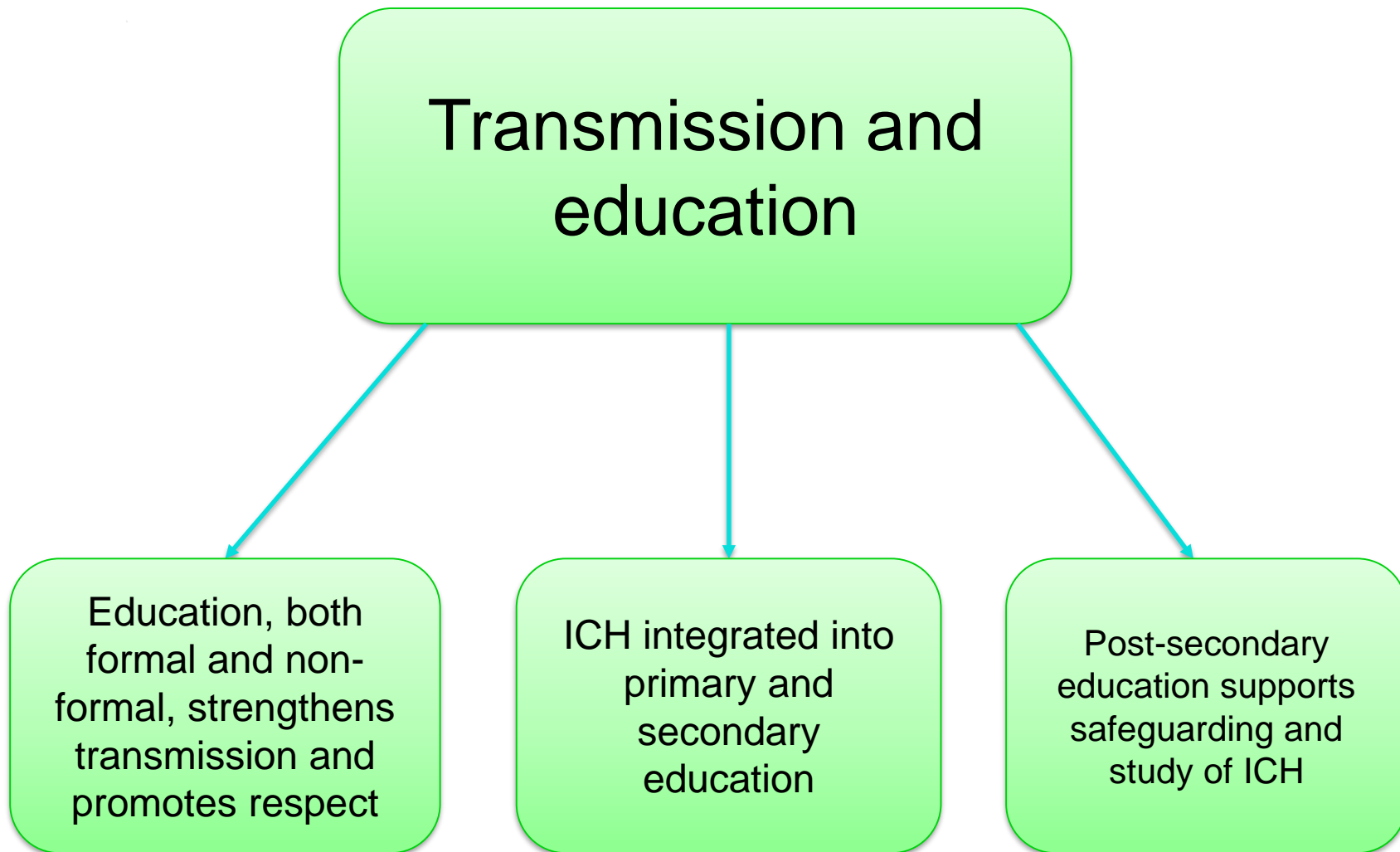
'Extent to which…' - two levels

- **Global level: the proportion or percentage of States Parties in which the given situation exists or change has been achieved, and to what degree**

- **Country level: the degree to which that given situation exists or change has been achieved, within the territory of that State**

Thematic area 1 and indicators

Institutional and human capacities

Competent bodies support practice and transmission

Programmes support strengthening human capacities for safeguarding

Training is operated by or addressed to communities and those working in the fields of culture and heritage

United Nations
Educational, Scientific and
Cultural Organization

Intangible
Cultural
Heritage

Transmission and education

Education, both formal and non-formal, strengthens transmission and promotes respect

ICH integrated into primary and secondary education

Post-secondary education supports safeguarding and study of ICH

Thematic area 3 and indicators

Inventory and research

- Inventories reflect the diversity of ICH and contribute to its safeguarding
- Inventorying process is inclusive, respects diversity, and supports safeguarding by communities and groups
- Research and documentation contribute to safeguarding
- Research findings are accessible and utilized

Thematic area 4 and indicators

Policies as well as legal and administrative measures

Cultural policies and legal and administrative measures reflect diversity of ICH and are implemented

Education policies and legal and administrative measures reflect diversity of ICH and are implemented

Policies and legal and administrative measures in fields other than culture and education reflect diversity of ICH and are implemented

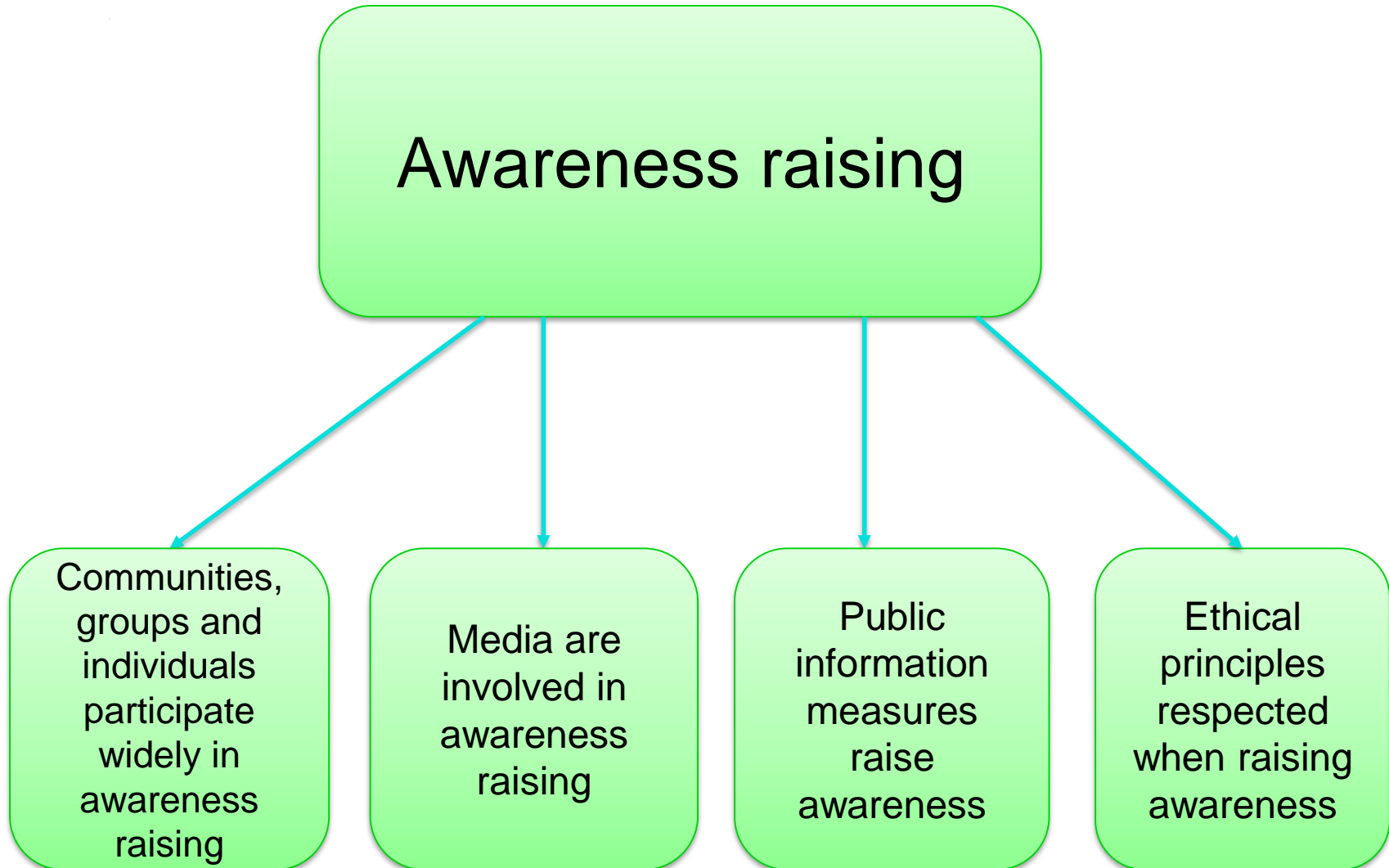Policies and legal and administrative measures respect customary rights, practices and expressions

Role of intangible cultural heritage and its safeguarding in society

Importance of ICH in society widely recognized

Inclusive plans and programmes recognize the importance of safeguarding ICH and foster self-respect and mutual respect

Awareness raising

Communities, groups and individuals participate widely in awareness raising

Media are involved in awareness raising

Public information measures raise awareness

Ethical principles respected when raising awareness
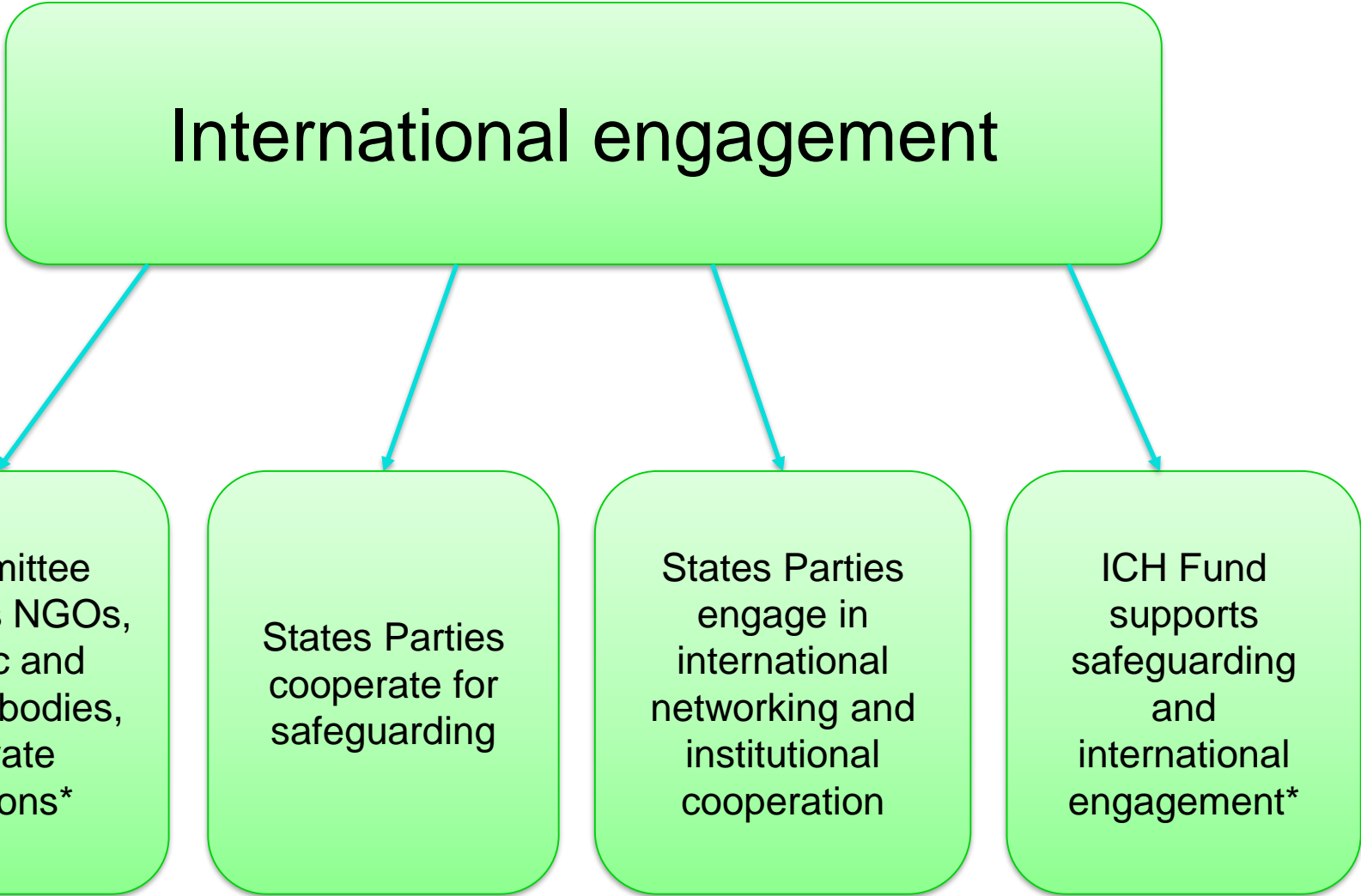
Thematic area 7 and indicators

Engagement of communities, groups and individuals as well as other stakeholders

Engagement for safeguarding ICH enhanced among stakeholders

Civil society contributes to monitoring safeguarding

Thematic area 8 and indicators

International engagement

Committee involves NGOs, public and private bodies, private persons*

States Parties cooperate for safeguarding

States Parties engage in international networking and institutional cooperation

ICH Fund supports safeguarding and international engagement*

*The indicator is monitored and reported only at the global level

Future of the overall results framework and possible implications for States Parties

Completing the results framework

- **Guidance notes for each indicator (after 7.GA and final adoption)**

- **Baselines and targets**

Results-based reporting

- **NO additional reporting obligations for States Parties**

- **ORF: opportunity to reform the existing reporting process so that it gains in both quality and usefulness**

- **Orienting the ICH-10 Perioding Reporting Form towards results reporting**

- **Possibility for States Parties to identify national baselines and future targets when reporting**

Reform of periodic reporting

- **Revision of the ODs to move to a regional cycle of national reports**

- **Capacity building to roll-out the ORF and the new periodic reporting system region by region**

New reporting cycle
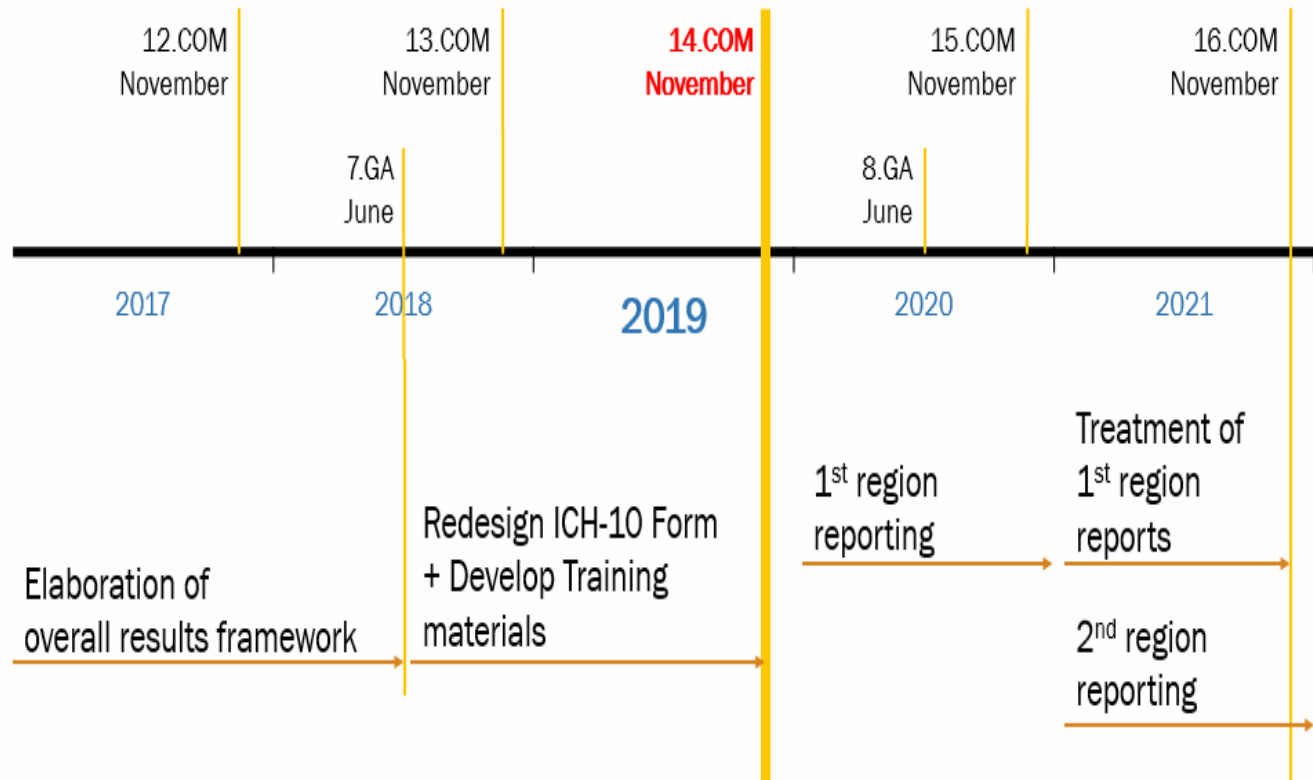
Complementary information sources and possible synergies

- **Monitoring by non-State actors from civil society, including NGOs**

- **Potential synergies with reporting mechanisms outside the Convention**

- **Special attention to the reporting mechanisms on SDGs**

- **Measuring Culture's contribution in Agenda 2030 SDGs**

Conclusions

- **Usefulness of the overall results framework at the national level**

- **Overall results framework and periodic reporting are aligned**

- **Capacity building and regional approach to allow for exchange and collaboration**