Periodic Report (Convention)

A. General information

Name of State Party
Bahamas

Date of Ratification
2014-05-15

Question A.1

Executive summary

Please provide an executive summary of the report that will allow general readers to understand the overall status of legislative, regulatory and other measures taken at the national level to implement the Convention. This should follow the organizational structure of the form.

In response to the collective initiative to identify and safeguard the intangible cultural resources, The Bahamas drafted a National Cultural Policy, which highlights and provides insight into its indigenous musical traditions and its commitment to promoting and protecting these sacred resources. To this end, in 2020, The Bahamas submitted a request to The Intangible Cultural Heritage Section of UNESCO with a view to having one of our most celebrated forms of cultural expression, the Junkanoo Festival, inscribed on the list of intangible cultural heritage in urgent need of safeguarding. This would be the first of a series of additional cultural platforms which we intend to have inscribed in the future. Safeguarding of our intangible cultural heritage is an area in our country that is unrepresented and presently being considered more seriously. The Ministry of Youth, Sports & Culture (MOYSC) - the government ministry responsible for the execution and administration of national policies, programmes and projects related to culture. The Ministry of Youth, Sports and Culture has overall responsibility for the local management and safeguarding of intangible cultural heritage and is led by a minister who is the policy maker and responsible to the Cabinet. The Division of Culture has the oversight for national cultural matters. The Permanent Secretary is responsible for all financial matters related to Culture. The Undersecretary is responsible for the overall administration of Culture. The Division of Culture is headed by the Executive Director of Culture who has the responsibility to ensure all technical matters related to Culture are put in place. There are National Coordinators is responsible for the day to day operations of various cultural elements such as Junkanoo. The government has appointed a National Junkanoo Committee whose responsibility is to advise the minister on matters relating to Junkanoo and also assist the National Junkanoo Coordinator with the implementation of Junior Junkanoo, Junkanoo Workshops and other programmes related to Junkanoo. Family Island Coordinators are
placed in various islands throughout the Family Islands who assist the National Junkanoo Coordinator in implementing the Junkanoo programs and policies in their respective islands. The ministry has established Family Island Committees in some of the islands to assist the Family Island Coordinator. Where there is no Family Island Coordinator, these committees assist with the implementation of the Junkanoo programmes and policies. All staff members of the Division of Culture are a part of the Junkanoo team that assist the Executive Director and the National Coordinator with the implementation of the management and safeguarding of Junkanoo. Although there are plans in place for safeguarding, legislature needs to be enacted and our National Cultural Policy needs to move from draft form to an actual legal document approved by Cabinet and used to guide the many programs, cultural bodies established and in tandem with the school curriculum. However, positive signs are there that this will soon be a reality which would allow us to provide a more comprehensive report during the next reporting cycle.

**Question A.2**

**Contact information of the focal point for the periodic report**

If you need to update the information related to the focal point, please write to the Secretariat (ich-reports@unesco.org) indicating the information to be updated, and the Secretariat will make necessary changes.

**Title (Ms/Mr, etc)**

Ms

**Family name**

Taylor-Crawford

**Given name**

Naomi

**Institution/position**

**Address**

**Telephone number**

**E-mail address**

nayotay@gmail.com

**Other relevant information**

**Question A.3**
Institutions and organizations involved in the preparation of the periodic report

- Governmental institutions
  
  The Division of Culture
  Ministry of Youth Sports & Culture

- National commission for UNESCO

Please provide any comments in the box below

Question A.4

Accredited Non-Governmental Organizations

For information, please find below the list of accredited NGOs located in your country, if any. You can find detailed information on each NGO, by clicking on the question mark symbol.

none

Please provide in the box below observation(s), if any, on the above-mentioned information.

N/A

Question A.5

Participation to the international mechanisms of the 2003 Convention

Question A.5.1

Elements inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding

For information, please find below the list of elements inscribed on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, if any. You can find detailed information on each element, by clicking on the question mark symbol (Periodic reporting on these elements is done under a separate set of guidelines using form ICH-11).

none

Please provide in the box below observation(s), if any, on the above-mentioned information.
Question A.5.2

Elements inscribed on the Representative List of Intangible Cultural Heritage of Humanity

For information, please find below the list of elements inscribed on the Representative List of Intangible Cultural Heritage of Humanity, if any. You can find detailed information on each element, by clicking on the question mark symbol \(\text{(the report on these elements will be made in section C of this form)}\).

none

Please provide in the box below observation(s), if any, on the above-mentioned information.

N/A

Question A.5.3

Programmes selected for the Register of Good Safeguarding Practices

For information, please find below the list of programmes selected for the Register of Good Safeguarding Practices, if any. You can find detailed information on each element, by clicking on the question mark symbol.

none

Please provide in the box below observation(s), if any, on the above-mentioned information.

N/A

Question A.5.4

Projects financed through International Assistance (Intangible Cultural Heritage Fund)

For information, please find below the list of projects financed through the ICH Fund in your country, if any. You can find detailed information on each project, by clicking on the question mark symbol.

none

Please provide in the box below observation(s), if any, on the above-mentioned information.

N/A
Question A.6

Inventories

Please provide information on the inventory or inventories of the intangible cultural heritage present in your State’s territory, as referred to in Articles 11 and 12 of the Convention and paragraph 153 of the Operational Directives. The 'Add' tab allows you to add as many inventories as you wish to include. If no inventory has been established yet in your country, leave this section blank.

1

a. Name of inventory

National Cultural Policy (Draft Document)

b. Hyperlink to the inventory (if any)

c. Responsible body

Division of Culture - Ministry of Youth Sports & Culture

d. Date of establishment

February 2.2006

e. Updated since ratification or during the reporting period (provide further details in section 7.3)

No

Date of latest update

f. Method and frequency for updating

g. Number of elements included

Eight (8)

h. Applicable domains

N/A

i. Ordering principles
j. Criteria for inclusion

k. Does the inventory record the viability of each element?

Yes

Please provide further details, if appropriate:

Several musical forms of our cultural heritage are waning due largely to the geographical layout of our islands. The vast majority of traditions and rituals derive from our rural islands and therefore lack the exposure and attention required to preserve them. Additionally, with the development and preservation of Junkanoo being the dominating focus over the years, other traditional practices and cultural forms have been overlooked. These musical forms include:
Rake-n-Scrape
Goombay
Rhyming
Anthems
Secular songs
Narrative songs
Ringplay
Junkanoo

l. Does the updating of the inventory reflect the current viability of elements included? (provide further details in section 7.3)

Yes

Please provide further details, if appropriate

See above.

m. Does the inventory identify threats to the ICH elements included?

Yes

If yes, what are the main threats you have identified?

The disintegration of indigenous musical forms due urbanization, globalization and modernization.

n. Is this a specialized inventory or an inventory of specific scope? (provide further details in section 7.2)

)
No

Name of the associated element, domain, ethnic group, geographical region, etc.

o. Is access to the inventory facilitated while respecting customary practices governing access to specific aspects of ICH? (provide further details in section 7.4)

Yes

p. Do communities, groups and NGOs participate inclusively in the inventorying process? (provide further details in section 8.1)

Yes

q. Does the inventory respect the diversity of ICH and its practitioners, including the practices and expressions of all sectors of society and all regions? (provide further details in section 8.2)

Yes

r. Does the inventory include the practices and expressions of all genders? (provide further details in section 8.2)

Yes

**Question A.7**

**Synergies with other international frameworks**

**States Parties are invited to share examples of concrete activities developed within other international frameworks which contributed to the safeguarding of ICH:**

1

**Programme/Convention/Organization**
Activity/project

Contributions to the safeguarding of intangible cultural heritage
B. Reporting against core indicators

The Section B of the form will allow you to report on your safeguarding activities and priorities according to the Overall Results Framework approved in 2018 by the General Assembly of States Parties to the 2003 Convention. Distributed in eight thematic areas, 26 core indicators have been established. To each of the indicators correspond assessment factors.

Each tab under Section B corresponds to one of the 26 indicators. The answers provided for each assessment factor determine the extent to which the indicator is satisfied. It constitutes your baseline and it is represented by a scale. You are invited to define a target for the next reporting exercise in six-year time and to explain how you intend to achieve this target, referring to the specific aspects and assessment factor(s) that the State may wish to address.
1. Extent to which competent bodies and institutions and consultative mechanisms support the continued practice and transmission of ICH

**Guidance note** corresponding to indicator 1 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#)

### Question 1.1

**Have one or more competent bodies for ICH safeguarding been designated or established?**

No

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<td><strong>Name of the body</strong></td>
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<td><strong>Brief description of the safeguarding functions of the body</strong></td>
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### Question 1.2

**Do competent bodies for safeguarding specific ICH elements exist in your country? (whether or not inscribed on one of the Lists of the 2003 Convention)**

No

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<tr>
<td><strong>Name of the body</strong></td>
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<tr>
<td><strong>Select the element if it is inscribed on one of the Lists of the 2003 Convention</strong></td>
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<tr>
<td><strong>Name of the element concerned (if it is not inscribed on one of the Lists of the 2003 Convention)</strong></td>
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<tr>
<td><strong>Brief description of the safeguarding functions of the body</strong></td>
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</tbody>
</table>
Question 1.3

Do any consultative bodies or coordination mechanisms encourage and support broad and inclusive involvement of communities, groups and individuals in ICH safeguarding and management?

No

Explain briefly how such bodies or mechanisms involve/encourage communities, groups and individuals in ICH safeguarding and management.

Question 1.4

Are institutions, organizations and/or initiatives for documenting ICH fostered and supported by the State?

Yes

Describe briefly how the State supports such institutions, organizations and/or initiatives for documenting ICH.

1. The Department of Archives was established through an act of parliament in 1971. It acts as the final repository for permanent records and archives for The Government of The Bahamas.

2. The Division of Culture

Are the documentation materials produced utilized to support the continued practice and transmission of ICH?

Yes

Describe briefly how the documentation materials are utilized for these purposes.

Question 1.5

Which of the following institutions contribute towards ICH safeguarding and management?

1.5
• Cultural centres

The Department of Culture - Manages the Annual National Arts Festival
JCNP & NJC - they ensure the transmission of the element throughout the populated islands within archipelago. They also provide funding for materials.

• Museums

Antiquities Monument and Museums Corp. (AMMC)

• Archives

The Department of Archives was established through an act of parliament in 1971. It acts as the final repository for permanent records and archives for The Government of The Bahamas.

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

Extent to which the current indicator is met:

Partially

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
2. Extent to which programmes support the strengthening of human capacities to promote safeguarding and management of ICH

Guidance note corresponding to indicator 2 of the Overall Results Framework: [English] [French] [Spanish]

**Question 2.1**

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

No

Describe briefly, using examples and focusing on the course content relevant to ICH safeguarding and management.

Do these programmes ensure inclusivity?

If yes, describe briefly how these programmes ensure inclusivity.

**Question 2.2**

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

Yes

Describe briefly, using examples and focusing on the nature of the training offered and the body providing it.

Ministry of Culture and Education facilitate a summer workshop for school age children which exposes them to cultural practices also with musical and art forms. The Ministry has designated dedicated persons to ensure these programs are available and active.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

**Question 2.3**

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

No
Describe briefly, using examples and focusing on the training offered and the organization providing it.

Do these programmes ensure inclusivity?

If yes, describe briefly how these programmes ensure inclusivity.

**Baseline and target**

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**

Minimally

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
3. Extent to which training is operated by or addressed to communities, groups and individuals, as well as to those working in the fields of culture and heritage

**Guidance note** corresponding to indicator 3 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#)

**Question 3.1**

Do training programmes provide capacity building in ICH addressed to communities, groups and individuals?

No

Describe briefly, using examples and referring to capacities built/strengthened, the training provider and the participants (incl. age and sex).

Do these programmes ensure inclusivity?

If yes, describe briefly how these programmes ensure inclusivity.

Are any of these training programmes operated by communities themselves?

Provide examples of such trainings, describing the involvement of communities in operating these programmes

**Question 3.2**

Do training programmes provide capacity building in ICH addressed on an inclusive basis to those working in the fields of culture and heritage?

No

Describe briefly, using examples and referring to capacities built/strengthened, the training provider and the participants (incl. age and sex).

Do these programmes ensure inclusivity?

If yes, describe briefly how these programmes ensure inclusivity.

**Baseline and target**

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting. The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.
Extent to which the current indicator is met:

Not satisfied

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
4. Extent to which both formal and non-formal education strengthen the transmission of ICH and promote respect for ICH

Guidance note corresponding to indicator 4 of the Overall Results Framework: English | French | Spanish

In your country, is ICH transmitted through or used as a medium of teaching and learning in the following?

- non-formal education

**Question 4.1**

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

Yes

**Explain briefly how practitioners and bearers are involved in these activities.**

Currently there is a Primary level Social Studies culture component which includes various art forms. This information was garnered from local practitioners.

There is also a Junior Junkanoo Program which includes all schools - both private and public. The Department of Culture has incorporated a dedicated Junkanoo Section with staff designation to Junior Junkanoo.

Ministry of Culture and Education facilitate a summer workshop for school age children which exposes them to cultural practices also with musical and art forms. The Ministry has designated dedicated persons to ensure these programs are available and active.

**Question 4.2**

*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

**Explain briefly, using examples, how such modes and methods of transmission are included and/or strengthened.**

Junkanoo is a national art form that is inclusive. It informally engages persons of all ages, religions and ethnic backgrounds to participate in the creation of music, dance and visual arts. Through this expressive form, musicians, artists, dancers and other creatives are birthed.
**Question 4.3**

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

Explain briefly, with examples, how these programmes strengthen ICH transmission and who provides them.

Provide additional details here of the nature of any support (financial, technical, in-kind or other) they receive.

**Question 4.4**

Do teacher training programmes and programmes for training providers of non-formal education include methods for integrating ICH and its safeguarding into education?

No

Provide additional details here of these training programmes, in particular the methods taught and the target audience.

**Baseline and target**

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**

Largely

**Target for the next report:**

Satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
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

**Guidance note** corresponding to indicator 5 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#)

<table>
<thead>
<tr>
<th>Question 5.1</th>
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<tbody>
<tr>
<td>How is ICH included in the content of relevant disciplines? (you may check several)</td>
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<tr>
<td>• Others</td>
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<tr>
<td>Programs specifically created for primary and high school competitions on all islands.</td>
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<th>Question 5.2</th>
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<tbody>
<tr>
<td>Do school students learn to respect and reflect on the ICH of their own community or group through educational programmes and curricula?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Explain briefly, with examples, how school students learn this.</td>
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<tr>
<th>Question 5.3</th>
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<tbody>
<tr>
<td>Do school students learn to respect and reflect on the ICH of others through educational programmes and curricula?</td>
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<tr>
<td>Explain briefly, with examples, how school students learn this.</td>
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<th>Question 5.4</th>
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<tr>
<td>The diversity of learners’ ICH is reflected through educational curriculum via:</td>
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<tr>
<td>• Mother tongue education</td>
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<tr>
<th>Question 5.5</th>
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<tr>
<td>Do educational programmes teach about the protection of natural and cultural spaces and places of memory whose existence is necessary for expressing ICH?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Briefly explain, giving examples, how educational programmes teach this</td>
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**Baseline and target**
The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting. The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Not satisfied

**Target for the next report:**

Not satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**
6. Extent to which post-secondary education supports the practice and transmission of ICH as well as study of its social, cultural and other dimensions

**Guidance note** corresponding to indicator 6 of the Overall Results Framework: [English] [French] [Spanish]

**Question 6.1**

Do post-secondary education institutions offer curricula and degrees that strengthen the practice and transmission of ICH in the following fields?

- **Music**
  
  Introduction to Bahamian Music is offered as a part of the Music curriculum at the University of the Bahamas Bachelor's Program. Aspects of Bahamian folklore music and culture are covered in this program.

- **Arts**

- **Technical education/training**
  
  Bahamas Training & Vocational Institute offers certification courses in the following:
  
  - Handicraft 'Straw' Craft (Hats, bags, portfolios, placemats, etc.);
  - Shell Craft
  - Coconut Shell Craft (Jewelry, broaches, hair accessories, souvenirs, etc.);
  - Art of Painting with Texture (Painting on canvas, wood, shell, t-shirts, etc.);
  - Straw Weaving Craft (Wall hangings, fruit baskets, bread baskets, etc.);
  - Soap-Making
  - Shell Carving
  - Wood Turning Craft • Junkanoo Souvenirs

- **Vocational education/training**
Question 6.2

Do post-secondary education institutions offer curricula and degrees for the study of ICH and its social, cultural and other dimensions?

No

Describe briefly, giving examples, how these programmes and degrees relate to the study of ICH.

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting.
The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

Extent to which the current indicator is met:

Partially

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
7. Extent to which inventories reflect the diversity of ICH and contribute to safeguarding

Guidance note corresponding to indicator 7 of the Overall Results Framework:
English | French | Spanish

**Question 7.1.a**

To what extent are the inventories identified in section A.6 oriented towards safeguarding of ICH?
Partially

Explain briefly, giving examples, how these inventories are oriented towards safeguarding of ICH. If you have answered ‘Not at all’ or ‘Minimally’, explain what obstacles you face in having them do so.

Workshops are offered by the Ministry of Youth Sports and Culture and they engage local practitioners to facilitate these programs which, the art of Junkanoo, Bombay and Rake-n-Scrape.

**Question 7.1.b**

To what extent do these inventories reflect the diversity of ICH present in your territory?
Partially

Explain briefly, giving examples, how these inventories reflect the diversity of ICH. If you have answered ‘Not at all’ or ‘Minimally’, explain what obstacles you face in so doing.

These cultural practices and events are inclusive of different age groups, ethnic backgrounds and genders.

**Question 7.2**

Do specialized inventories and/or inventories of various scopes also contribute to the safeguarding of ICH and reflect its diversity?
No

Based on your response in section A.6 Inventories,

explain how such specialized inventories and/or inventories of various scopes contribute to the safeguarding of ICH and reflect its diversity

**Question 7.3**

To what extent are existing inventories regularly updated, taking into account the current viability of the elements included therein?
Minimal

Based on your response in section (f) and (l) of A.6 Inventories, explain the method(s) of updating the inventories, giving examples of how those take into account and reflect the current viability of the inventoried elements.

**Question 7.4.a**

To what extent is access to ICH inventories facilitated, while respecting customary practices governing access to specific elements of ICH?

Not at all

Based on your response in section (o) of A.6 Inventories, explain briefly, giving examples, how this is accomplished.

**Question 7.4.b**

To what extent are ICH inventories utilized to strengthen safeguarding?

Minimally

Explain briefly, giving examples, how the ICH inventories are utilized to strengthen ICH safeguarding. If you have answered 'Not at all' or 'Minimally', please explain what obstacles you face in having them do so.

We have very limited experience in listing inventories; we are just becoming familiar with the process.

**Baseline and target**

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**

Partially

**Target for the next report:**

Not satisfied
Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
8. Extent to which the inventorying process is inclusive, respects the diversity of ICH and its practitioners, and supports safeguarding by communities, groups and individuals concerned

Guidance note corresponding to indicator 8 of the Overall Results Framework: English | French | Spanish

| Question 8.1 |
| To what extent do communities, groups and relevant NGOs participate inclusively in inventorying, thus informing and strengthening their safeguarding efforts? | Large |

Based on your response in section (p) of A.6 Inventories, explain briefly, giving examples, how this is accomplished.

Collaboration with various NGO’s and a broad range of private cultural practitioners.

| Question 8.2 |
| To what extent does the inventorying process in your country respect the diversity of ICH and its practitioners, including the practices and expressions of all sectors of society, all genders and all regions? | Largely |

Based on your response in section (q) and (r) of A.6 Inventories, explain briefly what measures are taken to ensure respect for diversity of ICH and its practitioners as well as gender inclusiveness in the inventorying process.

Collaboration with various NGO’s and a broad range of private cultural practitioners involving various age groups, genders, representatives from the various islands and socio-economic groups.

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**

Satisfied
**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
9. Extent to which research and documentation, including scientific, technical and artistic studies, contribute to safeguarding

**Guidance note** corresponding to indicator 9 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#)

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**Question 9.1**

Are there any financial or other forms of support oriented towards safeguarding in one or more of the fields below? (please only include those in conformity with the Ethical Principles):

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**Question 9.2**

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

Yes

Describe briefly the research conducted, in particular the impacts studied.

In general terms it is supported, however in literal terms it's not prioritised or financially supported at this time.

---

**Question 9.3**

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

Describe briefly the nature of practitioners’ and bearers’ participation and how their consent is secured.

Junkanoo practitioners and bearers are actively involved in programs offered specifically in artistic and technical studies.

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**Baseline and target**

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting.

The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**
Partially

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
10. Extent to which research findings and documentation are accessible and are utilized to strengthen policy-making and improve safeguarding

**Guidance note** corresponding to indicator 10 of the Overall Results Framework:  
[English](#) | [French](#) | [Spanish](#)

**Question 10.1**

Are documentation and research findings made accessible to communities, groups and individuals, while respecting customary practices governing access to specific aspects of ICH?

Limited

Provide any additional details here.

The research is currently in draft form, therefore it is not yet considered to be an official document for public distribution at this time.

**Question 10.2**

Are the results of research, documentation, and scientific, technical and artistic studies on ICH utilized to strengthen policy-making across different sectors?

Limited

Provide any additional details here.

**Question 10.3**

Are the results of research, documentation, and scientific, technical and artistic studies on ICH utilized to improve safeguarding?

Limited

Provide any additional details here.

**Baseline and target**

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting.  
The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Minimally
**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
11. Extent to which policies as well as legal and administrative measures in the field of culture reflect the diversity of ICH and the importance of its safeguarding and are implemented

Guidance note corresponding to indicator 11 of the Overall Results Framework:
[English] [French] [Spanish]

<table>
<thead>
<tr>
<th>Question 11.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have cultural policies and/or legal and administrative measures been established (or revised) and implemented that incorporate ICH and its safeguarding and reflect its diversity?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of the policy/measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is the policy/measure being implemented?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief description</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 11.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have national or sub-national strategies and/or action plans for ICH safeguarding been established (or revised) and implemented?</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

| Describe briefly the strategies and/or action plans and how they contribute towards safeguarding ICH. |

| Are there plans designed for safeguarding specific elements (whether or not inscribed on the Lists of the 2003 Convention)? |
| If yes, provide details. |

<table>
<thead>
<tr>
<th>Question 11.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is public financial and/or technical support for the safeguarding of ICH elements (whether or not inscribed on the Lists of the 2003 Convention) provided on an equitable basis in relation to the support given to culture and heritage as a whole?</td>
</tr>
</tbody>
</table>
Describe briefly, giving examples, the nature of the support provided and how equitability is ensured.

Do these forms of support prioritize ICH in need of urgent safeguarding?

Please explain how this is done or, if not, why this is the case.

Question 11.4

Are cultural policies and/or legal and administrative measures that incorporate ICH and its safeguarding informed by the active participation of communities, groups and individuals?

Not applicable

Explain briefly, giving examples, how these policies and/or measures are informed by the active participation of communities, groups and individuals.

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

Extent to which the current indicator is met:

Not satisfied

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
12. Extent to which policies as well as legal and administrative measures in the field of education reflect the diversity of ICH and the importance of its safeguarding and are implemented

**Guidance note** corresponding to indicator 12 of the Overall Results Framework:  
[English](#) | [French](#) | [Spanish](#)

### Question 12.1

Have policies and/or legal and administrative measures for education been established (or revised) and implemented to ensure recognition of, respect for and enhancement of intangible cultural heritage?

<table>
<thead>
<tr>
<th>No</th>
<th>1</th>
</tr>
</thead>
</table>

#### It is a

**Name of the policy/measure**

**Established**

**Revised**

**Is the policy/measure being implemented?**

**Brief description**

### Question 12.2

Have policies and/or legal and administrative measures for education been established (or revised) and implemented to strengthen transmission and practice of ICH?

<table>
<thead>
<tr>
<th>No</th>
<th>1</th>
</tr>
</thead>
</table>

#### It is a

**Name of the policy/measure**

**Established**

**Revised**

**Is the policy/measure being implemented?**

**Brief description**
Question 12.3

Have policies and/or legal and administrative measures for education been established (or revised) and implemented that promote mother tongue instruction and multilingual education?

No

It is a

Name of the policy/measure

Established

Revised

Is the policy/measure being implemented?

Brief description

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

Extent to which the current indicator is met:

Not satisfied

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
13. Extent to which policies as well as legal and administrative measures in fields other than culture and education reflect the diversity of ICH and the importance of its safeguarding and are implemented

**Guidance note** corresponding to indicator 13 of the Overall Results Framework: English | French | Spanish

### Question 13.1

Are the Ethical Principles for Safeguarding Intangible Cultural Heritage respected in development plans, policies and programmes?

Yes

Provide additional explanation, indicating the sector involved.

### Question 13.2

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?

Yes

In which of the following themes, policies and/or legal administrative measures have been established or revised?

### Question 13.3

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?

No

Provide any additional details

### Question 13.4

Have policies and/or legal and administrative measures for inclusive economic development been established that consider ICH and its safeguarding?

Yes

In which of the following themes, policies and/or legal administrative measures have been established or revised?

- Income generation and sustainable livelihoods
Steps are being made towards to regularizing these areas to create industry and sustainable employment.

- Productive employment and decent work

Steps are being made towards to regularizing these areas to create industry and sustainable employment.

**Question 13.5**

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

Yes

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

Yes

If yes, explain how measures or incentives ensure the availability of natural and other resources required for the practice of ICH.

Government funding is allotted for festivals, workshops, instruction, purchase of supply.

**Baseline and target**

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**

Largely

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
14. Extent to which policies as well as legal and administrative measures respect customary rights, practices and expressions, particularly as regards the practice and transmission of ICH

Guidance note corresponding to indicator 14 of the Overall Results Framework:
English | French | Spanish

Question 14.1

Are forms of legal protection, such as intellectual property rights and privacy rights, available to communities, groups and individuals when their ICH is exploited by others for commercial or other purposes?

No

Provide any details with regard to (a) intellectual property rights and (b) privacy rights.

Question 14.2

Do policies and/or legal and administrative measures recognize the importance of protecting the customary rights of communities and groups to land, sea and forest ecosystems necessary for the practice and transmission of ICH?

Yes

Explain briefly, giving examples, how policies and/or legal and administrative measures recognize this.

Government provides access to land and sea space for the practice and transmission of ICH such as national festivities

Question 14.3

Do policies and/or legal and administrative measures recognize expressions, practices and representations of intangible cultural heritage that contribute to peaceful conflict prevention and resolution?

Yes

Explain briefly, giving examples, how policies and/or legal and administrative measures recognize these.

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.
Extent to which the current indicator is met:

Largely

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
15. Extent to which the importance of ICH and its safeguarding in society is recognized, both by the communities, groups and individuals concerned and by the society at large

Guidance note corresponding to indicator 15 of the Overall Results Framework: English | French | Spanish

Question 15.1

Do communities, groups and individuals use their ICH for well-being, including in the context of sustainable development programmes?

Yes

Describe briefly, giving examples, how they do so.

straw-crafters to use

Question 15.2

Do communities, groups and individuals use their ICH for dialogue promoting mutual respect, conflict resolution and peace-building?

Yes

Describe briefly, giving examples, how they use their ICH for one or more of these purposes.

The practice of Junkanoo creates a natural framework which promotes unity, teamwork, philanthropy, conflict resolution and a sense of community.

Question 15.3

Do development interventions recognize the importance of ICH in society?

Yes

If so, how do development interventions recognize the importance of ICH?

• As a source of identity and continuity

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.
Extent to which the current indicator is met:

Largely

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
16. Extent to which the importance of safeguarding ICH is recognized through inclusive plans and programmes that foster self-respect and mutual respect.

Guidance note corresponding to indicator 16 of the Overall Results Framework: English | French | Spanish

Question 16.1

Are ICH safeguarding plans and programmes inclusive of all sectors and strata of society, including:

- Groups with different ethnic identities
  All cultural practices support diversity.

- Migrants, immigrants and refugees
  All cultural practices support diversity and have always been inclusive of all nationalities.

- People of different ages
  Specific programs have been introduced to include school age children creating greater balance in age groups and inclusion.

- People of different genders

- Persons with disabilities
  Accommodations have been put in place to support participation of persons with disabilities in various cultural events and festivals.

Question 16.2
Do safeguarding plans and programmes for ICH in general and/or for specific elements of ICH (whether or not inscribed on the Lists of the 2003 Convention) foster self-respect within and mutual respect between communities, groups and individuals?

Yes

Explain briefly how they foster self-respect within and mutual respect between communities, groups and individuals, providing examples.

Planning processes provide opportunities for input from practitioners and seeks their advice, which is a display of mutual respect and inclusion.

**Baseline and target**

The *first scale* below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a *baseline* for future reporting. The *second scale* allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this *target*.

**Extent to which the current indicator is met:**

Satisfied

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
17. Extent to which communities, groups and individuals participate widely in raising awareness about the importance of ICH and its safeguarding

Guidance note corresponding to indicator 17 of the Overall Results Framework: English | French | Spanish

**Question 17.1**

Do awareness-raising actions reflect the widest possible and inclusive participation of the concerned communities, groups and individuals?

Yes

Describe briefly, giving examples, how participation is ensured. If it is not, please explain why.

**Question 17.2**

Do awareness-raising activities concerning specific elements of intangible cultural heritage secure free, prior, sustained and informed consent of the concerned communities, groups and individuals?

Yes

Describe briefly, giving examples, how their consent is secured.

**Question 17.3**

Are there mechanisms in place that duly protect the rights of communities, groups and individuals, and their moral and material interests during awareness raising activities about their ICH?

No

Explain briefly, giving examples, how these mechanisms protect the rights of communities, groups and individuals and their moral and material interests during awareness raising activities.

**Question 17.4**

Are there mechanisms in place that facilitate the active engagement of youth in awareness-raising activities?

Yes

Describe briefly, giving examples, what mechanisms exist to facilitate their active engagement. If ‘no’, please explain why not.
A Junior Junkanoo Festival has been introduced for school aged children which provides a hands-on educational component and generates critical exposure to this cultural form with a view to ensuring its sustainability.

Are youth engaged in collecting and disseminating information about the intangible cultural heritage of their communities or groups?

Yes

Describe briefly how young people are engaged, giving examples.

The Junior Junkanoo Festival was launched in 1988 with a view to ensuring the sustainability of the very rich cultural expression called Junkanoo. Targeting participation of school aged children from the primary and high school population across The Bahamas, it provides a hands-on educational component and critical exposure for youngsters to what is considered to be one the Bahamas' most notable forms of cultural expression.

The Department of Culture hosts summer cultural programmes incorporating various cultural art forms such as dance, music, Junkanoo, art, drama, drumming, etc. This is available to all youngsters between the ages of 5 - 15 years old.

Question 17.5

Do communities, groups and individuals use information and communication technologies or any other form of media, in particular new media, for raising awareness of the importance of ICH and its safeguarding?

Yes

Explain briefly, giving examples, which ICTs and media are used for awareness raising and how they are used.

Most groups and communities utilize various social media platforms for promoting cultural events and for educating the general public.

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

Extent to which the current indicator is met:

Largely

Target for the next report:
Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
18. Extent to which media are involved in raising awareness about the importance of ICH and its safeguarding and in promoting understanding and mutual respect

**Guidance note** corresponding to indicator 18 of the Overall Results Framework:  
[English](#) | [French](#) | [Spanish](#)

<table>
<thead>
<tr>
<th>Question 18.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does media coverage:</td>
</tr>
<tr>
<td>• None of the two</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 18.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do various ICH stakeholders and media organizations jointly establish and implement specific cooperation activities or programmes concerning ICH, including capacity-building activities?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

**Describe, using examples, such joint cooperation activities or programmes.**

Organizers of events often partner with radio houses to cover events in order to reach a broader audience.

**Describe in particular any capacity-building activities in this area, with examples.**

<table>
<thead>
<tr>
<th>Question 18.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media programming on ICH:</td>
</tr>
<tr>
<td>• Is inclusive</td>
</tr>
<tr>
<td>• Addresses different target groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 18.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is media coverage of intangible cultural heritage and its safeguarding in line with the concepts and terminology of the Convention?</td>
</tr>
<tr>
<td>Limited</td>
</tr>
</tbody>
</table>
Provide any additional explanation.

**Baseline and target**

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**

Partially

**Target for the next report:**

Not satisfied

**Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:**
19. **Extent to which public information measures raise awareness about the importance of ICH and its safeguarding and promote understanding and mutual respect.**

**Guidance note** corresponding to indicator 19 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#)

**Question 19.1**

Do policies and programmes publicly acknowledge the practitioners and bearers of ICH on an inclusive basis?

Yes

Describe briefly, giving examples, how policies and programmes do this.

Input from practitioners is encouraged in the formation of related policies and guidelines.

Describe in particular measures to ensure that they do so inclusively.

**Question 19.2**

Are public events organized that concern ICH, its importance and safeguarding, as well as the Convention?

Yes

**Are these events organized for:**

- Communities, groups and individuals
- General public

**Question 19.3**

Are programmes for promotion and dissemination of good safeguarding practices encouraged and supported?

Yes

Explain briefly, giving examples, how such programmes are encouraged and supported.

**Question 19.4**
Does public information on ICH promote mutual respect and appreciation within and between communities and groups?
Yes

Explain briefly, using examples, how public information on ICH promotes this.

**Baseline and target**

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Satisfied

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
20. Extent to which programmes raising awareness of ICH respect the relevant ethical principles

**Guidance note** corresponding to indicator 20 of the Overall Results Framework:
[English](#) | [French](#) | [Spanish](#)

**Question 20.1**

Are the *Ethical Principles* for Safeguarding Intangible Cultural Heritage respected in awareness-raising activities?

Yes

Describe briefly, giving examples, how the Ethical Principles are respected in awareness-raising activities.

**Question 20.2**

Are ethical principles, as embodied in relevant professional codes or standards, respected in awareness-raising activities?

Yes

Describe briefly how professional codes and standards are respected in awareness-raising activities.

**Baseline and target**

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**

Satisfied

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
21. Extent to which engagement for safeguarding ICH is enhanced among stakeholders

**Guidance note** corresponding to indicator 21 of the Overall Results Framework:
[English](#) | [French](#) | [Spanish](#)

**Question 21.1**

Do communities, groups and individuals participate on an inclusive basis, and to the widest possible extent, in the safeguarding of ICH in general or specific elements, (whether or not inscribed on the Lists of the 2003 Convention)?

Some

Describe briefly, giving examples, how community, group and individual participation is secured.

Describe in particular measures to ensure that this is inclusive.

**Question 21.2**

Do NGOs and other civil society actors participate in the safeguarding of ICH in general and of specific elements of ICH (whether or not inscribed)?

Some

Explain briefly, giving examples, how NGO and civil society participation in ICH safeguarding is ensured.

**Question 21.3**

Do private sector entities participate in the safeguarding of ICH, and of specific elements of ICH (whether or not inscribed), while respecting the Ethical Principles of Safeguarding of ICH?

Limited

Describe private sector participation in ICH safeguarding briefly, giving examples, and explain how the Ethical Principles are respected.

**Baseline and target**

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting. The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.

**Extent to which the current indicator is met:**
Partially

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
22. Extent to which civil society contributes to monitoring of ICH safeguarding

Guidance note corresponding to indicator 22 of the Overall Results Framework:
English | French | Spanish

**Question 22.1**

Does an enabling environment exist for communities, groups and individuals to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?

No

Describe briefly, giving examples, how communities, groups and individuals can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.

**Question 22.2**

Does an enabling environment exist for NGOs and other civil society bodies to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?

No

Describe briefly, giving examples, how NGOs and other civil society bodies can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.

**Question 22.3**

Does an enabling environment exist for scholars, experts, research institutions and centres of expertise to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?

No

Describe briefly, giving examples, how scholars, experts, research institutions and centres of expertise can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.

**Baseline and target**

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting. The **second scale** allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this **target**.
### Extent to which the current indicator is met:

Not satisfied

### State Party-established target

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
23. Number and geographic distribution of NGOs, public and private bodies, and private persons involved by the Committee in an advisory or consultative capacity (this indicator is monitored and reported by the Secretariat at the global level)

Guidance note corresponding to indicator 23 of the Overall Result Framework:
English | French | Spanish
24. Percentage of States Parties actively engaged with other States Parties in cooperation for safeguarding

Guidance note corresponding to indicator 24 of the Overall Result Framework: English | French | Spanish

**Question 24.1**

Is there cooperation to implement safeguarding measures for ICH in general at:

- Bilateral level

**Question 24.2**

Is there cooperation to implement safeguarding measures for specific elements of ICH, in particular those in danger, those present in the territories of more than one State, and cross-border elements at:

- Bilateral level

**Question 24.3**

Are information and experience about ICH and its safeguarding, including good safeguarding practices, exchanged with other States Parties?

No

Explain briefly, using examples, how such exchanges operate, their purpose(s) and outcome(s).

**Question 24.4**

Have you ever shared documentation concerning an element of ICH present on the territory of another State Party with it?

No

Describe any relevant case(s), naming the element and the other State(s) Party(ies) involved.

**Baseline and target**

The **first scale** below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a **baseline** for future reporting. The **second scale** allows you, on a voluntary basis, to define a target for the next reporting
exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.

**Extent to which the current indicator is met:**

Minimally

**Target for the next report:**

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
25. Percentage of States Parties actively engaged in international networking and institutional cooperation

Guidance note corresponding to indicator 25 of the Overall Result Framework: English | French | Spanish

**Question 25.1**

Do you participate in the activities of any category 2 centre for ICH?

No

1

Choose a category 2 centre

- 

Describe the activities and your country’s involvement.

**Question 25.2**

Is international networking among communities, groups and individuals, NGOs, experts, centres of expertise and research institutes that are active in the field of ICH encouraged and supported?

Yes

Describe briefly, giving examples, specifying the partners involved and how networking is encouraged and supported.

**Question 25.3**

Do you participate in ICH-related activities of international and regional bodies other than UNESCO?

Yes

1

International and regional bodies

CARICOM (Caribbean Community)

ICH-related activity/project

Contributions to the safeguarding of intangible cultural heritage

2
International and regional bodies

Inter-American Development Bank

ICH-related activity/project

Contributions to the safeguarding of intangible cultural heritage

3

International and regional bodies

Organization of American States

ICH-related activity/project

Contributions to the safeguarding of intangible cultural heritage

4

International and regional bodies

WHO (World Health Organization)

ICH-related activity/project

Contributions to the safeguarding of intangible cultural heritage

5

International and regional bodies

WTO (World Tourism Organization)

ICH-related activity/project

Contributions to the safeguarding of intangible cultural heritage

Baseline and target

The first scale below automatically indicates the extent to which this indicator is met based on the information provided above. It constitutes a baseline for future reporting. The second scale allows you, on a voluntary basis, to define a target for the next reporting exercise, in six-year time, and a text box allows you to explain how you intend to achieve this target.
Extent to which the current indicator is met:

Largely

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
26. ICH Fund effectively supports safeguarding and international engagement (this indicator is monitored and reported by the Secretariat at the global level)

Guidance note corresponding to indicator 26 of the Overall Result Framework:
[English] [French] [Spanish]
C

C. Status of elements inscribed on the Representative List

Please complete all points below for each element of intangible cultural heritage present in the State's territory that has been inscribed on the Representative List. Refer to the nomination file as the basis for reporting on the current status of the element and report only on relevant changes since the date of inscription on the List or since the last report. Nomination files and earlier reports are available at [https://ich.unesco.org](https://ich.unesco.org) or on request at the Secretariat.

The State Party shall pay special attention to the role of gender and shall endeavour to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of each report, and is asked in point C.7 below to describe how it has done so.

none

**Question C.1**

C.1. Social and cultural functions

Explain the social and cultural functions and meanings of the element today, within and for its community, the characteristics of the bearers and practitioners, and any specific roles or categories of persons with special responsibilities towards the element, among others. Attention should be given to any relevant changes related to inscription criterion R.1 (‘the element constitutes intangible cultural heritage as defined in Article 2 of the Convention’).

N/A

**Question C.2**

C.2. Assessment of its viability and current risks

Describe the current level of viability of the element, particularly the frequency and extent of its practice, the strength of traditional modes of transmission, the demographics of practitioners and audiences and its sustainability. Please also identify and describe the threats, if any, to the element's continued transmission and enactment and describe the severity and immediacy of such threats.

N/A

**Question C.3**

C.3. Contribution to the goals of the List
Describe how the inscription of the element has contributed to ensuring visibility of the intangible cultural heritage and raising awareness at the local, national and international levels of its importance. Explain how its inscription has contributed to promoting respect for cultural diversity and human creativity, and mutual respect among communities, groups and individuals.

N/A

**Question C.4**

**C.4. Efforts to promote or reinforce the element**

Describe the measures that have been implemented to promote and reinforce the element, particularly detailing any measures that might have been necessary as a consequence of its inscription.

N/A

**Question C.5**

**C.5. Community participation**

Describe the participation of communities, groups and individuals as well as relevant non-governmental organizations in safeguarding the element and their commitment to its further safeguarding.

N/A

**Question C.6**

**C.6. Institutional context**

Report on the institutional context for the element inscribed on the Representative List, including:

a. the competent body(ies) involved in its management and/or safeguarding;
b. the organization(s) of the community or group concerned with the element and its safeguarding.

N/A

**Question C.7**

**C.7. Participation of communities in preparing this report**
Describe the measures taken to ensure the widest possible participation of the communities, groups and, where applicable, individuals concerned as well as relevant non-governmental organizations during the process of preparation of this report.

N/A
The report should conclude with the original signature of the official empowered to sign it on behalf of the State, together with his or her name, title and the date of submission.

Name
Desmond F Edwards

Title
Ambassador and Permanent Delegate to UNESCO

Date
28-04-2021

Signature
<signed>