Periodic Report (Convention)

A. General information

Name of State Party
Barbados

Date of Ratification
2008-10-02

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.

This report outlines the efforts taken by the Government of Barbados and its stakeholders, inclusive of cultural heritage civil society organisations, in the implementation of the 2003 UNESCO Convention on the Safeguarding of Intangible Cultural Heritage.

The Division of Culture within the Prime Minister’s Office is mandated by the Government of Barbados to oversee the protection, safeguarding, maintenance and promotion of Barbados’ intangible cultural heritage, the safeguarding of which is central to Barbados’ cultural development and national identity. This importance is largely reflected in the objectives of the National Cultural Policy of Barbados and the programmes, agendas and workplans of the respective cultural agencies and institutions, NGOs, and civil society and community organizations working with intangible heritage.

Since the last reporting period, the government has put in place a National Intangible Cultural Heritage Committee to oversee the implementation of the Convention in Barbados.

Challenges remain in that there still is no national ICH inventory in place, and the numerous smaller inventories in place are a bit ad hoc in the documentation work being undertaken, and the information is not collected in a systematic and uniformed way across the various entities. The reporting process therefore highlights an urgent need for a national intangible cultural heritage inventory to ensure that Barbados’ intangible cultural heritage is preserved for future generations. Safeguarding initiatives are still limited in their scope with further capacity-building required in these areas. The report is therefore, an important step in Barbados’ commitment to the creation of a national inventory and its intention to facilitate and conduct inventory training and other safeguarding measures in collaboration with UNESCO and other relevant agencies.
In recognition of the participatory nature of the Convention and the importance of community involvement and the numerous organizations and individuals involved with identifying, documenting, transmission and safeguarding of Barbados’ intangible heritage, the completion of this report was undertaken within the context of a wide stakeholder consultation process to include organizations and groups: the Barbados Government Information Service, the Ministry of Education, Technical and Vocational Training, the Caribbean Broadcasting Corporation, the Barbados Archives Department, the Barbados National Library Service, the Pinelands Creative Workshop, Dancin’ Africa, Barbados Museum and Historical Society, the Community Independence Celebration Secretariat, Haynesville Youth Club, the University of the West Indies, Heritage Teas Barbados and other intangible cultural heritage experts and stakeholders, many of who are represented on the National Intangible Cultural Heritage Committee such as Rodney Grant, Peggy McGeary, Esther Phillips and Wayne ‘Poonka’ Willock.

**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**

Mascoll

**Given name**

Karen

**Institution/position**

Cultural Policy Officer Ministry of Creative Economy, Culture and Sports Secretary National Intangible Cultural Heritage Committee

**Address**

c/o Division of Culture, Prime Minister’s Office Ground Floor, Haggatt Hall St, Michael

**Telephone number**

+246 621-2700
E-mail address
karen.mascoll@barbados.gov.bb

Other relevant information

**Question A.3**

Institutions and organizations involved in the preparation of the periodic report

- **Governmental institutions**
  
  Ministry of Education, Technical and Vocational Training, the Barbados Archives Department, the Barbados National Library Service, the Barbados Investment and Development Corporation (BIDC), Caribbean Broadcasting Corporation Barbados, the Barbados Government Information Service (BGIS Barbados), the Community Independence Celebrations Secretariat

- **National commission for UNESCO**
  
  The National Commission provided support along with the Division of Culture in coordinating sessions with stakeholders

- **Cultural centres**
  
  Pinelands Creative Workshop, Israel Lovell Foundation, Dancing Africa, Haynesville Community Group, Rhema ACTS, Mustard Seed Productions, Model Patrol, the Barbados Muslim Association

- **Research institutions**
  
  The Biocultural Education and Research Programme

- **Universities**
  
  The University of the West Indies Cave Hill Campus
• Museums

The Barbados Museum and Historical Society

• NGOs

Pinelands Creative Workshop, Israel Lovell Foundation, Dancing Africa, Haynesville Community Group, The Biocultural Education and Research Programme, Rhema ACTS, Mustard Seed Productions, Model Patrol, the Barbados Muslim Association

Please provide any comments in the box below

Organizations provided detailed information regarding their work in identifying, documenting, safeguarding and providing training in relation to Barbados' ICH. This was used as the basis for the data provided in this report and was undertaken through a wide consultation process with all partners.

**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.

Barbados presently has no accredited NGOs

**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).
Barbados has no inscribed elements

**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 (*the report on these elements will be made in section C of this form*).

Barbados has no inscribed elements

**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.

No programmes have been selected

**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.

To date, no projects have received international assistance from the ICH Fund

**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

Registry- National Cultural Foundation

b. Hyperlink to the inventory (if any)

c. Responsible body

National Cultural Foundation

d. Date of establishment

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

Date of latest update

f. Method and frequency for updating

g. Number of elements included

h. Applicable domains

i. Ordering principles

j. Criteria for inclusion

k. Does the inventory record the viability of each element?
No

Please provide further details, if appropriate:

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

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

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

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

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)

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

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)

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

2

a. Name of inventory
b. Hyperlink to the inventory (if any)

c. Responsible body

Barbados Archives Department

d. Date of establishment

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

f. Method and frequency for updating

g. Number of elements included

h. Applicable domains

i. Ordering principles

j. Criteria for inclusion

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

Please provide further details, if appropriate:

l. Does the updating of the inventory reflect the current viability of elements included?

(provide further details in section 7.3)

Please provide further details, if appropriate

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

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

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

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)

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

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)

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

3

a. Name of inventory

Registry - Community Independence Celebrations Secretariat

b. Hyperlink to the inventory (if any)

c. Responsible body

Community Independence Celebrations Secretariat

d. Date of establishment

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

Date of latest update

f. Method and frequency for updating

g. Number of elements included

h. Applicable domains
i. Ordering principles

j. Criteria for inclusion

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

Please provide further details, if appropriate:

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

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

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

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

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)

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

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)

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

Registry - Cultural Policy and Research Section

b. Hyperlink to the inventory (if any)

c. Responsible body

Cultural Policy and Research Section

d. Date of establishment

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

Date of latest update

f. Method and frequency for updating

g. Number of elements included

h. Applicable domains

i. Ordering principles

j. Criteria for inclusion

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

Please provide further details, if appropriate:

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

Please provide further details, if appropriate

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

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

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

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

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)

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

5

a. Name of inventory

Registry- Barbados Investment and Development Corporation

b. Hyperlink to the inventory (if any)

c. Responsible body

Barbados Investment and Development Corporation

d. Date of establishment

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

f. Method and frequency for updating
g. Number of elements included

h. Applicable domains

i. Ordering principles

j. Criteria for inclusion

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

Please provide further details, if appropriate:

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

m. Does the inventory identify threats to the ICH elements included? If yes, what are the main threats you have identified?

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

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)

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

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)

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

1972 Convention Concerning the Protection of the World Cultural and Natural Heritage

**Activity/project**

There are varying activities which focus on the promotion of ICH being practiced within Barbados’ World Heritage property: Historic Bridgetown and its Garrison. Barbados' intangible cultural heritage traditions are often performed and practiced within the site. Similarly, for the upcoming World Heritage nomination on the Story of Sugar and Rum, elements of the rum shop culture and other traditions in relation to sugar and rum production in Barbados are being examined

**Contributions to the safeguarding of intangible cultural heritage**

These activities will promote country wide awareness of these elements. These elements will also be documented in the preparation of the nomination dossier in relation to the properties and could be classified as inventories.

2

**Programme/Convention /Organization**

Other international frameworks

**Activity/project**

Memory of the World

Activity/project Through the UNESCO Memory of the World Programme, Barbados has registered elements which have strong implications for its intangible heritage, such as – An African Song or Chant from Barbados; Documentary heritage of enslaved peoples of the Caribbean, Federal Archives Fonds, Nita Barrow Collection; West Indian Labourers at the Panama Canal; and The West Indian Commission Papers

**Contributions to the safeguarding of intangible cultural heritage**
These activities contribute to greater awareness of elements
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?
Yes

Name of the body

National Intangible Cultural Heritage Committee

Brief description of the safeguarding functions of the body

The Committee is responsible for:

(a) the identification and definition of the different elements of intangible cultural heritage present in their territories;
(b) the drawing up of inventories;
(c) the elaboration and implementation of programmes, projects and activities;
(d) the preparation of nomination files for inscription on the Lists,
(e) the removal of an element of intangible cultural heritage from one List or its transfer to the other.

The Committee also guides the engagement with the public, raise awareness, increase human capacity and the development of an intangible cultural heritage network of tradition bearers and practitioners. It has also been mandated to coordinate the preparation of the national inventory, garner the involvement of communities and NGOs, and assists with the completion of the sexennial report.

Website

Contact details

Address

C/o Chairman Rodney Grant

Telephone number

E-mail address
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)
Yes

Name of the body
Barbados Museum and Historical Society

Select the element if it is inscribed on one of the Lists of the 2003 Convention

Name of the element concerned (if it is not inscribed on one of the Lists of the 2003 Convention)
The Museum encourages and promotes all expressions of Barbados' living cultural heritage

Brief description of the safeguarding functions of the body
The Museum undertakes two types of activities in relation to safeguarding. It provides a space for practitioners and organizations to practice their ICH as well as specifically includes ICH in its programming through engaging in activities to promote the teaching and practice of skills and lore associated with ICH, engaging in public awareness activities to promote population interest, engagement and appreciation in and of ICH, documentation of ICH including acquisitions of artefacts such as traditional tools, costumes and formal regalia and dress as well as film, documentaries, oral histories, recordings, etc.

The Museum is constantly working with practitioners in order to encourage the celebration, encouragement and practice of Barbados' cultural heritage and while there is no fixed schedule the following activities take place with some degree of regularity: Theatre arts collaboration at the Barbados Community College, performing arts programme (September to November and January to May of each academic year), the passing on of traditional skills to young persons aged 16 to 25 each summer during the Museums Junior Curator Programme (July to August each summer), collaboration with National Cultural Foundation (NCF) on an annual exhibit and associated programming celebrating various aspects of ICH associated with the various festivals. There is also a continuous schedule of lectures, tours, exhibitions, workshops, webinars and publications covering a range of topics including but not limited to obeah, traditional medicine, traditional artisanal skills, etc.

Website
No website at present
Name of the body

National Cultural Foundation (NCF)

Select the element if it is inscribed on one of the Lists of the 2003 Convention

- 

Name of the element concerned (if it is not inscribed on one of the Lists of the 2003 Convention)

The NCF works with all Barbadian practices, representations, expressions, knowledge, and skills

Brief description of the safeguarding functions of the body

The NCF is a statutory body established by an Act of Parliament in 1983. Its mandate is to oversee the cultural landscape of Barbados. The NCF’s two major roles are: developmental and commercial. In its developmental role, the Foundation uses culture as a tool for national development, fostering and supporting the various art forms and new cultural products. In its commercial role, the Foundation is responsible for the promotion, production and hosting of cultural festivals and associated events. The NCF also arranges training with practitioners and knowledge bearers and maintains some documentary evidence of these activities undertaken.

Website

https://ncf.bb/
West Terrace. Saint James. Barbados

**Telephone number**

246 417 6654

**E-mail address**

carol-roberts@ncf.bb

**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?

Yes

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

A National ICH Committee was formed in 2020 and is responsible for coordinating with the Division of Culture, national partners and stakeholders in relation to identifying, documenting, promoting and safeguarding ICH in Barbados. The Committee comprises various institutions and individuals working with ICH in Barbados. The Committee has been mandated by the Prime Minister’s Office to seek out opportunities for the promotion of Barbados intangible heritage.

**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.

The Government of Barbados supports initiatives for documenting ICH through the mandate and work of various organizations such as the Barbados Archives Department, the National Cultural Foundation, the Barbados National Library Service, the Barbados Government Information Service (GIS Barbados), the Caribbean Broadcasting Corporation (CBC), and the Barbados Museum and Historical Society.

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.

All institutions implementing initiatives in support of ICH practice or transmission, maintain some form of documentation of these activities. Materials produced (documents, publications, visual and audio recordings) are used to support ongoing training, transmission and awareness of Barbados’ ICH. These materials are particularly used in workshops to demonstrate technique and to encourage transmission in younger participants.

**Question 1.5**

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

**1.5**

- Cultural centres

  Pinelands Creative Workshop  
  Israel Lovell Foundation  
  Haynesville Youth Club  
  Dancin Africa

- Research institutions

  The University of the West Indies Cave Hill Campus - houses an extensive repository in research and transmits knowledge in relation to ICH safeguarding and management through its graduate and undergraduate programmes in history, heritage studies, cultural studies, natural sciences and the creative arts (documentary filmmaking and arts management)

  Barbados Community College: through its Division of Fine Arts offers Associate Degree and Bachelor Programmes in Arts and Entertainment Management, Cultural Studies, Fine Arts, Graphic Design and Music. The Division focuses on both traditional and contemporary culture.

- Museums

  The Barbados Museum and Historical Society is the principal organization for the documentation, education and proliferation of intangible cultural heritage. The Museum encourages and promotes all expressions of living cultural heritage, documents its practices and facilitates living practice through education and provision of facilities.
• **Archives**
  
The Barbados Archives Department is mandated to identify, collect, process and preserve the public and private records of Barbados that are of permanent and enduring legal, cultural and historical value and to make information from them available within legal limits, and to support the understanding of Barbadian life. The Archives hosts an annual event that allows participants to interact with the Barbados’ living heritage in Barbados in varying ways. The Archives also maintain a list of intangible heritage related research for use by the general public. This inventory was not available.

• **Libraries**
  
The Barbados Library Service is mandated to be a ready source of dynamic information products and services to satisfy the educational, recreational and informational needs of the community. The Library contributes to safeguarding by building awareness of the elements being practiced through exhibitions and other activities for adults and children. The Library also makes its repository available to the general public for research on the various intangible heritage elements of Barbados. Finally, the Library participates in oral history projects being implemented by other institutions and has participated in and documented information on elements in urgent need of safeguarding, such as traditions in relation to fishing and net making.

  The Government Information Service (GIS) is a key agency that promotes and informs the public about various government initiatives. Over the years it has acquired a wealth of film, photos relating to Barbados’ ICH. Its repository however is not open to visits by the general public. Persons can however make requests by email or telephone.

• **Others**
  
Civil Society Organizations such as the Barbados Landship Association, Pinelands Creative Workshop, among others, are involved in day to day activities that directly support safeguarding and management of intangible 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:**

Satisfied

**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:

The scale indicates that this indicator has largely been met and so the projection for the next reporting period is to indicate that this indicator has been satisfied. This will be achieved through fully documenting all safeguarding work being done by individuals and institutions etc. through the encouragement of a forum where persons can report easily on these activities happening annually. This will also create greater awareness of safeguarding work being done at the local and national level. In order for this to happen, greater resources will need to be allocated to documentation and safeguarding initiatives.
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?

Yes

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

The two primary institutions offering programming which contain specific ICH components are the University of the West Indies Cave Hill Campus (UWI) and the Barbados Community College (BCC).

The University of the West Indies Cave Hill Campus through its Department of History in the Faculty of Humanities and Education has an MA Heritage Studies degree — Caribbean History and Heritage and Cultural Resource Management where modules are delivered on intangible heritage. Students conduct research/presentations on various aspects of Caribbean/Barbadian ICH as part of their assessment. There has been some individual research projects focusing on aspects of ICH such as food culture, language, masquerade and dance. Undergraduate students also learn about the Landship tradition in the Evolution of Social Policy in Barbados course and traditional healing and “bush” medicine in the History of Medicine in the Caribbean course. The Department also has the Oral History Project as one of its activities relating to ICH. Workshops are completed from time to time on various practices. The promotion and awareness of ICH is advanced through the study and practice of the creative and performing arts in courses within the Bachelor of Fine Arts (BFA) programmes, such as, THEA1000 Introduction to Theatre, THEA2002 History & Theory of Performing Arts, THEA3202 Directing Performance, THEA 3206 Musical Theatre, and THEA 3210 Theatre Ensemble, DANC2301 Dance Techniques, DANC3301 Choreography, and DANC3303 Dance Ensemble, FILM2103 Film Documentary, and MUSC1020 Caribbean Popular Music & Society, as well as via presentations from HUMN3901 Capstone Thesis Projects in Theatre, Dance and Film. Masters in Arts courses also assist in this development of the ICH, ARTS6011 Festive Celebrations of the Caribbean and ARTS6910 Creative Arts Project.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.
These programmes are inclusive in that they do not limit participants and are open to all with an interest. The programmes offered however, do not only focus on ICH. ICH safeguarding and management are component of these training programmes. These programmes have also contributed to a critical body of research on the various ICH elements of Barbados.

**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.

The National Cultural Foundation is the primary government institutions that provides training in a number of programmes aimed at building awareness of the island’s intangible cultural heritage and in support of the Convention. These include Youth Achieving Results, Youth Entrepreneurship Scheme and Youth Development Programmes. Many of these programmes are geared towards the empowerment and employment for youth, many of whom are from at-risk communities. Some activities are the teaching of wari and po ma which are traditional African board games along with the training in the making of handcrafted net making. The latter is a skill which was considerably important to the coastal communities of the island but is now under threat. The NCF maintains a database of knowledge bearers and practitioners that it reaches out to for ICH training activities, particularly for the younger generation.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

These programmes are inclusive in that they do not limit participants and are open to all with an interest. When these trainings are undertaken, their focus is primarily on ICH.

**Question 2.3**

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

Yes

Describe briefly, using examples and focusing on the training offered and the organization providing it.

The Pinelands Creative Workshop uses the channel of building an arts education program geared toward the preservation and continued practice and awareness of Afro Caribbean
artforms conveyed primarily through dances, psycho social theatre and song. In addition, the creation of the Fusion which is a network of regional grassroot cultural organization has allowed for the continued sharing of indigenous artforms.

The Barbados Museum provides teaching support to the Museum studies programme of the University of the West Indies which includes a component on ICH. This includes practical investigation of ICH and has resulted in research and documentation of skills such as traditional net making. The Museum also collaborates with the theatre arts programme of the Barbados Community College to ensure that traditional practices are passed down to new generations of theatre practitioners.

The BMHS also ensures awareness of ICH through its teaching in schools through active participation in curriculum development on behalf of the Ministry of Education Technical and Vocational Training through representation on its History Syllabus Development Committee. A module on heritage has been developed which defines and explains ICH and encourages active examination and practice of cultural practices. Other training activities include “hands on” practice of cultural activity, learning opportunities with elders, practitioners.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

These programmes are inclusive in that they do not limit participants and are open to all with an interest.

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:

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:
Barbados has an extensive programme in relation to training for ICH safeguarding, however institutions have acknowledged that there is more that can be done in their work and in the reach of the programmes being developed to expose more persons, thereby building greater awareness and engagement with ICH.
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?

Yes

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

Training in relation to ICH is provided at different levels in Barbados. These training sessions address capacities in relation to the identification of ICH, awareness-building and safeguarding:

1. ICH Training in the formal educational system: Within the primary and secondary school curriculum, the social study and history curriculum calls for awareness-building with students to be able to identify elements of their ICH. To facilitate this, teachers participate in training sessions with institutions responsible for safeguarding ICH, in addition to knowledge bearers and practitioners. At the tertiary level, ICH training is provided to students in various courses through lectures, workshops etc. Informally, primary school aged children benefit from training in traditional music and dance.

2. Training provided primarily through workshops by government agencies such as the NCF, geared towards identification and safeguarding of ICH through transmission. These sessions incorporate the work of various practitioners and knowledge bearers

3. NGOs in Barbados implement an ongoing programme of training in relation to ICH which focusses on transmission and safeguarding. The work of the Barbados Museum and Historical Society is significant here, as well as the Pinelands Creative Workshop. Through their work, awareness is built in relation to ICH

Within the period, Pinelands Creative Workshop (PCW) indicated that 230 children, youth and mature adults were exposed to varied traditional artforms; 72% of the persons participating were non-members of PCW while 28% were PCW members; Otherwise, sex and age disaggregated data are not available or provided.

Do these programmes ensure inclusivity?

Yes
If yes, describe briefly how these programmes ensure inclusivity.

These programmes are open to all who wish to participate.

Are any of these training programmes operated by communities themselves?

Yes

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

Community groups have a significant role and are primarily responsible for undertaking ICH related trainings. These groups include the Pinelands Creative Workshop, Haynesville Community Group and focus on the promotion and transmission of traditional Barbadian practices among other activities.

For the Pinelands Creative Workshop, the organization has used the channel of building an arts education program geared toward the preservation and continued practice and awareness of Afro Caribbean artforms conveyed primarily through dances, psycho social theatre and song. In addition, the creation of the Fusion which is a network of regional grassroots cultural organization has allowed for the continued sharing of indigenous artforms. 5 Junior choreographers trained in traditional Dance Styles/artforms; Children and youth have increased technical and leadership capacity to aid in the sustainability of the PCW Arts programme and institutional development; Drummers acquired expanded skills and techniques on Afro Caribbean rhythms and knowledge of the accompanying and correct songs to rhythms – Seiko, Kalinda, Calypso – 4-4, 6-8, Lamba, kakelambe; how to play as a group or solo, rhythm variation, and how to play and sing

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?

Yes

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

Through the work of various institutions, those working in the cultural heritage field are made more aware of Barbados’ ICH through webinars, trainings and lecturers. This contributes to strengthened capacities to identify and safeguard ICH. Data is not collected to allow for age and sex disaggregation

Do these programmes ensure inclusivity?

Yes
If yes, describe briefly how these programmes ensure inclusivity.

These programmes welcome all who are interested in participating

**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:**

The baseline indicator suggests that this indicator is satisfied, however Barbados recognizes that there is much more to be achieved in training to build capacity, particularly at the community level.
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?

- formal education
- 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.

In Barbados, practitioners and bearers are heavily involved in the developing and implementing ICH education programmes. Institutions responsible for implementing ICH education programmes, generally have a list of practitioners/bearers that are called upon for programme delivery. Bearers are also significantly involved in training activities for teachers in the formal education system or in the delivery of webinars, lectures etc.

**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.

These modes and methods of transmitting ICH are only included at times in both formal and non-formal educational programmes and could benefit from additional research and studies.

**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.

All community groups, NGOs and heritage institutions offer educational programmes/extra-curricular activities at varying degrees. While some support is provided, these organizations have acknowledged that resources are a significant challenge. These programmes primarily target youth and the wider society, and so are critical initiatives for improving transmission. These programmes are normally provided by known practitioners/bearers within Barbadian society. Some of these bearers/practitioners are:

- The Barbados Landship – (Social practices, rituals and festive events)
- The Spiritual Baptists – (Social practices, rituals and festive events)
- Mr Elvis Gill – (traditional craftsmanship - master sticklicker and teacher of sticklicking)
- Mr Peter Wiltshire – (traditional craftsmanship – kite making)
- Wayne Poonka Willock - (tuk band, drumming and calypso – multidisciplinary musician and teacher who privileges traditional music forms in his work)
- Barbados Community College – performance arts programme (music and theatre in particular)
- Rhema Acts – performance arts programme (music and theatre in particular)
- Michelle Hinkson-Cox – playwright who privileges ICH in her productions and practice
- National Cultural Foundation – support of practitioners, encouragement of teaching of practices, documentation and archival of practices
- Drayton Digital – audiovisual documentation of ICH practice
- 1688 Collective - performance arts programme (music)
- Dr Stefan Walcott – multidisciplinary musician and teacher who privileges traditional music forms in his work and documents his practice through publication

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

Practitioners/bearers often comment that there is limited financial support for their work.

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:**

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:**

More needs to be done to ensure that these training programmes better integrate ICH, this could be done through greater consultation in relation to the social studies and history curriculum at schools. Practitioners and bearers could also benefit from group training that helps them to better integrate the safeguarding of ICH in their training programmes, as this may not have been an area addressed sufficiently.
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

Guide note corresponding to indicator 5 of the Overall Results Framework:
English | French | Spanish

**Question 5.1**

How is ICH included in the content of relevant disciplines? (you may check several)

- Others

Cultural and creative arts in Barbados are noted as valued foundational structures for the society. Evidence of this can be found in schools and communities as they are built into the National Curriculum or are introduced as after school activities. One of the main general objectives of the Primary Social Studies Syllabus of Barbados advocates that students be able “to develop an appreciation for our culture and national heritage. While ICH is not stand alone content, the curriculum makes provisions to learn more about their ICH in the social studies and history curricula.

**Question 5.2**

Do school students learn to respect and reflect on the ICH of their own community or group through educational programmes and curricula?

Yes

Explain briefly, with examples, how school students learn this.

While students will learn about Caribbean traditional forms, there is a requirement that they also learn about their own traditional heritage as part of this process.

Do school students learn to respect and reflect on the ICH of others through educational programmes and curricula?

Yes

Explain briefly, with examples, how school students learn this.

While students will learn about Caribbean traditional forms, there is a requirement that they also learn about their own traditional heritage as part of this process.

**Question 5.3**

The diversity of learners’ ICH is reflected through educational curriculum via:
Inclusion of 'local content'

Students learn about their own traditional forms such as the Tuk band or landship. Through extra-curricular activities, students also focus on traditional songs, music and dance.

**Question 5.4**

Do educational programmes teach about the protection of natural and cultural spaces and places of memory whose existence is necessary for expressing ICH?

No

Briefly explain, giving examples, how educational programmes teach 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:**

Partially

**Target for the next report:**

Largely

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:

The inclusion of ICH in the educational curriculum requires more in-depth work. Students could still be allowed greater exposure to their elements and also focusing on ways in which ICH is integrated or embedded in other areas of learning. This will assist in fostering greater awareness with the youth.
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**
  
The promotion and awareness of intangible cultural heritage is advanced through the study and practice of the creative and performing arts in courses within the BFA programmes, such as THEA 3206 Musical Theatre and MUSC1020 Caribbean Popular Music & Society,

- **Arts**
  
The promotion and awareness of intangible cultural heritage is advanced through the study and practice of the creative and performing arts in courses within the Fine Arts programme such as the Masters in Arts courses which assist in the development of the ICH, ARTS6011 Festive Celebrations of the Caribbean and ARTS6910 Creative Arts Project.

- **Others**
  
While there is no educational programme that solely focuses on ICH, components of ICH are integrated in the following programmes:

MA Heritage Studies degree — Caribbean History and Heritage and Cultural Resource Management where modules are delivered on ICH. Students conduct research/presentations on various aspects of Caribbean/Barbadian ICH as part of their assessment. There have been some individual research projects focusing on aspects of ICH such as food culture, language, masquerade and dance

Undergraduate students also learn about Landship in Evolution of Social Policy in Barbados course and traditional healing and “bush” medicine in History of Medicine in the Caribbean course

The promotion and awareness of intangible cultural heritage is advanced through
the study and practice of the creative and performing arts in courses within the BFA programmes, such as, THEA1000 Introduction to Theatre, THEA2002 History & Theory of Performing Arts, THEA3202 Directing Performance, THEA 3206 Musical Theatre, and THEA 3210 Theatre Ensemble, DANC2301 Dance Techniques, DANC3301 Choreography, and DANC3303 Dance Ensemble, FILM2103 Film Documentary, and MUSC1020 Caribbean Popular Music & Society, as well as via presentations from HUMN3901 Capstone Thesis Projects in Theatre, Dance and Film. Masters in Arts courses also assist in this development of the ICH, ARTS6011 Festive Celebrations of the Caribbean and ARTS6910 Creative Arts Project.

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?

Minimally

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.

Barbados, presently, does not have a national intangible cultural heritage inventory however various cultural organizations, utilize various methods for storing, retrieving and documenting Barbados intangible cultural heritage. With institutions generally not being fully aware of all the ICH related materials in these databases. Inventories are therefore more focused on having a record of what has been produced and a database of practitioners, but not actually being used for safeguarding purposes. These inventories are however not very extensive, and pieces of information can often be found in various locations. Institutions have acknowledged that developing inventories should be a priority moving forward due to the amount of materials being lost.

Question 7.1.b

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

Minimally

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 inventories are not very extensive and also are impacted by insufficient cataloguing to be aware of all they contain. A strategy also needs to be developed for inventorying of ICH.

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
Question 7.3

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

Minimally

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.

Inventories are not updated often and there remains limited awareness of the role of inventories and how to facilitate their development. Contained within existing inventories, are components focusing on ICH. These have however not been documented sufficiently or are being used for safeguarding initiatives.

Question 7.4.a

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

Partially

Based on your response in section (o) of A.6 Inventories

, explain briefly, giving examples, how this is accomplished.

Inventories existing in public spaces such as the University, Museum and Libraries (Media and otherwise) are accessible but not virtual in most instances. Catalogues are also missing in most instances or not complete and so there isn’t a full awareness of what is contained in the inventory. Smaller inventories maintained by individual practitioners/bearers are mostly limited to their own work in most instances and are not always available generally to the public. The My Community documentaries which highlight aspects of traditional Barbadian heritage can be fund on YouTube and is therefore easily facilitated.

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.
Inventories are primarily used to have a documentary collection of what has been produced, and not specifically to inform safeguarding 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:**

Minimally

**Target for the next report:**

Partially

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:

Barbados aims to work towards the development of a more coherent strategy for the development and use of ICH related inventories for the next reporting cycle.
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?

Limited

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

Presently, inventorying is primarily approached from the position of having a record of all that has been produced, and inventorying is not yet viewed as a critical component of safeguarding efforts.

**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?

Minimally

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.

The present inventorying process is limited in in the diversity of its ICH and its practitioners and there is a preference for some ICH elements while there exists very little documentation for others. As acknowledged before, inventorying is an area that requires further development moving forward. What evidence there is, indicates that all genders and regions have good representation.

**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:**

Partially

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:

Barbados acknowledges that a comprehensive inventory strategy is needed that focuses on providing technical support to communities, smaller NGOs and individual practitioners to develop their inventories. This can also be addressed in tandem with the development of a national inventory.
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

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):

- Research, scientific, technical and artistic studies
  While Barbados has produced numerous studies in relation to its ICH, the extent of support provided is unknown or their conformity with Ethical Principles.

- Documentation and archiving
  Barbados has undertaken significant documentation in relation to its ICH, and in particular those elements that are in need of urgent safeguarding - such as landship. This support has been provided by the work of various institutions and individuals. Its conformity with Ethical Principles is however unknown.

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.

Barbados encourages research on its various ICH elements through the various individuals and organizations involved with ICH. There however needs to be more focused research on safeguarding ICH.

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.

ICH practitioners are very involved with and participate in the management, implementation and dissemination of research findings in relation to their work. There however needs to be more research on the processes involved with obtaining their free, prior, sustained and informed consent. This may be happening with larger organizations but may not be the case with smaller community based practitioners or the community groups working therein. Widespread training will be needed in this area, particularly with all the various civil society organizations involved with 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:**

Satisfied

**Target for the next report:**

Minimally

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:

Although the baseline indicates a satisfied level. It is recognized that this is an area requiring more focused work moving forward
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?

Some

**Provide any additional details here.**

Documentation and research findings are made accessible to communities, groups and individuals; and in some instances these groups and individuals are also the ones producing this research.

**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.**

This is an area requiring much more work, as the link between research in these ICH areas have not been connected to policy at this time.

**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.**

While much research is being produced, their utilization for safeguarding purposes remains limited, although it is acknowledged that safeguarding is a needed action for some elements.

**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:**

Partially

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>
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</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>Yes</td>
</tr>
</tbody>
</table>

1

It is a

• Cultural policy

Name of the policy/measure
Barbados National Cultural Policy

Established
01-01-2010

Revised

Is the policy/measure being implemented?
Yes

Brief description
The key policy document as it relates to the promotion of Barbados’ intangible cultural heritage is the National Cultural Policy of Barbados. This cultural policy therefore seeks to create a framework for the continued positive development of Barbadian culture and ensure that Barbadians and their culture are central to overall national development.

2

It is a

• Legal measure
Name of the policy/measure

National Cultural Foundation Act Cap. 380B. 1984

Established

01-01-1994

Revised

Is the policy/measure being implemented?

Yes

Brief description

The Act established the National Cultural Foundation to stimulate and facilitate the development of culture generally; to develop, maintain and manage theatres and other cultural facilities and equipment provided by the Government; to organize cultural festivals; and to do anything necessary or desirable to assist persons interested in developing cultural expression.

Is it a

- Legal measure

Name of the policy/measure

Cultural Industries Development Act, 2013-15

Established

28-11-2013

Revised

Is the policy/measure being implemented?

Yes

Brief description

The Act provides for the establishment of a regulatory framework to facilitate and encourage the sustainable growth and development of cultural industries; funding for cultural projects and duty free concessions and income tax benefits in respect of cultural projects
### Question 11.2

Have national or sub-national strategies and/or action plans for ICH safeguarding been established (or revised) and implemented?

**No**

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

### Question 11.3

Are there plans designed for safeguarding specific elements (whether or not inscribed on the Lists of the 2003 Convention)?

**If yes, provide details.**

### 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.

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<table>
<thead>
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<tbody>
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<td>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?</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:**

Partially

**Target for the next report:**

Partially

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?

Yes

1

It is a

- Legal measure

**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?

No

1

It is a

**Name of the policy/measure**

**Established**

**Revised**

**Is the policy/measure being implemented?**
**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 | 1 |

**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:**

Minimally

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?
No

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?
No

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?

- Impact of tourism on ICH safeguarding
Barbados' national cultural policy acknowledges that its tourism product must be authentic and must preserve the integrity of Barbadian culture; noting that culture and tourism are inseparable.

**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?

No

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

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

Minimally

**Target for the next report:**

Minimally

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](#)

<table>
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<th>Question 14.1</th>
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</table>
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?
Yes

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

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<th>Question 14.2</th>
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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.

The National Cultural Policy for Barbados identifies key policies initiatives and goals for the protection and promotion of Barbados intangible cultural heritage.

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<th>Question 14.3</th>
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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.

The Act that established the National Cultural Foundation mandates the National Cultural Foundation to protect, promote and preserve Barbados' intangible cultural heritage and also to:

- To stimulate and facilitate the development of culture generally
- To organize cultural festivals
- To provide opportunities for Barbadian artists/artistes to showcase their talents with the
end result being an increased demand for local work
- To educate Barbadians concerning their heritage
- To offer Barbadians and visitors alike a high quality cultural product that informs, educates and entertains
- To equip our cultural workforce with technological skills and training to excel in their particular art forms
- To strengthen the local cultural product and in the process increase profits to the shareholders
- To create high quality products that will be competitive on the local, regional and international markets
- To maximize the role of the cultural sector in the tourism industry

**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:**

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.

Communities, groups and individuals utilize their ICH also for their livelihoods and is oftentimes their primary source of income.

| 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.

| Question 15.3 |
| Do development interventions recognize the importance of ICH in society? |
| No |

If so, how do development interventions recognize the importance 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:

Partially

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:

- Migrants, immigrants and refugees
- People of different ages
- People of different genders
- Persons with disabilities
- Members of vulnerable groups

### 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?

No

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

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:

Partially

*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.

Awareness-raising activities count on the inclusive participation of their concerned communities. The various civil society groups practicing components of Barbados' ICH reflect the input of relevant community groups. This is evident in the work of organizations/groups such as the Pinelands Creative Workshop or the Haynesville Community group, amongst others who are responsible for the development of relevant awareness-raising activities.

**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.

This occurs, however the extent is unknown.

**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.

There is not a specific mechanism in place, however the active engagement of youth is seen as the pathway to ensure transmission and the safeguarding of ICH. Evidence of this is the numerous extra curricula activities targeting school aged children and the programmes of the Museum and the NCF have heavy youth focus. An example of an activity to facilitate the active engagement of youth is with the Barbados Landship element. The leader of this group as a safeguarding initiative, lowered the age which persons could join to age eight. This was seen as an opportunity to bring more youth onboard to ensure the safeguarding of the element.

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 extent of this is unknown, however youth are involved in the work of practically all civil society organizations working with ICH.

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.

More and more, groups are utilizing ICTs and media for awareness raising purposes. Activities of groups are now common on social media and you tube and groups are also ensuring that there is documentary evidence of their work available. In this present social media age, groups have utilized all available channels to raise awareness about their 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:**

Largely

**Target for the next report:**

Largely

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]

**Question 18.1**

Does media coverage:

- Raise awareness of the importance of ICH and its safeguarding?

Media coverage has increasingly raised awareness on ICH being practiced, but necessarily related to its safeguarding

**Question 18.2**

Do various ICH stakeholders and media organizations jointly establish and implement specific cooperation activities or programmes concerning ICH, including capacity-building activities?

Yes

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

Increasingly, the work of media organizations has highlighted work taking place within ICH communities and have made these available to a wider audience. The work of GIS Barbados and the Caribbean Broadcasting Corporation (CBC) have worked together to feature ICH activities in schools, developed a mobile cinema, featured documentaries on the various elements, undertaken initiatives such as Things Bajan, My Community etc which highlight Barbadian intangible heritage.

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

Not applicable

**Question 18.3**

Media programming on ICH:

- Is inclusive
• Addresses different target groups

**Question 18.4**

Is media coverage of intangible cultural heritage and its safeguarding in line with the concepts and terminology of the Convention?

Some

Provide any additional explanation.

While ICH is featured prominently and content appreciated, the concepts and terminology of the Convention are not necessarily used.

**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:**

Partially

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.

Programmes fully acknowledge the practitioners and bearers

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

Non specific

**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:

- General public

  Annual festivals such as NIFCA, Crop Over Celebrations and Independence Celebrations highlight the importance of ICH and serve as awareness building activities. No specific mention is made of the Convention in these instances

**Question 19.3**

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

No

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?  
No

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:**

Partially

**Target for the next report:**

Partially

**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.

The Ethical Principles are not specifically mentioned, though awareness raising activities are implemented with an air of respect.

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.

Research/academic institutions utilize professional codes or standards and this is evident in the activities that are implemented.

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:
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)?

Limited

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

The understanding of safeguarding is presently limited. Community groups and individuals however recognize the importance and relevance of safeguarding not only the elements they practice but also Barbadian ICH as a whole as part of their traditional heritage.

Describe in particular measures to ensure that this is inclusive.

Not specific

**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.

NGOs and civil society organizations implement activities on an ongoing basis focusing on the transmission of their ICH. This evidenced through the various training they participate in and also the opportunities to build awareness in relation to their elements. In the work of NGOs specific activities fall within their mandate and so activities implemented are an extension of this.

**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?

Not applicable
Describe private sector participation in ICH safeguarding briefly, giving examples, and explain how the Ethical Principles are respected.

This aspect is limited

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:**

Partially

**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:**
### 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?

Yes

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

The various civil society organizations and individuals working in the sphere of ICH manage their annual programming and therefore undertake studies as needed in relation to their ICH. For example, various organizations have developed technical workshops and studies which address techniques, documentation etc. An enabling environment exists, however these groups and persons are often hampered by limited resources.

### 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?

Yes

**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.**

Civil Society bodies have implemented their own studies in the past in relation to the safeguarding of their ICH. As indicated previously however, there is not a comprehensive understanding of how safeguarding initiatives can be developed and these studies are guided by external partners or some practitioner at the national level.

### 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?

Yes
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.

An enabling environment exists, however very often the focus is not on safeguarding but on awareness-building.

**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

**State Party-established target**

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

The Government of Barbados has several longstanding bilateral cultural cooperation agreements with other countries in Caribbean, Africa, Asia, the Americas and Europe. These agreements state and explicitly call for the Parties to promote the exchange of experiences and knowledge related to the formulation, implementation and evaluation of the national archive policies and safeguarding of the documentary heritage. They also seek to promote cooperation in the formulation and implementation of policies conducive to protecting and safeguarding the intangible cultural heritage, focusing on ethnocultural diversity. Furthermore, the agreements require that the Government of Barbados and the other Party agree to cooperate in the protection, preservation and restoration of the cultural and historical heritage of both countries, as well as to study by mutual agreement, the most convenient reciprocal legal regime for both countries leading to the prevention, prosecution and punishment of the illegal traffic of works of art, documents, anthropological remains and other valuable cultural and historical assets, according to the corresponding local legislation and the international treaties in force on this matter.

In the area of cultural exchanges between agencies and practitioners the cultural cooperation agreements seek to promote the establishment of direct contacts in the cultural field and shall render cooperation in the organisation of tours, academic meetings and the exchange of artists in fields including music, performing arts (dance and theatre), visual arts and plastic arts (exhibits), audio-visual arts, crafts, among others. Parties are also encouraged to exchange of information on conferences, seminars, contests, trade shows, festivals and other international events in the cultural field to take place in the other country, according to the common interest manifested.

As it relates to documentation, storage and retrieval of intangible cultural heritage these agreements focus on agencies such as museums and libraries and encourage the Government of Barbados and the Party to contribute to the cooperation among museums and shall promote the exchange of exhibitions to disseminate the different ancient cultures and modern plastic arts taking the necessary measures. In order to provide adequate guarantees during the transfer and exhibition of the cultural assets. In terms of the national libraries cooperation is encouraged between the National Libraries of both countries through the exchange of experiences and
knowledge, specialists and by rendering, technical assistance. Likewise, efforts shall be made in order to facilitate direct dialogue and exchanges among public libraries and national library networks.

- **Regional level**

  At the regional and hemispheric level Barbados has worked closely with the Caribbean Community (CARICOM) Members States, and the Member States of the Americas through the Organisation of American States. As recently as 2019 Barbados hosted the 8th Inter-American Meeting of Ministers of Culture and Highest Appropriate Authorities under the theme 'Strengthening the Creative Economy and Culture Sector: Repositioning the Culture Sector Sustainable Development'. The meeting had three key sub-themes which support the promotion and safeguarding of Intangible Cultural Heritage; these sub-themes were: (1) Safeguarding Cultural Heritage: Developing Inter-Sectoral Linkages for Sustainable Economic Growth; (2) Enhancing the Capacity of Businesses and Enterprises in the Creative Economy through Greater Financial and Technical Support and (3) Measuring the Culture Sector’s Contribution: Cultural Data and Cultural Satellite Accounts.

  In addition to the 8th Meeting of Ministers of Culture, Barbados is also involved in the OAS hemispheric project "Expanding the Socio-Economic Potential of Cultural Heritage in the Caribbean". This project which is designed to focus on the rich heritage resources of the Caribbean as a prototype of similar initiatives in other regions of the Americas focuses on: (1) the development of sustainable heritage tourism endorsement programmes; (2) sensitization of the importance of the legislation to protect the region’s heritage; (3) strengthen the effectiveness of the Caribbean Heritage Network established at the University of the West Indies Cave Hill Campus and (4) the renewal of two online heritage courses through University of the West Indies Open Campus.

- **International 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?

Yes

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:

Largely

Target for the next report:

Largely

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

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?

No

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?

No

International and regional bodies

- 

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:**

Not satisfied

**Target for the next report:**

Partially

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 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’).

Not Applicable

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.

Not Applicable

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.

Not Applicable

**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.

Not Applicable

**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.

Not Applicable

**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.

Not Applicable

**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.

Not Applicable
Question D

Signature on behalf of the State

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
Jehu Wiltshire

Title
Permanent Secretary

Date
12-03-2021

Signature
<signed>