Periodic Report (Convention)

A. General information

Name of State Party

Costa Rica

Date of Ratification

2007-02-23

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.

At present, the main competent body in charge of coordinating and advising on the safeguarding and revitalization of the intangible cultural heritage is the National Commission for the Safeguarding of the Intangible Cultural Heritage, established in 2008 under the aegis of the Ministry of Culture and Youth. Safeguarding tasks are shared, through representatives of the Commission, with the Office of the Ministry of Culture and Youth, the Directorate of Culture, the Ministry of Education, the National Council of Rectors that coordinates State University Higher Education in Costa Rica, the representation of two cultural associations by civil society and the Technical Secretariat represented by the Intangible Cultural Heritage Unit of the Center for Research and Conservation of Cultural Heritage. In terms of the formulation of public policies, the National Policy for Cultural Rights 2014-2023 is in place and the National System for the Protection and Promotion of Cultural Rights was created as the long-term programmatic framework to achieve effective promotion, respect, protection and guarantee of cultural rights, which must be protected, promoted and managed by public institutions in said period and includes the "Protection and management of tangible and intangible cultural heritage", whose objective is to promote actions focused on ensuring the protection and participatory management of cultural, tangible and intangible heritage, for the strengthening of identities and the integral well-being of individuals, groups and communities throughout the country and raises the following main themes: 1) Revitalization of tangible and intangible cultural heritage; 2) Promotion of citizen participation in the protection and management of heritage; 3) Strengthening and articulation between information centres and entities dedicated to the protection of cultural heritage; and 4) Relationship between cultural heritage and natural heritage.

Formal recognition of cultural manifestations as intangible cultural heritage (seven since
2012) represents another way of raising awareness and safeguarding. Three elements of intangible cultural heritage have been declared of "public interest" at the national level. Likewise, in 2015 the National Prize for Traditional Popular Culture (awarded annually since 1992) was promoted to the category of recognition of a lifetime dedicated to Intangible Cultural Heritage, renaming it the National Prize for Intangible Cultural Heritage "Emilia Prieto" by the Ministry of Culture and Youth, to masters of tradition, groups and communities that carry a tradition, who have devoted their entire lives, significantly, to the study, recovery, dissemination, projection and dignity of Costa Rican cultural manifestations.

For seven years, from 2013 to 2019, the Cultural Information System of the Ministry of Culture and Youth (https://si.cultura.cr/) has prepared the cultural inventories of 11 cantons (among them: Mora, Santa Ana, Dota, Tarrazú, León Cortés, Esparza, Alajuelita, Grecia, Belén, Turrialba and Santa Cruz). Thus, averaging 11 cantons in 7 years, in total the 82 cantons of the country would be inventoried in the year 2065. On the other hand, there are efforts made by municipalities.

Costa Rica has an element inscribed on the Representative List, Traditions of oxen and carts (2008), originally proclaimed in 2005 as a Masterpiece of the Oral and Intangible Heritage of Humanity. The foregoing is one of the main activities of the Safeguard Action Plan developed for the Oxherding element in 2006, as part of the Ministry of Education's involvement through the creation of a didactic unit on the subject and implementation at primary school and high school level as technological and educational tool.

**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**
Salazar Arce

**Given name**
Paola

**Institution/position**
Chief Immaterial Cultural Heritage Unit Center
Address
Ministry of Culture and Youth Oficinas del Centro de Investigación del Patrimonio Cultural ubicado en la Avenida Central - entre Calles 1era y 3era - frente a la tienda Eta Fashion San José

Telephone number
(506) 2010 7420

E-mail address
psalazar@patrimonio.go.cr

Other relevant information

**Question A.3**

**Institutions and organizations involved in the preparation of the periodic report**

- Governmental institutions
  - Immaterial Cultural Heritage Unit, Center for Research and Conservation of Cultural Heritage, Ministry of Culture and Youth
  - Costa Rican Cultural Information System (SICultura), Ministry of Culture and Youth
  - Directorate of Culture, Ministry of Culture and Youth

- Universities
  - University of Costa Rica
  - National University of Costa Rica
  - National Tecnique University
  - State Distance University of Costa Rica

- Museums
  - National Museum

**Please provide any comments in the box below**

**Question A.4**

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

none

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

**Question A.5**

**Participation to the international mechanisms of the 2003 Convention**

**Question A.5.1**

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

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

none

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

**Question A.5.2**

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

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

<table>
<thead>
<tr>
<th>Name of the element</th>
<th>Year of inscription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxherding and oxcart traditions in Costa Rica (00103)</td>
<td>2008</td>
</tr>
</tbody>
</table>

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

Costa Rica has an element inscribed on the Representative List, Traditions of oxen and carts (2008), originally proclaimed in 2005 as a Masterpiece of the Oral and Intangible Heritage of Humanity. Currently, in the "Monitoring Committee of the Proclamation of the Tradition of the oxherding and the oxcart traditions in Costa Rica as Intangible Cultural Heritage of
Humanity" participates: 7 community organizations, 21 municipalities and 5 public institutions (among which are: Ministry of Culture and Youth, National Museum of Costa Rica, Ministry of Education, National Institute of Learning, and the University of Costa Rica). In addition, 43 pages have been located on the Facebook social network that promote or sell crafts related to this tradition. Gathering more than 100,000 direct followers.

**Question A.5.3**

Programmes selected for the Register of Good Safeguarding Practices

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

none

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

**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.

**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

The National Inventory of Intangible Heritage
b. Hyperlink to the inventory (if any)

c. Responsible body

Ministry of Culture and Youth of Costa Rica

d. Date of establishment

2004

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

No

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)

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)
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**

- 

**Activity/project**

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

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

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

**Guidance note** corresponding to indicator 1 of the Overall Results Framework:

[English](#) | [French](#) | [Spanish](#)

**Question 1.1**

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

Yes

1

**Name of the body**

The National Commission for the Safeguarding of the Intangible Cultural Heritage

**Brief description of the safeguarding functions of the body**

At present, the main competent body in charge of coordinating and advising on the safeguarding and revitalization of the intangible cultural heritage is the National Commission for the Safeguarding of the Intangible Cultural Heritage, established in 2008 under the aegis of the Ministry of Culture and Youth. Safeguarding tasks are shared, through representatives of the Commission, with the Office of the Ministry of Culture and Youth, the Directorate of Culture, the Ministry of Education, the National Council of Rectors that coordinates State University Higher Education in Costa Rica, the representation of two cultural associations by civil society and the Technical Secretariat represented by the Intangible Cultural Heritage Unit of the Center for Research and Conservation of Cultural Heritage.

**Website**


**Contact details**

**Address**

Avenida Central, entre calles 1ª y 3ª. San José, Costa Rica.

**Telephone number**

+506 2010-7420

**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

1

Name of the body

Intangible Cultural Heritage Unit of the Center for Research and Conservation of Cultural Heritage.

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)

Oxherding and oxcart traditions in Costa Rica

Brief description of the safeguarding functions of the body

Costa Rica has an element inscribed on the Representative List, Traditions of oxen and carts (2008), originally proclaimed in 2005 as a Masterpiece of the Oral and Intangible Heritage of Humanity. Currently, in the "Monitoring Committee of the Proclamation of the Tradition of the oxherding and the oxcart traditions in Costa Rica as Intangible Cultural Heritage of Humanity" participates: 7 community organizations, 21 municipalities and 5 public institutions (among which are: Ministry of Culture and Youth, National Museum of Costa Rica, Ministry of Education, National Institute of Learning, and the University of Costa Rica). In addition, 43 pages have been located on the Facebook social network that promote or sell crafts related to this tradition. Gathering more than 100,000 direct followers.

Website

https://www.facebook.com/patrimonio.mcj.cr

Contact details

Address

Avenida Central, entre calles 1ª y 3ª. San José, Costa Rica.

Telephone number

+506 2010-7420
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.

The Intangible Cultural Heritage Unit has four institutional procedures to involve / encourage communities, groups and individuals in ICH safeguarding and management, including:

- The National Representative List based on national declarations of intangible cultural heritage requested by the communities that carry a tradition to the National Commission for Intangible Cultural Heritage,
- The National Prize for Intangible Cultural Heritage "Emilia Prieto" by the Ministry of Culture and Youth, to masters of tradition, groups and communities that carry a tradition, who have devoted their entire lives, significantly, to the study, recovery, dissemination, projection and dignity of Costa Rican cultural manifestations,
- In terms of training, the Intangible Cultural Heritage Unit of the Center for Research and Conservation of Cultural Heritage has managed to create four modules related to awareness and management of safeguarding plans for the intangible cultural heritage present in the communities,
- The competitions on intangible cultural heritage (for example, on traditional music, artisan techniques and traditional cuisine): the promotion of living heritage is ensured by holding competitions on intangible cultural heritage (for example, on traditional music, artisan techniques and traditional cuisine) and, as of 2020, 17 heritage competitions have been completed intangible culture and the results were published in digital format on the website: www.patrimonio.go.cr.
- On the other hand, there are Competitive Funds for Workshop Scholarships awarded annually by the Directorate of Culture, these represent financial support to creators and researchers for the development of projects on the safeguarding of intangible cultural heritage. From 2015 to 2020, 181 projects have been approved in the 9 regions, where various populations participate (older adults, children, adolescents, young adults, indigenous people, people with disabilities, etc.).
Describe briefly how the State supports such institutions, organizations and/or initiatives for documenting ICH.

The main body holding documentation related to intangible cultural heritage is the Ministry of Culture and Youth, through the "Luis Ferrero" Documentation Unit and the Intangible Cultural Heritage Unit of the Center for Research and Conservation of Cultural Heritage, specialized in the field of cultural heritage. Likewise, this Center has been conducting research on traditional cultural manifestations since 1979.

Also of interest is the Costa Rican Cultural Information System (SICultura) of the same ministry, created in 2008 as an online archive that collects, organizes and contains cultural information from throughout the country and includes a section on cultural manifestations of intangible cultural heritage.

Also, the databases and material compiled by the National Library System (SINABI) of said ministry are of interest.

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.

The databases can be accessed by the communities that carry tradition in the following links:
- https://www.dircultura.go.cr/programas/becas-taller
- http://www.patrimonio.go.cr/biblioteca_digital/
- https://si.cultura.cr/directorio-cultural.html
- http://www.sinabi.go.cr/

Question 1.5

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

1.5

- Research institutions
  The University of Costa Rica and its Thematic Chair "Cultural Heritage and Diversity", whose council is made up of representatives of the School of Anthropology.

- Museums
National Museum
Casa del Boyero Museum
Casa del Boyero Museum

- Archives
  Costa Rican Cultural Information System (SI Cultura)

- Libraries
  The National Library System (SINABI)

**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:**

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:**
2. Extent to which programmes support the strengthening of human capacities to promote safeguarding and management of ICH

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

**Question 2.1**

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

No

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

Do these programmes ensure inclusivity?

If yes, describe briefly how these programmes ensure inclusivity.

**Question 2.2**

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

Yes

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

The training offered has been from the Ministry of Culture, through the ICH Unit of the Heritage Center and the Directorate of Culture. This last instance, provides workshop scholarships for the promotion and safeguarding of ICH.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

The training offered has been from the Ministry of Culture, through the ICH Unit of the Heritage Center and the Directorate of Culture. This last instance, provides workshop scholarships for the promotion and safeguarding of 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 training offered has been from the Ministry of Culture, through the ICH Unit of the Heritage Center and the Directorate of Culture. This last instance, provides workshop scholarships for the promotion and safeguarding of ICH.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

The Workshop Scholarships annually granted by the Culture Administration represent an economic support for creators and researchers for the development of artistic-cultural projects in the field of Literature, Dance, Drama, Handcrafts, Visual Arts, Music and interdisciplinary proposals. On average, between 30 and 40 projects are approved per year in the 9 regions, where various populations participate (older adults, children, adolescents, young adults, indigenous people, persons with disabilities, women, etc.).

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:
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).

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

Are any of these training programmes operated by communities themselves?

No

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

**Question 3.2**

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

Yes

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

The Workshop Scholarships annually granted by the Culture Administration represent an economic support for creators and researchers for the development of artistic-cultural projects in the field of Literature, Dance, Drama, Handcrafts, Visual Arts, Music and interdisciplinary proposals. On average, between 30 and 40 projects are approved per year in the 9 regions, where various populations participate (older adults, children, adolescents, young adults, indigenous people, persons with disabilities, women, etc.).

Do these programmes ensure inclusivity?
Yes

If yes, describe briefly how these programmes ensure inclusivity.

Baseline and target

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

Extent to which the current indicator is met:

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:
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.

Public institutions seek to involve practitioners and bearers in the designing of ICH education programmes, through public consultation with older people.

**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?

No

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

**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.

Through talks, trainings, workshops and scholarships that are provided by the Ministry of Culture and Youth of Costa Rica.
Provide additional details here of the nature of any support (financial, technical, in-kind or other) they receive.

**Question 4.4**

Do teacher training programmes and programmes for training providers of non-formal education include methods for integrating ICH and its safeguarding into education?  
No

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

**Baseline and target**

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

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

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:**
5. Extent to which ICH and its safeguarding are integrated into primary and secondary education, included in the content of relevant disciplines, and used to strengthen teaching and learning about and with ICH and respect for one’s own and others’ ICH

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

**Question 5.1**

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

- As a means of explaining or demonstrating other subjects

  The ICH is included as a complementary topic in the primary and secondary education of the Social Studies subject program.

**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.

Through the celebration of national holidays, which are included in the curricula of the educational programmes. Some examples are: the day of Afro-descendants, the day of Our Lady of the Angels, the day of the Costa Rican marimba, the day of the Costa Rican masquerade, the day of Guanacastequidad, among others.

**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.

Through the celebration of the commemorative dates indicated above.

**Question 5.3**

The diversity of learners’ ICH is reflected through educational curriculum via:

- Multilingual education

  Depending on the cultural group and its location, the Costa Rican Ministry of Public
Education offers classes in the indigenous mother tongue and classes on indigenous culture.

**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?

Yes

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

In general, educational programs are focused on the protection of natural and cultural spaces, due to Costa Rican environmental policies.

**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:**
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?

- Arts
- Crafts
- Technical education/training

Question 6.2

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

No

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

Baseline and target

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

Extent to which the current indicator is met:

Partially
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?

Largely

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.

Currently, the inventory of ICH of Costa Rica carried out in 2004 is out of date to provide this information.

### Question 7.1.b

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

Largely

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.

Currently, the inventory of ICH of Costa Rica carried out in 2004 is out of date to provide this information.

### Question 7.2

Do specialized inventories and/or inventories of various scopes also contribute to the safeguarding of ICH and reflect its diversity?

Yes

Based on your response in section A.6 Inventories

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

For 7 years, from 2013 to 2019, the Cultural Information System of the Ministry of Culture and Youth ([https://si.cultura.cr/](https://si.cultura.cr/)) has prepared the cultural inventories of 11 cantons (among them: Mora, Santa Ana, Dota, Tarrazú, León Cortés, Esparza, Alajuelita, Grecia, Belén, Turrialba and Santa Cruz). Thus, averaging 11 cantons in 7 years, in total the 82 cantons of the country would be inventoried in the year 2065.
On the other hand, there are efforts made by municipalities. Such is the case of the Municipality of Escazú, a canton that joins the previous list, and has an inventory of the cultural heritage present in its territory. Link: https://escazu.go.cr/sites/default/files/Documentos/libro_mi_lindo_escazu.pdf

These inventories cover the five areas of the ICH and seek its dissemination and promotion for its safeguarding.

**Question 7.3**

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

Largely

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.

In general, they are updated every two years, by consulting the bearers of tradition and people who participated in the creation of the inventory initially.

**Question 7.4.a**

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

Largely

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

The Cultural Information System of the Ministry of Culture and Youth has prepared the cultural inventories of 11 cantons (among them: Mora, Santa Ana, Dota, Tarrazú, León Cortés, Esparza, Alajuelita, Grecia, Belén, Turrialba and Santa Cruz), of which information can be found at: https://si.cultura.cr/

**Question 7.4.b**

To what extent are ICH inventories utilized to strengthen safeguarding?

Largely

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.
As a means of recording and identifying current cultural manifestations and those that are at risk, in order to establish safeguarding measures with the communities that carry tradition.

**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:
8. Extent to which the inventorying process is inclusive, respects the diversity of ICH and its practitioners, and supports safeguarding by communities, groups and individuals concerned

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

**Question 8.1**

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

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

The process focuses on: Cultural workers, cultural groups, community organizations, infrastructure or spaces for cultural use, festivities and cultural manifestations. He Cultural Inventory is carried out jointly with Municipalities, Chambers of Tourism and community organizations in the cantons.

**Question 8.2**

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

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

As mentioned above, the process focuses on: Cultural workers, cultural groups, community organizations, infrastructure or spaces for cultural use, festivities and cultural manifestations. The Culturals Inventories is carried out in conjunction with Municipalities, Chambers of Tourism and community organizations of the cantons.

**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:**

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:
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

The Workshop Scholarships annually granted by the Culture Administration represent an economic support for creators and researchers for the development of artistic-cultural projects in the field of Literature, Dance, Drama, Handcrafts, Visual Arts, Music and interdisciplinary proposals. On average, between 30 and 40 projects are approved per year in the 9 regions, where various populations participate (older adults, children, adolescents, young adults, indigenous people, persons with disabilities, women, etc.).

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.

Through the accompaniment, technical advice, awareness and dissemination of the ICH, through which the investigation and safeguarding of specific elements is encouraged.

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.

Of course. The research and inventory processes are based on the participation and information provided by the communities that carry the traditions.
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:
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?
High

Provide any additional details here.

The databases can be accessed by the communities that carry tradition in the following links:
- http://www.patrimonio.go.cr/biblioteca_digital/
- https://si.cultura.cr/directorio-cultural.html
- https://www.dircultura.go.cr/programas/becas-taller
- http://www.sinabi.go.cr/

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?
High

Provide any additional details here.

Some studies used to support public policies are:
http://www.patrimonio.go.cr/biblioteca_digital/publicaciones/2020/Cocinasfr0delfr0Bicent enariofr02020.pdf

Question 10.3

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

Provide any additional details here.
For the development of safeguard policies and measures, depending on the cultural element.

Such is the case of the Costa Rica Creative and Cultural 2030 National Strategy is a public policy instrument articulated by the Ministry of Culture and Youth together with the MEIC, INA, MICIT and the Development Banking System with other public institutions, organizations and ecosystem companies to facilitate the implementation of programs and actions. Link: https://mcj.go.cr/medidas-covid-19/estrategia-creativa

**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:**

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:*
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

Question 11.1

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?

Yes

It is a

- Cultural policy

Name of the policy/measure

The National Policy for Cultural Rights 2014-2023

Established

01-12-2014

Revised

Is the policy/measure being implemented?

Yes

Brief description

In terms of the formulation of public policies, the National Policy for Cultural Rights 2014-2023 is in place and the National System for the Protection and Promotion of Cultural Rights was created as the long-term programmatic framework to achieve effective promotion, respect, protection and guarantee of cultural rights, which must be protected, promoted and managed by public institutions in said period and includes the "Protection and management of tangible and intangible cultural heritage", whose objective is to promote actions focused on ensuring the protection and participatory management of cultural, tangible and intangible heritage, for the strengthening of identities and the integral well-being of individuals, groups and communities throughout the country and raises the following main themes:

1) Revitalization of tangible and intangible cultural heritage;
2) Promotion of citizen participation in the protection and management of heritage;
3) Strengthening and articulation between information centres and entities dedicated to the
   protection of cultural heritage; and
4) Relationship between cultural heritage and natural heritage.

**Question 11.2**

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

Yes

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

An action plan effort for safeguarding is: "Monitoring Committee of the Proclamation of the
Tradition of the oxherding and the oxcart traditions in Costa Rica as Intangible Cultural
Heritage of Humanity". Currently, the safeguarding plan for the "Festival of Our Lady of Guadalupe" in Nicoya,
Guanacaste, is being prepared. This element has an inscription on the national ICH list.

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

Yes

If yes, provide details.

An action plan effort for safeguarding is: "Monitoring Committee of the Proclamation of the
Tradition of the oxherding and the oxcart traditions in Costa Rica as Intangible Cultural
Heritage of Humanity". Currently, the safeguarding plan for the "Festival of Our Lady of Guadalupe" in Nicoya,
Guanacaste, is being prepared. This element has an inscription on the national ICH list.

**Question 11.3**

Is public financial and/or technical support for the safeguarding of ICH elements (whether
or not inscribed on the Lists of the 2003 Convention) provided on an equitable basis in
relation to the support given to culture and heritage as a whole?

Yes

Describe briefly, giving examples, the nature of the support provided and how equitability
is ensured.

Through the technical advice provided by the Intangible Cultural Heritage Unit and the
competitive funds of the Directorate of Culture, both programs of the Ministry of Culture
and Youth.
Do these forms of support prioritize ICH in need of urgent safeguarding?

Yes

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

Through the technical advice provided by the Intangible Cultural Heritage Unit and the competitive funds of the Directorate of Culture, both programs of the Ministry of Culture and Youth.

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?

High

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

The processes are focused on active participation of: Cultural workers, cultural groups, community organizations and tradition-bearing communities.
Also seeking the participation of Municipalities, Chambers of Tourism and community organizations in the cantons and regions.

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:

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

<table>
<thead>
<tr>
<th>Question 12.1</th>
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<tbody>
<tr>
<td>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?</td>
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Yes

<table>
<thead>
<tr>
<th>It is a</th>
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<tr>
<td>• Administrative measure</td>
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<table>
<thead>
<tr>
<th>Name of the policy/measure</th>
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<tbody>
<tr>
<td>Curricular policy of the national educational system of Costa Rica</td>
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</table>

<table>
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<tr>
<th>Established</th>
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<tr>
<td>24-02-2017</td>
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<tr>
<th>Is the policy/measure being implemented?</th>
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<tbody>
<tr>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>Brief description</th>
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<tr>
<td>The curricular policy &quot;Educate for a New Citizenship&quot;. In this regard, it is important to indicate that the new curricular policy is a relevant contribution to the national educational system since it allows to guide the implementation of the new study programs and guides a pedagogical practice of the entire system from a holistic vision and based on Human Rights and the duties required by the current context.</td>
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<th>Question 12.2</th>
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<tbody>
<tr>
<td>Have policies and/or legal and administrative measures for education been established (or revised) and implemented to strengthen transmission and practice of ICH?</td>
</tr>
</tbody>
</table>

Yes
It is a

- Administrative measure

**Name of the policy/measure**

Curricular policy of the national educational system of Costa Rica

**Established**

24-02-2017

**Revised**

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

Yes

**Brief description**

The curricular policy "Educate for a New Citizenship". In this regard, it is important to indicate that the new curricular policy is a relevant contribution to the national educational system since it allows to guide the implementation of the new study programs and guides a pedagogical practice of the entire system from a holistic vision and based on Human Rights and the duties required by the current context.

**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?

Yes

**It is a**

- Administrative measure

**Name of the policy/measure**

Language and Culture Program of the Ministry of Public Education of Costa Rica

**Established**

08-01-2018
Is the policy/measure being implemented?
Yes

Brief description

This issue is being worked on through the Department of Intercultural Education in the Ministry of Public Education of Costa Rica. This department aims to promote the formation of pluralistic citizens, respectful and promoters of human rights, capable of transforming community, local, national and global contexts through dialogue, recognition and appreciation of cultural diversity of an ethnic nature, national and generational.

Background:
http://www.ddc.mep.go.cr/educacion-intercultural
https://mep.go.cr/lengua-cultura

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:
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:
13. Extent to which policies as well as legal and administrative measures in fields other than culture and education reflect the diversity of ICH and the importance of its safeguarding and are implemented

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

**Question 13.1**

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

Yes

Provide additional explanation, indicating the sector involved.

Taking into consideration what is indicated by Law No. 8560, which ratifies by the Costa Rican State the UNESCO'S "CONVENTION FOR THE SAFEGUARDING OF THE INTANGIBLE CULTURAL HERITAGE".

In the Ministry of Education of Costa Rica, there is the Department of Intercultural Education, whose purpose is the formation of citizens who are plural, respectful and promoters of human rights, capable of transforming community, local, national and global contexts through dialogue, the recognition and appreciation of cultural diversity of an ethnic, national and generational nature.

To achieve this, the department of Intercultural Education supports the processes of curricular contextualization and cultural relevance and serves diverse populations such as indigenous, Afro-Costa Rican and with special migratory situations.

**Question 13.2**

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

Yes

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

- Food security

  Menus to implement in school canteens: https://www.mep.go.cr/menus-implementar-comedores-escolares

  Intersectoral Commission on Dietary Guidelines (CIGA):
Health care

NATIONAL HEALTH PLAN (2016-2020):

National Health Plan for People of African Descent (2018-2021):

Integration of indigenous communities in the Health Plan. The policy objective of “contributing to the improvement of health conditions and quality of life of indigenous peoples through the development of effective policies and actions that guarantee respect for their identity as a people and a differentiated culture and their particular forms of organization and participation ”must be taken to the fields of action, effectively benefiting these communities.

Gender equality

NATIONAL POLICY FOR EQUALITY BETWEEN WOMEN AND MEN IN TRAINING, EMPLOYMENT AND ENJOYMENT OF THE PRODUCTS OF SCIENCE, TECHNOLOGY, TELECOMMUNICATIONS AND INNOVATION 2018-2027:
https://www.inamu.go.cr/web/inamu/politicas

Access to clean and safe water, and sustainable water use

During 2020, the Costa Rican Institute of Aqueducts and Sewers (AyA) will build 13 aqueducts for indigenous communities in 7 of their territories, for which the
institution invests $1,228 million in order to guarantee access to drinking water for these residents. The projects will benefit 3,300 people in the territories of Telire (4 aqueducts), Punta Burica (3), Salitre (2), Bribri de Talamanca, Tayní, Térraba and Zapatón. More information: https://www.presidencia.go.cr/comunicados/2020/01/aya-construirá-13-acueductos-en-comunidades-indígenas-en-2020/

- Knowledge and practices concerning nature and the universe

**Question 13.3**

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

No

Provide any additional details

**Question 13.4**

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

Yes

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

- Income generation and sustainable livelihoods

  A National Strategy "Creative and Cultural Costa Rica 2030", a public policy instrument that recognizes and promotes creative and cultural enterprises, as the engine of the economic, social and cultural development of the country.

**Question 13.5**

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

Yes

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

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

Conformation of agreements for the ancestral use of sacred spaces between Indigenous Peoples and the Costa Rican State.


**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:
14. Extent to which policies as well as legal and administrative measures respect customary rights, practices and expressions, particularly as regards the practice and transmission of ICH

Guidance note corresponding to indicator 14 of the Overall Results Framework:

English | French | Spanish

**Question 14.1**

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

Yes

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

Intellectual property rights and privacy rights are regulated by the Center for Technology and Innovation Support of the National Registry of Costa Rica, within the framework of the Development Agenda of the World Intellectual Property Organization.

The objective of this Center is to provide Costa Rican inventors and businessmen with technological information services, such as: searches for patent records, trademarks, personalized advice on patent registration procedures, utility models, industrial designs, trademarks and other distinctive signs, talks, etc. Aimed at inventors, small and medium-sized companies (SMEs), chambers, industrial circles, researchers from technology centers, academic circles.

Web page: https://www.rnpdigital.com/propiedad_industrial/propiedad_industrial_pCati.htm

**Question 14.2**

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

Yes

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

The National Commission for the Management of Biodiversity (CONAGEBIO), an organ of the Ministry of Environment and Energy of Costa Rica, is one of the ministerial instances whose competence is the effective and efficient management of biodiversity. Web link: https://www.conagebio.go.cr/Conagebio/public/index.html

General Mechanism for Consultation with Indigenous Peoples, through the Indigenous Consultation Technical Unit (UTCI), as an organ of the Ministry of Justice and Peace, in
charge of the technical and financial management of the Indigenous Consultation processes, as well as the rest of the functions regulated by this Decree, for the exclusive purposes of Consultations with indigenous peoples. The Ministry of Justice and Peace, through the UTCI, exercises the leadership of the process in all its stages.

**Question 14.3**

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

Yes

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

Through the General Mechanism for Consultation with Indigenous Peoples, through the Technical Unit for Indigenous Consultation (UTCI), as an organ of the Ministry of Justice and Peace, in charge of the technical and financial management of the Indigenous Consultation processes, as well as other functions regulated by this Decree, for the exclusive purposes of Consultations with indigenous peoples. The Ministry of Justice and Peace, through the UTCI, exercises the leadership of the process in all its stages.

**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:**

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:
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.

In Costa Rica, sustainable economies are promoted, which generate productive chains linked to the intangible cultural heritage, and which, therefore, contribute to a better quality of life for the host communities. For example: The National Strategy "Creative and Cultural Costa Rica 2030", a public policy instrument that recognizes and promotes creative and cultural enterprises, as the engine of the economic, social and cultural development of the country.

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.

Through the General Mechanism for Consultation with Indigenous Peoples, through the Technical Unit for Indigenous Consultation (UTCI), as an organ of the Ministry of Justice and Peace, in charge of the technical and financial management of the Indigenous Consultation processes, as well as other functions regulated by this Decree, for the exclusive purposes of Consultations with indigenous peoples. The Ministry of Justice and Peace, through the UTCI, exercises the leadership of the process in all its stages.

The National Commission of Intangible Cultural Heritage by Executive Decree No. 41090-C indicates the importance of promoting respect and consultation with host communities in an environment of dialogue for the management of their intangible cultural heritage.

Question 15.3

Do development interventions recognize the importance of ICH in society?

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

- As a source of knowledge and skills

Through the creation of cultural inventories for the identification of knowledge and skills that can be linked to sustainable projects. For example: https://www.ict.go.cr/es/servicios-institucionales/guias-turisticoculturales.html

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:**
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:

- Indigenous peoples

  The agreement 07-64-2016 related to the approval of the curricular policy "Educate for a New Citizenship". In this regard, it is important to indicate that the new curricular policy is a relevant contribution to the national educational system since it allows to guide the implementation of the new study programs and orients a pedagogical practice of the entire system from a holistic vision and based on Human Rights and the duties required by the current context.

- Groups with different ethnic identities

  Creation of the executive decree "REFORM TO THE EXECUTIVE DECREE N° 37112-G OF MARCH 21, 2012, FOREIGNERSHIP REGULATION AND CREATION OF THE DAY OF COSTA RICAN ABROAD, WHOSE COMMEMORATION DATE WILL BE APRIL 11 OF EACH YEAR, PUBLISHED IN SCOPE No. 64 OF GAZETTE 95 OF MAY 17, 2012, FOR THE INCLUSION OF THE PROCESS OF REGULARIZATION OF INDIGENOUS CROSS-BORDERS"

  Link: https://www.migracion.go.cr/Documentosfr0compartidos/Circularesfr0yfr0Directrices/2021/N%C2%BAfr042814-MGPfr0Regularizaci%C3%B3nfr0Poblaci%C3%B3nfr0Indigenafr0Extranjera.pdf

- People of different ages
Question 16.2

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

Yes

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

Through open councils and promoting spaces for the transmission of knowledge for all ages, genders and ethnic identities.

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:

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:
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.

Two criteria are used: through an open call and through a call from the carrier community and calls one by one to the transmission carriers for their participation.

**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.

A tool is provided, through a form, where the person contributes their personal data and their approval in the participation of processes.

**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?

Yes

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.

National Law No. 8560 of ratification of the 2003 UNESCO convention,
Decree of the National Commission of Intangible Cultural Heritage,
National Policy of Culture Costa Rica 2014-2023,
Indigenous Consultation Law (Technical Unit for Indigenous Consultation (UTCI),
National Commission for Biodiversity Management (CONAGEBIO) and its Technical Office (OT), as a maximum deconcentration body of the Ministry of Environment and Energy (MINAE), Center of Support for Technology and Innovation (CATI) of the National Registry

**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.

General Law of the Young Person. N. 8261 and its reforms  
Public Policy of the Young Person 2020-2024  
The Youth Approach  
Link: https://cpj.go.cr/sistema-nacional-de-juventud/

Creation of Cantonal Committees of the Young Person (CCPJ) contemplated in the General Law of the Young Person (Law N ° 8261), members of the National Youth System of the Council of the Young Person, Ministry of Culture and Youth of the Republic of Costa Rica.

*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.

By the creatin of Cantonal Committees of the Young Person (CCPJ) contemplated in the General Law of the Young Person (Law N ° 8261), members of the National Youth System of the Council of the Young Person, Ministry of Culture and Youth of the Republic of Costa Rica.

Through the Civic Centers for Peace (CCP) are places created by and for the community especially for children, adolescents and young people between 0 and 18 years of age. The construction and operation of 7 CCPs in the country is planned, namely: Garabito, Aguas Zarcas, Santa Cruz, La Capri, Cartago, Guararí and Pococi. They constitute a physical space in which a strategy for the prevention of violence is implemented, the strengthening of capacities for citizen coexistence and the creation of development opportunities for people through education, technology, art, sports and the recreation.

Each CCP will offer institutional care services related to:

- Access and permanence in the educational system  
- Training for life  
- Strengthening of labor skills and productive ventures
I take care of myself through healthy habits
- Capacity building for peaceful conflict resolution and dialogue
- Other activities that favor the social fabric and the construction of democratic citizenship.

It is important to mention that in the design and identification of services and spaces of each Civic Center, the opinions and needs of the communities of the seven cantons have been widely taken into account.

**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.

**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:**

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?
  
  Through the Communication Unit of the Ministry of Culture and Youth and the socialization of cultural capsules and press releases to the national media for dissemination.

- Promote mutual respect among communities, groups and individuals?

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?

No

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

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

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.

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](#)

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**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.

The policies and programs recognize the indigenous populations as bearers of tradition, through Indigenous Law No. 6172 of December 20, 1977.

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

**Question 19.2**

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

Yes

**Are these events organized for:**

- Communities, groups and individuals
  
  Cattle dog parades organized by communities that carry tradition. Festivities of a religious nature and linked to its worldview.

  Cattle dog parades organized by communities that carry tradition. Festivities of a religious nature and linked to its worldview.

- General public
  
  Traditional fairs or shifts. Agricultural products fairs.
• Other stakeholders

Craft Fair "Made Here" by the Ministry of Culture and Youth.

**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?

Yes

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

The main body holding documentation related to intangible cultural heritage is the Ministry of Culture and Youth, through the "Luis Ferrero" Documentation Unit and the Intangible Cultural Heritage Unit of the Center for Research and Conservation of Cultural Heritage, specialized in the field of cultural heritage. Likewise, this Center has been conducting research on traditional cultural manifestations since 1979.

Also of interest is the Costa Rican Cultural Information System (SICultura) of the same ministry, created in 2008 as an online archive that collects, organizes and contains cultural information from throughout the country and includes a section on cultural manifestations of intangible cultural heritage.

Also, the databases and material compiled by the National Library System (SINABI) of said ministry are of interest. The Vice-Rector’s Office for Social Action of the University of Costa Rica is a multidisciplinary academic unit that also executes projects related to the Costa Rican cultural heritage.

Also there is the Cultural and Recreational Promotion Program of the State Distance University, which seeks to fulfill the aims and objectives established by the Organic Statute of said University in terms of the dissemination of culture and the promotion of the artistic and cultural spirit of the people. Costa Rican. In this way, he develops a work that involves community work in the field of sociocultural animation, research, revitalization, and dissemination of different facets of the Costa Rican cultural heritage.

**Baseline and target**

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

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

Largely

**Target for the next report:**

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:
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.

Through the technical advice provided by the Intangible Cultural Unit of the Heritage Center of the Ministry of Culture and Youth, the following ethical principles are promoted: the host communities carry out the primary role in safeguarding its own intangible cultural heritage; the right of communities, groups and, if applicable, individuals to continue exercising the practices, representations, expressions, competences is respected and recognized specialized and knowledge; mutual respect among all prevails; transparency is promoted in collaboration, dialogue, negotiation and consultations carried out, and will be subject to your free, prior, continuous and informed consent.

**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.

Within the Ministry of Culture and Youth of the State of Costa Rica there is the Institutional Commission of Ethics and Values, and it has the Ethics and Values Manual, which constitutes a guide for our actions; in it, the ethical values that prevail in the Ministry are declared and the foundations of our management are strengthened. Both values, such as ethics and transparency, must be reflected in the institutional performance and in the conduct of the personnel.


**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:**

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:**
21. Extent to which engagement for safeguarding ICH is enhanced among stakeholders

Guidance note corresponding to indicator 21 of the Overall Results Framework: English | French | Spanish

**Question 21.1**

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

Some

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

Through an open call and respecting the customary principles of the bearers communities. Open participation in competitive funds for the safeguarding of intangible cultural heritage.

Describe in particular measures to ensure that this is inclusive.

Procuring the participation of elder people, women and infants in workshops.

**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)?

Not at all

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

**Question 21.3**

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

Some

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

Most of all, the tourism chambers present in the Costa Rican territory.

**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:**
22. Extent to which civil society contributes to monitoring of ICH safeguarding

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

**Question 22.1**

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

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.

Through the competitive funds of "Workshop Scholarships" that promote scientific, technical and artistic studies on ICH safeguarding. Link:
https://www.dircultura.go.cr/programas/becas-taller

**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.

Such is the case of the Jirondai Project:

An initiative that uses information technologies and art to preserve and bring to new generations the words and knowledge of grandmothers and grandfathers.

Project Jirondai is based on the premise that, just as we predict possibilities of survival as a planet every time we lose biological diversity, we will have less success as a species if we lose our cultural diversity, we must learn to tell a new story about this part of the world. Words that humanity needs to heal and understand live in the memory of our peoples, in the knowledge of ancient societies and their contemporary heirs.

Facebook: https://es-la.facebook.com/proyectojirondai/
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.

In terms of training, the Intangible Cultural Heritage Unit of the Center for Research and Conservation of Cultural Heritage has managed to create four modules related to awareness and management of safeguarding plans for the intangible cultural heritage present in the communities. Various institutions such as: The University of Costa Rica and its Thematic Chair "Cultural Heritage and Diversity", whose council is made up of representatives of the School of Anthropology, School of History. School of Nutrition and Department of Linguistics of the School of Philology, Linguistics and Literature, which promotes research, teaching, training activities, dissemination and cultural management related to intangible cultural heritage. The University Community Work of the University of Costa Rica: "Traditions of Costa Rica", collaborates in the reflection and dissemination of cultural information about Costa Rica; in addition, the University Community Work of the National Technical University: "Recovery of the Costa Rican Popular Culture and Identity". Likewise, the University of Costa Rica registers more than Social Action Projects on areas of intangible cultural heritage. For more information: https://accionsocial.ucr.ac.cr/buscador-de-proyectos. In the case of the State Distance University, there is the program: "Cultural and Recreational Promotion", which works on cultural projects of intangible cultural heritage, link: https://www.uned.ac.cr/extension/promocion-cultural

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

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:
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:

- Regional level

  Through the Regional Center for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL).

**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:

- Regional level

  Yes, through the Regional Center for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL).

**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).

Through exchanges of experiences in the Administrative Committee of Center for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL), or, through Training of Trainers in PCI and in meetings or calls for multi-country or regional projects that are carried out.

**Question 24.4**

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

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

In the Compilation of videos «Songs and Music of Afro-descendants of Latin America» The edition of the compilation was carried out in 2017, which includes 10 documentary videos produced in a participatory way with Afro-descendant communities and carriers of Argentina, Bolivia, Brazil, Costa Rica, Cuba, Ecuador, Mexico, Peru, Uruguay and Venezuela. Link: http://crespial.org/proyecto-multinacionales-finalizados/

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:
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?

Yes 1

Choose a category 2 centre

Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL)

Describe the activities and your country’s involvement.

In terms of bilateral, sub-regional, regional and international cooperation, Costa Rica has participated actively since 2011 in the programmes of the Regional Centre for the Safeguarding of the Intangible Cultural Heritage of Latin America (CRESPIAL), including multinational projects (Safeguarding of intangible cultural heritage of the Latin American Afro-descendants), communications activities (e.g. photo and video bank) and training and networking. Representatives from the Ministry of Culture and Youth have also taken part in UNESCO capacity-building training workshops on implementing the Convention, one at the regional level and one nationally.

Recently, in 2019, the States of the art on public policies for the safeguarding of the ICH of the CRESPIAL member countries were published. Costa Rica participated in this process. This document poses a great challenge at the country level, if it is pertinent to formulate legislation that offers more solid powers to the Ministry of Culture and Youth regarding the application of the Convention. Likewise, to establish a broader stakeholder mapping methodology with the relationship of the projects and their scope, and to configure the organization that articulates the different levels with the available human resources that allows the work in matters of intangible cultural heritage.

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

1

**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:**

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:**
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. 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.

<table>
<thead>
<tr>
<th>Name of the element</th>
<th>Year of inscription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxherding and oxcart traditions in Costa Rica</td>
<td>2008</td>
</tr>
</tbody>
</table>

**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’).

The oxherding and oxcart tradition in Costa Rica dates back to colonial times, with the introduction by the Spaniards of cattle and the oxcart as a form of transportation. The use of this tool, pulled by oxen, enabled the construction of most of the infrastructure of the emergent cities in the country. The Nineteenth Century was the "Golden Age" of ox carts, due to their contribution to carrying coffee, a crop that experienced a boom which significantly boosted the Costa Rican economy. Thus, an indissoluble link emerged between the oxherder, the oxen and the oxcart, which, by the turn of the Century, became the object of multi-color decoration in several places of the Central Valley, and it came to represent a symbol of the country. Its decline in the economic milieu started with the introduction of motor vehicles, although not its cultural importance, since the oxcart was positioned as national, artistic and literary motif and emblem.

The current uses of the oxcart in transport, religious, agricultural and productive activities, such as traditional sugar mills and ground transportation of sand, rocks and wood, give
validity to the tradition, which is also reinforced by the prominent role played by the oxen associations and parades that validate the trade, and the growing participation of women, children and young people of both sexes who practice this tradition.

In the framework of the celebration of the patron saint festivities, a series of important traditions have been maintained, such as the Convite, Sesteo and Oxherder's Parade, where people from all over the country arrives. These activities encourage the safeguarding and dissemination of the traditions, vocabulary, gastronomy, skills and knowledge of the cattlemen through demonstrations, competitions, cultural events (music, couplets, dances, meals and others). In the process of maintaining these traditions, we work intensely to create a space for all the people who are part of the Oxherding activity in the country, in order also not to lose this culture for all Costa Ricans.

**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.

Despite the fact that modernity and globalization threaten the tradition, and despite being stigmatized -mainly among city population sectors- as an aftertaste of the past, and, thus, as synonymous with "backwardness" or as a practice of peasants, which still bear derogatory Costa Rican prejudices and connotations of "maicero", "polo" (rustic, simple-minded), the tradition has been strengthened by oxherder organizations throughout the country. It is significant that, through the effort of such organizations, seven monuments and a bas-relief mural have been created, depicting the oxherder, the oxen and oxcart motifs in seven cities of the Central Valley and the province of Guanacaste. Futhermore, there is also two regional museums dedicated to the tradition of the he oxherder, the oxen and oxcart, located in Desamparados in Central Valley and San Carlos in the province of Alajuela.

The transmission of this tradition from parents to children is reflected in the growing participation of children and young people of both sexes in the traditional sugar mills, grounding transportation of raw materials, agriculture activity, and also oxherder's parades. These parades recreats the movilization of the firsts groups of oxherders in the country. Currently these parades are held throughout the year in different parts of the country, and most of the expenses are paid by the participants themselves. One of the most significant ones is the annual entrance to San Jose of male and female oxherders in November, and the corresponding get-together the day before, called the "sesteo", in an esplanade of the capital, where activities such as folk music, traditional food and ox-herding skill demonstrations are developed.

Risks for this tradition lie in the urban processes that limit accessible land for animal upkeep, in the continuity of oxcart and yoke artisans and decorators, and in herd-robbing felonies.
Paradoxically, recent legislation for preventing cattle robbery had negative repercussions for the practitioners of such tradition, since it established new requirements for transporting the oxen.

Another risk is the scarce participation of municipalities in safeguarding measures for this intangible cultural heritage, from educational projects for the population and coordination with institutions to aspects related to the use of soil and the preparation of regulatory plans that properly contemplate the sustainability of the tradition in their territory. Also the bearer community has made an attempt to organize. Nevertheless, have had a series of problems in their communication skills, administrative and organization levels.

**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.

It is characterized by being a cultural manifestation that brings together various social sectors, age groups and seeks to recover the role of women in the history of this culture. In such a way, that all members of the tradition-bearing community promote its safeguarding and revitalization.

It actively seeks to develop at the local, regional and national level. Within the Costa Rican population he projects himself as a defender of their history and identity. At the regional and national level, it develops an educational dissemination and dissemination policy that seeks to incorporate the cattle rancher community. While, at the national level, it seeks to safeguard this culture for each and every Costa Rican. New generations of young people, men and women, are encouraged to participate actively, facilitating the appropriation of their intangible heritage and its maintenance over time.

Their practices and activities include different levels of intangible heritage, such as:1) own lexicon linked to the activities and traditions that it defends, 2) associated traditional music and dance, 3) elements of popular religiosity, 4) rescue of traditional food in cultural activities open to the community and visitors, 5) rescue of artistic skills and other traditional techniques related to the work of the Oxherding, such as: painting of carts, construction of yokes and bridges, and 6) elements of the world of peasant work.

**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.

2015: It was the celebration of the tenth anniversary UNESCO Proclamation to the tradition of Oxherding and Oxcart tradition in the National Theater, a Sesteo in Parque La Sabana, the Oxherder's Parade in the City of San José, and the "Hagamos Yunta Contest", with the participation of 119 proposals in crafts, art and neo-crafts.

2016: a workshop was given to the cattle community by Silvia Martínez, an official of CRESPIAL, called "Exercise Plan of Action for the Safeguarding and Revitalization of the Oxherding and Oxcart Tradition".

2017: the Center for Research and Conservation of Cultural Heritage, carried out the Training Workshop on inventories of Intangible Cultural Heritage. Also a significant advance was the development of the “DIDACTIC UNIT THE TRADITION OF THE OXHERDING and OXCART IN COSTA RICA: MASTERPIECE OF THE ORAL AND INTANGIBLE HERITAGE OF HUMANITY”, by Rodrigo Carrillo Montoya William Castro Vindas Tobías Murillo Barrios, officials of the Ministry of Public Education.

2018: a series of actions were defined with a view to constructing a plan with a period of 4 years, which will allow the continuous devaluation of the safeguarding plan for Oxherding and Oxcart Tradition.

2019: Visits are made to bearers communities and a workshop was held on monitoring the plan to safeguard the Oxherding and Oxcart Tradition, with an attendance of 21 participants.


**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.

Practitioners of the tradition, organized into associations, foundations or local committees, carry out sesteos, tours and parades during the year, and pay for their own expenses; in some cases, they get support from local municipalities.

They have established their own communication networks for calling and participating in the events. Directors of the organizations play a significant role by also carrying out all the necessary procedures and obtaining permits before the corresponding institutions (Municipalities, Traffic Officers, Red Cross, and the Church) for their public events.
They have also filed petitions before the Ministry of Culture and Youth about reinforcing procedures and measures for safeguarding the Oxherding and Oxcart tradition in Costa Rica, as well as interceded in order to reduce bureaucratic procedures in other institutions related to their activities in public spaces.

Currently, there are three annual meetings of the Monitoring Committee for the Safeguarding Plan of the Oxherding and Oxcart tradition, in which the bearer community, groups of the tradition, public institutions with competence in matters of culture, education, agriculture, cattle raising, and tourism. In these meetings, the progress of specific actions and projects on the safeguarding of this tradition are verified.

**Question C.6**

**C.6. Institutional context**

State:

Organizations:

**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.
The present report was prepared based on information from different media provided by the organizations representing this intangible cultural heritage element. Information was collected from consultations, telephone calls, and documents from the organizations.

The declaration file containing the information issued by the oxherding and oxcart practitioners in Costa Rica was also consulted, as well as the websites from different institutions.

Currently, there are three annual meetings of the Monitoring Committee for the Safeguarding Plan of the Oxherding and Oxcart tradition, in which the bearer community, groups of the tradition, public institutions with competence in matters of culture, education, agriculture, cattle raising, and tourism. In these meetings, the progress of specific actions and projects on the safeguarding of this tradition are verified.

Reports have been generated from the annual meetings with the agreements taken by its participants and this has ensured both the involvement and the fulfillment of the actions by all the people.
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
Paola Salazar Arce

Title
Chief of the Intangible Cultural Heritage Unit

Date
26-02-2021

Signature