Periodic Report (Convention)

A. General information

Name of State Party
Saint Kitts and Nevis

Date of Ratification
2016-04-15

Question A.1

Executive summary

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

On April 15th 2016, St. Kitts and Nevis ratified the UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage (ICH). On March 31st 2017, St. Kitts requested technical assistance from UNESCO in the form of an ICH Consultant to advise on implementing the 2003 Convention, and financial assistance from UNESCO Intangible Heritage Fund to build national human ICH safeguarding capacity by training members of the community with inventorying skills. October 5th 2018, UNESCO Bureau of the Committee for the Safeguarding of Intangible Cultural Heritage approved St. Kitts and Nevis request for a UNESCO ICH Expert to provide National Training on the convention, establishing National ICH standards, and International Assistance from the UNESCO ICH Fund for $USD 99,443.00 to implement the project, “Strengthening Inventory Preparation Capacity for Implementing the 2003 Convention for the Safeguarding of Intangible Cultural Heritage in St. Kitts and Nevis. Prior to signing the 2003 Convention for the Safeguarding of Intangible Cultural Heritage, St. Kitts and Nevis had already implemented measures to safeguard its folklore tradition, but not in the full scope of ways outlined in the convention. Safeguarding methods already practiced in St. Kitts and Nevis include; documenting folklore performances (digital video and still cameras), financial contributions to refurbish costumes and props, hosting folklore workshops, organizing folklore competitions, hiring folklore groups to entertain SKN communities during National Carnival, and Culturama in Nevis. National Cultural Icons are also deployed into schools to teach children about traditional folklore dances, dramatic performance, costumes, music, spoken, and written word to create awareness, and transmission of SKN’ traditional ICH elements.

On April 29th 2019 to April 1st 2021 St. Kitts and Nevis is implementing UNESCO ICH Capacity Building Project. St. Kitts Department of Culture-Research and Documentation Unit (SKDC-RDU), Nevis Historical Conservation Society (NHCS), and Nevis Cultural Development
Foundation (NCDF) and ICH Community Stakeholders have applied a systematic approach to safeguarding their Intangible Cultural Heritage by incorporation good safeguarding practices provided by the 2003 Convention. St. Kitts and Nevis ICH Mission for St. Kitts and Nevis is to: Build awareness about the Convention and about the current state of St. Kitts and Nevis’ ICH; Build the capacity of persons in both state and privately run entities to properly document and inventory SKN’s ICH; Identify persons and communities associated with the practice of particular elements; Ensure that persons associated with particular elements are engaged in the process of developing an inventory as well as ideas about how to safeguard the elements Document the processes and components of elements; Identify elements which may be in need of urgent safeguarding; Assess the degree to which elements are endangered due to the possibility of natural or man made disasters; Provide accurate information and educational materials for the practitioners and communities associated with SKN’s ICH, and through the development of a website create public awareness about the importance of safeguarding ICH through the organization of a media campaign about SKN’s efforts to implement the Convention. Additionally, this project will help SKN to expand, reinforce and amend, where necessary, existing safeguarding initiatives, by engaging tradition bearers in the community to assist with transmitting their knowledge of folklore dance, music, and costume making to the next generation.

Development of a national Cultural policy is currently being pursued, which provides an opportunity for Intangible Cultural Heritage Safeguarding legislation, and policy to be incorporated, which can create an enabling environment, to ensure future sustainability of ICH initiatives and safeguarding St. Kitts and Nevis Intangible Cultural Heritage treasured elements.

**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**

Phillips

**Given name**

Marlene

**Institution/position**
Question A.3

Institutions and organizations involved in the preparation of the periodic report

- Governmental institutions
  
  St. Kitts Department of Culture Research & Documentation Unit and ICH Secretariat
  St. Kitts Living Heritage, Nevis Cultural Development Foundation and ICH Secretariat
  Nevis Living Heritage

- National commission for UNESCO

  UNESCO National Commission St. Kitts and Nevis has shared UNESCO cultural information, invited Government institutions to participate in on-line training opportunities, and sent reminders about report deadlines.

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).

none

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

**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
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.

<table>
<thead>
<tr>
<th>Name of project</th>
<th>Year (start)</th>
<th>Year (end)/Ongoing</th>
<th>Total sum (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening inventory preparation capacity for implementing the 2003 Convention for the Safeguarding of Intangible Cultural Heritage in Saint Kitts and Nevis (01426)</td>
<td>2019</td>
<td>2021</td>
<td>99443.00</td>
</tr>
</tbody>
</table>

The following project was also funded by UNESCO prior to state ratification of the 2003 convention, "Revitalisation of Traditional Masquerade, Performing Arts and Costume Making" a collaboration between Dominica, St. Kitts and Nevis, and St. Lucia 2002 to 2004 $USD 251,799.00 {Source: Italy Funds in Trust}

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

b. Hyperlink to the inventory (if any)

c. Responsible body

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

f. Method and frequency for updating

g. Number of elements included

h. Applicable domains

i. Ordering principles

j. Criteria for inclusion

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

Please provide further details, if appropriate:

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

Please provide further details, if appropriate

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

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

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

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

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

p. Do communities, groups and NGOs participate inclusively in the inventorying process? (provide further details in section 8.1)
q. Does the inventory respect the diversity of ICH and its practitioners, including the practices and expressions of all sectors of society and all regions? (provide further details in section 8.2)

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

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**

Intangible Cultural Heritage (ICH) Secretariat St. Kitts and Nevis Living Heritage

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

The ICH (intangible cultural heritage) Secretariat St. Kitts and Nevis (SKN) Living Heritage liaises with tradition bearers, community stakeholders, cultural groups, heritage societies, schools, universities, government organisations, and the public to safeguard St. Kitts and Nevis intangible cultural heritage to achieve the following goals:

1) Build awareness about the convention and about the current state of St. Kitts and Nevis’ ICH;
2) Build the capacity of persons in both state and privately run entities to properly document and inventory SKN ICH;
3) Identify persons and communities associated with the practice of particular ICH elements;
4) Ensure that persons associated with particular ICH elements are engaged in the process of developing an inventory as well as ideas about how to safeguard the elements.
5) Document the processes and components of ICH elements;
6) Identify ICH elements, which may be in need of urgent safeguarding.
7) Assess the degree to which ICH elements are endangered due to the possibility of natural or man made disasters;
8) Disseminate information about the importance of safeguarding SKN’S ICH elements through a national ICH website, media platforms, and social media networks to educate communities, and the public.
9) Create ICH programs to expand, reinforce and amend, where necessary, existing safeguarding initiatives, by engaging tradition bearers in the community to assist with transmitting their knowledge to the next generation.

**Website**

https://www.facebook.com/pg/stkittsnevisICHculture/posts/
Question 1.2

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

No

Name of the body

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)

Brief description of the safeguarding functions of the body

Website

Contact details

Address

Telephone number

E-mail address
Question 1.3

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

Yes

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

In St. Kitts the Government of St. Kitts and Nevis Department of Culture has a staff that specialises in the following disciplines: music, dance, drumming, research and documentation that do community outreach programmes and engage members of the community to participate in training workshops to transfer Art-Forms, and traditional knowledge, customs, and skills to the next generation of children, and young adults.

In Nevis, the Nevis Cultural Development Foundation has been documenting ICH in the communities informally as part of its mandate for quite sometime. The Dept of Community Development Charlestown Nevis Tel: 1(869) 469-1768 under the Nevis Island have safeguarded an old cultural dance named, "The Fisherman Dance". They are trying to revive old cultural and folklore art-forms.

Question 1.4

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

Yes

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

The State of St. Kitts and Nevis is in the process of providing resources to fund establishment of the ICH Secretariats St. Kitts and Nevis Living Heritage. The Government of St. Kitts and Nevis has committed to establish ICH Secretariats in St. Kitts and Nevis, which will continue to research and document ICH Elements, and initiate safeguarding training programmes to transfer knowledge and skills to children and young adults to safeguard national traditions.

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 documentation materials captured, which include aural interviews with tradition bearers, digital camera photographs, and video camera footage will be showcased on a
National ICH Website that is being developed. The information will be used to educate and encourage the public to continue safeguarding their valued cultural traditions. The community is encouraged when they see their own people represented in media and their ICH elements showcased.

**Question 1.5**

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

1.5

- Cultural centres

  The Nevis Cultural Development Foundation (NCDF) teaches and promotes several ICH Elements in schools and in the community. The NCDF maintains a library and a digital resource of all things Nevisian Culture and History. This material is readily available for ICH use.

- Research institutions

  St. Christopher National Trust is a non-governmental organization that has a documentation centre with materials that provide researchers with a reliable source of information about the history of some ICH Elements that are being researched. The Mukti Documentation and Research Centre (Doc Centre) houses the National Trust collection of books, documents, reports, manuscripts, newspaper, photographs, maps, videos, tapes and any information that contributes to the historical identity of St. Kitts. The collection contributes to the National Trust’s custodial work of preserving and promoting our cultural and historic heritage (traditions, customs, music, visual and performing arts, our monuments, buildings and historic sites) and natural environment. The ‘Doc Centre’, unlike any library, has both published and unpublished material available for access to the general public and members of the SCNT. The material is often referred to as the “engine of the National Trust” as it drives almost every aspect of the National Trusts’ work. [https://stchristophernationaltrust.kn/mukti-research-centre/](https://stchristophernationaltrust.kn/mukti-research-centre/)

- Museums

  St. Kitts National Museum has artifacts, photographs, and displays that are good resource for researchers seeking information about the history of the communities in which tradition bearers of ICH Elements reside. The National Museum combines historical documentation with objects and images to share with both locals and visitors. All are welcome to explore and learn about our indigenous people,
European settlement and the rise of the slave trade through Emancipation and Independence. A tour of the Museum will take you on a journey through the early stages of sugar cultivation. From densely covered forest to the golden and black volcanic sand covered beaches, we boast a diverse ecological experience, which is on display in the museum. Amongst the various themes presented is the evolution of Carnival from its early beginnings on the plantations to its more modern form. Traditional Christmas Costumes such as the “Bull”, “Masquerade” and “Clowns” are also on exhibit. https://stchristophernationaltrust.kn/national-museum/

The Nevis Historical and Conservation Society contributes by the lending of staff towards the ICH project and also an additional online platform for showcasing ICH Media. The museum is also a repository for research material https://www.nevisheritage.org/

• Archives

The National Archives of St. Kitts and Nevis has records, photographs, manuscripts, etc... that provide a rich resource for Researchers gathering information about St. Kitts and Nevis ICH elements. The National Archives is the Official Archives of the government of St. Kitts and Nevis. We also hold a number of small private collections. Our records come in a variety of formats, which include, manuscripts, maps and plans, photographs, magnetic tape and optical media. The National Archives collects records from;
• the office of the Prime Minister and of Cabinet
• any Ministry, Department, Commission, Committee, office and other body under the Government of St. Christopher and Nevis
• Any post representing the Government of St. Christopher and Nevis outside the country
• The St. Kitts and Nevis Defence Force and Royal St. Christopher and Nevis Police Force
• Parliament and the Electoral Commission
• Court of Appeal, High Court or any Court or tribunal with jurisdiction within St. Christopher and Nevis
• Public Corporations
• Predecessor or successor institutions to the ones already listed
As well as
• Private records created by a person, family or a corporate body.
• Discrete items where the actual intrinsic or historical value of the record is great enough to merit its long-term preservation.
HTTPS://WWW.NATIONALARCHIVES.GOV.KN/ABOUT-US#:~:TEXT=THEfr0NATIONALfr0ARCHIVESfr0ISfr0OTHE,MAGNETICfr0TAPEfr0ANDfr0OPTICALfr0MEDIA.
• Libraries

The National Library of St. Kitts, "Charles A. Halbert Public Library" has books and other materials that can provide background information about the history of Kittitians and Nevisians, which can give insight into the cultural values of the society and inform why some ICH Elements have become national traditions. The aim of the C. A. H. Public Library facilitates the promotion and diffusion of knowledge and Information by acquiring making available to the community books and other materials.

HTTP://WWW.NATIONALLIBRARYOFSAINTKITTSSANDNEVIS.ORG/

The Nevis Public Library has a resource of all things Nevisian Culture and History. This material is readily available for ICH use.https://nia.gov.kn/ministries/education/nevis-public-library-service/

Baseline and target

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Not satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
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]([link to English]) | [French]([link to French]) | [Spanish]([link to 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 UNESCO ICH Capacity Building Project, "Strengthening Inventory Preparation Capacity for Implementing the 2003 Convention for the Safeguarding of Intangible Cultural Heritage (ICH) in St. Kitts and Nevis gave St. Kitts Department of Culture and Nevis Cultural Development Foundation an opportunity to provided focus training on safeguarding ICH. The Following Training Workshops were provided:

- **Phase One: Training of Trainers Workshop 1 - St. Kitts Implementation of the ICH Convention**
- **Phase One: Awareness Workshop 2 - St. Kitts Trainees to Community Implementation of ICH Convention**
- **Phase Two: Community Based Inventorying Workshop 1 - Research and Inventorying Skills Training**
- **Phase Two: Community Based Inventorying Workshop 2 - Documentation and Equipment Skills Training**
- **Phase Two Community Based Inventorying Workshop 3 - Archive Software Computer Skills Training**
Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

From the beginning of the UNESCO ICH Capacity Building Project all walks of society were targeted for involvement. The trainees themselves represent raising workshops for implementing the convention at the national level will be provided to approximately 65 persons. (40 St. Kitts and 25 Nevis). Training in research and inventorying skills targeted 50 persons (30 St Kitts, 20 Nevis). Training in video camera and audio documentation skills was provided for 50 persons (30 St Kitts, 20 Nevis). Training in use of archiving software and data processing targeted 25 persons (14 St. Kitts and 11 Nevis). The Workshops will planned to reach a diverse cross-section of community of stakeholders including: government officials, tradition bearers, researchers, librarians, documentalists, youth and elders, men and women from 9 Parishes in St. Kitts and 5 Parishes in Nevis.

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.

Nevis Historical and Conservation Society (NHCS) was involved in the conception of the UNESCO ICH Capacity Building Project from its inception under the leadership of Pauline Ngunjiri, former Executive Director of NHCS who was the first SKN ICH Secondary Focal Point Nevis who spearheaded implementation of the project. In Nevis as a result of this project Nevis Cultural Development Foundation in collaboration with NHCS has started to train people in the community with ICH documentation safeguarding methods.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

From the beginning of the UNESCO ICH Capacity Building Project all walks of society were targeted for involvement.

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:**

Tradition Bearers from St. Kitts and Nevis Community take pride in the cultural traditions that they continue to practice, and are interested in learning more about how to share their knowledge, and earn a livelihood from their skills. ICH is a new Program and we’ve garnered interest from the community so we expect more Knowledge Bearers to step forward. The Government of St. Kitts and Nevis wish to expand, reinforce and amend, where necessary, existing safeguarding initiatives, by engaging tradition bearers in the community to assist with transmitting their knowledge of folklore dance, music, and costume making to the next generation through training workshops, which will improve income generation for them.
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).

The UNESCO ICH Capacity Building Project reached out to a diverse community of male and female, young and mature adults (stakeholders) to provide ICH Safeguarding Skills to; government officials, tradition bearers, researchers, librarians, documentalists, youth and elders, men and women from 9 Parishes in St. Kitts and 5 Parishes in Nevis.

Measurable results from the training included:
1. Awareness raising workshops for implementing the convention at the national level targeted approximately 65 persons. (40 St. Kitts and 25 Nevis)
2. Training in research and inventorying skills were provided for 50 persons (30 St Kitts, 20 Nevis).
3. Training in video camera and audio documentation skills were provided for 50 persons (30 St Kitts, 20 Nevis)

Do these programmes ensure inclusivity?
Yes

If yes, describe briefly how these programmes ensure inclusivity.

The UNESCO ICH Capacity Building Project reached out to a diverse community of male and female, young and mature adults (stakeholders) to provide ICH Safeguarding Skills to; government officials, tradition bearers, researchers, librarians, documentalists, from 9 Parishes in St. Kitts and 5 Parishes in Nevis.

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).

St. Kitts Department of Culture, Nevis Cultural Development Foundation, and Nevis Historical and Conservation Society Staff were invited to participate in the ICH training workshops on understanding the 2003 Convention, Digital media training, community inventorying methods.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

St. Kitts Department of Culture, Nevis Cultural Development Foundation, and Nevis Historical and Conservation Society Staff who were invited to participate in the ICH training workshops have expertise in diverse fields: Music, Dance, Drumming, Folklore, Research and Documentation, and will be able to disseminate the information to a wider 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:**

Satisfied

**Target for the next report:**

Not satisfied

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

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

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

- non-formal education

**Question 4.1**

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

Yes

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

St. Kitts and Nevis both engage Tradition/Knowledge Bearers to conduct Folklore (Mummies - Violet Petty Primary, Clown - Edgar T. Morris Primary, Bull - Cayon Primary), Music (Djembe Drumming, Steel Pan) and Dance (Traditional/Non-Traditional) Programmes in Primary and High Schools. The children learn about the history, dance steps, music, and costume making of the different art forms.

In Nevis, the Practitioners in two of the three elements indicated to us in their interviews that they shared their knowledge with anyone who asked.

**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?

No
Explain briefly, with examples, how these programmes strengthen ICH transmission and who provides them.

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

**Question 4.4**

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

No

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

**Baseline and target**

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

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

Minimally

**Target for the next report:**

Not satisfied

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

  In St. Kitts ICH Awareness and Safeguarding Methods have not been introduced at Primary and Secondary Schools yet, but there are plans for the ICH Secretariat’s St. Kitts and Nevis Living Heritage to organise educational presentations in the schools in the near future.

  In Nevis, ICH is included when the Artistic Officers for African Drumming, Masquerade, Dance etc. give their students oral histories of each discipline.

- As a means of explaining or demonstrating other subjects

  In Nevis, certain aspects of the element are cited to show historical significance. Like the use of drums to communicate. This would be linked to History Class.

**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?

No

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

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

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

**Question 5.3**

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

In St. Kitts and Nevis, local content is normally integrated during black history and Independence Day Programs. In Nevis Members of the Community are usually showcased.

**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 St. Kitts individual teachers might include local content in their teaching, but it is not a mandatory part of the curriculum.

In Nevis when teaching local history these places are referenced. The children are also taught that these places are irreplaceable and must be respected.

**Baseline and target**

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

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

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

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:**

St. Kitts Department of Culture has already successfully integrated Music, Dance, and Drumming programmes into the primary and high schools. Now it will work on including ICH Awareness presentations.
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?

- Others

In Nevis the ICH of playing steel pan is taught to Adult Pan groups by an NCDF pan instructor. Nevis Cultural Development Foundation (NCDF) has discussed offering Adult Arts Classes but it hasn't materialised as yet.

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:

Not satisfied

Target for the next report:

Not satisfied

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

Not at all

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.

St. Kitts and Nevis currently have no ICH Inventories. After results of the UNESCO Capacity Building Project ICH Research Pilot Study are analysed a National List of ICH Inventories will be created.

**Question 7.1.b**

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

Not at all

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.

St. Kitts and Nevis currently have no ICH Inventories. After results of the UNESCO Capacity Building Project ICH Research Pilot Study are analysed a National List of ICH Inventories will be created.

**Question 7.2**

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

No

Based on your response in section A.6 Inventories, explain how such specialized inventories and/or inventories of various scopes contribute to the safeguarding of ICH and reflect its diversity.

**Question 7.3**
To what extent are existing inventories regularly updated, taking into account the current viability of the elements included therein?
Not at all

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.

St. Kitts and Nevis currently have no ICH Inventories. After results of the UNESCO Capacity Building Project ICH Research Pilot Study are analysed a National List of ICH Inventories will be created.

**Question 7.4.a**

To what extent is access to ICH inventories facilitated, while respecting customary practices governing access to specific elements of ICH?
Not at all

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

St. Kitts and Nevis currently have no ICH Inventories. After results of the UNESCO Capacity Building Project ICH Research Pilot Study are analysed a National List of ICH Inventories will be created.

**Question 7.4.b**

To what extent are ICH inventories utilized to strengthen safeguarding?
Not at all

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.

St. Kitts and Nevis currently have no ICH Inventories. After results of the UNESCO Capacity Building Project ICH Research Pilot Study are analysed a National List of ICH Inventories will be created.

**Baseline and target**

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

Not satisfied

**Target for the next report:**

Partially

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

St. Kitts and Nevis ICH Secretariats has not established ICH Inventories to Safeguard, but will after the results of the pilot study from the UNESCO ICH Capacity Building Project are reviewed.
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?

Not at all

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

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

St. Kitts and Nevis ICH Secretariats has not established ICH Inventories to Safeguard, but will after the results of the pilot study from the UNESCO ICH Capacity Building Project are reviewed.

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?

Not at all

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.

St. Kitts and Nevis ICH Secretariats has not established ICH Inventories to Safeguard, but will after the results of the pilot study from the UNESCO ICH Capacity Building Project are reviewed.

Baseline and target

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

Extent to which the current indicator is met:
Not satisfied

**Target for the next report:**

Partially

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

St. Kitts and Nevis currently have no ICH Inventories. After results of the UNESCO Capacity Building Project ICH Research Pilot Study are analysed a National List of ICH Inventories will be created. The plan is to have more ICH Training workshops with members of the community to increase the number of participants involved in the ICH Inventoring process.
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 Nevis Cultural and Development Foundation (NCDF) with the teaching of its Artistic classes in schools.

- Documentation and archiving

  St. Kitts Department of Culture Research and Documentation Unit (RDU) archives cultural documents, photographs, digital media (audio/video recordings) that contain ICH information that is available to the public for educational purposes or research projects.

  In Nevis The Research and Documentation Unit of the Nevis Cultural and Development Foundation (NCDF) maintains a repository of ICH information that regularly services the public.

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.

The Government of St. Kitts and Nevis has shown support by establishing the ICH Secretariats St. Kitts and Nevis Living Heritage, to encourage safeguarding ICH activities. In the future ICH Safeguarding impact studies will be done.

In Nevis, research was conducted prior on all elements covered to better form questions and to glean any additional information the knowledge bearer may not have considered.
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.

The ICH Secretariats St. Kitts and Nevis Living Heritage engaged Tradition Bearers to share their ICH Skills and Knowledge, and conducted interviews with their consent. The research findings include videos of the Tradition Bearer demonstrating their ICH.

In Nevis, research was conducted prior on all elements covered to better form questions and to glean any additional information the knowledge bearer may not have considered. Permission is respectfully asked and once the Practitioner agrees, they then sign a consent form.

Baseline and target

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Not satisfied

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

ICH Secretariats St. Kitts and Nevis Living Heritage always respect the wishes of the Tradition Bearer, and established prior consent to share their documented interview with the public. Tradition Bearer will also receive with a copy of their ICH Video, and a certificate acknowledging their ICH Skill.

### 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?**

**No access**

**Provide any additional details here.**

Results of the UNESCO Capacity Building Project will be used to demonstrate to the government the economic and social gains to be had by safeguarding ICH. ICH Secretariats St. Kitts and Nevis Living Heritage will use the results to develop ICH safeguarding policies.

### Question 10.3

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

**Limited**

**Provide any additional details here.**

ICH Secretariats St. Kitts and Nevis Living Heritage will use the results to develop ICH safeguarding 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:**

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:**

ICH Secretariats St. Kitts and Nevis Living Heritage will use the results to develop ICH safeguarding policies that can be incorporate int the National Cultural Policy to protect Tradition Bearers Rights, ICH Elements, their Environment, and material resources. ICH Teams and partners have done a great job and can only improve.
11. Extent to which policies as well as legal and administrative measures in the field of culture reflect the diversity of ICH and the importance of its safeguarding and are implemented

Guidance note corresponding to indicator 11 of the Overall Results Framework:

**English** | **French** | **Spanish**

<table>
<thead>
<tr>
<th>Question 11.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have cultural policies and/or legal and administrative measures been established (or revised) and implemented that incorporate ICH and its safeguarding and reflect its diversity?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>It is a</td>
</tr>
<tr>
<td><strong>Name of the policy/measure</strong></td>
</tr>
<tr>
<td>Established</td>
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<tr>
<td>Revised</td>
</tr>
<tr>
<td><strong>Is the policy/measure being implemented?</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 11.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have national or sub-national strategies and/or action plans for ICH safeguarding been established (or revised) and implemented?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td><strong>Describe briefly the strategies and/or action plans and how they contribute towards safeguarding ICH.</strong></td>
</tr>
</tbody>
</table>

On April 29th 2019 to April 1st 2021 St. Kitts and Nevis is implementing UNESCO ICH Capacity Building Project. St. Kitts Department of Culture-Research and Documentation Unit (SKDC-RDU), Nevis Historical Conservation Society (NHCS), and Nevis Cultural Development Foundation (NCD) and ICH Community Stakeholders have applied a systematic approach to safeguarding their Intangible Cultural Heritage by incorporation good safeguarding practices provided by the 2003 Convention. ICH Secretariats St. Kitts and Nevis Living Heritage have been established with and office in each island to implement ICH Safeguarding Activities.

St. Kitts and Nevis ICH Secretariats Mission:
a) Build awareness about the Convention and about the current state of St. Kitts and Nevis’ ICH;
b) Build the capacity of persons in both state and privately run entities to properly document and inventory SKN’s ICH;
c) Identify persons and communities associated with the practice of particular elements;
d) Ensure that persons associated with particular elements are engaged in the process of developing an inventory as well as ideas about how to safeguard the elements.
e) Document the processes and components of elements;
f) Identify elements which may be in need of urgent safeguarding.
g) Assess the degree to which elements are endangered due to the possibility of natural or man made disasters;
h) Provide accurate information and educational materials for the practitioners and communities associated with SKN’s ICH, and through the development of a website create public awareness about the importance of safeguarding ICH
i) Engage tradition bearers in the community to assist with transmitting their knowledge of folklore dance, music, and costume making to the next generation.

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

Yes

**If yes, provide details.**

ICH Secretariats St. Kitts and Nevis Living Heritage have been established with an office in each island to implement ICH Safeguarding Activities to achieve St. Kitts and Nevis ICH Secretariats Mission:

Results of the UNESCO Capacity Building Project will be used to by the ICH Secretariats St. Kitts and Nevis Living Heritage to identify ICH Elements in need of safeguarding.

**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.

The Government of St. Kitts and Nevis have shown support of ICH Safeguarding by establishing ICH Secretariats St. Kitts and Nevis Living Heritage, but funding is required to conduct ICH Safeguarding Activities. Results of the UNESCO Capacity Building Project will be used to by the ICH Secretariats St. Kitts and Nevis Living Heritage to identify ICH Elements in need of safeguarding.
Financial support is needed. Nevis Cultural Development foundation (NCDF) currently houses the ICH Nevis and provides support in its employees.

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

No

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

Safeguarding ICH Elements are currently not a priority, however with further education the community and ICH Stakeholders will gain more understanding about the importance of Safeguarding ICH.

**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?

No access

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

St. Kitts and Nevis does not have a National Cultural Policy. ICH Secretariats St. Kitts and Nevis Living Heritage will use the results to develop ICH safeguarding policies to incorporate into the National Cultural Policy. The community will be engaged to contribute to the ICH Safeguarding Policy.

**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:
ICH Secretariats St. Kitts and Nevis Living Heritage will use the results to develop ICH safeguarding policies to incorporate into the National Cultural Policy. The community will be engaged to contribute to the ICH Safeguarding Policy.
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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>No 1</td>
</tr>
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<tr>
<td>It is a</td>
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<tr>
<td>Name of the policy/measure</td>
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<td>Established</td>
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<tr>
<td>Revised</td>
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<tr>
<td>Is the policy/measure being implemented?</td>
</tr>
<tr>
<td>Brief description</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 12.2</th>
</tr>
</thead>
<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>
<tr>
<td>No 1</td>
</tr>
<tr>
<td></td>
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<tr>
<td>It is a</td>
</tr>
<tr>
<td>Name of the policy/measure</td>
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<tr>
<td>Revised</td>
</tr>
<tr>
<td>Is the policy/measure being implemented?</td>
</tr>
<tr>
<td>Brief description</td>
</tr>
</tbody>
</table>
Question 12.3

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

No

It is a

Name of the policy/measure

Established

Revised

Is the policy/measure being implemented?

Brief description

Baseline and target

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

Extent to which the current indicator is met:

Not satisfied

Target for the next report:

Not satisfied

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

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

**Question 13.1**
Are the Ethical Principles for Safeguarding Intangible Cultural Heritage respected in development plans, policies and programmes?
No

Provide additional explanation, indicating the sector involved.

**Question 13.2**
Have policies or legal and administrative measures for inclusive social development and environmental sustainability been established or revised to give consideration to ICH and its safeguarding?
No

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

**Question 13.3**
Have policies and/or legal and administrative measures that respond to situations of natural disaster or armed conflict been established or revised to include the ICH affected and recognize its importance for the resilience of the affected populations?
No

Provide any additional details

**Question 13.4**
Have policies and/or legal and administrative measures for inclusive economic development been established that consider ICH and its safeguarding?
No

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

**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?

No

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

Baseline and target

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

Extent to which the current indicator is met:

Minimally

Target for the next report:

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:

The Government of St. Kitts and Nevis have shown support of ICH Safeguarding by establishing ICH Secretariats St. Kitts and Nevis Living Heritage. The ICH Secretariats will be seeking to implement ICH Safeguarding Policies.
### 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.

There is an Intellectual Property Office in St. Kitts and Nevis, and Copyright Laws do exist. Standard copyright laws apply.

### 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?

| No |

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

### 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?

| No |

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

### Baseline and target

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

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:

Policies and/or legal and administrative measures to recognise 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 must be established by the ICH Secretariats St. Kitts and Nevis Living Heritage
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.

Some Tradition Bearers earn an income from their ICH Skill/Knowledge, however some practice it as a hobby and don't see it as work/operating a business. There are instances like cactus processing and pottery making where goods are sold for the practitioners well being

Question 15.2

Do communities, groups and individuals use their ICH for dialogue promoting mutual respect, conflict resolution and peace-building?
No

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

Question 15.3

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

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

Baseline and target

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

Extent to which the current indicator is met:

Partially
Target for the next report:

Not satisfied

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

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

**Question 16.1**

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

- Indigenous peoples

  ICH Secretariat St. Kitts and Nevis have been inclusive of all people, and welcomes anyone who values St. Kitts and Nevis ICH and has an interest in safeguarding it. The knowledge bearers interviewed thus far were indigenous.

- Groups with different ethnic identities

  ICH group is multi-racial. ICH Secretariat St. Kitts and Nevis have been inclusive of all people, and welcomes anyone who values St. Kitts and Nevis ICH and has an interest in safeguarding it.

- People of different ages

  ICH SKN includes people of all ages. ICH Secretariat St. Kitts and Nevis have been inclusive of all people, and welcomes anyone who values St. Kitts and Nevis ICH and has an interest in safeguarding it.

- People of different genders

  The UNESCO ICH Capacity Building Project included both male and females in the training workshops. ICH Secretariat St. Kitts and Nevis have been inclusive of all people, and welcomes anyone who values St. Kitts and Nevis ICH and has an interest in safeguarding it.
Persons with disabilities

ICH SKN has welcomed the entire community. ICH Secretariat St. Kitts and Nevis have been inclusive of all people, and welcomes anyone who values St. Kitts and Nevis ICH and has an interest in safeguarding it. St. Kitts made special arrangements for an ICH Trainee who was in a wheelchair, and they enjoyed participating in all of the training workshops.

Members of vulnerable groups

ICH SKN has welcomed the entire community. ICH SKN has welcomed the entire community. ICH Secretariat St. Kitts and Nevis have been inclusive of all people, and welcomes anyone who values St. Kitts and Nevis ICH and has an interest in safeguarding it.

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.

During implementation of the UNESCO ICH Capacity Building Project ICH Research Teams observed the pride demonstrated by the Tradition Bearers and the respect they have within their communities.

In Nevis the fact that seniors are involved; that in itself fosters respect and reverence.

Baseline and target

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:
Not satisfied

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

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

**Question 17.1**

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

Yes

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

The Tradition Bearer videos were have been broadcast on the internet, and they were invited to participate in and ICH Seminar that was organised to showcase ICH Elements that were part of St Kitts and Nevis ICH Pilot Study.

These activities are able to be transmitted any and everywhere locally but also on all media platforms taking it to the diaspora.

**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.

Consent is secured by consent forms. The practitioner is also briefed that the material would be used in awareness raising activities before they sign.

**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.
Copyright Legislation, and Intellectual Property Rights exist, in addition to the signed consent forms, which are respected by the ICH Secretariats St. Kitts and Nevis Living Heritage.

**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.

Youth are part of the ICH Team and the entire community are invited to the activities. ICH Secretariats St. Kitts and Nevis Living Heritage will plan more youth focused ICH Activities in the future.

**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.

Youth are part of the ICH team and they contribute as equal partners.

**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.

ICH Secretariats St. Kitts and Nevis Living Heritage have implemented an ICH Awareness Campaign using Multi-Media Platforms (television, radio, internet, and special events). ICH Team has been doing all of the awareness campaign.

**Baseline and target**

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

Satisfied

Target for the next report:

Not satisfied

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

Guidance note corresponding to indicator 18 of the Overall Results Framework: English | French | Spanish

**Question 18.1**

Does media coverage:

- Raise awareness of the importance of ICH and its safeguarding?
  
  Media Coverage has infiltrated social media, radio and TV thus being transmitted to the wider community.

- Promote mutual respect among communities, groups and individuals?
  
  ICH Secretariats St. Kitts and Nevis Living Heritage must conduct a survey to determine media impact in this respect.

**Question 18.2**

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

Yes

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

St. Kitts and Nevis received an open invitation on some radio stations, and by News Reporters to freely share information about our ICH Capacity Building efforts.

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

In one instance the Nevis historical and Conservation Society included ICH awareness material on their facebook Live Stream.

**Question 18.3**

Media programming on ICH:

- Is inclusive
ICH Information is disseminated over multi-media platforms and accessible to all people.

- Utilizes language(s) of the communities and groups concerned
  
  Programming has been in the language of the local tongue.

**Question 18.4**

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

High

Provide any additional explanation.

ICH Secretariats St. Kitts and Nevis Living Heritage shared information about the 2003 Convention, the UNESCO ICH Capacity Building Project and its workshops and activities, and the ICH Secretariats Mission to safeguard ICH guided by the 2003 Convention.

**Baseline and target**

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Not satisfied

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

**Guidance note** corresponding to indicator 19 of the Overall Results Framework:

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

**Question 19.1**

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

Yes

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

ICH Secretariats St. Kitts and Nevis Living Heritage promote Tradition Bearers 100 percent making sure that due credit is acknowledged in public.

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

The practitioners are invited to all public awareness events when possible and they are publicly mentioned by name and given the credit.

**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

  ICH Secretariats St. Kitts and Nevis Living Heritage had an ICH Seminar to promote Tradition Bearers, the 2003 Convention and the ICH Secretariats purpose. The following were invited to the event: Tradition Beareres, Government Officials, ICH Research Teams, Schools, Teachers, Students, History and Heritage Institutions, Media, and the General Public.

  These events are organised with the entire community in mind such as the Seminar at Shadwell in St Kitts and a Live Stream from the Museum in Nevis.

- General public
ICH Secretariats St. Kitts and Nevis Living Heritage had an ICH Seminar to promote Tradition Bearers, the 2003 Convention and the ICH Secretariats purpose. The following were invited to the event: Tradition Bearers, Government Officials, ICH Research Teams, Schools, Teachers, Students, History and Heritage Institutions, Media, and the General Public.

• Researchers

ICH Secretariats St. Kitts and Nevis Living Heritage had an ICH Seminar to promote Tradition Bearers, the 2003 Convention and the ICH Secretariats purpose. The following were invited to the event: Tradition Bearers, Government Officials, ICH Research Teams, Schools, Teachers, Students, History and Heritage Institutions, Media, and the General Public.

• Media

ICH Secretariats St. Kitts and Nevis Living Heritage had an ICH Seminar to promote Tradition Bearers, the 2003 Convention and the ICH Secretariats purpose. The following were invited to the event: Tradition Bearers, Government Officials, ICH Research Teams, Schools, Teachers, Students, History and Heritage Institutions, Media, and the General Public.

**Question 19.3**

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

Yes

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

The Government of St. Kitts and Nevis supports ICH programmes and demonstrates it by establishing ICH Secretariats St. Kitts and Nevis Living Heritage to implement and promote good safeguarding practices.

**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.**

This is taught during ICH training so it is adhered to.
**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Not satisfied

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

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

**Question 20.1**

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

Yes

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

In all instances the practitioner was informed as to how the material would be used and consent was sought officially.

**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.

Language used during activities are respectful and non derogatory. Common manners and courtesies are extended.

**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Not satisfied
Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
21. Extent to which engagement for safeguarding ICH is enhanced among stakeholders

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

Question 21.1

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

Some

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

Participation is secured by promotion and the community responds by showing up... A recent Live Stream by the museum is cited as an example.

Describe in particular measures to ensure that this is inclusive.

Communities, and Individuals were the main participants of ICH Training Workshops, and the source of all ICH Research Teams executing the ICH Pilot Study. In our promotion there is no discrimination, we promote that all are welcome.

Question 21.2

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

Some

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

Some of the practitioners involved in ICH are of civil society. There are also civil society members on the ICH Team.

Question 21.3

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

Not applicable

Describe private sector participation in ICH safeguarding briefly, giving examples, and explain how the Ethical Principles are respected.
Private Sector has not been approached to participate in ICH Safeguarding activities yet, but will be in the near future.

**Baseline and target**

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

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

Partially

**Target for the next report:**

Not satisfied

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

**Guidance note** corresponding to indicator 22 of the Overall Results Framework:
[English](#) | [French](#) | [Spanish](#)

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### Question 22.1

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

No

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

### Question 22.2

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

No

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

### Question 22.3

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

No

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

---

**Baseline and target**

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

Not satisfied

State Party-established target

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:

ICH Secretariats St. Kitts and Nevis Living Heritage will strive to put in place a mechanism to monitor how civil society contributes to ICH Safeguarding activities in the future.
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

The following project was also funded by UNESCO prior to state ratification of the 2003 convention, "Revitalisation of Traditional Masquerade, Performing Arts and Costume Making" a collaboration between Dominica, St. Kitts and Nevis, and St. Lucia 2002 to 2004 $USD 251,799.00 [Source: Italy Funds in Trust]

**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

The following project was also funded by UNESCO prior to state ratification of the 2003 convention, "Revitalisation of Traditional Masquerade, Performing Arts and Costume Making" a collaboration between Dominica, St. Kitts and Nevis, and St. Lucia 2002 to 2004 $USD 251,799.00 [Source: Italy Funds in Trust]

**Question 24.3**

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

No

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

**Question 24.4**

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

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

The following project was also funded by UNESCO prior to state ratification of the 2003 convention, "Revitalisation of Traditional Masquerade, Performing Arts and Costume Making" a collaboration between Dominica, St. Kitts and Nevis, and St. Lucia 2002 to 2004 $USD 251,799.00 {Source: Italy Funds in Trust]

Baseline and target

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

Extent to which the current indicator is met:

Partially

Target for the next report:

Not satisfied

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

<table>
<thead>
<tr>
<th>Question 25.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you participate in the activities of any category 2 centre for ICH?</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Choose a category 2 centre

- 

Describe the activities and your country’s involvement.

<table>
<thead>
<tr>
<th>Question 25.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question 25.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you participate in ICH-related activities of international and regional bodies other than UNESCO?</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

International and regional bodies

- 

ICH-related activity/project

Contributions to the safeguarding of intangible cultural heritage

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

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

Not satisfied

**Target for the next report:**

Minimally

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

It is the intention of the ICH Secretariats St. Kitts and Nevis Living Heritage to reach out to other State Parties to share and learn from ICH Safeguarding experiences.
26. ICH Fund effectively supports safeguarding and international engagement (this indicator is monitored and reported by the Secretariat at the global level)

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

C. Status of elements inscribed on the Representative List

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

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

none

Question C.1

C.1. Social and cultural functions

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

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.

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.

**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.

**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.

**Question C.6**

**C.6. Institutional context**

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

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

**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 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
Marlene Phillips

Title
St. Kitts Department of Culture Research and Documentation Specialist and St. Kitts and Nevis Intangible Cultural Heritage Lead Focal Point St. Kitts

Date
13-03-2021

Signature
<signed>