Periodic Report (Convention)

A. General information

Name of State Party
Dominica

Date of Ratification
2005-09-05

Question A.1

Executive summary

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

This report is the first in this regard being submitted by the Commonwealth of Dominica. The reason for this is the lack of a focal point and a coordinated system for the implementation and monitoring of the ICH Convention and its implementation provisions. Dominica also endured a spate of major natural disasters within the last six years period 2015 -2021 which adversely affected the ICH sector. Government’s priorities were directed to response and recovery, the rebuilding of infrastructure, lives and livelihoods as opposed to issues and programs relating to ICH. This affected in some measure, finance, policy and programs targeting the ICH sector.

This report has a number of limitations. It may not be as comprehensive as desired due to the foregoing factors. In addition, the fact that Dominica is a small island developing state means that the cultural infrastructure, budgets, policy framework and programs are not as developed or extensive as obtains in more developed countries. This situation thus limits our ambitions with respect to goals and targets for the next six-year period. The report is also constrained by the fact that no ICH inventory has been carried out in Dominica. Nevertheless, Dominica has made some significant strides in implementation of the convention. A number of important actions at the level of policy, mechanisms and programs; Affirmative action in relation to Dominica’s indigenous people, the Kalinago have been undertaken. A great deal more needs to be done.

The process of preparing this report and the presence of a focal point has now made it possible to pursue and monitor implementation of the ICH Convention in a more robust manner. The top priorities include strengthening coordination and monitoring mechanisms, capacity building, data gathering, policy development and awareness-building activities targeting key stakeholders. We are optimistic, barring no major natural disasters, that the
new period will witness a qualitative leap in the implementation of the provisions of the ICH convention.

**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)**

Mr

**Family name**

Matthew

**Given name**

Earlson

**Institution/position**

**Address**

**Telephone number**

**E-mail address**

sonicartstudios@gmail.com

**Other relevant information**

**Question A.3**

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

- Governmental institutions

  Cultural Division – Assistance provided by Chief Cultural Officer and former Senior Cultural Officer

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

N/A
**Question A.4**

**Accredited Non-Governmental Organizations**

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

none

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

N/A

**Question A.5**

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

**Question A.5.1**

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

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

none

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

N/A

**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.

N/A

**Question A.5.3**

**Programmes selected for the Register of Good Safeguarding Practices**

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

none

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

N/A

**Question A.5.4**

**Projects financed through International Assistance (Intangible Cultural Heritage Fund)**

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

none

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

N/A

**Question A.6**

**Inventories**

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

1
a. Name of inventory
N/A

b. Hyperlink to the inventory (if any)
N/A

c. Responsible body
N/A

d. Date of establishment
N/A

e. Updated since ratification or during the reporting period (provide further details in section 7.3)
No

Date of latest update

f. Method and frequency for updating
N/A

g. Number of elements included
N/A

h. Applicable domains
N/A

i. Ordering principles
N/A

j. Criteria for inclusion
N/A

k. Does the inventory record the viability of each element?
No
Please provide further details, if appropriate:

N/A

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

No

Please provide further details, if appropriate

N/A

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

No

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

N/A

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

No

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

N/A

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)

No

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

No
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)

No

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

No

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

N/A

Contributions to the safeguarding of intangible cultural heritage

N/A
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**

NATIONAL CULTURAL COUNCIL

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

PROMOTION AND PRESERVATION OF CULTURAL HERITAGE THROUGH VARIOUS PROGRAMS

**Website**

N/A

**Contact details**

**Address**

OLD MILL CULTURAL CENTRE, CANEFIELD, DOMINICA

**Telephone number**

767-611-4489

**E-mail address**

CULTURALDIVISION@DOMINICA.GOV.DM

**Question 1.2**

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

Yes 1
**Name of the body**

NATIONAL CULTURAL COUNCIL

**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**

To oversee and advise on the overall promotion and preservation of cultural artforms and traditions

**Website**

N/A

**Contact details**

**Address**

OLD MILL CULTURAL CENTRE, CANEFIELD, DOMINICA

**Telephone number**

767-611-4489

**E-mail address**

CULTURALDIVISION@DOMINICA.GOV.DM

**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.*

CONSULTATIONS ARE HELD WITH COMMUNITY CULTURAL GROUP LEADERS IN ALL DISTRICTS

**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.
THROUGH ANNUAL FINANCIAL AND TECHNICAL SUPPORT

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.
THROUGH DISSEMINATION OF MATERIALS TO SCHOOLS AND COMMUNITIES FOR TRAINING AND CULTURAL DEVELOPMENT WORK

Question 1.5
Which of the following institutions contribute towards ICH safeguarding and management?

1.5

- Cultural centres
  OLD MILL CULTURAL CENTRE – FESTIVALS, TRAINING, RESEARCH AND DOCUMENTATION AND ADVOCACY

- Museums
  CABRITS, OLD MILL, PORTSMOUTH – COLLECTION AND DISPLAY OF ARTIFACTS, OBJECTS AND DOCUMENTS AND INTERPRETATION ACTIVITIES

- Archives
  DOCUMENTATION CENTRE, NATIONAL ARCHIVES, OLD MILL CULTURAL CENTRE – COLLECTION OF DOCUMENTS AND THE DIGITIZATION OF ANALOG MEDIA
• Libraries

DOMINICA LIBRARY SERVICE – COLLECTION AND DISPLAY OF DOCUMENTS, LITERATURE AND DIGITAL MATERIAL

• Others

KALINAGO TERRITORY LIBRARY

Baseline and target

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Satisfied

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

REASON : TO STRENGTHEN THE INSTITUTIONS AND MECHANISMS FOR SAFEGUARDING ICH. THIS WILL BE ACHIEVED THROUGH SUPPORTING NEW AND EXISTING INSTITUTIONS, INCREASING CONSULTATION WITH STAKEHOLDER GROUPS AND COMMUNITIES
2. Extent to which programmes support the strengthening of human capacities to promote safeguarding and management of ICH

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

Question 2.1

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

Yes

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

UWI – MUSEUM CONVERSATION SKILLS

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

NO DISCRIMINATION IN RECRUITMENT

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 DOMINICA GOVERNMENT'S CULTURE DEPARTMENT CONDUCTS TRAINING PROGRAMS IN VARIOUS ELEMENTS OF ICH. THE MINISTRY OF KALINAGO AFFAIRS FOCUSES ON TRAINING IN THE HERITAGE OF THE INDIGENOUS PEOPLE

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

PROGRAMS ARE NON-DISCRIMINATORY
**Question 2.3**

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

Yes

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

THE KALINAGO COUNCIL FOCUSES ON TRAINING IN THE HERITAGE OF THE INDIGENOUS PEOPLE

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

NON-DISCRIMINATORY ACCESS AND 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:**

Satisfied

**Target for the next report:**

Satisfied

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

Reason: to build capacity of individuals and communities in ICH safeguarding and management. This will be done through expanding training programs and opportunities at tertiary level, at community level and within public sector institutions.
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).

CULTURAL DIVISION – TRADITIONAL MUSIC SUCH AS JING PING, STEEL PAN AND HAND DRUMMING, TRADITIONAL DANCE SUCH AS BÈLÈ, QUADRILLE AND HEEL & TOE, TRADITIONAL LANGUAGE SUCH AS KWEYOL, KOKOY AND KALINAGO.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

NON-DISCRIMINATORY ACCESS AND INVOLVEMENT

Are any of these training programmes operated by communities themselves?

Yes

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

SEVERAL COMMUNITIES ARE INVOLVED IN TRAINING IN TRADITIONAL DANCE, TRADITIONAL MUSIC AND LANGUAGE

**Question 3.2**

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

Yes

Describe briefly, using examples and referring to capacities built/strengthened, the training provider and the participants (incl. age and sex).
THE CULTURAL DIVISION HAS CONDUCTED ISLANDWIDE TRAINING IN ICH HAS BEEN
CONDUCTED FOR TEACHERS AND ALSO FOR ADMINISTRATIVE PERSONNEL.

Do these programmes ensure inclusivity?

Yes

If yes, describe briefly how these programmes ensure inclusivity.

NON-DISCRIMINATORY ACCESS AND 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:

Satisfied

Target for the next report:

Satisfied

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

Training in various disciplines is ongoing, at a satisfactory level and will continue, provided
that the necessary resources are available.
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?

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.

MANY CULTURAL PRACTITIONERS DESIGN AND DEVELOP THEORETICAL AND PRACTICAL PROGRAMS ACROSS THE COUNTRY

Question 4.2

Are modes and methods of transmitting ICH that are recognized by communities, groups and individuals, included or strengthened in formal and non-formal educational programmes?
Yes

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

TRAINING ON ICH IS PART OF SCHOOLS’ PROGRAMS AND RESOURCE PEOPLE FROM THE COMMUNITY ARE USED TO TRAIN AND TRANSMIT KNOWLEDGE.

Question 4.3

Do communities, groups, NGOs or heritage institutions offer educational programmes and/or extra-curricular activities concerning ICH and strengthening its transmission, and do they receive any support?
Yes

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

SKILLS ARE TRANSMITTED AND NEW GROUPS CREATED THROUGH THE INTERVENTION OF COMMUNITY GROUPS, NGOS AND THE CULTURAL DIVISION.
Provide additional details here of the nature of any support (financial, technical, in-kind or other) they receive.

Financial, technical and material support from local and international donors and the cultural division

**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?

Yes

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

The cultural division facilitates training of trainers programs.

**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Satisfied

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

Reason: To expand opportunities in ICH education. This will be done though greater involvement of communities, indigenous people, encourage community-led programs in ICH safeguarding and preservation.
5. Extent to which ICH and its safeguarding are integrated into primary and secondary education, included in the content of relevant disciplines, and used to strengthen teaching and learning about and with ICH and respect for one’s own and others’ ICH

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

Question 5.1

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

- As a means of explaining or demonstrating other subjects
  
  INTEGRATION OF KWÉYOL IN THE TEACHING OF FRENCH AND FOLK SONGS IN THE TEACHING OF CHORAL MUSIC

- Others
  
  Non-Formal

Question 5.2

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

Yes

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

STUDENTS ARE GIVEN ASSIGNMENTS TO RESEARCH VARIOUS ASPECTS OF ICH, INCLUDING CULTURE BEARERS.

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:

- Mother tongue education
A pilot project that seeks to implement the Kwéyòl language in selected schools is ongoing.

**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

The school curriculum speaks to knowledge of heritage sites, as well as traditions and national symbols.

**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:

REASON: IN ORDER TO IMPLEMENT THE NATIONAL CULTURAL POLICY AND TO BUILD NATIONAL IDENTITY AND PRIDE. THE STATE INTENDS TO CONDUCT MORE RESEARCH AND DOCUMENTATION, EXPAND THE TEACHING OF LOCAL LANGUAGES IN SCHOOLS, TO PROVIDE MORE RESOURCE MATERIAL AND LOCAL CONTENT IN FORMAL EDUCATION.
6. Extent to which post-secondary education supports the practice and transmission of ICH as well as study of its social, cultural and other dimensions

Guidance note corresponding to indicator 6 of the Overall Results Framework:
[English](#) | [French](#) | [Spanish](#)

**Question 6.1**

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

- **Music**
  
  PROVIDING SOCIAL CONTEXT HISTORICAL AND THEORETICAL BACKGROUND ABOUT THE INSTRUMENTS AND GENRES

- **Arts**
  
  OFFERINGS OF THE UNIVERSITY OF THE WEST INDIES IN ARTS AND HERITAGE STUDIES. THE DOMINICA INSTITUTE FOR THE ARTS (DIFA) ALSO OFFERS ARTS PROGRAMS.

- **Technical education/training**
  
  THE DOMINICA STATE COLLEGE OFFERS VARIOUS PROGRAMS.

- **Vocational education/training**
  
  THE DOMINICA STATE COLLEGE AND A NUMBER OF PRIVATE INSTITUTES OFFER PROGRAMS.

**Question 6.2**

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

Yes

Describe briefly, giving examples, how these programmes and degrees relate to the study of ICH.
THE UNIVERSITY OF THE WEST INDIES OFFERS VARIOUS COURSES IN ARTISTIC DISCIPLINES AND HERITAGE STUDIES E.G. ARTS, MUSEUM MANAGEMENT ETC.

Baseline and target

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

Extent to which the current indicator is met:

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:

REASON: IN ORDER TO IMPLEMENT THE NATIONAL CULTURAL POLICY AND TO BUILD NATIONAL IDENTITY AND PRIDE. IN DOING SO, THE STATE INTENDS TO EXPAND AND SUPPORT PROGRAMMES AT TERTIARY LEVEL.
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.

**THE INTENTION IS TO CARRY OUT AN ICH INVENTORY IN THE NEXT CYCLE**

### 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.

N/A

### 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 Inventions

, 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.

N/A

**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.

N/A

**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.

N/A

**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:
REASON: TO ESTABLISH THE SITUATION AND STATUS OF ICH IN DOMINICA. THIS WILL BE DONE CARRYING OUT AN INVENTORY OF ICH IN CONSULTATION WITH ALL KEY STAKEHOLDERS, COMMUNITIES AND TRADITION BEARERS.
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.

N/A

**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.

N/A

**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:**

**REASON : TO INVOLVE ALL STAKEHOLDERS IN THE INVENTORY PROCESS. THIS WILL BE DONE THROUGH CONSULTATIONS WITH STAKEHOLDERS AND ENCOURAGING THEIR PARTICIPATION IN THE DOCUMENTATION AND RESEARCH PROCESSES ASSOCIATED WITH THE INVENTORY.**
9. Extent to which research and documentation, including scientific, technical and artistic studies, contribute to safeguarding

Guidance note corresponding to indicator 9 of the Overall Results Framework: English | French | Spanish

**Question 9.1**

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

- Research, scientific, technical and artistic studies
  
  THE NATIONAL BUDGET PROVIDES FOR A CERTAIN LEVEL OF INVESTMENT INTO RESEARCH AND ARTISTIC STUDIES.

- Documentation and archiving
  
  THE NATIONAL BUDGET PROVIDES FOR A CERTAIN LEVEL OF INVESTMENT INTO DOCUMENTATION.

**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.

IMPACT STUDIES OF THE WORLD CREOLE MUSIC FESTIVAL BY DR. KEITH NURSE, AS WELL AS STUDIES CONDUCTED TOWARDS THE NATIONAL EXPORT STRATEGY. ALSO, DOCUMENTATION WORK CARRIED OUT BY THE CULTURAL DIVISION ON ICH, E.G. CREOLE LANGUAGE, TRADITIONAL DANCE, INDIGENOUS E.T.C.

**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.

CONSENT OF BEARERS AND PRACTITIONERS IS ACHIEVED THROUGH NEGOTIATION

**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Partially

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

**REASON:** TO ASSESS THE REALITY OF ICH IN DOMINICA. THIS WILL BE DONE BY PROVIDING FINANCIAL AND OTHER SUPPORT FOR RESEARCH AND STUDIES ON PARTICULAR SUBJECTS RELATED TO ICH.
10. Extent to which research findings and documentation are accessible and are utilized to strengthen policy-making and improve safeguarding

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

### Question 10.1

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

**Limited**

Provide any additional details here.

STUDIES BY DEXIA AND THE WORLD CREOLE MUSIC FESTIVAL WERE SHARED WITH KEY STAKEHOLDERS AND HAVE INFLUENCED POLICIES CONCERNING TOURISM AND CREATIVE INDUSTRIES

### 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?

**Some**

Provide any additional details here.

STUDIES HAVE INFLUENCED ONGOING REVIEW AND REVISION OF NATIONAL CULTURAL 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.

**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:**

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:**

**REASON:** TO PROVIDE BASELINE INFORMATION FOR THE DEVELOPMENT OF ICH POLICIES. THE STATE WILL DO THIS BY SUPPORTING RESEARCH AND STUDIES AND MAKING RESULTS OF SUCH RESEARCH AND STUDIES MORE WIDELY AVAILABLE UTILIZING INFORMATION AND COMMUNICATION TECHNOLOGY.
11. Extent to which policies as well as legal and administrative measures in the field of culture reflect the diversity of ICH and the importance of its safeguarding and are implemented

**Guidance note** corresponding to indicator 11 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#)

### Question 11.1

Have cultural policies and/or legal and administrative measures been established (or revised) and implemented that incorporate ICH and its safeguarding and reflect its diversity?

| Yes | 1 |

It is a

- Cultural policy
- Legal measure
- Administrative measure

**Name of the policy/measure**

Culture Act

**Established**

1981

**Revised**

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

Yes

**Brief description**

THE ACT PROVIDES FOR THE ESTABLISHMENT OF THE NATIONAL CULTURAL COUNCIL (NCC), WHICH HAS BEEN RAISING FUNDS AND SUPPORTING CULTURAL PROJECTS AND INITIATIVES.

### Question 11.2

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

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

Programs of the Cultural Division, National Cultural Council and other relevant ministries of government.

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

Yes

If yes, provide details.

Ole Mas, Traditional Music and Dance Festivals and Kweyol Language

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.

Research, documentation, training, festivals

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

Yes

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

Research, documentation, training, competitions and festivals

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?

Limited

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

Stakeholder and community consultations, district meetings, cultural events and town hall meetings.
### Baseline and target

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

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

Largely

### Target for the next report:

Satisfied

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

**REASON:** TO STRENGTHEN THE POLICY FRAMEWORK AND ENVIRONMENT IN SUPPORT OF ICH SAFEGUARDING AND PRESERVATION. THE STATE WILL DO THIS BY CARRYING OUT REVISION OF EXISTING POLICIES AND LEGISLATION AND DEVELOP NEW ONES AS APPROPRIATE, ENACT APPROPRIATE LEGISLATION AND RECRUITING EXPERTISE TO ASSIST IN THE PROCESS.
12. Extent to which policies as well as legal and administrative measures in the field of education reflect the diversity of ICH and the importance of its safeguarding and are implemented

Guidance note corresponding to indicator 12 of the Overall Results Framework:
English | French | Spanish

**Question 12.1**

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

Yes

It is a

- Education policy
- Legal measure
- Administrative measure

**Name of the policy/measure**

Education Act

**Established**

1997

**Revised**

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

Yes

**Brief description**

THE DESIGN OF GUIDELINES AND CURRICULUM OF THE MINISTRY OF EDUCATION AND EDUCATION INSTITUTIONS, INCLUDING SCHOOLS.

**Question 12.2**

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

Yes

1
It is a

- Education policy
- Legal measure
- Administrative measure

Name of the policy/measure

Education Act

Established

1997

Revised

Is the policy/measure being implemented?

Yes

Brief description

THE DESIGN OF GUIDELINES AND CURRICULUM OF THE MINISTRY OF EDUCATION AND EDUCATION INSTITUTIONS, INCLUDING SCHOOLS.

Question 12.3

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

Yes

1

It is a

- Administrative measure

Name of the policy/measure

PILOT PROGRAM OF FRENCH CREOLE IN SCHOOLS

Established

2019

Revised

Is the policy/measure being implemented?
Yes

**Brief description**

AN ATTEMPT TO INTRODUCE THE CREOLE LANGUAGE IN FORMAL EDUCATION

**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Satisfied

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

**TO STRENGTHEN EDUCATION POLICY IN SUPPORT OF ICH SAFEGUARDING AND PRESERVATION. THE STATE WILL DO THIS BY REVIEW OF EXISTING POLICIES AND CURRICULA AND INTRODUCE NEW PROGRAMS SUCH AS CREOLE LANGUAGE INSTRUCTION IN SCHOOLS.**
13. Extent to which policies as well as legal and administrative measures in fields other than culture and education reflect the diversity of ICH and the importance of its safeguarding and are implemented

**Guidance note** corresponding to indicator 13 of the Overall Results Framework: [English](#) | [French](#) | [Spanish](#)

**Question 13.1**

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

Yes

Provide additional explanation, indicating the sector involved.

ADOPTION OF THE CULTURAL POLICY AND ACCEPTANCE OF VARIOUS ASPECTS OF INDIGENOUS CULTURE, THROUGH CONSULTATION.

**Question 13.2**

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

Yes

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

- Food security
  
  Programs of the Ministries of Agriculture and Trade

- Health care
  
  Programs of the Ministry of Health

- Gender equality
  
  Programs of the Ministry of Gender Affairs
• Access to clean and safe water, and sustainable water use

Dominica Water and Sewerage Company

• Knowledge and practices concerning nature and the universe

Programs of the ministry of Forestry and Blue and Green Economy

• Climate change

Programs of the Ministry responsible for Resilience and Sustainable Development

**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?

Yes

Provide any additional details

Administrative measures that respond to natural disasters

**Question 13.4**

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

Yes

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

• Income generation and sustainable livelihoods

  Community tourism initiative of the Ministry of Tourism e.g. The development and support for community festivals

• Productive employment and decent work

  Support for craft and cottage industries through the ministry of Trade
Impact of tourism on ICH safeguarding

National Tourism Strategy

**Question 13.5**

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

Yes

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

Yes

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

The Dominica National Lottery funds programs specific to sports and culture.

**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Satisfied

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

**REASON:** TO DIVERSIFY DOMINICA’S ECONOMY AND INCREASE GDP AND REVENUE GENERATION. THE STATE WILL DO THIS BY REVIEWING POLICIES AND MECHANISMS IN VARIOUS SECTORS OF THE ECONOMY AND IMPLEMENTING MEASURES INCLUDING FINANCIAL AND TECHNICAL SUPPORT FOR THE CULTURAL INDUSTRIES SECTOR AND BUILDING SYNERGIES WITH SECTORS SUCH AS TOURISM.
14. Extent to which policies as well as legal and administrative measures respect customary rights, practices and expressions, particularly as regards the practice and transmission of ICH

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

**Question 14.1**

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

Yes

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

Dominica has enacted the Copyright Act of 2003 to cover intellectual property

**Question 14.2**

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

Yes

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

Laws are in place to facilitate access to land, sea and forest eco systems and prohibit privatization of land, sea and forest eco systems. e.g Aliens Landholding Regulation.

**Question 14.3**

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

Yes

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

The Cultural Division uses themes and messages for events and seasons, that promote tolerance, peace etc.

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

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

Satisfied

**Target for the next report:**

Satisfied

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

REASON: TO PROTECT ICH RESOURCES AND ENSURE INDIVIDUALS AND COMMUNITIES ENJOY MAXIMUM BENEFITS FROM THEIR CREATIVITY AND KNOWLEDGE. THE STATE WILL DO SO BY REVISING AND UPDATING EXISTING INTELLECTUAL PROPERTY LEGISLATION, BY ACCESSION TO VARIOUS INTELLECTUAL PROPERTY CONVENTIONS AND IMPLEMENTATION OF CONVENTIONS AND RELATED LEGISLATION.
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]

<table>
<thead>
<tr>
<th>Question 15.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do communities, groups and individuals use their ICH for well-being, including in the context of sustainable development programmes?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Describe briefly, giving examples, how they do so.

Communities, groups and individuals build community and earn income through art, craft, cuisine and cultural performances when tourists visit. Sporting events and community feasts also aid with well-being.

<table>
<thead>
<tr>
<th>Question 15.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do communities, groups and individuals use their ICH for dialogue promoting mutual respect, conflict resolution and peace-building?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Communities promote tolerance and peace through traditional sporting activities and district festivals.

<table>
<thead>
<tr>
<th>Question 15.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do development interventions recognize the importance of ICH in society?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

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

- As a source of identity and continuity

Through the key result areas of the strategic plan of the Cultural Division
- As a source of knowledge and skills
  Through the key result areas of the strategic plan of the Cultural Division

- As a resource to enable sustainable development
  Through the key result areas of the strategic plan of the Cultural Division

### Baseline and target

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

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

Satisfied

**Target for the next report:**

Satisfied

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

TO INCREASE PUBLIC AWARENESS OF THE IMPORTANCE OF ICH TO NATIONAL DEVELOPMENT. THE STATE WILL DO SO VIA A RANGE OF PUBLIC INFORMATION ACTIVITIES USING MULTIMEDIA PLATFORMS, SECTORAL AND COMMUNITY-BASED ACTIONS.
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**

  Through government intervention e.g Construction of the Kalinago Barana Aute

- **Groups with different ethnic identities**

  Non-discriminatory programs and the recent decriminalization of marijuana, coupled with plans for the medicinal marijuana industry

- **Migrants, immigrants and refugees**

  Pilot project for kwéyol in schools and participation of the Haitian lapo kabwit band in the ole mas festival facilitates the inclusion of the Haitian population

- **People of different ages**

  Programs of the Cultural Divisions are inclusive of all age ranges e.g Ti Matador, Miss Wob Dwiyet, Madam Wob Dwiyet etc.

- **People of different genders**

  Programs of the Cultural Divisions are non-discriminatory and are inclusive of all age ranges e.g Ti Matador, Miss Wob Dwiyet, Madam Wob Dwiyet etc.
- Persons with disabilities

Programs such as the workshop for the blind are set up to engage people with disabilities in craft making.

- Members of vulnerable groups

The use of the elderly as resource persons, in terms of training, handing down traditions.

**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.

The district cultural festivals of the cultural division promote cooperation and competition at the same time. They foster team work and the development of friendly relations among practitioners from different districts.

**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
Reason: To build a culture of diversity inclusion and tolerance in light of the increasing presence of new migrant groups in Dominica. The state will do so by public awareness and information activities, support for events spearheaded by various stakeholders and encouraging the participation of migrant groups in ICH activities and programmes.
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.

Interactive media programs like radio shows as well as town hall meetings and lectures.

### 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.

Events of the cultural division such as Heritage Day see the cultural division present an event to the community and they take charge of the execution of the event.

### Question 17.3

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

**No**

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

### Question 17.4

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

**Yes**
Describe briefly, giving examples, what mechanisms exist to facilitate their active engagement. If ‘no’, please explain why not.

Group leaders’ meetings, as well as meetings with individuals and separate groups.

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.

Cultural groups usually engage young people. They are also engaged through coursework from school.

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.

Social media, zoom meetings, blogs and vlogs

Baseline and target

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

Extent to which the current indicator is met:

Largely

Target for the next report:

Satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
REASON: TO ENCOURAGE STAKEHOLDERS INVOLVEMENT IN ICH AWARENESS ACTIVITIES/
THE STATE WILL DO SO BY SUPPORTING AWARENESS INITIATIVES LED BY VARIOUS NGOS,
COMMUNITY GROUPS AND YOUTH.
18. Extent to which media are involved in raising awareness about the importance of ICH and its safeguarding and in promoting understanding and mutual respect

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

<table>
<thead>
<tr>
<th>Question 18.1</th>
</tr>
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</table>

**Does media coverage:**

- Raise awareness of the importance of ICH and its safeguarding?
  
  Live coverage of cultural events and festivals, talk shows, panel discussions, newspaper articles and video documentaries.

- Promote mutual respect among communities, groups and individuals?
  
  Public service announcements promoting non-violence, unity and tolerance. Live coverage of community events and documentaries on communities and icons thereof.

**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.**

Local radio station sponsors various competitions, such as literary competitions, song competitions etc.

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

The Dominica National Lottery collaborates with the Cultural Division by funding various training activities, in steel pan, jing ping, etc.

**Question 18.3**

**Media programming on ICH:**
- Is inclusive
  Broad spectrum covered by talk shows, interviews, etc.

- Utilizes language(s) of the communities and groups concerned
  Kwéyòl programming

- Addresses different target groups
  Radio programming features content inclusive of the elderly, sports practitioners, rastafarians, etc.

Question 18.4

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

Limited

Provide any additional explanation.

Baseline and target

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Satisfied

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

REASON: TO INCREASE MEDIA’S ROLE IN ICH SAFEGUARDING AND PRESERVATION. THE STATE WILL DO SO BY PROVIDING OPPORTUNITIES, INCENTIVES AND TRAINING FOR MEDIA
PERSONNEL. INSTITUTIONS AND ENTERPRISES AND SUPPORT FOR THE PRODUCTION OF LOCAL CONTENT.
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.

Issuing recognition awards to practitioners

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

Awards are issued on merit and are non-discriminatory

**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
  
  District activities facilitate by the Cultural Division

- General public
  
  Discussion panels, town hall meetings, radio programs

- Researchers
  
  Conferences and symposiums
• Media

Conferences and symposiums

**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.

Forestry programs that encourage best 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.

By promoting nation building, harmony and tolerance

**Baseline and target**

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

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

Satisfied

**Target for the next report:**

Satisfied

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

Reason: To increase awareness of the convention and ICH safeguarding.
HOW: The state will do so by organizing public events for and with key stakeholders to promote the convention and ICH safeguarding principles generally.
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

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**Question 20.1**

Are the [Ethical Principles](#) for Safeguarding Intangible Cultural Heritage respected in awareness-raising activities?

Yes

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

Through consent and consultation

**Question 20.2**

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

No

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

---

**Baseline and target**

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

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

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

Largely

**Target for the next report:**

Satisfied

Briefly explain why the State decided to establish this target for the next reporting cycle and how it will try to achieve it. In doing so, you can refer to the specific aspects and assessment factor(s) for this indicator that the State may wish to address:
WHY: TO ENSURE ETHICS OF ICH AWARENESS AND DOCUMENTATION ACTIVITIES ARE IN KEEPING WITH INTERNATIONAL BEST PRACTICE. HOW: BY DISSEMINATING INFORMATION AND ADOPTING POLICIES AND CODES OF CONDUCT AS APPROPRIATE.
21. Extent to which engagement for safeguarding ICH is enhanced among stakeholders

Guidance note corresponding to indicator 21 of the Overall Results Framework:

English | French | Spanish

Question 21.1

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

Limited

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

Consent and consultation prior to engagement

Describe in particular measures to ensure that this is inclusive.

No discrimination in the process

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 – Some NGOs function as activist groups, e.g S.H.A.P.E (Society for Heritage, Architectural Preservation Enhancement).

Question 21.3

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

Some

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

Through organizational social responsibility 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:**

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:**

Reason: To strengthen civil society’s participation in ICH safeguarding and oversight. How: by supporting the work and studies undertaken by community groups, researchers, institutions and NGOs, by regular consultations and carrying out cultural impact assessments as appropriate in relation to development and infrastructure projects. To provide for diverse stakeholder representation on relevant bodies charged with ICH safeguarding and preservation.
## 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](#)

<table>
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<th>Question 22.1</th>
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| **Does an enabling environment exist for communities, groups and individuals to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?**  
Yes |
| **Describe briefly, giving examples, how communities, groups and individuals can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.** |
| Although the enabling environment is not officially in place, nothing prohibits groups and individuals, should the need arise. |

<table>
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<th>Question 22.2</th>
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| **Does an enabling environment exist for NGOs and other civil society bodies to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?**  
Yes |
| **Describe briefly, giving examples, how NGOs and other civil society bodies can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.** |
| Although the enabling environment is not officially in place, nothing prohibits NGOs and other civil society bodies, should the need arise. |

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<th>Question 22.3</th>
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| **Does an enabling environment exist for scholars, experts, research institutions and centres of expertise to monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures?**  
Yes |
| **Describe briefly, giving examples, how scholars, experts, research institutions and centres of expertise can monitor and undertake scientific, technical and artistic studies on ICH safeguarding programmes and measures.** |
Although the enabling environment is not officially in place, nothing prohibits scholars, experts, research institutions and centres of expertise, should the need arise.

**Baseline and target**

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

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

Satisfied

**State Party-established target**

Satisfied

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

Reason: to strengthen civil society’s participation in ich safeguarding and oversight. How: by supporting the work and studies undertaken by community groups, researchers, institutions and NGOs, by regular consultations and carrying out cultural impact assessments as appropriate in relation to development and infrastructure projects.
23. Number and geographic distribution of NGOs, public and private bodies, and private persons involved by the Committee in an advisory or consultative capacity (this indicator is monitored and reported by the Secretariat at the global level)

Guidance note corresponding to indicator 23 of the Overall Result Framework:

English | French | Spanish
24. Percentage of States Parties actively engaged with other States Parties in cooperation for safeguarding

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

**Question 24.1**

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

- **Bilateral level**
  
  DOMINICA – CUBA: CAPACITY BUILDING IN DOCUMENTATION – FILM AND VIDEO PRODUCTION
  
  DOMINICA – CHINA: CULTURAL EXCHANGE PROGRAMS AND SHORT-TERM TRAINING

- **Regional level**
  
  CARICOM – CARICOM CULTURAL COMMITTEE – COORDINATING ACTIONS AND POLICIES AND THE STAGING OF REGIONAL MEETINGS AND FESTIVALS SUCH AS CARIFESTA

- **International level**
  
  OAS – CAPACITY BUILDING PROGRAMS

**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**
  
  OECS PROJECT – HOME AND HERITAGE LANGUAGE INSTRUCTION - INVOLVING DOMINICA, HAITI AND ST. LUCIA

**Question 24.3**

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

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

FUNCTIONS OF THE REGIONAL CULTURAL COUNCIL (RCC)

Question 24.4

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

No

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

Baseline and target

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

Extent to which the current indicator is met:

Partially

Target for the next report:

Satisfied

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

Reason: To expand cooperation in the Caribbean region on matters relating to ICH.

HOW: Sharing Information and experience about ICH and its safeguarding, including good safeguarding practices for example sharing Documentation concerning an element of ICH such as bele dance tradition a tradition shared among several CARICOM states and the French DOMs - Martinique and Guadeloupe; Pursue joint approaches to ICH at the level of the OECS and CARICOM.
25. Percentage of States Parties actively engaged in international networking and institutional cooperation

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

Question 25.1

Do you participate in the activities of any category 2 centre for ICH?
No

Choose a category 2 centre

describe the activities and your country's involvement.

Question 25.2

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

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

INVolVEMENT IN EU-LAC FOUNDATION NETWORKING ACTIVITIES

Question 25.3

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

International and regional bodies

Others

ICH-related activity/project

Capacity Building collaborative workshops

Contributions to the safeguarding of intangible cultural heritage
Building relationships, cooperation and networking opportunities

**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*.

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<th>Extent to which the current indicator is met:</th>
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<th>Target for the next report:</th>
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<td>Satisfied</td>
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**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:**

**REASON : TO MAINTAIN ACTIVE PRESENCE IN NETWORKS TO GAIN OTHER ICH SAFEGUARDING EXPERIENCES AND MOBILIZE SUPPORT ICH PROGRAMMES IN DOMINICA. THE STATE WILL DO SO BY MAINTAINING ACTIVE PARTICIPATION IN ACTIVITIES OF EXISTING NETWORKS AND ESTABLISH OR JOIN NEW ONES.**
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  
Romualda B. Hyacinth

Title  
Secretary General

Date  
15-03-2021

Signature  
<signed>