

Periodic Report on the Convention (cycle 2020-2024)

A. General information

Name of State Party

South Sudan

Date of Ratification

2016-03-09

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.

South Sudan got its independence in July 2011, due to 2018 peace agreement on resolution of conflict in South Sudan which resulted in the establishment of the Ministry of Culture, Museums and heritage that signifies the importance of safeguarding and promotion of the cultural heritage & identity of the people of the South Sudan with a view to safeguarding and asserting the pride, dignity, and unity of South Sudanese people as enshrined in the Transitional Constitution of South Sudan 2011, as amended.

The mandate of the ministry is set to take charge of development and promotion of culture and the national heritage of the Republic of South Sudan.

South Sudan ratified three of the UNESCO's culture conventions in 2016 including the 2003 convention for the Safeguarding of intangible Cultural Heritage. To implement its culture programme, as elaborated by policy framework for cultural development in South Sudan, the ministry of Culture, museums and national heritage also has been pushing the legislations that is meant to preserve, protect and promote the heritage of the people of South Sudan which has been adopted by the government and its on its final stage of implementation.

The preparatory part of the exercise involved consultations with stakeholders on the periodic report. Followed by gathering of information/data from stakeholders to complete the questionnaire.

The periodic report on the implementation of this convention is one of the challenges we faced, first and foremost there is inadequate and lack of data. This is due to lack of knowledge and awareness by the relevant stakeholders to this convention. Thus, it was very difficult to collect and gather the necessary information required for the periodic report. In this periodic report, you may find some questions and information are not provided.

As part of international mechanism, South Sudan benefited from the international funds to undertake an inventory of elements of 6 communities though still no inventories have been undertaken. No list of elements from South Sudan is on the UNESCO's list in the Safeguarding intangible cultural heritage elements.

In the next six years cycle of periodic report, this is an opportunity for South Sudan to learn and collect data which is required to complete the exercise and it is anticipated that, the next cycle of the report will be better as planned.

Inclusion, South Sudan welcome the opportunity to participate in this exercise, learn and understand to implement the convention for safeguarding of intangible cultural heritage.

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

Isaiah Kulang Mabor

Given name

Aluel

Institution/position

Address

Telephone number

E-mail address

aluelisaiahkulangm@gmail.com

Other relevant information

Question A.3

Institutions and organizations involved in the preparation of the periodic report

Governmental institutions

some ministries have been involved in the consultations for the preparation of periodic report. the ministry of culture, museums and national heritage play a key role by coordinating with relevant stakeholders such as the ministry of General Education and Instruction, Ministry of Information, Communication Technology and Postal Services Ministry of Environment and Forestry, and they have provided the Data throughout the report.

Others (if yes, specify)

Civil Society Organization/ Community Based such as Culture trend network, Likikiri Collective. Root Project, UNESCO Club.

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

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

Question A.5.4

Projects financed through International Assistance (Intangible Cultural Heritage Fund)

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

Name of project	Year (start)	Year (end)/Ongoing	Total sum (USD)
Development of an inventory of intangible cultural heritage in South Sudan (01535)	2022	2025	99474.00

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

Question A.6

Inventories

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

Tab 1

a. Name of inventory

None

b. Hyperlink to the inventory (if any)

None

c. Responsible body

None

d. Date of establishment

None

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

NO

Date of latest update

f. Method and frequency for updating

g. Number of elements included

None

h. Applicable domains

i. Ordering principles

j. Criteria for inclusion

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

NO

Please provide further details, if appropriate:

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

NO

Please provide further details, if appropriate

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

NO

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)

NO

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

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

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:

Tab 1

Programme/Convention /Organization

Man and the Biosphere programme (MAB)

Activity/project

CAPACITY BUILDING TRAINING OF THE SENIOR GOVERNMENT OFFICIALS TO ENHANCE RATIFICATION OF THE CONVENTION.
CAPACITY BUILDING TRAINING ON MANAGEMENT OF HERITAGE SITES IN AFRICA. DISASTER RISK MANAGEMENT FOR CULTURAL NATURAL SITES- CAPACITY BUILDING ON NOMINATION OF HERITAGE PROPERTY.
ELABORATION OF COPYRIGHT BILL AND DEVELOPMENT OF CULTURAL POLICY AND STRATEGIC PLAN.
NATIONAL BIODIVERSITY AND ACTION PLAN (NBPSAP). ALIGNMENT WITH KUNMING- MONTREAL GLOBAL BIODIVERSITY FRAMEWORK. EARLY ACTION SUPPORT PROJECT (EASP. CAPACITY DEVELOPMENT IN REDUCING ILLEGAL WILDLIFE TRADE AND IMPROVING PROTECTIVE AREA MANAGEMENT EFFECTIVENESS-SOUTH SUDAN. GEF 6 PROJECTION IWT & PAME COMPONENT 3. NATURE & BIODIVERSITY CONSERVATION ON IMOTONG MOUNTAIN. GREEN ECONOMY ACTIVITIES. ELABORATION OF ENVIRONMENTAL BILL.
STAKEHOLDER WORKSHOP ON SAVING SUDD WETLAND. ENVIRONMENTAL POLICY TRAINING WORKSHOP FOR DECISION MAKERS AND SENIOR OFFICIALS. NOMINATION OF THE SUDD WETLAND AS A BIOSPHERE RESERVE ON THE WISE USE OF THE SITE.
STAKEHOLDER'S AWARENESS TRAINING ON CONSERVING SUDD WETLANDS THROUGH MAN AND THE BIOSPHERE (MAB). STAKEHOLDERS' CONSULTATION MEETINGS ON THE NOMINATION OF SUDD WETLAND AS BIOSPHERE RESERVES (MAB).

Contributions to the safeguarding of intangible cultural heritage

ENHANCE INTERNATIONAL COOPERATION AND TRANSBOUNDARY COLLABORATION TO PROTECT CULTURE PROPERTY AND HERITAGE.
-DEVELOPMENT OF SAFEGUARDING MEASURES
-DEVELOPMENT OF HERITAGE LEGISLATION

THESE BIODIVERSITY AND THEIR BIOTIC COMPONENT ARE PART OF CULTURAL HERITAGE. AESTHETIC VALUES AND CULTURAL BENEFITS OF NATURE.
Inclusion protects the cultural heritage within the sudd wetland and the sustainable use of the site. Contribute the awareness of the decision makers to protect biodiversity and ecosystem.
CONSERVATION OF BIOLOGICAL AND CULTURAL DIVERSITY, INNOVATIVE APPROACHES TO SUSTAINABLE DEVELOPMENT, RESEARCH, EDUCATION AND TRAINING.

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](#) | [Arabic](#)

Question 1.1

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

YES

Tab 1

Name of the body

MINISTRY OF CULTURE, MUSEUMS AND NATIONAL HERITAGE.

Brief description of the safeguarding functions of the body

DEVELOP POLICY, MEASURES, GUIDELINES, PROGRAMMES, LEGISLATIONS.

Website

None

Address

JUBA, SOUTH SUDAN.

Telephone number

+211 988 887 235

E-mail address

nadiamayom281@gmail.com

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

Tab 1

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

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?

NO

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

Question 1.4

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

NO

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

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

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

Question 1.5

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

Elements (institutions 1.5)

Archives

1 Archives

Please provide the names of archives and explain their contribution towards ICH safeguarding and management.

SOUTH SUDAN NATIONAL ARCHIVES. THE ARCHIVES SERVES AS A RECORD CENTRE, RESEARCH, AND AS FOR IDENTIFY, COLLECT, DOCUMENT AND SAFEGUARD, CATALOGUE AND ARCHIVING DOCUMENTARY HERITAGE AND TANGIBLE MATERIALS SHOW CASING SKILLS AND KNOWLEDGE DRIVE FROM.

Others

COMMUNITY CENTRE: FOR TRANSMISSION OF COMMUNITY LANGUAGE AND PRACTICES OF TRADITIONAL ACTIVITIES LIKE DANCE, SONGS, STORYTELLING ETC

Baseline and target

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

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

Extent to which the current indicator is met:

Partially

Target for the next report:

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:

State party will strengthen the role of archives in safeguarding ICH through construction of permanent building for South Sudan national Archive to safeguard documentary heritage, re-enforce research, establishment of records house in states and administrative area. ongoing preservation on the documents, establish national library that will contribute the safeguarding ICH, re-activate the existing culture centers, and establish museums that will contribute to the role of community and society in the safeguarding of ICH.

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](#) | [Arabic](#)

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.

NO DETAILS OBTAINED FROM THE UNIVERSITY OFFERING ICH COURSE

Do these programmes ensure inclusivity?

NO

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.

DEVELOPMENT 5 NATIONAL LANGUAGES IN PRIMARY SCHOOLS- MINISTRY GENERAL EDUCATION AND INSTRUCTION.

Do these programmes ensure inclusivity?

NO

If yes, describe briefly how these programmes ensure inclusivity.

Question 2.3

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

YES

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

-STORY TELLING TRAINING IN SCHOOLS BY LIKIKIRI COLLECTIVE
- CAPACITY BUILDING TRAINING ON THE TRANSMISSION OF ICH ELEMENTS- UNESCO CLUB, THE ROOTS PROJECT.

Do these programmes ensure inclusivity?

YES

If yes, describe briefly how these programmes ensure inclusivity.

Consideration given to sex age and Gender.

Baseline and target

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

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

Extent to which the current indicator is met:

Largely

Target for the next report:

Not satisfied

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

STATE PARTY WILL INVEST IN DATA COLLECTION TO STRENGTHEN FUTURE REPORT

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](#) | [Arabic](#)

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).

- TRAINED 10 TOT SELECTED FROM COMMUNITIES ON COMMUNITY-BASED-INVENTORY, BY UNESCO
- DEVELOPMENT OF AN INVENTORY PROJECT CONSIDERED TRAINING OF REPRESENTATIVES FROM 6 COMMUNITIES ON COMMUNITY-BASED INVENTORY- UNESCO EXPERT FACILITY.

Do these programmes ensure inclusivity?

YES

If yes, describe briefly how these programmes ensure inclusivity.

-MALE & FEMALE, YOUNG GIRLS AND BOYS AGE 18-20 PARTICIPATED IN A TRAINING MEANT FOR THE TARGETED COMMUNITIES

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).

BOTH MALE & FEMALE INCLUDING YOUNG PEOPLE SELECTED FROM COMMUNITIES PARTICIPATED

Do these programmes ensure inclusivity?

YES

If yes, describe briefly how these programmes ensure inclusivity.

NO MUCH DETAIL INFORMATION

Baseline and target

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

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Largely

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

STATE PARTY WILL AGGREGATE THE DATA TO ENSURE FUTURE IN CAPACITY BUILDING TRAINING AREA INCLUSIVE.

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](#) | [Arabic](#)

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?

NO

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

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:

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:

INTEGRATE ICH IN TO FORMAL EDUCATION PROGRAMME THROUGH MINISTRY OF GENERAL EDUCATION AND INSTRUCTION SO THAT IT IS REFLECTED IN THE GOVERNMENT OFFICIAL DOCUMENTS.

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](#) | [Arabic](#)

Question 5.1

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

As a stand-alone subject

N/A

As a means of explaining or demonstrating other subjects

N/A

Others

N/A

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.

SOME OF THE SCHOOL HAVE CULTURAL GROUPS WHO PARTICIPATE IN EVENTS OF THE SCHOOL FROM DIVERSITY COMMUNITIES THROUGH DANCES AS AD HOC NOT AS A PROGRAMME

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

NO

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

THE MINISTRY WILL PROMOTE THE TEACHING OF ALL INDIGENOUS LANGUAGES AS NATIONAL LANGUAGES, INDIGENOUS LANGUAGE WILL CONTINUE TO BE TAUGHT AS A SUBJECT TO ENSURE THAT ALL SCHOOL CHILDREN ARE ABLE TO COMMUNICATE IN NATIONAL LANGUAGES OF THE REPUBLIC OF SOUTH SUDAN FLUENTLY, ACCURATELY AND EFFECTIVELY IN A VARIETY OF SITUATIONS.

Multilingual education

THE MINISTRY WILL ENSURE THAT ARABIC, FRENCH AND KISWAHILI ARE TAUGHT IN SCHOOLS FROM P5 TO S2. AS FOREIGN LANGUAGES AND THAT THOSE STUDENTS WHO HAVE KEEN INTEREST IN LANGUAGES ARE ENCOURAGED TO CONTINUE STUDYING THESE FOREIGN LANGUAGES IN S3 AND S4. FOREIGN LANGUAGES ARE OF STRATEGIC INTEREST FOR THE REPUBLIC OF SOUTH SUDAN AND HAVE THE POTENTIAL TO PROMOTE CULTURAL RENAISSANCE AS WELL AS CONNECT OUR COUNTRY TO THE FRANCOPHONE AFRICA AND OTHER FRENCH SPEAKING COUNTRIES, ARAB AND ISLAMIC COUNTRIES AND THE EAST AFRICAN COMMUNITY AND IMPROVE FOREIGN

Inclusion of 'local content'

N/A

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

NO INFORMATION AT MOMENT AVAILABLE SUPPORT DUE TO LACK OF DATA.

Baseline and target

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

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

Extent to which the current indicator is met:

Largely

Target for the next report:

Partially

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

ENGAGE WITH EDUCATIONAL INSTITUTIONS TO INCLUDE ICH OF COMMUNITIES IN SCHOOL PROGRAMMES; INTEGRATE ICH IN SCHOOL CURRICULUM AND COLLABORATE WITH MINISTRY OF EDUCATION/INSTITUTION; INTEGRATE TEACHING OF COMMUNITY LANGUAGES IN SCHOOLS.

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](#) | [Arabic](#)

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

NO INFORMATION AVAILABLE DUE TO LACK DATA.

Arts

NO INFORMATION AVAILABLE DUE TO LACK DATA.

Crafts

NO INFORMATION AVAILABLE DUE TO LACK DATA.

Vocational education/training

NO INFORMATION AVAILABLE DUE TO LACK DATA.

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.

NO INFORMATION AVAILABLE DUE TO LACK DATA.

Baseline and target

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

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

Largely

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

STATE PARTY REQUIRED TO IMPROVE DATA COLLECTION TO ENSURE INFORMATION REQUIRED ARE PROVIDED.

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](#) | [Arabic](#)

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.

NO INVENTORY CONDUCTED, HOPEFULLY THE UPCOMING PROJECTS WILL ADDRESS THE GAP INVENTORY THAT REFLECTS DIVERSITY AND ITS CONTRIBUTION TOWARDS SAFEGUARDING OF ICH.

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 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.

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:

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:

STATE PARTY WILL DEVELOP ITS OWN INVENTORIES

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](#) | [Arabic](#)

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:

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:

STATE PARTY WILL ENGAGE TO DEVELOP A SYSTEM TO ENSURE BEST INVENTORYING PRACTICES.

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](#) | [Arabic](#)

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](#)):

Documentation and archiving
DOCUMENTARY HERITAGE FUNDED THROUGH ROYAL NORWEGIAN EMBASSY, IN SOUTH SUDAN

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?

NO

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

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?

NO

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

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:

STATE PARTY WILL NEED TO RE-ENFORCE INSTITUTIONAL CAPACITIES TO CONDUCT RESEARCH TO INFORM FUTURE REPORTING EXERCISE

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](#) | [Arabic](#)

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?

Not applicable

Provide any additional details here.

N/A

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?

Not applicable

Provide any additional details here.

N/A

Question 10.3

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

Not applicable

Provide any additional details here.

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:

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:

STATE PARTY WILL ENGAGE WITH NATIONAL STAKEHOLDERS LIKE UNIVERSITY SCHOLARS TO CARRYOUT RESEARCHES AND DOCUMENTATION ON ICH

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](#) | [Arabic](#)

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

Tab 1

It is a

Cultural policy

Name of the policy/measure

CULTURAL POLICY FRAMEWORK,STRATEGIC PLAN

Established

2022

Revised

2023

Is the policy/measure being implemented?

YES

Brief description

The policies and strategic plans in Government Ministries is part of the wider reforms introduced in the public sector to facilitate sustainable and efficient utilization of public resources in the delivery of core Government services and attainment of National goals.

The former ministry of culture, youth and sports policy framework and strategic plan covered the period of 2013-2018 and after the creation of the Ministry of Culture, Museums and National heritage by the revitalized agreement on the resolution of the conflict in the republic of South Sudan (RARCSS), this policy framework and strategic plan is developed base on re-structuring of the Ministry to promote, preserve and disseminate South Sudan's divers cultural and national heritage through formulation and implementation of policies to build national pride and improve livelihoods

of the South Sudanese people and upholding values of integrity; appreciation of diversity; customer focus; creativity and innovation; teamwork; participatory approach; and professional ethics. While building on the recent positive developments, the plan recognizes that the Ministry operates in an environment dedicated by external and internal socio-economic, and legal political factors, which directly impact on its operations.

The achievement of the plan's objectives will largely depend on how we enhance the internal strengths, exploit the existing opportunities, and manage the weaknesses in our operation, while controlling those factors that pose a threat to achievement of our planned activities.

During the plan period, the Ministry will focus on certain key result areas, these strategic themes are; policy, legislative and institutional reforms, development, preservation and effective utilization of heritage, records and archives management and access to information, resources mobilization; and capacity building.

Clear strategies and detailed activities have been developed to enhance management and reporting linkages and facilitate information and communication flow, all of which are crucial for effective implementation of this plan.

For all the activities to be undertaken during the plan period, cost estimates have been outlined both Government and budgetary provisions and resources from development partners will finance these. Management of resources will be guided by operational rationalization and modernization of South Sudan processes, while cost saving measures, will be undertaken to strengthen our financial resource base.

Progressive monitoring will be carried out based on the measurable indicators set out in the implementation matrix and outputs in the results matrix. All the departments will be involved in the monitoring and evaluation process and the consolidated information will be put into the national integrated monitoring and evaluation system.

This policy framework and strategic plan sets out a coherent, systematic and sustainable road map on which to anchor the Ministry's operational initiatives for the 2021-2025 period. However, the policy framework and strategic plan also acknowledges that the environment is dynamic and the Ministry will have to adapt to changing circumstances, with an effective M&E underpinning the proposed activities and continuous refocusing and re-orientation of the strategies, the plan will provide effective guidance to the ministry's operations in the 2021-2025 period.

Question 11.2

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

NO

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

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

If yes, provide details.

Question 11.3

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?

NO

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

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

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

Question 11.4

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

Not applicable

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

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:

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:

These issues cover the need to promote, preserve, the development of cultural heritage, improve, strengthen capacity building and infrastructure development of the Ministry, enhance institutional efficiency and effectiveness in implementation and service delivery in the Ministry and institutionalize and enhance service delivery through research, planning, monitoring, and evaluation.

a) Promoting the diverse cultural heritage of South Sudan. The Development Outcome Objective is: "Improving access to a cultural life for all South Sudanese which values diversity, creativity, and knowledge of cultural heritage." The target for have completed a cultural mapping and inventory of South Sudan.

b) Programme Area two: (Planned activities include:

- i) Building a cultural archive system and collecting war relics;
- ii) Building staff capacity for cultural promotion and management.

- iii) Providing direct support to artists and local organization (SCO)
- iv) Identifying areas of cooperation and developing cultural exchange programmes;
- v) Renovating and constructing cultural institutions such as theatres, libraries and museums.

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](#) | [Arabic](#)

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

Tab 1

It is a

Education policy

Name of the policy/measure

GENERAL EDUCATION ACT

Established

2012

Revised

Is the policy/measure being implemented?

YES

Brief description

EDUCATION SHALL FOSTER THE DEVELOPMENT OF SOUTH SUDAN THROUGH INTEGRATION, RESPECT, TOLERANCE FOR OTHER CULTURES, TRADITION, ALL THE INDIGENOUS LANGUAGES OF SOUTH SUDAN ARE NATIONAL LANGUAGES AND SHALL BE RESPECTED, DEVELOPED AND PROMOTED.

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

Tab 1

It is a

Name of the policy/measure

THE NATIONAL EDUCATION POLICY

Established

Revised

Is the policy/measure being implemented?

Brief description

IT IS ABOUT BASIS OF GENERAL EDUCATION POLICY, STRATEGIC GOAL THE POLICY, THE GOVERNANCE OF EDUCATION SYSTEM, MANAGEMENT OF PUBLIC AND PRIVATE SCHOOLS, RIGHTS OF OBLIGATIONS OF LEARNERS, ACCESS TO EDUCATION, PROMOTION OF EQUITY IN GENERAL EDUCATION, PROMOTION OF LOCAL LANGUAGES & ETC.

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

Tab 1

It is a

Education policy

Name of the policy/measure

THE GENERAL EDUCATION POLICY

Established

2017

Revised

Is the policy/measure being implemented?

YES

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:

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:

MINISTRY CULTURE WILL ENGAGE WITH THE MINISTRY OF EDUCATION TO INTEGRATE AND STRENGTHEN THE TRANSMISSION AND PRACTICE OF ICH IN EDUCATION SYSTEM, INCLUDING POLICIES, MEASURES SYLLABUS AND CURRICULUM. ENCOURAGE COLLABORATION AND COORDINATION BETWEEN MINISTRY CULTURE AND EDUCATION WILL DEVELOPING EDUCATIONAL DOCUMENTS.

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](#) | [Arabic](#)

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?

YES

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

Question 13.3

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

Not applicable

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?

NO

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

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

Baseline and target

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

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

Extent to which the current indicator is met:

Minimally

Target for the next report:

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:

ESTABLISH FINANCE SCHEME THROUGH ANNUAL BUDGET FOR ICH; DIALOGUE WITH STAKEHOLDERS TO ESTABLISH MEASURES/LEGAL FRAMEWORK THAT PROMOTE INCOME GENERATION & LIVELIHOOD, EMPLOYMENT AND PROMOTE TOURISM THROUGH ICH.

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](#) | [Arabic](#)

Question 14.1

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

NO

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

Question 14.2

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

YES

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

No details available due to lack of data

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.

No much details than what the cultural policy and strategic plan provided

Baseline and target

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

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

Extent to which the current indicator is met:

Largely

Target for the next report:

Partially

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

DIALOGUE WITH CUSTODIANS OF ICH TO ESTABLISH DATA CENTRE ON ICH THROUGH LOCAL GOVERNMENT BOARD ON CUSTOMARY RIGHTS; ENGAGE TO ELABORATE LEGAL PROTECTION LAWS TO COMMUNITY, INDIVIDUALS & GROUPS' RIGHTS ON ICH; STRENGTHEN FREEDOM OF EXPRESSION OF COMMUNITIES, INDIVIDUAL AND GROUPS THROUGH ICH.

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](#) | [Arabic](#)

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.

No data available

Question 15.2

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

YES

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

Through dances, communities enhance social cohesion, living together, respect and appreciation of others' ICH.

Question 15.3

Do development interventions recognize the importance of ICH in society?

YES

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

As a source of identity and continuity

As a source of knowledge and skills

As a resource to enable sustainable development

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:

STATE PARTY WILL INCREASE AWARENESS PROGRAMME AND VISIBILITY OF ICH TO UNDERSTAND THE ROLE OF ICH IN DEVELOPMENT, PEACE BUILDING, DIALOGUE, LIVING TOGETHER, SOCIAL COHESION & ETC. BUILD CAPACITIES OF THE STAKEHOLDERS IN THE IMPLEMENTATION OF THE CONVENTION AND PROVIDE INTERVENTIONS.

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](#) | [Arabic](#)

Question 16.1

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

Indigenous peoples

NO DATA

Groups with different ethnic identities

NO DATA

Migrants, immigrants and refugees

NO DATA

People of different ages

NO DATA

People of different genders

NO DATA

Persons with disabilities

NO DATA

Members of vulnerable groups

NO DATA

Others

N/A

Question 16.2

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

NO

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

Baseline and target

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

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

Extent to which the current indicator is met:

Partially

Target for the next report:

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:

State party will ensure to put in place safeguarding measures/plan to address responses to question 16.

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](#) | [Arabic](#)

Question 17.1

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

YES

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

Awareness raising does take place at all level including social media and radios but there is no data available.

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.

Communities/groups/individuals sometimes have been consulted, informed and explain about the awareness raising activities. However majority have not been consulted

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.

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.

No official mechanism however youth have been engaged informally to participate in awareness raising activities

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

Describe briefly how young people are engaged, giving examples.

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.

Smartphone is so common though not all communities, groups or individuals can afford to use, purchase or connect to due to lack of access to internet . Social media, face-book, twitter, You-tube etc are commonly used.

Baseline and target

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

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

Extent to which the current indicator is met:

Satisfied

Target for the next report:

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:

STATE PARTY WILL PUT IN PLACE AWARENESS RAISING PLAN AND MEASURES AVAILABLE FOR COMMUNITIES/INDIVIDUALS AND GROUPS TO USE TO INCREASE COMMUNICATION AND SAFEGUARDING OF ICH. THROUGH MEDIA NETWORK/

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](#) | [Arabic](#)

Question 18.1

Does media coverage:

Raise awareness of the importance of ICH and its safeguarding?
Radio talk shows, playing traditional songs and dances of the diverse communities, diversity of content, and representation. Slots/programme once a week covering community ICH
Promote mutual respect among communities, groups and individuals?
Every communities have slots for talk shows on media, have slots to paly their songs and dance

Question 18.2

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

NO

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

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

Question 18.3

Media programming on ICH:

Is inclusive

Utilizes language(s) of the communities and groups concerned
Some media programme on ICH are hosted in community languages.

Addresses different target groups

Topics of discussion on media programme are directed to different target groups- youth men/ women/ people with disability 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.

Limited capacity of the media programme presenters on 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:

Largely

Target for the next report:

Partially

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

STATE PARTY WILL WORK TO IMPROVE MEDIA COVERAGE OF ICH, AS WELL CAPACITATE MEDIA HOUSES ON COVERING CULTURE PROGRAMME AND ICH IN PARTICULAR.

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](#) | [Arabic](#)

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.

Though it does, no details are known from media policies/measures about ICH

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

NO DETAILS

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

These events are organized at regional/provincial level, community levels like annual festivals.

General public

Annual festivals organized by communities eg. Jubek day organized by Bari Community in every 8th July.

Question 19.3

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

NO

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

Question 19.4

Does public information on ICH promote mutual respect and appreciation within and between communities and groups?

YES

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

NO INFORMATION AVAILABLE

Baseline and target

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

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

Extent to which the current indicator is met:

Largely

Target for the next report:

Partially

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

MINISTRY OF CULTURE ENGAGE STAKEHOLDER IN- CHARGE OF PUBLIC INFORMATION TO INTEGRATE PROGRAMME AND AWARENESS RAISING IN ITS POLICIES AND MEASURES.

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](#) | [Arabic](#)

Question 20.1

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

NO

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

Question 20.2

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

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:

Not satisfied

Target for the next report:

Largely

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

IMPROVE CAPACITY TO UNDERSTAND THE ETHICAL PRINCIPLES WITHIN ICH.

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](#) | [Arabic](#)

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)?

Not applicable

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

Describe in particular measures to ensure that this is inclusive.

Question 21.2

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

Not applicable

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

Question 21.3

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

Not applicable

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

Baseline and target

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

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

Extent to which the current indicator is met:

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:

STATE PARTY WILL ENGAGE STAKEHOLDERS IN SAFEGUARDING OF ICH, RAISE CAPACITY OF THE STAKEHOLDERS TO UNDERSTAND THEIR ROLES IN SAFEGUARDING IC, IMPROVE COORDINATION

AND COLLABORATION AMONG STAKEHOLDERS TO INFORM ABOUT ICH CONVENTION AND NEED FOR DATA ON THE IMPLEMENTATION OF ICH CONVENTION.

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](#) | [Arabic](#)

Question 22.1

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

NO

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

Question 22.2

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

NO

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

Question 22.3

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

NO

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

Baseline and target

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

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

Extent to which the current indicator is met:

Not satisfied

State Party-established target

Not satisfied

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

Ministry of culture will a necessary step to establish an enabling environment for civil society organizations, NGOS, communities, individuals & groups to monitor, safeguard and undertake studies and scientific research on the safeguarding of ICH in South Sudan.

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](#) | [Arabic](#)

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](#) | [Arabic](#)

Question 24.1

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

Bilateral level

NO

Regional level

NO

International level

NO

Question 24.2

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

Bilateral level

NO

Regional level

NO

International level

NO

Question 24.3

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

NO

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

Question 24.4

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

NO

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

Baseline and target

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

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

Extent to which the current indicator is met:

Largely

Target for the next report:

Partially

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

SOUTH SUDAN HAS A VERY RICH ICH AND DIVERSE COMMUNITIES WITH A POTENTIAL TO SHOW CASE GLOBAL OR REGIONAL LEVEL. THE MINISTRY OF CULTURE, WORK TO STRENGTHEN ITS RELATIONSHIP AND COOPERATION WITH ITS NEIGHBORS AND BEYOND TO SHARE ITS RICH ELEMENTS AT THE GLOBAL PLATFORM.

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](#) | [Arabic](#)

Question 25.1

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

YES

Tab 1

Choose a category 2 centre

Regional Centre for the Safeguarding of Intangible Cultural Heritage in Africa

Describe the activities and your country's involvement.

The training of facilitators for African region in 2019 in Algeria. One expert has been trained from South Sudan.

Participated in capacity building for country focal points in Africa on periodic reporting exercise.

Question 25.2

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

NO

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

Question 25.3

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

NO

Tab 1

International and regional bodies

ICH-related activity/project

Contributions to the safeguarding of intangible cultural heritage

Baseline and target

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

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

Extent to which the current indicator is met:

Partially

Target for the next report:

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:

SOUTH SUDAN WILL ENGAGE TO PARTICIPATE AND REQUEST FOR NETWORKING WITH THE INTERNATIONAL

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](#) | [Arabic](#)

C

C. Status of elements inscribed on the Representative List

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

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

none

Question C.1

C.1. Social and cultural functions

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

NOT APPLICABLE

Question C.2

C.2. Assessment of its viability and current risks

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

NOT APPLICABLE

Question C.3

C.3. Contribution to the goals of the List

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

NOT APPLICABLE

Question C.4

C.4. Efforts to promote or reinforce the element

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

NOT APPLICABLE

Question C.5

C.5. Community participation

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

NOT APPLICABLE

Question C.6

C.6. Institutional context

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

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

NOT APPLICABLE

Question C.7

C.7. Participation of communities in preparing this report

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

NOT APPLICABLE

Question D

Signature on behalf of the State

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

Name

HON. DR. NADIA AROP DUDI

Title

MINISTER, MINISTRY OF CULTURE, MUSEUMS AND NATIONAL HERITAGE, RSS

Date

14-12-2023

Signature