

[Annex4] Survey Questionnaire

1. Identification of the element

- 1.1. Name the element in English.
- 1.2. Name the element in the language and script of the community concerned if applicable.
- 1.3. Provide a short, informative title of the element, including an indication of the ICH domain(s) concerned.
- 1.4. Name the community(ies), groups, or if applicable, individuals concerned.
- 1.5. Provide a brief summary of the element that can introduce it to readers who have never seen or experienced it.
- 1.6. List the geographical location(s) and range of the ICH element.

Provide information on the distribution of the element within the territory(ies) of the submitting State(s), indicating if possible the location(s) in which is centred.
- 1.7. Provide a brief description of the region(s)/location(s).

Provide information on the characteristics of the region(s) / location(s) including the industrial structure and population.

2. Characteristics of the ICH element

2.1. Tangible aspects

- 2.1.1. Is the rope newly made each time? Yes No
If no, how often is the rope made and how is it stored? Describe, if applicable, whether there is a person who guards the rope before the game.
- 2.1.2. Describe the process and schedule related to producing the rope.
- 2.1.3. Provide a description of the material used to make the rope, the people who collect prepare it, and the period when the material is prepared.
- 2.1.4. Describe the form/shape in which the rope is made, and if applicable, the meaning of its form/shape.

2.1.5. By whom, by how many people, and in what period is the rope made?

2.1.6. Is there a special place where the rope is made? Yes No

If yes, give a description of the place, the reason why the rope is made at that certain place, and if applicable, the reason the tug-of-war is held at a different place from the place where the rope is made, and describe the transporting process in detail.

2.1.7. Is there any ritual ceremony held during the rope-making process?

Yes No

If yes, describe the ceremony, including a description of the conductor, period, process, and if any, songs, dances, or music related to the rope-making ceremony.

2.1.8. Are there any special tools for making the rope? Yes No

If yes, are the tools for making the rope also made each time when the rope is made, or is it stored and reused? If reused, where are they stored?

2.1.9. Is the rope considered sacred? Yes No

If yes, describe the sacred meaning of the rope, and indicate, if any, the person in charge, the period, and the reason for guarding the rope.

2.1.10. List any other tangible elements, such as instruments, specific clothing, space(s), or ritual objects, associated with the enacting or transmitting the element.

2.2. Intangible aspects

2.2.1. Are there any customary practices, such as ritual ceremonies and exorcisms governing access to the element or to aspects of it? Yes No

If yes, please answer the following questions.

2.2.2. Describe the preparation process, when and where the ritual ceremony is held, and whether any special meaning is given to the ceremony.

2.2.3. How are the conductor and the person who prepares the ceremony hired?

2.2.4. Describe any taboos related to the ceremony.

2.2.5. Describe any music, songs, or dances played during the ceremony.

2.2.6. Describe any other intangible elements associated with the enacting or transmitting the element

2.3. Action

- 2.3.1. Is the element enacted during its original/traditional occasion? Yes No
If no, describe the transition of its enacted period.
- 2.3.2. In what time of year is the element enacted? If not enacted every year, how often is it enacted, and why it is enacted at the specific period?
- 2.3.3. Describe the scale of the element, the number of people participating the game, and if applicable, the qualification to participate.
- 2.3.4. How are the start and the end of the game announced and by whom?
- 2.3.5. Describe the sequence of the tug-of-war, including the number of matches held to determine the winning team of the game.
- 2.3.6. Describe, if applicable, any other events related to the element including an award ceremony.
- 2.3.7. Describe, if applicable, the rope disposal process.

2.4. Meaning

- 2.4.1. Describe the element's origin.
Provide historical background and information on legends or folktales related to the origin of the element.
- 2.4.2. Describe the element's meaning in relationship to the rice farming or agriculture.
- 2.4.3. Describe the element's meaning in relationship to the religion.
- 2.4.4. Is there any special meaning or authority to the winning side? Yes
No
If yes, describe the meaning or significance related to the outcome.
- 2.4.5. Describe any social and cultural functions and meanings of the element for its community(ies) today.
- 2.4.6. Is there any public mood or national psyche attached to the element as a form of intangible cultural heritage?

3. Safeguarding measures / Transmission

3.1. Bearers / Practitioners

- 3.1.1. List any bearers and practitioners directly involved in the enacting or practicing the element, including the individuals' name, age, gender, professional category, etc.
- 3.1.2. List other people in the community who are less directly involved but still contribute to practicing the ICH element or facilitate its practice or transmission, for example in preparing stages and costumes, training, and supervising.

3.2. Safeguarding and transmitting activities

- 3.2.1. Who are the competent body(ies) involved in safeguarding/transmitting the element?
Provide the name, address, and other contact information of the competent body(ies), and if applicable, the name and title of the contact person(s) responsible for the locally managing, safeguarding, and transmitting the element.
- 3.2.2. Describe the modes of transmitting the knowledge and skills to individuals or to others in the each body, community or group.
- 3.2.3. Provide a chronicle of the activities of competent body(ies) related to safeguarding / transmitting the element.

3.3. Safeguarding Efforts

- 3.3.1. How is the element's viability being ensured by the concerned communities, groups or individuals? What past and current initiatives have been taken in this regard?
- 3.3.2. How have concerned States Parties safeguarded the element? What are its past and current efforts in this regard?

3.4. Inclusion of the element in an inventory

- 3.4.1. Has the element been included in an inventory? Yes No
- If yes, indicate its reference and identify the inventory in which it has been included and the office, agency, organisation or body responsible for maintaining that inventory.

4. References concerning the element

Provide lists using a standard bibliographic format.

- 4.1. List any available literature in archives, museums, and private collections.
- 4.2. List any audio-visual materials, recordings, etc. in archives, museums, and private collections.
- 4.3. List any other documentary materials and objects in archives, museums, and private collections.

5. Data restrictions and permission

- 5.1. Include consent from and involvement of the community(ies) concerned in data/ information gathering.
- 5.2. Name any restrictions on the use of or access to collected data/information.
- 5.3. Name resource person(s): name(s) and status or affiliation.
- 5.4. State date(s) and place(s) of data/information gathering.