**CONVENTION FOR THE SAFEGUARDING OF THE  
INTANGIBLE CULTURAL HERITAGE**

**INTERGOVERNMENTAL COMMITTEE FOR THE  
SAFEGUARDING OF THE INTANGIBLE CULTURAL HERITAGE**

**Twelfth session**

**Jeju Island, Republic of Korea**

**4 to 9 December 2017**

**Item 6 of the Provisional Agenda:**

**Voluntary supplementary contributions to the Intangible Cultural Heritage Fund**

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| **Summary**  In accordance with Article 25.5 of the Convention, the Committee may accept contributions to the Intangible Cultural Heritage Fund for specific purposes relating to specific projects, provided that those projects have been approved by the Committee. The present document reports on such contributions since the Committee’s eleventh session and presents two funding priorities for the period 2018-2021.  **Decision required:** paragraph 13 |

1. Chapter VI of the Convention, concerning the Intangible Cultural Heritage Fund (hereafter the Fund), states that States Parties may wish to provide voluntary supplementary contributions (Article 27) in addition to their assessed contributions, as defined in Article 26. Article 25.5 also provides for the possibility that such contributions be made in favour of specific projects, ‘provided that those projects have been approved by the Committee’.
2. The Concept Note for the 2014-2017 Complementary Additional Programme, entitled ‘Strengthening capacities to safeguard intangible cultural heritage for sustainable development’ and approved by the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage (hereafter the Committee) at its ninth session ([Decision 9.COM 7](http://www.unesco.org/culture/ich/en/Decisions/9.COM/7)), expires at the end of this year. The Secretariat developed the Concept Note to extend the reach and effectiveness of the global capacity‑building strategy and to inform donors of the funding requirements of the programme. By approving a programmatic framework as described in the Complementary Additional Programme, which was fully aligned with the approved Programme and Budget (37 and 38 C/5), the Committee ensured that it shared the same vision of priority actions in the field of intangible cultural heritage as the General Conference of the Member States of UNESCO. Furthermore, by approving the Concept Note, the Committee also accepted voluntary supplementary contributions made to support capacity-building activities within the scope of the programmatic framework between two Committee sessions and authorized the Secretariat to make immediate use of such contributions.
3. The Committee at its eleventh session requested that the Secretariat report on the progress in the implementation of any voluntary supplementary contributions it had received since its last session.During the reporting period, since the last meeting of the Committee to October 2017, two contributions to the Fund were made to improve the monitoring and evaluation of the Convention, beyond the scope of the approved Concept Note. At its eleventh session, the Committee ([Decision 11.COM.6](https://ich.unesco.org/en/Decisions/11.COM/6)) accepted a generous contribution from the Republic of Korea of US$300,000 to improve the periodic reporting mechanism under the Convention. Information on the progress in the implementation of this contribution and on how the Secretariat intends to use it in the coming months can be found, respectively, in the Report of the Secretariat (document [ITH/17/12.COM/5.a](https://ich.unesco.org/doc/src/ITH-17-12.COM-5.a-EN.docx)) and in the document concerning Draft amendments to the Operational Directives on periodic reporting (document [ITH/17/12.COM/10](https://ich.unesco.org/doc/src/ITH-17-12.COM-10-EN.docx)). Furthermore, according to Committee Decisions 9.COM 13.e and 11.COM 14, a second contribution of US$100,000 was received from the People’s Republic of China to organize the open-ended intergovernmental working group on developing an overall results framework for the Convention ([Decision 11.COM 6](https://ich.unesco.org/en/Decisions/11.COM/6)), which was held successfully in June 2017. Details on the results of this meeting can be found in document [ITH/17/12.COM/9](https://ich.unesco.org/doc/src/ITH-17-12.COM-9-EN.docx). However, since the last session of the Committee, no contribution has been received within the scope of the programmatic framework laid out in the Complementary Additional Programme.
4. In its [Decision 7.COM 20.1](http://www.unesco.org/culture/ich/en/Decisions/7.COM/20.1), the Committee took note that States make use of different forms of support, financial and in-kind, to the 2003 Convention, and not only of voluntary supplementary contributions to the Fund. It therefore requested that the Secretariat report at each session of the Committee on all forms of contributions received since the previous session. Accordingly, the list of contributions in support of the 2003 Convention received since the eleventh session of the Committee can be found in Annex I of the present document.

**State of affairs**

1. Since the main funding requirements for implementing the Convention to date have been aimed at extending the reach and effectiveness of the global capacity-building programme and strengthening the human resources of the Secretariat, it seems appropriate to provide an overview of the overall evolution of this support to the Committee over the last three biennia. Figure 1 demonstrates a decline in the support to the capacity-building programme since 2012, with a significant decline in the current biennium (38 C/5). At the time of writing, the mobilized resources have reached only 56% of the US$3M biennial objective set by the Committee at its ninth session, making it impossible to achieve the fixed target for the 2014-2017 quadrennium (US$6M). Furthermore, Figure 2 points to a sharp decline in the support for the human resources of the Secretariat. This decline is particularly worrying at this stage of the life of the Convention, when a number of its mechanisms – such as periodic reporting, the accreditation and evaluation of non-governmental organizations and the support of the Capacity-Building facilitators’ network – require more resources within the Secretariat. Furthermore, such support is indispensable if the Secretariat is to continue to provide recommendations to the Bureau for International Assistance requests and to support States in preparing such requests in an effective manner. In this regard, it is important to point out that, even if the received number of applications demanding International Assistance remains stable throughout the years, the Secretariat managed to increase by 40% the number of projects processed to the Bureau in comparison with previous biennia. Finally, without the necessary support for the human resources of the Secretariat, the capacity-building programme is also at risk since priority is given to supporting the statutory processes of the Convention.
2. Notwithstanding the overall decline, support to the Convention through the Funds-in-Trust arrangements remain stable. During the 38/C5 biennium, contributions made through this modality remain at a similar level to previous biennia. This is thanks to the generous contributions from Belgium (Flanders), Japan and the Abu Dhabi Tourism & Culture Authority (the United Arab Emirates).
3. However, the overall decline is explained by the critical decrease in contributions made by State Parties through earmarked contributions to the Fund. During the biennium, only US$0.11M was received in support of the capacity-building programme; this corresponds to a contribution from the Government of the Netherlands, which was reported to the Committee at its eleventh session. This supposes a decrease of more than 90% of the contributions received in relation with the previous biennium.

**Figure 1**: Evolution of resources mobilized in support of the global capacity-building programme

1. Recognizing that the Secretariat’s ability to provide quality services to Member States depends largely on its human resources, various donors have provided support in this direction through several modalities. The Fund to enhance the human resources of the Secretariat has in fact never reached the annual target of US$1.1 million set by the General Assembly ([Resolution 3.GA 9](http://www.unesco.org/culture/ich/en/Resolutions/3.GA/9)), and indeed the graph below shows an alarming drop in the current biennium compared to previous exercises. More precisely, it is worth noting that since the last meeting of the Committee to October 2017 the sub-fund received voluntary contributions totalling only US$22,408; this corresponds to two contributions from the Government of Principality of Monaco. Considering the entire 38 C/5 biennium until the date covered by this report, the contributions to the Sub-Fund have decreased by 70% in relation with the previous two biennia, making this a historic minimum since the creation of this fund.

**Figure 2**: Evolution of resources mobilized in support of human resources

1. The two figures above show an undeniable decline during this biennium in support to the Convention through the Fund, in terms both of earmarked contributions to the capacity-building programme and of contributions to the sub-fund for enhancing the human resources of the Secretariat. Regarding the former, the reduction of the support to the capacity-building programme is unfortunate since this is considered as the most effective use of resources to build capacities for implementation of the Convention at the national level. It is equally unfortunate for the latter since, without discrediting the merits of the other modalities, the sub-fund is the only mechanism that can secure a sustainable workforce adapted to the statutory functions that the Secretariat must perform.

**Way forward**

1. The framework that guided donors to provide voluntary contributions to the Fund and enabled the Committee to accept projects between its sessions expires at the end of this year; a new framework therefore needs to be adopted by the Committee in this regard. It should be noted that the draft programme and budget (39 C/5) of UNESCO was developed based on an Integrated Budget Framework that sets out the organization’s overall funding requirements, providing Member States and donors with a holistic and realistic notion of the funding gap of each programme and thus of the resource mobilization targets. It includes not only the regular budget but also all other sources of funds. Once adopted, the 39 C/5 should therefore guide all support to UNESCO, including the 2003 Convention. To facilitate the decision of the Committee and the dialogue with donors for the period 2018-2021, the Secretariat identified two main funding priorities (Annex II): (1) to continue efforts to extend the reach and effectiveness of the global capacity‑building strategy, and (2) to initiate efforts to incorporate intangible cultural heritage into formal and non-formal education, in cooperation with the education sector. The second priority is new and further explained in the Report by the Secretariat to the Committee on its activities (document [ITH/17/12.COM/5.b](https://ich.unesco.org/doc/src/ITH-17-12.COM-5.b-EN.docx)). It addresses the so far neglected provision of Article 2 which includes ‘transmission through formal and non-formal education’ as part of the proposed safeguarding measures (Article 2.3) and calls on States Parties to ‘ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society’ through education programmes (Article 14). The second priority, moreover, can contribute significantly to the attainment to Sustainable Development Goal 4 on quality education and lifelong learning, since the integration of intangible cultural heritage in education can act as a leverage to increase the relevance and quality of multiple subject areas and education for peace and sustainable development.
2. The Committee may wish to encourage donors to support the achievement of the goals set out in the two funding priorities stated in paragraph 10, through earmarked voluntary contributions to the Fund. The modality of earmarked contributions allows the Committee to better coordinate international cooperation, as described in Article 19 of the Convention, while permitting the Secretariat to match needs and resources responsively and to deliver services effectively; it also provides high visibility to the donor. In keeping with the Organization’s principle of results-based management, the Secretariat is responsible to the General Assembly – and through it, to the donors – for achieving concrete results.
3. The Committee may therefore wish to approve the two main funding priorities and accept any future voluntary supplementary contributions to the Fund that fall within their scope as an earmarked contribution. In consultation with the donor, the Secretariat would agree on the beneficiary country(ies) based on requests from Member States, UNESCO’s implementing capacity in the field and, of course, the donors’ priorities. In this regard, the Secretariat would also like to recall the existence of the UNESCO Global Priority Africa and its operational Strategy, which form part of UNESCO’s Medium Term Strategy for 2014-2021, and for which financial support will be needed. Whenever a contribution of this kind is received between two Committee sessions, the Secretariat will ensure that the item appears on the agenda of the following session in order to inform its members on the progress made and give due visibility to donor countries.
4. The Committee may wish to adopt the following decision:

DRAFT DECISION 12.COM 6

The Committee,

1. Having examined document ITH/17/12.COM/6 and its annexes,
2. Recalling Article 25.5 of the Convention and Chapter II of the Operational Directives,
3. Further recalling Decisions [8.COM 12](https://ich.unesco.org/en/Decisions/8.COM/12), [9.COM 7](https://ich.unesco.org/en/Decisions/9.COM/7), [9.COM 13.e](https://ich.unesco.org/en/Decisions/9.COM/13.e), [10.COM 9](https://ich.unesco.org/en/Decisions/10.COM/9) and [11.COM 6](https://ich.unesco.org/en/Decisions/11.COM/6),
4. Commends the People’s Republic of China for its generous offer of a voluntary supplementary contribution to the Intangible Cultural Heritage Fund to organize the open-ended intergovernmental working group for the development of an overall results framework for the Convention;
5. Expresses its concern over the small number of new voluntary supplementary contributions to the Intangible Cultural Heritage Fund to support the programmatic framework of the 2014-2017 Complementary Additional Programme entitled ‘Strengthening capacities to safeguard intangible cultural heritage for sustainable development’ and to the sub-fund for enhancing the human resources of the Secretariat since its last session;
6. Further takes note that no supplementary voluntary contributions to the Intangible Cultural Heritage Fund have yet been received to cover all of the costs of organizing an open-ended intergovernmental working group devoted to the procedure for the removal of an element from one List and the transfer of an element from one List to the other;
7. Thanks all the contributors that have generously supported the Convention and its Secretariat, since its last session, namely the People’s Republic of China, Japan, the Principality of Monaco, the Republic of Korea and the United Arab Emirates (Abu Dhabi Tourism & Culture Authority);
8. Approves the two funding priorities for the period 2018-2021 entitled ‘Strengthening capacities to safeguard intangible cultural heritage and contribute to sustainable development’ and ‘Safeguarding intangible cultural heritage in formal and non-formal education’, accepts any future voluntary supplementary contributions made to support activities within the scope of these priorities and authorizes the Secretariat to make immediate use of them;
9. Encourages other contributors to consider the possibility of supporting the Convention, in particular through the Intangible Cultural Heritage Fund and the sub-fund for enhancing the human resources of the Secretariat;
10. Requests that the Secretariat report, at its thirteen session, on the progress in the implementation of any voluntary supplementary contributions it may have received since its last session.

**ANNEX I**

**Financial/In-kind support to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage since the eleventh session of the Committee to October 2017**

**Voluntary supplementary contributions to the Intangible Cultural Heritage Fund**

**Improving the periodic reporting mechanism under the 2003 Convention**

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| Republic of Korea | US$300,000 |

**Open-ended intergovernmental working group for the development of an overall results framework for the Convention**

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| China | US$100,000 |

**Sub-fund for enhancing the human capacities of the Secretariat**

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| Monaco | US$22,408 |

**Funds-in-trust**

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| United Arab Emirates (Abu Dhabi Tourism & Culture Authority) | US$1,227,257 |
| Japan | US$102,409 |

**Loans and Secondments**

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| China | 12 months at P-2 level |
| Japan | 12 months at P-2 level |
| United Arab Emirates (Abu Dhabi Tourism & Culture Authority) (Project Appointment) | 6 months at P-2 level |

**Annex II**

The following annex presents in more detail the two funding priorities mentioned in paragraph 10, notably ‘Strengthening capacities to safeguard intangible cultural heritage and contribute to sustainable development’ and ‘Safeguarding intangible cultural heritage in formal and non-formal education’. States are invited to make earmarked contributions for projects that fall within the range of these two programme documents.

**Funding priority 1**

Strengthening capacities to safeguard intangible cultural heritage and contribute to sustainable development

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| --- | --- |
| **Geographical scope/benefitting country(ies):** | 20 countries in all regions, prioritizing Africa |
| **Duration (in months):** | 2018-2021 (48 months) |
| **Name and Unit of Project Officer(s) :** | Tim Curtis, Chief, Intangible Cultural Heritage Section and Secretary of the Convention for the Safeguarding of the Intangible Cultural Heritage  Susanne Schnüttgen, Chief of Unit, Capacity Building and Heritage Policy in the Intangible Cultural Heritage Section |
| **Partner(s) institutions:** | Ministries in charge of intangible cultural heritage and/or other governmental and non-governmental institutions with responsibilities relevant to intangible cultural heritage |
| **Tentative budget inclusive of Programme Support costs:** | US$ 5 million |

Rationale and overall purpose

One of UNESCO’s top priorities for implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage is its global capacity-building programme. It intends to strengthen countries’ capacities for the safeguarding of intangible cultural heritage (ICH) and for harnessing its potential for sustainable development while promoting broad public knowledge and support for the Convention’s concepts and objectives.

The Programme has so far focused on addressing the most urgent needs identified for the implementation of the Convention, such as the:

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* strengthening of competent bodies and institutions and consultative mechanisms to cater for the specific needs of ICH,
* revision of policies and strategies for safeguarding in relevant policy areas (culture, education, environment, etc.),
* development of community-based inventorying and safeguarding methodology, and
* effective participation of States in the international cooperation mechanisms of the Convention.

UNESCO has already implemented Programme activities in more than 70 countries and trained more than 1800 individuals from government, civil society and communities. The initial evidence gathered in project reports and evaluations suggests that capacity building in these areas, together with the advisory services provided for policy analysis and revision, are effectively contributing to the establishment of the professional and institutional environment required to support communities and groups in their efforts to transmit and recreate their ICH.

However, more work is needed. A strategy meeting with members of the global facilitators’ network in 2017 emphasised the continued need and challenge to build institutional structures, legal and political frameworks, human resources and environments that allow communities to enact and transmit their ICH. There is furthermore a continuing demand for capacity-building services expressed individually by Member States and collectively through the decisions of the General Assembly of the States Parties to the Convention and the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage.[[1]](#footnote-1) In addition, different stakeholder groups have requested capacity building, such as non-governmental organizations and culture centres.

The present Programme aims to extend the reach of the capacity-building strategy to about 20 countries, taking into account countries that have not yet benefitted from the Programme, as well as those who have completed a project cycle, but whose needs have only partially been met. Many countries furthermore request capacity building in one of the more recent Programme areas, such as the elaboration of safeguarding plans, safeguarding and sustainable development, ethics in safeguarding and preparing International Assistance requests. The Programme also takes into account countries that wish to focus on developing national networks of trainers to conduct and sustain capacity building.

In line with UNESCO's Medium-Term Strategyfor 2014-2021, the Secretariat will in particular consider country requests from Africa, which is, along with Gender Equality, a global priority of UNESCO’s agenda. It will also ensure careful consideration of requests from the Least Developed Countries (LDCs) and Small Island Developing States (SIDS), as they remain particularly vulnerable to crises.

Each country project under this Programme foresees a 24- to 36-month engagement with the beneficiary country, during which it receives a series of technical assistance measures customized to its specific needs. Such a sustained investment in human and institutional capacities will seek both immediate results and long-term impact for the beneficiary States and their communities. The Programme’s objective is that beneficiary countries make development more sustainable, ensuring the viability of the ICH present in their territories and strengthening relations within and between communities, through the effective implementation of the Convention.

The expected impact of this Programme is a vibrant collaboration between governmental and non-governmental institutions and communities to ensure that the latter can sustainably recreate, maintain and transmit their ICH to the next generation, while respecting the principles of the Convention. It will strengthen the recognition of ICH in sustainable development fields, which, depending on the specific country context, may range from social cohesion and food security to environmental concerns, education or health matters. The long-term goal is to create institutional and professional environments that allow everyone to enjoy and safeguard their ICH, thereby promoting mutual respect and inclusive societies.

Why UNESCO?

UNESCO is the depository of the 2003 Convention, which has achieved an almost universal ratification rate in less than fifteen years. The Convention is the only binding multilateral instrument that exists in this field. It testifies to the desire of broadening the international discourse around cultural heritage beyond monuments and sites to include communities’ living heritage. UNESCO cooperates with its Member States to support their safeguarding efforts so that future generations are not deprived of the wealth and diversity of the cultural practices and expressions of their elders. Capacity building is one of UNESCO’s core functions. UNESCO has created a dynamic network of about 100 expert facilitators, trained to deliver capacity-building services in the field of ICH upon demand. They use a comprehensive capacity-building curriculum developed by UNESCO, which they tailor to countries’ specific needs.

The proposed Programme is aligned with Expected Result 6 ‘Intangible cultural heritage identified and safeguarded by Member States and communities, in particular through the effective implementation of the 2003 Convention’, as included in the Draft 39C/5 for Major Programme IV on Culture, Main Line of Action 2. The Programme more specifically concerns performance indicators 2 and 3 of Expected Result 6, which specify the number of supported Member States utilizing strengthened human and institutional resources for the safeguarding of ICH and the number of supported Member States, which have integrated ICH into their plans, policies and programmes, in particular as a contribution towards the achievement of SDGs.

Links with 2030 Agenda

The 2003 Convention acknowledges the importance of ICH as a mainspring of cultural diversity and a driver for sustainable development. Safeguarding ICH can contribute effectively to sustainable development within each of the dimensions of the 2030 Agenda for Sustainable Development – economic, social and environmental – as well as the need for peace and security, which represents an important fourth dimension. For instance, the capacity-building programme directly contributes to SDG 17 to strengthen multi-stakeholder partnerships and enhance policy coherence for sustainable development. The Operational Directives for the implementation of the Convention furthermore offer guidance to State Parties on how to integrate the safeguarding of ICH into their development plans, policies and programmes to achieve the 2030 Agenda.[[2]](#footnote-2) Areas include food security (SDG 2), health care (SDG 3), quality education (SDG 4), gender equality (SDG 5), productive employment and decent work (SDG 8), sustainable cities (SDG 11) and climate change (SDG 13).

Summary of outcomes, outputs and activities

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| **Outcome N°1:** States integrate the safeguarding of ICH into their plans, policies and programmes, both within and outside the Culture Sector, respecting diversity of ICH, requirements of sustainable development and applying an inclusive approach.[[3]](#footnote-3) | | | |
| **Output N°1.1:** Technical assistance provided for policy and programme development, including the integration of ICH safeguarding in national development programmes and strategies. | |
| **Activity 1:** Conduct an analysis of existing policies and programmes relevant to ICH safeguarding, within and outside the Culture Sector as required. |
| **Activity 2:** Provide advisory services for government officials, legal experts, development experts and other relevant stakeholders to integrate the safeguarding of ICH into relevant policies and programmes, applying an inclusive approach. |
| **Output N°1.2:** Capacity reinforced for policy and legal development in the field of ICH safeguarding. | | |
| **Activity 1:** Carry out tailored training activities for government officials, legal experts, development experts and other relevant stakeholders to integrate the safeguarding of ICH into relevant policies and programmes, applying an inclusive approach. |
| **Outcome N°2:** States draw upon competent bodies, institutions and networks at the national level to support the continued practice and transmission of ICH. | | | |
| **Output N°2.1:** Capacities of competent bodies and institutions for safeguarding ICH strengthened. | | |
| **Activity 1:** Deliver training on the concepts and mechanisms of the Convention and State obligations for its implementation at national level, applying an inclusive approach. |
| **Output N°2.2:** National network of trainers (or equivalent mechanism) initiated or strengthened to respond to capacity-building needs at national and decentralized levels. | | |
| **Activity 1:** Carry out training workshops to train future national trainers, including individual specialists and institutions, applying an inclusive approach. |
| **Activity 2:** Consolidate and share information in the country on trained trainers. |
| **Outcome N°3:** States establish or revise a framework and methodology for inventorying which is inclusive, respects the diversity of ICH and its practitioners, and supports safeguarding by the communities, groups and individuals concerned. | | | |
| **Output N°3.1:** Knowledge and practical skills for community-based inventorying reinforced, applying an inclusive approach. | | |
| **Activity 1:** Consolidate information on inventorying ICH where it exists. |
| **Activity 2:** Deliver training on theoretical and practical aspects of community-based inventorying, applying an inclusive approach. |
| **Activity 3:** Provide technical assistance to conduct pilot inventory activities at the national level, ensuring a wide participation of communities, groups and relevant NGOs. |
| **Outcome N°4:** States utilize strengthened human resources for safeguarding ICH, thereby contributing to sustainable development. | | | |
| **Output N°4.1:** Capacities and skills of communities, groups and individuals to develop safeguarding plans for ICH reinforced. | | |
| **Activity 1:** Deliver training to build capacities and skills on community-based methods to elaborate safeguarding plans, involving the communities, groups and individuals concerned on an inclusive basis and to the widest possible extent. |
| **Outcome N°5:** States participate actively in the Convention’s mechanisms for international cooperation, including the International Assistance mechanism where relevant. | | | |
| **Output N°5.1:** Capacities for participation in the international mechanisms of the Convention, including the preparation of International Assistance requests and/or nominations to the Lists reinforced. | | |
| **Activity 1:** Conduct training workshops to develop capacities for participation in the international mechanisms of the Convention, including preparing International Assistance requests or nominations to the Lists. |

Implementation strategy

The capacity-building process is steered by UNESCO’s network of field offices, in cooperation with national counterparts and with on-going technical support from the Intangible Cultural Heritage Section. States are provided with a diverse complement of interventions designed – according to each State’s needs – to strengthen its human and institutional capacities for safeguarding ICH. While workshops and training activities are the most visible features of the Programme, they are embedded within an integrated process of international cooperation and technical assistance to each beneficiary State.

The Secretariat identifies beneficiary States by taking into account the needs and implementation capacities of Member States and UNESCO’s delivery capacity in each State. The regional or bilateral priorities of donors can also be taken into account. In some cases, a preliminary needs assessment is built into the project to guide the development of specific interventions; in other cases, such needs assessment will already have been completed using other funds.

The Programme foresees establishing links with national development strategies, and United Nations Development Assistance Framework (UNDAF) and Common Country Assessment (CCA) processes, as part of the policy work, which aims to create an environment supportive to safeguarding ICH and harness its potential for sustainable development. Attention will be paid to the equal involvement of women and men as part of an inclusive approach outlined above.

Technical assistance will be delivered using content and materials developed by UNESCO as part of its capacity-building curriculum. UNESCO developed thematic training materials and guidance tools on a range of topics relevant for the effective implementation of the Convention, including guidance on policy development, community-based inventorying, safeguarding plans, integrating ICH in sustainable development policies and programmes, gender, ethics and the international cooperation mechanisms. The materials are available online in several languages and translation will be built into a country project to support the localization of the curriculum where needed. The services are delivered through UNESCO’s network of trained facilitators, who are familiar with the specific country context and trained to use and adapt the UNESCO training materials.

Stakeholders, beneficiaries and partners

Beneficiaries include the different actors involved in the decision-making, administration and practical aspects related to safeguarding ICH. For the policy component of the Programme, the primary beneficiaries are officials from ministries of culture and other ministries willing to integrate the safeguarding of ICH in their work. The training and advisory process may also include relevant institutes, NGOs, universities and community representatives. For the activities related to community-based inventorying and safeguarding, the primary beneficiaries are field workers and the groups and communities concerned.

Safeguarding ICH typically requires the intervention of stakeholders from diverse fields. To mobilize them is a great challenge as they are not always aware of the role they play or can play in safeguarding ICH. When UNESCO translates this global proposal into specific country proposals, such persons must be involved from the outset in the project design.

The Convention recognizes the critical – indeed, indispensable – role of communities in safeguarding their ICH. Therefore, all activities carried out under this Programme will be in line with the Convention’s Ethical Principles for Safeguarding Intangible Cultural Heritage and will obtain the free, prior and informed consent of the communities concerned.[[4]](#footnote-4) The Programme will take an inclusive approach to ensure the widest possible participation of relevant stakeholders in the design and implementation of safeguarding activities.

Risk analysis, sustainability and exit strategy

The Programme is designed to maximize its sustainability and multiplier effect. It aims to create in each beneficiary country a critical level of national capacity, both in government institutions and among key players from communities and civil society, constituting a sustainable foundation for safeguarding ICH and implementing the Convention. It takes a need-responsive approach, which is sensitive to each country context, thereby avoiding the risk of a one-size-fits-all approach.

New ares of focus for the capacity-building Programme include the establishment of national networks of trainers and strengthening of relevant organizations or institutions, which can replicate capacity building by relying on internal expertise, built and strengthened through the Programme. This new areas of focus are an important factor for the sustainability of the Programme.

The Programme seeks to strengthen institutional-level relations in countries through the identification of suitable institutional partners, including universities and research institutes, civil society organizations, and other UN agencies. By involving stakeholders from both the culture sector and other development fields, the Programme facilitates the integration of provisions for safeguarding ICH into larger development strategies and programmes, thereby further sustaining the viability of ICH and harnessing it for the well-being of communities and societies.

**Funding priority 2**

Safeguarding intangible cultural heritage in formal and non-formal education

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| --- | --- |
| **Geographical scope/benefitting country(ies):** | Global Programme with country projects in all regions, in particular Africa |
| **Duration (in months):** | 2018–2021 |
| **Name, Unit and contact details of Project Officer(s):** | Tim Curtis, Chief, Intangible Cultural Heritage Section and Secretary of the Convention for the Safeguarding of the Intangible Cultural Heritage  *For each project under this global programme appropriate Education Sector colleagues will be involved from the design to the evaluation stage* |
| **Partner(s) institutions:** | Ministries of Culture and of Education, relevant education institutions |
| **Tentative budget inclusive of Programme Support costs:** | $US 2 Million for 4 years |

Rationale and overall purpose

Education can play a valuable role in safeguarding intangible cultural heritage (ICH). This is why the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage includes a reference to ‘transmission, particularly through formal and non-formal education’, as part of the proposed safeguarding measures (Article 2.3). In the context of the Convention, intergenerational transmission is a dynamic interactive process through which intangible cultural heritage is constantly recreated. The Convention calls on States Parties to ‘ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society’ through education programmes (Article 14). Similarly, the 2030 Agenda for Sustainable Development advocates ‘promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development’ as an important target to achieve Goal 4 on quality education and lifelong learning opportunities for all. Intangible cultural heritage can provide context-specific content and pedagogy for education programmes and thus act as a leverage to increase the relevance of education and improve learning outcomes. For example, education for sustainable development uses indigenous knowledge and ICH as a key resource for communities in understanding the environment, sustainably using its resource, assessing climate change impacts and adapting. In this regard, intangible cultural heritage is an incredibly rich resource, which is why UNESCO promotes learning and teaching through and about intangible cultural heritage in education programmes in all relevant disciplines.

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The creative process of intergenerational transmission is essential for intangible cultural heritage safeguarding and the key requirement for its viability. In the past, intergenerational transmission happened mainly through traditional modes of transmission embedded in the daily lives of the people (a form of informal learning). However, these are increasingly disrupted for many reasons. In this changing context, educational responsibility and transmission of practices, knowledge and skills are no longer the prerogative of families and communities alone, but shared with public institutions. Hence, learning spaces, be they formal and non-formal education can play a key role for safeguarding intangible cultural heritage. However, typically education systems have not given due consideration to the important role they can play in safeguarding intangible cultural heritage nor have they harnessed the potential of intangible cultural heritage to improve education quality and relevance.

While some experiences exist in this field, many countries, do not recognize this as integrating intangible cultural heritage in education or, in other cases, do not know how to go about safeguarding intangible cultural heritage through formal and non-formal education. UNESCO’s Regional Offices for Education and Field Offices have identified this area as one of the priority needs and demands for the regions, as discussed at a May 2017 strategic consultation meeting between the Education and Culture Sectors on integrating intangible heritage in education. There was a converged interest in this topic and considerable common ground for future intersectoral work, which the Regional Offices for Education and Field Offices will play a key role in implementing. As UNESCO is the lead agency for SDG 4 on quality inclusive education and the only agency with a special mandate in the field of culture, it is particularly well placed to address projects that combine these two fields.

There have been several initiatives at UNESCO on the intersections between culture and education: The programme will draw on lessons learned from projects that specifically focused on learning with and about intangible cultural heritage such as a recent pilot project in four countries in Asia-Pacific and projects carried out under the UNESCO programme on Local and Indigenous Knowledge Systems (LINKS). Other experiences, such as the work on indigenous knowledge and education policies in Latin America and a study on harnessing cultures to advance education in sub-Saharan Africa are useful for developing strategies to integrate intangible cultural heritage at the policy level. Building on these experiences, UNESCO will expand its work on integrating intangible cultural heritage in education in all regions and further address the connections with different education programme areas. For the programme to be successful, there will be strong collaboration between the Intangible Cultural Heritage Section and the Education Sector, with each bringing their corresponding expertise and know-how.

Links with 2030 Agenda

This programme will directly contribute to several sustainable development goals, especially SDG 4 that includes ‘By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development’ (4.7) as an important target to achieve quality education and lifelong learning opportunities for all. Integrating ICH in education can provide context-relevant content and pedagogy that can be integrated at all school levels, including for early childhood education (4.2) and for inclusion of the vulnerable, such as persons with disabilities, indigenous peoples and children in challenging situations (4.5). Several of the ICH domains in the 2003 Convention are directly linked to post-secondary education such as technical and vocational training (TVET) and many traditional occupations, knowledge and apprentice systems provide effective examples of developing technical and vocational skills. In this way, integrating ICH in TVET can help ensure access to affordable and quality technical and vocational training (4.3) and increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship (4.4). Intangible cultural heritage is therefore clearly an incredibly rich resource and leverage for attaining SDG 4.

Summary of outcomes, outputs and activities

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| --- | --- | --- |
| **Outcome N°1:** Countries engage in action to safeguard intangible cultural heritage through formal and non-formal education and thereby improve educational quality and relevance. | | |
| **Output N°1:** Methods for integrating intangible cultural heritage in formal and non-formal education developed. | |
| **Activity 1:** Undertake project(s) on integrating intangible cultural heritage in schools (from early childhood to secondary) based on the lessons learned from initial experiences in this field; projects can touch on themes, such as global citizenship education, education for sustainable development, and indigenous knowledge. |
| **Activity 2:** Undertake project(s) on integrating intangible cultural heritage in non-formal education, such as community learning centres and literacy programmes, based on the lessons learned from initial experiences in this field; projects can touch on themes, such as global citizenship education, education for sustainable development, and indigenous knowledge. |
| **Activity 3:** Undertake project(s) on integrating intangible cultural heritage in post-secondary education, notably technical and vocational education and training (TVET), starting with consolidating information on the links between intangible cultural heritage and TVET and promising practices to develop context-specific approaches. |
| **Output N°2:** Policy recommendations on integrating intangible cultural heritage as an integral part of quality education disseminated. | |
| **Activity 1:** Analyse lessons learned from operational projects and consolidate recommendations for national and regional policy development, involving national counterparts and other relevant stakeholders. |
| **Activity 2:** Disseminate recommendations to governments and other relevant stakeholders, using UNESCO networks. |
| **Activity 3:** Provide technical support to teacher and curriculum development initiatives based on lessons learned from operational projects. |
| **Output N°3:** Clearinghouse for integrating intangible cultural heritage in education facilitates information sharing. | |
| **Activity 1:** Consolidate experiences and tools to facilitate sharing within and across countries. |
| **Activity 2:** Provide input and direction to orient initiatives to integrate intangible cultural heritage in education, including assistance in monitoring SDG 4 |

Implementation Strategy

This programme covers a new area, the interface between intangible cultural heritage and quality education, for which neither sufficient guidance nor enough concrete examples exist so far and which covers virtually all levels of education and multiple themes and disciplines. Therefore, the programme implementation strategy focuses on developing, implementing and evaluating projects to demonstrate possibilities and options of how to integrate intangible cultural heritage effectively in education programmes. The implementation process will generate the knowledge, methods and tools that countries require to support the transmission of intangible cultural heritage through formal and non-formal education and thereby improve educational quality and relevance.

The operational project activities proposed will be developed and implemented at the country level in schools, non-formal education and post-secondary education programmes, notably TVET. UNESCO Regional Bureaus for Education and Field Offices will take the lead, in cooperation with UNESCO country offices (where relevant), national counterparts and UNESCO Education Institutes, and with on-going technical support from Headquarters. Projects will be tailored to the needs of each country, including whether they address formal or non-formal education programmes and what level of education they target (early childhood education, primary, secondary or post-secondary education), also addressing issues of language(s) of instruction. Operational projects can concentrate on a particular education theme such as such as global citizenship education, education for sustainable development, or indigenous knowledge. Building on experiences from the operational projects, UNESCO will analyse lessons learned and consolidate recommendations for national and regional policy development with national counterparts and other relevant stakeholders, which will then be disseminated using UNESCO networks. Finally, UNESCO will also provide technical support to teacher and curriculum development initiatives also based on lessons learned.

At the global level, UNESCO Headquarters will establish a clearinghouse for integrating intangible cultural heritage in education with input from the Regional Bureaus for Education, Field Offices and UNESCO Education Institutes. The clearinghouse will consolidate knowledge and tools that are developed through in-country initiatives and policy analysis, and then ensure that information is shared widely within and across countries. This sharing can help establish a collective knowledge of lessons learned and good practices that can help refine and inform future initiatives. Drawing on experiences from the field, at the global level UNESCO will be well positioned to provide input and direction to relevant education initiatives, including assistance in monitoring SDG 4.

Attention will be paid to fair and equal engagement of all sectors and strata of society, including indigenous peoples, migrants, immigrants and refugees, people of different ages and gender, persons with disabilities and members of vulnerable groups in all activities and to applying a gender-responsive approach to specific activities when possible.

Stakeholders, beneficiaries and partners

Beneficiaries and stakeholders include different actors involved in safeguarding intangible cultural heritage (bearers, relevant institutions, culture ministries) and in education (schools, non-formal education programmes, education ministries, teacher-training institutions, and the UNESCO Associated Schools Project Network). For activities directly happening in schools and other learning spaces, the primary beneficiaries are the learners and the wider communities concerned. For complementary activities, such as teacher development, policy analysis and the consolidation and sharing of information it will be teacher-training programmes, planners and policy makers. The Secretariat will identify beneficiary countries, taking into account the needs and implementation capacities of Member States and of UNESCO’s delivery capacity in each Member State; the regional or bilateral priorities of donors can also be taken into account.

The Convention recognizes the critical role of communities in safeguarding their intangible cultural heritage. Therefore, all activities carried out under this project will involve them and obtain their free, prior and informed consent, while also seizing opportunities of involving a wider range of relevant stakeholders.

Risk analysis, sustainability and exit strategy

In the short term, the programme will engage States Parties in safeguarding action and strengthen capacities to support safeguarding in formal and non-formal education. Countries should have at their disposal access to expertise, guidance and concrete experiences that will allow the relevant stakeholders and communities on their territory to carry on this work / develop larger scale projects. Where relevant, guidance will include information on the possibilities of requesting international assistance from the Intangible Cultural Heritage Fund for this purpose.

1. . See for example the decision of the 2016 session of the Intergovernmental Committee ([Decision 11.COM 5](https://ich.unesco.org/en/Decisions/11.COM/5)). [↑](#footnote-ref-1)
2. . See Chapter VI of the Operational Directives in the [Basic Texts of the Convention, 2016 Edition](https://ich.unesco.org/doc/src/2003_Convention_Basic_Texts-_2016_version-EN.pdf). [↑](#footnote-ref-2)
3. . References to ‘inclusive’, ‘inclusively’ or ‘on an inclusive basis’ should be understood to mean ‘inclusive of all sectors and strata of society, including indigenous peoples, migrants, immigrants and refugees, people of different ages and genders, persons with disabilities and members of vulnerable groups’ (cf. Operational Directives 174 and 194). [↑](#footnote-ref-3)
4. . See the [Ethical Principles for Safeguarding Intangible Cultural Heritage](https://ich.unesco.org/en/ethics-and-ich-00866). [↑](#footnote-ref-4)