**Overview and rationale**

|  |  |
| --- | --- |
| **Indicator** | **4. Extent to which both formal and non-formal education strengthen the transmission of ICH and promote respect for ICH** |
| **Assessment factors** | This indicator is assessed on the basis of four country-level factors monitored and reported by each State Party: |
| 4.1 Practitioners and bearers[[1]](#footnote-2) are involved inclusively in the design and development of ICH education programmes and/or in actively presenting and transmitting their heritage. | OD 107(e) |
| 4.2 Modes and methods of transmitting ICH that are recognized by communities, groups and individuals are learned and/or strengthened, and included in educational programmes, both formal and non-formal. | Article 14(a)(i); Article 14(a)(ii)OD 180(a)(iii) |
| 4.3 Educational programmes and/or extra-curricular activities concerning ICH and strengthening its transmission, undertaken by communities, groups, NGOs or heritage institutions, are available and supported. | OD 109 |
| 4.4 Teacher training programmes and programmes for training providers of non-formal education include approaches to integrating ICH and its safeguarding into education. | Article 14 |
| **Relation with SDGs and other indicators** | **Sustainable Development Goals:** This indicator complements SDG Target 4.7, particularly insofar as it concerns education to foster ‘appreciation of cultural diversity and of culture’s contribution to sustainable development.’ More generally, it also contributes to SDG Target 11.4, ‘strengthen efforts to protect and safeguard the world’s cultural and natural heritage.’**Relation to other indicators:** Indicators 4, 5 and 6 all concern ICH transmission and education, but each spotlights a particular area. Indicator 4 here takes in both formal and non-formal education and focuses on strengthening transmission of ICH and promoting respect for it. Indicator 5 concentrates on primary and secondary education and how ICH can strengthen learning, while Indicator 6 concerns post-secondary education, particularly when such education is aimed at strengthening practice and transmission and on studying the place of ICH in society. These three indicators should be distinguished from Indicators 2 and 3 that focus not on learning about ICH itself, but on training those involved in its safeguarding and management. Indicator 12 concerns educational policies, while here the emphasis is on programmes and activities.  |
| **Rationale for action** | In the Convention, education is given a prominent place among a State’s safeguarding responsibilities at the national level. Article 14(a)(i) stresses the importance of educational programmes aimed at the general public, and youth in particular, while Article 14(a)(ii) concerns educational programmes within the communities and groups concerned. The relevance of non-formal means of transmitting knowledge is emphasized by Article 14(a)(iv). States have devised a wide range of creative educational strategies and approaches to fulfil these responsibilities. Many activities take place outside of the regular school day and are addressed both to children and to adults. While these are often supported as components of a State’s educational system, they may also be provided by communities, groups, non-governmental or other organizations, and may not be part of the formal curriculum. This approach may offer innovative pedagogical methods that can strengthen the educational system more broadly, particularly when practitioners and bearers are involved in devising and delivering such programmes, and when they utilise their own modes and methods of teaching and learning. |
| **Key terms** | * Formal education
* Non-formal education
* Practitioners and bearers
* Inclusive/inclusively
* Communities, groups or, in some cases, individuals
* Extra-curricular activities
* Non-governmental organizations
* Heritage institutions
* Training
 |

**Specific guidance on monitoring and periodic reporting**

|  |  |
| --- | --- |
| **Benefits of monitoring** | This indicator can help a State to identify and track innovative educational programmes and strategies in its territory. Having an overview of various initiatives and their results can help the State identify effective approaches and models and can also point to opportunities to extend such approaches to settings where they have not yet been introduced. Monitoring can also point out gaps in existing services and help to inform future interventions. At the global level, monitoring can help States to share experiences on educational programmes that have proven to be successful (or not). In doing so they can better determine which approaches are best suited to their own circumstances. |
| **Data sources and collection** | Those responsible for monitoring and reporting may wish to work closely with counterparts in the Ministry of Education (for Assessment Factors 4.1, 4.2 and 4.3) and Ministry of Higher Education (for Assessment Factor 4.4). Educational research institutes or teacher training institutions may undertake research on programme design and teaching methods and may be responsible for evaluating their effectiveness and monitoring their results. Programmes to train teachers and non-formal educators will typically be operated by teacher training institutions, with supervision from the Ministry of Higher Education, and their curricula and approaches should be accessible.**Possible data sources*** Educational curricula or standards of instruction
* Curricula and course listings of teacher training institutions
* Periodic monitoring and reporting from Ministries of Education and of Higher Education
* Educational statistics, surveys, evaluations, and annual or periodic reports on educational achievements
* Reporting on SDG 4, especially Target 4.7
* Research findings on education programme design and on pedagogical methods and approaches
 |

1. . Although the Convention consistently utilizes the expression, ‘communities, groups and individuals’, several assessment factors, like some Operational Directives, choose to refer to ‘practitioners and bearers’ to better identify certain of their members who play a specific role with regards to their ICH. [↑](#footnote-ref-2)