**Overview and rationale**

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| **Indicator** | **2. Extent to which programmes support the strengthening of human capacities to promote safeguarding and management of ICH** | |
| **Assessment factors** | This indicator is assessed on the basis of three country-level factors monitored and reported by each State Party: | |
| * 1. Tertiary education institutions offer curricula and degrees in ICH safeguarding and management, on an inclusive basis. | Article 14(a)(iii)  OD 107(k) |
| * 1. Governmental institutions, centres and other bodies provide training in ICH safeguarding and management, on an inclusive basis. | Article 14(a)(iii) |
| * 1. Community-based or NGO-based initiatives provide training in ICH safeguarding and management, on an inclusive basis. | Article 14(a)(iii) |
| **Relation with SDGs and other indicators** | **Sustainable Development Goals:** This indicator responds as a whole to SDG Target 11.4, ‘strengthen efforts to protect and safeguard the world’s cultural and natural heritage.’ If a developing State Party benefits from international support for its capacity-building efforts, this indicator also responds to SDG Target 17.9, which focusses on ‘international support for implementing effective and targeted capacity-building in developing countries’ to strengthen national implementation of the SDGs. It also complements SDG Target 4.7, which refers to learners acquiring ‘the knowledge and skills needed to promote sustainable development…[notably] appreciation of culture’s contribution to sustainable development.’  **Relation to other indicators:** This indicator concerns specialized training in ICH safeguarding and management at the post-secondary level as well as short-term training opportunities that may not lead to a degree, focussing on the availability of a diverse range of such opportunities. Indicator 3 addresses the audiences for such training programmes and their effectiveness. Indicators 4, 5 and 6 address educational programmes at primary, secondary and post-secondary levels that are typically focussed not on safeguarding and management of ICH but are rather aimed at its practice and transmission as well as on promoting greater respect for it. | |
| **Rationale for action** | Capacity building for the safeguarding of ICH is an ongoing need of all States, whether they have long experience in ICH safeguarding or have come to the task more recently. The need to strengthen human capacities can be addressed through academic training offered by colleges and universities, but it can also be addressed through short-term training offered by government institutions and bodies of many kinds including non-governmental or community organizations. For all types of training and capacity-building, inclusiveness is essential, given the importance of the widest possible participation of communities, groups and individuals in ICH safeguarding and management (Article 15). | |
| **Key terms** | * Inclusive/inclusively * Training * Non-governmental/Community organizations * Capacity building * Tertiary education | |

**Specific guidance on monitoring and periodic reporting**

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| **Benefits of monitoring** | Taking stock of training programmes and institutions can help a State to understand the scale and scope of capacity-building needs in relation to ICH management. It can aid it in assessing which needs are being met at present, and can identify gaps to be addressed over the medium or longer term, allowing the State to ensure that its own personnel will have access to appropriate training opportunities and resources. At the global level, monitoring and reporting can highlight opportunities for international cooperation – including where personnel might take advantage of training opportunities outside of their own countries – and can identify training gaps that UNESCO, with its affiliated partners and institutions, might address through the global capacity-building programme. |
| **Data sources and collection** | A Ministry of Education or of Higher Education might be responsible for authorizing degrees or certificates in specific fields such as ICH, and if so, it would maintain information on where such programmes are offered (Assessment Factor 2.1). If the State has a consultative body or cooperation mechanism (see Indicator 1), it might collect and disseminate information about training opportunities, whether offered by governmental institutions (Assessment Factor 2.2) or by non-governmental organizations and communities themselves (Assessment Factor 2.3).  **Possible data sources**   * Records and notices of a Ministry of Education or of Higher Education * College and university curricula and websites * Capacity-building strategy of the Ministry of Culture or other agencies responsible for ICH * Dedicated training organizations and bodies * Websites of non-governmental bodies active in the area of ICH * Announcements and recruitment notices for workshops and other punctual opportunities * Media coverage of such workshops and training activities * UNESCO’s webpage on capacity-building projects |