**Overview and rationale**

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| **Indicator** | **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** | |
| **Assessment factors** | This indicator is assessed on the basis of three country-level factors monitored and reported by each State Party: | |
| * 1. Policies and/or legal and administrative measures for education are established or revised and implemented to ensure recognition of, respect for and enhancement of intangible cultural heritage. | Article 14(a)(ii) |
| * 1. Policies and/or legal and administrative measures for education are established or revised and implemented to strengthen transmission and practice of ICH. | Article 14(a)(ii) |
| * 1. Policies and/or legal and administrative measures promote mother tongue instruction and multilingual education. | Article 14(a)(ii)  OD 107 |
| **Relation with SDGs and other indicators** | **Sustainable Development Goals:** By promoting the integration of ICH safeguarding into policy processes, this indicator contributes to SDG Goal 1 (to end poverty in all its forms everywhere) and specifically to SDG Target 1.a, which refers to implementing programmes and policies to end poverty. With its focus on educational policy, the present indicator directly supports SDG Target 4.7, which concerns education for sustainable development and for ‘appreciation of cultural diversity and of culture’s contribution to sustainable development’. It further supports SDG Target 17.14, which calls for enhanced policy coherence for sustainable development, and like all of the indicators, it responds to SDG Target 11.4, ‘Strengthen efforts to protect and safeguard the world’s cultural and natural heritage.’  **Relation to other indicators:** Of the four indicators concerning ICH and policy (Indicators 11-14), the present indicator concerns policies as well as legal and administrative measures in the education sector. By putting the focus on the policy dimension, this indicator complements Indicators 4-6, which address education programmes and activities. | |
| **Rationale for action** | In the Convention, education is given particular attention as a means of ensuring respect for ICH and raising awareness of its importance (Article 1) as well as an important locus for safeguarding ICH through supporting its transmission (Article 2.3). Article 14(a) of the Convention also emphasizes the desirability of ‘specific educational and training programmes within the communities and groups concerned’ as a means to ‘ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society’. Establishing a set of relevant policies and/or legal and administrative measures is an important basis for the design, development, delivery and implementation of effective and sustainable programmes and activities for intangible cultural heritage in the education sector. | |
| **Key terms** | * Policies * Legal measures * Administrative measures * Diversity (of ICH and its practitioners) * Formal education * Recognition of ICH * Respect for ICH * Enhancement of ICH * Mother tongue education * Multilingual education | |

**Specific guidance on monitoring and periodic reporting**

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| **Benefits of monitoring** | As with policies and/or legal and administrative measures in the culture sector (Indicator 11), monitoring of education policies and legal and administrative measures is essential to assess their value and effectiveness. Furthermore, their actual implementation can point out whether the policies and measures are realistic and achievable or may need to be modified or amended to better suit a country’s realities. Monitoring broader policy frameworks can assist the individual programmes and activities that they cover (cf. Indicators 4-6), to achieve their greatest impact. At the global level this indicator can identify good models that can be adapted to the specific policy contexts of various States, and can point to needs for international cooperation aiming to strengthen such efforts. |
| **Data sources and collection** | Those responsible for monitoring and reporting may wish to work closely with counterparts in the Ministry of Education and/or Ministry of Higher Education. At the highest level, education laws and major policies may be published in an official journal; more specific legal and administrative measures may be published on a website of the relevant ministry. If a country has a consultative body or coordinating mechanism that includes members from the education sector, they can be valuable resources for data on education policies and measures. Educational research institutes or universities that offer pedagogic and educational training may undertake research on education policy, and may be responsible for evaluating the effectiveness and impact of such policies as well as legal and administrative measures in the sector.  **Possible data sources**   * Official journals or compendia of laws and legal regulations * Policy documents of the Ministry of Education, Ministry of Higher Education and/or legislative bodies responsible for education * Surveys or research carried out by research institutes and/or pedagogical universities examining education policy and monitoring the impacts of such policies * UNESCO Planipolis Portal of Education Plans and Policies (<https://planipolis.iiep.unesco.org/>) from International Institute for Educational Planning * Country report to UNESCO on the implementation of the 1960 Convention and Recommendation against Discrimination in Education, particularly as concerns minority languages in education * Country report to UNESCO on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms * Country report to ECOSOC on the implementation of Article 13 of the 1966 International Covenant on Economic, Social and Cultural Rights |