**Overview and rationale**

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| **Indicator** | **5. Extent to which ICH and its safeguarding are integrated into primary and secondary education, included in the content of relevant disciplines, and used to strengthen teaching and learning about and with ICH and respect for one’s own and others’ ICH** | |
| **Assessment factors** | This indicator is assessed on the basis of four country-level factors monitored and reported by each State Party: | |
| * 1. ICH, in its diversity, is included in the content of relevant disciplines, as a contribution in its own right and/or as a means of explaining or demonstrating other subjects. | Article 14(a)(i)  OD 107,  OD 180(a)(ii) |
| * 1. School students learn to respect and reflect on the ICH of their own community or group as well as the ICH of others through educational programmes and curricula. | Article 14(a)(i)  OD 105,  OD 180(a)(i)  EP 11 |
| * 1. The diversity of learners’ ICH is reflected through mother tongue or multilingual education and/or the inclusion of ‘local content’ within the educational curriculum. | OD 107 |
| * 1. Educational programmes teach about the protection of natural and cultural spaces and places of memory whose existence is necessary for expressing ICH. | Article 14(c)  OD 155(e),  OD 180(d)  EP 5 |
| **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.’ It also supports SDG Target 12.8, since it concerns education for ‘sustainable development and lifestyles in harmony with nature’, while contributing to SDG Target 11.4, safeguarding the world’s cultural and natural heritage.  **Relation to other indicators:** The present indicator focuses on those provisions of Article 14 that involve primary and secondary education, and especially those aimed at promoting understanding of and respect for one’s own ICH and that of others. It also responds to the broader context of ICH’s role in fostering cultural diversity and sustainable development, as set out in the Preamble. As such, it recognizes the importance of language as a vehicle of ICH and the capacity of ICH itself to provide context-specific content and methods for learning. Indicator 4, by comparison, focuses more on how both formal and non-formal education can be used to strengthen *transmission* of ICH, while Indicator 6 concentrates on post-secondary education. Legislation and policies concerning ICH and education are addressed in Indicator 12. Training opportunities in ICH safeguarding and management, including punctual activities such as capacity-building workshops, are the focus of Indicators 2 and 3. | |
| **Rationale for action** | Article 14 calls on States to educate their populations, in particular young people, about what ICH is and why it is important to safeguard it. This includes the need to protect natural and cultural spaces and places of memory whose existence is necessary for expressing ICH. In many countries, primary and secondary education systems are the foremost contexts for such efforts. Possible actions in this area focus on teaching and learning about and with ICH – both the ICH of students and that of others. By so doing, educators can foster respect for ICH itself and mutual respect among their students. Experience has also shown that by using the content and methods of ICH to teach and learn other subjects such as mathematics, science or literature, schools can emphasize the importance of ICH in everyday life, stimulate students’ curiosity and promote safeguarding – all while making learning more exciting and accessible. | |
| **Key terms** | * Formal education * Respect for ICH * Mother tongue education * Multilingual education * Local content * Places of memory * Primary education * Secondary education | |

**Specific guidance on monitoring and periodic reporting**

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| **Benefits of monitoring** | Monitoring at the country level can help a State to identify how fully it is taking advantage of educational approaches and methodologies that have demonstrated their effectiveness in ensuring respect for and understanding of ICH, as well as improving learning outcomes. As such it also helps to enhance respect amongst young people for their own and other communities. Monitoring at the global level can help to identify opportunities for strengthening such approaches and methodologies, for improving their effectiveness and for sharing experiences at the international level. |
| **Data sources and collection** | Indicator 5 focuses on formal education at the primary and secondary level. A State will likely need to draw upon consultation between ICH authorities and its Ministry of Education for monitoring and reporting. This information may already be available in the Ministry of Education’s continuing monitoring efforts. It may also be useful to consult data sources from fields related to integrating intangible cultural heritage in education such as education for sustainable development, global citizenship education, indigenous education, mother tongue education, multilingual education, intercultural education and community education. In particular, data collected for the monitoring of SDG targets 4.7 and 12.8 may be pertinent here.  **Possible data sources**   * Educational curricula, both national and lower-level, including learning objectives and expected results * Educational statistics, surveys, evaluations, and annual or periodic reports on educational achievements * 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 * Country report to the International Labor Organization on the implementation of Convention No. 169, particularly Part VI, Education and means of communication |