**Overview and rationale**

|  |  |  |
| --- | --- | --- |
| **Indicator** | **6. Extent to which post-secondary education supports the practice and transmission of ICH as well as study of its social, cultural and other dimensions** | |
| **Assessment factors** | This indicator is assessed on the basis of two country-level factors monitored and reported by each State Party: | |
| * 1. Post-secondary education institutions offer curricula and degrees (in fields such as music, arts, crafts, technical and vocational education and training, etc.) that strengthen the practice and transmission of ICH. | Article 14 |
| * 1. Post-secondary education institutions offer curricula and degrees for the study of ICH and its social, cultural and other dimensions. | Article 14 |
| **Relation with SDGs and other indicators** | **Sustainable Development Goals:** This indicator contributes to SDG Target 11.4, ‘Strengthen efforts to protect and safeguard the world’s cultural and natural heritage’ by emphasizing the practice and transmission of ICH. It also complements SDG Target 4.7, particularly insofar as study of ICH’s social, cultural and other dimensions can promote ‘appreciation of cultural diversity and of culture’s contribution to sustainable development’. Contributions to other goals such as SDG 8 on productive employment and decent work for all, in particular SDG Target 8.9, are also pertinent for this indicator.  **Relation to other indicators:** The focus of this indicator is on post-secondary education, as a venue either for transmitting the skills and knowledge of ICH or for teaching about ICH in society. Like Indicator 4, it is concerned with practice and transmission, although here higher education is the specific context. Similarly, it complements the focus of Indicator 5 on primary and secondary education by concentrating here on higher education. Programmes on the study of ICH in society (Assessment Factor 6.2) are often combined with those to strengthen the skills of ICH safeguarding and management (Assessment Factor 2.1). Educational policies and legal and administrative measures fall within Indicator 12. | |
| **Rationale for action** | Article 14 of the Convention is not limited to young people in primary and secondary education but includes higher education as well. In some countries, the knowledge and skills used in practicing ICH are integrated into the curricula of academies of art, conservatories of music and dance, and similar post-secondary institutions. Moreover, technical and vocational schools or centres, whether at secondary or post-secondary levels, often provide important training in various domains and fields of ICH (such as craftsmanship, performing arts, etc.). Post-secondary programmes in many countries include the study of ICH within disciplines such as anthropology, history, sociology, cultural studies, folklore studies and related fields. The latter are often connected to the study of ICH safeguarding and management. | |
| **Key terms** | * Formal education * Training * Post-secondary education * Technical and vocational education and training | |

**Specific guidance on monitoring and periodic reporting**

|  |  |
| --- | --- |
| **Benefits of monitoring** | Country-level monitoring of the availability and utilization of post-secondary education programmes concerning ICH can help a State assess the extent to which it is taking advantage of higher education as a resource for strengthening the practice and transmission of ICH. It can also help it assess the extent to which higher education deepens knowledge of ICH itself and of its social, cultural and other dimensions. Monitoring can identify opportunities for strengthening such education by involving a broad range of education institutions and integrating ICH more fully into artistic, technical and vocational training. Monitoring at the global level can identify good practices already in use in certain countries, while also pointing to how international cooperation in research, curriculum development and pedagogical methods can strengthen capacities within each State. |
| **Data sources and collection** | Ministries of Education or Higher Education usually maintain statistics and other information on post-secondary institutions. In some cases, degree programmes must be authorized by such a ministry, which will likely have ready information on which degrees are offered in which disciplines by which institutions. Where no such system is in place, those responsible for monitoring and reporting may need to survey educational institutions and training centres or research their websites for information about whether they offer relevant degrees and programmes of study.  **Possible data sources**   * Reports and data from Ministry of Education or Higher Education about degrees authorized at various post-secondary institutions * Websites of post-secondary institutions listing academic programmes and degrees * Professional associations and directories in relevant disciplines * Professional networks in the relevant artistic and scientific fields |