

| FORMAT | | |
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| 1. Name of resource | Intangible Cultural Heritage [Convention] Capacity Building Programme | |
| 2. Location | https://ich.unesco.org/en/capacity-building | |
| 3. Alternative location | | |
| 4. Author[s] | | |
| 5. Publisher/producer/host | UNESCO | |
| 6. Year | | |
| 7. Suggested citation | UNESCO Intangible Cultural Heritage Convention Capacity Building Programme, available at https://ich.unesco.org/en/capacity-building | |
| 8. Languages in which available | English, French, Spanish, Russian, Arabic | |
| 9. Geographic area resource relates to | Global | |
| 10. Does the resource relate to a specific time frame? | No | |
| 11. Type | Report | Yes |
| | Toolkit/Framework/Roadmap | |
| | Sign-post to other resource (database) | Yes |
| | Case studies | Yes |
| | Other | |
| 12. If this is part of an initiative, what is the initiative? | <p>“Capacity building is one of the five functions that UNESCO performs to fulfil its mandate. As such, one of the top priorities for implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage is its global capacity-building programme. The Programme was put in place in 2009 to support countries in safeguarding their intangible cultural heritage and harness its potential for</p> | |

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| | sustainable development, while promoting broad public knowledge and support for the Convention.” | |
| COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS | | |
| 13. Explicit links to collections | No | |
| 14. Explicit links to museums/libraries/archives | Yes | |
| 15. Types of institutions the resource covers | Museums | X |
| | Archives | X |
| | Libraries | X |
| | Other | X |
| 16. Types of collections/disciplines the resource covers | Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology | X |
| | Science, natural history, technology, medicine, engineering, manufacturing | X |
| 17. If no explicit links to collections, justification for inclusion | The resource can be used by collections-based institutions to incorporate intangible cultural heritage considerations across their activities. | |
| HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT | | |
| 18. Collections-related activities the resource relates to (mark all that apply) | | |
| Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways | | X |

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| Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively , for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections | X |
| Use collections to promote cultural participation/social inclusion more effectively , for example by reducing barriers to participation, to ensure no-one is 'left behind' | X |
| Use collections to promote sustainable tourism more effectively , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections | X |
| Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs | X |
| Make decisions around collections that contribute to sustainable development more effectively | |
| i. employment (recruiting, staff training, staff safety) | X |
| ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting | |
| iii. waste management and reduction of waste | |
| iv. transport (forms of transport, energy use) | |
| v. commercial activities including copyright and IP | |
| vi. governance and management | |
| vii. security, disaster preparedness and risk reduction | |
| Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships | |
| 19. Does the resource relate clearly to any international conventions (mark all that apply)? | |
| Culture conventions: | |
| 1952, 71 Protection of Copyright and Neighbouring Rights | |
| 1954 Protection of Cultural Property in the Event of Armed Conflict | |

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| 1970 Fighting Against the Illicit Trafficking of Cultural Property | |
| 1972 Protection of the World Cultural and Natural Heritage | X |
| 2001 Protection of the Underwater Cultural Heritage | |
| 2003 Safeguarding of the Intangible Cultural Heritage | X |
| 2005 Protection and Promotion of the Diversity of Cultural Expressions | X |
| Rio Conventions: | |
| Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC) | |
| AIMS AND CONTENT | |
| <p>20. What issues does the resource aim to address?</p> | <p>“The 2003 Convention places communities at the center of all its safeguarding activities. The capacity-building programme takes an inclusive approach to ensure the widest possible participation of all relevant stakeholders, especially relevant community groups, in the design and implementation of safeguarding activities</p> <p>What we do:</p> <ul style="list-style-type: none"> • Develop community-based inventorying and safeguarding methods • Support the ability of States to effectively implement the Convention • Integrate the safeguarding of intangible cultural heritage into sustainable development plans, policies and programmes at all levels • Strengthen institutional frameworks to help safeguard intangible cultural heritage • Enhance monitoring for the implementation of the Convention” <p>“The [Sustainable Development] Toolbox is aimed at anyone who is interested in learning more about how intangible cultural heritage and sustainable development are interlinked. It complements existing training materials developed under UNESCO’s global capacity-building programme.”</p> |

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| <p>21. Intended audience of resource</p> | <p>All stakeholders involved in intangible cultural heritage</p> |
| <p>22. Process of development</p> | <p>“Capacity building is one of the five functions that UNESCO performs to fulfil its mandate. As such, one of the top priorities for implementing the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage is its global capacity-building programme. The Programme was put in place in 2009 to support countries in safeguarding their intangible cultural heritage and harness its potential for sustainable development, while promoting broad public knowledge and support for the Convention...”</p> |
| <p>23. Organisation/structure/contents</p> | <ul style="list-style-type: none"> • Content of Training Materials: UNESCO has developed a comprehensive set of capacity-building materials comprising more than 50 thematic training units. Initially elaborated in English, translations are available in French, Spanish, Arabic, Russian and Portuguese. The materials are publicly available online in several languages by registering as a user on our materials repository. UNESCO encourages users to customize the materials to the needs of the local country context. • Global network of facilitators [inventory]: The facilitators network is a dedicated and competent partner for countries and stakeholders that seek guidance and training for safeguarding intangible cultural heritage. This network supports countries to safeguard intangible cultural heritage and harness its potential for sustainable development, while promoting broad public knowledge and support for the Convention. • Capacity Building Material Repository: • Download the training materials that support the global capacity-building programme • Tools for Facilitators • Sustainable Development Toolbox [searchable by SDG or country]: ...This toolbox explores the relationship between intangible cultural heritage and sustainable development through examples from around the world. They show how communities transmit their intangible cultural heritage and how, |

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| | in turn, it can contribute to sustainable development. At the same time, sustainable development can create an enabling environment for safeguarding and enhance the viability of a community's intangible heritage..." |
| FRAMEWORKS | |
| 24. Framework structure | |
| 25. Relevant policy considerations | Yes |
| 26. Resources for implementation identified | Yes |
| 27. Specific assessment points/ indicators /milestones/action plan for monitoring | Yes |
| 28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply) | |
| People (social sustainability) | X |
| Planet (environmental sustainability) | X |
| Prosperity (economic sustainability) | X |
| Peace | X |
| Partnerships | X |
| 29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply) | |
| Gender perspectives | X |
| North and South perspectives | X |
| HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs | |
| HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE | |

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| 30. SDGs and Agenda 2030 specifically mentioned? | Yes |
| 31. SDGs specifically mentioned? | Yes |
| 32. SDG targets specifically mentioned? | No |
| 33. SDG indicators specifically mentioned? | No |
| SDGs AND SDG TARGETS AND LINKAGES | |
| 34. Comments on SDG linkages | The resource is most closely linked to SDG 11.4 (strengthen efforts to protect and safeguard cultural and natural heritage), and linked to SDG 4.4. (staff training) and 4.7 (Education for Sustainable Development). The resource can be used by collections-based institutions to be more effective (part of SDG 16.6), and to ensure tourism activities support sustainable development (SDG 8.9). Individual case studies in the Sustainable Development Toolbox relate to additional SDGs. |
| SDGs and SDG targets the resource helps advance | |
| SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship | <p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p> |
| SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all | <p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme</p> |

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| <p>learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> | <p>from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p> |
| <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p> | <p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p> |
| <p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p> | <p><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that</p> |

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| | | | collections can be an effective resource for sustainable development. | | |
| | | | Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage. | | |
| SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. | | | 16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services | | |
| 16.6 Develop effective, accountable and transparent institutions at all levels | | | Access to information, and accountability policies and mechanisms, in place. | | |
| | | | Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. | | |
| | | | Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. | | |
| | | | Effective arrangements in place to fulfil legal and social obligations and responsibilities. | | |
| | | | Effective arrangements in place for transparent communication and reporting of institutional performance. | | |
| | | | Effective arrangements in place for transparent decision-making and accountability. | | |
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