<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 Minutes</td>
<td><strong>Presentation by Simon Ellis</strong> on Dimension 3 Knowledge &amp; Skills;</td>
</tr>
<tr>
<td></td>
<td>13. Education for Sustainable Development</td>
</tr>
<tr>
<td></td>
<td>14. Cultural knowledge</td>
</tr>
<tr>
<td></td>
<td>15. Multilingual education</td>
</tr>
<tr>
<td></td>
<td>16. Cultural &amp; artistic education,</td>
</tr>
<tr>
<td></td>
<td>17. Cultural training</td>
</tr>
<tr>
<td>15 Minutes</td>
<td>Q&amp;A session</td>
</tr>
<tr>
<td>45 Minutes</td>
<td><strong>Presentation by Naima Bourgaout</strong> on Dimension 4 Inclusion &amp; Participation;</td>
</tr>
<tr>
<td></td>
<td>18. Culture for social cohesion</td>
</tr>
<tr>
<td></td>
<td>19. Artistic freedom</td>
</tr>
<tr>
<td></td>
<td>20. Access to culture</td>
</tr>
<tr>
<td></td>
<td>21. Cultural participation</td>
</tr>
<tr>
<td></td>
<td>22. Participatory processes</td>
</tr>
<tr>
<td>10 Minutes</td>
<td>Q&amp;A session</td>
</tr>
<tr>
<td>5 Minutes</td>
<td><strong>Assignment of Workgroup Exercise 3:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Groups must utilise data collected under the preparatory exercise for the construction of the five indicators of dimension 3.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Assignment of Workgroup Exercise 4:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Groups must utilise data collected under the preparatory exercise for the construction of the five indicators of dimension 4.</em></td>
</tr>
</tbody>
</table>
Culture|2030 Indicators: SDG indicator 4.7.1 - Education for sustainable development

Friedrich Huebler, UIS

Culture|2030 Indicators workshop
UNESCO, 8 June 2020
"By 2030, ensure that all 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."
Global indicator for target 4.7

SDG indicator 4.7.1

“Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment”

Also used as indicator 12.8.1 and 13.3.1

Goal 12: Ensure sustainable consumption and production patterns
Target 12.8: By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Goal 13: Take urgent action to combat climate change and its impacts
Target 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
Monitoring of indicator 4.7.1

**Custodian agency:** UNESCO Institute for Statistics

**Instrument:** UNESCO questionnaire for monitoring of implementation of 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

**Data collection** from UNESCO Member States every 4 years
- Responses by national governments, typically Ministries of Education
- Most recent survey: 2016
- Next survey: 2020-2021

**Questionnaire collects data for four components of indicator 4.7.1**
- Policies
- Curricula
- Teacher education
- Student assessment
Example question from questionnaire

“Please indicate which GCED and ESD themes are covered in national or sub-national education policies, frameworks or strategic objectives.”
Key: 0 = no, 1 = yes, 9 = unknown, N/A.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Pre-primary</th>
<th>Primary and secondary</th>
<th>Tertiary</th>
<th>Non-formal education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Global citizenship education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Cultural diversity and tolerance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Gender equality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Human rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Peace and non-violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Education for sustainable development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Climate change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Environmental sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Human survival and well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Sustainable consumption and production</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Similar questions about: laws, curricula, teacher training, student assessment.
- 5 of 12 questions for 4.7.1 collect information on cultural diversity and tolerance.
Indicator calculation

Example: education policies, frameworks or strategic objectives

<table>
<thead>
<tr>
<th>Primary and secondary</th>
<th>1. Global citizenship education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 Cultural diversity and tolerance</td>
</tr>
<tr>
<td></td>
<td>1.2 Gender equality</td>
</tr>
<tr>
<td></td>
<td>1.3 Human rights</td>
</tr>
<tr>
<td></td>
<td>1.4 Peace and non-violence</td>
</tr>
<tr>
<td></td>
<td>2. Education for sustainable development</td>
</tr>
<tr>
<td></td>
<td>2.1 Climate change</td>
</tr>
<tr>
<td></td>
<td>2.2 Environmental sustainability</td>
</tr>
<tr>
<td></td>
<td>2.3 Human survival and well-being</td>
</tr>
<tr>
<td></td>
<td>2.4 Sustainable consumption and production</td>
</tr>
</tbody>
</table>

**Question score**: simple mean of 0 and 1 answers, excluding “not applicable”.

\[
\frac{(6 \times 1 + 2 \times 0)}{8} = 0.75
\]

**Policy component score**: simple mean of scores for policy questions.

**Reporting for each country: 4 scores** (one each for policies, curricula, teacher education, student assessment)
Reporting

Indicator 4.7.1

<table>
<thead>
<tr>
<th>Country</th>
<th>Policies</th>
<th>Curricula</th>
<th>Teacher education</th>
<th>Student assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country A</td>
<td>0.750</td>
<td>0.818</td>
<td>m</td>
<td>0.542</td>
</tr>
<tr>
<td>Country B</td>
<td>0.847</td>
<td>0.688</td>
<td>0.625</td>
<td>0.583</td>
</tr>
<tr>
<td>Country C</td>
<td>0.969</td>
<td>0.852</td>
<td>0.600</td>
<td>0.833</td>
</tr>
<tr>
<td>Country D</td>
<td>0.884</td>
<td>0.892</td>
<td>m</td>
<td>1.000</td>
</tr>
<tr>
<td>Country E</td>
<td>0.594</td>
<td>m</td>
<td>0.525</td>
<td>0.500</td>
</tr>
</tbody>
</table>

Quality assurance

• Supporting documents provided by respondents
• Secondary sources of information: e.g.
  • Council of Europe’s consultations on the Charter on Education for Democratic Citizenship and Human Rights Education
  • UN Economic Commission for Europe’s consultations on the Strategy for Education for Sustainable Development
  • Other information on ESD and GCED in countries’ national education systems
Resources

Metadata for indicator 4.7.1

Methodology for indicator 4.7.1

Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG)
http://tcg.uis.unesco.org

UNESCO Institute for Statistics: SDG 4
http://uis.unesco.org/en/topic/sustainable-development-goal-4

UNESCO Institute for Statistics: UIS.Stat data centre
http://data.uis.unesco.org

Inter-agency and Expert Group on SDG Indicators (IAEG-SDGs)
https://unstats.un.org/sdgs/iaeg-sdgs/

UNESCO Education for Sustainable Development
https://en.unesco.org/themes/education-sustainable-development
Friedrich Huebler
Head of Section, Education Standards and Methodology
UNESCO Institute for Statistics
f.huebler@unesco.org
http://uis.unesco.org
@UNESCOstat
Thematic Indicators for Culture Knowledge & Skills

Day 3 – Presentation by Simon Elis
Learning Objectives

Module 3.1: Environment & Resilience

At the end of this training session, participants will:

» Learn how to construct indicators 1 – 5 of the framework and become familiar with the data tables of these indicators

» Impart with practical advise on constructing indicators with proxies in case of missing data
Module Outline

Module 3.1: Environment & Resilience

13. Education for Sustainable Development
14. Cultural knowledge
15. Multilingual education
16. Cultural & artistic education
17. Cultural training
Prosperity & Livelihoods

SDGs relevant to the third dimension:

SDGs with transversal contribution
Education Statistics

» Like Economic statistics
  • Standardised at international level (ISCED)
  • Numerous different dimensions to measurement
  • Well understood at national level by Ministries of Education who normally collect the data
    • Except Central Asia where National Statistics Offices collect

» Many well ‘used’ statistics but difficult to pull out cultural content in the curriculum
  • Enrollment rates, graduation rates, gender parity ratio, average years completed schooling
  • More complex; repetition rates, survival rates
  • Skills assessment at national and international level (eg OECD’s PISA, SACMEQ & PASEC in Africa)

  • By Formal/non-formal, level, age
  • Every country agrees an ‘ISCED mapping with UIS’ [http://uis.unesco.org/en/isced-mappings]

» Fields of Study
  • Culture-related

» All indicators apply at both national and urban levels
  • Urban education systems may follow national regulations or may differ from national systems
13. Education for sustainable development
13. Education for sustainable development

Description

» Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage;

» Disaggregated by:
  • Type of heritage (cultural, natural, mixed, World Heritage Centre designation),
  • Level of government (national, regional, and local/municipal)
  • Type of expenditure (operating expenditure/investment)
  • Type of private funding (donations in kind, private non-profit sector, sponsorship).

» Methodology provided by UNESCO Institute of Statistics (UIS)

Purpose

» Illustrates how financial action by public authorities to protect and safeguard cultural and natural heritage has a direct impact on safeguarding heritage and in making cities and human settlements more sustainable.

» This is demonstrated at the local, national and international levels, alone or in partnership with civil society organisations (CSO) and the private sector.

» This indicator is a proxy to measure SDG target 11.4 “strengthen efforts to protect and safeguard the world’s cultural and natural heritage”
14. Cultural knowledge
14 Cultural knowledge

» Intangible cultural heritage for sustainable development
» Diversity in curriculum for heritage
» Capacity building programmes and mechanisms
» Education and awareness raising

Covers specific elements of education and training content irrespective of level or formal/non-formal classification
## 14 Cultural knowledge

### Intangible cultural heritage for sustainable development

<table>
<thead>
<tr>
<th>Evidence that formal school curricula include <strong>sustainable consumption and production taking into account ICH</strong> (primary/secondary) (number of hours per year)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence of post-secondary training and education on <strong>sustainable consumption and production which take into account ICH</strong> (post-secondary and tertiary)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence that curricula take into account <strong>climate adaptation and awareness-raising of ICH</strong> and the importance of cultural and natural heritage conservation (ISCED Field of Education 052 Environment) (primary/secondary) (number of hours per year)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence of post-secondary training and education on <strong>climate adaptation and awareness-raising which take into account ICH and the importance of cultural and natural heritage conservation</strong> (ISCED Field of Education 052 Environment) (post-secondary and tertiary) (number of hours per year)</th>
</tr>
</thead>
</table>

### Diversity in curriculum for heritage

<table>
<thead>
<tr>
<th>Extent to which the National curriculum includes <strong>respect and reflection on ICH in local communities</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>→ Extent to which <strong>practitioners and bearers are involved inclusively</strong> in the design and development of ICH education programmes and/or in actively presenting and transmitting their heritage</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Extent to which <strong>ICH is included in the content of relevant disciplines</strong>, as a contribution in its own right and/or as a means of explaining or demonstrating other subjects</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence of educational programmes on the <strong>protection of natural and cultural spaces and places of memory</strong>, whose existence is necessary for expressing ICH (number of programmes)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence of post-secondary curricula (ISCED Field of Education 021 Arts) that <strong>strengthen the practice and transmission of ICH</strong>, offered by formal post-secondary education institutions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence of <strong>teacher training programmes</strong> that include approaches to ICH (number of teacher training programmes)</th>
</tr>
</thead>
</table>
14 Cultural knowledge

» Capacity building programmes and mechanisms

- Evidence of capacity-building and training programme(s) implemented in the last 5 years, to **increase heritage management staff’s expertise** in protection and conservation of tangible heritage (number of programmes)

- Evidence of specific capacity-building and training programme(s), implemented in the last 5 years, to **support armed forces expertise on the protection of cultural properties** in the event of armed conflict (number of programmes)

- Evidence of capacity-building and training programme(s), implemented in the last 5 years, to **increase expertise in the fight against the illicit trafficking of cultural properties** involving police forces, customs, museum staff, and governmental representatives (number of programmes)

- Evidence of capacity-building and training programme(s), implemented in the last 5 years, to **increase expertise in the safeguarding and transmission of ICH** by/in local communities (number of programmes and students)

- Number of heritage capacity-building programmes targeting women (inventorying, management, conservation, etc.)

» Education and awareness raising

- Evidence of heritage education programmes for children and/or youth that contribute to **improving understanding of heritage, promoting diversity and fostering intercultural dialogue** (number of programmes by level)

- Number of heritage properties and museums operating **heritage awareness programmes** for children and youth

- Evidence of **digital literacy programmes for creativity** (number of programmes by level, formal/informal, online/offline, etc.)

- Evidence of regular training and mentoring opportunities organized or supported by public authorities during the last 5 years to **build skills on communication, advocacy and/or fundraising** of civil society organisations involved in the promotion of the diversity of cultural expressions

- Evidence of **scholarships** supported by public authorities or private institutions for **cultural training and professionals** (number of scholarships)
15. Multilingual education
15 to 17 By level of education

» 15 Primary to lower secondary (ISCED 1-2)
  • No subject based curriculum, so use language of instruction
  • Principle of mother-tongue teaching at primary

» 16 Secondary (ISCED 2-3)
  • Lower secondary subject-based curriculum, hours to ‘culture’
  • Upper secondary % enrolment, % graduates culture programmes

» 17 Post-secondary
  • % enrolment, % graduates culture programmes

» Indicators 15 and 16 closely follow the CDIS method
15 Multilingual education

- Hours of instruction in official languages as % of all language teaching
- May vary by province if minorities present
### 15 Multilingual education

<table>
<thead>
<tr>
<th>Annual instructional hours</th>
<th>Primary education (ISCED 1)</th>
<th>Lower secondary education (ISCED 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of hours</td>
<td>%</td>
</tr>
<tr>
<td>Official or national languages</td>
<td>180</td>
<td>71.4</td>
</tr>
<tr>
<td>Local or regional languages</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>International languages</td>
<td>72</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>252</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of instructional hours dedicated to multilingualism

- Primary education: 28.6%
- Lower secondary education: 30.8%
16. Cultural & artistic education
16 Cultural education

» % of instructional hours devoted to all culture related subjects at lower secondary level
<table>
<thead>
<tr>
<th>ISCED Fields of Study at Lower Secondary Education</th>
<th>Description (ISCED-F 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Cultural Education</td>
<td></td>
</tr>
<tr>
<td>17 Cultural Training</td>
<td></td>
</tr>
<tr>
<td>021 Arts</td>
<td>0211 Audio-visual techniques and media production</td>
</tr>
<tr>
<td></td>
<td>0212 Fashion, interior and industrial design</td>
</tr>
<tr>
<td></td>
<td>0213 Fine arts</td>
</tr>
<tr>
<td></td>
<td>0214 Handicrafts</td>
</tr>
<tr>
<td></td>
<td>0215 Music and performing arts</td>
</tr>
<tr>
<td>022 Humanities (except languages)</td>
<td>0221 Religion and theology</td>
</tr>
<tr>
<td></td>
<td>0222 History and archaeology</td>
</tr>
<tr>
<td></td>
<td>0223 Philosophy and ethics</td>
</tr>
<tr>
<td>023 Languages</td>
<td>0231 Language acquisition</td>
</tr>
<tr>
<td></td>
<td>0232 Literature and linguistics</td>
</tr>
<tr>
<td>032 Journalism and information</td>
<td>0321 Journalism and reporting</td>
</tr>
<tr>
<td></td>
<td>0322 Library, information and archival studies</td>
</tr>
<tr>
<td>061 Information and Communication Technologies (ICTs)</td>
<td>0611 Computer use</td>
</tr>
<tr>
<td></td>
<td>0612 Database and network design and administration</td>
</tr>
<tr>
<td></td>
<td>0613 Software and applications development and analysis</td>
</tr>
<tr>
<td>072 Manufacturing and processing</td>
<td>0723 Textiles (clothes, footwear and leather)</td>
</tr>
<tr>
<td>073 Architecture and construction</td>
<td>0731 Architecture and town planning</td>
</tr>
<tr>
<td>Number of instructional hours dedicated to cultural education</td>
<td></td>
</tr>
<tr>
<td>Total number of instructional hours</td>
<td></td>
</tr>
<tr>
<td>Percentage of instructional hours dedicated to cultural education</td>
<td></td>
</tr>
</tbody>
</table>
Example

» Philippines K12 formal Upper 2\textsuperscript{nd} curriculum

» NOTEC
» Community involvement; ‘living libraries’
» Link between culture and identity
» Student to produce creative work based on local identity

» INDICATORS
» Hours of instruction
» Cultural enrolment and graduates as % of total

---

**K to 12 BASIC EDUCATION CURRICULUM**

**SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK SPECIALIZED SUBJECT**

**Grade: 12**

**Track Subject: Developing Filipino Identity in the Arts**

**Track Description:** The course deepens the student’s awareness of art in his/her community and the rest of the nation and allows him/her to explore ways in which he/she can contribute to the creation of a national identity using his/her knowledge and skills as an artist.

###(CONTENT) | (CONTENT STANDARD) | (PERFORMANCE STANDARD) | (LEARNING COMPETENCIES) | (CODE)
--- | --- | --- | --- | ---

**A. Rooting myself: An artist’s personal inventory**

1. Who am I?
2. What is the Philippines to me?
3. What is my relationship to my community/country?
4. What are the art forms in my community?
5. As an artist, what can I contribute to my community/country?

**The learner**

- demonstrates an understanding and appreciation of traditional and/or local art forms and his/her role in their sustainability.

**The learner**

- synthesizes art found in his/her community
- understands his/her position/role as artist in the community

**The learner**

- conducts a research on cultural and artistic practices of his/her community

- creates a cultural map of his/her community

- constructs an identity of his/her community based on its culture and arts

- describes a concept of self in relation to community and nation

**AD_DF12-IIIA-c-1**

**AD_DF12-IIId-e-2**

**AD_DF12-IIIf-3**

**AD_DF12-IIIfg-4**

**B. Social, political, economic and other issues affecting the different arts in the community**

**The learner**

- demonstrates understanding of present issues regarding the arts in their community

- identifies issues affecting the different arts in the community

**The learner**

- discusses issues arising from the experience of culture mapping with peers

- proposes possible ideas that could address these issues

**AD_DF12-IIIB-1**

**AD_DF12-IIIVi-5**

**AD_DF12-IIIVj-6**

**C. Appropriation and integration of traditional and/or local art into other art forms**

**The learner**

- demonstrates an understanding of local traditions in the building of national identity through the arts

- executes a creative project that integrates traditional forms, processes, knowledge, or materials in their disciplines

**The learner**

- articulates the process of appropriation and integration of traditional and/or local art forms into his/her own art work

- creates a work of art/performance/creative event that addresses, tackles, or highlights local and national identity (i.e. exhibits, trade fairs, arts and culture festivals)

**AD_DF12-IIIf-1**

**AD_DF12-IIIfd-j-2**
17. Cultural training
17 Cultural training

» % of all post secondary students studying cultural subjects
  • Enrollment
  • Graduates
  • Disaggregate by sex, ethnicity, and age(?)

» May be calculated for
  • Universities and other higher education institutes
  • Colleges and institutions post-secondary institutions (as well as short programmes taught in HE)
  • Vocational training

» Defined by
  • Broad-based subject classifications, especially for formal education
  • National Qualifications Framework if possible for fine grained
Cultural training using an NQF

<table>
<thead>
<tr>
<th></th>
<th>DRAFTING FCS Domain F</th>
<th>BARTENDING FCS Domain G</th>
<th>CRAFT FCS Domain C</th>
<th>LANGUAGE FCS Dom B/E?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISCED Field of Study 0212</td>
<td>ISCED Field of Study 0214</td>
<td>ISCED FoS 023</td>
<td></td>
</tr>
<tr>
<td>sex</td>
<td>Drafting Tech 1 Draft &amp; Cut Apparel to NC 2 Basic Bar Operation to NC 2 NC 2 Barista 2 Basic Bead-work Basic Clay Models Basic Flower Arrange Basic Korean Lang &amp; Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>918 874 165 619 16,653 353 130 258 160 906</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>826 795 1,545 533 19,875 741 2,224 749 851 510</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,744 1,669 1,710 1,152 36,528 1,094 2,354 1,007 1,011 1,416</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>848 1,045 149 704 14,469 391 102 293 182 617</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>836 888 1,484 605 16,679 735 1,755 850 966 278</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1,684 1,933 1,633 1,309 31,148 1,126 1,857 1,143 1,148 895</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Philippines – TESDA 2013
Gender and equality in cultural education and training

» Gender parity ratios at all levels of formal and non-formal education
  • Enrolment, graduates, teachers, by programme, level...

» Curricula and programmes addressing the interests of different communities, as well as militating against stereotypes
Thank You

UNESCO World Heritage Centre

culture2030indicators@unesco.org

whc.unesco.org/en/culture2030indicators
Thematic Indicators for Culture Inclusion & Participation

Day 3 – Presentation by Naima Bourgaut
Learning Objectives

Inclusion & Participation

At the end of this training session, participants will:

» Learn how to construct indicators 18 – 22 of the framework and become familiar with the data tables of these indicators

» Impart with practical advise on constructing indicators with proxies in case of missing data
Module Outline

Inclusion & Participation

18. Culture for social cohesion
19. Artistic freedom
20. Access to culture
21. Cultural participation
22. Participatory processes
Related Goals

9.1  
Quality infrastructure/equitable access and 11.7. Inclusive public spaces
9.C  
Access to information technologies).

10.A
Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

11.4
Strengthen efforts to protect and safeguard the world’s cultural and natural heritage

16.4  
By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
16.7  
Ensure responsive, inclusive, participatory and representative decision-making at all levels
16.10  
Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
16.A  
Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
<table>
<thead>
<tr>
<th>Core Indicators</th>
<th>Description</th>
<th>Data Sources</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18</strong> Culture for social cohesion</td>
<td>This indicator of social cohesion is an aggregate of three main indicators:</td>
<td>• National and local sources: Administrative data, Specific national surveys (including the Rosenberg question) and Information systems for culture when available. • World Values Survey (WVS); Latino Barometer: Interpersonal Trust (A60112); Asian Barometer: Most people can be trusted (Q024); Afro Barometer: Most people can be trusted, or Trust others. • UNESCO data: 2005 Convention periodic reports.</td>
<td>• National and local sources: Ministry of Culture, Administrative data, Specific national surveys and Information systems for culture when available.</td>
</tr>
<tr>
<td><strong>19</strong> Artistic freedom</td>
<td>Checklist on the level of support for artistic freedom and to identify the status of the artist</td>
<td></td>
<td>• National and local contributions: Administrative data, and Information systems for culture when available.</td>
</tr>
<tr>
<td><strong>20</strong> Access to culture</td>
<td>Availability of cultural infrastructure in relation to the distribution of the population.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Core Indicators

### Cultural participation

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Data Sources</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>The three sub-indicators measure: 1. Cultural site visits; 2. Cultural attendance; 3. Individual cultural activities</td>
<td>- National and local sources: Administrative data, Specific national surveys and Information systems for culture when available. Data from Internet service providers. - Regional surveys such as Eurobarometer and Latinobarometer.</td>
<td>- Periodic reports of the 1972, 2003, and 2005 Conventions. - National and local sources: Administrative data, Specific national surveys and Information systems for culture when available.</td>
</tr>
</tbody>
</table>

### Participatory processes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Data Sources</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Checklist for the breadth of participation of all stakeholders including local communities in the processes for developing and implementing cultural policies, programs, and initiatives that concern them.</td>
<td>- National and local sources: Administrative data, Specific national surveys and Information systems for culture when available.</td>
<td>- National and local sources: Administrative data, Specific national surveys and Information systems for culture when available.</td>
</tr>
</tbody>
</table>
18. Culture for social cohesion
18. Culture for social cohesion

Methode

» The method depends on the part of the indicator that you want to calculate (Intertemporal tolerance, Interpersonal thrust, or Perception of gender equality). You may calculate the percentage of people who do not mention that having the following groups as a neighbor is undesirable: People of a different race, Immigrants/foreign workers, People of different religion. whit this:

\[ DoC = \frac{\sum_{i=1}^{k} f_i / N}{k} \]

» Where: \( f_i \) is the number of people who trust item \( i \)
» \( N \) is the population of reference
» \( k \) the number of items considered (e.g. three using the WVS).

Data sources

» National and local sources: Administrative data, Specific national surveys (including the Rosenberg question) and Information systems for culture when available.

» World Values Survey (WVS); Latino Barometer: Interpersonal Trust (A60112); Asian Barometer: Most people can be trusted (Q024); Afro Barometer: Most people can be trusted, or Trust others.

» IMPORTANT NOTE: actual questions and variable numbers in these surveys may change. It is important to look through the actual questions asked for each country to determine the ‘best fit’ for this topic.
Purpose

» This indicator aims to assess the degree of inter-cultural understanding, to measure the degree of personal acceptance of people from other cultures and to measure the gaps between women and men in respect to their opportunities and rights to take part in the cultural, social, economic and political life of their country.

Interpretation guideline

» It may be useful to refer to the recommended disaggregation of the final score by gender and age group.

» It may be interesting to correlate the results obtained for each of the following areas: (labour force participation, political participation and education).

» The calculation method will differ depending on the data source available. The calculation methods are organized in order of preference of data source.
19. Artistic freedom
19. Artistic freedom

Method

**Checklist for Artistic Freedom**

Items in this list are for the most part applicable at the national level. However, some cities may consider certain items to be relevant at local level too.

<table>
<thead>
<tr>
<th>Convention</th>
<th>Reference</th>
<th>Yes/No</th>
<th>Number</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO 1952, 1971 Universal Copyright Convention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIPO 1986 Berne Convention for the Protection of Literary and Artistic Works</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNESCO 1961 Rome Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organisations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIPO 1971 Convention for the Protection of Producers of Phonograms Against Unauthorized Duplication of Their Phonograms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIPO 1996 Copyright Treaty – WCT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WTO 1995 Agreement on Trade-Related Aspects of Intellectual Property Rights – TRIPS</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WIPO 1996 Performances and Phonograms Treaty – WPPT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National legislative and regulatory framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNESCO 1980 Recommendation concerning the Status of the Artist (adopted and implemented)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data sources

» UNESCO data: 2005 Convention periodic reports.

» National and local sources: Ministry of Culture, Administrative data, Specific national surveys and Information systems for culture when available
19. Artistic freedom

Purpose

» Checklist on the level of support for artistic freedom and to identify the status of the artist.

» This indicator aims to assess the level of development of a sustainable environment for artists and creators.

Interpretation guideline

» While there may be local statutes concerning artists, it seems most likely that they will be national.

» Items in this list are for the most part applicable at the national level. However, some cities may consider certain items to be relevant at local level too.
19. Artistic freedom

Violation of Artistic freedom in 2016 by art form

Violation type:

Source: Art under threat, freemuse, Annual statistics on censorship and attacks on artistic freedom in 2016 P10
19. Artistic freedom

Violation of Artistic freedom in 2016 by a Violation type

Art Form

Source: Art under threat, freemuse, Annual statistics on censorship and attacks on artistic freedom in 2016
19. Artistic freedom

Source: Art under threat, freemuse, Annual statistics on censorship and attacks on artistic freedom in 2016
20. Access to culture
20. Access to culture

Method

» Availability of cultural infrastructure in relation to the distribution of the population.

» This indicator aims to assess the overall availability and use of cultural facilities in relation to the population that might be expected to use them; the sub-divisions of a city or urban conglomeration, or the administrative divisions (e.g. counties, provinces) within a country. For each administrative district or province, take the number of each type of facility (e.g. museum) and the total resident population. Calculate the standard deviation of each facility across the country/city as an indicator as to the extent to which each facility is evenly distributed across the territory.

Data sources

» National and local contributions: Administrative data, and Information systems for culture when available.
20. Access to culture

Purpose

» This indicator aims to assess the degree to which different people have access to cultural facilities. This indicator complements indicator 4 ‘Cultural facilities’ as it aims to assess the number of cultural facilities in a city or country in relation to the size of the population. Where data is available, it may be disaggregated by types of cultural infrastructure. Table 4 is a concordance that shows how different indicators in this suite measure different aspects of cultural facilities (including finance, quality, employment/staffing, visitors.)

Interpretation guideline

» The indicator does not take into account the relative size of different venues nor the quality of the service they provide.

» The ‘quality’ of the cultural facilities is assessed through indicator 4 as Dimension 1 is more concerned with the nature and distribution of the cultural environment, while the following indicator 21 measures the degree to which people use (% of different population groups) different cultural facilities.
Frequent practice of artistic activities, 2015
(% share of population aged ≥16 years)

Source: Eurostat

Note: Hungary, not available.
(*) Estimates.
(*) Low reliability.
Source: Eurostat (online data code: ic_scp67)
21. Cultural participation
## 21. Cultural participation

### Method

<table>
<thead>
<tr>
<th>Cultural attendance</th>
<th>Individual cultural activities</th>
<th>Using the internet for cultural purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>movies/cinema/ film festivals</td>
<td>performing/studying e.g. music, dance</td>
<td>reading online news</td>
</tr>
<tr>
<td>theatre or dance show</td>
<td>practicing visual arts and craft activities</td>
<td>playing/downloading games, images, film or music</td>
</tr>
<tr>
<td>live musical performances</td>
<td></td>
<td>listening to web radio</td>
</tr>
<tr>
<td>historical/cultural parks or heritage sites</td>
<td></td>
<td>consulting wikis</td>
</tr>
<tr>
<td>museums, art galleries or crafts exhibitions</td>
<td></td>
<td>creating websites or blogs</td>
</tr>
</tbody>
</table>

### Data sources

- National and local sources: Administrative data, Specific national surveys and Information systems for culture when available. Data from Internet service providers.
- Regional surveys such as Eurobarometer and Latinobarometer.
21. Cultural participation

Purpose

This indicator has three main purposes:

» To assess the overall number of visits to cultural sites or facilities. Trends data will suggest whether interest/visits to particular types of facility are increasing or declining.

» To assess the proportion of the population who attend a cultural event or facility. Trends data will identify whether the proportion of the population attending cultural events outside the home is increasing or decreasing.

» To assess the extent to which people engage in cultural activities or skills at home (excluding daily practices such as cooking or clothing) and to monitor the role of cultural activities on-line.

Interpretation guideline

» IMPORTANT NOTE: Wherever possible, these figures should be broken down by sex, age group, disability, ethnicity, income, level of education and other variables.

» might be possible to extend to other activities where other such data exist.
Cultural participation during the previous 12 months, by cultural activity, 2015

Source: Eurostat

EU-28: estimates.
Ireland, Poland and the United Kingdom: low reliability.
Source: Eurostat (online data code: ict_scp03)
21. Cultural participation

Cultural participation during the previous 12 months of people with a low level of educational attainment, by cultural activity, 2015
(% of population aged 16 years with a low level of educational attainment)

Note: ranked on the share of the population aged 16 years with a low level of educational attainment that took part in any form of cultural participation during the previous 12 months.
(1) Estimates.
(2) Low reliability.
Source: Eurostat (online data code: ic_dp03)

Cultural participation during the previous 12 months, by cultural activity and by sex, EU-28, 2015
(% of share of population aged 16 years)

Note: ranked on the share of the total population (both sexes) aged 16 years that took part in any form of cultural participation during the previous 12 months. Estimates.
Source: Eurostat (online data code: ic_dp03)

Source: Eurostat
22. Participatory processes
22. Participatory processes

Method

Table 10. Checklist for Participatory Management and Governance

<table>
<thead>
<tr>
<th>Participation in heritage management and governance systems</th>
<th>CONVENTION REFERENCE</th>
<th>YES/NO</th>
<th>NUMBER</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of active participation of communities, groups and individuals in cultural policies and the definition of administrative measures integrating heritage (both tangible and intangible) and its safeguarding</td>
<td>2003 Conv. / Indicator 17/Indicator 11.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of community involvement during the decision-making process of identifying and registering heritage elements (tangible)</td>
<td>1972 Conv. / Indicator 31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of community-led processes during inventorying of intangible heritage elements</td>
<td>2003 Conv. / Indicators 1.3 and 8.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 11. Participation by Cultural professionals and Disadvantaged groups (2005 Conv. / Goal 1.4)!

These items are relevant at both national and local level

<table>
<thead>
<tr>
<th>PARTICIPATION OF...</th>
<th>PROFESSIONALS</th>
<th>MINORITIES AND DISADVANTAGED GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there institutional mechanisms (periodic meetings, committees) providing a framework for dialogue between representatives and administration officials in a. policy formulation, b. management, c. implementation, d. monitoring and/or evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can they be considered active (official meeting held in the last 24 months)? Or not (no official meeting has been held in the last 24 months)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they permanent in nature (e.g. committees)? Or ad hoc (e.g. meetings)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are these resolutions binding or are they consultative?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data sources


» National and local sources: Administrative data, Specific national surveys and Information systems for culture when available.
22. Participatory processes

Purpose

» This indicator aims to assess the opportunities open to civil society – and to cultural sector professionals and minorities in particular – to participate in the formulation and implementation of cultural activities as well as policies, measures and programmes that concern them, both nationally and at the regional/municipal/local level.

» This indicator complements indicator 12 ‘Governance of culture’ as it aims to assess the role of citizens, communities and local populations in participating in all the processes involved in developing and implementing policies and projects related to culture.
Analytical Brief – summarizes and interprets the results

Include: concrete and sound policy messages to focus political attention and foster public debate on culture

5 descriptive and contextual indicators that:

» Provides a framework for assessing the contribution of culture in building social cohesion, as well as in fostering inclusion and participation.

» It focuses on the abilities of people to access culture, the right of all people to participate in cultural life, and their freedom in cultural expression, including artistic and creative freedom.

» Explores ways in which cultural practices, sites, elements, and expressions convey values and skills conducive to social inclusion.

» Those indicators assess the capacity of culture to stimulate effective engagement of local communities in public life.
Thank You

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whc.unesco.org/en/culture2030indicators