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

» 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**
  - Evidence that formal school curricula include **sustainable consumption and production taking into account ICH** (primary/secondary) (number of hours per year)
  - Evidence of post-secondary training and education on **sustainable consumption and production which take into account ICH** (post-secondary and tertiary)
  - Evidence that curricula take into account **climate adaptation and awareness-raising of ICH** and the importance of cultural and natural heritage conservation (ISCED Field of Education 052 Environment) (primary/secondary) (number of hours per year)
  - Evidence of post-secondary training and education on **climate adaptation and awareness-raising which take into account ICH** and the importance of cultural and natural heritage conservation (ISCED Field of Education 052 Environment) (post-secondary and tertiary) (number of hours per year)

- **Diversity in curriculum for heritage**
  - Extent to which the National curriculum includes **respect and reflection on ICH in local communities**
  - Extent to which **practitioners and bearers are involved inclusively** in the design and development of ICH education programmes and/or in actively presenting and transmitting their heritage
  - Extent to which **ICH 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
  - Evidence of educational programmes on the **protection of natural and cultural spaces and places of memory**, whose existence is necessary for expressing ICH (number of programmes)
  - Evidence of post-secondary curricula (ISCED Field of Education 021 Arts) that **strengthen the practice and transmission of ICH**, offered by formal post-secondary education institutions
  - Evidence of **teacher training programmes** that include approaches to ICH (number of teacher training programmes)
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 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>Total</td>
<td>252</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of instructional hours dedicated to multilingualism**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Percentage of instructional hours dedicated to multilingualism</td>
<td>28.6</td>
<td>30.8</td>
</tr>
</tbody>
</table>
16. Cultural & artistic education
16 Cultural education

» % of instructional hours devoted to all culture related subjects at lower secondary level
### ISCED Fields of Study at Lower Secondary Education

Wont work at upper secondary as field of study a matter of choice

<table>
<thead>
<tr>
<th>Cultural Education</th>
<th>ISCED-F 2013 Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>021 Arts</td>
<td></td>
</tr>
<tr>
<td>0211 Audio-visual techniques and media production</td>
<td></td>
</tr>
<tr>
<td>0212 Fashion, interior and industrial design</td>
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<tr>
<td>0213 Fine arts</td>
<td></td>
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<td>0214 Handicrafts</td>
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<tr>
<td>0215 Music and performing arts</td>
<td></td>
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<tr>
<td>022 Humanities (except languages)</td>
<td></td>
</tr>
<tr>
<td>0221 Religion and theology</td>
<td></td>
</tr>
<tr>
<td>0222 History and archaeology</td>
<td></td>
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<tr>
<td>0223 Philosophy and ethics</td>
<td></td>
</tr>
<tr>
<td>023 Languages</td>
<td></td>
</tr>
<tr>
<td>0231 Language acquisition</td>
<td></td>
</tr>
<tr>
<td>0232 Literature and linguistics</td>
<td></td>
</tr>
<tr>
<td>032 Journalism and information</td>
<td></td>
</tr>
<tr>
<td>0321 Journalism and reporting</td>
<td></td>
</tr>
<tr>
<td>0322 Library, information and archival studies</td>
<td></td>
</tr>
<tr>
<td>061 Information and Communication Technologies (ICTs)</td>
<td></td>
</tr>
<tr>
<td>0611 Computer use</td>
<td></td>
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<tr>
<td>0612 Database and network design and administration</td>
<td></td>
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<tr>
<td>0613 Software and applications development and analysis</td>
<td></td>
</tr>
<tr>
<td>072 Manufacturing and processing</td>
<td></td>
</tr>
<tr>
<td>0723 Textiles (clothes, footwear and leather)</td>
<td></td>
</tr>
<tr>
<td>073 Architecture and construction</td>
<td></td>
</tr>
<tr>
<td>0731 Architecture and town planning</td>
<td></td>
</tr>
</tbody>
</table>

**Number of instructional hours dedicated to cultural education**

**Total number of instructional hours**

**Percentage of instructional hours dedicated to cultural education**
**Example**

Philippines K12 formal Upper 2nd curriculum

**NOTES**

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

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**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.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>CONTENT STANDARD</th>
<th>PERFORMANCE STANDARD</th>
<th>LEARNING COMPETENCIES</th>
<th>CODE</th>
</tr>
</thead>
</table>
| A. Rooting myself: An artist’s personal inventory  
1. Who am I?  
2. What is the Filipino 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 and understands his/her position/role as artist in the community | The learner:  
1. conducts a research on cultural and artistic practices of his/her community  
2. creates a cultural map of his/her community  
3. constructs an identity of his/her community based on its culture and arts  
4. describes a concept of self in relation to community and nation | AD_DF12-IIIa-c-1  
AD_DF12-IIIb-d-2  
AD_DF12-IIIc-f-3  
AD_DF12-IIId-g-4 |
| B. Social, political, economic and other issues affecting the different arts in the community | demonstrates understanding of present issues regarding the arts in their community | identifies issues affecting the different arts in the community |  
1. discusses issues arising from the experience of culture mapping with peers  
2. proposes possible ideas that could address these issues | AD_DF12-IIe-i-5  
AD_DF12-IIif-j-6 |
| C. Appropriation and integration of traditional and/or local art into other art forms | 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 |  
1. articulates the process of appropriation and integration of traditional and/or local art forms into his/her own art work  
2. 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-IVA-c-1  
AD_DF12-IVD-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</td>
<td>Draft Tech 1</td>
<td>Draft &amp; Cut Apparel to NC 2</td>
<td>Basic Bar Operation to NC 2</td>
</tr>
<tr>
<td>Enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>918</td>
<td>874</td>
<td>165</td>
<td>619</td>
</tr>
<tr>
<td>F</td>
<td>826</td>
<td>795</td>
<td>1,545</td>
<td>533</td>
</tr>
<tr>
<td>Total</td>
<td>1,744</td>
<td>1,669</td>
<td>1,710</td>
<td>1,152</td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>848</td>
<td>1,045</td>
<td>149</td>
<td>704</td>
</tr>
<tr>
<td>F</td>
<td>836</td>
<td>888</td>
<td>1,484</td>
<td>605</td>
</tr>
<tr>
<td>Total</td>
<td>1,684</td>
<td>1,933</td>
<td>1,633</td>
<td>1,309</td>
</tr>
</tbody>
</table>
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

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