



United Nations
Educational, Scientific and
Cultural Organization

CULTURE | 2030

INDICATORS

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

45 Minutes 

Time to complete



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)

- » ISCED – International Classification of education systems <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>
 - 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

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

| Annual instructional hours | Primary education (ISCED 1) | | Lower secondary education (ISCED 2) | |
|--|-----------------------------|-------|-------------------------------------|-------|
| | Number of hours | % | Number of hours | % |
| Official or national languages | 180 | 71.4 | 162 | 69.2 |
| Local or regional languages | - | - | - | - |
| International languages | 72 | 28.6 | 72 | 30.8 |
| Total | 252 | 100.0 | 234 | 100.0 |
| Percentage of instructional hours dedicated to multilingualism | 28.6 | | 30.8 | |

16. Cultural & artistic education

16 Cultural education

» % of instructional hours devoted to all culture related subjects at lower secondary level

16 Cultural Education 17 Cultural Training

ISCED Fields of Study at Lower Secondary Education

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

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

Total number of instructional hours

Percentage of instructional hours dedicated to cultural education

Example

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

Semester: 2nd Semester
No. of Hours/ Semester: 80 hours

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

» 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

| 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? | <i>The learner:</i> demonstrates an understanding and appreciation of traditional and/or local art forms and his/her role in their sustainability | <i>The learner:</i> synthesizes art found in his/her community understands his/her position/role as artist in the community | <i>The learner:</i> 1. conducts a research on cultural and artistic practices of his/her community | AD_DFI12-IIIa-c-1 |
| | | | 2. creates a cultural map of his/her community | AD_DFI12-IIIId-e-2 |
| | | | 3. constructs an identity of his/her community based on its culture and arts | AD_DFI12-IIIIf-3 |
| | | | 4. describes a concept of self in relation to community and nation | AD_DFI12-IIIg-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 | AD_DFI12-III-Ih-i-5 |
| | | | 2. proposes possible ideas that could address these issues | AD_DFI12-IIIj-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 | AD_DFI12-IVa-c-1 |
| | | | 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_DFI12-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

Philippines – TESDA 2013

| | | DRAFTING FCS Domain F ISCED Field of Study 0212 | | | BARTENDING FCS Domain G | | | CRAFT FCS Domain C ISCED Field of Study 0214 | | | LANGUAGE FCS Dom B/E? ISCED FoS 023 | |
|-----------|-------|---|--------------|-----------------------------|-----------------------------|--------|-----------|--|-------------------|----------------------|---|--|
| | | Drafting | Draft Tech 1 | Draft & 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 & Culture | |
| Enrolment | M | 918 | 874 | 165 | 619 | 16,653 | 353 | 130 | 258 | 160 | 906 | |
| | F | 826 | 795 | 1,545 | 533 | 19,875 | 741 | 2,224 | 749 | 851 | 510 | |
| | Total | 1,744 | 1,669 | 1,710 | 1,152 | 36,528 | 1,094 | 2,354 | 1,007 | 1,011 | 1,416 | |
| Graduates | M | 848 | 1,045 | 149 | 704 | 14,469 | 391 | 102 | 293 | 182 | 617 | |
| | F | 836 | 888 | 1,484 | 605 | 16,679 | 735 | 1,755 | 850 | 966 | 278 | |
| | Total | 1,684 | 1,933 | 1,633 | 1,309 | 31,148 | 1,126 | 1,857 | 1,143 | 1,148 | 895 | |



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



United Nations
Educational, Scientific and
Cultural Organization

CULTURE | 2030

INDICATORS

Thank You

👤 UNESCO World Heritage Centre

✉ culture2030indicators@unesco.org

🌐 whc.unesco.org/en/culture2030indicators

