



United Nations
Educational, Scientific and
Cultural Organization

CULTURE | 2030

INDICATORS

Analysis and reporting
Day 4 June 11, 2020

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Outline

- » Issues emerging in discussion regarding data and interpretation
- » Outputs from Culture 2030
- » Limits of interpretation
- » Policy application



Approaches to analysis

» Statistical indicators comparators

- National to subnational
- Urban to national
- By sex and age
- By ethnicity or other minority

» Checklists

- Narrative reporting (1 or 2 pages per indicator)
- Supporting evidence
 - Laws
 - Committee minutes to show decisions and participation by communities and disadvantaged
 - Expenditure

» Interpretation

- Parametric v non-parametric
- Stick close to evidence

» Recommendations

- Strong with clear actions and responsibilities
- Realistic
- Costed?
- Leave politics to the politicians

Data issues

» Missing data

- Alternative sources eg Google and Twitter
- Gaps to be addressed by future research/surveys
- Biggest gaps: open space and participation (see UIS manual on participation surveys, use expenditure survey?)

» Disaggregation (need to push Nat Stats Office)

- Sex
- Age
- Ethnicity, languages
- Geographic
 - National v urban
 - Urban v rural

» Administrative data to manage culture

- Finance
- Employment
- Visits/tickets (difference between number of visitors and number of people visiting)

» Surveys

- Sampling and confidentiality
- Classification (FCS, ISCED)
- Quality of response
 - proxy response by Head of household
 - Tests for accuracy - piloting and repeat questions

» Not just UN data

- Which agency provides the UN with data?
- Not just World Heritage but national and local registrations

Transversal themes

- » Digital culture see also
 - 2 digitised heritage
 - 12 governance of digital media
 - 14 digital literacy
 - 19 digital skills of artists
 - 21 online participation in culture

- » Tourism
 - 2 agreements on heritage tours
 - 12 governance of tourism – sectoral activity
 - 21 visits and participation

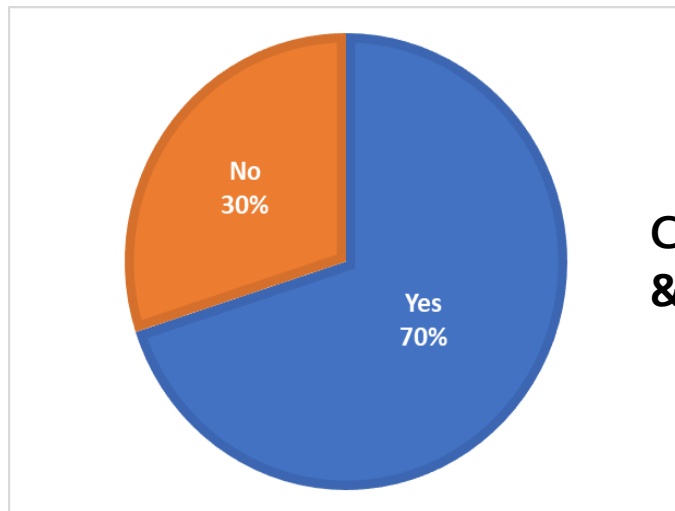
- » Gender and disadvantage throughout
 - Gender budgeting
 - Parity ratios; education, social cohesion, employment...

The Profile

- » A summary aggregation of each country's position on the indicators
- » Stored by UNESCO
- » For some indicators - a statistical summary
 - Dimension 2: Culture as % GDP, % of workforce, % of exports
 - Dimension 3: Culture as % of 2ndary school curriculum, % enrolled or graduating in culture
 - Comparable using international standards (FCS, ISCED)
- » For some indicators a qualitative judgement
 - Policies adopted and gaps
 - Training programmes available/delivered
 - Involvement of local community/disadvantaged in management
 - National priorities may make one policy/sector more important than another eg national policy to promote arts and literacy ahead of 'creative services' such as advertising and design
- » For some indicators a mix of quantitative and qualitative
- » Profile
- » Aims to summarise indicators in one Dimension into an overall result
- » May be a 'grade' but not a 'score'
 - ie an 'A' on Dimension 2 is not twice as good as a 'B' on Dimension 3
 - No ranking or overall judgement of 'good' or 'bad'
- » Simple count of 'Yes' and 'No' or some form of density diagram to show the overall 'shape' of responses without creating the 'illusion' of a 'precise result'

Diagram not a score?

- » Summarise a dimension or indicator without giving a 'score'
- » Provide an overall impression
- » Allow comparison of results without judging one dimension/country as 'bigger'/better than another



**Climate Change
& Resilience**

Sustainable Management of Heritage



Links into policy

- » Links into the SDG processes - how culture contributes to achieving the goals
 - how education on local cultural practice leads to sustainable communities (Philippines)
 - how sustainable management of heritage leads to climate change resilience and community interaction with the environment
 - How creative arts and businesses support sustainable economics

- » Link with UNESCO conventions
 - Providing broader context for reporting on the conventions
 - Identifying 'bridges' between conventions
 - Identifying policy and data gaps

- » Links into national policy
 - Culture's contribution to eg GDP, employment
 - Alignment between national policies and activities/spending
 - Equality, respect for minorities



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Thank You

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