Analysis and reporting
Day 4 June 11, 2020

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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

» 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

» Administrative data to manage culture
  • Finance
  • Employment
  • Visits/tickets (difference between number of visitors and number of people visiting)
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’
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
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

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

» Link with UNESCO conventions
  • Providing broader context for reporting on the conventions
  • Identifying ‘bridges’ between conventions
  • Identifying policy and data gaps
Thank You

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