

## **Palestine**

### **Motivation for the project?**

- Palestine was chosen as a beneficiary of the project "Reshaping Cultural Policies for the Promotion of Fundamental Freedoms and the Diversity of Cultural Expression" for the year 2019 implemented by UNESCO with the support of SIDA. In the context of this project (SIDA II), UNESCO provided Palestine with specialized expertise in the organization of multi-stakeholder consultations including governmental and civil society actors; delivered trainings on data collection and analysis. A national team was formed consisted of 22 members. The National Team and the SIDA II project was a major motivation to conduct the study.
- Initially the project meant to collect statistical data and raise capacity on only the economic value of culture then, interest by partner organizations extended to the social dimension.
- A decision was made in 2019 to work in accordance with CDIS methodology addressing 7 dimensions (economy social participation, governance, education, gender, communication, cultural heritage).
- The focus on the economic value of culture seems until now to be the main priority for all parties involved. The independent cultural field in Palestine is the backbone of the creative sector. Due to the Israeli occupation, CSOs existed long before the MOC or the State of Palestine in its most recent form existed. There are mapping, research, survey work on different aspects of the value of culture but the economic has been traditionally neglected (NGOs scope of work limited to service providing).
- So one reason that motivated us to take the risk and move to 2030: Culture Indicators is the thorough focus on economics indicators and public financing (addition indicator dimension 1 indicator 1 expenditure on heritage).

### **Outputs of the Project:**

- ✚ The study on the data available.
- ✚ A three-year action plan between MOC and PCBS to develop the data collection process, update questionnaire, set up a statistic unit at MOC.
- ✚ A white paper for policy and advocacy – mainly on economic value of culture

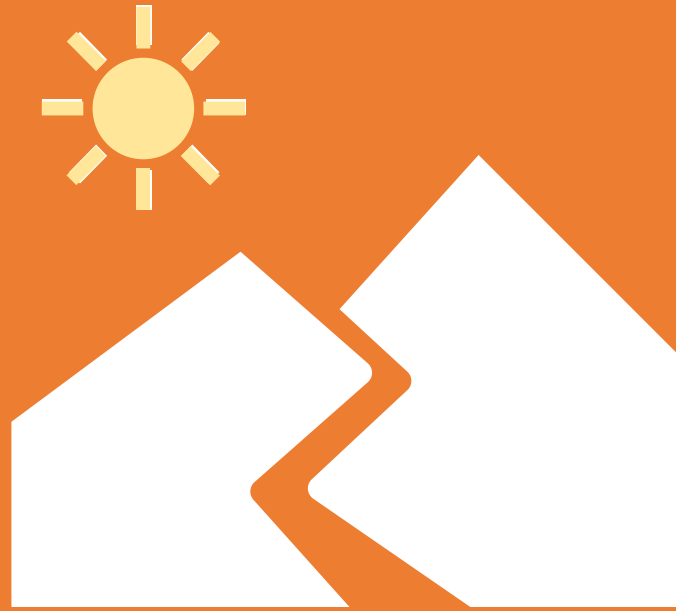
## Main Challenges Main Data Sources

Indicator	Data Source	Status Challenges
Culture in GDP	Main data source is PCBS <b>Palestinian Central Bureau of Statistics. <i>Economic Surveys Series 2018.</i></b>	PCBS was willing carry a special survey for cultural businesses under ISIC 4 Codes with 4 digits as classified by 2009 FCS. Impossible now with COVID 19
Cultural Employment	Main data source is PCBS Palestinian Central Bureau of Statistics. <i>Population, Housing and Establishments Census 2017.</i>	The Labour Force Survey contains the data needed to calculate the number of people employed in cultural occupations classified by ISCO 08 with 4 digits. The data of the number of people working on cultural bussineses can be obtained from the Census of Population, Housing and Establishments. Still navigating the way for conflicting data.
Cultural Businesses	Palestinian Central Bureau of Statistics. <i>Population, Housing and Establishments Census 2017 and 2012.</i>	
Household Expenditure	Palestinian Central Bureau of Statistics. Household Expenditure and Consumption Survey (October 2016 – September 2017)	Working with row data. Classifications by gender, territories, locality, etc. is challenging, the deeper we get, the more scarce the data is
Trade in Cultural goods and Service	Palestinian Central Bureau of Statistics. <i>Registered Foreign Trade Statistics - Goods and Services, 2018</i>	Until now under investigation to see the availability of the data Attempting to calculate the data with the information from imports and exports of cultural goods and services as defined by 2009 UNESCO FCS, with international classification HS 07 (for cultural goods) with 6 digits and

		EBOPS, with the help and advice from PCBS.
Public Financing for Culture	MOC, municipalities, Ministry of Local Government	We are making an arbitrary decision to work on budgets and not expenditures Political Situation Budget lines at local government (same budget lines for heritage and creative industries)
Governance for Culture	MOC, municipalities, Ministry of Local Government • UNESCO data: Periodic reports 2005	Occupation – Jerusalem Political fragmentation – in the Gaza Strip

### Lessons Learned/Other challenges

- ✚ In a country like Palestine, we entered the project knowing that some of statistics are missing. Considered from the onset as a capacity building project. Realistic to work in steps – a long term project.
- ✚ The need for allies from the main stakeholders (Ministry of Culture and PCBS).
- ✚ Realist expectations on national teams.
- ✚ Often general data is there but data by sectors, gender, territorial, age group, space, area is often missing.
- ✚ The poor administrative data at MOC.

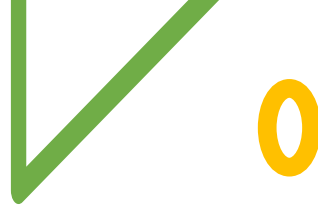


# Dimension 1

## Environment and Resilience

Group IV

# How we worked?



**Experience:  
The Case of  
Kazakhstan,  
Kyrgyzstan &  
Philippines**



# Indicator 1

## Expenditure on Heritage

### GOVERNMENT WEBSITES

Data can't be accessed

Outdated

Poorly scanned and unreadable

Empty link



# Indicator 1

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It exists! We can request for access

# Indicator 1

## Expenditure on Heritage

PRIVATE ORG. WEBSITES

Data can't be accessed

# Indicator 1

## Expenditure on Heritage

PRIVATE ORG. WEBSITES

Data can't be accessed



Will they ever allow us to access it?

## Indicator 2

# Sustainable Management of Heritage



Over-  
whelming!

need to define terms,  
provide a scope and delimitation

# Indicator 2

## Sustainable Management of Heritage

extent of our knowledge



**VS**



more lists & directories    no statistical data

# Indicator 2

## Sustainable Management of Heritage



verify the articles!

# Indicator 2

## Sustainable Management of Heritage



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VS



more lists & directories no statistical data

verify the articles!



# Indicator 3

## Climate Adaptation & Resilience



Over-whelming!

need to define terms,  
provide a scope and delimitation



VS



more lists & directories no statistical data



verify the articles!

# Indicator 4

## Cultural Facilities



Over-whelming!

need to define terms,  
provide a scope and delimitation



VS



more lists & directories no statistical data



verify the articles!

# Indicator 5

## Open Spaces



Are commercial spaces considered as open spaces?

need to define terms,  
provide a scope and delimitation



**VS**



more lists & directories no statistical data

verify the articles!

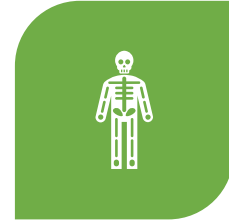
# General Comments & Reflections



THE INDICATORS NEED TO BE FURTHER DEFINED SINCE THERE COULD STILL BE DIFFERENT INTERPRETATIONS.



IT'S HARD TO FIND RELIABLE DATA ONLINE, BUT IT COULD BE A STARTING POINT



QUALITATIVE DATA SHOULD ALSO BE LOOKED INTO- EX. HOW DO YOU MEASURE IMPACT?



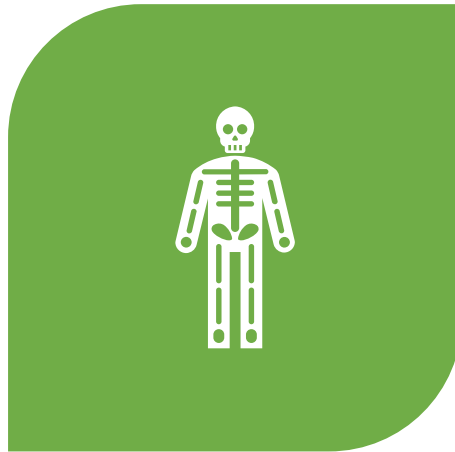
PROMOTE THE UNESCO FRAMEWORK TO THE GOVERNMENT SO THAT THEY WILL COLLECT DATA ALIGNED TO THE DEFINITIONS OF UNESCO



THE INDICATORS NEED TO BE FURTHER DEFINED  
SINCE THERE COULD STILL BE DIFFERENT  
INTERPRETATIONS. THERE IS ALSO A NEED TO  
DEFINE THE SCOPE OF EACH INDICATOR  
(PERHAPS EACH COUNTRY CAN DEFINE BASED ON  
THEIR CONTEXT)



IT'S HARD TO FIND RELIABLE DATA ONLINE,  
BUT IT COULD BE A STARTING POINT



QUALITATIVE DATA SHOULD ALSO BE LOOKED INTO- EX. HOW DO YOU MEASURE IMPACT?  
*WHAT DO CITIZENS GET OUT OF A MUSEUM VISIT?*



PROMOTE THE UNESCO FRAMEWORK TO  
THE GOVERNMENT SO THAT THEY WILL  
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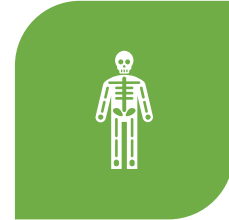
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PROMOTE THE UNESCO FRAMEWORK TO THE GOVERNMENT SO THAT THEY WILL COLLECT DATA ALIGNED TO THE DEFINITIONS OF UNESCO



**Salamat po!**



***Thematic  
Indicators for  
Culture in the  
2030 Agenda:  
Group work for  
Asia Pacific 1.  
Dimension 2***

SRI LANKA

# *Overview of Data Availability for Dimension 2*

- Out of 8 indicators, data is available for 7 indicators
- Major surveys available: Population Census, Household Income Expenditure, Labour Force Surveys
- Data available for tourism, handloom & textile, import & export of goods (tourism/textile/jewellery/gems)
- Provincial data on culture must be included to arrive at national figures for Governance in Culture and Public Finance.
- National SDG Progress report doesn't include any SDG target related to Thematic indicators for Dimension 2 (8.3, 8.9, 8.a, 10a, 11.4)

# China, Hong Kong

Dimension	Indicator	Recommended Data Sources	Core Data Source Available	Data Location / Institution Holding Data	Comments
Environment & Resilience	1. Expenditure on heritage	<ul style="list-style-type: none"> <li>UNESCO data: UIS</li> <li>National and local sources: National Statistical Institutes, administrative data, specific national surveys and information systems for culture when available.</li> </ul>			
	2. Sustainable management of heritage	<ul style="list-style-type: none"> <li>UNESCO data: Periodic reports of the 1970, 1972 and 2003 Conventions as well as the survey data from the 2011 and 2015 Recommendations.</li> <li>National and local sources: administrative data, specific national surveys and information systems for culture when available</li> </ul>			
	3. Climate adaptation & resilience	<ul style="list-style-type: none"> <li>UNESCO data: Periodic reports of the 1972 and 2003 Conventions.</li> <li>National and local sources: administrative data, specific national surveys and information systems for culture when available.</li> </ul>			
	4. Cultural facilities	<ul style="list-style-type: none"> <li>UNESCO data: UIS</li> <li>National and local sources: administrative data</li> </ul>			
	5. Open space for culture	<ul style="list-style-type: none"> <li>UNESCO data: UN-Habitat – Public open space strategies SDG 11.7.1</li> <li>National/Local sources: administrative data</li> </ul>			
Prosperity & Livelihoods	6. Culture in GDP	National and local sources: National Accounts, business surveys and censuses, service and commercial surveys, government records, cultural special surveys, artist registers, etc., private sector sources (e.g. special surveys done by trade unions or chambers of commerce).	Government Statistics Department		yearly (2019)
	7. Cultural employment	<ul style="list-style-type: none"> <li>UNESCO data: UIS</li> <li>National and local sources: National Accounts, Population Census, Labour Force Survey (LFS), administrative records (e.g. social security registers), professional associations</li> </ul>	Government Statistics Department		yearly (2019)
	8. Cultural businesses	National and local sources: business surveys, registers of businesses (such as the Chamber of Commerce and sectoral bodies).	Government Statistics Department		yearly (2019)
	9. Household expenditure	National and local sources: industry surveys and censuses, service surveys, small establishment surveys, household expenditure surveys.	Government census data		census year (2011, 2021)
	10. Trade in cultural goods & services	<ul style="list-style-type: none"> <li>UNESCO data: UIS</li> <li>National and local sources: National Customs and Revenue reports preferred, otherwise the International COMTRADE database (comtrade.un.org).</li> </ul>	UIS data		
	11. Public finance for culture	National and local sources: administrative data, specific national surveys and information systems for culture when available.	Government expenditure		yearly (2019)
	12. Governance of culture	<ul style="list-style-type: none"> <li>UNESCO data: Periodic reports of the 1954, 1970, 1972, 2003 and 2005 Conventions.</li> <li>National and local sources: administrative data, specific national surveys and information systems for governance culture when available</li> </ul>	UNESCO data		
	13. Education for Sustainable Development	<ul style="list-style-type: none"> <li>UNESCO data: UIS</li> </ul>			
	14. Cultural knowledge	UNESCO data: Periodic reports of the 1972, 2003 and 2005 Conventions, IBE.			



United Nations  
Educational, Scientific and  
Cultural Organization



Sustainable  
Development  
Goals

UNESCO'S INTERNATIONAL EXPERTS WORKSHOP FOR:

**CULTURE** | 2030  
INDICATORS

# Latin America Presentation

Alfonso Castellanos Ribot

# BRAZIL

Indicator	Core Data Source Available	Alternative / Additional Indicators & Related Data Sources
<b>6. Culture in GDP</b>	Cadastro Central de Empresas (CEMPRE - IBGE)	RAIS (Relatório Anual de Informações Sociais) shows employment, income and businesses
<b>7. Cultural employment</b>	Cadastro Central de Empresas (CEMPRE - IBGE)	RAIS (Relatório Anual de Informações Sociais) shows employment, income and businesses
<b>8. Cultural businesses</b>	Cadastro Central de Empresas (CEMPRE - IBGE)	RAIS (Relatório Anual de Informações Sociais) shows employment, income and businesses
<b>9. Household expenditure</b>	Sistema de Informações e Indicadores Culturais - IBGE	
<b>11. Public finance for culture</b>	FINBRA and PORTAL DA TRANSPARÊNCIA	Sistema de Informações e Indicadores Culturais - IBGE shows data aggregated

# COLOMBIA

Indicator	Data available	Source
6. Culture in GDP	Cuenta Satélite de Cultura, Cuenta Satélite de Turismo y Cuentas Nacionales, Cuenta Satélite de Cultura de Bogotá	DANE/MinCultura/MinComercio/Secretaría de Cultura de Bogotá
7. Cultural employment	Cuenta Satélite de Cultura, Cuenta Satélite de Turismo y Cuentas Nacionales	DANE/MinCultura/MinComercio
8. Cultural businesses	DANE, Supersociedades, Bases de Registro de Camaras de Comercio	DANE / Super Intendencia de Sociedades / Cámaras de Comercio
9. Household expenditure	Encuesta de Consumo Cultural	DANE
10. Trade in cultural goods & services	Base de Comercio Internacional	DANE / Banco de la República
11. Public finance for culture	SIG Sistema de Información para la Gestión	MinCultura/Entidades territoriales
12. Governance of culture	Dirección de Patrimonio, Secretarías de Cultura, Ministerio del Medio Ambiente	MinCultura (Varias direcciones) / Entidades territoriales , Ministerio del Medio Ambiente



# COSTA RICA

<p><b>6. Culture in GDP</b></p>	<p><b>Ministerio de Cultura y Juventud (MCJ)</b></p> <ul style="list-style-type: none"> <li>• Cuenta Satélite de Cultura (CSCCR)</li> </ul> <p><b>Instituto Costarricense de Turismo (ICT)</b></p> <ul style="list-style-type: none"> <li>• Cuenta Satélite de Turismo (CST-CR)</li> </ul>
<p><b>7. Cultural employment</b></p>	<p><b>Ministerio de Cultura y Juventud (MCJ)</b></p> <ul style="list-style-type: none"> <li>• Cuenta Satélite de Cultura (CSCCR)</li> </ul> <p><b>Instituto Costarricense de Turismo (ICT)</b></p> <ul style="list-style-type: none"> <li>• Cuenta Satélite de Turismo (CST-CR)</li> </ul>
<p><b>8. Cultural businesses</b></p>	<p><b>Ministerio de Cultura y Juventud (MCJ)</b></p> <ul style="list-style-type: none"> <li>• Cuenta Satélite de Cultura (CSCCR)</li> </ul> <p><b>Instituto Costarricense de Turismo (ICT)</b></p> <ul style="list-style-type: none"> <li>• Cuenta Satélite de Turismo (CST-CR)</li> </ul>
<p><b>9. Household expenditure</b></p>	<p><b>Ministerio de Cultura y Juventud (MCJ)</b></p> <ul style="list-style-type: none"> <li>• Encuesta Nacional de Cultura (ENC)</li> </ul> <p><b>Instituto Nacional de Estadística y Censos (INEC)</b></p> <ul style="list-style-type: none"> <li>• Encuesta Nacional de Ingresos y Gastos (ENIG)</li> </ul>
<p><b>10. Trade in cultural goods &amp; services</b></p>	<p><b>Ministerio de Cultura y Juventud (MCJ)</b></p> <ul style="list-style-type: none"> <li>• Cuenta Satélite de Cultura (CSCCR)</li> </ul>
<p><b>11. Public finance for culture</b></p>	<p><b>Ministerio de Cultura y Juventud (MCJ)</b></p> <ul style="list-style-type: none"> <li>• Oficina Financiero Contable</li> </ul> <p><b>Instituto Costarricense de Turismo (ICT)</b></p> <p><b>Instituto Costarricense del Deporte y la Recreación (ICODER)</b></p>
<p><b>12. Governance of culture</b></p>	<p><b>Ministerio de Cultura y Juventud (MCJ)</b></p>

# MEXICO

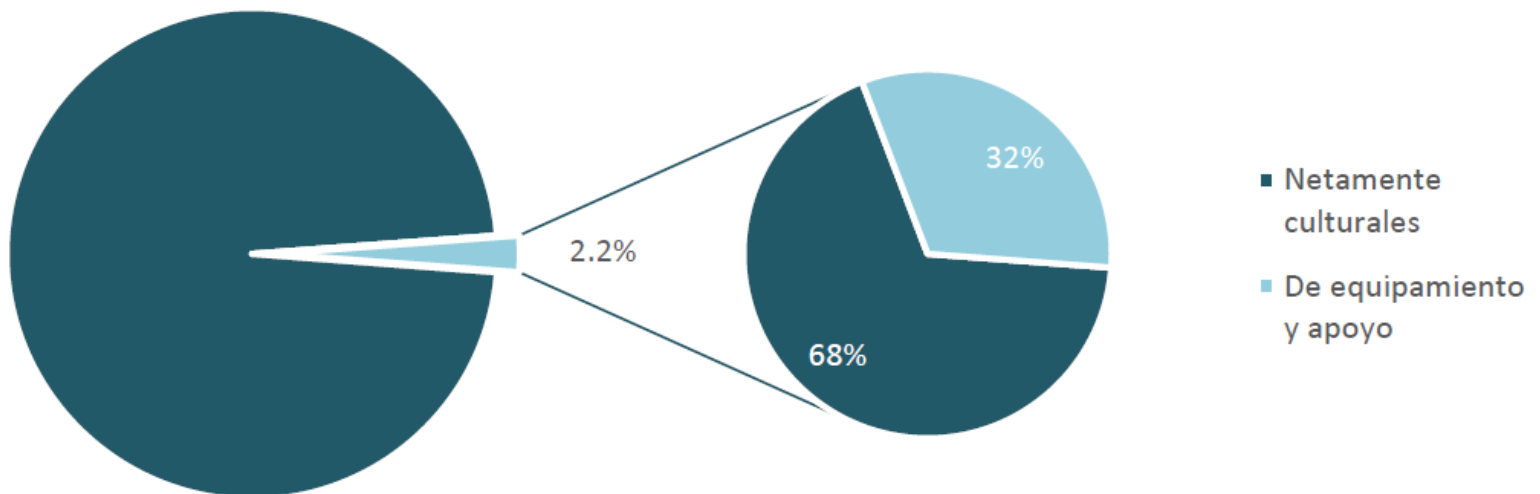
Indicator	Core Data Source Available	Alternative / Additional Indicators & Related Data Sources
<b>6. Culture in GDP</b>	Economic Census, INEGI	Culture Satellite Account, INEGI
<b>7. Cultural employment</b>	National Occupation and Employment Survey (ENOE) for people employed in cultural occupations and Economic Census for people working on cultural businesses can be obtained from the Economic Census.	Culture Satellite Account (Occupied Workplaces in Cultural businesses)
<b>8. Cultural businesses</b>	Economic Census	Culture Satellite Account, INEGI
<b>9. Household expenditure</b>	Encuesta Nacional de Ingreso y Gasto de los Hogares, INEGI.	
<b>11. Public finance for culture</b>	Transparencia presupuestaria web site (detailed information on each year's approved budget)	

# PANAMA

Indicator	Core Data Source Available	Alternative / Additional Indicators & Related Data Sources
<b>6. Culture in GDP</b>	WIPO (2009). The Economic Contribution of Copyright-Based Industries in Panama	Industrias creativas culturales en Panamá: diagnóstico del sector y relevancia económica, INDES- Interamerican Development Bank (2017).
<b>7. Cultural employment</b>	UIS, 2016. WIPO (2009). The Economic Contribution of Copyright-Based Industries in Panama	WIPO (2009). The Economic Contribution of Copyright-Based Industries in Panama. Ciudad de Panamá:
<b>8. Cultural businesses</b>	Ministry of Culture, IADB, 2020. Sumate Ya Survey	
<b>9. Household expenditure</b>	N A	
<b>10. Trade in cultural goods &amp; services</b>	UIS, 2016.	
<b>11. Public finance for culture</b>	Ministry of Culture, 2020/InterAmerican Development Bank). Under construction, non public information	

## 6. Culture in GDP (Total Census Value Added)

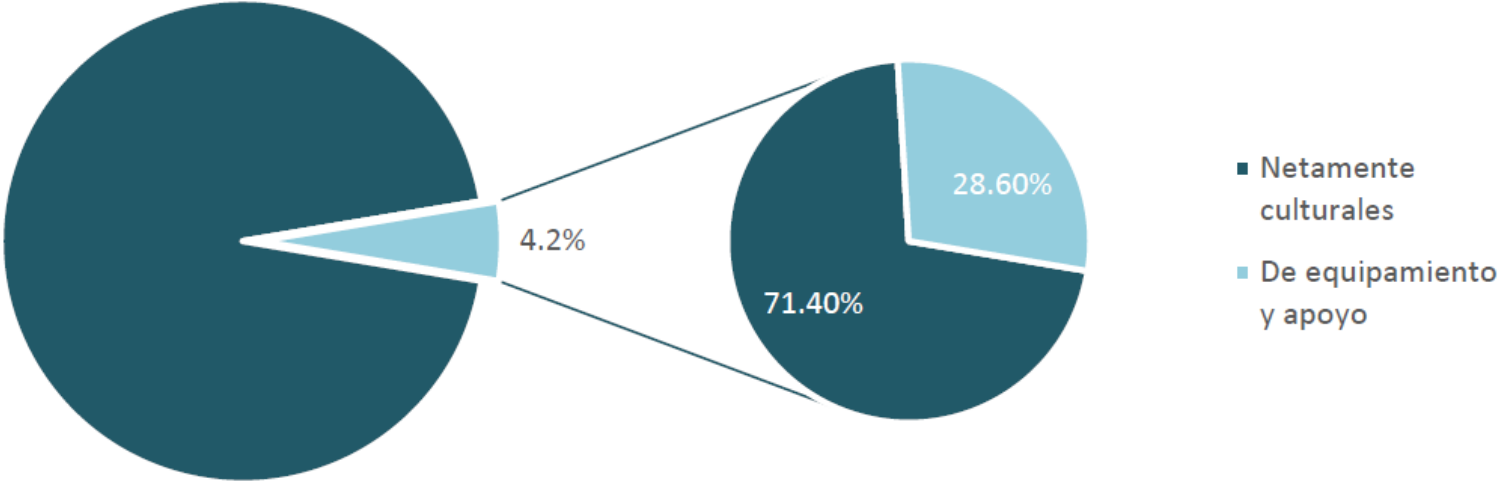
Porcentaje de la contribución de actividades culturales privadas y formales al VACB



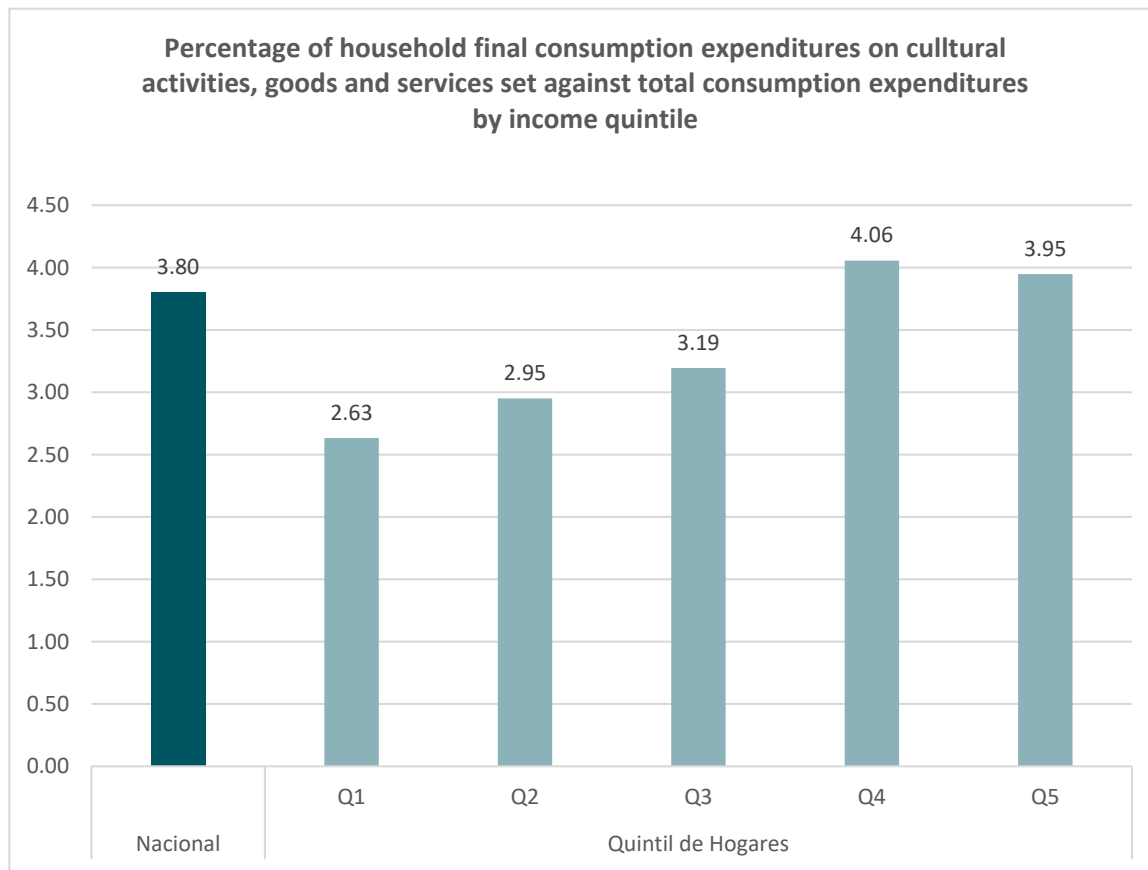
Source: Own elaboration with data from the *Censo Económico 2014*, INEGI.

# 7. Employment by cultural establishments (cultural and non-cultural occupations)

Porcentaje de empleo generado por establecimientos culturales respecto al total de la población ocupada



Source: Own elaboration with data from the *Censo Económico 2014*, INEGI



Source: Own elaboration with data from the *Encuesta Nacional de Ingresos y Gasto de los Hogares 2016*, INEGI.

# CHALLENGES

- Comparable economic data for different countries (which is not the case for the 6 Satellite Accounts in the region)
- Measuring the informal sector
- Data about public finance for culture (especially for local governments)
- Data disaggregated by sex
- Data disaggregated by socio-economic variables as LA is the region with most inequalities
- Ecological foot-print of cultural activities and CCI

**Thank you!**





# Group Va African States - Dimension 3

June 2020



## Agenda

1. Data sources, surveys and entities/stakeholders
2. Obstacles, gaps and issues faced when applying the culture indicator framework
3. The examples of Kenya and Uganda



## Data sources, surveys and entities/stakeholders

1. For the cases of Kenya and Uganda the data sources identified are mostly provided by the public sector through the Ministry of Education. Most of the sources used can be found online. This includes a variety of documents:
  - a. Legal documents such as acts and regulations
  - b. Policies, strategic documents, plans and programmes
  - c. Operational tools such as primary and secondary levels curriculum
2. For Guinea-Bissau, online data sources from public institutions for education could not be found. Most of the data available online is secondary data reports from development partners, including programme design and evaluation. The 2017-2025 Education Sector Plan is available but could not be found online. All reports identified were provided by the WB, main donor for Education, and UNESCO



## Obstacles, gaps and issues faced

1. **Mixed availability of data:** The availability of data varies from country to country. Among the examples worked on in this group, Guinea-Bissau represents the extreme as none of the resources identified provided the necessary data to report on Dimension. We share the stats from Uganda. 3. Legal and regulatory guidelines, policies and strategic plans or secondary reports are sources more likely to find online. The specific data needed for Dimension 3, often times will entail contacting, interviewing and visiting public institutions.
2. **The gap between in law and in practice:** most of the data collected in the exercise are extracted from policies, strategic papers and plans. This means that the analysis may not represent what is achieved by the different countries in practice.



## Obstacles, gaps and issues faced

3. **Data gathering methodology:** The indicator framework as presented does not allow for a combined quantitative and qualitative assessment. It also restricts the ability to integrate information on the contribution of the private and social sectors in incorporating culture in knowledge, skills and education. In the case of Guinea-Bissau, for instance, education on sustainability and environment is only taught, as far as gathered, by a national environment-focused NGO.

These nuances can be conveyed when reporting, in narrative, the findings from the indicator framework exercise. If so, clearer guidance needs to be available to ensure this is done in a standard consistent manner.

Adjusting the indicator data collection tables to allow triangulation of data based on interviews can also provide an opportunity to close the gap between the in law and in practice data as well as ensure countries with very low data availability are able to report on culture.



## Kenya and Multilingualism

1. **Indigenous Languages:** Discussed in the Basic Education Curriculum Framework. -Can be read alongside County Integrated Dev Plan 2018-2022 (Urban level). The stats here are sensitive to gender (SDG5).
2. **Subject:** Indigenous Language of catchment area. (Also includes Sign Language)
3. **Aims:**
  - a. i. To communicate valuable cultural values & norms across generations.
  - b. ii. To locate them in the present.
4. **Rationale:** Mother tongue is crucial to the success or failure of Education & Development programs/goals.
5. **Ref: Constitution of Kenya 2010, Ch2 Art 7(3): 'Promotion of all forms of cultural expression through literature, the arts...and cultural heritage.'**

## Kenya and Multilingualism contd...

Primary education (ISCED 1)	Class 1-3 (Hours a week)	Class 4-8 (Hours a week)
Official or national language - English	5	7
Local or regional languages - Kiswahili & Mother tongue	10	5
International Languages	–	–
Total	15	12
Percentage of instructional hours dedicated to multilingualism	66.7	41.7

# Uganda - Cultural Knowledge and Cultural Education

## Checklist for Cultural Knowledge

	Convention Reference	Yes/No	Number	Supporting evidence
<b>Intangible cultural heritage for sustainable development</b>				
Evidence that formal school curricula include <b>sustainable consumption and production taking into account ICH</b> (primary/secondary) (number of hours per year)		Yes		Uganda Education Curriculum
Evidence of post-secondary training and education on <b>sustainable consumption and production which take into account ICH</b> (post-secondary and tertiary)		YES		CIVIL SOCIETY PROGRAMMES
Evidence that curricula take into account <b>climate adaptation and awareness-raising of ICH</b> and the importance of cultural and natural heritage conservation (ISCED Field of Education 052 Environment) (primary/secondary) (number of hours per year)		YES		Education Sector Strategic Plan for Uganda
Evidence of post-secondary training and education on <b>climate adaptation and awareness-raising which take into account ICH and the importance of cultural and natural heritage conservation</b> (ISCED Field of Education 052 Environment) (post-secondary and tertiary) (number of hours per year)		YES		Higher Education Curriculum for Uganda
<b>Diversity in curriculum for heritage</b>				
Extent to which the National curriculum includes <b>respect and reflection on ICH in local communities</b>	2003 Conv. / Indicator 5.2	YES		Education Sector Strategic Plan for Uganda
→ Extent to which <b>practitioners and bearers are involved inclusively</b> in the design and development of ICH education programmes and/or in actively presenting and transmitting their heritage	2003 Conv. / Indicator 4.1	YES		Education Sector Strategic Plan for Uganda
Extent to which <b>ICH is included in the content of relevant disciplines</b> , as a contribution in its own right and/or as a means of explaining or demonstrating other subjects	2003 Conv. / Indicator 5.1	YES		Education Sector Strategic Plan for Uganda
Evidence of educational programmes on the <b>protection of natural and cultural spaces and places of memory</b> , whose existence is necessary for expressing ICH (number of programmes)	2003 Conv. / Indicator 5.4	YES		Uganda National Culture Policy
Evidence of post-secondary curricula (ISCED Field of Education 021 Arts) that <b>strengthen the practice and transmission of ICH</b> , offered by formal post-secondary education institutions	2003 Conv. / Indicators 6.1 and 6.2	YES		Education Sector Strategic Plan for Uganda
Evidence of <b>teacher training programmes</b> that include approaches to ICH (number of teacher training programmes)	2003 Conv. / Indicator 4.4	NO		Not available
<b>Capacity building programmes and mechanisms</b>				
Evidence of capacity-building and training programme(s) implemented in the last 5 years, to <b>increase heritage management staff's expertise</b> in protection and conservation of tangible heritage (number of programmes)	1972 Conv. / Indicators 35 and 36	YES		Social Sector Strategic Investment Plan for Uganda
Evidence of specific capacity-building and training programme(s), implemented in the last 5 years, to <b>support armed forces expertise on the protection of cultural properties</b> in the event of armed conflict (number of programmes)	1954 Conv.	NO		Not available

Description (ISCED-F 2013)		Lower secondary education (ISCED 2)
021 Arts	0211 Audio-visual techniques and media production	2
	0212 Fashion, interior and industrial design	1
	0213 Fine arts	6
	0214 Handicrafts	3
	0215 Music and performing arts	5
022 Humanities (except languages)	0221 Religion and theology	6
	0222 History and archaeology	8
	0223 Philosophy and ethics	1
023 Languages	0231 Language acquisition	5
	0232 Literature and linguistics	8
032 Journalism and information	0321 Journalism and reporting	-
	0322 Library, information and archival studies	-
061 Information and Communication Technologies (ICTs)	0611 Computer use	4
	0612 Database and network design and administration	2
	0613 Software and applications development and analysis	-
072 Manufacturing and processing	0723 Textiles (clothes, footwear and leather)	5
073 Architecture and construction	0731 Architecture and town planning	-
Number of instructional hours dedicated to cultural education		56
Total number of instructional hours		
Percentage of instructional hours dedicated to cultural education		



# CULTURE | 2030 INDICATORS

## GROUP II: EASTERN EUROPEAN STATES

1. Hazim BEGAGIĆ (BIH)
2. Alma MRGAN-SLIPICEVIC (BIH)
3. Anita VAIVADE (LVA)
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6. Ioulia SEMENTCHOUK (CAN)
7. Giovanna SEGRE (ITA)
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**FACILITATOR:** NAIMA BOURGAUT

**GROUPWORK ASSIGNMENT, JUNE 11, 2020**

# CULTURE | 2030 INDICATORS

## GROUP II: EASTERN EUROPEAN STATES

### DATA COLLECTED FOR:

1. BOSNIA AND HERZEGOVINA
2. ROMANIA
3. UKRAINE
4. LATVIA
5. SERBIA

# INDICATOR 18

- **DATA GENERALLY AVAILABLE**
- SOURCES
  - WORLD VALUE SURVEY (BOSNIA AND HERZEGOVINA 2001, UKRAINE 2011, ROMANIA 2012, LATVIA 1996)
  - CDIS DATA (SERBIA 2015)
- **POTENTIAL RISK: OUTDATED DATA**

# INDICATOR 19

- **DATA PARTLY AVAILABLE**

- SOURCES

- REPORTS FOR THE 2005 CONVENTION THAT INCLUDES DATA FOR THE 1980 UNESCO RECOMMENDATION ON THE STATUS OF ARTISTS (UKRAINE 2014,2019; BOSNIA AND HERZEGOVINA 2013,2017; ROMANIA AND SERBIA 2013; LATVIA 2012,2016)
- MAYBE 2005 CONVENTION RESERACH STUDY *CULTURE & WORKING CONDITIONS FOR ARTISTS*
- NATIONAL LEGISLATION, MINISTRIES FOR CULTURE, GOVERNMENTAL AGENCIES AND CIVIL ORGANIZATIONS THAT DEAL WITH ARTISTIC FIELD IN THIS SENSE
- IT MIGHT BE DIFFICULT TO OBTAIN DATA ON ARTISTS AT RISK OR IN EXILE
- THE DIGITAL PROMOTION COMPONENT COULD HAVE SCARCE DATA (HOWEVER SOME DATA CAN BE COLLECTED REGARDING THE WORK OF INCUBATORS)
- **POTENTIAL RISKS: DELAYED REPORTING, UNSUFICIENT DATA OF ARTISTS AT RISK OR IN EXILE**

# INDICATOR 20

- **DATA PARTLY AVAILABLE**
- **TECHNICAL DIFFICULTIES ENCOUNTERED (FORMULA MISTAKE)**
- **THE TERM 'PERFORMANCE VENUES' ARE NOT EXPLAINED**
- **DISAGGREGATION OF DATA PROBLEM**
- SOURCES
  - NATIONAL STATISTICAL AUTHORITIES
  - RESEARCH INSTITUTIONS IN CULTURE
  - MINISTRY OF CULTURE
- **POTENTIAL RISK: SIGNIFICANT DUE TO AN ERROR IN FORMULA AND LACK OF EXPLANATION OF TERMS**
- **QUESTION: THERE ARE A LARGE NUMBER OF GALLERIES THAT WORK AS ORGANIZATIONAL UNITS OF MUSEUMS. DO WE CALCULATE THEM UNDER THE CATEGORY OF MUSEUMS?**
- **QUESTION: WOULD PERFORMANCE VENUES INCLUDE THEATRES AND OPERAS, AS WELL AS CULTURAL/COMMUNITY HOUSES, WHICH COULD ALSO BE QUALIFIED AS 'TRADITIONAL CULTURAL SPACES'?**
- **QUESTION: IN INDICATOR NO 20 WE DO NOT HAVE 'TRADITIONAL CULTURAL PLACES' AS AN OPTION. SHOULD WE PUT THEM AMONG 'PERFORMANCE VENUES' THERE OR YOU WILL ADD THIS CATEGORY IN THE TABLE?**

# INDICATOR 21

- **DATA HARDLY AVAILABLE FOR COUNTRIES OUTSIDE OF BAROMETERS**
- **TECHNICAL DIFFICULTIES ENCOUNTERED (EXACT NUMBERS VS PERCENT)**
- **PRESENTATION OF ATTENDANCE DATA PROBLEM**
- **DATA SEGREGATED BY GENDER OR INCOME QUINTILES USUALLY MAY NOT BE AVAILABLE**
- **'AT HOME' FORMULATION IS SUBSTANTIALLY LIMITING BECAUSE EXCLUDES ALL THE ACTIVE CULTURAL INVOLVEMENT WHICH PRIMARILY IS PERFORMED OUTSIDE HOME ALTHOUGH INDIVIDUAL CULTURAL ACTIVITIES**
- SOURCES
  - EUROBAROMETER FOR EU COUNTRIES (AT THE LEVEL OF EUROPE)
  - EUROSTAT SURVEY (2012 LAST EDITION)
  - RESEARCH STUDIES
  - MINISTRY OF CULTURE

# INDICATOR 21

- **POTENTIAL RISK:** SIGNIFICANT DUE TO LACK OF DATA IN COUNTRIES NOT INCLUDED IN 'BAROMETERS' OR EUROSTAT SURVEYS
- **PROPOSAL AND QUESTION:** IS IT POSSIBLE TO CONDUCT RESEARCH PROJECT DURING THE IMPLEMENTATION OF CULTURE 2030 INDICATORS TO COLECT DATA FOR INDICATOR 21 AND 18 AS WELL?
- **IS IT POSSIBLE TO HAVE 'PERCENTAGE' COLUMN IN THE TABLE 4 FOR THE INDICATOR 21 INSTEAD OF THIS WITH EXACT NUMBER?**

# INDICATOR 22

- **DATA GENERALLY AVAILABLE**
- **THE LEVEL OF 'ACTIVE PARTICIPATION' COULD BE A MATTER OF INTERPRETATION**
- SOURCES
  - REPORTS FOR THE 1972, 2003 AND 2005 CONVENTION
  - NATIONAL LEGISLATION
  - MINISTRIES OF CULTURE
  - NGOs
- **POTENTIAL RISK: DELAYED REPORTING**
- **QUESTION: REGARDING 'ACTUAL EXPENDITURE BY CIVIL SOCIETY ORGANIZATIONS' TO PROMOTE THE DIVERSITY OF CULTURAL EXPRESSIONS - DOES THIS INCLUDE FUNDING RECEIVED FROM GOVERNMENTAL AND MUNICIPAL LEVELS (THROUGH CALLS FOR PROJECTS ETC.)?**
- **QUESTION: IN WHICH FORMAT IN THE DATA TABLES THE GENDER DIMENSION SHOULD BE TO REFLECT AND PROVIDE DESIRED DATA?**





**THANK YOU FOR YOUR ATTENTION**

**SPECIAL THANKS  
TO ALL MY TEAMMATES**

**GREETINGS FROM BELGRADE !!!**

