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 exited long before the MOC or the State of Palestine in its most recent form exited. 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 Indictors 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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source</th>
<th>Status Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture in GDP</td>
<td>Main data source is PCBS Palestinian Central Bureau of Statistics. Economic Surveys Series 2018.</td>
<td>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</td>
</tr>
<tr>
<td>Cultural Employment</td>
<td>Main data source is PCBS Palestinian Central Bureau of Statistics. Population, Housing and Establishments Census 2017.</td>
<td>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 businesses can be obtained from the Census of Population, Housing and Establishments. Still navigating the way for conflicting data.</td>
</tr>
<tr>
<td>Cultural Businesses</td>
<td>Palestinian Central Bureau of Statistics. Population, Housing and Establishments Census 2017 and 2012.</td>
<td>Working with row data. Classifications by gender, territories, locality, etc. is challenging, the deeper we get, the more scarce the data is.</td>
</tr>
<tr>
<td>Household Expenditure</td>
<td>Palestinian Central Bureau of Statistics. Household Expenditure and Consumption Survey (October 2016 – September 2017)</td>
<td>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.</td>
</tr>
<tr>
<td>Trade in Cultural goods and Service</td>
<td>Palestinian Central Bureau of Statistics. Registered Foreign Trade Statistics - Goods and Services, 2018</td>
<td></td>
</tr>
</tbody>
</table>
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
Expenditure on Heritage

GOVERNMENT WEBSITES
Data can’t be accessed
Outdated
Poorly scanned and unreadable
Empty link
Indicator 1
Expenditure on Heritage

GOVERNMENT WEBSITES
Data can’t be accessed
Outdated
Poorly scanned and unreadable
Empty link

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

Overwhelming!

need to define terms, provide a scope and delimitation
Indicator 2
Sustainable Management of Heritage

extent of our knowledge

more lists & directories vs no statistical data
Indicator 2
Sustainable Management of Heritage

verify the articles!
Indicator 2
Sustainable Management of Heritage

Overwhelming!

need to define terms,
provide a scope and delimitation

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

more lists & directories  vs  no statistical data

verify the articles!
Indicator 4
Cultural Facilities

Over-whelming!

need to define terms, provide a scope and delimitation

more lists & directories vs 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 vs 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 COLLECT DATA ALIGNED TO THE DEFINITIONS OF UNESCO
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.
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

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicator</th>
<th>Recommended Data Sources</th>
<th>Core Data Source Available</th>
<th>Data Location / Institution Holding Data</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Environment & Resilience | 1. Expenditure on heritage | • UNESCO data: UIS  
• National and local sources: National Statistics Institute, administrative data, specific national surveys and information systems for culture when available. | | | |
• National and local sources: administrative data, specific national surveys and information systems for culture when available. | | | |
• National and local sources: administrative data, specific national surveys and information systems for culture when available. | | | |
| | 4. Cultural facilities | • UNESCO data: UIS  
• National and local sources: administrative data | | | |
| | 5. Open space for culture | • UNESCO data: UN-Habitat – Public open space strategies SDG 11.7.1  
• National/local sources: administrative data | | | |
| Property & 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 | • UNESCO data: UIS  
• National and local sources: National Accounts, Population Census, Labour Force Survey (LFS), administrative records (e.g. social security registers), professional associations. | 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) | |
| | 10. Trade in cultural goods & services | • UNESCO data: UIS  
• National and local sources: National Customs and Revenue reports preferred, otherwise the International COMTRADE database (comtrade.un.org). | 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 | | |
• National and local sources: administrative data, specific national surveys and information systems for governance of culture when available. | UNESCO data | yearly (2019) | |
| | 13. Education for Sustainable Development | • UNESCO data: UIS | | | |
Latin America Presentation

Alfonso Castellanos Ribot
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Core Data Source Available</th>
<th>Alternative / Additional Indicators &amp; Related Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Culture in GDP</td>
<td>Cadastro Central de Empresas (CEMPRE - IBGE)</td>
<td>RAIS (Relatório Anual de Informações Sociais) shows employment, income and businesses</td>
</tr>
<tr>
<td>7. Cultural employment</td>
<td>Cadastro Central de Empresas (CEMPRE - IBGE)</td>
<td>RAIS (Relatório Anual de Informações Sociais) shows employment, income and businesses</td>
</tr>
<tr>
<td>8. Cultural businesses</td>
<td>Cadastro Central de Empresas (CEMPRE - IBGE)</td>
<td>RAIS (Relatório Anual de Informações Sociais) shows employment, income and businesses</td>
</tr>
<tr>
<td>9. Household expenditure</td>
<td>Sistema de Informações e Indicadores Culturais - IBGE</td>
<td></td>
</tr>
<tr>
<td>11. Public finance for culture</td>
<td>FINBRA and PORTAL DA TRANSPARÊNCIA</td>
<td>Sistema de Informações e Indicadores Culturais - IBGE shows data aggregated</td>
</tr>
<tr>
<td>Indicator</td>
<td>Data available</td>
<td>Source</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Culture in GDP</td>
<td>Cuenta Satélite de Cultura, Cuenta Satélite de Turismo y Cuentas Nacionales, Cuenta Satélite de Cultura de Bogotá</td>
<td>DANE/MinCultura/MinComercio/Secretaría de Cultura de Bogotá</td>
</tr>
<tr>
<td>7. Cultural employment</td>
<td>Cuenta Satélite de Cultura, Cuenta Satélite de Turismo y Cuentas Nacionales</td>
<td>DANE/MinCultura/MinComercio</td>
</tr>
<tr>
<td>8. Cultural businesses</td>
<td>DANE, Supersociedades, Bases de Registro de Cámaras de Comercio</td>
<td>DANE / Super Intendencia de Sociedades / Cámaras de Comercio</td>
</tr>
<tr>
<td>9. Household expenditure</td>
<td>Encuesta de Consumo Cultural</td>
<td>DANE</td>
</tr>
<tr>
<td>10. Trade in cultural goods &amp; services</td>
<td>Base de Comercio Internacional</td>
<td>DANE / Banco de la República</td>
</tr>
<tr>
<td>11. Public finance for culture</td>
<td>SIG Sistema de Información para la Gestión</td>
<td>MinCultura/Entidades territoriales</td>
</tr>
<tr>
<td>12. Governance of culture</td>
<td>Dirección de Patrimonio, Secretarías de Cultura, Ministerio del Medio Ambiente</td>
<td>MinCultura (Varias direcciones) / Entidades territoriales, Ministerio del Medio Ambiente</td>
</tr>
</tbody>
</table>
## COSTA RICA

<table>
<thead>
<tr>
<th>6. Culture in GDP</th>
<th>Ministerio de Cultura y Juventud (MCJ)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Cuenta Satélite de Cultura (CSCCR)</td>
</tr>
<tr>
<td></td>
<td>Instituto Costarricense de Turismo (ICT)</td>
</tr>
<tr>
<td></td>
<td>• Cuenta Satélite de Turismo (CST-CR)</td>
</tr>
<tr>
<td>7. Cultural employment</td>
<td>Ministerio de Cultura y Juventud (MCJ)</td>
</tr>
<tr>
<td></td>
<td>• Cuenta Satélite de Cultura (CSCCR)</td>
</tr>
<tr>
<td></td>
<td>Instituto Costarricense de Turismo (ICT)</td>
</tr>
<tr>
<td></td>
<td>• Cuenta Satélite de Turismo (CST-CR)</td>
</tr>
<tr>
<td>8. Cultural businesses</td>
<td>Ministerio de Cultura y Juventud (MCJ)</td>
</tr>
<tr>
<td></td>
<td>• Cuenta Satélite de Cultura (CSCCR)</td>
</tr>
<tr>
<td></td>
<td>Instituto Costarricense de Turismo (ICT)</td>
</tr>
<tr>
<td></td>
<td>• Cuenta Satélite de Turismo (CST-CR)</td>
</tr>
<tr>
<td>9. Household expenditure</td>
<td>Ministerio de Cultura y Juventud (MCJ)</td>
</tr>
<tr>
<td></td>
<td>• Encuesta Nacional de Cultura (ENC)</td>
</tr>
<tr>
<td></td>
<td>Instituto Nacional de Estadística y Censos (INEC)</td>
</tr>
<tr>
<td></td>
<td>• Encuesta Nacional de Ingresos y Gastos (ENIG)</td>
</tr>
<tr>
<td>10. Trade in cultural goods &amp; services</td>
<td>Ministerio de Cultura y Juventud (MCJ)</td>
</tr>
<tr>
<td></td>
<td>• Cuenta Satélite de Cultura (CSCCR)</td>
</tr>
<tr>
<td>11. Public finance for culture</td>
<td>Ministerio de Cultura y Juventud (MCJ)</td>
</tr>
<tr>
<td></td>
<td>• Oficina Financiero Contable</td>
</tr>
<tr>
<td></td>
<td>Instituto Costarricense de Turismo (ICT)</td>
</tr>
<tr>
<td></td>
<td>Instituto Costarricense del Deporte y la Recreación (ICODER)</td>
</tr>
<tr>
<td>12. Governance of culture</td>
<td>Ministerio de Cultura y Juventud (MCJ)</td>
</tr>
<tr>
<td>Indicator</td>
<td>Core Data Source Available</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6. Culture in GDP</td>
<td>Economic Census, INEGI</td>
</tr>
<tr>
<td>7. Cultural employment</td>
<td>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.</td>
</tr>
<tr>
<td>8. Cultural businesses</td>
<td>Economic Census</td>
</tr>
<tr>
<td>9. Household expenditure</td>
<td>Encuesta Nacional de Ingreso y Gasto de los Hogares, INEGI.</td>
</tr>
<tr>
<td>11. Public finance for culture</td>
<td>Transparencia presupuestaria web site (detailed information on each year's approved budget)</td>
</tr>
<tr>
<td>Indicator</td>
<td>Core Data Source Available</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9. Household expenditure</td>
<td>N A</td>
</tr>
</tbody>
</table>
6. Culture in GDP (Total Census Value Added)

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
Percentage of household final consumption expenditures on cultural activities, goods and services set against total consumption expenditures by income quintile

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
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...

<table>
<thead>
<tr>
<th>Primary education (ISCED 1)</th>
<th>Class 1-3 (Hours a week)</th>
<th>Class 4-8 (Hours a week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official or national language - English</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Local or regional languages - Kiswahili &amp;Mother tongue</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>International Languages</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Percentage of instructional hours dedicated to multilingualism</td>
<td>66.7</td>
<td>41.7</td>
</tr>
</tbody>
</table>
## Uganda - Cultural Knowledge and Cultural Education

<table>
<thead>
<tr>
<th>Intangible cultural heritage for sustainable development</th>
<th>Convention Reference</th>
<th>Yes/No</th>
<th>Number</th>
<th>Supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that formal school curricula include sustainable consumption and production taking into account ICH (primary/secondary) (number of hours per year)</td>
<td>Yes</td>
<td>Uganda Education Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of post-secondary training and education on sustainable consumption and production which takes into account ICH (post-secondary, and tertiary)</td>
<td>YES</td>
<td>CIVIL SOCIETY PROGRAMMES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence that curricula take into account climate adaptation and awareness raising of ICH and the importance of cultural and natural heritage conservation (ISCED 1 level of Education-052 Environment) (primary/secondary) (number of hours per year)</td>
<td>YES</td>
<td>Education Sector Strategic Plan for Uganda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of post-secondary training and education on climate adaptation and awareness raising which takes into account ICH and the importance of cultural and natural heritage conservation (ISCED Field of Education-052 Environment) (primary-secondary and tertiary) (number of hours per year)</td>
<td>YES</td>
<td>Higher Education Curriculum for Uganda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Diversity in curriculums for heritage

- **Extent to which the National curriculum includes respect and reflection on ICH in local communities**
  - 2003 Conv. / Indicator 5.2: YES  
  - Education Sector Strategic Plan for Uganda

- **9-plets to which practitioners and learners are involved/actively in the design and development of ICH education programmes and/also actively presenting and transmitting their heritage**
  - 2003 Conv. / Indicator 4.1: YES  
  - Education Sector Strategic Plan for Uganda

- **Extent to which ICH is included in the content of relevant disciplines, as a contribution in its own right and/also 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 protection of natural and cultural resources and places of memory, whose existence is necessary for expressing ICH (number of programmes)**
  - 2003 Conv. / Indicator 6.6: YES  
  - Uganda National Cultural Policy

- **Evidence of post-secondary curricula (ISCED) Field of Education 01 Arts that strengthens the practice and transmission of ICH as offered by formal post-secondary education institutions**
  - 2003 Conv. / Indicator 6.1 and 6.2: YES  
  - Education Sector Strategic Plan for Uganda

- **Evidence of teacher training programmes that include approaches to ICH (number of teacher training programmes)**
  - 2003 Conv. / Indicator 6.6: NO  
  - Not available

### Capacity building programmes and mechanisms

- **Evidence of capacity building and training programmes (number of programmes) implemented in the last 5 years, to increase heritage management staff’s expertise in protection and conservation of tangible heritage (number of programmes)**
  - 1992 Conv. / Indicators 35 and 36: YES  
  - Social Sector Strategic Investment Plan for Uganda

- **Evidence of specific capacity building and training programmes (number of programmes) implemented in the last 5 years, to support armed forces expertise on the protection of cultural properties in the course of armed conflict (number of programmes)**
  - 1994 Conv.  
  - Not available

### Description (ISCED-F 2013) and Lower secondary education (ISCED 2)

<table>
<thead>
<tr>
<th>Lower secondary education (ISCED 2)</th>
<th>Description (ISCED-F 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0211 Audio-visual techniques and media production</td>
</tr>
<tr>
<td>1</td>
<td>0212 Fashion, interior and industrial design</td>
</tr>
<tr>
<td>6</td>
<td>0213 Fine arts</td>
</tr>
<tr>
<td>3</td>
<td>0214 Handicrafts</td>
</tr>
<tr>
<td>5</td>
<td>0215 Music and performing arts</td>
</tr>
<tr>
<td>6</td>
<td>0221 Religion and theology</td>
</tr>
<tr>
<td>8</td>
<td>0222 History and archaeology</td>
</tr>
<tr>
<td>1</td>
<td>0223 Philosophy and ethics</td>
</tr>
<tr>
<td>5</td>
<td>0231 Language acquisition</td>
</tr>
<tr>
<td>8</td>
<td>0232 Literature and linguistics</td>
</tr>
<tr>
<td></td>
<td>0232 Library, information and archival studies</td>
</tr>
<tr>
<td></td>
<td>0611 Information and Communication Technologies (ICTs)</td>
</tr>
<tr>
<td>4</td>
<td>0611 Computer use</td>
</tr>
<tr>
<td>2</td>
<td>0612 Database and network design and administration</td>
</tr>
<tr>
<td></td>
<td>0613 Software and applications development and analysis</td>
</tr>
<tr>
<td>5</td>
<td>0712 Textiles (clothes, footwear and leather)</td>
</tr>
<tr>
<td></td>
<td>0731 Architecture and town planning</td>
</tr>
<tr>
<td></td>
<td>Number of instructional hours dedicated to cultural education</td>
</tr>
<tr>
<td></td>
<td>Total number of instructional hours</td>
</tr>
<tr>
<td></td>
<td>Percentage of instructional hours dedicated to cultural education</td>
</tr>
</tbody>
</table>
GROUP II: EASTERN EUROPEAN STATES

1. Hazim BEGAGIĆ (BIH)
2. Alma MRGAN-SLIPICEVIC (BIH)
3. Anita VAIVADE (LVA)
4. Catalin DARASTEANU (ROU)
5. Bojana SUBAŠIĆ (SRB)
6. Ioulia SEMENTCHOUK (CAN)
7. Giovanna SEGRE (ITA)
8. Anna DOMARADZKA (POL)
9. Christer GUSTAFSSON (SWE)

FACILITATOR: NAIMA BOURGAUT
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
  - CDIS DATA (SERBIA 2015)

• **POTENTIAL RISK: OUTDATED DATA**
INDICATOR 19

- DATA PARTLY AVAILABLE

- SOURCES
  - MAYBE 2005 CONVENTION RESEARCH 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, UNSUFFICIENT 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
• **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 COLLECT 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 !!!!