



# EDUCATION

## Core Indicators

## Description

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### INCLUSIVE EDUCATION

▶▶▶ *Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect inequalities*

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### MULTILINGUAL EDUCATION

▶▶▶ *Percentage of instructional hours dedicated to promoting multilingualism in relation to the total number of instructional hours dedicated to languages (grades 7-8)*

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### ARTS EDUCATION

▶▶▶ *Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours (grades 7-8)*

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### PROFESSIONAL TRAINING IN THE CULTURE SECTOR

▶▶▶ *Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education in the field of culture*

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## I. RELEVANCE OF THE DIMENSION FOR CULTURE AND DEVELOPMENT

All women and men have a right to education. Established and protected by the Universal Declaration of Human Rights<sup>1</sup> and acknowledged as one of the five basic cultural rights,<sup>2</sup> the right to education provides individuals with the critical knowledge and skills required to become empowered citizens capable of adapting to change and contributing to their society, economy and culture.

Education is essential to inclusive and sustainable human development, and critical for the emergence of knowledge-based societies, capable of devising innovative strategies in order to face future challenges. It is estimated that each additional year of schooling raises average annual Gross Domestic Product (GDP) growth by 0.37%.<sup>3</sup> An educated population has positive effects on other key areas of development, such as lower rates of maternal and infant mortality<sup>4</sup>, lower rates of HIV infection and AIDS, and the promotion of environmental sustainability. Furthermore, education plays a key role in promoting social inclusion, tolerance and respect for diversity. It has been proven that education builds and spreads shared values and attitudes, fosters the integration and participation of everyone, and of marginalized communities in particular, and creates positive opportunities for social interaction and connectivity. Lastly, it should be emphasised that school curricula are greatly influenced by their cultural context: from teaching methods to textbooks, cultural and social references permeate learning both in form and content. Education, and in particular culture-sensitive teaching materials and methods, is therefore crucial in initiating people in their culture and society.

✚ For these reasons, education is a priority of the Millennium Development Goals (MDGs). **The Culture for Development Indicators (CDIS) and the Millennium Development Goals (MDGs):** This dimension is related directly to MDG 2 “Achieve universal primary education,” which aims to “ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.”<sup>5</sup>

Although primary education constitutes the indispensable educational bedrock, the CDIS Education dimension goes one step further by encompassing secondary, vocational and tertiary education. It is thus assumed that the knowledge and skills acquired throughout the educational cycle are crucial to a country’s cultural, economic and social development. Indeed, they are instrumental in empowering the population by increasing its employment opportunities, they provide a platform for acquiring specialized skills and broadening horizons for personal development, thus enabling full participation in one’s community – an essential component of human development.

### Objective of the Dimension

The links between education, culture and development are highlighted through an analysis of the priority given by the public authorities to the development of an education system that, from primary to higher education, encourages:

- the broadest possible coverage for 10 years of schooling (for primary and the first two years of secondary education<sup>6</sup>) in order for all individuals to enjoy the right to education and benefit from a key environment for the construction, learning and transmission of cultural values, aptitudes and skills as well as of personal and social empowerment.
- the valorization of interculturality, cultural diversity and creativity and the promotion of the appreciation of culture among the public;
- the promotion of a competitive creative class.

1. Article 26 of the Universal Declaration of Human Rights (1948): “(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children.”

2. UNESCO World Report Investing in *Cultural Diversity and Intercultural Dialogue*, (UNESCO, 2009), pp. 227-228.

3. Education Counts: Towards the Millennium Development Goals (UNESCO, 2010) <http://unesdoc.unesco.org/images/0019/001902/190214e.pdf>

4. A child born to a mother who can read is 50% more likely to live beyond age 5. *Ibid.*

5. Primary-school enrolment in developing regions reached 89% in 2008, but despite the advances made in many regions, it is likely that this target will not be achieved in 2015.

6. The first two years of secondary education are also defined within the CDIS as “basic secondary education”.



## II. CORE INDICATORS

### 1. INCLUSIVE EDUCATION

#### Introduction

Primary and secondary education enables individuals to acquire basic skills and competencies in order to become empowered citizens capable of actively taking part in their culture, society and economy. Furthermore, the years spent being educated are crucial to the emergence of positive connections and interactions among different social and cultural groups and to the building and spreading of shared values and attitudes essential to the development of human capital and social cohesion within the community.



Basic learning needs (...) comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.<sup>7</sup>

Source: The Jomtien Declaration (1990)

**>> Description: Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect existing inequalities**

#### Purpose

To evaluate:

1. the implementation of the cultural right to education in primary and the first two years of secondary education;
2. the extent to which children and young people can, on an equal footing, take up positive opportunities for interaction and integration and have access to the knowledge, values and skills required to contribute to their society's development and their own continuing personal development;
3. the levels of deprivation and marginalization in education in the country.

#### Definitions

The following working definitions have been used to devise this indicator:<sup>8</sup>

**Education deprivation:** People who have fewer than four years of education are considered to be living in education deprivation, four years being viewed as the minimum required to acquire the most basic literacy and numeracy skills. The marginalized typically fall below a social minimum threshold for years of education.

**Target population:** This is a reference group or target population of adults between the ages of 17 and 22. This section of the population is far enough beyond the standard primary-school completion to provide a reliable profile of those who have completed four years of schooling.

#### Data Sources

- Official national data sources, usually obtainable from the central statistical office and/or the Ministry of Education;

7. World declaration on Education for All, (1990), [http://www.unesco.org/education/pdf/JOMTIE\\_E.PDF](http://www.unesco.org/education/pdf/JOMTIE_E.PDF)

8. These definitions are based on the *EFA Global Monitoring Report, Reaching the marginalized* (UNESCO, 2010).



- Chapter 3 “Reaching the marginalized”, Statistical tables on Deprivation and Marginalization in Education (DME), in *EFA Global Monitoring Report, Reaching the marginalized*, UNESCO, 2010: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/html/dme-4.html>

### Required Data

- Baseline indicator – average number of years of schooling of the population between the ages of 17 and 22.
- Penalty or adjustment – percentage of the population between the ages of 17 and 22 with fewer than four years of schooling and therefore living in education deprivation.



**Note:** The indicator is created automatically when the required data is entered into the relevant Data Table.

### Formula

$$EDU_i = \overline{EDU} \times (1 - p)$$

Where:

- $\overline{EDU}$  is the average number of years of schooling of the target population between the ages of 17 and 22, and
- $p$  is the penalty or adjustment.



**Note:** The average number of years of schooling of the target population is automatically standardized when the data is entered into the relevant Data Table.

### Calculation Method

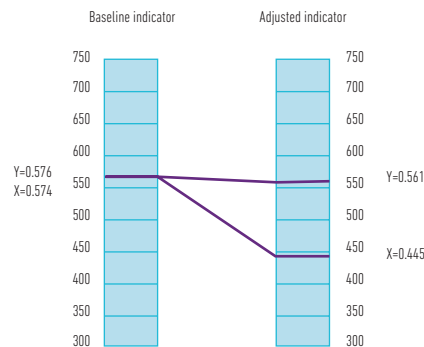
The average number of years of schooling of the population between the ages of 17 and 22 provides in itself important information on the levels of public investment in implementing the cultural right to education and on the people’s access to a sufficiently lengthy and complete education. However, as the situation of those marginalized or excluded from the education system and from enjoyment of the right to education is not addressed directly, this baseline indicator is not sufficiently indicative of any existing inequalities or of the inclusiveness of the national education system. A specific index has therefore been devised to adjust the baseline indicator’s result in proportion to the percentage of the target population living in education deprivation.

Accordingly, when there is no education deprivation at all, the result of the new adjusted index will be identical to that of the baseline indicator, that is, the average number of years of schooling of the population between the ages of 17 and 22. However, as the proportion of the target population living in education deprivation, and thus inequality in the implementation of the right to education, rises, the penalty system is triggered to make the final result lower than the baseline-indicator result. The adjusted index therefore reflects inequality by penalizing the baseline indicator (the target population’s average number of years in education) to reflect the levels of inequality (measured through the average of the target population living in education deprivation).

The new adjusted indicator thus represents the real level of implementation of the right to an education that is as complete, fair and inclusive as possible, while the baseline indicator can be seen as a benchmark or goal attainable nationally if inequality levels are reduced.



## Example



The baseline indicators of countries X and Y are very close to an average of 5.74 and 5.76 years of schooling for the population between the ages of 17 and 22 respectively. However, in country X, 23% of the target population have fewer than four years of schooling, while in country Y, only 2% of the target population live in education deprivation. Therefore, the adjusted final indicator will be 0.445 for country X and 0.561 for country Y. The adjusted indicator thus highlights existing inequalities in the implementation and enjoyment of the right to education.

## Guidelines for the interpretation of results

- The *Index of average years of schooling of the population between the ages of 17 and 22 adjusted to reflect inequalities* is a benchmark indicator that gives a value ranging from 0 to 1. A result of 1 is an optimum result, reflecting the public authorities' efforts to provide complete, fair and inclusive education. This result shows that the average number of years of schooling of the population between the ages of 17 and 22 is 10 or more and that none of its members is living in education deprivation, that is, has fewer than 4 years of schooling.
- When the result is far from the ideal value, it is indicative of inequality in and marginalization from the education system and points to the need to increase efforts to implement the cultural right to education by developing sufficiently complete, fair and inclusive education systems.
- When analysing results that are far from the ideal value, the link between the two data sets that constitute the adjusted indicator or index should be scrutinised. On the one hand, the baseline indicator (average number of years of schooling of the target population) yields clues about opportunities open to citizens to acquire the key skills and knowledge required to become empowered citizens, adapt to change and contribute to development as "time spent in education is one of the most important determinants of life chances in all societies."<sup>9</sup> On the other hand, the penalty or adjustment (the proportion of the target population living in a deprivation of education) highlights levels of inequity and inequality in the enjoyment of the cultural right to education. Accordingly, the greater the difference between baseline-indicator results and the adjusted index, the greater are the levels of deprivation and marginalization in education.

## 2. MULTILINGUAL EDUCATION

### Introduction

Quality education that fosters the full development of human personality and favours tolerance requires culturally sensitive curricula that stress the positive value of intercultural dialogue and diversity, while promoting creativity. Multilingual education is understood as a means by which individuals can be encouraged to value and appreciate cultural diversity and develop their cultural skills and interpretative codes. Thus, linguistic competencies are fundamental to the empowerment of the individual in democratic and plural societies, as they condition learning achievements, promote access to other cultures and encourage openness to cultural exchange.<sup>10</sup>

9. EFA Global Monitoring Report, *Reaching the marginalized* (UNESCO, 2010).

10. UNESCO guidelines on intercultural education (UNESCO, 2006), p. 13 <http://unesdoc.unesco.org/images/0014/001478/147878s.pdf>



In an increasingly globalized world, learning one or more widely-used foreign languages is essential not only to increase opportunities for employment and professional development, but also to provide access to a wider range of cultural information, knowledge and expressions and to encourage interculturality.

However, multilingual education consists in learning not only a foreign language, but also local or regional languages used in that society, whether they be acknowledged as official languages or not. Indeed, the learning of those languages boosts the minority peoples' educational opportunities and empowerment, further enhances understanding among social and cultural groups and builds social cohesion. Local and regional languages play a key role in conveying particular worldviews and different ways of meaning. Thus, the teaching of, and instruction in, those languages contributes to consolidate the value of each culture as a framework of meaning offering possibilities for personal development. Furthermore, these languages are generally spoken by linguistic minorities who face greater learning difficulties when taught in an unfamiliar language. The provision of education in their mother tongue, therefore, lessens inequalities of access to education and educational opportunities. Similarly, teaching materials and lessons based on the language and culture of the dominant group tend to further marginalize minorities.

In conclusion, the promotion of bilingualism and multilingualism, namely teaching two or more languages within the education system, yields important insights about the cultural sensitivity of the education curricula and the level of encouragement of interculturality. Moreover, it is directly linked to the respect of fundamental rights.<sup>11</sup>

**>> Description: Percentage of instructional hours dedicated to promoting multilingualism in relation to the total number of instructional hours dedicated to languages in the first two years of secondary school (grades 7-8)**

## Purpose

To evaluate the extent to which multilingualism is promoted in basic secondary education as an approximation of the levels of promotion of interculturality, and valorization and understanding of cultural diversity within the education system, both at the national and international levels.

The annual percentage of instructional hours dedicated to promoting bilingualism or multilingualism in the first two years of secondary education, in relation to the total number of hours dedicated to teaching languages is therefore used as a proxy.

## Definitions

Below are the working definitions for this indicator:<sup>12</sup>

**Official school curriculum:** This is based on the list of subjects taught and the instructional time allocated to these, the intended lessons or syllabi delineating the topics to be taught and official directives or guidelines concerning pedagogy and assessments.<sup>13</sup>

**Bilingual and multilingual education** is the use of two or more languages as media of instruction.<sup>14</sup> Although the teaching of and instruction in two or more languages equally contributes to the promotion of multilingualism, only the instructional hours dedicated to teaching languages, be they international, local, regional, official or national, have been taken into account in devising this indicator.

**Official or national languages taught in school:** This refers to the combination of all instructional time allocated to the official language(s) of the country.

11. Multilingual education is "an essential component of intercultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights", Education in a multilingual world (UNESCO, 2003).

12. These definitions, with the exception of the definitions of bilingual and multilingual education and official school curriculum, are based on the International Bureau of Education (IBE) classifications: <http://www.ibe.unesco.org/es.html>. It must be borne in mind that these classifications are not necessarily the same as in *Ethnologue: Languages of the World* (Gordon, 2005, 15<sup>th</sup> edition, Dallas, SIL International): <http://www.ethnologue.com>.

13. Table 10 "Education and curricula", in World Report *Investing in cultural diversity and intercultural dialogue* (UNESCO, 2009).

14. *Education in a multilingual world* (UNESCO, 2003).



**Local or regional languages taught in school:** This refers to time devoted to non-official indigenous languages, namely, those spoken by a significant cultural minority in the country.

**International languages taught in school:** This refers to instructional time allocated to non-official international or exogenous languages.

**Total annual instructional hours devoted to languages:** This indicates the total time dedicated annually to teaching languages, whether international, local, regional, official or national. To calculate this value for each grade, three factors must be taken into account: (a) the length of the established school year; (b) the number of teaching periods allocated to each language in each grade, and (c) the average length of the aforementioned periods (of classes or hours), expressed in minutes.

## Data Sources

- National official school curriculum-based sources obtained from the Ministry of Education or other public bodies.
- Most recent 'World Data on Education' report for your country, International Bureau of Education: [www.ibe.unesco.org](http://www.ibe.unesco.org)
- *Ethnologue. Languages of the World*: [http://www.ethnologue.com/ethno\\_docs/distribution.asp?by=country](http://www.ethnologue.com/ethno_docs/distribution.asp?by=country)



**Note:** Even if your country is covered by the international sources suggested, they should be compared, whenever possible, with national official curriculum-based data sources, obtainable from national educational or statistical bodies, so that data on the teaching of local or regional languages can be confirmed.

## Calculation Method

In the relevant boxes in the Data Table:

1. Enter the number of official or national languages in your country and the number of official or national languages taught during the first two years of secondary school as official or national languages (that is, not taught as "international languages" or "local or regional languages");
2. Enter the number of your country's local or regional languages, as defined in the CDIS working definitions, and the number of local or regional languages taught in the first two years of secondary school;



**Note:** If the CDIS working definitions differ from your country's definitions of "official or national languages", "local or regional languages" and "international languages", please give the national definitions used to develop this indicator. UNESCO's Atlas of the World's Languages in Danger may also be used as a reference.<sup>15</sup>

3. Use the relevant sources to identify the annual percentage of instructional hours dedicated to promote:
  - official or national languages;
  - local or regional languages and;
  - international languages;
 as a percentage of the total annual instructional hours dedicated to languages in the first two years of secondary school (grades 7-8).

Elective hours dedicated to teaching languages in the first two years of secondary school should not be considered for the construction of this indicator. Thus, when identifying the annual percentage of instructional hours dedicated to promoting official or national languages, local or regional languages, and international languages, please

15. See the interactive Atlas of the World's languages in Danger at: <http://www.unesco.org/culture/languages-atlas/index.php?hl=en&page=atlasmap>





only take into consideration the compulsory instructional hours dedicated to teaching languages according to the official curricula. However, in order to improve the interpretation and contextualisation of the results, it is recommended to specify the possibility of elective hours dedicated to teaching languages in the 'comments cell' of the Data Table, as well as in the Technical Report.

Educational programmes greatly differ from one country to another. For example, distinct curricula may exist due to the presence of multiple educational programmes or regional particularities. In such cases, it is recommended to calculate the average of the instructional hours dedicated to promoting official or national languages, local or regional languages, and international languages based on the the distinct official curricula.



**Note:** The relevant annual percentages of instructional hours should be entered, as indicated, in the Data Table. However, the total number of instructional hours dedicated to each type of language taught may also be used.

The result for the indicator is produced automatically once the relevant data is included in the Data Table. In order to measure the annual percentage of instructional hours dedicated to promoting multilingualism in the first two years of secondary school in relation to the total annual hours of teaching dedicated to languages, the indicator calculates the annual percentage of instructional hours dedicated to local or regional languages and international languages. Furthermore, in order to acknowledge and highlight the effort, investment and priority given to multilingualism when more than one national language is not only officially recognized but also taught in the education system – and particularly in secondary education – the final indicator result is increased as follows: when two official or national languages are taught in secondary schools, by a percentage equivalent to half of the value of the annual percentage of instructional hours dedicated to official or national languages; when three official or national languages are taught, it is increased by two-thirds of that value, and so on.

In order to facilitate the interpretation of results, a graph is automatically generated in the Data Table depicting the breakdown of teaching time awarded to the three types of languages studied. This graph illustrates the respective importance awarded to each type of language, in regards to the teaching time allocated.

### Formula

$$\text{Indicator} = ILR + II + \left(1 - \frac{1}{B}\right) \times ION$$

Where:

- *ION* is the annual percentage of instructional hours dedicated to official or national languages during the first two years of secondary school, in relation to the total number of hours dedicated to teaching languages;
- *ILR* is the annual percentage of instructional hours dedicated to local or regional languages during the first two years of secondary school, in relation to the total number of hours dedicated to teaching languages;
- *II* is the annual percentage of instructional hours dedicated to international languages during the first two years of secondary school, in relation to the total number of hours dedicated to teaching languages;
- *B* is the number of official or national languages taught in secondary school.

### Guidelines for the interpretation of results

- This is a contextual and descriptive indicator intended to evaluate the extent to which multilingualism, interculturality and cultural diversity valorization and understanding (at both national and international levels) are encouraged in basic secondary education.
- The indicator value varies from 0 to 100%, with 0% representing a situation in which, during the first two years of secondary school (grades 7-8), 100% of the instructional hours dedicated to teaching languages are used to promote only one official or national language and 100% representing a situation in which,



during the first two years of secondary school (grades 7-8), 0% of the instructional hours dedicated to teaching languages is used to promote at least one official or national language.

- It is, therefore, important to stress that the interpretation of the results of this indicator, intended to evaluate the level of promotion of multilingualism in the education system, will differ from one national context to another and that an effort must be made to interpret and compare the results with other CDIS indicators so that the results will be more meaningful and significant. A low percentage of hours dedicated to teaching at least a second language (whether official, regional, local or international) generally means that linguistic diversity is not encouraged through education and that efforts fall short when promoting interculturality and enhancing the valorization of cultural diversity, both nationally and internationally. Nor is 100% an ideal result, as it denotes disregard for secondary-school pupils' needs to continue to learn at least one official or national language, which strengthens their own identity and basic skills acquisition for full personal capacity building and continued learning.
- When interpreting and contextualizing the results, the number of national, official, local and regional languages existing in the country must be taken into account in order to gauge the extent to which that country's own linguistic diversity is held in high regard, promoted and appreciated. It is similarly interesting to compare language teaching in primary and secondary schools whenever possible in order to analyse trends in the teaching of the various types of languages studied throughout the school curriculum.
- Lastly, this contextual or descriptive indicator provides qualitative information on the national education system, complementing the data obtained from the other Education core indicators.



**Note:** The first CDIS test phase showed that it was difficult to use the proposed indicator to give prominence to the (often recent) efforts made nationally to enhance and promote linguistic diversity in the education system, particularly in regard to local or regional languages. Therefore, if the main indicator proposed yields inconclusive results, one or more additional indicators based on relevant national sources should be used to complement this dimension and permit an evaluation of the extent to which the public authorities encourage and/or restrict the teaching of and instruction in local or regional and minority and/or indigenous language(s) in the education system.

For example, during the first test phase, one of the test countries devised two additional indicators in order to reflect efforts to boost bilingual education and revitalize and spread the country's indigenous languages, on the one hand, and, on the other hand, to strengthen indigenous ethnic and cultural identity, through knowledge and the enhanced value of traditional practices and indigenous values, know-how, skills and wisdom.

Additional indicators submitted:

- Coverage in indigenous areas of schools teaching lessons in indigenous languages (Indigenous schools teaching lessons in indigenous languages/Total number of indigenous schools).
- Coverage in indigenous areas of schools providing lessons on indigenous culture (Indigenous schools providing lessons on indigenous culture/Total number of indigenous schools).

Source: Department of Indigenous Education of the Ministry of Public Education

### 3. ARTS EDUCATION

#### Introduction

Like multilingual education, arts education is important for human development and favouring the development of cultural skills and human creativity. The purpose of arts education is to develop individual skills including cognitive and creative skills, implement human and cultural rights to education, foster cultural participation and improve the quality of education.<sup>16</sup>

16. See: [http://portal.unesco.org/culture/es/ev.php-URL\\_ID=30335&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/es/ev.php-URL_ID=30335&URL_DO=DO_TOPIC&URL_SECTION=201.html)



Arts education nurtures creativity and innovation, strengthens creative and artistic talent and provides a basis for the appreciation of cultural expressions and diversity by educating the public and broadening horizons for personal development and cultural participation. Arts education is therefore recommended as a component of school curricula throughout schooling (primary and secondary).

**>> Description: Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours in the first two years of secondary school (grades 7-8)**

## Purpose

To evaluate the extent to which arts education is valued in basic secondary education as an approximation of the levels of encouragement in the education system of creativity and creative talents, as well as the promotion of the appreciation of cultural expressions and the “desire for culture” among the youth.

The percentage of yearly instructional hours dedicated to arts education during the first two years of secondary school (grades 7-8) is, therefore, used as a proxy.

## Definitions

The following working definitions have been built into this indicator:<sup>17</sup>

**Arts education:** consists of many sub-disciplines such as drawing, painting, sculpture, design, craft skills, music, drama, literature, dance, circus, photography, digital arts, cinematography and video and new emerging forms of popular artistic expression.<sup>18</sup>

**Yearly instructional hours dedicated to arts education:** means the total time dedicated to arts education per year, for the first two years of secondary school. To calculate this quantity for each grade and country, three components are taken into account: (a) the duration of the working school year; (b) the number of teaching periods allocated to each arts subject in each grade level; and (c) the average duration of these aforementioned periods (lessons or hours), expressed in minutes.

**Official school curriculum:** This is based on the list of subjects taught and the instructional time allocated to these, the intended lessons or syllabi delineating the topics to be taught and official directives or guidelines concerning pedagogy and assessments.

## Data Sources

- Official school curricula and national official statistics based on the former, that may be obtained from the Ministry of Education or other relevant public bodies;
- Most recent ‘World Data on Education’ report for your country, International Bureau of Education: [www.ibe.unesco.org](http://www.ibe.unesco.org)

## Calculation Method

Using the official school curriculum, identify the percentage of annual instructional hours intended for arts education in relation to the total number of instructional hours for all subjects in the first two years of secondary school (grades 7-8), and insert the result in the relevant Data Table.

17. These definitions, with the exception of the definition of “art education” are taken from Table 10 “Education and curricula”, in World Report *Investing in cultural diversity and intercultural dialogue* (UNESCO, 2009).

18. This working definition is based on *Informe sobre la encuesta de implementación del plan de trabajo para la educación artística [Report on the investigation into the implementation of the working plan for artistic education]* (UNESCO, 2010), p. 14



Elective hours dedicated to teaching arts in the first two years of secondary school should not be considered for the construction of this indicator. Thus, when identifying the percentage of instructional hours dedicated to arts education, please only take into consideration the compulsory instructional hours according to the official curricula. However, in order to improve the interpretation and contextualisation of the results, it is recommended to specify the possibility of elective hours dedicated to arts education in the 'comments cell' of the Data Table, as well as in the Technical Report.

Educational programmes greatly differ from one country to another. For example, distinct curricula may exist due to the presence of multiple educational programmes or regional particularities. In such cases, it is recommended to calculate the average of the instructional hours dedicated to arts education based on the distinct official curricula.

In all cases, in the Technical Report please specify the sources, method of calculation and formulae used at the national level, as well as the sub-disciplines included in arts education according to the official school curriculum.



**Note:** When, and only when, the indicator cannot be constructed using national sources, Table 10 "Education and curricula" in the 2009 UNESCO World Report *Investing in cultural diversity and intercultural dialogue*<sup>19</sup> could be used as a source to construct an alternative indicator. In this case, please insert, in the relevant Data Table, the data for your country taken from the "Arts" sub-column in the "Emphasis on Curriculum Categories as % of Median Yearly Instructional Hours" for grades 7-8. This result represents the percentage of median yearly instructional hours dedicated to arts education during the first two years of secondary school (grades 7-8).

## Example

In Country X, in 2010, the yearly instructional hours in arts, in relation to the total instructional hours, was 10.9% in primary schools (grades 1-6) and 3.3% in the first two years of secondary school (grades 7-8).

## Guidelines for the interpretation of results

- This is a contextual and descriptive indicator for evaluating how much value and emphasis is given in the first two years of secondary school to promoting creativity and creative talent as well as to educating the public to appreciate cultural expressions and cultivating their "desire for culture."
- The indicator result is expressed as a percentage. This must be interpreted in the light of the national context, bearing in mind world and regional averages as well as the ratio, in terms of instructional hours, to other academic disciplines. It is also interesting to observe trends in the average of the yearly instructional hours intended for arts education from grades 1-6 (primary education) and 7-8 (first two years of secondary school) in order to evaluate the extent to which arts education is appreciated throughout school life and regarded as a core subject. In order to facilitate the recommended comparisons and analyses, reference may be made to data in Table 10, "Education and curricula", in UNESCO World Report *Investing in cultural diversity and intercultural dialogue*.
- This contextual and descriptive indicator also provides qualitative information on the national education system, complementing the data obtained from the other core indicators of the CDIS Education dimension.

19. Table 10 "Education and curricula", World Report *Investing in cultural diversity and intercultural dialogue* (UNESCO, 2009), pp. 320-327



## 4. PROFESSIONAL TRAINING IN THE CULTURE SECTOR

### Introduction

To tap into the full economic and developmental potential of culture, current and future cultural operators and professionals must be able to acquire and develop artistic, creative, technical, technological and managerial skills and competences so that they may express and manifest their creativity, transform it into economically viable activities, goods and services and effectively manage cultural businesses, institutions and events (museums, festivals, cultural business ventures, SMEs, etc.). The importance of technical and cultural management training should therefore be stressed. Indeed, although skills such as identifying possible sources of revenue, balancing budgets and managing an organization are common to other business sectors, the special characteristics of the culture sector call for considering culture-specific aspects in order to reinforce artistic abilities through entrepreneurship and management skills.

Ultimately, appropriate technical, vocational and tertiary training is as essential to artistic and creative fields (which are the raw materials of cultural industries and activities) as it is to cultural management (which allows those industries and activities to be consolidated and economically viable). Indeed, the existence of a comprehensive educational framework covering different types of training (technical/vocational and tertiary/higher) and the multiple cultural fields or domains (visual arts, performing arts, audio-visual, heritage, books and publishing, design, etc.), is essential to foster the emergence and consolidation of a creative class and a body of competent and dynamic cultural professionals capable of maximizing the economic and social potential of culture in order to boost their own and their communities' development. The existence of a coherent and complete technical and tertiary educational framework in the field of culture is therefore one of the decisive factors in encouraging the creation of enabling environments for the emergence of a dynamic culture sector, as enshrined in the Convention on the Protection and Promotion of the Diversity of Cultural Expressions.<sup>20</sup>

**+** **The Culture for Development Indicators (CDIS) and the Millennium Development Goals (MDGs):** This core indicator is related to MDG 1 "Eradicate extreme poverty and hunger", particularly the second target of achieving full and productive employment and decent work for all, including women and young people. As an endogenous capacity-builder and promoter of human rights, sustainable development and democracy, quality technical and tertiary education in the field of culture is instrumental in promoting knowledge-based societies, which are key factors of cultural, economic and social development.

**>> Description: Index of coherency and coverage of technical and vocational education and training (TVET) and tertiary education systems in the field of culture**

### Purpose

The purpose of this indicator is to evaluate the extent to which the public and private-dependent national education system is sufficiently comprehensive in providing various types of training (technical, vocational and tertiary) in different cultural fields to current and future cultural professionals. Significant insights are thus obtained on the levels of public-sector investment aimed at fostering the emergence of a dynamic and competitive "creative class."

To that end, the existence of government-funded educational institutions, both public and private, for technical or vocational, and tertiary or higher education in the 5 selected cultural fields (heritage, music, fine/visual/applied arts, cultural management and film/image) is used as a proxy.

### Definitions

Below are the working definitions for this indicator:

<sup>20</sup> Specifically Article 14 "Cooperation for development" of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions.



**Tertiary education:** “Any education entered after successful completion of secondary education, which may include vocational post-secondary education (leading to a certificate) and higher education (leading to a degree)”.<sup>21</sup>

**Technical education:** This comprehensive term refers to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be: (a) an integral part of general education; (b) a means of preparing for occupational fields and for effective participation in the world of work; (c) an aspect of lifelong learning and a preparation for responsible citizenship; (d) an instrument for promoting sustainable development that respects the environment.<sup>22</sup>

In developing this indicator, consideration must be given to educational institutions that: i) provide training aimed at professionals in the culture sector, including professions that support the creation, production and distribution of cultural activities, goods and services (sound, lighting, etc.); ii) whose courses are consistent with the aforementioned characteristics and are aimed at young people or adults without requiring them to have successfully completed secondary education; and iii) whose courses and trainings result in some form of officially recognized certificate or diploma.

**Educational institutions** are entities that provide instructional or education-related services to individuals and other educational institutions.<sup>23</sup>

**Public educational institutions** are classified as either public or private according to whether a public agency or a private entity has the ultimate power to make decisions concerning the institution’s affairs. An institution is classified as public if it is controlled and managed directly by a public education authority or agency, or controlled and managed either by a government agency directly or by a governing body (council, committee, etc.), most of whose members are either appointed by a public authority or elected by public franchise.<sup>24</sup>

**Government-dependent private institution:** A distinction is made between government-dependent and independent private institutions on the basis of the degree of a private institution’s dependence on funding from government sources. A government-dependent private institution is one that receives more than 50% of its core funding from government agencies. An independent private institution is one that receives less than 50% of its core funding from government agencies.<sup>25</sup>



**Note:** In many countries, private institutions and associations provide most or all technical and vocational training courses. For the purposes of the CDIS, only private institutions and/or associations that may be characterized as “government-dependent private institutions” in accordance with the proposed working definition are taken into account.

## Data Sources

- National official sources obtained from the Ministry of Education or other relevant public body.
- UNESCO Online Portal to Recognized Higher Education Institutions.<sup>26</sup>

21. Campbell, C. & Rozsnyai, C., *Quality Assurance and the Development of Course Programmes*, Papers on Higher Education Regional University Network on Governance and Management of Higher Education in South-East Europe (UNESCO, 2002).

22. Revised Recommendation concerning Technical and Vocational Education (UNESCO, 2001): <http://unesdoc.unesco.org/images/0012/001246/124687e.pdf>

23. Global Education Digest 2010, Comparing Education Statistics Across the World, (UIS, 2010), pp. 261-262

24. Global Education Digest 2010, Comparing Education Statistics Across the World (UIS, 2010), pp. 261-262

25. Global Education Digest 2010, Comparing Education Statistics Across the World (UIS, 2010), pp. 261-262

26. See: <http://www.unesco.org/new/en/education/resources/unesco-portal-to-recognized-higher-education-institutions>



## Calculation Method

This indicator is generated automatically when the relevant Data Table is filled in. To do this, enter “X” in the cell for each question if the country has at least one educational institution providing training in the five cultural fields selected at the tertiary and/or technical level.

The questions used to develop the indicator are given below for information. An equivalent value is given to each reply.

<i>Field</i>	<i>Education</i>	<i>Examples</i>
Is there at least one public or private government-dependent educational institution in your country that provides <b>heritage</b> training courses?	Tertiary (FPS)	Training leading to certificates or degrees in archaeology, history, restoration, architecture, curating, etc.
	Technical (FPT)	Technical training in preservation, digitalization, archiving, cataloguing, etc.
Is there at least one public or private government-dependent educational institution in your country that provides <b>music</b> training courses?	Tertiary (FMS)	Training leading to certificates or degrees in composition, conducting, performer and instrumentalist, musicology, etc.
	Technical (FST)	Technical training in sound, recording and producing music, etc.
Is there at least one public or private government-dependent educational institution in your country that provides training courses in the <b>visual and applied arts</b> ?	Tertiary (FAS)	Training leading to certificates or degrees in fine art, design, history of art, etc.
	Technical (FAT)	Technical training in specialist design, set design, stagehands, technical drawing, gold/silver work, fashion, etc.
Is there at least one public or private government-dependent educational institution in your country that provides training courses in <b>cultural management</b> ?	Tertiary (FGS)	Training leading to certificates or degrees in cultural management, cultural production, cultural policies, cultural mediation, cultural industry management etc.
	Technical (FGT)	Technical training in cultural event management, cultural accountancy, cultural management and mediation, projects design and management, etc.
Is there at least one public or private government-dependent educational institution in your country that provides training courses in <b>film and image</b> ?	Tertiary (FIS)	Training leading to certificates or degrees in cinema, journalism, photography, etc.
	Technical (FIT)	Technical training in filming and camera operation, lighting, make-up, animation, wardrobe, etc.



**Note:** Please use the proposed working definitions to determine whether there are any of the specified educational institutions in your country.

## Formula

$$\text{FPS} + \text{FPT} + \text{FMS} + \text{FST} + \text{FAS} + \text{FAT} + \text{FGS} + \text{FGT} + \text{FIS} + \text{FIT} / 10$$



## Guidelines for the interpretation of results

- The *Degree of coherency and coverage of the national technical and tertiary education system in the field of culture* is a benchmark indicator that gives a result ranging from 0 to 1. A result of 1 or close to 1 shows that the national public and government-dependent private education system is largely consistent and comprehensive in offering to current and future cultural professionals various types of training courses (technical, vocational and tertiary or higher) in different fields of culture-related studies and that the national authorities are manifestly interested and willing to invest in this field. Indeed, a result close to 1 means that the country provides a varied and coherent range of training at various levels in the field of culture, covering a variety of interrelated and interdependent spheres, in line with the needs of the various links in the value chain of the cultural cycle. Thus, when the result is far from the benchmark, special attention should be paid to any uncovered fields or spheres and types of training. Indeed, such lack of provision can hinder the emergence of a dynamic cultural class and the development of competitive local cultural enterprises and industries.
- To better understand the significance of the results, these should be analysed and interpreted against the national context and compared with other CDIS Education indicators and with CDIS indicators for other dimensions, such as economy, participation and social cohesion, governance and communication.