FORMAT			
1. **Name of resource**	**Measuring Cultural Participation**		
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000219213		
3. Alternative location			
4. Author[s]	UNESCO Institute for Statistics (UNESCO UIS)		
5. Publisher/producer/ host	UNESCO Institute for Statistics (UNESCO UIS)		
6. Year	2012		
7. Suggested citation	UNESCO UIS (2012). Measuring Cultural Participation. UNESCO UIS, Montreal.		
8. Languages in which available	English, Spanish		
9. Geographic area resource relates to	Global		
10. Does the resource relate to a specific time frame?			
11. Type	Report		Yes
	Toolkit/Framework/Roadmap		Yes
	Sign-post to other resource (database)		Yes
	Case studies		Yes
	Other		
12. If this is part of an initiative, what is the initiative?	This handbook is part of a series designed to facilitate the implementation of the 2009 UNESCO Framework for Cultural Statistics (FCS), which defined the standard definitions and framework for cultural statistics. By presenting current methodologies and key topics related to the measurement of cultural domains, the handbooks can assist Member States to develop cultural statistics in their countries.		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions the resource covers	**Museums**		X
	Archives		X
	Libraries		X
	Other		X
16. Does the resource relate to specific disciplines?	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and**	X	

	recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be used to help collecting institutions measure the success of their programmes to promote cultural participation for all.	

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT	
18. Collections-related activities the resource relates to (mark all that apply)	
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	X
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	X
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	

Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"The handbook provides statisticians and cultural officials with a state-of-the-art reference guide for the measurement of cultural participation, with particular attention to its feasibility in developing countries… The overall purpose is to present current trends in the measurement of cultural participation. Attention is paid to describing the limits of existing methods and tools, especially for crosscountry comparison of datasets and indicators. The concept underlying the handbook is that comparison should not generate a reductionist view of the phenomena but, on the contrary, progress towards a deeper understanding of cultural participation. To this end, the handbook recommends combining quantitative and qualitative approaches, bringing measurement and understanding together." (p.12)
21. Intended audience of resource	"This handbook has two main audiences: decisionmakers and professionals responsible for carrying out surveys." (p.14) "The publication aims to be a guide or resource for organizations interested in undertaking their own measurement of cultural participation and developing the necessary measurement tools, as well as a tool for raising awareness among policymakers of the importance of approaching cultural participation as a cross-cutting topic which needs to be understood in all its complexity.

	A substantial challenge to the handbook is its ability to attain a truly global scope, because of the great diversity of national approaches to the development, availability and use of cultural participation surveys and cultural statistics." (p.13)
22. Process of development	The handbbook is based on a commissioned report prepared by Alessandro Bollo, Luca Dal Pozzolo, Elena Di Federico and Christopher Gordon of the Fondazione Fitzcarraldo Onius. A substantial rewrite and editing of the handbook was subsequently carried out by Simon Ellis. José Pessoa and Lydia Deloumeaux (UIS) provided overall guidance in the preparation of this work.
23. Organisation/structure/contents	The handbook consists of four main chapters and four Annexes: Chapter 1 introduces the content of the handbook and the reasons for trying to measure cultural participation. This first chapter also explains the structure, objectives and methodology of the handbook and includes some instructions for using it, addressed to agencies and professionals designing surveys and commissioning institutions. Chapter 2 highlights and analyses key issues related to cultural participation, starting from a review of international surveys, providing examples of practical tools for enquiry, and elaborating with theoretical remarks. The chapter discusses the difficulty in finding an appropriate definition of the concept of cultural participation and sets it in the wider context of activity embedded within daily life, even if that is quite hard to define. Chapter 3 focuses on methodological content. It reviews the main methods available for studying cultural participation and provides practical suggestions to assist measurement. The authors consider cultural participation as a complex and multifaceted phenomenon that needs to be not just measured but also understood, and therefore recommend combining quantitative and qualitative approaches. It includes a draft checklist of core questions for cultural participation surveys. Chapter 4 provides final remarks and recommendations regarding the use and comparison of cultural participation studies. Annex I summarises in templates the main features of the

	surveys used for Chapter 2.2. Annex II provides a selected literature review. Annex III lists the various definitions of cultural participation found in the surveys considered in the handbook.
FRAMEWORKS	
24. Framework structure	The following Key recommendations are made regarding measuring cultural participation, and using the handbook (p.14-15): **Key recommendations for policymakers** A few recommendations are of key importance to policymakers and bodies/institutions commissioning surveys, regardless of their experience in cultural participation surveys and the development of statistical systems in their own particular country. 1) It is essential to acknowledge the complex and multi-faceted nature of cultural participation, with reference to a number of fields, not just limited to 'culture' and related policies. 2) It is recommended that any definition of cultural activities included in a survey is openly discussed with specialists from different fields, including statisticians, experts in qualitative research and sociologists. 3) So far as resources and constraints allow, it is recommended that information about cultural participation is collected regularly. Cultural participation surveys should not be one-off exercises but part of a body of regularly updated information about the general population, upon which consistent (not just cultural) policies can be built. Chapters 1 and 4 provide general considerations about the role of cultural participation surveys in policy and highlight the connection between participation in cultural activities and a wider concept of participation. Chapter 2 reviews a range of topics related to cultural participation. **Key recommendations for researchers** We consider that researchers (individuals, centres or organizations) will already have the necessary experience to deal with the associated tasks. However, for researchers who may be less experienced in cultural participation surveys, we thought it is helpful to emphasise a few key points. 1) Surveys carried out in other countries can provide inspiration and examples but cannot simply be 'copied' with minor changes and used in a different context. Specific working tools need to be developed for each country as appropriate, although the excerpts from international

	surveys included in Chapter 2 can provide some guidance.
	2) The draft model included in this handbook (in Chapter 3) should be treated as a checklist supporting the preliminary phases of survey design, a reminder of the main aims of any survey and of various aspects to be tackled. It is neither the skeleton of a complete questionnaire, nor a model simply to be refined.
	3) The first part of Chapter 2 can also be used as a theoretical checklist, to ensure that all the relevant elements are tackled in the survey. Should this not be possible, researchers should at least be aware of the multiplicity of issues surrounding cultural participation.
	Chapter 3. Measuring cultural participation presents a framework as follows:
	3.1 Towards a common approach for measuring cultural participation
	3.1.1. An operational definition of cultural participation
	3.2 Basic methods of studying participation
	3.2.1 The quantitative approach
	-administrative data
	-audience or visitor surveys
	-sample population surveys
	-time use surveys
	-household expenditure surveys
	3.2.2 The qualitative approach
	3.3 Methodological considerations
	3.3.1 Definitions and wording issues
	3.3.2 Population and sampling
	3.3.3 Timing, frequency and period of reference of the survey
	3.3.4 Methods of data collection
	3.4 Supplementary guidance on topics linked to cultural participation
	3.4 A draft checklist to measure cultural participation
	The draft checklist is broken down into Purpose (what is to be measured and why), Indicators, Sample Questions, Further specification, and a National Example (that is, where a particular question is asked as part of a country's evaluation of cultural participation). Sets of suggested indicators and sample questions are provided.
25. Relevant policy considerations	Yes

26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes

28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)

People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	

29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)

Gender perspectives	X
North and South perspectives	X

HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs

HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE

30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No

SDGs AND SDG TARGETS AND LINKAGES

34. Comments on SDG linkages	The resource can be used by collecting institutions to evaluate how effectively they provide effective services for the whole of society. The resource supports the achievement of SDGs and targets related to access to cultural property and services (SDG 1.4), gender equality (SDG 5), reducing inequalities (SDGs 4.5, 10.2, 10.3 and 10.4), supporting products based on local culture (SDG 8.9), employment (a number of targets associated with SDG 8), providing accessible and welcoming educational and public facilities (SDGs 3.4, 4.A, 11.7, and 11.A), effective and transparent institutions (SDG 16.6), reduction of discrimination (SDG 16.B), and monitoring and reporting of

	activity that supports social, environmental and economic sustainability (SDGs 12.6, 12.B and 17.19)
35. SDGs and SDG targets the resource helps advance	
SDG 1: End poverty in all its forms everywhere 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance	Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society. Numbers of people accessing collections. Number of targeted programmes that aim to enhance access to collections by disadvantaged groups. Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets. Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections. Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives. Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities. Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.

access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective
SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere	Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes in order to prevent discrimination against women and girls relating to collections and collection-based institutions.
SDG 5. Achieve gender equality and empower all women and girls 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life	Number and proportion of women included in programmes, partnerships and processes relating to collections and collections-based institutions at i. foundation/entry levels ii. intermediate levels iii. senior levels, including management, leadership and decision-making.
SDG 5. Achieve gender equality and empower all women and girls 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the	Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels.

empowerment of all women and girls at all levels	
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services	Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies. Number of micro-, small- and medium-sized enterprises supported. Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises. Total value of financial services or financial support provided to micro-, small and medium-sized enterprises.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	Increase in number of people in full and productive employment relating to collections, through job creation and recruitment. Increase in proportion of existing staff working with collections in productive employment. Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment. Removal of pay disparities by gender and/or other status for those working with collections. Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.6 By 2020, substantially reduce the proportion of	Number of young people in employment, education or training relating to collections. Number of people in dedicated programmes relating to collections, who would otherwise not be in employment, education or training.

youth not in employment, education or training	
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment	Number and proportions of staff working with collections in safe and secure working environments. Number of accidents and other health and safety incidents reported. Training and support provided for staff to ensure their wellbeing, health and safety. Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment. Reduction of numbers and proportions of staff on short-term or zero-hours contracts. Fair pay policies and procedures in place to prevent exploitation. Procurement policies that ensure that collecting institutions make use of people who are in decent employment, and that avoid exploitation throughout the supply chain.
SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products	Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers). Develop and implement plans to reduce and remove negative impacts of tourism. Numbers of activities and/or products drawing on local culture. Value to artisans and source communities of activities and products drawing on local culture.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or

promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard	Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.
SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality	Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups.

persons with disabilities	
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning	Considerations of regional economic, social and environmental trends and risks incorporated into collecting institutions' planning. Participation in local and regional planning, to foster access to services, cultural participation, prevent exclusion, and support equitable urbanisation. Ensure data collection and metrics can be useful for planning in conjunction with other sectors and between urban and rural areas. Number of outreach and other activities that promote awareness and accessibility of collecting institutions in urban and rural areas, and that promote awareness of regional development plans and risks, with opportunities for people and communities to input into such plans.
SDG 12 Ensure sustainable consumption and production patterns 12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle	Clear visions, strategies and plans in place for all aspects of sustainability – environmental, social and economic (people, planet, prosperity)- across all areas of activity. Visions, strategies and plans relating to sustainability to be publicly available and incorporated into planning documents. Commitments to be in line with local, regional, national and/or international targets and ambitions. Incorporation of sustainability into reporting for funders and other stakeholders, including the public. Reporting to include commitments and progress towards targets.
SDG 12 Ensure sustainable consumption and production patterns 12.B Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products	Quantitative and qualitative metrics identified, collected and reported for evaluating performance of tourism in terms of social, environmental and economic benefits and impacts for: -jobs -promotion of local culture -local and related products -positive social and environmental benefits -reduction of negative impacts of tourism, e.g. climate impacts, negative social and environmental impacts.

SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent institutions at all levels	***16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services*** Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place. Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters. Effective arrangements in place to fulfil legal and social obligations and responsibilities. Effective arrangements in place for transparent communication and reporting of institutional performance. Effective arrangements in place for transparent decision-making and accountability.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	***16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions*** ***16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group*** Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities. Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and working to promote inclusion and provide effective services for all of society.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support

to information and protect fundamental freedoms, in accordance with national legislation and international agreements	fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development	***16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law*** Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.
SDG 17. Partnerships for the goals 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries	Identification and implementation of measures for sustainable development incorporating social and environmental considerations. Identification and implementation of both quantitative and qualitative measures of sustainable development.

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