The Cultural Diversity Programming Lens
Special Mandate for the promotion of Cultural Diversity

Cultural diversity is by definition an enduring and central feature of the United Nations System in general and more particularly of UNESCO, which is entrusted with the mandate to ensure the preservation and “promotion of the fruitful diversity of cultures”

UNESCO contribution to the second session of the permanent forum on indigenous issues 12-23 may 20
UNESCO Universal Declaration on Cultural Diversity, the General Conference 2001
Adopted unanimously by 185 Member States

12 Articles

1 Action Plan
20 Main Lines of Actions

Article 1

“As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature”

20 October 2005: Adoption at the UNESCO General Conference by 148 Member States.

It will enter into force three months after its ratification by 30 States.

The convention seeks to reaffirm the links between culture, development and dialogue and to create an innovative platform for international cultural cooperation.
Transforming the principles into reality

Necessity to have a systematic, interdisciplinary evaluation of:

1) the promotion of principles of Cultural Diversity in programming and project design

2) the potential impacts that a project/programme may have on the targeted area by taking into account the cultural specificities

3) the needed adjustments in the project / programme components to make it culturally acceptable for all targeted groups

→ Understanding the context in which programmes are implemented to increase their efficiency.
Part 1

Concept and objectives of the Cultural Diversity Programming Lens
What is a Lens?

- A lens enables people to see. Its main purpose is to raise awareness.
- It is a list of questions, a check-list or a list of criteria with relevant means of measurements or indicators.
- It is a supplementary tool.
- It is a tool which can be used to systematically evaluate whether projects respect identified principles (here: cultural diversity).
- It is created in a participatory manner by those who will use it.
- It can be used at various stages of a programme: planning, implementing, monitoring and evaluating.
- It can be used for all programmes and activities (the Cultural Diversity Lens does not focus on Culture projects only.)
- It allows programme officers to take informed decisions.
Supplementary tool: does not provide a definition of what is Cultural Diversity - Building up on the way the concept is understood.

PC146, 7/12/2005
Previous lens developed by UNESCO

UNESCO has already successfully developed useful, widely-used participatory programming tools.

Ex: The Genia toolkit and the gender lens (Cambodia, Vietnam, Lao PDR, Mongolia, etc.)
Gender Lens for Education Projects
a simple check-list / a wide impact

- Are men and women fully involved in the needs assessment and design, implementation, monitoring and evaluation?
- Will the needs assessment explore the distinct needs of women and men (girls and boys)?
- Are the risks, high-risk behaviours and vulnerabilities of men and women (boys and girls) in the target group being appropriately addressed?
- Does the project include women and men (girls and boys) who are disadvantaged?
- Does the project have sex-disaggregated baseline data, gender objectives, expected gender equality results and related indicators?

If the project involves training:
- Will the ‘life experience’ of the female and male learners be valued in the training?
- Will the content and methods be appropriate for male and female learners?
- Will female and male learners be able to use the knowledge/skills gained in the local labour market, in their communities or in their homes?
- Will there be a gender balance of both trainers and learners?
- Will men and women be equal participants, decision-makers and beneficiaries?
- Does the monitoring checklist include clear gender mainstreaming requirements and sex-disaggregation of information?
- Does the project implementer have a gender-responsive organizational culture and a track record of empowering men and women (boys and girls)? If not, will the project implementation team be given gender training and be assisted to develop project-specific gender guidelines prior to the start of the project?
Who is using the Cultural Diversity Lens?

- UNESCO programme officers & policy-makers
- U.N. agencies programme officers & policy-makers
- • Government officials and policy-makers at local, provincial, national and regional level
- • programme officers in NGOs
- • Universities
- • Universities
Applying the lens

- Project proposals
- On-going projects
- Programmes and strategies for governmental, non-governmental and international organizations (UNDAF)
- Policies, laws, national legal acts and regulations
- Decision-making processes
Strategy for the development of the cultural diversity lens

2004:
- Bangkok workshop: drafting of a general framework and several thematic guidelines
  *(UNESCO Programme Officers for Culture in Asia-Pacific)*

2005:
- Advocacy and training workshops
  *(UNESCO Programme Officers for Education in Asia-Pacific; UNESCO Programme Officers in Bangkok Regional Office, Government representatives in East Asia, Canadian NGO)*
- Development of a draft toolkit
- Pilot applications in Asia-Pacific

2006-2007:
- Capacity-building with other UN agencies (UNFPA, UNESCAP)
- Improvement of the existing frameworks and adaptation to the new Convention (expert-meeting)
- Finalization of the toolkit
- Advocacy and training workshops
Part 2

Developing a thematic Cultural Diversity Programming Lens
Select and define relevant indicators based on the Cultural Diversity Programming Lens framework (through advisory committee or participatory research)

Adjust programme (include setting targets for reevaluation of the project)

Assess the significance of the results and determine and prioritize areas of the programme where action is needed

Determine results of the indicators

Policy / Programme components

Culturally appropriate filter

Setting up a museum or an exhibition

HIV/AIDS prevention programme

Ecotourism project

Organizing a training

Arts-Education in primary schools
There is not a unique perfect lens. Each programme officer can define its own.

PC146, 7/12/2005
Supporting tools

General Framework
- Based on the Universal Declaration on Cultural Diversity and its Main Line of Actions
- 10 main topics identified
- Prepared by Culture Unit, UNESCO Bangkok
- Work in progress

Thematic Lenses
- Set of questions and possible indicators and other means of verification already developed around a theme
- To be used as guidelines for programme officers working on related projects
- Some examples are already posted on the UNESCO Bangkok website: http://www.unescobkk.org/culture/lens
Each topic divided in sub-topics

Project ABC

- Exchanges within the community (intergenerational)
- Exchanges with visitors (intercultural)
  - Dialogue and cooperation
  - Protection of indigenous knowledge
    - Cooperation local/international experts
  - Interaction between modern sciences and traditional knowledge
  - Awareness-raising
    - Advocacy
  - Crafts
    - Performing arts
  - Promotion of cultural industries
  - Identification, documentation, archiving
    - Preservation, conservation
    - Restoration, revitalization
    - Tangible
      - Intangible
    - Identification of threats
  - Safeguarding cultural and natural heritage
  - Linguistic diversity
  - Legal aspects
    - National laws
  - Access and inclusion of all
    - Physical access
      - Economical access
      - Legal access
      - Social access
  - Participation of all
    - Host community
      - Women
      - Children
      - Elders
    - Government (all levels)
      - Private sector
      - Technical experts
      - Civil society
  - Languages of project document
    - Translation
      - Format
      - Written
      - Audio
  - Project outputs
    - Trainings
    - Decision-making process
    - Use of mother tongue
<table>
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<tr>
<th>Main topics</th>
<th>Key questions</th>
<th>Sub-topics</th>
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| 1. International rights and national laws | Does the programme take into consideration existing national laws and priorities as well as internationally-agreed human rights related to culture? | Ratification and implementation of international instruments promoting:  
  - Right not to be discriminated on the basis of race, colour, sex, language, religion, political or other opinion, ethnicity (including indigenous and minority groups), national or social origin, property, birth or other status, HIV/AIDS status, and disabilities  
  - Freedom of expression, thought, religion, media pluralism, and multilingualism  
  - Right to quality education and to choose the kind of education for your children  
  - Right to participate freely in the cultural life of the community  
Existence and enforcement of national laws and policies on:  
  - Culture  
  - Intellectual property rights (e.g. copyright, patents, trademarks)  
  - Socially-marginalized and minority groups  
  - Mobility, specifically artists’ mobility  
  - Creating conditions conducive to the production and dissemination of diversified cultural goods and services |
| 2. Access and inclusion of all | How will the programme increase (or decrease) opportunities for access / inclusion of persons and/or groups from diverse cultural backgrounds to the programme itself and to resources, services, and means of expression and dissemination? |  
  - Physical, economical, legal and social accessibility to the programme itself  
  - Improvement of access to education; domestic and international markets; art, scientific and technological knowledge  
  - Inclusion of persons or groups from diverse cultural backgrounds: ethnicity, religion, social group, sex, age, etc. (with special focus on obstacles to this inclusion)  
  - Content of materials linguistically and culturally-appropriate for all target groups  
  - Programme materials and methods adapted to various levels of literacy (including using drawings and/or audio in the programme) |
| 3. Participation of all      | How will the programme increase (or decrease) opportunities for participation of persons and/or groups from diverse cultural backgrounds in all phases of the programme and in society as a whole? |  
  - Participation of stakeholders and interest groups from diverse backgrounds – especially the primary beneficiaries – in all phases of the programme: research, need assessment, design, implementation, monitoring, and evaluation phase:  
    1. Host communities, all government levels, public and private sectors, civil society, research institutions, and domestic and international experts  
    2. Ethnicity, religion, social group, sex, age, etc. (with special focus on obstacle to this participation)  
  - Programme focus includes participation aimed at sustainability, empowerment, and capacity-building |
| 4. Linguistic diversity with special focus on the Mother tongue | UDCD: 5, 6, 9, 10 | How will the programme increase (or decrease) linguistic diversity? How will the programme increase (or decrease) access to resources and services in people’s mother tongue? | • Expression in the greatest number of languages • Cultural creation in the greatest number of languages • Dissemination of programme outputs and information in the greatest number of languages • Content and materials for both formal and informal education and relevant information are created or translated in mother tongue • Programme documents in languages understood by all stakeholders |
| 5. Safeguarding cultural and natural heritage | UDCD: 7, 9, 10 | How will the programme encourage (or discourage) safeguarding tangible and intangible cultural and natural heritage? | • Programme activities include: 1. Identification, documentation, archiving (including display) of tangible and intangible assets 2. Preservation, conservation, and protection 3. Restoration and revitalization • Use of performing arts and other cultural expressions for educational purposes in and out of the community • Monitoring mechanisms on the use of cultural and natural resources through the programme |
| 6. Promotion of cultural industries and cultural goods and services | UDCD: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 | How will the programme support (or hinder) the development of cultural industries? | • Use of crafts, performing arts, and other art forms income-generating activities • Improvement of the production, dissemination, and exchange of diversified cultural products and services • Programmes fostering creativity and diversity through recognition and protection of artists and authors’ rights and cultural works • Support in the emergence and consolidation of cultural industries and markets |
| 7. Promotion of the positive value and benefits of a culturally-diverse society | UDCD: 1, 12 MLA: 2, 7, 18 | How will the programme recognize, affirm, and promote the positive value and benefits of a culturally-diverse society? | • Project activities include: awareness-raising, advocacy and research  
• Educational and informational components to strengthen appreciation and respect of cultural diversity |
|---|---|---|---|
| 8. Interactions between modern science and traditional knowledge | UDCD: 7 MLA: 3, 8, 14 | How will the programme increase (or decrease) the opportunities to foster exchange and synergies between modern science and local knowledge? | • Incorporation of traditional and modern pedagogies, methods, and knowledge  
• Exchanges and cooperation between traditional and modern experts and practitioners  
• Protection of traditional knowledge |
| 9. Dialogue and cooperation | UDCD: 7, 10, 11, 12 MLA: 2, 3, 9, 10, 11, 17, 19 | How will the programme reinforce (or hinder) cooperation at local, national, and international level and increase (or decrease) opportunities for exchange and dialogue? | • Promotion of intergenerational and intercultural dialogue  
• Development of links between marginalized groups and technical experts, public and private sectors, civil society, research institutions, organizations and businesses  
• Cooperation and exchanges in the development of necessary infrastructures and skills (ex. technological/technical transfer)  
• Measures to counter the digital divide |
| 10. Others | | | |
Creating a thematic lens
Defining indicators

Cultural Diversity
Main topic (10) + key questions

Cultural Diversity
Sub-topic

Major Questions
related to theme

Indicators &
Means of
verifications

The **general framework** provides guidelines to develop **thematic lenses** or direct indicators.
Indicators and/or other areas of consideration.

PC146, 7/12/2005
A thematic cultural diversity lens looks like a simple list of questions

**Starting a tourism project**
- Are the stakeholders and potential partners, especially the targeted primary beneficiaries, from diverse cultural backgrounds identified, informed, and mobilized in the project design?
- Are provisions made to bring these stakeholders and partners together and for real dialogue to take place? Are the channels of communication appropriate and sufficient?
- Are the project documents and materials accessible and comprehensible to all stakeholders and relevant partners?
- Are the benefits and drawbacks of reviving cultural resources and developing tourist destination site carefully considered?
- To what extent are the threats to the culture of the tourist sites taken into account?
- Are the socio-cultural and natural resources properly identified and managed?
- Are there any minority laws and rights-based agreements and conventions recognized and implemented by the government?
- Are the linkages between cultural policies and tourism development issues made explicit?
- Is the selection and training of the tourist guides culturally and linguistically appropriate?
Or a list of questions with indicators

Major Questions: Are the project documents and materials accessible and comprehensible to all stakeholders and relevant partners?

Indicators & Means of verifications:
- Availability of materials in relevant and appropriate languages
- Effective storage and access of documents: materials available online, audiovisual aids, etc.
Part 3

Using the Cultural Diversity Programming Lens
Existing Lens

Thematic lenses have already been developed in previous workshops. The list of questions identified during these workshops can be used for projects dealing with similar issues or adapted.

Lens applied to Culture projects
- Safeguarding Intangible Cultural Heritage Project Lens
- Safeguarding and Revitalization of Movable Tangible and Intangible Heritage Lens (Through Museums, Exhibitions, and Cultural Events)
- Project Proposal for Tourism Development and Heritage Management Lens
- Lens for Education Projects

Lens applied to inter-sectoral activities and projects
- Post-Conflict Gender Sensitivity and Human Security Lens
- Lens for HIV/AIDS related project

Lens applied to general activities and projects
- Lens for Organizing Meetings, Workshops, Conferences, and Trainings
A simple list of question prior to “Starting a Tourism Project”

- Are the stakeholders and potential partners, especially the targeted primary beneficiaries, from diverse cultural backgrounds identified, informed, and mobilized in the project design?
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- Is the selection and training of the tourist guides culturally and linguistically appropriate?
Using the Cultural Diversity Programming Lens to evaluate a programme/policy

1. Select and define relevant questions based on the Cultural Diversity Lens general framework or thematic lens

2. Answer the question(s), determine results of the indicators and means of verification

3. Identify weaknesses of the programme, determine and prioritize possible action(s) if needed

4. Adjust programme (include setting targets for project reevaluation)

Programme: objective, workplan

General Framework
Existing thematic lens

Programme components

Culturally appropriate filter

Cultural baseline data, e.g.
- Cultural/natural heritage and other tangible expressions
- Cultural industries, inc. Crafts, performing art, etc.
- Language & communication systems
- Traditional belief systems
- Socio-cultural activities

Non-cultural baseline data, e.g.
- Socio-demographic data
- Economic data
- Legal aspects
- Data related to the programme: health, education, infrastructure
- Geographic data

Cultural and non-cultural data impacted by the programme
EXAMPLE

In 2005, UNESCO organized a conference in Australia: “Peace and Religion”.

The conference dates were 12-14 April.

No monks from Laos, Thailand could attend because the monks were attending New Year ceremonies in their temples.
The conference has been initially scheduled between April 10 and 15. These dates correspond to the celebration of the traditional Buddhist New Year in Southeast Asia. (qualitative indicator)

The participation of several Buddhist monks is essential to the discussion. The organizers shall reschedule the conference at a later date.

Compatibility of the dates and time schedule of the conference with the religious commitments of the participants.

The dates of the conference will be changed to suit the targeted participants' availability.

Programme components

Example: Is the event organized truly accessible for all participants (legal, social, physical and economic access)?

Programme: objective, workplan
A culturally-biased lens?

1. Select and define relevant questions based on the Cultural Diversity Lens framework or thematic lens.

2. Answer the question(s) and determine results of the indicators and means of verification.

3. Identify the weaknesses of the program and determine and prioritize possible action(s) if needed.

4. Adjust programme (include setting targets for project reevaluation).

Programme: objective, workplan

Cultural and non-cultural data impacted by the programme / policy

Non-cultural baseline data, e.g.:
- Socio-demographic data
- Economic data
- Legal aspects
- Data related to the programme: health, education, infrastructure
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Cultural baseline data, e.g.:
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Programme components

Culturally appropriate filter
KEY WORDS

- Cultural Diversity
- Guidelines
- Awareness-Raising Tool
- Systematic analysis
- Informed decision

http://www.unescobkk.org/culture/lens
Thank you

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