

# The global view of culture

Simon Ellis

Head of Science Culture & Communications

# Economic approaches to culture

- Creative industries
  - Eg Hong Kong Creativity index (*but* includes measures of social capital from World Values Survey)
  - IP
- Satellite accounts
  - Convenio Andres Bello, (Chile and Colombia)

# 'Enhancing' the economic model

- The added value of culture
  - Identity
  - Gift giving and in kind contributions
  - Exchange value
- Cultural assets
  - World heritage sites
  - Intangible assets

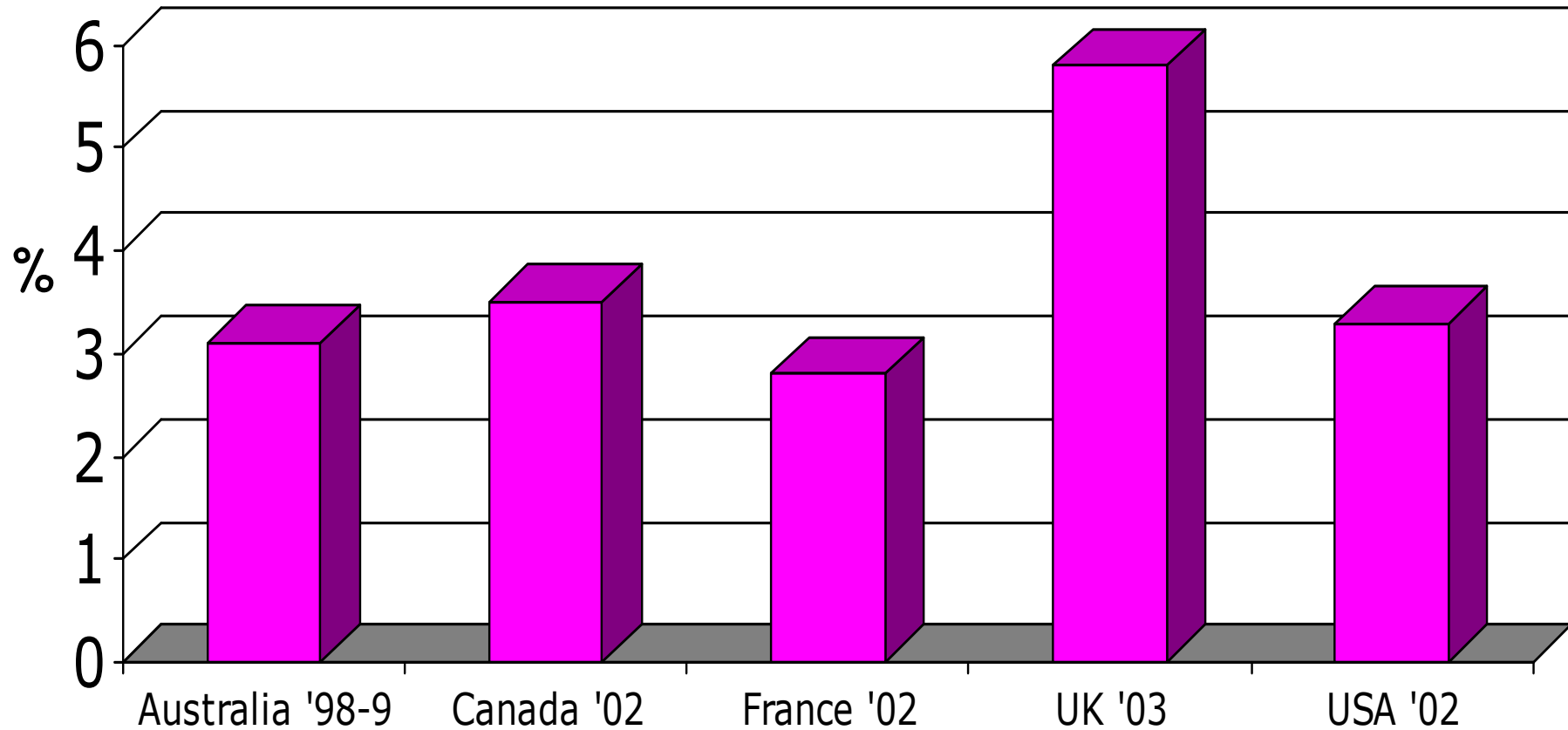
# Exchange; a developing country view

- An asymmetric view of markets and values. Is it 'a bargain'?
  - Production for tourists or locals?
  - your culture or our culture?
- How to ensure that cultural industries can be promoted to maximise their contribution to GDP?
  - Tourism & export or local

# Consumption/participation

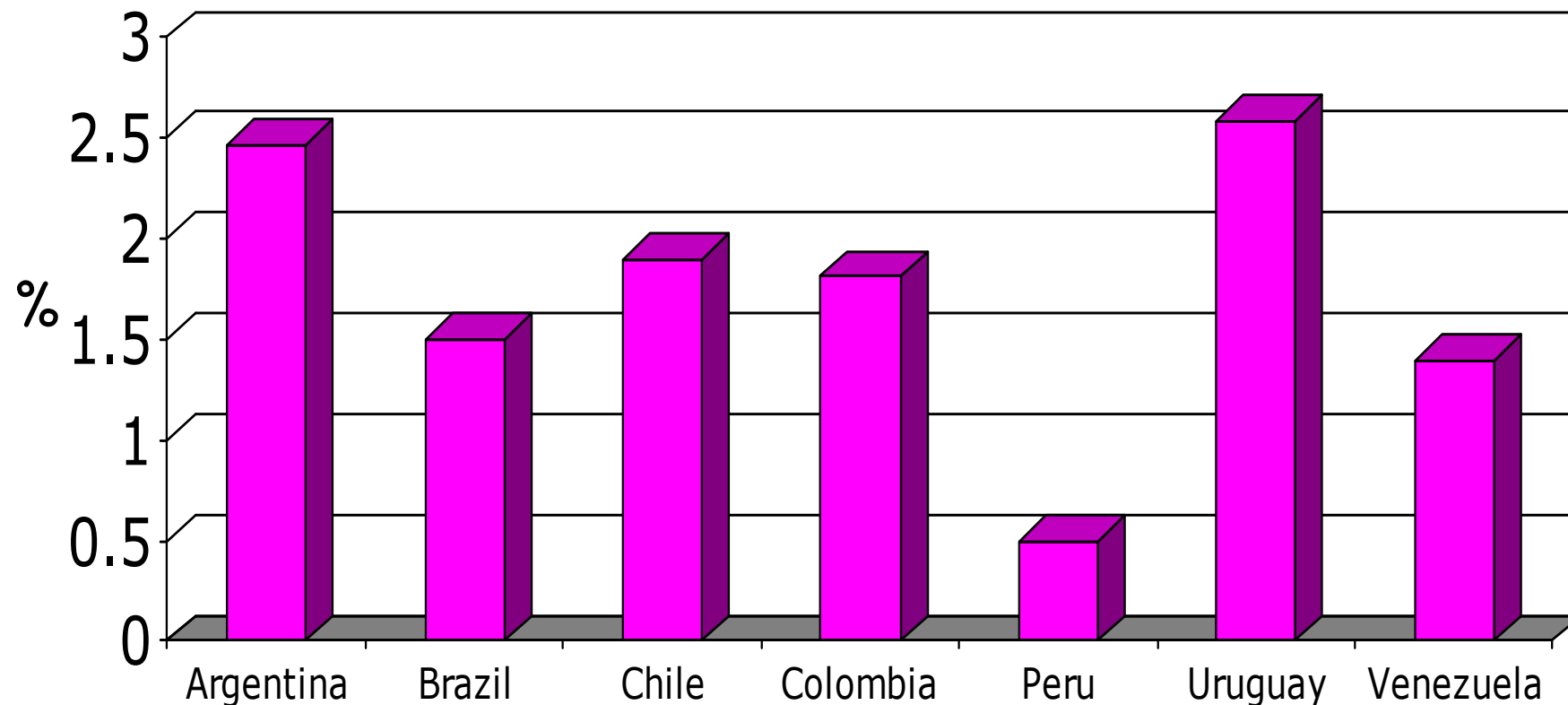
- Participation = consumption in OECD. In developing countries participants are often performers/producers too.
- Well-being = leisure. Leisure does not exist in the developing world
- UNESCO convention 'diversity of expression' & enjoyment of...

# OECD – cultural industries % contribution to GDP



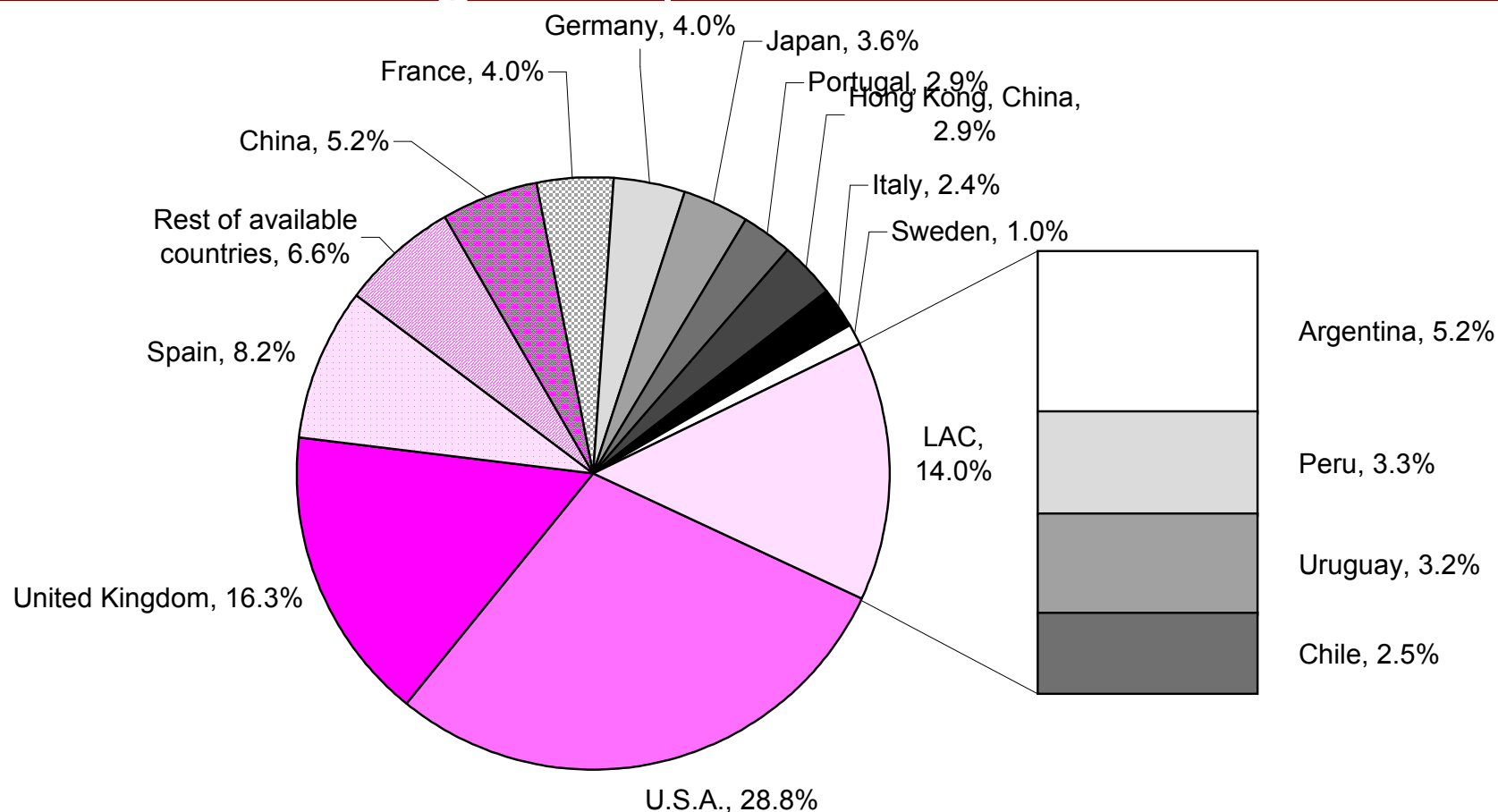
- Advertising architecture, video & film, music & performing arts, publishing, broadcast, art & antiques, design, crafts (OECD 2007)

# MERCOSUR – cultural industries % contribution to GDP 2002



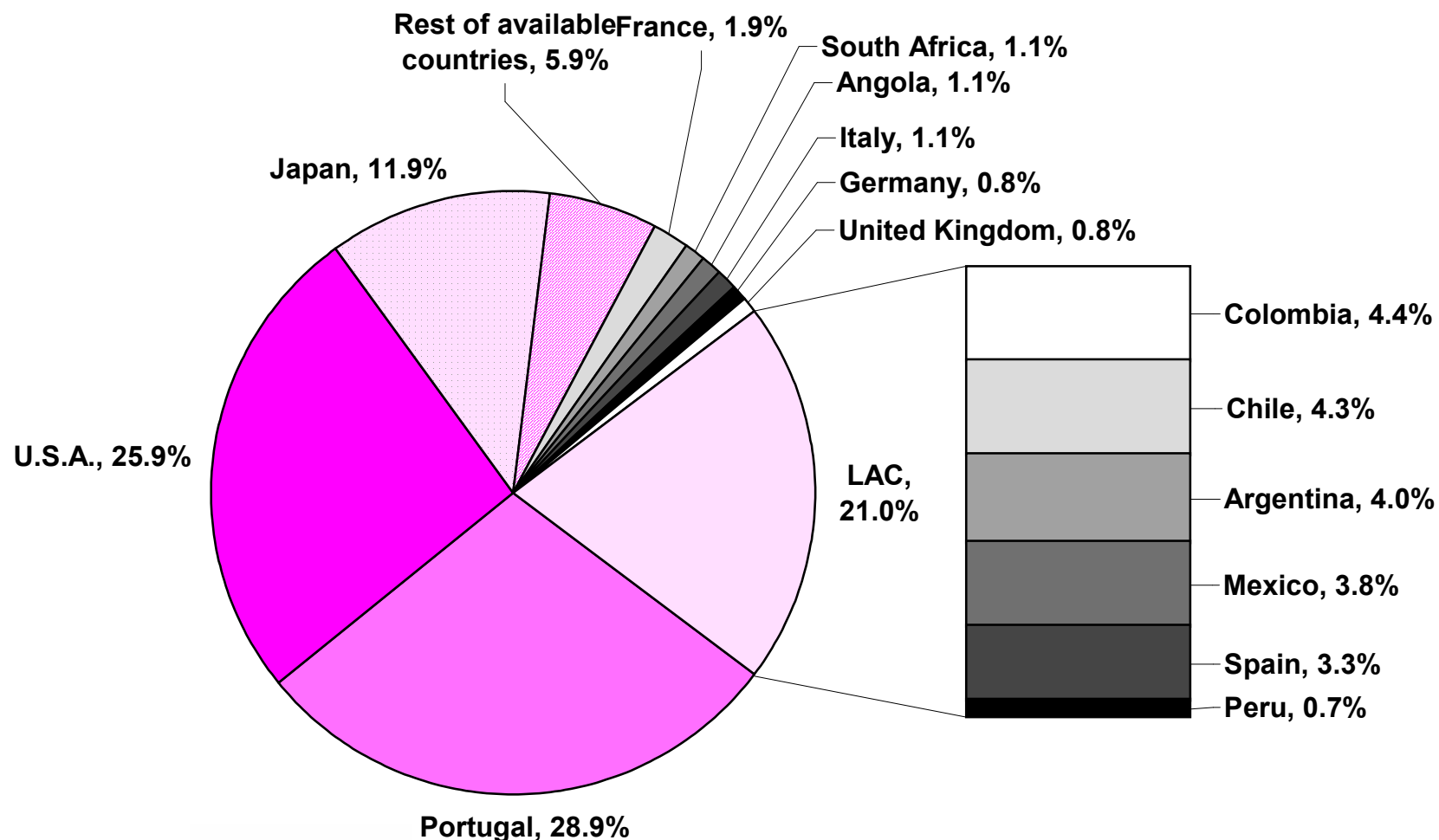
- Publishing and Leisure/cultural activities/sports (Ministry of Culture Argentina 2006)
- constant US\$; Argentina, Colombia, Uruguay, current US\$ Brazil?, Chile?, Peru, Venezuela?

# Total trade partners of Brazilian imports of core cultural goods, 2003



- Heritage goods, books & printed media, audiovisual & recorded media, visual arts (UIS 2005)
- Current US\$

# Total trade partners - Brazilian exports of core cultural goods, 2003



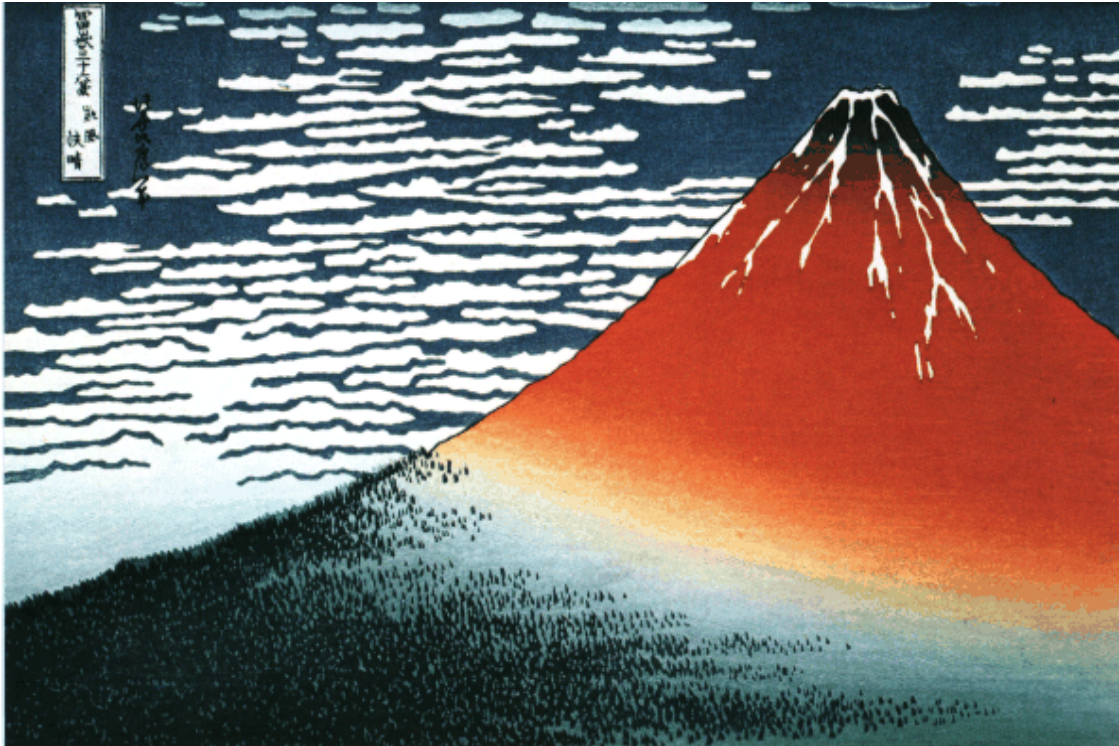
# An emerging model?

- Anchored in the international statistical framework; ISIC, ISCO, and CPC
- Transverse dimensions across all sectors relating to the dynamic creative/cultural process
  - ➔ Education; transmitting cultural values and breaking cultural barriers
  - ➔ Traditional knowledge; 'authenticity' and innovation, culture constantly changing
  - ➔ Assets and preservation; which also inspire new forms of content

# How many dimensions?

	SICs nuanced by occupation and product classifications			
	<b>Arts</b> Visual, fine, performing arts	<b>Heritage</b> Natural Cultural Tangible and Intangible	<b>Audio-visual</b> Film, video, new media	<b>Books &amp; Press</b>
Production & Consumption	<ul style="list-style-type: none"> <li>● <b>Employment</b></li> <li>● <b>Value</b></li> <li>● Performances</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Employment</b></li> <li>● <b>Value</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Employment</b></li> <li>● <b>Value</b></li> <li>● <b>No of titles</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Employment</b></li> <li>● <b>Value</b></li> <li>● No of titles</li> </ul>
Education	<ul style="list-style-type: none"> <li>● <b>Enrolment</b></li> <li>● Performances in/by schools</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Enrolment</b></li> <li>● <b>Attendance (visitor local)</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>ICTs in education</b></li> </ul>	<ul style="list-style-type: none"> <li>● School textbooks</li> </ul>
Traditional knowledge	<ul style="list-style-type: none"> <li>● <b>Craft artisan</b></li> <li>● Story tellers</li> <li>● <b>Festivals (\$ attendance)</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Intangible heritage (no of themes)</b></li> <li>● Biodiversity lang., medicines</li> </ul>	<ul style="list-style-type: none"> <li>● Traditional knowledge on the Internet</li> <li>● Audio-visual documentaries</li> </ul>	<ul style="list-style-type: none"> <li>● Languages in print</li> </ul>
Archiving & preserving	<ul style="list-style-type: none"> <li>● Document centres</li> </ul>	<ul style="list-style-type: none"> <li>● Conservation (jobs, \$)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Film archives (volumes)</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Libraries (volumes, transactions)</b></li> </ul>

# Economic impact of heritage - Mt Fuji



- Fountain pen
- Beer
- Train
- Car grille

- Mountain bike
- Board game
- Tea
- Water lily
- Bonzai tree
- Strong box
- T-shirt
- Peanuts
- Rice
- Kimono
- Coins and notes

# Ephemeral Arts - India



- **Street/village entertainers**
  - lower caste or no-caste
  - Nomads
- **Ephemeral Expressions**
  - Ritual floor decorations (kolams, alpanas, rangolis, muggus, mandhana etc)
  - Sanjhi on water
  - Cow dung votives, wall murals etc
  - Effigies (rathas, ravana & tazias etc)
  - Floral arts (garland-making, flower decorations etc)
  - Fireworks

# Entertainers - India



- **Itinerant street performers**
- **Circus artists**
- **Dance**
  - Margi
  - Semi classical/traditional
  - Neo-classical
  - Desi & Tribal
  - Contemporary/Modern
  - Costume Design and production
- **UNESCO intangible heritage**
  - Vedic chanting
  - Ramayana
  - Kutiyattam, Sanskrit Theatre

# Education; Bougainville, Papua New Guinea

- A matrilineal society threatened by
  - ➔ alienation of land from 'custodians'
  - ➔ wage-based economy
- Post-conflict situation leading to attempts to reinforce traditional values and authority – 'kastom'
- A national HDR based on
  - ➔ The needs of youth
  - ➔ Basic skills & traditional knowledge
- Incorporating traditional culture in education
  - ➔ The arts as the means for learning in 'oral' societies
  - ➔ The 'story teller' as the traditional educator



# Environment & well-being; Bhutan

- Limit of 10,000 visitors a year & constitution of 60% forest coverage
- Gross National Happiness
- Sustainability of environment and local economics
- Limited export potential
- Limited local demand for potential export goods
- Belief that well-being goes beyond GDP



# Crafts & Heritage; Uganda

- Cultural assets
  - Tombs of the Buganda Kings
- How to value?
  - CV techniques
  - Ranking
- Traditional knowledge
  - Craftsmanship
  - food and nutrition
  - dress-
  - medicine
  - tools, instruments
  - ritual music



# UIS actions

- Update 1986 standard
  - ➔ Take account of internet & globalisation
  - ➔ Include education and developing country perspective as key changes
- Encourage countries to survey consumption/participation as well as production
- Work on 'heritage' as cultural asset



---

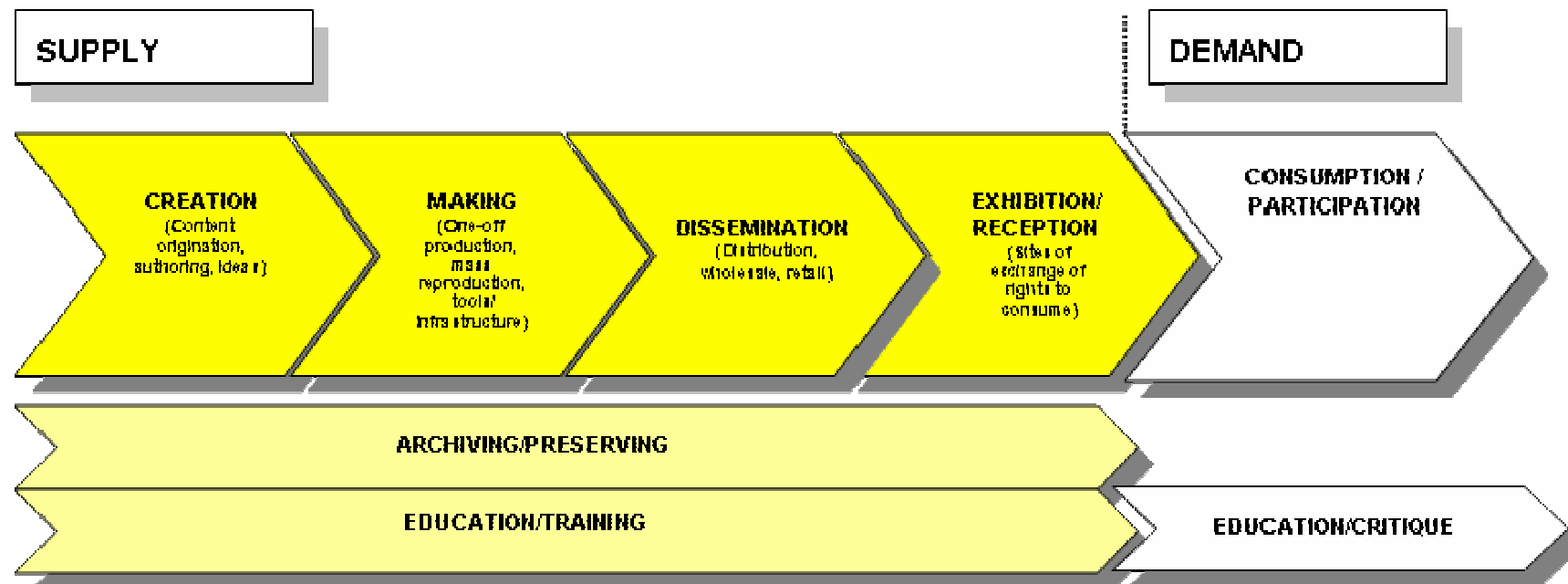
INSTITUTE *for* STATISTICS

# 'Traditional knowledge' – Latin America



- Indigenous peoples key concern
- Saving ways of life, language, & thought
- Outcomes & measures?

# The creative chain



# The role of international classifications

- Sets the standard for National Statistics Offices
- Central Product Classification; most important for culture but not used often (UN)
- International Standard Industrial Classification; most commonly used classification (ILO)
- International Standard Classification of Occupations; joint UIS, OECD, WIPO proposal submitted (ILO)

# Towards social impact

- *Goods and production* – the basic statistical framework
- *Consumption* – is it symmetrical with production?
- *Social capital* – networks that help inspire production and link consumers with common values
- *Wellbeing* – resulting from shared identity with community and ability/income to consume/produce appropriate cultural expressions

# 'Traditional knowledge' – Latin America



- Indigenous peoples key concern
- Saving ways of life, language, & thought
- Outcomes & measures?