
Culture and Development

*Review of MDG-F Joint Programmes Key
Findings and Achievements.*



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Culture and Development

MDG-F Thematic Study: Review of Key Findings and Achievements

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I. Executive summary

Background

This thematic study aims to capture the main achievements of the 18 Joint Programmes (JPs)¹ funded under the Thematic Window on Culture and Development of the UNDP-Spain MDG Achievement Fund (MDG-F). The MDG-F is the result of a major partnership signed in December 2006 by the United Nations Development Programme (UNDP) and the Government of Spain, with the aim of contributing to progress on the Millennium Development Goals (MDGs), the internationally-agreed objectives in the field of development which have, since 2000, galvanised international efforts to meet the needs of the world's poorest. The MDG-F was initially provided with a contribution of €528 million (USD 710 million), which increased by €90 million (USD 121 million) in 2008.

Even though cultural aspects are not explicitly referred to within the MDGs, the last decade has witnessed an increasing recognition of the links between cultural aspects and human development. The connection between culture and development was made explicit in the Outcome Document of the MDG Review Summit held at the UN General Assembly in September 2010, as well as two other recent resolutions. Other international milestones in recent years include a number of legal documents (including UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions) and major international reports (including the 2004 edition of UNDP's Human Development Report, entitled *Cultural Liberty in Today's Diverse World*, and the two UNCTAD / UNDP *Creative Economy Reports* published in 2008 and 2010), as well as policies, programmes and publications designed by several local, regional and national governments, development agencies, regional and international organisations and NGOs.

The 18 JPs funded under the MDG-F's Thematic Window on Culture and Development stand as a substantial contribution to this area, taking account of the financial resources provided and the innovative and diverse approaches implemented. The main arguments given for the affirmation of the place of culture in human and sustainable development are twofold. On the one hand, culture is seen as a *resource* to achieve international development objectives in other fields of human activity, including the alleviation of poverty and social exclusion, the promotion of health and education and the preservation of the environment. On the other hand, culture is also affirmed as a *substantial component* of human and sustainable development, rather than merely existing as a tool for the achievement of results in other fields.² Activities supported under the Thematic Window's 18 JPs, which are diverse in terms of the countries where they have been implemented, the topics addressed and the achievements sought, attest to both these perspectives.

Achievements and key results

¹ In the UN context, a Joint Programme (JP) is a programme involving two or more agencies, resulting from a joint programming process. Within the context of approved agency country programmes and signed agreements, a JP is outlined in a single document, which describes the linkages between and responsibilities of all participating agencies. Different funding mechanisms can be adopted. The use of JPs has been fostered in recent years. For additional information, visit <http://www.undg.org/index.cfm?P=237> [Last visit: 28/11/2012]

² See Section II.2 for more detailed information about these arguments and additional references.

On the basis of the evidence collected, the study identifies six thematic areas of impact, some of which can directly be related to MDGs (poverty reduction, education, health, environment) and others which can be seen as key factors in the achievement of the MDGs and which can simultaneously be related to several MDGs (development and strengthening of cultural capacity, and contribution to governance and policy-making). They are briefly summarised below:

1. Strategies aimed at poverty reduction. All JPs included activities aimed at enhancing economic capacities and broadening income opportunities in the cultural sector, often with a focus on disadvantaged communities. The main intervention areas include supporting productive capacity in the cultural industries and related sectors and fostering the economic potential of cultural heritage (notably tangible heritage). All JPs have provided small-scale producers with training and capacity-building opportunities and with adapted resources to foster production, distribution and/or consumption. Evidence has also been found of the increase in income and employment generated by these interventions in several countries, particularly among disadvantaged communities. The training of women in the crafts sector has been seen to contribute not only to broadening their economic opportunities but also to enhancing women's role in the household and the community, leading to a reduction of gender-based violence and an increased ability to manage family budgets and discuss taboo subjects (Cambodia, Senegal). In the field of cultural heritage, JPs have contributed to the inclusion of two cultural sites in Senegal in the World Heritage List, as well as the design of management plans for the preservation of heritage sites and the attraction of cultural tourism (Egypt, Turkey, etc.).

2. Access to and improvement of education. The development and cultural adaptation of educational programmes, approaches and tools to tackle obstacles to education, the promotion of intercultural understanding in the educational context and the design of educational strategies with cultural contents aimed at making education more attractive for disadvantaged groups are some of the methods used by JPs to contribute to the achievement of international objectives in the field of education, including MDG 2 (Achieve Universal Primary Education). Several studies have also been conducted in the context of the Thematic Window, most of them aimed at analysing cultural contents in existing educational programmes and seeking how to foster integration of disadvantaged and minority groups in the educational system. Relevant examples have been found in, among others, China, Costa Rica and Bosnia and Herzegovina.

3. Access to and improvement of health. The Thematic Window has provided the opportunity for the design and implementation of very innovative programmes in the field of health, including the cultural adaptation of health techniques, the promotion of dialogue between formal and traditional health practitioners and the design of new governance and policy frameworks in the field of health. Whereas only a limited number of JPs have addressed these issues (China, Ecuador, Mozambique, Namibia), models and achievements presented hereafter could inspire developments in other countries, insofar as the necessary adaptation measures are considered. Programmes have often simultaneously focused on issues addressed by MDGs 4 (Reduce Child Mortality) and 5 (Improve Maternal Health), whereas fewer initiatives have dealt with MDG 6 (Combat HIV/AIDS, Malaria and Other Diseases).

4. Contribution to environmental sustainability. Plans for the joint management of cultural and natural heritage sites, the assets of which reinforce one another, and the enhancement of traditional techniques for the preservation of natural resources are some of the areas in which cultural activities have contributed to the preservation of environmental sustainability. Evidence of contributions to the achievement of MDG 7 (Ensure Environmental Sustainability) has been found in a few cases (Egypt, Senegal, Mozambique). It is worth noting that progress in this field may be particularly slow.

5. Development and strengthening of cultural capacity. Several activities supported under the Thematic Window have contributed to strengthening beneficiary countries' ability to develop cultural policies and programmes aligned with the achievement of development objectives. By reinforcing the knowledge base, raising awareness, fostering the adoption and implementation of new laws, policies and governance models, building individual and organisational capacities and creating new cultural infrastructures, these initiatives aim to address some of the hindrances that have traditionally prevented stronger links between the culture and development agendas and serve to recognise the substantial role played by cultural resources and capacities in the promotion of sustainable development. Specific examples include the setting-up of new cultural information systems, particularly in Latin America, as well as specialised databases and baseline studies (Ethiopia, Mauritania, Cambodia, etc.); the promotion of participative mapping exercises fostering the inclusion of minority groups (Costa Rica, Nicaragua, China), the adaptation of national legislation to international standards, the improvement of governance structures and support policies, the design of new postgraduate courses (Albania, Honduras) and the improvement of local cultural infrastructure (Senegal, Ethiopia, Costa Rica, Uruguay, Honduras, Morocco, Cambodia, etc.).

6. Broader governance developments. The results of certain JPs can be linked to broader national political objectives, including the strengthening of constitutional values (Ecuador), regional integration (Bosnia and Herzegovina), the preservation of cultural identity (Occupied Palestinian Territory) and decentralisation processes (Morocco, Nicaragua, Mozambique, Bosnia and Herzegovina). Programmes have also fostered the mainstreaming of a gender perspective in the institutional and political context, as well as the participation of women in public life (Morocco, Ecuador) and have contributed to the empowerment of women through the broadening of social, economic and civil opportunities.

Conclusions

Sustainability. Several JPs or individual interventions supported in the context of JPs have become sustainable after their initially-envisaged lifetime. This includes the design of new framework programmes which build on the legacy of the JPs (Ecuador, Bosnia and Herzegovina, Nicaragua, Egypt, etc.), the institutional integration of JPs' processes and products, improvements in the knowledge base, the branding and visibility of the programme's key aims and achievements and the sustained results of training and capacity-building activities.

Replicability. Several activities funded in the context of the Thematic Window have become models for replication in other areas of the beneficiary country or in neighbouring countries. Key aspects facilitating the replication of programmes include the innovative and successful nature of some of the pilot projects implemented (e.g. support to the cultural and creative industries, promotion of intangible heritage, integration of an intercultural perspective in health and educational policies, development of cultural mapping exercises, etc.), the promotion of participatory models and the trend towards decentralisation, which allows the transfer of models among different local authorities within one country.

Lessons learned. On the basis of the evidence presented and the positive and negative experiences observed, some lessons which could inform future programme design can be identified and are briefly presented in the main study. They concern the design of programmes, the cultural dimension of development programmes, the links between poverty reduction and culture, the governance of programmes, awareness-raising and monitoring and evaluation.

Recommendations

Enabling environment. The conditions conducive to a more dynamic cultural sector, which can enhance its contribution to the achievement of international development objectives, could be strengthened by better integrating cultural development support into broader economic strategies, diversifying funding sources, better analysing the potential in national and international markets and addressing inequalities through structural analysis, participation and specific opportunities.

Tackling cultural aspects. The specific cultural dimension of international development programmes and projects should be strengthened by reinforcing cultural policies, providing specialised training, improving the knowledge base, developing and implementing cultural impact assessment tools and fostering awareness-raising.

Knowledge sharing and advocacy in international forums. Finally, and in the context of preparations for the post-2015 agenda for international development, knowledge-sharing and awareness at international level should be fostered by increasing the visibility of JPs' outputs, fostering cross-country learning and stressing the specific, distinctive elements of culture.

II. Background

II.1. Context

This thematic study aims to capture the main achievements of the 18 Joint Programmes (JPs)³ funded under the Thematic Window on Culture and Development of the UNDP-Spain MDG Achievement Fund (MDG-F). The MDG-F is the result of a major partnership signed in December 2006 by the United Nations Development Programme (UNDP) and the Government of Spain, with the aim of contributing to progress on the Millennium Development Goals (MDGs), the internationally-agreed objectives in the field of development which have, since 2000, galvanised international efforts to meet the needs of the world's poorest. The MDG-F was initially provided with a contribution of €528 million (USD 710 million), which increased by €90 million (USD 121 million) in 2008.

The MDG-F supports innovative actions with the potential for wide replication and high impact in selected countries and sectors, within the framework of the 2000 Millennium Declaration's global partnership for development and the 2005 Paris Declaration on Aid Effectiveness. Its decisions and approach have been informed by the imperatives of ensuring national and local ownership of activities, alignment with national policies and procedures, coordination with other donors, results-orientation and mutual accountability. In particular, support is provided to policies and programmes that promise significant and measurable impact on selected MDGs, the testing and/or scaling-up of successful models, innovation in development practice and mechanisms that improve the quality of aid. The MDG-F also strives actively to strengthen inter-agency coherence and effectiveness. The MDG-F Secretariat, the operational coordination unit for the MDG-F, has now commissioned a series of analytical studies on the results achieved so far by JPs in each of the 8 thematic windows that make up the Fund.⁴

The Thematic Window on Culture and Development is one of the 8 key thematic areas identified by the MDG-F. It supports 18 JPs in Africa, the Middle East and North Africa, Asia, Eastern Europe and Latin America, with a total allocation of USD 95.6 million. JPs address a diversity of areas, including the preservation and promotion of cultural heritage as a resource in identity building, community cohesion and cultural tourism; support for the cultural and creative industries as a factor in social and economic development; and strengthening intercultural dialogue and cultural understanding in countries with a high level of ethnic diversity or which have experienced conflict.

Following the executive summary, this Chapter introduces the Thematic Window and JPs funded in this context. Chapter III presents the main achievements and results identified in JPs funded under the Thematic Window, on the basis of a set of thematic areas which either derive directly from the MDG framework or can indirectly contribute to the achievement of the MDGs. Chapter IV summarises the main conclusions observed, including aspects which can facilitate the sustainability and replicability of results and key lessons learned from the analysis. Finally, Chapter V presents a set of recommendations aimed at key stakeholders in the field of culture and international development.

³ In the UN context, a Joint Programme (JP) is a programme involving two or more agencies, resulting from a joint programming process. Within the context of approved agency country programmes and signed agreements, a JP is outlined in a single document, which describes the linkages between and responsibilities of all participating agencies. Different funding mechanisms can be adopted. The use of JPs has been fostered in recent years. For additional information, visit <http://www.undg.org/index.cfm?P=237> [Last visit: 28/11/2012]

⁴ In addition to Culture and Development, the MDG-F's other 7 Thematic Windows include Economic Democratic Governance; Gender Equality and Women's Empowerment; Youth Employment and Migration; Private Sector and Development; Environment and Climate Change; Conflict Prevention and Peace Building; and Children Food Security and Nutrition.

References used in the course of the exercise are summarised in Annex 1, whereas the aims and methodology of the study can be found in Annex 2.

II.2. Thematic background: culture and international development

Even though cultural aspects are not explicitly referred to within the MDGs, the last decade has witnessed an increasing recognition of the links between cultural aspects and human development, as shown, among others, by the MDG-F's integration of cultural diversity as one of the eight thematic areas covered. The connection between culture and development was also made explicit in the Outcome Document of the MDG Review Summit held at the UN General Assembly in September 2010, which affirmed that '*We emphasize the importance of culture for development and its contribution to the achievement of the Millennium Development Goals*' and that '*We consider that the cultural dimension is important for development. We encourage international cooperation in the cultural field, aimed at achieving development objectives.*'⁵ Specific references to culture were also included with reference to indigenous peoples and the need to adapt HIV prevention programmes to cultural contexts (as per MDG 6).⁶

The argument was reinforced a few months later through the adoption by the UN General Assembly of a specific Resolution on Culture and Development which, welcoming the content of the aforementioned Outcome Document, encouraged Member States, intergovernmental bodies, organisations of the UN system and relevant NGOs to take measures to foster the integration of cultural diversity in development policies and programmes. The resolution also encouraged UNESCO, as the lead UN agency in the field of culture, to provide support to developing countries for the implementation of international cultural conventions, taking into account the MDGs, and asked the UN Secretary-General to submit a progress report and assess the desirability of organising a UN conference on culture and development.⁷

Both these texts build on a set of contributions and achievements recorded in recent years (including legal documents, international reports and other contributions) which have led to the affirmation of the cultural dimension of development.

Legal documents in this field have been adopted particularly in the UNESCO framework, including 2001's Universal Declaration on Cultural Diversity,⁸ 2003's Convention for the Safeguarding of the Intangible Cultural Heritage⁹ and 2005's Convention on the Protection and Promotion of the Diversity of Cultural Expressions,¹⁰ which have helped to reinforce the attention to cultural affairs in the international scene and highlighted their relevance in other policy areas, including development and international trade.

In this respect, it is also worth noting that the Outcome Document of the UN Conference on Sustainable Development held in Rio de Janeiro in June 2012 ('Rio+20') again mentioned the place of culture in development, as follows: '*We acknowledge the natural and cultural diversity of the world,*

⁵ UN General Assembly, 'Keeping the Promise: united to achieve the Millennium Development Goals', A/RES/65/1 (2010), para 16 and 66. Available at www.un.org [5/11/2012].

⁶ Ibidem, para 55 and 76(b)

⁷ UN General Assembly, 'Culture and development', A/RES/65/166, adopted on 20 December 2010, published on 28 February 2011. Available at www.un.org [5/11/2012].

⁸ UNESCO, Universal Declaration on Cultural Diversity (2001). Available at www.unesco.org [05/11/2012].

⁹ UNESCO, Convention for the Safeguarding of the Intangible Cultural Heritage (2003). Available at www.unesco.org [05/11/2012].

¹⁰ UNESCO, Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005). Available at www.unesco.org [05/11/2012].

and recognize that all cultures and civilizations can contribute to sustainable development'. The document was later endorsed as a Resolution by the UN General Assembly.¹¹

These conventions, declarations and resolutions have been underpinned by a number of major international reports which have contributed to building the knowledge base and raising awareness about the role of culture in international developments. Significant milestones in this context include 1996's *Our Creative Diversity*, the report of the World Commission on Culture and Development chaired by Javier Pérez de Cuéllar;¹² the 2004 edition of UNDP's Human Development Report, entitled *Cultural Liberty in Today's Diverse World*;¹³ and the two UNCTAD / UNDP *Creative Economy Reports* published in 2008 and 2010.¹⁴

In addition to these documents produced in the UN context, several local, regional and national governments, development agencies, regional and international organisations and NGOs have designed policies and programmes, held conferences and released publications which explore the links between culture and human development.

The convergence between the culture and development agendas has also been analysed in specialised literature, as academics have shown an increasing interest on the potential contribution of cultural aspects to human development, but also the challenges found in actual policy and programme implementation. They have also contributed to reinforcing a multidimensional understanding of human and sustainable development, which is partly shaped through cultural factors.¹⁵

Whilst the present study does not aim to discuss existing knowledge in this field, it is worth presenting, albeit briefly, the main arguments given for the affirmation of the place of culture in human and sustainable development. These can somehow be summarised under two chapters, as follows:

- a) On the one hand, culture is seen as a *resource* to achieve international development objectives in other fields of human activity, including the alleviation of poverty and social exclusion, the promotion of health and education and the preservation of the environment. This so-called *transversal* or *horizontal perspective* leads to the promotion of investment in the cultural and creative sector (the so-called 'creative economy') as an economic resource, the adaptation of health or education programmes to the cultural and linguistic context in which they are implemented and the exploration of the role that traditional knowledge can play in the preservation of natural resources, among others. In this sense, cultural aspects (including the recognition of ethnic minorities and indigenous peoples, a balanced

¹¹ UN General Assembly, 'The future we want', A/RES/66/288 (2012), Annex, para 41. Available at www.un.org [05/11/2012].

¹² World Commission on Culture and Development, *Our Creative Diversity* (Paris: UNESCO, 1996).

¹³ Sakiko Fukuda-Parr (dir.), *Human Development Report 2004. Cultural liberty in today's diverse world* (New York: UNDP, 2004). Available at <http://hdr.undp.org> [05/11/2012].

¹⁴ UNDP and UNCTAD, *Creative Economy Report 2008. The Challenge of Assessing the Creative Economy: towards Informed Policy-making* (Geneva and New York: UNCTAD and UNDP, 2008), available at www.unctad.org [05/11/2012]; and UNDP and UNCTAD, *Creative Economy Report 2010. Creative Economy: A Feasible Development Option* (Geneva and New York: UNCTAD and UNDP, 2010), available at www.unctad.org [05/11/2012].

¹⁵ As regards this, see, among many others, Amartya Sen, 'Culture and Development', World Bank Meeting, Tokyo (2000), available at www.worldbank.org [28/11/2012]; François Matarasso (ed.), *Recognising Culture. A series of briefing papers on culture and development* (London: Comedia / Department of Canadian Heritage / UNESCO, 2001); Colin Mercer, *Towards Cultural Citizenship. Tools for Cultural Policy and Development* (Stockholm: The Bank of Sweden Tercentenary Foundation / Gdilunds förlag, 2002); Vijayendra Rao and Michael Walton (eds.), *Culture and Public Action: a Cross-Disciplinary Dialogue on Development Policy* (Stanford: Stanford University Press, 2004); Helmut Anheier and Yudhishtir Raj Isar (eds.), *The Cultures and Globalization Series*, 5 volumes published (Sage Publications, 2007, 2008, 2010, 2011, 2012); and David Throsby, 'Culture in Sustainable Development: Insights for the Future Implementation of Art. 13', CE/08/Throsby/Art.13 (Paris: UNESCO, 2008), available at www.unesco.org [30/11/2012].

representation of diverse cultural expressions, etc.) should be mainstreamed in all development processes, before, during and after implementation (e.g. through cultural awareness tools, cultural impact assessments, etc.).¹⁶

- b) On the other hand, culture is also affirmed as a *substantial component* of human and sustainable development, rather than merely existing as a tool for the achievement of results in other fields. This *vertical perspective* can somehow be interpreted as a response to the mainstreaming of culture in other policy fields and the absence of culture from international frameworks such as the MDGs, which risked neglecting the substantial, distinctive nature of cultural aspects, as well as an affirmation of the specific role of culture in human dignity – it is worth recalling that cultural rights are included in 1948's Universal Declaration on Human Rights and 1966's International Covenant on Economic, Social and Cultural Rights. In this respect, the place of culture as 'the fourth pillar of sustainable development' (alongside the economic, social and environmental aspects of development) has been described¹⁷ and the need for future internationally-agreed development goals to include explicit, substantial objectives in the field of culture has often been suggested. By recognising that the affirmation of cultural identities is essential to human beings and that cultural expressions have both an economic and a symbolic dimension, the stage is set for the design of cultural policies, which should contribute to the respect, fulfilment and protection of cultural rights.¹⁸

As shall be seen below, activities supported under the Thematic Window's 18 JPs have addressed a wide range of policy areas and attest to both these perspectives – which can in fact reinforce one another and are often combined in the design and delivery of programmes. On the one hand, the JP's obvious focus on the achievement of the MDGs has led to a wide range of economic development, health, educational and environmental programmes in which a cultural dimension is integrated, often –but now always- with a view to increasing access and participation of indigenous peoples, ethnic minorities and other disadvantaged groups. On the other hand, programmes have also provided for improving cultural knowledge, infrastructure and expressions or developing them anew – by, among others, enhancing cultural heritage sites, enlarging the opportunities of cultural producers, setting up new cultural databases and drafting legislation in this field. In the context of the MDGs, it should be understood that the latter activities can have direct or indirect effects in the achievement of international development goals. Overall the 18 JPs stand as a substantial contribution to this area, taking account of the financial resources provided and the innovative and diverse approaches implemented.

II.3. The Thematic Window on Culture and Development

¹⁶ An interesting analysis of the role of culture as a *horizontal factor* influencing other areas of development policy is presented by the Culture and Development Strategy of the Spanish Agency of International Cooperation for Development. Agencia Española de Cooperación Internacional, *Estrategia de Cultura y Desarrollo de la Cooperación Española* (Madrid: Ministerio de Asuntos Exteriores y Cooperación, 2007), especially pages 15-18; available at www.aecid.es [28/11/2012].

¹⁷ Jon Hawkes, *The Fourth Pillar of Sustainability. Culture's essential role in public planning* (Melbourne: Cultural Development Network (Vic) and Common Ground, 2001). Available at <http://www.culturaldevelopment.net.au/community/Downloads/HawkesJon%282001%29TheFourthPillarOfSustainability.pdf> [95/11/2012]. The 'fourth pillar' paradigm is one of the key arguments behind a number of initiatives and programmes in the field of culture and development, including the Agenda 21 for culture promoted by the international organisation of local authorities United Cities and Local Governments (UCLG); cf. www.agenda21culture.net [05/11/2012].

¹⁸ A wide range of policies and programmes can be identified in this context, including artistic and cultural education and training, heritage preservation and promotion, provision of creative opportunities for different social groups, support to artistic production and dissemination, promotion of access to culture, etc.

The Terms of Reference prepared in 2007 for the selection of JPs under the Thematic Window on Culture and Development¹⁹ indicated that the MDG-F would welcome applications that aimed to:

- ▶ *'Design, implement, and evaluate public policies that facilitate the political participation and protect the rights of groups excluded on cultural grounds.'* In this respect, JPs have supported the cultural adaptation of public policies and programmes in fields such as health, education and environmental preservation, contributed to integrating a gender perspective in a wide range of policy fields, promoted intercultural and interreligious dialogue, fostered the participation of indigenous peoples and ethnic minorities in cultural mapping processes and decision-making, contributed to the recognition of intangible heritage and 'living human treasures' and fostered the adoption of relevant legislation and policies, among others.
- ▶ *'Promote cultural and creative industries as drivers of economic and social development and means for expanding people's opportunities.'* Several JPs have contributed to capacity-building in cultural and creative fields (including the enhancement of both creative and management-related skills and capacities), set up business incubators, advisory services and micro-credit schemes, promoted new cultural tourism itineraries as a source of economic development and led to the adoption of relevant legislation and policies in these areas, among others. Whilst the main and most explicit effect of programmes in this field is the alleviation of poverty through income and employment generation, indirect social effects are also sometimes visible, as proven by programmes which, by increasing craftswomen's economic opportunities, have also contributed to strengthening their role in the household (leading to a reduction in domestic violence in some cases) and in the community.
- ▶ *'Develop institutional capacity to generate useful and accurate information monitoring and evaluating the effectiveness of cultural policies.'* Particular efforts have been done by all JPs in the areas of training and capacity-building (both for public institutions and other actors intervening in the cultural and related fields) and in the commissioning of thematic studies, to support subsequent interventions. Likewise, a few JPs have led to the design and implementation of new cultural information services, impact assessment models, inventories, databases and Internet portals. It is worth noting that knowledge management has been identified as a transversal concern in the context of the Thematic Window,²⁰ thus leading to reinforced efforts in this field (regional seminars, specific publications, etc.) throughout the implementation period, both within individual countries and on a comparative, consolidated basis.

Beneficiaries

A wide range of groups has been targeted by programmes and pilot projects funded in the context of the Thematic Window. The participation of women and young people has been particularly promoted in many cases, whereas several JPs have also placed emphasis on the participation of indigenous peoples and ethnic minorities and/or focused their programmes on regions inhabited by these groups.

This focus can be interpreted in the context of the so-called 'inequalities agenda', i.e. the realisation that although some countries have over the years reported progress as regards the MDGs, the

¹⁹ MDG-F Secretariat, 'UNDP-Spain MDG Achievement Fund. Terms of Reference for Thematic Window on Culture and Development' (2007).

²⁰ *'The field of culture and development has long been characterized by the unavailability of comparable data and systematization and dissemination of information illustrating, assessing and measuring linkages between culture and development. The production and collection of information only rarely featured in projects in the field of culture and difficulty was encountered in establishing indicators to measure and explicitly demonstrate their impact on development.'* UNESCO, *Knowledge Management for Culture and Development* (Paris: UNESCO / MDG-F, c. 2012), p. 7. Available at <http://www.unesco.org/culture/mdgf/pdf/knowledge-management/> [05/11/2012]. Related resources, including regional seminar reports and regional analyses of knowledge management in the context of individual JPs, are also available at <http://www.unesco.org/new/en/culture/achieving-the-millennium-development-goals/knowledge-management/> [05/11/2012].

situation for certain segments of their population has seldom improved, as a result of ‘*the intersecting and mutually reinforcing nature of the inequalities which give rise to social exclusion [which] helps to explain its persistence over time and its apparent resistance to the forces of change.*’²¹ Of course, interventions in the field of culture can only partly address this set of inequalities, which require an interrelated set of mid- to long-term interventions by a variety of stakeholders and with the participation of communities themselves.

Diverse range of contexts and approaches

Overall, it could be argued that the Thematic Window constitutes a remarkable testbed of approaches in the field of culture and development, the results of which could provide models for many other interventions in the years to come. The diversity of models results partly from different contexts in which activities have been implemented, as well as the needs and priorities identified, as explained below:

- a) **Regional diversity:** JPs under this Thematic Window have operated in 18 countries, including 5 countries in Latin America (Costa Rica, Ecuador, Honduras, Nicaragua and Uruguay), 4 in Africa (Ethiopia, Mozambique, Namibia and Senegal), 4 in the Middle East and North Africa (Egypt, Mauritania, Morocco and the Occupied Palestinian Territory), 3 in Eastern Europe (Albania, Bosnia and Herzegovina and Turkey) and 2 in Asia (Cambodia and China).
- b) **Income diversity.** Most of the JPs have been implemented in middle-income countries (either lower-middle or upper-middle income countries), whereas 4 of them have taken place in low-income countries, as shown in Table 1.

Table 1. Distribution of JPs according to national income levels

On the basis of existing analytical income categories (World Bank)²²

Low-income countries	Lower-middle income countries	Upper middle-income countries
Cambodia Ethiopia Mauritania Mozambique	Albania Egypt Honduras Morocco Nicaragua Occupied Palestinian Territory Senegal	Bosnia and Herzegovina China Costa Rica Ecuador Namibia Turkey Uruguay
Source: own elaboration		

- c) **Diversity of aims.** Table 2 presents a summary of the achievements reported in the set of knowledge-management publications produced by UNESCO in the context of the Thematic

²¹ Naila Kabeer, ‘Can the MDGs provide a pathway to social justice? The challenge of intersecting inequalities’ (Brighton and New York: Institute of Development Studies / MDG-F Secretariat, 2010), p. 7. Available at <http://www.ids.ac.uk/files/dmfile/MDGreportwebsiteu2WC.pdf> [05/11/2012].

²² Information about the World Bank’s analytical income categories is available at www.worldbank.org. In the case of the Occupied Palestinian Territories, which are not included in the World Bank’s classification, information taken from the UNDP’s *Human Development Reports* (<http://hdr.undp.org>) has been used [28/11/2012]

Window.²³ Even though the quality and depth of achievements varies, and in some cases was still underway at the time of publication, evidence shows that all JPs have addressed in particular MDG 1 (Eradicate Extreme Poverty and Hunger), which was in fact the main concern of the Thematic Window, and MDG 3 (Promote Gender Equality and Empower Women). Most programmes have also contributed to MDG 8 (Develop a Global Partnership for Development), as a result of the JP's own methodology – i.e. joint design and implementation involving several UN agencies and national and local institutions in beneficiary countries. A large majority of countries also report achievements as regards MDG 7 (Ensure Environmental Sustainability) and MDG 2 (Achieve Universal Primary Education). On the other hand, few examples are identified as regards MDG 4 (Reduce Child Mortality), MDG 5 (Improve Maternal Health) and MDG 6 (Combat HIV/AIDS, Malaria and Other Diseases) – it is worth noting, however, that most of the JPs addressing these issues have obtained remarkable results, including in particular on children and maternal health, as explained further below.

Table 2. Achievements reported by JPs as regards the MDG framework

Country	MDGs addressed							
	MDG 1	MDG 2	MDG 3	MDG 4	MDG 5	MDG 6	MDG 7	MDG 8
Albania	√		√				√	√
Bosnia and Herzegovina	√	√	√					√
Cambodia	√		√				√	√
China	√	√	√	√	√		√	√
Costa Rica	√	√	√				√	√
Ecuador	√	√	√	√	√		√	√
Egypt	√		√				√	√
Ethiopia	√	√	√				√	√
Honduras	√	√	√				√	√
Mauritania	√		√					√
Morocco	√		√				√	√
Mozambique	√	√	√		√	√	√	√
Namibia	√	√	√			√	√	√
Nicaragua	√	√	√				√	√
Occupied Palestinian Terr.	√		√				√	√
Senegal	√		√				√	√
Turkey	√	√	√					

²³ A set of publications analysing knowledge management generated by the JPs in each of the regions covered is available at <http://www.unesco.org/new/en/culture/achieving-the-millennium-development-goals/knowledge-management/> [05/11/2012].

Uruguay	√	√	√					√
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Source: own elaboration, on the basis of information contained in the regional knowledge management reports produced in the context of the Thematic Window.²⁴ Please note that information presented above was collected in 2011 and is based on information available at that stage, which may be different from initial plans and subsequent evaluation reports.

d) **Thematic diversity.** Finally, evidence available also shows that JPs have intervened in a wide variety of cultural areas and policy fields. Table 3 presents a brief summary of the main policy fields and areas addressed by JPs in their respective countries. Most JPs have one main focus on either cultural and creative industries or cultural heritage (tangible heritage in most cases, although a few examples of focus on intangible heritage exist as well; in some cases links between cultural and natural heritage are also explored); cultural heritage is often linked to the promotion of cultural tourism, this being visible in particular in Eastern Europe. In a few cases, JPs focus on both cultural industries and cultural heritage. Yet the picture that emerges below also shows a remarkable diversity as to the non-cultural policy fields addressed and the beneficiary groups. A focus on indigenous peoples and ethnic minorities is visible particularly in Asia and Latin America, although programmes aimed at intercultural dialogue and understanding exist elsewhere (Bosnia and Herzegovina, Ethiopia). Education and health play an important role in several regions, whereas decentralisation and the place of culture in local development are also visible in a few cases. Finally, it is worth noting that gender-related issues, knowledge management and policy development are transversal areas of focus in most JPs and as a result have not been explicitly mentioned unless where they played a fundamental role in order to understand other interventions.

Table 3. Main policy fields and topics addressed by the JPs

Country	Main policy fields / topics addressed
Albania	Cultural heritage; cultural tourism; intercultural dialogue
Bosnia and Herzegovina	Intercultural understanding through education; cultural tourism; cultural industries
Cambodia	Cultural industries; intangible heritage; promotion of indigenous culture
China	Cultural industries; promotion of ethnic minorities' access to health and education and to other opportunities
Costa Rica	Cultural industries; social inclusion through culture and intercultural policies
Ecuador	Intercultural approaches in education, health and heritage policies; gender perspective; promotion of opportunities for indigenous peoples
Egypt	Cultural tourism; cultural industries; integrated management of cultural and natural resources
Ethiopia	Intercultural and interreligious dialogue; tangible and intangible cultural heritage; cultural industries
Honduras	Cultural industries; decentralisation and local development; indigenous peoples
Mauritania	Cultural heritage; cultural tourism; cultural industries
Morocco	Cultural heritage; cultural industries; integration of culture and gender in local development strategies
Mozambique	Cultural industries; integration of a cultural dimension in health and environmental policies and other areas of local development
Namibia	Cultural tourism; cultural heritage; culturally-adapted approach to HIV-AIDS
Nicaragua	Cultural industries; local development; enlargement of opportunities for indigenous peoples

²⁴ Available at <http://www.unesco.org/new/en/culture/achieving-the-millennium-development-goals/knowledge-management/> [04/12/2012]

Occupied Palestinian Terr.	Cultural heritage; cultural dialogue
Senegal	Cultural and natural heritage; cultural industries; social inclusion
Turkey	Cultural heritage; cultural tourism
Uruguay	Cultural industries; institution building and policy development

Source: own elaboration, on the basis of documents produced in the context of the Thematic Window (see bibliography). Please note that information presented above is indicative only – most JPs address several areas and only the main areas of focus are presented above.

III. Achievements and key results

This section, which forms the core of the study, presents the main results and achievements of JPs funded under the Thematic Window on Culture and Development from the perspective of the MDGs. On the basis of the evidence collected, six thematic areas have been identified, some of which can directly be related to MDGs (poverty reduction, education, health, environment) and others which can be seen as key factors in the achievement of the MDGs and which can simultaneously be related to several MDGs (development and strengthening of cultural capacity, and contribution to governance and policy-making). Some transversal issues, including the fight against intersecting inequalities and the integration of a gender perspective in policies and programmes, have been integrated under most sections.

Under each heading, relevant examples of projects and initiatives supported are briefly described – the aim is not to present a thorough review of all of the achievements, but rather a diverse sample of the fields that have been addressed, the approaches taken and results identified as regards the lives of citizens and communities. Even though an effort has been made to classify the effects identified under separate categories, it should be reminded that contributions to human and sustainable development are necessarily interconnected and that the role of culture in particular tends to be simultaneously linked to several dimensions. Therefore, some examples could have been placed under more than one category.

Insofar as possible, preference has been given to interventions with a structural or potentially structural impact on the achievement of the MDGs, rather than to short-term activities the impacts of which are more difficult to relate to structural change (e.g. festivals and short-term events). However, activities of different nature are often integrated under framework programmes and projects. Where possible, quantitative data has been included, although this was not always available within existing documents.

When analysing the evidence, account has been taken of UNDP's Capacity Development Approach, which identifies four core issues or areas in which capacities should be assessed and strengthened: institutional arrangements, leadership, knowledge and accountability.²⁵ Likewise, different levels of effect and impact have been taken into consideration, namely: policy and legislation; pilot or demonstration projects; capacity-building; and community level interventions. In both cases, even though these notions have informed the collection and analysis of evidence, explicit reference is not always given and it has been difficult to classify individual efforts under single categories, since projects often involve more than one area of impact.

Evidence presented in this chapter has been taken mainly from documents produced in the context of the Thematic Window and interviews with key informants involved in individual JPs. For the sake of simplicity, footnotes are only used when direct quotes from these sources are presented. Detailed reference of documents accessed and interviewees is however presented in Annex 1.

III.1. Strategies aimed at poverty reduction

²⁵ See e.g. UNDP, *Supporting Capacity Development. The UNDP Approach* (New York: UNDP, c. 2009). Available at www.undp.org [06/11/2012]

The Thematic Window on Culture and Development placed particular emphasis on MDG 1 (Eradicate Extreme Poverty and Hunger, which includes halving the proportion of people whose income is less than USD 1 a day; achieving full and productive employment for all, including women and young people; and halving the proportion of people who suffer from hunger) and, as already noted, all JPs included activities aimed at enhancing economic capacities and broadening income opportunities in the cultural sector, often with a focus on disadvantaged communities. As described hereafter, the main intervention areas include supporting productive capacity in the cultural industries and related sectors and fostering the economic potential of cultural heritage (notably tangible heritage).

III.1.a. Support to productive capacity in the cultural industries and related sectors

In the context of increasing interest in the 'creative economy' and the stress of UNESCO's 2005 Convention on the Diversity of Cultural Expressions on the cultural and economic relevance of the cultural and creative industries, Joint Programmes have provided a remarkable opportunity to transfer international paradigms in this field to the local and national level, often enabling traditional forms of cultural production (crafts, etc.) or, particularly in middle-income countries, industry-based productive sectors (music, design, etc.), to strengthen their capacity, visibility and support. This is an area of common interest, which has been addressed by all JPs, if to a varying degree and with a diverse range of approaches.

When analysing support given to the cultural and creative industries, the 'value chain analysis', that describes the process whereby cultural expressions move from the stage of 'creation or conception', through 'production / reproduction', 'marketing' and 'distribution' to the stage of 'retail and consumption' should be considered. Developing countries often possess important capacities as regards creation or conception (traditional cultural forms, artists' creativity, etc.), despite the scarcity of educational and training opportunities, weak infrastructures and a tendency for talent to move to more developed countries. It is generally in the following stages of the chain (production/reproduction, marketing, distribution, consumption) where resources are most often missing, although circumstances vary from country to country.

The main areas in which specific results and achievements have been observed are presented below.

Strengthening of institutions and policies

Recent years have witnessed the development of policies to support the strengthening of the cultural industries, often also involving the adaptation of ministerial structures, which had generally failed to adequately address industrial aspects in the cultural sector. The attention paid to cultural policies and cultural industries in the context of the UNESCO Convention on the Diversity of Cultural Expressions may be one of the factors which have heightened interest in this field. Programmes funded under the Thematic Window have also contributed to reinforcing this trend. In **Mozambique**, the JP's emphasis on the development of cultural industries stimulated the setting-up of a National Directorate for the Promotion of Cultural Industries (DNPIC) within the Ministry of Culture, a rather unforeseen development. Capacity-building in this field was provided both to staff of DNPIC and other ministerial departments and to staff of provincial directorates in Inhambane and Nampula, as well as at district and municipal level. A Policy and Strategy for the Cultural and Creative Industries, which should provide a routemap for DNPIC's activities, were drafted in the context of the programme. They were being revised by the Ministry of Culture at the time the project came to an end, with a view to being adopted thereafter.

On the other hand, some countries in which specific structures to support the cultural and creative industries already existed have seen an expansion in their remit, capacity and available resources. In

Uruguay, the Department for Creative Industries (DICREA), set within the National Directorate for Culture (DNC), has been provided with additional, innovative tools and capacities (development of a Satellite Account for Culture and a Cultural Industry Information System, etc.), which somehow reinforce the visibility of the cultural industries and enhance DICREA's position vis-à-vis other governmental units. In parallel, budgetary allocations to the DNC have increased in recent years.

The so-called 'double nature' of the cultural and creative industries (i.e. the recognition that they embody both a cultural and an economic value) means that policies addressing them should ideally involve several governmental departments, thus recognising the sector's inherent complexity and broad impact potential. In a relevant example, the JP in **Costa Rica**, which involved the setting-up of a broad range of tools to foster the social inclusion of disadvantaged groups through cultural participation, included a partnership between the Ministry of Culture and Youth (MCJ) and the Ministry of the Economy, Industry and Trade (MEIC) to establish a creative business incubator (CREAPYME) at Parque La Libertad, a local infrastructure developed in the context of the JP. CREAPYME was seen not only as a step towards the sustainability of the JP's results, but also as a component in the future development of the National Entrepreneurship Policy and the forthcoming adoption by the National Production Council (a public body tasked with enhancing value added in the primary sector and related productive areas) of an Industrial Market Policy, which should integrate an intercultural perspective. This can be seen again as an innovative development.

Strengthening productive capacity and access to the market

All JPs have provided small-scale producers with training and capacity-building opportunities and with adapted resources to foster production, distribution and/or consumption. The observation of experiences in this field also shows a wide and diverse spectrum of approaches and areas of focus, the 'cultural' nature of products being understood in many different ways (traditional agricultural techniques as part of intangible heritage, crafts, contemporary creative industries, etc.). It is also here where the link between supported programmes and the reduction of poverty and hunger becomes more tangible.

At a very basic level, some JPs, such as the one in **Ecuador**, have contributed to enhancing food security through the preservation and promotion of traditional, autochthonous seeds and techniques in agricultural crops and the enhancement of opportunities for fishermen in Tonchingue to retain their traditional sources of income, in what could be seen as interesting, replicable models. Whereas the *products* involved in these examples can seldom be termed cultural (and indeed, producers would not consider themselves *cultural producers*, despite their techniques being rooted in intangible heritage), a link exists between local traditional culture and the *productive process* through which communities respond to their basic needs. Staff in charge of the programme has argued that responding to these basic needs, further to its impact in terms of achieving MDG 1, also becomes essential to ensure equality and mutual respect among different social groups, including in particular indigenous peoples and other ethnic minorities, and can ultimately be the basis for genuine intercultural policies. It was also reported that public debates around the recovery of traditional productive techniques raised issues concerning bilingualism, pluralism in the legal system and intercultural health (i.e. the anthropological, deeper layers of culture), whereas schemes supporting crafts and the core cultural industries had a more obvious focus on managerial processes and income generation (i.e. issues related to the more tangible aspects of culture and their economic dimension).

Similar developments were visible in **Senegal**, where thanks to support provided by the JP, fishermen in the Saloum Delta area reported an increase from 1 to 2-3 tons in their monthly fish catches and from FCFA 400 to 2000 in the price of certain fish. Income in different productive sectors benefitting from the programme's support rose by 35% to 50%. In a few cases, producers also moved from the

informal to the formal economy, by setting up micro, small and mid-sized companies, and were provided with modern equipment which enhanced productivity rates.

Most of the support provided by JPs has focused on the enlargement of opportunities for artisans and other small-scale cultural producers. Often, and particularly in low-income and lower-middle income countries with limited production networks, support has been given at the stage of production, which also opened new opportunities for distribution and market access. In **Mozambique**, training in product development was provided for 390 artisans and led to the development of 52 new product lines comprising over 300 products in total. Over 500 artisans were linked to local and national markets. The retail store of the National Centre for the Study and Development of Craft (CEDARTE) repeated orders on more than 10 collections by the artisans involved in the programme, whereas most of those who had benefitted from the product development workshops sold out their products at the National Fair. A survey concluded that sales of 213 artisans participating in the 2011 edition of FEIMA (the Craft, Flowers and Food Fair of Maputo), at the end of the programme, had been 162% higher than those recorded by the same artisans one year earlier, at the beginning of the programme. In **Ethiopia**, market linkages were created for 568 artisans (mainly in pottery, weaving and leather production), 60 tourism service providers, 59 culture professionals and 15 artists, through training in product design, quality control, marketing, accounting and business planning. 235 beneficiaries (including 213 women) from 25 associations were equipped with better skills and technologies enabling them to increase their income by raising the quantity and quality of their products. The JP also benefited 543 SMEs in the cultural industries and cultural tourism. On the other hand, in **Cambodia**, 321 producers (including 59% women) were trained on small business management and in total 715 artisans (69% women, 92% indigenous) were supported in the context of activities aimed at improving the technical skills and effective business development service delivery of entrepreneurs and other stakeholders. An 18% increase in sales of handicrafts among beneficiaries was reported.

Often, the emphasis of training is placed on improving the quality of products and has been rewarded not only with sales but also in terms of visibility and prestige, a step towards sustainable access to the markets. In **China**, ethnic crafts products and representatives from pilot communities participating in the JP and in the UNDP Minority Poverty Reduction Programme participated in international and national public promotional events such as the 2010 Shanghai World Expo. 9 of the programme's beneficiaries obtained UNESCO Awards for Excellence (out of 26 awards made in all, and out of 126 candidates submitted by China), after the 2010 East Asia Award of Excellence for Handicrafts evaluation held in Beijing. The number of jobs in enterprises supported by the programme was reported to have increased by 52%, while women's employment rate in those enterprises had increased by 63%.

Several JPs have included a range of specific measures supporting business development in the creative sector, including incubators and micro-finance schemes, which could be considered as pilot projects with a potential for replication. In **Honduras**, an incubator system for the cultural and creative industries emphasising the links between micro-enterprises and the market was set up, whereas seed capital, low-rate credits and technical assistance have also been provided to 259 companies active in the creative sector. 48 micro-enterprises and 7 integrated crafts associations were provided with technical assistance, and some of them developed business plans; 59 creative businesses received capacity-building in business organisation, planning, marketing, product quality and other related issues; and 43 were provided with seed capital, among other forms of support. A microcredit line was established in **Mauritania**, providing funding to 178 crafts and tourism operators (including 120 women); it is to be maintained and implemented by the Agency for the Promotion of the Network of Popular Credit and Savings Banks (PROCAPEC). In the context of the same JP, 22 managers and artisans (including 9 women) were trained in advertising craft products online and 230 people working in the crafts and tourism sectors were trained in cultural tourism. In **Uruguay**, access to business

incubators has been enhanced for entrepreneurs both in urban and rural areas, sector strategies to support competitiveness have been designed in the fields of music and publishing and support to internationalisation has been provided for companies in the creative sector. A successful business incubator was also established in Gjirokaster, **Albania**, aimed at empowering artisans, mostly women, to enrich their scope of activities, to better promote their works and to increase income generation from artisan works by, among others, raising awareness of artisans that their products need to find a market. Over 250 artisans in Gjirokaster and surrounding areas have directly benefited from the centre, whereas over 500 micro- and small entrepreneurs participated or attended the annual artisan fair, which was enhanced in the context of the JP and has become an attractive tourist proposition.

Whereas several of the interventions noted above involved the commercialisation of products at local level, other JPs have particularly focused on higher-scale distribution and addressed existing hindrances in national and international trade – thus potentially giving an answer to traditional needs in the market access of cultural and creative products. In **Cambodia**, the JP involved an analysis of trade legislation and implementation, including validation by relevant stakeholders and experts and the provision of training to local NGO partners, traders and producers in 4 provinces to enhance understanding of relevant trade procedures and processes. A strategy to strengthen links and enhance commercialisation between tourism and selected cultural products was completed and shared with the Ministry of Commerce, and market strategies were developed to promote cultural products generated in the context of the JP, with additional strategies for each partner NGO and extensive coaching sessions on marketing provided to NGO staff. Funding was also provided for the implementation of 8 business plans proposed by 8 producer groups from 4 provinces, to improve market access and business linkages for their cultural products. In **Egypt**, where the JP in the area of Dahshour was closely connected with the development of cultural tourism in the region, a reduction in international tourism flows threatened the sustainability of business development support provided to local crafts producers. As a consequence, particular efforts were done to connect them to sellers, traders, bazaar owners and other brokers which could facilitate international exports and national distribution. Until mid-2011, the JP had contributed to creating 67 new job opportunities and creating or upgrading 85 SMEs, whereas 300 women had been trained on handicraft production. Overall, it was estimated that the JP had contributed to creating or securing 240 jobs.

In the context of poverty alleviation strategies, support to the cultural and creative sectors has often focused on the broadening of opportunities for disadvantaged groups, including ethnic minorities and indigenous peoples, young people and people with disabilities. Often the focus of these activities was on small-scale support which in the long term could provide new income opportunities. In **Bosnia and Herzegovina**, all national and local organisations working with persons with partial or total visual impairment received tailored equipment and 4 associations of people with disabilities received grants for projects involving the creation of souvenirs and other cultural products. In **Costa Rica** one of the aims of Parque La Libertad was increasing the employability of young people from disadvantaged communities, with a focus on technology-based economic sectors with a high employment potential. In this respect, the Parque's computer centre and audiovisual production centre were equipped with modern facilities and equipment, and extensive training was provided to young people and adults in the surrounding area (over 750 direct beneficiaries), which would otherwise not have had access to such state-of-the-art facilities. An evaluation of the programme's effects on participants' access to education and employability has been conducted, although no results were available at the time of writing. The Crafts Sector Development component of the JP in **China** included training in product development for 100 local stakeholders and ethnic minority crafts workers, emphasising a balance between criteria of authenticity, innovation, marketing, product quality and artisan well-being. Culturally-sensitive understanding of the local crafts employment situation was improved and awareness of the role of cultural traditions in economic development increased among stakeholders. In **Egypt**, JP managers reported that training and business development advice provided to women

enabled them to produce crafts that had in the past only been produced by men, thus generating income and having more opportunities for taking decisions in household economies.

In some cases, efforts have been oriented towards the strengthening of local economic networks and groupings, including between producers and among small-scale producers, other private agents, local authorities, UN agencies and other stakeholders. One remarkable case was that of the Local Economic Development (LED) Forum set up in Dahshour, **Egypt**, based on an approach promoted by ILO that involves awareness-raising, the identification of key local players, social dialogue, development planning and ultimately the promotion of public-private partnerships and employment through micro and small enterprise promotion. The LED Forum has later been registered as a national NGO, operating as an umbrella organisation for small local stakeholders and representing them externally. In **Morocco**, specific measures aimed at broadening the opportunities of women in the economic domain, through training and business-development services in the crafts sector (textiles, etc.), were implemented, thus also contributing to the preservation of traditional cultural practices. Support has also been provided for the setting-up of non-profit and umbrella organisations linking women producers. 12 of the 14 cooperatives created or supported in the context of the programme were led by women and, in a rather rare development, some socio-cultural facilities in the JP's focus regions were also managed by women, as a result of advocacy and capacity-building activities. In **Senegal**, support provided by UNIDO enabled the setting-up of sectorial platforms in several fields of crafts, agriculture and fishing, bringing together public and private stakeholders to analyse sector needs and consider measures for improvement. In upper-middle income countries, the type of organisational support may be more sophisticated, and sometimes focus on distribution and marketing rather than production. In **Uruguay**, the development of strategies in the fields of music and publishing served to strengthen the managerial and organisational capacities of entrepreneurs in the sector but also enabled them to join forces with a view to strengthening national and international distribution and managing the risks. In **Costa Rica**, support was provided to the organisational development of a cooperative set up by craftsmen in two ethnic-minority communities, with specific training addressing copyright legislation and other legal issues related to the commercialisation of products.

Empowerment of women through the broadening of social, economic and civic opportunities

The provision of capacity-building and advice to women aimed at promoting their employability and productive capacity, as well as accompanying measures in visibility and awareness-raising, have contributed to strengthening their position in social life and placing them on a more equal footing with their male counterparts. As indicated by a woman who had benefitted from capacity-building in **Costa Rica**, *'I feel great as a woman, I now contribute 50% of our household income'*.²⁶ Several other JPs also exemplify this approach. In **Senegal**, emphasis was placed on leadership training for women in the economic field, enabling them to better manage their revenue-generating activities and enhance their capacity for decision-making and autonomy. Funding provided by UNFPA allowed the improvement of infrastructure for several women-led business initiatives in traditional activities in the primary sector, and accompanying measures were adopted to foster sustainable business federations initiated by women. UNESCO commissioned a study on the 10 best crafts products in each targeted

²⁶ *"Me siento súper como mujer, apporto el 50% del dinero para el hogar"*. Quoted in Fundación Neotrópica, *Políticas interculturales para la inclusión y generación de oportunidades. Ventana Cultura y Desarrollo. Fondo PNUD-España para el Logro de los Objetivos del Milenio (F-ODM). Evaluación final externa. Informe final* (New York: MDG-F Secretariat, 2012), p. 57. Available at <http://www.mdgfund.org/sites/default/files/Costa%20Rica%20-%20Culture%20-%20Final%20Evaluation%20Report.pdf> [09/11/2012]

region, most of which were produced by women. Similar developments were visible in **Egypt**, where most of the beneficiaries of capacity-building activities in crafts and cultural and touristic products (including 100 beneficiaries earning an income for the first time) were women, as well as in **Albania** (70% of all new employees in the cultural industries were women), **Morocco** and other countries. In **Uruguay**, support was provided for the development of an online portal for female professionals in the music sector.

The impact of programmes at community level was also visible in **Cambodia**, where evidence collected in the context of the final evaluation of the JP indicated that craftswomen who had benefited from skill-development reported increased confidence due to their new capacities and, at times, their ability to contribute to their household's income. Even though women had always been involved in craft-making, in the past they lacked self-confidence and the JP provided them with confidence in marketing and bargaining. This also led to a change in domestic balance in the household and an increased role for women in the community – female programme beneficiaries also attributed the decrease in the incidence of domestic violence to their increased contributions to household income and other informants reported that women now felt more secure in telling their husbands to stop drinking alcohol.

III.1.b. Enhancement of cultural heritage and development of cultural tourism strategies

The cultural wealth of many developing countries is visible in the field of heritage, including both tangible and intangible resources which, nevertheless, may sometimes be neglected and therefore fail to be integrated in broader development strategies. Recent decades have seen, however, an increasing recognition of cultural heritage as a universal good, as expressed in 1972's UNESCO Convention Concerning the Protection of the World Cultural and Natural Heritage and the aforementioned 2003's UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. Whilst the latter has inspired a number of innovative legal documents and pilot projects in the context of the Thematic Window (see below, Section III.5), tangible heritage sites, whether recognised as World Heritage Sites or not, have also been the subject of attention and inspired cultural tourism strategies elsewhere. Other initiatives promoting cultural tourism, often with the active involvement of local communities, have also been recorded and show particularly innovative traits and a high replicability potential, as described below.

Enhancement of cultural heritage

Whilst not involving a financial reward in the short term, the recognition of cultural heritage assets as World Heritage Sites embodies an important potential not only as regards their cultural preservation but also because of the ability to attract tourism and generate additional sources of income. In the context of the Thematic Window, one remarkable case is represented by the JP in **Senegal**, in the context of which the Saloum Delta (2011) and Bassari Country's Bassari, Fula and Bedik Cultural Landscapes (2012) have been recognised as properties in the World Heritage (WH) List, 2 of only 7 sites recognised in Senegal until now. Both sites are placed in the two regions of intervention of the JP, which identified recognition as one major aim in the context of the programme. It is worth stressing that, whereas the preparation, submission and successful awarding of WH status may often take up to 10 years, work in these cases was completed in approximately 2 years each, and involved a wide range of local stakeholders, including governors, prefects, sub-prefects, decentralised services and regional and rural councils, as well as the JP's managing bodies.

Smaller-scale interventions in the field of heritage have also been undertaken in several other JPs. In addition to the renovation and preservation of sites and accompanying infrastructures, such as

museums and archives, efforts have often focused on the setting-up of adequate information and interpretation services, with a view to the welcoming of tourists. In **Morocco**, an interpretation centre was established in the WH-listed Roman Archaeological Site of Volubilis, which the national government saw as a model to replicate in other heritage sites across the country. In **Albania**, several museums and heritage sites were renovated, established or developed in the context of the JP (including the National History Museum and the archaeological Museum of Apollonia, which reopened after 20 years) and 2 tourism information centres to facilitate access to Albanian cultural heritage were created.

Some programmes in the field of heritage and tourism had a strong community participation component, thus ensuring local ownership and the potential integration of several productive initiatives in the broader framework of local tourism development strategies. The Cultural Heritage Protection strand of the JP in **China** contributed to raising awareness of the importance of cultural heritage at local level and the ways in which it could be dynamically conserved, thus ensuring strong connections with the local community's contemporary needs. Three related exercises (cultural mapping, museum enhancement and agro-cultural projects) were carried out in the county of Congjiang (Guizhou). The latter element ensures the links between tangible and intangible heritage, including management practices based on ecological knowledge and social mechanisms (rituals, folklore, ceremonies), social organisation, customary law and decision-making that support them. Experience gained through the mapping exercise in particular was seen, on the one hand, as fundamental in ensuring the protection of local cultural heritage and, on the other, as a model for the development of future tourism initiatives. Projects such as these are related to other JPs which have fostered the integration between cultural development and environmental preservation, as shall be seen below (*Section III.4*).

Pilot projects in cultural tourism

Cultural heritage and other cultural assets have been the basis for the development of cultural tourism strategies in the context of several JPs. Focusing on the development of alliances for cultural tourism in Eastern Anatolia, activities in **Turkey** notably involved the design of several key policy and operational tools for developing cultural, winter and nature tourism in Kars, including a tourism strategy for Kars (officially endorsed by the government), a system for the digitisation of tangible cultural heritage and a management plan for the medieval Armenian site of Ani, which was also unexpectedly included by the Turkish government in the tentative list for submission to UNESCO's World Heritage Centre. Budget lines for the management plan have been included in the national budget since 2011, thus indicating enough political will and financial capacity to sustain efforts in the future. Sustainability of the project's outputs should also be enhanced through the active involvement of local and regional authorities in the tourism strategy and the participatory approach used in the design of the Ani management plan, whereas replicability could be facilitated thanks to the Ministry of Culture and Tourism's possible extension of the digitisation model used in Kars to WH site departments within the Ministry.

Cultural tourism routes have often been promoted in lesser-known regions and aimed at benefitting disadvantaged communities, involving them in mapping exercises and consultations and building capacity to ensure the long-term ownership of processes. In **Nicaragua**, a tourist route was designed in the Caribbean coast, following participative consultation with local communities (including indigenous peoples and Afro-descendant groups). It led to the integration of cultural identity-related aspects in tourism plans. The participatory exercise also allowed for the identification of needs in the

field of cultural infrastructure and for the improvement of heritage assets. Local tourism entrepreneurs were identified and put in contact with national tourism operators. On the other hand, a model for the development of touristic packages was developed in **Mozambique**, where 4 cultural tours have been designed and piloted, in Ilha de Moçambique and in Inhambane City. The tours involve local guides and other service providers, including storytellers, local cuisine, cultural groups, etc. At the policy and administrative level, licensing procedures for micro-enterprises have been simplified by district authorities to allow small cultural tourism service providers to take part in the tours. 72 cultural providers have been linked to the tourism market thanks to the 4 pilot tours, which may be replicated elsewhere in the country. Training and awareness-raising workshops on cultural tourism with community-based cultural entrepreneurs were organised, including sessions on, among others, HIV in tourism. In **China**, 7 ethnic minority villages have developed tourism plans using a community-based participatory model, with the support of tourism experts, thus ensuring ownership. Village-level tourism associations have been set up, and their aims include building confidence in minority cultural identities, recognising the economic value of their cultural wealth and safeguarding cultural and natural heritage for sustainable development.

III.2. Access to and improvement of education

The development and cultural adaptation of educational programmes, approaches and tools to tackle obstacles to education and the design of educational strategies with cultural contents aimed at making education more attractive for disadvantaged groups are some of the ways in which cultural programmes can contribute to the achievement of international objectives in the field of education, including MDG 2 (Achieve Universal Primary Education). As explained below, several projects in this field, aimed at enhancing capacity development at different levels (studies, training, policy, etc.), have been funded under the Thematic Window on Culture and Development.

Development of the knowledge base on culture and education

Several studies have been conducted in the context of the Thematic Window, most of them aimed at analysing cultural contents in existing educational programmes and seeking how to foster integration of disadvantaged and minority groups in the educational system. Research should provide the basis for policy development, as described in the following examples. In **Namibia**, a national assessment of cultural gaps in secondary and tertiary education (as per cultural diversity content and the mainstreaming of heritage issues) was carried out. In **Honduras**, UNICEF conducted an analysis of artistic education and its impact on the development of children and young people, including an identification of the causes and effects of problems identified in the educational field and recommendations for improving and developing artistic education in formal and non-formal education. Conclusions of the report were shared and discussed with public authorities and community leaders. In **China**, a range of reports on the impact of education on minorities were produced, in the framework of the government's policy of merging schools and creating boarding schools to provide a higher quality of education – the reports pointed to the challenges of language instruction in this context, as young children are removed from their families, and to the need to align curricula with the culture of minority children.

Introduction of new policies, approaches and tools to foster access to education

A number of JPs have involved the introduction of educational policies, methodologies, approaches and tools aimed at addressing inequalities in access to education and fostering intercultural understanding among different communities. The introduction of culturally-adapted contents and

innovative cultural learning methodologies has been identified as a key factor in increasing the attractiveness of the school system in several cases, thus potentially contributing to the aim of achieving universal enrolment. In **China**, the Basic Education component of the JP involved cooperation with the Ministry of Education in developing culturally-sensitive educational curricula, impacting ethnic minority children through supply provision, training ethnic minority teachers and principals in culturally-sensitive approaches and enabling counties to develop scaling-up plans. The Ministry has called for provincial authorities to replicate this model, in what can be seen as a remarkable effect of the JP. The local government in the Linzhi Prefecture, Tibet, has decided to use its own resources to replicate certain JP interventions in the fields of education and health. On the other hand, the provision of training to over 450 teachers from ethnic minorities was seen as a step towards enhancing access to education for ethnic minority children, thus indicating that cultural adaptation can be an enabling factor to facilitate school enrolment and the active use of educational opportunities.

Of particular relevance in policy terms was also the curriculum reform designed in the context of the **Costa Rica** JP, which –as was the case with several of the activities funded in that country- built on reflections on the introduction of an intercultural approach in education launched over 6 years earlier and enabled the adoption of key steps towards its implementation. Intercultural principles were mainstreamed in education through the piloting of new schemes, capacity-building of teachers and systematisation of the experiences. The curriculum reform involved, among others, the strengthening of the visual arts, physical education and music in primary and secondary education, by enhancing their role in fostering creative, holistic learning, intercultural understanding and skill development. Participative methodologies were also strengthened when piloting the new schemes, enabling teenagers to express their interest in gender, tolerance and interculturalism as well as in underrepresented cultural expressions such as hip hop, which were thereafter integrated in educational programmes. Preliminary impact assessments indicated that values such as equity, cultural diversity and inclusion had become more visible in the attitudes of pupils and teachers. Also in Costa Rica, computer and audiovisual training provided to young people from the disadvantaged communities surrounding Parque La Libertad enabled over 750 beneficiaries to access further training opportunities in the audiovisual field and new technologies, thus being able to obtain certificates and enhance employability – partnerships established with several organisations, including the National Learning Institute, were one important factor in achieving this and were also seen as a way to enhance the cultural sustainability of minority expressions.

The promotion of access to education has on some occasions involved tackling the specific obstacles hindering access by some groups, including women – awareness-raising was indeed a transversal aspect of activities in the field of gender under several JPs. In the **Occupied Palestinian Territory**, advocacy efforts for gender equality in education and against prejudice and accompanying awareness-raising activities about the importance of arts education enabled 55 girls to attend music lessons in Hebron alongside boys. This involved young girls travelling from neighbouring towns.

Promotion of intercultural values in education

The promotion of cross-cultural understanding in the educational field was one key component of the JP in **Bosnia and Herzegovina**, as a result of the country's own diverse nature and recent path and the perception of the school system as an ethnically defined and divided field, which can instil segregation and notions of 'otherness' in students' minds at an early age and which renders opportunities for mutual recognition and dialogue among children very difficult. Several remarkable activities were implemented in this context, including the organisation of intercultural camps for children from different communities (where 5000 children are expected to participate over 4 years), the elaboration of new educational materials on interculturalism, the translation into the three official

languages of a UNESCO and UNICEF publication on coexistence (over 9000 copies of which were distributed), the promotion of activities in 84 schools from 10 municipalities (reaching 53,800 children), the provision of training to over 3000 teachers and the enhancement of competences for intercultural education didactics and teaching methods for 24 junior lecturers at universities in Sarajevo, Banja Luka and Mostar. Trainer training activities and school projects at micro level were reported to be pragmatic and potentially successful methodologies designed to bypass the rigidity of educational laws and policies, as well as policy-makers' and community leaders' reluctance to embrace intercultural values. Initial surveys among beneficiary children pointed to an increase in positive attitudes towards interculturalism. Work in the educational field was one key component of Outcome 2 in this JP, aimed at improving cross-cultural understanding at the community level, which altogether reached over 30,000 beneficiaries.

III.3. Access to and improvement of health

The Thematic Window has provided the opportunity for the design and implementation of very innovative programmes in the field of health, including the cultural adaptation of health techniques, the promotion of dialogue between formal and traditional health practitioners and the design of new governance and policy frameworks in this area. Whereas only a limited number of JPs have addressed these fields (China, Ecuador, Mozambique, Namibia), models and achievements presented hereafter could inspire developments in other countries, insofar as the necessary adaptation measures are considered. Programmes have often simultaneously focused on issues addressed by MDGs 4 (Reduce Child Mortality) and 5 (Improve Maternal Health, which includes a reduction in the maternal mortality ratio and the achievement of universal access to reproductive health), whereas fewer initiatives have dealt with MDG 6 (Combat HIV/AIDS, Malaria and Other Diseases).

Development of the knowledge base on culture and health

Given the scarcity of previous studies in this field, new policies and programmes have generally had to rely on the elaboration of research reports, which provide the basis for policy development at local level and potential replication at national level. Research in this field was often of an innovative character. In **China**, research on socio-cultural health and traditional belief practices regarding maternal and child health in 6 pilot sites served to identify and analyse enabling factors, harmful practices, gender-related issues, young peoples' perspectives and socio-cultural barriers between health users and providers. An awareness-raising workshop on culture and health introduced national and local counterparts to the new approach. Courses were developed on community-based interventions in the health sector and patient-friendly, culturally-sensitive service delivery. On the other hand, gender-disaggregated data and minority health statistics were produced for the first time in the pilot sites, which allowed to highlight health issues related to disadvantaged groups, including the rate of anaemia among women of reproductive age (13% higher than the national rural average) and newborn and child mortality rates among ethnic minorities (two times higher than what was previously recorded). The Ministry of Health has scaled up the newly-developed indicators for maternal and child health, which will be implemented at national level in the future.

Awareness-raising activities were also conducted in **Namibia**, focusing on HIV/AIDS prevention. Plans were produced for the 11 tourism pilot sites identified in the context of the JP and training material was developed to carry out a HIV/AIDS prevention campaign in the Geopark that should be implemented in the near future.

Introduction of culturally-adapted methods and tools in the field of health

Three particularly interesting pilot projects can be identified in this area, each involving complex approaches to the issues at stake and showing initial positive results. They are briefly presented hereafter.

In **Mozambique**, activities involved an initial assessment of socio-cultural elements in sexual and reproductive health in 4 districts, which formed the basis for the application of a socio-cultural approach to programmes in this field. The latter would then be implemented through a highly participatory methodology, involving meetings between a team (representatives of the formal education and health sectors, as well as local leaders, traditional healers, traditional midwives and religious leaders) and a school or community site to talk about problems related to sexuality and launch an open discussion about different topics (e.g. family planning, women's rights, domestic violence, etc.), which form the basis for interventions. Particular emphasis was placed on avoiding conflicting messages between the formal and traditional systems, so as to prevent interventions from being counterproductive. On the basis of preliminary experiences, three culturally-appropriate training manuals which can be used with illiterate people were elaborated. Measures in other fields were also devised on the basis of the evidence found in group discussions, including talks by legal specialists on issues such as the Family Law and the Law about Domestic Violence. A wide range of effects and impacts have been identified as a result of the programme, including some Muslim leaders' incorporation of the promotion of condom use, traditional healers no longer using the same knife or needle on different people, a change of practices among traditional midwives to consider the risk of spreading HIV/AIDS through certain procedures, more women coming to the clinic to deliver thanks to the involvement of traditional healers and midwives in deliveries in the clinics, stronger links and increased mutual respect between health and education professionals in the formal sector towards traditional healers and the new role of 'guardian parents' who, by supporting young students from other towns after the end of lectures, can contribute to the reduction of teen pregnancies. Work in this field was considered by many stakeholders as a particularly effective approach to HIV/AIDS and should therefore be reproduced in the future. As a result of its perceived effectiveness, in 2013 UNFPA is planning to implement the same methodology in 30 other districts in Mozambique. At the governance and management level, it is also worth noting that the programme led to increased cooperation between the Ministries of Health and Education, forging a partnership that should outlast the JP.

The focus of health activities in **Ecuador** has been the introduction of an intercultural perspective, which although primarily aimed at indigenous peoples and Afro-Ecuadorian groups should ultimately have a more structural impact at national level. In this respect, activities first included three provincial surveys on the factors which influence access to reproductive health among indigenous and Afro-Ecuadorian women – this led to the conclusion that discriminatory and culturally-inappropriate treatment provided by formal health services led many women to avoid using them, thus increasing health risks in delivery. Along with awareness-raising and capacity-building activities, culturally-adapted methods of delivery were designed and implemented in 7 health centres thereafter. At the governance level, and building on previous reflections in this field, the programme allowed the Ministry of Health and the Coordinating Ministry of Heritage to strengthen their cooperation and to foster change in existing public health models. In this context, new curricula for postgraduate studies in Intercultural Public Health and Intercultural Public Management were also designed, at the request of the aforementioned ministries.

Extensive work for the cultural adaptation of maternal and child health service provision to the needs of ethnic minorities was also carried out in **China**. Activities included awareness-raising through drama and picture booklets, the introduction of 12 'maternity waiting rooms' where women could stay

for a few days prior to delivery, the provision of essential medical equipment to local hospitals, the development of local action plans for sustainability and the production of several capacity-building and information tools, including an advocacy tool for health care managers and providers in ethnic minority areas, encouraging them to adopt culturally-sensitive policies, a guide for the provision of culturally-sensitive maternal and child health counselling and a training module for a three-day course on culturally-sensitive and community-based maternal and child health, available in three languages, which was tested in four sessions in different regions. Among the achievements recorded in this component were a 32% increase in hospital delivery rates and a 21% increase in regular antenatal care. On the other hand, ownership was demonstrated by local and regional authorities' decisions to allocate additional funds to activities in this field, improve basic medical equipment in local hospitals, introduce key maternal and child health indicators in local performance assessment plans and design plans to cover the transportation and other costs for rural pregnant women delivering in hospitals.

III.4. Contribution to environmental sustainability

Plans for the joint management of cultural and natural heritage sites, the assets of which reinforce one another, and the enhancement of traditional techniques for the preservation of natural resources are some of the areas in which cultural activities have contributed to the preservation of environmental sustainability. Even though several JPs reported work concerning the achievement of MDG 7 (Ensure Environmental Sustainability, which includes the integration of principles of sustainable development into country policies and programmes, the reduction of biodiversity loss, the promotion of access to safe drinking water and an improvement in the lives of slum dwellers), convincing evidence has only been found in a few cases – in this respect, it is worth noting, on the one hand, that progress in this field may be particularly slow and, on the other, that some relevant initiatives in this field have been reported under other sections, including those in the field of income generation through crafts, cultural industries and cultural heritage.

Joint promotion of cultural and natural assets

The JP in **Egypt**, focusing in the area of Dahshour, was particularly successful in combining cultural heritage (the management of the Dahshour archaeological site and its integration into the larger, WH-listed Memphis Necropolis), natural heritage (the preservation of the Dahshour seasonal lake) and community development (the improvement of livelihoods and working conditions of the local population through targeted employment-generation activities, and active participation in the design and implementation of JP activities), thus presenting a holistic approach to sustainable development. This should ultimately contribute to the promotion of eco-friendly tourism in the area. A management plan for the area was developed and, following consultation with the local community, priorities for natural preservation were identified (e.g. the integration of solid waste management) and the process for Dahshour Lake to be declared a nationally-protected area and possibly including it as a buffer zone in the WH-declared site was launched, this being seen as a cornerstone for the future development of the area. The ownership and sustainability of the JP's results should be facilitated by the government's decision to contribute USD 8.3 million to the implementation of the Spatial Tourism Plan for the area.

Similarly, activities in **Senegal** included the design of a management strategy of the Biosphere Reserve of the Saloum Delta and a baseline study for the submission of the area as a mixed WH site, although the area was initially included only as a cultural heritage site (*see above, Section III.1.b*).

Preservation of natural species through cultural awareness-raising

In some cases, JPs have contributed to preserve endangered natural species thanks to highlighting their relevance from a cultural perspective, including in intangible heritage and in the development of the cultural industries. Several relevant activities have been carried out in **Mozambique**, including the reforestation of endangered species such as the Mwenje tree, which can be used to safeguard the manufacturing of 'chopi timbila', a wooden xylophone inscribed on the UNESCO intangible cultural heritage list. The Mussiro tree and Macrusse tree were also reforested. Some difficulties in the implementation of these projects were identified, including a certain cultural clash between the promoters of reforestation and certain segments of the community that did not perceive the value of interventions or were not convinced by the extensive time periods necessary for the results of activities to bear fruit. Other types of links between cultural and natural resources were also explored – a crafts association in Nampula was provided with a license to collect wood from local communities, thus giving it secure access to raw materials that had been collected illegally in the past.

III.5. Development and strengthening of cultural capacity

Several activities supported under the Thematic Window on Culture and Development may not have a direct, short-term impact on the achievement of the MDGs but have contributed to strengthening beneficiary countries' ability to develop cultural policies and programmes aligned with the achievement of development objectives. By reinforcing the knowledge base, raising awareness, fostering the adoption and implementation of new laws, policies and governance models, building individual and organisational capacities and creating new cultural infrastructures, these initiatives aim to address some of the hindrances that have traditionally prevented stronger links between the culture and development agendas and serve to recognise the substantial role played by cultural resources and capacities in the promotion of sustainable development. They should generally be seen as models with a potential for replication in other developing countries.

Enhancement of the knowledge base

As observed in other sections, JPs have devoted extensive efforts to knowledge management, through the elaboration of research reports and studies and the setting-up of new permanent tools for the collection and management of data, aimed at filling existing gaps in certain rights- and policy-related areas, often with a focus on disadvantaged groups, and at identifying opportunities for the development of new strategies. In the cultural field in particular, several initiatives have focused on the establishment of new national cultural information systems, as a basis for informed decision-making in culture and other related policy areas, and at describing and highlighting underused or underrepresented cultural assets and cultural expressions. On the other hand, as already mentioned, an effort has been done to foster cross-country learning in the context of the Thematic Window, particularly through the series of documents on *Knowledge Management* prepared by UNESCO, which provide detailed data about the results of JPs in each world region.²⁷

The setting-up of new cultural information systems has been particularly visible among JPs in Latin America, which partly relied on existing experiences elsewhere in the region (e.g. Mexico's CONACULTA). At national level, these tools should contribute to better decision-making, awareness-raising and mutual knowledge among cultural actors. At regional and international level, they could foster comparative analyses and further cultural cooperation. A new Cultural Information System, SICultura, was set up in **Costa Rica**, providing cultural statistics and indicators to inform public policies in the cultural, social and economic fields. The new framework has a strong participative

²⁷ See <http://www.unesco.org/new/en/culture/achieving-the-millennium-development-goals/knowledge-management/> [29/11/2012].

nature, allowing artists, cultural professionals, organisations and the broader public to provide and share data. Therefore, whilst contributing to the reinforcement of the Ministry of Culture and Youth, SICultura also provides a space for accountability and indirectly contributes to the strengthening of links within the cultural sector. One of the focus areas is the provision of statistics and indicators on the economic relevance of the cultural sector, with results being used to stress the importance of public investment in the cultural field. A national survey on cultural participation has also been conducted in this context. Other initiatives in the region include **Honduras'** new Cultural Information System, which provides data on cultural resources and their impact in terms of regional development. Its implementation involved the provision of capacity-building to governmental staff and the setting-up of an online platform to facilitate the exchange of information among different tiers of government, as well as with cultural volunteers, entrepreneurs, managers and students, among others. New information tools in **Uruguay** included the setting-up of a new Cultural Information System (SIC) and Uruguay's Satellite Account for Culture (CSCU), including an online map of the creative industries at the national level to assess their economic impact at different stages of the value chain, in specific sub-sectors, with quantitative data on employment generated, salaries, sales, exports, etc. These elements were part of the country's efforts to increase the online visibility of the cultural sector, exemplified by the *Uruguay Cultural* Internet portal, another information tool that should contribute to branding Uruguay's cultural sector as an important economic resource.

In **Ecuador**, in the context of the census carried out in 2010, particular efforts were made to improve the disaggregation of data on the basis of ethnicity, through self-identification. This was seen as an essential step so as to guarantee an intercultural approach in a broad range of public policies. In order to overcome difficulties found in previous exercises, a participatory information process was implemented and data-collection techniques were improved and adapted to the cultural context. In what was perceived as a unique example in Latin America, an intercultural platform was set up in the context of the official census campaign, which allowed indigenous and Afro-Ecuadorian community leaders to become spokespeople and raise awareness of the process. Other tools in the national statistical system, including social indicators, were also improved through the integration of data disaggregated according to ethnicity. Finally, through a partnership with the Latin American Social Sciences Institute (FLACSO), an Observatory against Racism and Discrimination of Indigenous and Afro-Ecuadorian Peoples and Nationalities was set up in the context of the National Plan against Racism.

Important outputs in the field of cultural knowledge, again with a potential for regional and international comparability, were also produced in **Bosnia and Herzegovina**. A methodology for the collection of cultural statistics in line with the cultural frameworks used by the EU's Eurostat statistical office and by UNESCO was produced and officially adopted by the State Agency for Statistics, which included it in its subsequent work plans. UNESCO's cultural indicator suite was introduced, new data on cultural industries in the country was produced and a survey on access to culture based on existing Eurobarometer models was carried out. Overall these steps contributed to broadening the perception of the cultural sector, its components and potential.

Similar developments have been recorded in other regions. Steps towards a Cultural Management Information System (SIC-M) were taken in **Mozambique**. A centralised database for the handicraft industry, with an interactive website, which could be useful both for decision-making and e-marketing purposes, was developed in **Ethiopia** and accompanied by training activities for regional staff to contribute with data. In **Morocco**, a computer-based system for the inventory of cultural heritage, a geographic information system and an online portal for cultural heritage were also developed.

In different countries, qualitative studies were produced to analyse the situation of disadvantaged groups as regards the exercise of basic human rights, often confirming intersecting inequalities.

Informative baseline studies conducted in the four target provinces in **Cambodia** indicated that indigenous people suffer from multiple disadvantages, including high prevalence of child labour, women's exclusion and poor health rates. This information provided the basis for subsequent policy and programme design. In **Mauritania**, a gender-sensitive database on the production and consumption of cultural goods and services was set up and 15 studies on gender equality and culture were conducted.

Mapping exercises and other participatory techniques

Mapping exercises involving local communities, often with a focus on disadvantaged groups, have been implemented in the context of several JPs. These activities contribute to the improvement of the knowledge base by pointing to resources and concerns that may not be recorded in existing information tools, but they are also relevant in terms of accountability, legitimacy and the promotion of new forms of participative governance, as shown by some of the examples below.

Among the functions of mapping exercises are the inclusion of disadvantaged groups and the promotion of a more egalitarian, diverse view of culture in the public space. In **Costa Rica**, the cultural mapping exercise conducted around Parque La Libertad allowed for the identification and recognition of informal youth collectives (including skateboarding, punk, graffiti and migrant groups, among others), most of which had not been recorded in the past. An inventory of cultural, environmental and creative productive organisations in the area identified 600 organisations and pointed to the existence of social capital but lack of adequate capacity-building resources to exploit the existing potential. A participative mapping exercise also took place in rural areas in order to identify existing food and agricultural traditions, involving local communities and young students. Data collected on underused food resources and traditions was also used by the JPs on Youth and on Economic Development and the Private Sector funded by the MDG-F in Costa Rica. Similarly, participatory mapping exercises involving indigenous and Afro-descendant groups were conducted in **Nicaragua** in the early stages of the JP – they provided information on local concerns, including the need to strengthen indigenous languages and cultures and the potential of local cultural heritage, and raised awareness on cultural rights. In the words of one participant, *'The main output of this work is to contribute to decolonising our imagination and to emancipating ourselves from alien models.'*²⁸ This informed subsequent developments in, among others, the educational field.

In **China**, a cultural mapping activity in 11 villages covering five major ethnic minorities in Congjiang enabled communities to identify and document local cultural resources, helping them to recognise, celebrate and support cultural diversity for economic, social and regional development. Measures aimed at reviving lost traditions were adopted thereafter, including a Miao village's decision to reconstruct its bull-fighting ring – later on, 20,000 nearby villagers attended a four-day bull-fighting event, which benefited over 100 small-scale business owners. Major impacts of cultural mapping were also recorded at the national policy level, after the State Ethnic Affairs Commission's (SEAC) decision to adopt the principles of cultural impact assessment as a standard procedure, which should lead to consultation with communities as regards the impact of local development projects on local cultural values, cultural heritage, cultural resources and cultural diversity. In **Morocco**, experience gained through participative mapping exercises in the field of heritage informed the preparation of legislative proposals in this area.

²⁸ *"El principal producto de este trabajo es contribuir a la descolonización del imaginario y a la emancipación de modelos ajenos"*. Quoted in Sergio Lenci, *Revitalización Cultural y Desarrollo Productivo Creativo en la Costa Caribe de Nicaragua. Evaluación Intermedia del Programa Conjunto en la República de Nicaragua* (New York: MDG-F Secretariat, c. 2010), p. 15. Available at <http://www.mdgfund.org/sites/default/files/Nicaragua%20-%20Culture%20-%20Mid-term%20Evaluation%20Report.pdf> [09/11/2012]

The setting-up of broad spaces for participation and dialogue can contribute to crossing existing divides both among social groups and among policy fields, as proven by some of the JPs in Africa. In **Ethiopia**, participatory methodologies bringing together government representatives, civil society and academics discussed common cultural and religious values in the country in order to foster interreligious dialogue. 426 religious leaders took part in activities in this context. In **Mozambique**, a model for the elaboration of socio-cultural profiles in the context of district development plans was piloted in four districts and provided an integrated approach with culture, gender and human rights, thus providing the basis for holistic development. The model was considered successful and the government indicated the willingness to follow up the issues identified and to replicate the intervention at district and national level.

Awareness-raising on the place of culture in development

Arguably, the innovative nature of activities funded in the context of JPs has required efforts to raise awareness of and provide arguments about the role that cultural aspects can play in the advancement of progress in the MDGs and other objectives in international development. In addition to the dissemination of JP activities and results, specific activities aimed at providing arguments and reaching key stakeholders have been included in all programmes. Following the end of programmes, decisions taken by several national and local authorities as well as international organisations and agencies to replicate programme activities and to make them sustainable can be seen as proof of effective awareness shifts in this field.

Awareness-raising in this field involves, firstly, providing the legitimacy for cultural aspects to be integrated in broader policy and programme frameworks. In this respect, the design of JPs in which culture is seen as a tool to further development, rather than as an obstacle to be overcome, could already be interpreted as a substantial paradigm shift in certain countries, as pointed out in **China**. Similarly, reports from **Bosnia and Herzegovina** identified a range of problems at the outset of the JP, including a lack of understanding of cultural policy as a medium for government and stakeholder action, a lack of cultural understanding in the education sector and a lack of cultural pluralism in governance structures, which would later be addressed through specific initiatives at the institutional and educational level as well as with some initiatives in the media. The promotion of public debates in a range of sectors can be seen as a second step in this process. In **Uruguay**, the JP contributed to raising public discussions in the political, economic and civil society spheres and led to increased public awareness, through educational activities in schools, prisons, community centres and the media, among others.

Progress in raising awareness has been reported in several cases. In **Nicaragua**, a transition from a very limited definition of culture –which meant that, at the earlier stages of the programme, local decision-makers wanted to use the resources available to organise festivals- to a more complex, broad, structural understanding of the links between culture and development has been reported by informants. In **Turkey**, evaluation reports stressed the strong consensus of stakeholders as regards the JP's effective contribution to raising awareness of the value of tangible and intangible cultural heritage as an asset for tourism development and economic growth. This also led local authorities and other stakeholders to identify existing skill needs and to design capacity-building activities beyond the scope of the JP, as well as to launch new cultural tourism products, thus showing reinforced self-confidence following the implementation of training and awareness-raising activities. In **Costa Rica**, teachers at the Music School of Parque La Libertad reported an increasing recognition by parents of the importance of music in education, leaving behind the lack of interest perceived in the past. Awareness-raising activities thus contributed to presenting music as a tool to foster intelligence and sensitivity as well as to promote values related to inclusion and interculturalism. The active involvement of teachers in promoting this attitudinal change was identified as a key facilitating factor.

At the end of the programme, the School was providing music education to 400 students, mostly from disadvantaged sectors.

The impacts of awareness-raising activities have often been more visible among direct beneficiaries, managers and participants in activities than among broader target publics. It is to be expected that the extensive production of educational and awareness-raising materials should contribute to further progress in the near future. In **Mozambique**, a change in the concept of and perspective on culture following the JP was observed, including the recognition of the importance of the cultural and creative industries and of professionals in this field. However, difficulties still exist as regards the ability of local stakeholders to design suitable strategies in this area and to communicate key messages adequately.

Development and adaptation of legislation and policies

The international nature of the Thematic Window and its links with several UN agencies and international documents has inspired several JPs to foster the adaptation of national legislation to international standards in the cultural field. Likewise, policies have been adapted, often by taking into account existing international models or benefitting from technical assistance from abroad.

The revision of legislation was visible in all African JPs. In **Namibia**, the 2004 National Heritage Act was harmonised with international standards, including UNESCO's 2003 Convention for the Safeguarding of Intangible Cultural Heritage. A National Strategy on Urbanisation was developed and the existing Spatial Development Framework was reviewed. In **Mozambique**, a Copyright Law, harmonised to international standards, was drafted and regulations for Performance and Public Entertainment were revised – both were awaiting approval from the Ministry of Culture at project's end. Likewise, laws on authors' rights and other artists' rights were revised in **Senegal** and capacity-building workshops in this field were conducted. In **Ethiopia**, 4 site-protection laws for the WH sites of Aksum, Lalibela, Tiya and Fasil Ghibi were prepared and submitted to the Council of Ministers for endorsement, as was a by-law aimed at fostering research and conservation of cultural heritage. 4 laws on indigenous knowledge and heritage safeguarding, including mechanisms to link traditional and modern practices in heritage conservation, were also drafted and reviewed by the Regional Councils.

Even when not explicitly connected to international standards, some legislative developments were significant steps as regards the recognition of the place of culture in national development and its implications for public authorities. One major output in **Honduras** was the preliminary design of a General Law on Culture, following capacity-building and advocacy activities among key national stakeholders. In **Bosnia and Herzegovina**, the Action Plan for the implementation of the existing Cultural Policy Strategy was the first action plan to jointly involve the ministry at state level and the ministries in charge of culture at the level of individual entities – in this respect, the cultural field provided a space for progress in policymaking that seemed absent in other policy fields, including education.

Progress in legislation and policy addressing intangible cultural heritage has been particularly visible in several JPs, often in connection with educational, health and environmental aims, as already noted. Among the most innovative and effective tools developed in this field is **Cambodia's** Living Human Treasure (LHT) System, approved by Royal Decree in February 2010 following broad consultations, which involved 180 civil servants and civil society representatives and artists and benefitted from expertise brought in from Korea, a country which has extensive experience as regards the LHT system. The results of the consultation process were used by the Ministry of Culture and Fine Art to draft the final legal text. According to recent information, the first list of 17 LHTs was proclaimed in mid-2012, thus indicating the national government's ownership of the JP's results. The recognition of

artists and craftsmen as LHTs involves the allocation of a regular financial allowance to each of them by the Ministry of Economy and Finance and commits beneficiaries to transmitting their knowledge, something that several of them had already done for years and which is now being officially recognised and reinforced. Experience gained in the drafting of this law has inspired the adoption of participative methodologies in subsequent policymaking exercises in the cultural field – outside the remit of the JP, a national cultural policy has recently been approved, following a consultation process similar to the one implemented for the LHT system.

A similar draft law for the establishment of a LHT System was also produced in **Morocco**, where other policy documents in the field of cultural heritage were also noted. Among them was the adoption of a National Strategy on Cultural Heritage, following a participatory process, which highlighted the importance of access to cultural heritage, mechanisms for heritage ownership and the promotion of creativity and innovation related to heritage, particularly among women and young people. A National Charter for the Preservation of Cultural and Natural Heritage, defining existing categories in cultural and natural heritage, legal competences and modalities for preservation and the roles of different public authorities and other stakeholders, was also elaborated. International standards in the field of cultural and natural heritage informed all developments in this area. Similar developments were encouraged in the **Occupied Palestinian Territory** – even though they had already been prepared before the JP, the programme fostered the adoption of the OPT's first Strategy for the Cultural Sector in the area (which includes gender mainstreaming) and a Strategy for the Tourism and Antiquities Sector, both of which later led to the development of the National Plan for Palestinian Culture and a better integration of cultural aspects in the broader Palestinian Reform and Development Plan (2011-13). A National Law on Cultural Heritage, along with 5 bylaws, was also elaborated.

In some cases, the mainstreaming of an intercultural and gender perspective in other areas of public affairs was also conducive to new legal developments and policy initiatives. In **Ecuador**, following a series of studies in legal anthropology aimed at analysing indigenous legal systems (including a close analysis of three case studies), a Project of Law for the Cooperation and Coordination between the Indigenous and Ordinary Legal Systems was drafted and presented to the Ministry of Justice, which was to submit it to the National Assembly. Among the other major policy developments to which the JP in Ecuador has been linked is the Plurinational Plan against Racism, the result of an extensive consultative process and of coordination among several line ministries and community groups. Several capacity-building and awareness-raising activities were organised in the context of the JP. On the other hand, the new Gender and Intercultural Policy in the Heritage Sector, the result of a process initiated before the JP but which was supported by it and led to its implementation since 2011, involved the mainstreaming of a gender perspective in a broad range of policy areas, with a particular focus on disadvantaged women (rural areas, indigenous peoples, ethnic minorities, etc.), following an in-depth analysis of the causes for inequality and disadvantage in society. The JP also contributed to the integration of gender issues and the empowerment of women in a variety of ways, including the promotion of female entrepreneurship and the emphasis on maternal mortality, as well as in the methodological approach adopted – a majority of the members of decision-making and implementation bodies in the context of the JP were women, thus also contributing to capacity-building and influence.

More sophisticated cultural governance and policy

Recent years have witnessed an increasing emphasis on the *structural* aspects of cultural policies and resources as regards international development. National and international policies and programmes inspired by the UNESCO Convention on the Diversity of Cultural Expressions and other international standards are increasingly leaving behind a focus on events and short-term activities and

giving priority to new governance models, infrastructures and institutional and individual capacity-building in the cultural sector and other related fields. The transfer of existing policy models, inspired by international programmes such as the Thematic Window, has enabled low-income and lower-middle income countries in particular to design and implement more sophisticated cultural governance and policy mechanisms, which should be made sustainable. As explained hereafter, developments in this field exist at different levels, including the setting-up of new bodies and departments, more complex interinstitutional arrangements, reinforced accountability and leadership and more sophisticated support schemes for the cultural sector.

- a) **Institution-building.** Several Joint Programmes have contributed to the setting-up of new departments within Ministries of Culture and other governmental departments – in some countries, this amounts to establishing initial capacities for the development of contemporary cultural policies at local or national level and connecting them with broader political objectives. In **Nicaragua**, the JP served to affirm the need for regional governments to develop cultural policies, in the context of the recognition of the cultural rights of indigenous and Afro-descendant peoples in the Caribbean Coast. This entailed stressing the need to set up specific policy departments in the cultural field, thus recognising this as a core element in regional governance, which also calls for reinforced training and capacity-building of staff. Similarly, in **Honduras** support was given to cultural policy development at national level and to decentralisation in this field, in the context of a broader trend towards decentralisation in the country which also served to affirm internal cultural diversity. Measures included the legal establishment of 9 Regional Cultural Councils, as spaces for public debate and policy design; and the drawing of 41 Local Cultural Agendas, which aimed to highlight the links between culture and local development and were submitted by Local Cultural Councils to their respective mayors. In the **Occupied Palestinian Territory**, a new Heritage and Crafts Unit was set up within the Ministry of Culture, whereas in **Mauritania** the Directorate of Cultural Heritage within the Ministry of Culture was strengthened through the provision of training, technological equipment and databases, among others. As already noted, similar developments were recorded in other countries, including **Mozambique** and **Uruguay**.
- b) **Interinstitutional arrangements.** The recognition of the links between culture and other dimensions of human and sustainable development leads to the drawing of joint strategies and new coordination mechanisms. More complex cultural governance models are set up, both within national governments and among different tiers of government. One relevant case is visible in **Ecuador**, where the coordinating role of the Ministry of Heritage (the role of which is to coordinate and foster new policy developments in other ministries which are then in charge of implementation, in areas including culture, the environment and education, among others) helped to strengthen the position of cultural aspects within national development strategies and to make intercultural approaches a core element in national development. Similarly, the JP in **Costa Rica** witnessed reinforced coordination mechanisms among culture, health, agricultural, economic and education policies, following an intercultural review of existing national policies in these fields, which helped to raise awareness of cultural factors and identify weaknesses, and the design of new schemes and joint working groups. An agreement was signed between the Ministry of Culture and Youth and the Ministry of the Economy, Industry and Trade to set up a creative business incubator (CREAPYME) at Parque La Libertad, and new intercultural policies were designed in other policy fields. Following this review and in consultation with civil society, intercultural aspects within the National Cultural Policy were also reinforced and the Ministry of Culture and Youth was seen to have a higher profile at national policy level – here and in other countries, the role of JPs in strengthening cultural aspects in the public space should not be neglected.

New, more complex models of cultural governance, including the setting-up of new spaces enabling dialogue among different stakeholders and joined-up policymaking, were also one major aim of JPs in Eastern Europe. **Turkey** provides an excellent example, involving institution-building at national level (the Ministry of Culture and Tourism was directly in charge of developing the Ani site management plan, rather than outsourcing it as had generally been done in the past; and information exchange and coordination among different units in the MoCT was visibly strengthened, showing a reinforced understanding of key issues in cultural tourism), more balanced relations between central and local governments (through the reinforced role of Kars provincial authorities and the enhancement of mutual knowledge between them and national government) and the promotion of public-private partnerships (cluster workshops and a grant scheme at local level facilitated the emergence of a collaborative culture among cultural and tourism actors, including specific schemes linking hotel owners with craftswomen, etc.). Vertical coordination (i.e. between national, regional and local authorities) was also reinforced in **Bosnia and Herzegovina**, where the Joint Action Plan for the Implementation of the pre-existing Cultural Policy Strategy was jointly drafted by the state government, the Federation of Bosnia and Herzegovina and the Republika Sprska, in a working group set up by the JP. Given the country's particularly complex nature, this stands as a remarkable development.

- c) **Reinforced accountability and shared leadership:** through the setting-up of councils and committees involving public authorities and non-profit stakeholders, JPs have contributed to increased accountability and distributed leadership and responsibilities among different actors. This is shown in examples such as **Namibia's** National Steering Committee on Intangible Cultural Heritage, involving cultural and educational institutions, private sector actors and civil society organisations, which should contribute to inventorying and safeguarding intangible heritage assets and promoting long-term partnerships; and **Ethiopia's** Steering Committee on Shared Cultural and Religious Values, including policy-makers and academics, who were selected following a participatory workshop, and which was seen to contribute to a common understanding and language among different cultural and religious groups and to identify weaknesses. These developments should provide the basis for sustainability beyond the JP's lifetime. In **Bosnia and Herzegovina**, even though the main focus was on the reinforcement of dialogue and cooperation among public authorities (see *previous paragraph*), progress was also recorded as regards mutual trust with civil society, through the setting-up of five thematic working groups in fields such as education, and the establishment of local monitoring teams involving staff from local authorities and NGOs. Local authorities' capacity was also strengthened through the design of new public calls for funding applications, based on criteria similar to those used by EU institutions. Contributions to accountability and dialogue at local level were also recorded in **China**, through initiatives such as the Exchange Platform in Congjiang County, which enabled ethnic minorities to express their views on local government policies and services and shape new schemes. This initiative also enabled a stronger involvement of women in local community development.
- d) **Sophistication of policy schemes:** new knowledge tools, technical assistance and consultation exercises implemented in the context of JPs have led to the design of more complex policies and support schemes, including new forms of funding and/or the allocation of increased financial resources. This seemed to be particularly visible in low-income and lower-middle income countries. In **Mozambique**, the Ministries of Culture and of Tourism decided to grant local cultural service providers priority access to district funds in order to stimulate entrepreneurship in these fields and enhance economic development. Several new tools were also introduced in **Senegal**, including an accelerated growth strategy for Tourism, Cultural Industries and Handicrafts to increase synergies among these sectors; the setting-up

of new funding schemes and financial management models for the crafts sector (credit funds, mutual savings banks, cooperatives, promotion of a savings culture, etc.); and the adoption of new instruments and legal resources (ethical code, contract model, etc.) for artists and culture professionals. Three new funds for local cultural development were designed in the context of the **Nicaragua** JP: a Research Fund, aimed at enhancing the knowledge base on culture and development in areas with a strong indigenous and Afro-descendant component; a Pro-Culture Fund, which provided grants to small projects linked to the visibility of cultural tradition and heritage (cuisine, theatre, music, dance, crafts, training, etc.); and a Revolving Credit Fund, set up to support creative business initiatives and other activities contributing to cultural tourism in the beneficiary areas. Roughly USD 1.3 m was allocated to these three funds. The Pro-Culture Fund in particular, despite the limited resources available, served to increase self-esteem of local communities, foster social inclusion of disadvantaged groups and revive threatened cultural expressions. Microcredit funding for micro, small and medium-sized enterprises was provided in some cases, including **Egypt**, through an agreement with the Best Foundation that provided a microfinance portfolio (USD 250,000) for entrepreneurs and SMEs fostering cultural development, tourism and other business initiatives in the Dahshour area. Following the JP, the Best Foundation committed to pursuing the scheme for five years, thus ensuring the mid-term sustainability of the programme's results. A 99% repayment rate was observed.

Strengthened leadership capacities

New legislation, policies, programmes and governance mechanisms developed in the context of the Thematic Window necessarily entailed the strengthening of capacities in public bodies and other organisations entrusted with leadership and implementation. Capacity-building and advice were indeed a standard feature of all JPs and often targeted key decision-makers and other relevant staff – in addition to technical aspects, training and technical assistance often focused on the strategic capacities of beneficiaries. In **Bosnia and Herzegovina**, areas of focus of capacity strengthening provided to the Ministry of Civil Affairs and the central and entity Ministries of Culture included coordination, strategic planning, international relations and information-sharing and vertical and horizontal cooperation among public authorities.

Capacity- and institution-building of community-based organisations (CBOs)

The promotion of a plural, public understanding of cultural aspects in society, the search for new forms of legitimacy and accountability and the trend towards more cooperative cultural governance models outlined above call for reinforced capacities in civil society. Therefore, in several JPs efforts were made to build the capacities of non-profit organisations, either through training or the allocation of new roles. Examples include the transformation of **Ecuador's** existing Confederations of Afro-Ecuadorian and Indigenous Peoples into new Equality Councils, which will be entrusted with the monitoring and assessment of public policies to ensure consistency with equality and interculturalism principles. These developments were often visible at local level in countries such as **Costa Rica**, where local development associations, district councils and civic committees enabling community leaders and other neighbours to voice their opinions on local development and design new development schemes in fields such as community tourism. In **Cambodia**, following sustained training and advice provided to small producer groups, one umbrella organisation, the Kuoy Community Handicraft Association, was set up and legally registered. The new body also expressed a new-found

belief not only in the economic relevance of local cultural production, but also in the need for minority cultural heritage to be preserved and transferred to future generations.

Design of new academic and vocational training programmes

As already noted under several sections, many capacity-building workshops, seminars and training tools were designed and implemented in the context of all JPs. In several cases, new, permanent methodologies and courses responding to the specific needs identified in the cultural sector were also set up, and should be highlighted, as they contributed to strengthening national cultural capital. Among them is **Albania's** new Cultural and Resource Management Master's course, provided by the University of Tirana and fully accredited within the public higher education system. It provided both bachelor students and existing cultural employees (including public sector staff) with an opportunity for skill development at home, rather than abroad. Visiting professors and a scholarship programme for non-resident Albanian students also contributed to the reputation and visibility of this initiative. The first two editions of this Master's programme witnessed the enrolment of 13 and 11 students respectively. A Postgraduate Diploma in Cultural Management in cooperation with UNESCO was also set up in **Honduras**, attracting 38 students from the country's 9 regions in its first year. In **Mozambique**, progress was made towards the drafting of a new vocational training curriculum in the area of crafts, which was to be later approved by the government.

Improvement of local cultural infrastructure

Local cultural facilities play a fundamental role in enabling citizens to participate in cultural life, by providing opportunities for access to cultural expressions and collections (museums, galleries, libraries, theatres, auditoriums, etc.) and for the development of creative skills and capacities (music, arts and media schools providing tuition to children and adults; local cultural centres organising cultural education activities, hosting cultural associations and enabling communities to develop and present their own cultural expressions; audiovisual or music studios providing equipment for production and reproduction; etc.). They can also contribute to the provision of information and can operate as community meeting places, with positive social and political effects, and can be linked to tourism and economic development strategies. Whereas cultural infrastructures do exist in developing countries, they are often mainly available in major urban areas, are under-equipped or focus mainly on exhibition and passive reception rather than active participation in cultural life. The role of local facilities in giving visibility to broader development interventions and becoming symbols or beacons of change should not be neglected either. In this context, several JPs have devoted resources to the development or improvement of cultural infrastructure, often with clear aims as regards social development.

Relevant examples exist among others in **Senegal**, where Community Multimedia Centres (CMC) initiated by UNESCO in the programme's two focus regions have become, in addition to cultural training and participation facilities, important nodes for awareness-raising activities for the local communities on social and health issues (e.g. against gender-based violence). Likewise, the pre-existing Women's House in the Saloum Delta was redesigned to provide the local community with new opportunities for social participation, organisational strengthening and creative development. This was one of several facilities created or renovated in the context of the programme – the overall Toubacouta Interpretation Centre included a crafts centre, a youth centre, the Women's House and an ecomuseum, and the accompanying crafts village. A participatory management plan for the overall site was designed and was due to ensure ownership and sustainability of this major new development, which should also contribute to local economic development.

Also in Africa, the JP in **Ethiopia** involved the establishment of 6 Living Cultural Resource Centres (LCRCs), which were aimed at strengthening the production, quality control and marketing capacities of the crafts sector through the provision of training, workshops, equipment and material, thus ultimately contributing to improving market, income and employment opportunities for artisans and entrepreneurs.

In **Costa Rica**, the aforementioned Parque La Libertad has become a unique space at national level, providing opportunities for self-expression, creativity, leisure and cultural enjoyment, with a particular focus on disadvantaged young people and adults. Strongly inspired by the recognition of cultural rights and the aim to foster social inclusion, services include opportunities for creative development, the promotion of employability and entrepreneurship through vocational training and business advice in culture and media, the recognition of minority cultural expressions, awareness-raising on social, health and environmental issues, democratic participation and network brokering.

Similar developments were recorded in **Uruguay**, where the JP supported the Ministry of Education and Culture and the Ministry of Social Development in its pre-existing development of 'cultural factories' (*fábricas culturales* and *usinas culturales*), which operate as facilities supporting training and business development in the cultural sector and access to culture. Different types of centres were set up, combining opportunities for professional development with activities aimed at facilitating access to culture and media for the public at large, with a focus on disadvantaged groups and schools, among others.

In **Honduras**, 24 existing local cultural houses were evaluated through a participatory process, in order to implement activities adapted to local needs and ensure ownership and sustainable management models. 22 of them were later provided with new equipment, including lighting and audio equipment and mobile stages for artistic activities, and staff was trained to make a good use of new equipment. In addition, 50 cultural information centres were established in rural areas.

Likewise, two new cultural centres were set up in **Cambodia**, following community consultations, and provided with management plans. One of them was already operational at the end of the programme. 9 handicraft workshops, which house cultural products and may be used as display centres and handicrafts shops, were also supported. Technical support was provided to the Royal Government's Museum in Preah Vihear, which will provide an opportunity to display not only archaeological artefacts but also the natural and cultural diversity of the province, with a special attention to the heritage of the Kuoy indigenous people.

Finally, local facilities were also strengthened in **Morocco** and provided opportunities for local ownership through the involvement of community-based organisations. Two of the so-called zaouias, traditional religious centres, were enhanced to facilitate access to culture and education for women and young students. Traditionally directed by men, the zaouia in Moulay El Bachir was led by a woman, in what was seen as a remarkable development. Other contributions to local cultural facilities included the construction of a small amphitheatre for the dissemination of intangible heritage linked to ethnic minority groups (Guengua songs and dances), which was managed by a local NGO and aimed at fostering local, national and international tourism. Finally, several historic buildings were renovated to house local craftsmen and provide opportunities for training, the maintenance of traditional forms of production and the attraction of tourism.

III.6. Broader governance developments

Previous sections have shown that programmes funded under the Thematic Window on Culture and Development have contributed to policy innovation both in the cultural field and in other areas related to human and sustainable development. On the other hand, the aims and results of certain programmes can also be linked to broader national political objectives, including the strengthening of constitutional values, regional and international integration, decentralisation processes and the fight against intersecting inequalities. This section briefly presents some developments in this field. Even though a direct relation with the MDGs and other international development objectives may not exist, activities in this framework should enable the adaptation of institutional frameworks to better achieve human and sustainable development objectives as identified by beneficiary countries.

Contribution to major national objectives

The design of JPs in some countries was closely linked to contemporary political objectives of different nature. Developments in this field are particularly difficult to group, due to their direct relation with specific national objectives. At the same time, the alignment with pre-existing aims should facilitate the sustainability and ownership of programme results.

One clear example is shown by **Bosnia and Herzegovina**, where the programme was seen as a major step in the process towards EU accession. The adaptation of cultural statistics to existing Eurostat models, the design of calls for proposals for municipalities on the basis of requirements and standards normally used by EU institutions and the design of new policy tools to help the Ministry of Culture raise its profile and become closer to existing European models are some examples which show the aim to adopt European models. It is worth noting that JP evaluators stressed that there was a broad consensus of stakeholders that the JP should contribute to the EU accession process, whereas links with the MDGs, whilst being recognised, were perceived as being less evident. Another major political objective to which the JP may have contributed was the encouragement of intercultural dialogue and understanding among communities.

Recent constitutional changes in **Ecuador** aimed at the full development of an intercultural, plurinational state strongly inspired the design and implementation of the JP in that country. Constitutional change should involve the transition towards a new institutional architecture, legal framework and political culture. The JP's focus on a number of structural interventions (new legislation and intercultural policies in fields such as health and traditional legal systems, setting-up of participatory bodies, reinforced opportunities for women and indigenous groups, etc.) should be interpreted in this light. The so-called National Plan for Good Living (*Plan Nacional para el Buen Vivir*) includes the affirmation and strengthening of national identity, diverse identities, national pluralism and interculturalism and can be seen as one major inspiration source for the JP.

Finally, some elements of the JP in the **Occupied Palestinian Territory** can be seen to contribute to the preservation of national identity. It could be argued that the preservation of cultural heritage and identity is rendered difficult because of continuing diaspora as well as the complex regional situation. In this respect, the JP's measures in support of cultural preservation, production and dissemination can be seen to contribute to the strengthening of identity and of links between Palestinians in the West Bank, Gaza and the Diaspora.

Contribution to decentralisation processes

Recent decades have witnessed increasing trends towards the strengthening of local and regional authorities in many countries, as a recognition of cultural diversity within countries and of the ability of these tiers of government to facilitate improved service delivery and citizens' exercise of human rights. The decentralisation of cultural competences can also be a step towards facilitating opportunities for

participation in cultural life, the integration of cultural activities in broader local development strategies and the enhancement of local ownership for new programmes and facilities. As already mentioned, several JPs facilitated the setting-up of regional and local cultural councils and working groups, as well as the design of local cultural agendas. It is also worth noting that often this was linked to a more holistic understanding of local development, wherein culture, gender, human rights and other issues promoted in the context of the JP can play an important role. This is visible, among others, in **Morocco**, where, in the context of 2009's National Strategy for Economic and Social Decentralisation and 2011's subsequent Decree, the JP contributed to the integration of cultural heritage preservation, gender and tourism promotion in the design of new Local Development Plans in 6 communities, through a participatory approach. The process involved a mapping of local cultural resources and their cultural and touristic potential and increased opportunities for the participation of women throughout the exercise. The new model, which following its successful implementation in 6 towns was due to be replicated in a total of 54 municipalities, allowed for elected decision-makers, staff of public authorities and civil society to strengthen their dialogue and design plans jointly, based on the recognition of cultural assets and the strengthening of participation and social inclusion.

Contributions to existing decentralisation processes could also be identified, among others, in **Nicaragua**, where the autonomy of regional governments was reinforced and granted them the potential for policy leadership, thus somehow acquiring the status previously held by central government; in **Mozambique**; and in **Bosnia and Herzegovina**, where institutional support was provided at state, entity and cantonal level in order to ensure a more adequate implementation of existing competences at each level. The launch of public calls for proposals aimed at local authorities also intended to make them become familiar with European standards and to increase their planning, implementation and reporting capacities.

Integration of a gender perspective in the institutional and political context

The importance given to gender issues by several JPs is proven by the existence of structural programmes which operated at different levels, aiming to mainstream a gender perspective in the institutional context which could later influence broader societal developments. In **Morocco**, the JP contributed to the integration of a gender perspective in the National Heritage Strategy and in local development plans in rural areas, the latter involving training, awareness-raising and consultation activities. In addition, in the context of the 2009 local elections, wherein women were able to stand as candidates for the first time, information and awareness-raising activities for the public at large and a workshop on female leadership were carried out, prior to the election of 14 women in the region of Guelmin. After the election, capacity-building workshops for elected women were organised and a network of locally-elected women was created in 2010, providing them with a platform to assert their rights, put an end to discriminatory practices and fully participate in local development.

Enhancement of the knowledge base and awareness-raising activities

The integration of a gender perspective often involved initial steps towards the improvement of the knowledge base and awareness-raising. One of the findings of the JP in **Mozambique** was that in addition to using local cultural knowledge and indigenous knowledge systems to enhance development practices, traditional practices that were at odds with community development or had severe negative implications for the empowerment of women had to be overcome. This led to educational programmes in family law, in order to assist vulnerable and sexually-abused women to override the oppression and silencing of women in traditional communities.

In **Senegal**, following extensive awareness-raising and training activities aimed at both women and men, married women reported more freedom to take decisions on their own on issues such as health

and schooling, and an increased ability to discuss taboo subjects such as female genital mutilation and HIV/AIDS within local communities was also noted. Activities aimed at fighting gender-based violence were carried out in 33 communities and involved administrative, political and religious authorities. It is worth noting that efforts made to end harmful cultural practices and to empower women were aligned with the National Strategy for Equity and Gender Equality and contributed to achieving its goals, something that should contribute to the sustainability and ownership of activities.

IV. Conclusion

Based on the information presented in the previous chapter as well as evidence collected in interviews and the consultant's own observations, this chapter presents conclusions regarding the sustainability, replicability and lessons learned from activities funded under the Thematic Window on Culture and Development.

IV.1. Sustainability

Several JPs or individual interventions supported in the context of JPs have become sustainable after their initially-envisaged lifetime. Some examples are shown hereafter, alongside the factors and issues which have enabled such sustainability. It is worth noting that the list of cases presented below does not aim to be exhaustive – it is likely that many other elements supported in the context of JPs have become sustainable, inspired new initiatives or re-surface under different forms at a later stage. As explained hereafter, some countries where JPs that have finished only recently are currently in the planning stages for new programmes that should ensure the sustainability of processes and results generated. Several other factors and activities which should enhance the sustainability of programmes are also presented.

JPs' legacy in the form of new framework programmes

Some national governments and UN agencies have committed to pursuing the approaches and interventions implemented in the context of the JP through new national programmes which either adopt a similar methodology to or focus on specific elements of the previous JP.

In some cases, new initiatives also foster replication of results by broadening the implementation area in the new phase – as seen for instance in **Ecuador**. Following a positive trend whereby the Coordinating Ministry of Heritage has had its budget increased in recent years and is in a position to ensure the continuity of activities, a financial package is currently being negotiated to implement a new programme, based on the legacy of the JP, in 2013-16. The new programme should contribute to the strengthening of the intercultural and gender dimension in several public policies (health, education, anti-racism, justice, etc.), the promotion of entrepreneurship in rural areas (including the 3 provinces where the JP focused, as well as 5 new ones) and a new strand supporting the capacity-building of public authorities (particularly security forces, the judiciary, etc.) as regards the collective rights of indigenous peoples and nationalities.

In other cases, new programmes aim to build on the achievements of previous JPs whilst addressing some of the weaknesses perceived – in **Bosnia and Herzegovina**, a new programme is being drafted which would focus mainly on visibility, dissemination and awareness-raising, in order to provide cultural activists with messages and tools generated in the context of the JP. On the other hand, UNICEF will pursue the implementation of intercultural activities in the field of education, with a focus in particular on policy advocacy, the change of attitudes in teachers, student exchange and other issues.

Most of the JP managers interviewed identified specific aspects which will be continued after the programme's end and which prove the commitment of national authorities and other stakeholders (e.g. UN agencies) to ensure the sustainability of results. In **Nicaragua**, the UNWTO and the National Tourism Institute aim to give continuity to the new cultural tourism routes launched in the context of

the programme, whereas some institutional developments are visible at local and regional level and there is a general perception that the JP has left a fertile ground for continuity at several levels. In **Egypt**, there is buy-in from national government as proven by its financial allocation of USD 8.3 million for the implementation of the Spatial Tourism Plan in Dahshour.

Institutional integration of processes and products

In other cases, sustainability can be facilitated through the integration of the results and working arrangements implemented within JPs, into the regular initiatives of national authorities and other stakeholders. It should be noted that this is also rendered easier in the cases where JPs had already been designed in the context of existing national policies and priorities, something which appears to be more frequent among middle-income countries, or of development strategies.

Evidence of good alignment with pre-existing national policies and UN strategies in the country is visible, among others, in Eastern Europe. In **Bosnia and Herzegovina**, the JP contributed to the implementation of the existing Cultural Strategy, including through the design of an Action Plan, and also built on the country's recognised potential in the field of cultural tourism. It is worth noting, on the other hand, that the JP's work in the field of education was seen to differ from existing national policies in this field – therefore, innovative elements, wherein the JP took a leadership role, coexist with those of continuity, in which integration with previous or ongoing developments was sought. Likewise, the JP in **Albania** was seen to respond to existing national legislative and strategic documents or to address the further refinement and development of the pre-existing political, legislative and strategic framework, something which has later facilitated the integration of the JP's outputs in subsequent policymaking. In **Turkey**, the JP was centred on elements from the UN Development Assistance Framework (UNDAF) 2006-10, as well as with existing national strategies and policies, including the 9th Development Plan (2007-13), the Tourism Strategy Action Plan (2007-13) and the 2023 Tourism Strategy.

Similar examples can also be given in other regions, including **Senegal**, where the JP was aligned with existing national strategies for poverty reduction and accelerated growth, as well as for gender equality. In **Morocco**, links could be found not only with the existing UNDAF documents at the time of programme design but also with forthcoming developments – indeed, the UN Common Action Plan 2012-2016 explicitly refers to the achievements of the MDG-F's JPs funded under the Thematic Windows on Cultural Diversity and on Gender and the aim to ensure their sustainability.

As in the latter case, other examples of sustainability ensured through the integration of results in new policy frameworks can be found in **Uruguay**, where the five-year budget for 2011-2015 integrates some of the JP's activities and should contribute in particular to strengthening the new approaches generated in the field of creative industry business support.

Improved knowledge base

As already mentioned, all JPs have contributed to the availability of studies, reports, databases and other information sources in the cultural field as well as in other related areas, in the context of the contribution of cultural aspects to human development. In particular the cultural information systems set up in countries like **Costa Rica**, **Honduras**, **Uruguay** and **Mozambique**, as well as related statistical developments in, among others, **Ecuador** and **Bosnia and Herzegovina** should be seen as steps towards the sustainability of the JP's results.

Sustainability through branding and visibility

The success achieved by JPs themselves or some of their outputs in terms of visibility and ‘branding’ of concepts has somehow facilitated that programme achievements be later integrated in subsequent strategies and policies. In **Uruguay**, the success of the JP, locally known as *Viví Cultura*, is shown by its name being associated with a number of effective, well-recognised programmes and schemes in fields such as the design of new cultural infrastructure, support to the creative industries and the promotion of artistic and cultural education. Support has been granted by the national government as well as the Spanish Agency of International Cooperation for Development (AECID), among others, to ensure the continuity of activities in these fields.

Ownership and participation contributing to sustainability

Evidence gathered in the context of several JPs shows that sustainability can be facilitated through beneficiary communities’ ownership of JPs’ methodologies and outputs, along the lines suggested by the Paris Declaration on Aid Effectiveness. Many examples of ownership exist and they have been based on different formulas, whilst always ensuring active participation of key stakeholders in the design of priorities and the implementation of programmes.

In some cases, ownership and political will expressed by public authorities has been considered a fundamental factor in ensuring sustainability – e.g. the political buy-in of the JP at the highest institutional level identified in **Albania**.

Elsewhere, emphasis is often placed on the importance of broad societal involvement, including strong participation by civil society organisations. In this context, cultural mapping exercises carried out in several countries (e.g. **Costa Rica, Nicaragua, China, Morocco**, etc.) can make a contribution not only to the short-term design of programmes and initiatives but also, by identifying needs and proposing new arrangements, can set the basis for the long-term broadening of priorities and working arrangements, including increased legitimacy and sustained participation by local communities. In this respect, ownership and sustainability can also be enhanced through the promotion of new models of participative governance, including the setting-up of local councils and working groups involving several stakeholders, as shown in several JPs – in these contexts, responsibility is increasingly shared among public, private and non-profit actors, and this can be a way towards broad ownership and joint, sustained efforts.

Other ways in which grassroots participation can enhance ownership and sustainability include participatory processes linked to the management of new local infrastructure in countries like **Senegal**.

Evaluation and the advanced planning of sustainability

The innovative nature of most interventions funded under the Thematic Window means that, even though often results are remarkable and deserve further consideration and replication, several difficulties have been found throughout the implementation process. In this respect, the fact that all JPs have undergone regular internal and external evaluation should be seen as an asset, which can pave the way for tackling existing obstacles and ensuring the sustainability of certain aspects. As indicated in the mid-term evaluation of the JP in **Namibia**, the conceptual and managerial challenges faced may have led to renewed attention to the processes involved, and this can in turn led to considering the measures that should be adopted to foster sustainability. The same could be said of all JPs.

On the other hand, the design of sustainability plans to accompany new infrastructures established in the context of the JPs can also be seen as a way to ensure the continuity of interventions. Relevant

examples include the sustainability strategies designed for new infrastructures in Toubacouta and Bandafassi, in **Senegal**, drawn by management committees involving a range of local actors and aimed at ensuring the operational sustainability of new facilities but also the continued involvement of communities and the recognition of cultural diversity in the area.

Capacity- and institution-building

Certainly, one of the main factors which should contribute to the sustainability of the JPs' results lies in the wide range of training and capacity-building activities undertaken, which have provided decision-makers, civil servants, artists, craftspeople, culture professionals, students, members of disadvantaged groups and communities and many others with rare opportunities to access specialised knowledge and the development of skills and capacities. Cases in which new Master or Postgraduate courses have been designed and integrated in regular university programmes, or where new curricula have been designed in primary and secondary education or in vocational training are particularly noteworthy.

Likewise, the strengthening of public institutions and community-based organisations integrated in several JPs, through the re-design of internal structures, the setting-up of new bodies, participation of key staff in training activities and working groups and the design of new legal and policy documents should also be seen as a way to ensure the mid- to long-term sustainability of programme interventions.

Awareness-raising

As already noted, projects funded in the context of the Thematic Window have devoted substantial efforts to raising awareness of key stakeholders and, in certain cases, of the public at large about the role that cultural aspects can play in the promotion of human and sustainable development. These efforts have often succeeded in changing existing paradigms about the links between culture and development – rather than seeing in culture a potential obstacle to development or an element of conflict, evidence shows that programmes have raised awareness about the potential for cultural heritage to attract tourism, the creative industries to become a source of employment and income generation, and the integration of an intercultural perspective to improve the access and quality of health and educational policies, among others.

The limits of sustainability

Even though, as noted above, there is evidence of or potential for sustainability in several cases, it is also worth noting that some features of JPs can operate as a limitation for the sustainability of results. In particular, several JP evaluations have noted that the limited implementation periods of Joint Programmes limit the potential for changes to become structural and well-rooted in beneficiary countries. Likewise, in some cases doubts were raised about the ability of national governments to provide the financial resources and the capacities required to ensure the continuity of interventions funded under the JP.

IV.2. Replicability

As already noted throughout the study, several activities funded in the context of the Thematic Window have become models for replication in other areas of the beneficiary country or in neighbouring countries. Some of the key aspects that could inspire future programmes are briefly presented hereafter:

- ▶ **Innovative and successful pilot projects:** the Thematic Window has enabled national, regional and local governments, UN agencies, civil society organisations and other important stakeholders to design and implement innovative projects in fields such as the support to the cultural and creative industries, the promotion of intangible heritage (e.g. through the recognition of Living Human Treasures), the integration of an intercultural perspective in health and educational policies, the development of cultural mapping exercises, the strengthening of cultural policies in the public space and the promotion of integrated approaches to local development planning, among many others. Even though the effectiveness of activities is often linked to their being adapted to the specific cultural context where they are implemented, developments in several of these fields provide replicable models.
- ▶ **Participation:** the adoption of participatory models has been fundamental in ensuring the effectiveness, ownership and sustainability of programmes and initiatives funded in the context of the Thematic Window. Successful programmes contain elements of participation from the earlier stages of a programme (identification of needs, design of activities), through the implementation phase, to monitoring and evaluation activities. Participation should be inclusive and be provided both with permanent spaces and with short-term opportunities for contribution. This arises as one major element to be integrated in future programmes.
- ▶ **Local development and decentralised models:** evidence appears to show that operations implemented at local level may be particularly well-placed to be replicated in other local areas within the country. This appears to be the case mainly where competences have been decentralised at local or regional level, as this enables local authorities to recognise relevant models in other cities or villages and consider adapting them, whereas national authorities and international agencies can also facilitate the replication of approaches once they have been tested. Examples taken from **Turkey, Bosnia and Herzegovina** and **Morocco**, among others, appear to indicate this.

On the other hand, it has also been argued that replicability is necessarily limited in some cases; for instance, the market for crafts or cultural products is to a certain extent limited, at least within one country, and therefore it may be difficult to consider more extensive interventions in this field.

IV. 3. Lessons learned

On the basis of the evidence presented and the positive and negative experiences observed, some lessons which could inform future programme design can be identified and are briefly summarised hereafter.

Lessons learned as regards programme design

- ▶ **Reduce ambition and complexity:** JPs have generally aimed to address many issues and have not always been successful in achieving the results expected in all strands and in ensuring adequate synergy among all components. Taking into account the innovative nature of many activities, it seems adequate to reduce the complexity and ambitions of goals and procedures in this type of programmes.
- ▶ **Participation from the early stages:** the integration of opportunities for active participation within the initial recognition of needs (e.g. mapping exercises) and the design of activities, as well as

throughout the whole programme cycle, has been confirmed as a key factor in ensuring programme effectiveness, ownership and sustainability and should inspire future initiatives.

- ▶ **Concentration in a limited number of places:** most JPs have concentrated their activities on a limited number of regions within the country. This seems to be a successful strategy, which allows for the concentration of resources, the adaptation of tools to specific needs identified, strengthened dialogue with beneficiary groups (particularly when local management committees were set up) and subsequent replication in other regions within the country.

Lessons learned as regards the cultural dimension

- ▶ **Interculturalism as a basis for culture and development and impact in other policy areas:** particularly in countries with marked ethnic, linguistic and religious diversity, the mainstreaming of an intercultural approach in several policy areas (which involves policy analysis, awareness-raising and advocacy, capacity-building, reforms in legislation and policies, etc.) seems fundamental, firstly, to facilitate an understanding of the role that cultural aspects may play in different areas of development and, secondly, to foster change and adaptation to the needs of different social groups.
- ▶ **Focus on less politicised notions of ‘culture’ where necessary:** in countries which have recently undergone conflicts with a relevant cultural or religious component, there is a risk implicit in implementing programmes with a clear cultural dimension. In Bosnia and Herzegovina, this risk was overcome by focusing on less politicised aspects of culture (e.g. the cultural industries, rather than identity, ethnicity and religion) and by highlighting the links between the modern and traditional when addressing more sensitive issues related with crafts and heritage.
- ▶ **Cultural adaptation of tools and products:** some pre-existing international tools in the field of culture and development (e.g. the UNESCO Cultural Diversity Lens Toolkit²⁹) had to be adapted to the specificities of the cultural and linguistic groups with whom they were to be used. Similarly, the success of programmes and tools designed under several JPs, particularly when trying to reach ethnic minorities and indigenous peoples, has depended on their being translated and adapted to the cultural and linguistic context in which they would be implemented.
- ▶ **Build bridges among different cultural models and expressions:** in fields such as health, the effective implementation of activities under JPs has relied on the combination of traditional and formal knowledge and approaches, by setting up joint spaces for dialogue and recognising the value of respective contributions. Likewise, in some countries JPs have enabled minority cultural expressions to gain recognition and visibility by being presented in institutional frameworks and placed on a balanced footing with more recognised cultural forms.

Lessons learned as regards poverty reduction and culture

- ▶ **Focus on productive capacities:** staff in charge of some JPs highlighted that the main contribution made by the Thematic Window on Culture and Development was the provision of capacity-building, technical assistance and business advisory services to enable members of disadvantaged groups to generate new sources of income. It is often in these circumstances that increased appreciation of cultural aspects can also be observed.
- ▶ **Risk of neglecting non-productive cultural activities:** despite the arguments presented in the previous paragraph, it also seems necessary to ensure that framework programmes focusing on culture and development contain support mechanisms aimed at cultural forms and expressions which are not aimed at the markets, but which contribute to the preservation and transmission of values, social inclusion and the strengthening of individual and collective identities. Often, this

²⁹ For additional information see <http://www.unesco.org/new/en/culture/themes/culture-and-development/the-cultural-diversity-lens/> [04/12/2012].

underpinning cultural fabric can provide the basis for subsequent initiatives with an economic value added (e.g. new forms of creativity, cultural tourism, etc.).

Lessons learned as regards programme governance

- ▶ **Active cooperation among different actors:** both at the level of UN agencies and at the level of national policy departments, but also as regards different tiers of government and cooperation between public and private actors, the most successful interventions have generally been those in which active cooperation among different actors was achieved.
- ▶ **Integration of cultural aspects on an equal footing:** programmes funded under the Thematic Window attest to the contribution that cultural programmes can make to a wide range of areas of human and sustainable development. Particular impact appears to arise when public authorities in charge of cultural affairs stand on an equal footing with other policy departments and can foster the integration of a cultural perspective in a wide range of policy areas.

Lessons learned as regards awareness-raising

- ▶ **Strong awareness-raising may be needed in the early stages:** as already noted, JPs had a substantial innovative dimension and often introduced concepts and approaches that had not been tested in certain countries beforehand. Whereas attitudinal change towards the place of culture in development has been recorded in many cases, a few examples have been found in which the lack of previous knowledge as regards fundamental cultural concepts and their relevance has negatively affected the effective implementation of programmes. In this respect, future initiatives may need to strengthen the awareness-raising component, particularly among those sectors whose role is fundamental in achieving programme goals.

Lessons learned as regards monitoring and evaluation

- ▶ **Difficulty in measuring certain impacts:** just as it has been difficult for the present thematic study to provide detailed evidence of achievements in certain areas, the evaluation of JPs has also needed to recognise that qualitative impacts in particular are difficult to measure, whereas others may only become visible in the mid- to long-term or may be the result of joint efforts and not be attributable exclusively to one individual JP. These difficulties should be considered in the evaluation of similar initiatives in the future.

V. Recommendations

Building on the evidence and conclusions presented under previous chapters, this final section introduces some recommendations aimed at the MDG-F Secretariat and other stakeholders in the field of international development, with a view to improving the integration of cultural aspects in future development agendas and strategies.

V.1. Enabling environment

The following recommendations are presented with a view to strengthening the conditions conducive to a more dynamic cultural sector, which can enhance its contribution to the achievement of international development objectives:

- ▶ **Integrate cultural development support into broader economic strategies:** whereas progress has been made in providing financial resources, business advice and other support services to cultural producers to develop economic activities, more could be done to ensure that the economic potential of the cultural sector is also recognised by key stakeholders in economic development (e.g. Ministries of Economy and Finance, banking sector, etc.) and is thus more actively integrated in long-term strategies in this field.
- ▶ **Diversify funding sources:** despite recent progress recorded in the context of the Thematic Window and other initiatives, financial resources made available for the cultural sector in developing countries tend to be scarce. In addition, they are not always adapted to the diverse needs experienced by the sector. Initiatives launched in the context of JPs, such as the setting-up of micro-finance schemes, provide models which should be generalised in other contexts.
- ▶ **Analyse national and international markets:** support provided to cultural producers has generally focused on the improvement of policies, the development of capacity-building and the provision of funding, thus contributing to strengthening the supply side of the cultural industry. In some cases, doubts remain as regards the ability of increased production to find a sustainable demand – it is only when access to markets is secured that support provided to producers achieves its maximum effectiveness. In this respect, it may be necessary to assess in further detail the feasibility of building national markets for cultural production and, insofar as possible, determine the availability and feasibility of international markets.
- ▶ **Address inequalities through structural analysis, participation and specific opportunities.** Evidence shows that interventions in the cultural sector can contribute to addressing inequalities in the access to resources and the exercise of rights, particularly when they result from a deep analysis and involve opportunities for participation and the design of tailored support mechanisms (e.g. capacity-building, support policies, etc.).

V.2. Tackling cultural aspects

The following recommendations aim to strengthen the specific cultural dimension of international development programmes and projects:

- ▶ **Reinforce cultural policies:** the effectiveness of future initiatives linking culture with sustainable development should rely on the availability of a specific space (i.e. a ministry, directorate or department) for cultural reflection, design and implementation within public authorities, at local, regional and national level. Ideally, permanent spaces for cooperation and joint strategies, provided with adequate resources, between bodies in charge of cultural policy and those in charge of other key areas contributing to development (education, health, economic development, gender,

environment, etc.) should be established, contributing to an active understanding of culture and its relevance in several fields.

- ▶ **Provide specialised training:** measures to build the capacities of actors intervening in the field of culture and development (policymakers, civil servants, artists, artisans, culture professionals, NGO staff, etc.) should continue to be adopted.
- ▶ **Improve the knowledge base:** efforts should continue to be made to improve the availability of cultural information systems and databases, as well as reports and studies both on the reality of the cultural sector (e.g. through mapping exercises) and on the links between cultural aspects and other dimensions of development (e.g. disaggregated data on the basis of ethnic or linguistic groups, effect of cultural aspects on the exercise of rights in a variety of fields, etc.). This should also involve making data comparable across countries.
- ▶ **Develop and implement cultural impact assessment tools:** existing cultural impact assessment tools, which facilitate the analysis of the effects in the cultural field of development interventions in other policy areas and which can promote an intercultural understanding of the effects of other policies and programmes, should be increasingly used. Where necessary, they should be adapted to specific contexts.
- ▶ **Foster awareness-raising:** as already noted, efforts are still necessary at different levels to stress the role that cultural aspects play in the achievement of human and sustainable development, including specific analyses of the value added by culture to other dimensions of development and to multi-sectoral approaches. Awareness-raising strategies aimed at different target groups, combining different techniques and methodologies and using detailed evidence should be put in place in the context of future interventions, as well as to facilitate the long-term strengthening of the cultural sector.

V.3. Knowledge-sharing and advocacy in international forums

The following recommendations address the need to foster knowledge and awareness at international level in the context of preparations for the post-2015 agenda for international development and other significant international forums:

- ▶ **Increase visibility of outputs:** the Thematic Window on Culture and Development presents an outstanding, innovative and very diverse spectrum of approaches to the role of culture in sustainable development. It has also contributed to a wide range of publications which, however, may not be sufficiently well known. Limited Internet visibility has also been noted in the case of some individual JPs. It is recommended that efforts be made to capitalise on the range of interventions funded by giving visibility to them, with a particular focus on those which have a strong potential for replication, and that messages are adapted to different audiences in the international development sector, including policymakers, development professionals, culture actors and academics, among others. A range of opportunities are foreseen in the context of preparations for the post-2015 development agenda, including a new report on the creative economy prepared by UNESCO and UNDP, where some achievements of JPs should be highlighted.
- ▶ **Build on inter-agency cooperation:** despite some difficulties found in the management of programmes, the Thematic Window has successfully fostered cooperation and mutual learning among several UN agencies, contributing to a broader, multidimensional understanding of culture and facilitating specialised contributions. Inter-agency cooperation should continue to take place in the context of knowledge-sharing and advocacy with a view to the post-2015 agenda.
- ▶ **Foster cross-country learning:** success stories and accomplished models derived from individual JPs should be promoted at regional level, as they could provide interesting examples for neighbouring countries facing similar challenges.

- ▶ **Stress the specific, distinctive elements of culture:** knowledge-sharing and advocacy should place emphasis on the distinctive contribution that cultural programmes can make to international development, including through the facilitation of cross-sectoral approaches, the provision of value added in economic, health and education policies and the engagement of and broadening of opportunities for minority groups, among others.

Annex 1: List of references and information sources

a) MDG-F publications

Mid-term Evaluations

Mid-term evaluations corresponding to the following JPs have been consulted:³⁰

- ▶ **Bosnia and Herzegovina.** Eva Otero, *Mid-Term Evaluation of “Improving cultural understanding in BiH”* (2010)
- ▶ **Cambodia.** Bob Boase, *Mid-Term Evaluation of Millennium Development Goals Fund (MDGF) Cambodia Creative Industries Support Programme (CISP)* (2010)
- ▶ **China.** Bob Boase, *Mid-Term Evaluation of Millennium Development Goals Fund (MDGF) China Culture & Development Partnership Framework (CDPF)* (2010)
- ▶ **Costa Rica.** Angélica Arbulú, “*Políticas Interculturales para la Inclusión y Generación de Oportunidades*”. *Evaluación de Medio-Termino* (2010)
- ▶ **Ecuador.** Sergio Lenci, *Desarrollo y Diversidad Cultural para la Reducción de la Pobreza y la Inclusión Social (PDC). Evaluación intermedia* (2010?)
- ▶ **Egypt.** Eva Otero, *Mobilization of the Dahshour world heritage site for community development. Mid-Term Evaluation* (2011)
- ▶ **Ethiopia.** Angélica Arbulú, *Harnessing Diversity for Sustainable Development and Social Change in Ethiopia. Mid-term evaluation* (2012)
- ▶ **Honduras.** Christian Privat, *Programa Conjunto Creatividad e Identidad Cultural para el Desarrollo Local. Evaluación intermedia* (2010).
- ▶ **Mauritania.** Christian Bugnion, *Evaluation à mi-parcours du Programme Conjoint “Patrimoine, Tradition et Créativité au service du développement durable de la Mauritanie » financé par le Fonds OMD du gouvernement espagnol sous la fenêtre thématique « Culture et Développement » et sous la gestion du Secrétariat OMD* (2010)
- ▶ **Morocco.** W-Emmanuel Layoun, *Évaluation Mi-parcours, Programme Conjoint sur le Patrimoine Culturel et les Industries Créatives comme Vecteurs de Développement au Maroc 2008-2011* (2010)
- ▶ **Mozambique.** Nader Metwalli, *Strengthening cultural, creative industries and inclusive policies in Mozambique. Mid-Term Evaluation* (2010)
- ▶ **Namibia.** Roger Maconick, *Report on Mid-Term Evaluation of the MDG-F Culture and Development programme [Namibia]* (2010)
- ▶ **Nicaragua.** Sergio Lenci, *Revitalización Cultural y Desarrollo Productivo Creativo en la Costa Caribe de Nicaragua. Evaluación Intermedia del Programa Conjunto en la República de Nicaragua* (2010?)
- ▶ **Occupied Palestinian Territory.** Joel Beasca, *Mid-Term Evaluation of the MDG-F Joint Programme entitled Culture and Development in the Occupied Palestinian Territory* (2011)
- ▶ **Senegal.** Christian Bugnion, *Promouvoir les Initiatives et les Industries Culturelles au Sénégal : Pays Bassari et Delta du Saloum. Évaluation à Mi-parcours* (2010)
- ▶ **Turkey.** Eva Otero, *Evaluation of “Alliances for Culture Tourism in Eastern Anatolia”* (2011).
- ▶ **Uruguay.** Sergio Lenci, *Evaluación Intermedia del Programa Conjunto: Fortalecimiento de las Industrias Culturales y Mejora de la Accesibilidad a los Bienes y Servicios Culturales de Uruguay (VIVI CULTURA). Informe final* (2010).

³⁰ Most mid-term evaluation reports, final evaluation reports and final reports corresponding to JPs, alongside other relevant documents, are available at www.mdgfund.org [30/11/2012].

Final Evaluations

Final evaluations corresponding to the following JPs have been consulted:

- ▶ **Albania.** Dietmar Aigner, *Culture and Heritage for Social and Economic Development. Republic of Albania. Final Evaluation of the Millennium Development Goal Achievement Fund* (2011)
- ▶ **Bosnia and Herzegovina.** Robert Travers, *Improving Cultural Understanding in Bosnia and Herzegovina. Final Evaluation* (2012)
- ▶ **Cambodia.** Giovanni P. Dazzo, *Final Evaluation of the Millennium Development Goals Achievement Fund (MDG-F) Cambodia Creative Industries Support Programme (CISP)* (2011)
- ▶ **China.** Nicholas Tapp, *MDG Achievement Fund. China Culture and Development Partnership Framework. Final Evaluation* (2011)
- ▶ **Costa Rica.** Fundación Neotrópica, *Políticas interculturales para la inclusión y generación de oportunidades. Ventana Cultura y Desarrollo. Fondo PNUD-España para el Logro de los Objetivos del Milenio (F-ODM). Evaluación final externa. Informe final* (2012)
- ▶ **Ecuador.** Fernando Rosero G. and Soraya Borja T., *Programa Desarrollo y Diversidad Cultural para la Reducción de la Pobreza y la Inclusión Social. Evaluación final. Informe final* (2012).
- ▶ **Honduras.** Sergio H. Rojas Muñoz, *Evaluación final del Programa conjunto Creatividad e Identidad Cultural para el Desarrollo Local en Honduras. Proyecto preliminar del informe final de evaluación* (2012)
- ▶ **Morocco.** Bajeddi International Consulting, *Programme conjoint de coopération « Le patrimoine culturel et les industries créatives comme vecteurs de développement au Maroc 2008-2012 ». Évaluation finale du programme conjoint. Rapport final* (2012)
- ▶ **Mozambique.** Eurosis, *Strengthening cultural and creative industries and inclusive policies in Mozambique. Final Evaluation* (2012)
- ▶ **Senegal.** E. André Damiba, *Promouvoir les initiatives et les industries culturelles au Sénégal: Pays Bassari et Delta du Saloum. Rapport final de la mission d'évaluation indépendante* (2012)
- ▶ **Turkey.** Maria Delgado, *Final Evaluation of the UN Joint Programme "Alliances for Culture Tourism in Eastern Anatolia"* (2012)
- ▶ **Uruguay.** Sandra Cesilini, Walter Menéndez and Marisa Díaz, *Fortalecimiento de las industrias culturales y mejora del acceso a bienes y servicios culturales de Uruguay* (2011)

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Monitoring reports corresponding to 2011 or 2012 for the following JPs have been consulted:

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- ▶ **Ethiopia.** MDG-F, *Harnessing Diversity for Sustainable Development and Social Change*, report 1st semester 2012.
- ▶ **Honduras.** MDG-F, *Creatividad e identidad cultural para el desarrollo local*, report 1st semester 2012.
- ▶ **Senegal.** MDG-F, *Promouvoir les initiatives et les industries culturelles au Sénégal*, report 1st semester 2012.
- ▶ **Turkey.** MDG-F, *Alliances for Culture Tourism (ACT) in Eastern Anatolia*, report 1st semester 2012.

Final Reports

Final reports corresponding to the following JPs have been consulted:

- ▶ **Bosnia and Herzegovina.** MDG-F, *Improving Cultural Understanding in Bosnia and Herzegovina – Final MDG-F Joint Programme Narrative Report* (2012).
- ▶ **China.** MDG-F, *China Culture and Development Partnership Framework. Final Report* (2012)
- ▶ **Costa Rica.** MDG-F, *Programa Conjunto: “Políticas interculturales para la inclusión y generación de oportunidades”. Informe final* (2012)
- ▶ **Ecuador.** MDG-F, *Programa Desarrollo y Diversidad Cultural para la Reducción de la Pobreza y la Inclusión Social. Informe narrativo final* (2012)
- ▶ **Morocco.** *Programme Conjoint de Coopération « Le Patrimoine Culturel et les Industries Créatives comme vecteurs de développement au Maroc » 2008-2012. Rapport narratif final* (2012)

Knowledge Management reports

The following ‘Knowledge management’ reports produced by UNESCO in the context of the MDG-F have been consulted:

- ▶ *Knowledge Management for Culture and Development*
- ▶ *Knowledge Management for Culture and Development. MDG-F Joint Programmes in Albania, Bosnia Herzegovina and Turkey*
- ▶ *Knowledge Management for Culture and Development. MDG-F Joint Programmes in Cambodia and China.*
- ▶ *Knowledge Management for Culture and Development. MDG-F Joint Programmes in Costa Rica, Ecuador, Honduras, Nicaragua and Uruguay.*
- ▶ *Knowledge Management for Culture and Development. MDG-F Joint Programmes in Egypt, Mauritania, Morocco and the Occupied Palestinian Territory.*
- ▶ *Knowledge Management for Culture and Development. MDG-F Joint Programmes in Ethiopia, Mozambique, Namibia and Senegal* (draft)

These files are available at <http://www.unesco.org/new/en/culture/achieving-the-millennium-development-goals/knowledge-management/> [12/11/2012].

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- ▶ Naila Kabeer, ‘Can the MDGs provide a pathway to social justice? The challenge of intersecting inequalities’ (Brighton and New York: Institute of Development Studies / MDG-F Secretariat, 2010). Available at <http://www.ids.ac.uk/files/dmfile/MDGreportwebsiteu2WC.pdf> [05/11/2012].

b) Other publications and references

- ▶ Agencia Española de Cooperación Internacional, *Estrategia de Cultura y Desarrollo de la Cooperación Española* (Madrid: Ministerio de Asuntos Exteriores y Cooperación, 2007); available at www.aecid.es [28/11/2012]
- ▶ Helmut Anheier and Yudhishtir Raj Isar (eds.), *The Cultures and Globalization Series*, 5 volumes published (Sage Publications, 2007, 2008, 2010, 2011, 2012)

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- ▶ UN General Assembly, 'Culture and development', A/RES/65/166 (2010). Available at www.un.org [5/11/2010].
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- ▶ UNESCO, Universal Declaration on Cultural Diversity (2001). Available at www.unesco.org [05/11/2012].
- ▶ UNESCO, Convention for the Safeguarding of the Intangible Cultural Heritage (2003). Available at www.unesco.org [05/11/2012].
- ▶ UNESCO, Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005). Available at www.unesco.org [05/11/2012].
- ▶ UNESCO, 'Culture: a driver and an enabler of sustainable development', Thematic Think Piece in the context of the *UN System Task Team on the Post-2015 UN Development Agenda* (2012). Available at www.un.org [13/11/2012]
- ▶ World Commission on Culture and Development, *Our Creative Diversity* (Paris: UNESCO, 1996).

c) Interviews with key informants

Interviews have been conducted with staff involved in the implementation of the following JPs:

- ▶ **Egypt.** Interview with Heba Wafa, JP coordinator; and Wael Arafa, programme manager; 23 October 2012.

- ▶ **Ecuador.** Interview with Pablo Galarza, coordinator of JP monitoring and evaluation; Zaita Betancourt, coordinator of the Intercultural Programme, Coordinating Ministry of Heritage; Germán Muenala, interculturalism officer, Coordinating Ministry of Heritage; Victor Ortega, entrepreneurship officer, Coordinating Ministry of Heritage; and Leire Beiztegui, international development officer, inter-agency cooperation and knowledge management, UN WOMEN, Andean Region; 23 October 2012.
- ▶ **Cambodia.** Interview with Blaise Kilian, former JP coordinator, currently coordinating a different programme; 24 October 2012.
- ▶ **Bosnia and Herzegovina.** Interview with Renata Radeka, JP coordinator; and Sanja Kabil, education officer, UNICEF. 24 October 2012.
- ▶ **Nicaragua.** Interview with Margarita Antonio, UNESCO officer coordinating the JP's cultural component. 24 October 2012.
- ▶ **Morocco.** Interview with Meriem Bolata, UN WOMEN officer coordinating the JP's gender component. 25 October 2012.
- ▶ **Senegal.** Interview with Mamadou Koumé, JP coordinator; and Marie Andrée Diallo, deputy JP coordinator. 31 October 2012.
- ▶ **Mozambique.** Interview with Lorraine Johnson, former JP coordinator. 2 November 2012.

Likewise, regular exchanges have been maintained with staff of the MDG-F Secretariat, including Sara Ferrer Olivella, Paula Pelaez and Viridiana Garcia.

Annex 2: Aims and methodology of the study

This thematic study aims to capture and systematise the results and experiences of the 18 JPs funded under the Thematic Window on Culture and Development, connecting them to the broader development agenda. Specific objectives include:

- ▶ to document the consolidated key findings and results of JPs;
- ▶ to deepen the understanding of trends, similarities and differences as well as country-specific situations;
- ▶ to develop a set of common and unique lessons learned and evidence-based recommendations for future programming; and
- ▶ to identify and document approaches of JPs addressing issues of inequalities.

Therefore, the study should not be seen as an evaluation of JPs or the Thematic Window – it should be noted that individual evaluation reports for each JP are or will be available³¹ and that a broader evaluation of the Thematic Window on Culture and Development is foreseen for 2013. The focus being on results and achievements vis-à-vis the MDGs, the analysis places emphasis mainly on the outputs, results and tangible or potential impact of JPs, rather than on the internal procedures that led to them, including inter-agency coordination, governance and links with national counterparts – references to these issues have however been included when they proved instrumental to achieve change.

The study, commissioned by the MDG-F Secretariat, has been conducted by Jordi Baltà Portolés (Interarts Foundation, Barcelona), following a call for tender published in August 2012. The methodology has involved an analysis of literature produced in the context of the Thematic Window (background documents; JPs' mid-term evaluation reports, final reports and final evaluation reports where they existed; as well as some annual reports and additional documents; and regional knowledge-management reports) and telephone interviews with informants from a sample of 8 JPs.³² The author is grateful to the MDG-F Secretariat for the information and advice provided throughout the exercise.

One of the limitations of the study lies in the fact that most JPs have only recently been completed, and some are still underway, and that their implementation periods were rather short (3 years on average) when taking into consideration the ambition of goals set. As a result, the study mainly highlights short-term outputs and results, as a proof of the potential role of culture as regards the achievement of the MDGs, whilst being aware that the evidence given can only occasionally be seen as a consolidated impact.

Research has been undertaken between late September and early November 2012. Following an initial revision by the MDG-F Secretariat, a final version of the study has been completed in late November and early December 2012. Given the limited time available and the aim to present a systematised analysis of key findings, the study does not describe all the activities carried out in the context of JPs, but rather a selection of cases which can help to illustrate the role that cultural policies, programmes and expressions can play in the achievement of the MDGs.

³¹ Several documents for each JP, including mid-term and final evaluation reports where they exist, are available at <http://www.mdgfund.org/content/cultureanddevelopment> [05/11/2012].

³² Additional information about the documents used and persons interviewed can be found in Annex 1.

