

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

QUESTIONNAIRE ON STATISTICS OF CULTURAL DEVELOPMENT
IN AFRICAN COUNTRIES

- I. The purpose of this questionnaire is to assemble on an African scale the basic materials for documentation on the various statistical aspects of cultural development. Two other questionnaires have already been prepared for European and Asian countries. The present questionnaire takes account of specific African characteristics particularly with regard to the concept of time budgeting and the traditional cleavage between town and country.
- II. The information collected will be used in particular to guide the work of a meeting of experts prior to the Intergovernmental Conference on Cultural Policies in Africa, to be held in 1975.
- III. This documentation will mark a stage in the process of deliberating cultural policies in Africa.
- IV. There must be no confusion when reference is made to cultural development. This is not the concept of development as opposed to underdevelopment, but simply the mobilization of all factors likely to improve the cultural level of the population. This can obviously not be achieved without taking into account the important rôle of cultural data in plans for economic and social development.
- V. In so far as cultural development is considered in its relationship to economic and social development, it is essential to adopt a rational approach to cultural policy. This approach requires the use of logical instruments of analysis among which cultural statistics hold an important place.
- VI. It is of course not a question of quantifying culture, but rather of making a systematic inventory of a number of parameters (cultural organizations, staff and activities, the public and public taste, financial resources, etc.) which may influence those responsible for decision-taking.
- VII. Unlike the statistical questionnaires previously sent out by Unesco's Office of Statistics - and to which reference might usefully be made - this questionnaire should be regarded as a guide for marshalling existing statistical data (cinema, books, libraries, newspapers, museums, art education, crafts, etc.) and will also include a number of open questions.
- VIII. Even though the emphasis on different aspects of culture varies from one country to another, even in cases where there is no cultural policy, every effort will be made to respect the proposed framework so as to obtain, where possible, meaningful areas of international comparability.

Where there are no generally accepted standards to refer to, those in use in the country should be indicated and explained.

IX. The data collected in this questionnaire may, of course, seem limited, especially in countries where the measurable factors possibly refer only to a very small section of the population. In any case the collection of statistical data implies certain limits to the field of investigation.

X. The information required to complete the questionnaire may come from any competent and verifiable sources. Should it be impossible to reply to a particular question, it would be helpful if the reasons for this could be indicated.

XI. The source of the information supplied should be indicated if possible, and also where applicable, the references of any relevant studies.

XII. The base year should in all cases be taken as 1960 or the nearest year before or after 1960. In principle, the information supplied will be for the latest year possible.

XIII. The following symbols should be used where necessary in replying to the questions:

data not available	...
nil or negligible	-
estimated data	x

XIV. The questionnaire is divided into two parts:

- Part One, which relates in particular to cultural development objectives and cultural planning in African countries
- Part Two, which deals with cultural behaviour patterns, fields of cultural activity and cultural budgets.

P L A N

PART ONE - GENERAL

- (A) The aims of cultural development
- (B) The planning of cultural action: medium- and long-term programmes
- (C) Difficulties, obstacles and limits to a policy of cultural development
- (D) International and inter-African cultural co-operation
- (E) The present state of research on cultural development

PART TWO - COLLECTION OF STATISTICS

I. Patterns of cultural behaviour

- (A) Patterns of community behaviour and individual participation
- (B) Use of time
- (C) Opportunities for participation in cultural activities
- (D) Borrowed patterns of behaviour
- (E) Artistic education
- (F) Individual expenditure

II. Fields of cultural activities

- (A) Music, dancing and singing, epics, tales and legends, theatre, religious ceremonies, crafts, etc.
- (B) Publicly-owned cultural institutions
- (C) Cultural associations
- (D) Cultural events
- (E) Sport
- (F) The cultural heritage

III. Financial aspects

PART ONE - GENERAL

Part One will help to situate the statistics within the cultural context of each country. With this in view, we shall be grateful if you will append hereto information on the following points:

(A) THE AIMS OF CULTURAL DEVELOPMENT

Please indicate what projects you have for cultural development, and whether there are priority sectors in this field.

Reference should be made, where necessary, to the background against which cultural development takes place.

Please state how the aims of the plan for cultural development are determined (co-operation between the central authorities and the different social groups).

Special attention should be given to problems arising from the effects of modernization on cultural development. Regional disparities and linguistic problems should not be overlooked, and it will be noted whether these are complementary (or similar) in nature.

(B) THE PLANNING OF CULTURAL ACTION: MEDIUM- AND LONG-TERM PROGRAMMES

Please indicate whether plans cover the following specific programmes:

- libraries
- books
- radio
- television
- press (daily or periodical)
- cinema (including film production)
- dancing
- music
- drama
- museums
- art education
- cultural organizations
- preservation of the national heritage
- organization of cultural activities
- the collection of oral traditions and relevant publications
- policy for the promotion of African languages as a cultural instrument
- other activities

(C) DIFFICULTIES, OBSTACLES AND LIMITS TO A POLICY OF CULTURAL DEVELOPMENT

(D) INTERNATIONAL AND INTER-AFRICAN CULTURAL CO-OPERATION

I. Please indicate the scope of cultural exchanges with other countries, with reference to previous agreements concluded:

- (1) with other African countries
- (2) with the former colonial power
- (3) with countries in other regions
- (4) with international organizations

II. Please list:

- (1) African regional organizations with programmes of regional cultural activities
- (2) cultural centres of regional character

(E) THE PRESENT STAGE OF RESEARCH ON CULTURAL DEVELOPMENT

Please describe the studies already published or in course of publication, giving the author's name, the title, the language, number of pages, agency or publisher and date of publication.

PART TWO - COLLECTION OF STATISTICS

I. PATTERNS OF CULTURAL BEHAVIOUR

The purpose of this part of the questionnaire is to bring together existing statistical data on various aspects of cultural behaviour patterns, so as to clarify the present situation.

For consistency's sake, average figures for the whole population, or, failing this, the most representative figures available, should be given first. Supplementary information should then be appended concerning the various population groups (income bracket, illiteracy rate as a function of age, ethnic origins, distribution by sector, etc.) so as to help identify the levels of activity and, more particularly, the areas of inactivity.

In view of the great disparity between existing studies and between the definitions and classifications in use, it seemed best to suggest a flexible structure for collecting the data required in this part of the questionnaire. In their replies, the responsible authorities are requested to provide as much detail as possible on the various points, stating the sources, definitions, classifications used and difficulties encountered.

The statistics asked for relate to the use of time, opportunities for participation in cultural activities, art education and individual expenditure on cultural activities.

Any information on patterns of cultural behaviour other than that mentioned above should naturally be appended, together with any necessary observations.

(A) PATTERNS OF COMMUNITY BEHAVIOUR AND INDIVIDUAL PARTICIPATION

Please append your comments on patterns of community behaviour in cultural activities.

Does this behaviour affect the level of individual participation?

(B) USE OF TIME

Object: to obtain information on the amount of time devoted to cultural activities in the general pattern of individual lives.

Date: the most recent year at your disposal.

Type of occupation	Political capital and economic capital, if different		Other towns		Rural sector	
	Week	Year	Week	Year	Week	Year
	from	to	from	to	from	to
<ul style="list-style-type: none"> - Time devoted to paid activities (i.e. all activities which enable individuals to earn their living) - Time devoted to non-paid community activities - Time spent participating in religious ceremonies (including religious festivals connected with national, regional and ancestral traditions) - subdivide if appropriate by family of religious beliefs - Time devoted to cultural activities in traditional institutions - Time devoted to cultural activities in modern institutions: houses of culture, cultural centres, youth centres, political party or trade union centres - Time spent preparing for or taking part in national festivals or any other kind of national event other than religious and traditional 						

Type of occupation	Political capital and economic capital, if different		Other towns		Rural sector	
	Week	Year	Week	Year	Week	Year
	from	to	from	to	from	to
- Time spent attending entertainments(1): dancing singing epics, tales and legends music cinema theatre - Radio - Television - Public dances - Attendance at sporting events - Other interests - Time spent in the performance of: singing and dancing music epics, tales and legends sculpture painting tapestry sport other activities - Time spent in reading books, newspapers and other printed matter: individual reading listening to reading in a group						
(1) It may be useful to append a note indicating the range of entertainments in each country and classifying them in order of importance. Estimates may be derived from opinion polls or surveys carried out at national level. Information will be given for one week (considered as representative) and for one year.						

Type of activity	Country as a whole		Political capital and economic capital, if different		Other towns		Rural sector	
	1960 or nearest year	1970	1960 or nearest year	1970	1960 or nearest year	1970	1960 or nearest year	1970
Admissions to theatres								
Admissions to historical monuments, zoos, botanical gardens, museums								
Public library loans(1)								
Books published (number of copies <u>printed</u> or <u>sold</u> - please specify which)(1)								
Newspapers and periodicals (number of copies sold)(1)								
<p><u>Note:</u> Please give any other relevant information concerning participation in spontaneous cultural activities not covered by these headings.</p> <p>(1) In this case the figures could be given, if preferred, per 1,000 inhabitants</p>								

- (d) Have any studies been carried out on participation in the performance or creation of artistic works (amateur and professional clubs, musical societies, dance troupes, amateur theatrical societies, etc.)? If so, statistics on the number of such associations and the estimated number of members should be appended.

(D) BORROWED PATTERNS OF BEHAVIOUR

Please append information on any behaviour patterns which you consider to be borrowed behaviour.

(E) ARTISTIC TRAINING

(a) Artistic education in school curricula

Education plays an important part in access to and participation in culture. Culture could therefore be spread more effectively through curricula in which a large part of the school time-table was devoted to artistic education. The content of such curricula could also be improved. Please try to give information which would show the importance given to artistic education in school curricula.

Number of hours per week
Most recent year: 19..

SUBJECTS	PRIMARY							SECONDARY						
	Total (1) & (2)	Establishments						Total (1) & (2)	Establishments					
		Public (1)			Private (2)				Public (1)			Private (2)		
		Total	Urban	Rural	Total	Urban	Rural		Total	Urban	Rural	Total	Urban	Rural
Instrumental music														
Singing (choral and other)														
Elocution														
Dancing														
Physical expression														
Drawing														
Pottery														
Sculpture														
Crafts														
Embroidery														
Tapestry														
Others														

- Indicate compulsory subjects by (+) and optional or extra-curricular subjects by (-).
- Indicate the number of hours per week devoted to physical education.

(b) Establishments providing special training in the arts

Object: to obtain information on establishments and courses specializing in one branch of artistic education, such as drama, architecture, music, etc. These establishments may be public or private and some may even not be an integral part of the official educational system.

Schools providing special training in the arts

Type of establishment ⁽¹⁾	Level of studies	Duration of studies	Number of establishments	Number of pupils enrolled						Number of teachers					
				Total		Male		Female		Total		Male		Female	
				1960 or nearest year	197.	1960 or nearest year	197.	1960 or nearest year	197.	1960 or nearest year	197.	1960 or nearest year	197.	1960 or nearest year	197.

(1) State each time whether the establishment is public or private.

(c) Training of members of the artistic professions

Please give information concerning the training of members of the artistic professions (visual arts, opera, drama, music, choreography, etc.). If possible give the number of schools, of pupils and of pupils trained outside school.

All relevant documentation should be appended.

(d) Supplementary data

(i) Please append any statistical data available on members of the artistic professions (actors, musicians, dancers, sculptors, painters, writers, playwrights, theatre and cinema directors and producers, etc.).

(ii) All documentation relating to the professional status of members of the artistic professions should also be appended.

F. INDIVIDUAL EXPENDITURE ON CULTURAL ACTIVITIES

Object: to bring out the economic factors in the choice of cultural policies and, in certain cases, to compare private expenditure with State expenditure and support.

Basic data: the figures required concern per capita expenditure on cultural goods and services.

Please indicate the method by which the figures were obtained.

Individual cultural expenditure	1960 or nearest year (national currency)	Most recent year 197. (national currency)
<u>Cultural goods</u> Purchase of - radio set - television set - record-player - records - musical instruments - books - newspapers and periodicals - audio-visual equipment, (other than those mentioned above) - others		

Individual cultural expenditure	1960 or nearest year (national currency)	Most recent year 197. (national currency)
<u>Cultural services</u> - Admission to cinema - Admission to other entertainments - Traditional national music - Modern national music - Foreign classical music - Foreign variety (including jazz) - Other events (specify) - Radio licences - Television licences <u>Total expenditure on cultural goods and services</u>		

Supplementary data

Even if overall statistics are not immediately available, please give any information at your disposal on cultural expenditure and on the pattern and trends of such expenditure in the various population groups.

II. FIELDS OF CULTURAL ACTIVITY

The purpose of this section is to assess the total supply of cultural goods and services available to the public.

The information requested relates to music, dancing, singing, the theatre, epics, fables and tales, publicly-owned cultural institutions, cultural organizations, cultural events and sport. Data on mass media, books, libraries and museums have already been collected in the questionnaires sent to your country by Unesco's Office of Statistics.

Any information on cultural facilities other than those covered by the above-mentioned categories should be appended with a note indicating to which aspect of cultural development it relates.

(A) MUSIC, DANCING, SINGING, THEATRE

The object of this sub-section is to collect information on performances, number of spectators and facilities.

In the absence of an internationally accepted standard, it will be sufficient to provide statistics compiled according to the criteria and rules in force in your country, appending an explanation of the definitions used.

Please state whether entrance to performances is free or not.

(a) Performances

TYPE OF ENTERTAINMENT	Number of performances								Number of spectators							
	Country as a whole		Political capital and economic capital, if different		Other towns		Rural sector		Country as a whole		Political capital and economic capital, if different		Other towns		Rural sector	
	1960	197.	1960	197.	1960	197.	1960	197.	1960	197.	1960	197.	1960	197.	1960	197.
<u>National dancing</u>																
traditional																
"modernized"																
<u>Foreign dancing</u> ⁽¹⁾																
classical																
modern																
folk																
<u>National music</u>																
traditional																
modern																
<u>Foreign music</u>																
classical																
folk																
variety (including jazz)																
<u>National theatre</u>																
in the languages of the country																
in European languages																
<u>Foreign theatre</u>																
classical																
contemporary																
<u>Others</u>																

(1) Please state whether you count artistic performances from other African countries among the foreign productions.

Source of information:

(b) Facilities

TYPE OF FACILITY	Number of halls								Capacity of halls (number of seats)							
	Halls owned by official bodies				Halls owned by private bodies (including religious bodies)				Halls owned by official bodies				Halls owned by private bodies (including religious bodies)			
	Country as whole	Capital (1)	Other towns	Rural sector	Country as whole	Capital (1)	Other towns	Rural sector	Country as whole	Capital (1)	Other towns	Rural sector	Country as whole	Capital (1)	Other towns	Rural sector
Total number of permanent facilities (including multi-purpose centres) 1960 or nearest year 197.																
Theatres 1960 or nearest year 197.																
Cinemas 1960 or nearest year 197.																
Halls occasionally used for film shows 1960 or nearest year 197.																
Sports halls 1960 or nearest year 197.																

(1) Political capital and economic capital, if different

Source of information:

(b') Facilities

TYPE OF FACILITY	NUMBER								CAPACITY (number of seats)							
	Owned by official bodies				Owned by private bodies				Owned by official bodies				Owned by private bodies			
	Country as a whole	Capital (1)	Other towns	Rural sector	Country as a whole	Capital (1)	Other towns	Rural sector	Country as a whole	Capital (1)	Other towns	Rural sector	Country as a whole	Capital (1)	Other towns	Rural sector
Mobile cinematographic equipment 1960 or nearest year 197.																
Travelling theatres 1960 or nearest year 197.																
Stadiums 1960 or nearest year 197.																

(1) Political capital and economic capital, if different

Source of information:

(B) PUBLICLY-OWNED CULTURAL INSTITUTIONS

Cultural centres, youth centres, collective listening centres or other places concerned with cultural activities.

These are generally multi-purpose institutions which organize a wide range of activities in response to cultural needs. Their operating costs are covered wholly or in large part by the State, political organizations, local authorities and religious bodies. It would be useful however if you could give the definition adopted in your country and supply information on the organization of such centres.

Most recent year: 197.

TYPE OF INSTITUTION	Number of institutions				Number of members			
	Country as a whole	Capital (1)	Other towns	Rural sector	Country as a whole	Capital (1)	Other towns	Rural sector

(1) Political capital and economic capital, if different

Source of information:

(C) CULTURAL ASSOCIATIONS

Are there institutions with functions similar to those listed in section (B) but not coming under the same category (associations by age group, district, sex, occupation, etc.)? Please indicate the status of these institutions and if possible their number and membership.

Most recent year: 197.

TYPE OF INSTITUTION	Number of these institutions				Number of members			
	Country as a whole	Capital (1)	Other towns	Rural sector	Country as a whole	Capital (1)	Other towns	Rural sector

(1) Political capital and economic capital, if different

Source of information:

(D) CULTURAL EVENTS (festivals, displays, "months", "weeks", etc.)

Are any statistics available on cultural events (dancing, music, singing, theatre, books, painting, sculpture, crafts, sport or any other activity) organized in your country at international, national or regional levels?

If so, please supply these statistics.

Data should also be given concerning cultural events of this type, but which are spontaneous, intermittent or connected with the traditional organization of society, with religious or ancestral rites, with regional or national celebrations or with the notion of the "seasons".

(E) SPORT

The object of this subsection is to collect information on sports and sports facilities.

In the absence of a universally accepted standard it will be sufficient to supply the statistics compiled according to national criteria and rules, with an indication of the definitions used.

Please supply a list of the sports most practised in your country.

If possible, append the following information for each type of sport.

	Country as a whole	Capital (1)	Other towns	Rural area	In school Country as a whole	Out of school Country as a whole
- Number of clubs 1960 or nearest year 197.						
- Membership 1960 or nearest year 197.						
- Number of trainers and monitors 1960 or nearest year 197.						
- Number of hours per week devoted to this sport 1960 or nearest year 197.						
- Number of spectators per year 1960 or nearest year 197.						
- Average cost of a seat at a sports event 1960 or nearest year 197.						

(1) Political capital and economic capital, if different

Source of information:

(F) THE CULTURAL HERITAGE

Has an attempt been made in your country to make an inventory of the cultural heritage? If so, please append the relevant texts.

Is there legislation in your country for the protection of monuments and sites, zoos and botanical gardens, and documents, written or other, of value in African culture? If so, please append the relevant texts.

Are there specific budgets for the preservation and restoration of sites and monuments and rehabilitation of the national culture?

- National budgets
- Regional budgets
- Municipal budgets
- Foreign aid
 - (1) Bilateral aid
 - (2) Multilateral aid
- Private aid

III. FINANCIAL ASPECTS

The study of cultural budgets makes it possible to identify those aspects of cultural development with which the public authorities are particularly concerned and to discover what funds are allocated for these purposes.

The term cultural budget denotes that part of its expenditure which the public authority devotes to cultural action. This is an essential concept, even though the scope of cultural action may vary from one country to another and though, because of the number of different departments involved, the total expenditure is seldom calculated.

An attempt should be made to estimate the total expenditure shown in the various parts of the national budget (Office of the Prime Minister, Ministries of Education, Youth and Sports, Information, Foreign Affairs, Tourism, Commerce, etc.) and the regional and municipal budgets, so as to give an overall picture of the contribution made by the public authorities.

(a) Public expenditure on culture according to the classification system(s) in use in your country, by sector.(1)

In national currency

Sector	Total		Central government		Regions		Municipality	
	Fiscal year 1960 or nearest year	Last fiscal year	Fiscal year 1960 or nearest year	Last fiscal year	Fiscal year 1960 or nearest year	Last fiscal year	Fiscal year 1960 or nearest year	Last fiscal year

Source of information:

Details or explanatory remarks useful for the correct interpretation of the above figures:

(1) As far as possible, please use the sectors adopted by Unesco for its 1969 survey (Statistical Questionnaire on Public Expenditure and Culture 1967; ref: STC/Q/695): books (production and distribution); libraries; the press; cinema (production and distribution); radio and television; theatre, music and dancing; other arts (painting, sculpture, architecture and town planning, industrial design); museums (including zoos and botanical gardens); preservation of the cultural heritage (monuments, sites, landscapes, archives); cultural centres; festivals, sports; other sectors (specify).

- (b) If possible, please give details of the budgets mentioned in paragraph (a):
- by function (conservation, dissemination, training, creation)
 - by the purpose for which appropriations were made (operation, capital equipment).
- (c) Does the State give any indirect support (e.g. tax release, loans) and in what sectors?
- (d) Describe the main trend of development in cultural budgets since 1960.
- (e) Append as much information as possible on the rôle of all forms of private aid in cultural development.
- (f) Have any studies on cultural budgets been carried out in your country? In particular please mention studies on "cultural accounts" or "the economics of culture". Please append exact references.