

INTERCULTURAL DIALOGUE, CULTURAL POLICIES AND THE COMPENDIUM

PROPOSED INDICATORS TO COLLECT INFORMATION
WITHIN THE COMPENDIUM FRAMEWORK- 2004

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Intercultural Dialogue, Cultural Policies and the Compendium

A Proposal for Discussion

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Purpose

To adopt an integrated approach to collect information of relevance to the development of policies and programmes for intercultural dialogue in the cultural field within the framework of the Compendium. This action has been called for in the *Declaration on Intercultural Dialogue and Conflict Prevention* adopted by the Conference of the European Ministers of Culture on 22 October 2003.

Information on intercultural dialogue and the Compendium

The tables below provide an overview of those sections of the Compendium which could generate information relevant to the issues of intercultural dialogue and cultural policies. Proposals for additional questions/indicators are also included and will be discussed within the Compendium online Forum.

This list is not exhaustive and should be seen as a starting point to begin to collect information on intercultural dialogue policies and programmes (or intentions to develop such) within the cultural field. Comments received from Compendium authors in Summer 2004 have been integrated as well as some suggestions proposed in a paper presented in 2003 by ERICarts and the Council of Europe to develop monitoring activities within the Compendium.

Authors and Government representatives working together

Authors are encouraged to illustrate their answers with examples from local, regional or national level. Government representatives – including those on the Intercultural Dialogue Project Group of the Council of Europe – are to provide authors with relevant documents and information on concrete projects which will help them during this “information mapping phase”.

General information	<i>Reference to Compendium Grid</i>
a) Officially recognised national minority groups in your country	Sub-section 4.2.1
b) Largest immigrant groups (including those which are not officially recognised)	NEW (to be added to sub-section 4.2.1)
c) Prevailing approach to immigration policies: <ul style="list-style-type: none"> ○ assimilation ○ integration ○ mainstreaming ○ community building models ○ other 	Sub-section 4.2.1
d) Official language(s) and legally recognised languages of national minority groups	Sub-sections 4.2.1, 5.1.9 Comparative View Table
e) Information on hate crimes, culture or religious motivated crimes. <ul style="list-style-type: none"> ○ Who are acts of violence aimed at? ○ Is this on the rise or decreasing in recent years? ○ Is the aim of the violence shifting among different immigrant groups? 	NEW
f) Are there parts of the country which have acquired rights to self-government or local/regional autonomy including jurisdiction over cultural, educational or language issues	Section 2 and 2.2.

Governance	<i>Reference to Compendium Grid</i>
g) Who are the main actors responsible for programmes and policies addressing the issue of intercultural dialogue at national, regional and local policy levels	NEW (to be added to sub-section 2.2)
h) Is there an inter-ministerial committee mandated to study or examine intercultural dialogue as part of a government wide initiative?	NEW (to be added to sub-section 2.3)
i) Are there any inter-governmental networks or official forms of co-operation among the various levels of government which address questions of intercultural dialogue? Are these committees or networks open to the public?	NEW (to be added to sub-section 2.3)
j) Which mechanisms are in place to facilitate the participation of representations from national cultural minority or immigrant groups in cultural policy making processes? (e.g. representatives on committees, formal or informal consultation mechanisms)	NEW (to be added to sub-section 2.2)

Cultural policies and measures	Reference to Compendium Grid
k) Please list any explicit strategies, policies or programmes, government decisions, white papers, etc, of the Ministry responsible for cultural affairs to promote intercultural dialogue in the cultural field. What are the main goals or principles expressed in these documents?	NEW
l) Which laws, measures and programmes are in place to support <i>cultural activities</i> of cultural minority groups, e.g. production of media programmes, special events, festivals, community cultural centres and clubs	Sub-section 4.2.1 and 8.4.2
m) Which laws, measures and programmes are in place to support <i>professional artists</i> from different cultural minority groups (e.g. art exhibitions, concerts, book publications, exchanges with other countries whose main goal is to promote dialogue)	Sub-section 4.2.1
n) Do equal opportunities strategies include provisions for women from immigrant groups or cultural minority groups?	NEW (to be included under sub-section 4.2.2)

Arts Education	Reference to Compendium Grid
o) Proposal to change heading of sub-section 4.2.8 to “Arts and Cultural Education”	NEW
p) Intercultural education: <ul style="list-style-type: none"> ○ is administered <i>mainly</i> by cultural policy makers; ○ is administered <i>mainly</i> by policy makers responsible for education; ○ does not exist as a specific component of either administrations; ○ new (experimental) models under development or discussion to promote intercultural education in the general school curriculum. 	NEW
q) What are the explicit goals of intercultural education programmes: <ul style="list-style-type: none"> ○ to promote shared national values and identity; ○ to promote specific values such tolerance, multilingualism or equality; ○ to provide studies on world religions or a range of cultural traditions; ○ other 	NEW
r) Are there examples of initiatives taken by art and music schools which have recently incorporated multiple historical and contemporary references as part of the general curriculum which includes references to the contribution of immigrant groups and national cultural minorities?	NEW
s) Are there examples of efforts to develop cultural citizenship as part of cultural education that would be aimed at increasing the knowledge of students on any of the following subjects: <ul style="list-style-type: none"> ○ respect for human rights, ○ rights and responsibilities of citizens in diverse societies, ○ history and contemporary understandings of different world religions; ○ historical and contemporary influences of different cultures within a given society, etc. 	NEW

Media pluralism and content diversity	<i>Reference to Compendium Grid</i>
t) Are there regular programmes/channels produced and/or distributed by state broadcasters focussed on national minority groups or large immigrant groups	NEW (to be included in sub-section 4.2.4)
u) Do state broadcasters have training programmes for journalists to sensitise them to intercultural issues or those of importance either to national minority groups or large immigrant groups	NEW (to be included in sub-section 4.2.4)
v) Do state broadcasters provide funding to productions made by national minority groups or large immigrant groups	Sub-section 4.2.1
w) Are there legal provisions to promote the use of languages of minority cultural groups in radio/TV programming	Comparative View Table

Access to and Participation in Cultural Life	<i>Reference to Compendium Grid</i>
x) What kinds of intercultural public spaces does the government support to promote dialogue?	NEW
y) Are there any surveys which monitor: <ul style="list-style-type: none"> ○ participation of national minority and immigrant groups in the cultural life of a community either on a local, regional or national level? If so, what are the results? ○ the audience composition at “multi-cultural festivals”? If so, what are the results? 	Sub-section 8.2
z) Is intercultural dialogue part of the educational or marketing strategy of public cultural institutions (e.g. the regular exhibition of hybrid cultural forms in the major museum of the capital?)	NEW