

SHARING DIVERSITY

National Approaches to Intercultural Dialogue (ICD)

Overview of findings from an ERICarts Study for the European Commission

**Presented by Ritva Mitchell in Cable Factory Talks 3:
“INTERCULTURAL DIALOGUE” - Challenges for the
arts, cultural management and cultural policy.
Helsinki, 13 May 2008**

Setting the Tone

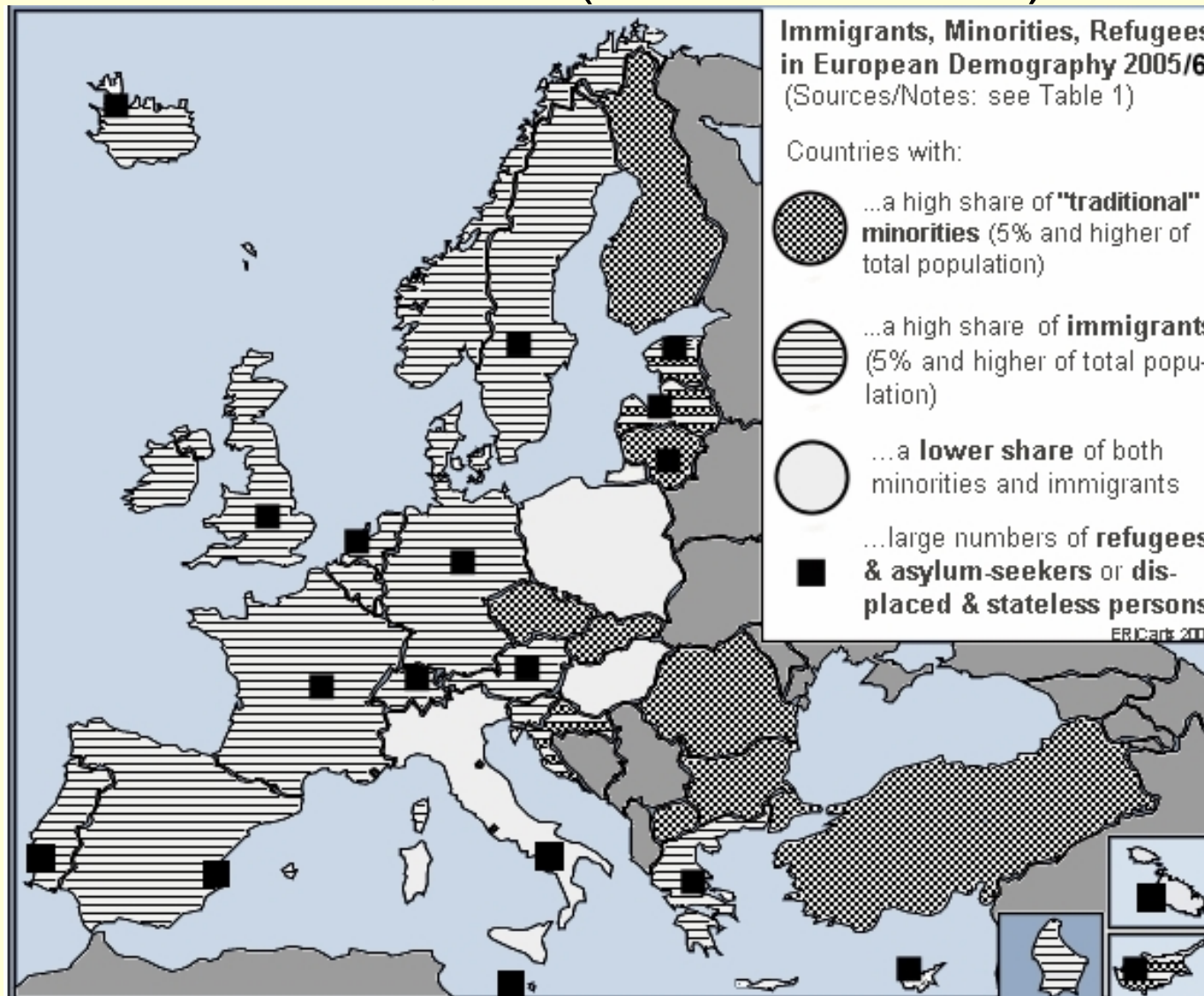
New (Inter)cultural Realities in Europe: Film director Fatih Akin

A “teuton wunderkind” (Variety), a “German Turk”, or just himself?



Europe: Two Different Landscapes

Countries with high shares of traditional minorities, immigrants and refugees based on statistics of UN, OECD, EU (ERICarts 2007)



„Visible Minorities“

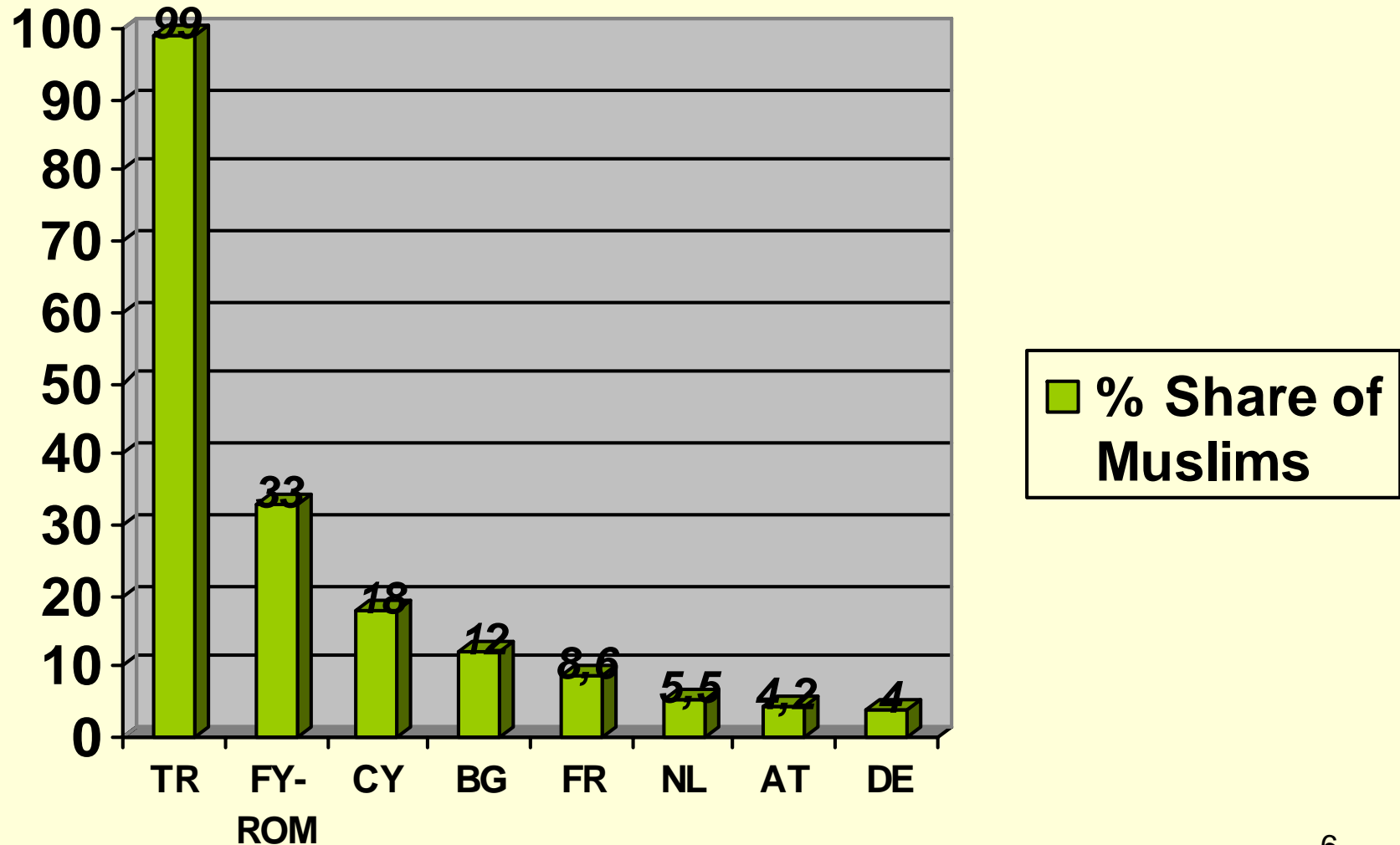
Their images, beliefs or manners play a main role in discriminatory practice, according to recent surveys



Cartoon by Saleh Memecan - from an exhibition at the Conference "Muslim Integration in the West", ASMA Society & Cordoba Initiative, 2006 in Copenhagen 5

Who is afraid of a "Muslim Europe"?

Share of Muslims in the population of EU member and candidate countries



How dangerous is artistic work between different cultures?



- **Some Basics of the ICD Study**

**„The more we share, the more we
have“**

Mohammed Mounir, 2007

Towards a European Definition of Intercultural Dialogue

Intercultural dialogue is a process that comprises an open and respectful exchange of views between individuals and groups with different cultural backgrounds.

Among its aims are:

- ***to develop a deeper understanding of diverse world views and practices;***
- ***to increase participation (or the ability and freedom to make choices);***
- ***to foster equality; and***
- ***to enhance creative processes."***

Intercultural Dialogue ideally takes place in a „Shared Space“

What do we mean by that?

□	<u>Individual Space</u> : ¶ Diverse Expressions; ↯ <u>Individual identity</u> □	"Shared Space": ¶ Dialogue, Interaction; ¶ "Mainstreaming"□	<u>Common or Collective Space</u> : ↯ Equality; Rights and Values; ↯ <u>Collective identities</u> □
¶ <u>WHAT?</u> □	Expressions ¶ Personal beliefs/values ¶ Individual practices □	Experiences; Challenges; ¶ Intercultural learning; ¶ Multilingualism □	Fundamental rights & freedoms; ¶ Institutional & professional values or codes; Group ethics □
¶ <u>WHERE?</u> □	The market place (incl. the "creative economy"); ↯ The family □	The "arts & media scene"; ¶ <u>Socio-culture</u> ; ¶ Public places; ↯ Some Web communities etc. □	Schools; Public arts & media institutions; Heritage ("from faith to food"); Professional sports □
<u>WHO</u> <u>ACTS?</u> □	Civil society; ↯ Individuals (w. different cultural background) □	Most young people; ¶ Many artists; ↯ Some teachers & sports people □	European/International bodies; ¶ Governments; Courts; ¶ <u>Ethno-linguistic communities</u> etc. □
<u>WHICH</u> <u>(POLICY)</u> <u>FOCUS?</u> □	<u>Pluralism</u> ; ↯ <u>Choice</u> ; ↯ <u>Creativity</u> □	Shared concerns; ¶ Mixed identities; ¶ Mutual enrichment □	Equal opportunities; ↯ Integration; Security; ↯ Validation of identity □

ERICarts 2007¶

National & Sector Approaches to ICD

Main impulses for ICD

Intercultural dialogue strategies emerged as a result of recent debates about political, economic or social challenges:

- **Global and trans-national political and economic developments** (EU enlargement; 9/11; geopolitics etc. – more relevant in Central and Eastern Europe);
- **General domestic concerns and debates** (e.g. security & integration issues – often debated in the West);
- **Majority-minority relations and group-specific challenges** (e.g. Roma; recent increase of refugees etc. – relevant in all parts of Europe).

Who is Responsible for ICD Policies?

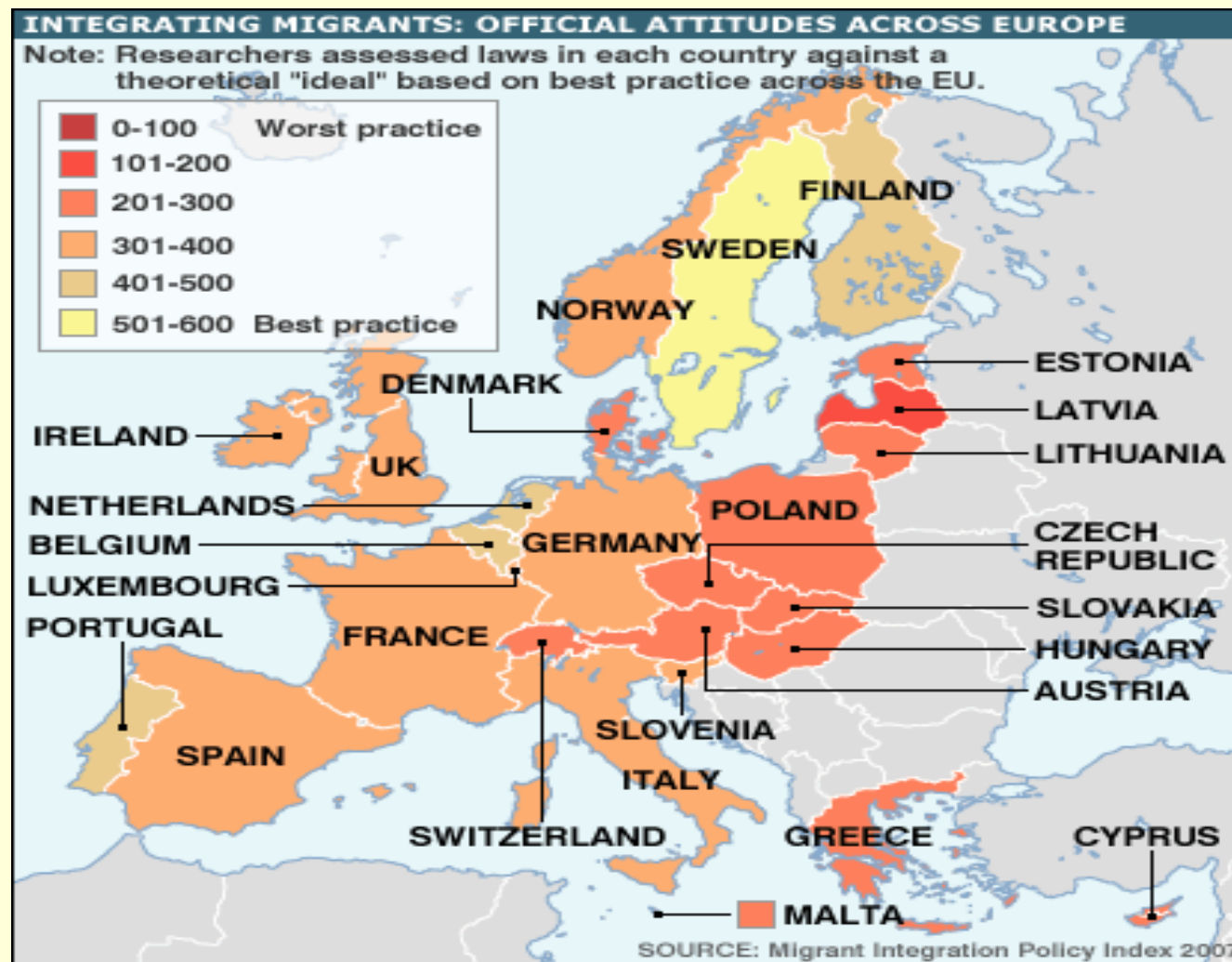
- In all EU member states, responsibility for public ICD policies is not concentrated in one single ministry or government body.
- In 19 EU member states and in most of the other countries, part of the responsibility for ICD has been delegated to *semi-public or "quango" agencies and independent bodies*, such as advisory councils for national minorities, human rights committees, national bureaus against racism, youth or education boards, etc. most of which cooperate with Government ministries.

Common Characteristics of National Approaches to ICD

Intercultural dialogue...

- ...is often an issue of, on the one hand, national immigration and/or security policy and social and/or education policy on the other, which could be summarised as an approach to foster "**social cohesion**";
- ...is **rarely a main feature of cultural policy** in its own right. The more or less culturally sensitive social cohesion or local urban regeneration strategies can put pressure on many artists, regardless of their origins, to become "social workers", to act as societal "painkillers";
- is an undercurrent in the **anti-racism programmes of sports organisations and youth initiatives.**

The 2007 Migrant Integration Policy Index: A model for evaluating ICD policies?



From Assimilation to Diversity Politics: The Crucial Role of Integration

- In most EU countries, ICD is given a role in domestic plans and activities that try to promote an integration of minorities and immigrants. Main approaches aim at:
 - - creating a more unified society by promoting a common national identity, language and values, providing equal opportunities for all citizens and creating political and economic stability (**social cohesion approaches**);
 - - recognising differentiated cultures and identities and provide them with specific rights; some of which are accompanied by affirmative action measures (**diversity approaches**).
- Towards ' **Cohesive Diversity**'? New attempts, some of which place ICD at the core, are being made to bring together these different concepts.

The Role of Different Sectors in ICD - Chances (+) or barriers (-)

Education

- + provides a **basis for understanding / respecting diversity**;
- is often closely linked to **assimilative integration concepts**;

Youth and ***sports*** activities

- + facilitate **practical experience with intercultural dialogue**;
- can turn into the opposite because of **chauvinism & racism**

Culture

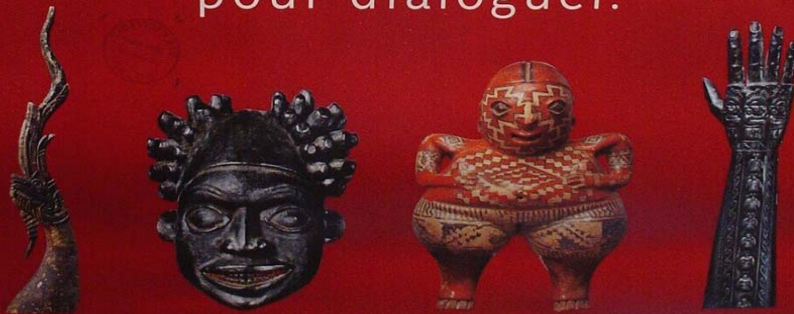
- + can **connect different value systems**, provides **aesthetic challenges** and is key producer of **content for popular media**;
- "**high culture**" **canons** rarely open up to new cultural needs.

Heritage & Museums: A difficult terrain for ICD

Example 1: Le musée du quai Branly, Paris/France



★ Les cultures sont faites pour dialoguer.



Le musée du quai Branly,
là où dialoguent les cultures.

Ouverture le 23 juin 2006

www.quaibrnly.fr



Example 2: The Museum of World Culture, Gothenburg/Sweden

"The museum is a place for dialogue, where multiple voices can be heard and also controversial topics can be raised - an arena for people to feel at home across borders."

MUSEUM OF WORLD CULTURE 

KNASTER
A DANCE PERFORMANCE
FROM KULTURLABBET 



**ENVIRONMENTAL THEME AT
THE MUSEUM OF WORLD CULTURE!** 



ACTIVITIES FOR FAMILIES 



**ARVOL LOOKING HORSE
SEMINAR: NATURE,
CLIMATE AND HOLY PLACES** 




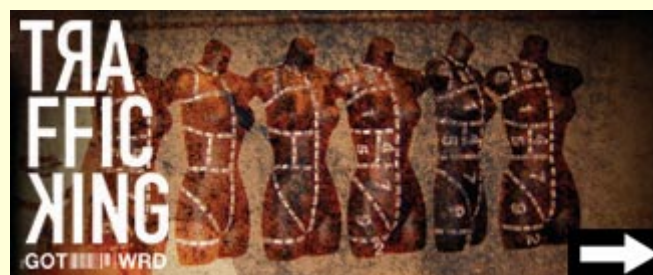
FAIR FASHION? 



Hard Rain 



TRAFFIC KING
GOT III | WRD 



GENDER BLENDER 



Exhibitions

Some Draft Conclusions

A more open Intercultural "Dialogue" (ICD) would need, inter alia:

- 1. A reorientation of the value-led 'unity in diversity' discourse;**
- 2. Intercultural clarification of rights and freedoms;**
- 3. "Opening up" institutions and the education system to ICD;**
- 4. Harmonising integration strategies and ICD processes;**
- 5. Reflecting Islamophobia in the light of mainstream beliefs;**
- 6. A focus on ICD with the Roma, beyond social measures**
- 7. A reassessment of current EU neighbourhood policies;**
- 8. Further improvements in EU cooperation with other bodies;**
- 9. A stronger involvement of popular media/culture industries;**
- 10. Improved methods for intercultural research and evaluation.**

Essentials of Intercultural Dialogue – Four steps with proposals for action

	Needs and proposals for common intercultural policies and practices
1. "Mapping Roads"	<ul style="list-style-type: none"> - Identify structures and practices leading to a discrimination or separation of persons / groups with different cultural background; - Develop plans and political action to improve such conditions and to create a basis for intercultural dialogue
2. "Breaking down walls"	<ul style="list-style-type: none"> - Remove legal and administrative barriers towards equal treatment; - Object to "closed shops": open up arts institutions or education systems; - Increase the presence of individuals, their works and ideas which are not "mainstream" in political, economic and cultural spheres
3. "Building Bridges"	<ul style="list-style-type: none"> - Support artistic encounters, education, youth or sports programmes and mediation efforts with an intercultural focus; - Conduct affirmative action on behalf of and, gradually, with, minorities/migrants; - Foster civil society involvement in the questioning and modification of established professional/institutional codes
"Sharing Spaces"	<ul style="list-style-type: none"> - Combine diversity and equality related policies and activities; - Implement "opening" / "mainstreaming" strategies in established institutions; - Create productive spaces for a dialogue on the diversity of cultural expressions

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www.interculturaldialogue.eu