

INTERCULTURAL DIALOGUE, CULTURAL POLICIES
AND THE COMPENDIUM
ERICARS AND THE COUNCIL OF EUROPE
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PROPOSED INDICATORS TO COLLECT INFORMATION
WITHIN THE COMPENDIUM FRAMEWORK
DRAFT FOR DISCUSSION 31 JANUARY - 2005

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Indicators for Monitoring Cultural Diversity, Social Cohesion and Inter-Cultural Dialogue within the Compendium of Cultural Policies and Trends in Europe (ERICarts and Council of Europe)

Draft for Discussion

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Introduction

The objective of this report is to propose indicators of cultural diversity, social cohesion and inter-cultural dialogue for incorporation in the Compendium. While the three topics overlap somewhat, separate cultural indicators will be proposed for each topic. The sum total of the indicators associated with the three concepts should facilitate the development of an integrated approach to the collection, synthesis and evaluation of information and statistics concerning the above topics. Indicators have multiple functionality in that they can monitor change and identify trend lines in both inputs and outputs over time. Indicators have been selected on the basis of existing data sources, preferably with a longitudinal track record, although where this is not possible, generic indicators are included for possible future data-mining or collection. In other cases, we may suggest proxies where data is collected but does not cover precisely the topics under consideration. In the best of situations, which are rare enough in cultural statistics, we may ultimately be able to predict (and prove) causality or quantify the power of the relationships among each of the three concepts and a small number of their respective indicators.

Tables are presented summarizing the discussion. This document draws on several documents downloaded on a dedicated network provided by Canada's Culturescope.ca Communities of Practice. To date, the following documents have been downloaded: *Cultural Policies in Europe: First Proposals for the Development of Monitoring Activities* (D. Cliche and A. Wiesand), *Social Indicators of Culture* (J. Foote), *Draft Cultural Indicators Grid* (J. Foote), *Cultural Indicators: Helping to Understand Change in Society and the Economy* (J. Foote), and *Upcoming Policy Issues and the Compendium* (D. Cliche).

Other documentation on each topic was also consulted in the preparation of this report and is contained in the attached Bibliography. Three Tables summarize the list of possible indicators along with indications on how to incorporate or integrate the indicators in the Compendium Grid.

I. Cultural Diversity

Definitions: Cultural diversity refers essentially to pluralities of cultures and their respective composite parts. For example, the International Network on Cultural Policy (INCP) defines it as “the plurality of cultures that coexist in the world. It implies...the preservation and promotion of existing cultures, and...receptivity to other cultures.”

UNESCO defines cultural diversity as “the set of distinctive spiritual, material, intellectual and emotional features of society or a social group...that encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs” {*Universal Declaration on Cultural Diversity* (2001)}. UNESCO defines cultural diversity again in the *Draft International Convention on the Protection of the Diversity of Cultural Contents and Artistic-Expressions* (2004) as “the common heritage of humanity” and “the manifold ways in which the cultures of social groups and societies find expression. From the diverse forms taken by culture over time and space stem the uniqueness and plurality of the identities and cultural expressions of the peoples and societies that make up humankind. Cultural diversity is made manifest not only through the varied ways in which the cultural heritage of humankind is protected, augmented and transmitted to future generations, but also through the variety of cultural expressions which are borne by cultural goods and services, in all parts of the world at any given time, through diverse modes of production, dissemination, distribution and consumption.”

The *Council of Europe (COE) Declaration of Cultural Diversity* (2000) states, “Cultural diversity is expressed in the coexistence and exchange of culturally different practices and in the provision and consumption of culturally different services and products.” The *COE Declaration* also states, “Respect for cultural diversity is an essential condition of human society.”

In the *Culture Indicators Grid* (2004), the authors describes cultural diversity in its broadest connotations as “diverse ways of life and the creation, production, distribution preservation of and access to diverse forms of and sources of cultural content and artistic expression.” Definitions are especially important because they denote scope or the boundaries of possible applications. They are also essential to the goal of identifying practical and accurate indicators.

For our purposes in the Compendium, and in order to simplify an otherwise confusing issue, cultural diversity will refer largely to its social dimension, or the inclusion of minorities in cultural policy input and output. Notwithstanding some of the foregoing broader definitions, cultural diversity will *not* be discussed in terms of the diverse range of cultural services and delivery media available and accessed, types of programming categories, or the types of government support measures that apply broadly across the cultural policy spectrum. To the extent cultural diversity is reflected in each of the above, it *will* be included as an indicator describing inclusiveness wherever relevant, e.g. cultural diversity indicators about hiring and advancement practices, representativeness in content development and equitable access to regional or local content associated with national minorities or immigrant groups.

Indicators: ERICarts' *First Proposals for the Development of Monitoring Activities* (2004) identifies four general indicators relating to the implementation of COE instruments on human/cultural rights and legal agreements to promote diversity, adopting the COE definition of cultural diversity according to the COE *Declaration* (see above) into national planning documents and a set of five issue areas analyzed in the COE *Transversal Study on Cultural Policy and Cultural Diversity* (2001). These are contained in Table 1 "General Indicators". The *Monitoring* paper also cites possible indicators under the following list of issues: linguistic diversity, cultural rights, gender equality, cultural minority communities/groups, and media and content diversity. These are contained in Tables 2 "Content-Carriage Indicators" and Table 3 "Ethno-cultural and other Minority Indicators".

Table 1: Cultural Diversity General Indicators

Issues	Specific Indicators	Reference to Compendium Grid
1. Implementation of COE instruments to protect and develop human/cultural rights	Are the results from the implementation of human/cultural rights provisions of the <i>European Convention on Human Rights</i> , the <i>European Cultural Convention</i> and the <i>European Charter for Regional or Minority Languages</i> measured and evaluated regularly or periodically?	NEW Existing reference in 8.3 Measures to promote participation in cultural life to “linking participation in cultural life to the broader issues of civic participation, citizenship, civil society development/cohesion”
2. Implementation of COE legal agreements to promote cultural/media diversity	How have the <i>European Convention on Transfrontier Television</i> , the <i>Eurimages Fund</i> and the <i>European Convention on Cinematic Co-production</i> helped to promote cultural/media diversity?	NEW Add to chapter 5: either a new sub-sector under 5.1 General Legislation or 5.3.10 Other Areas of Relevant Legislation
3. Adoption of COE definition of cultural diversity as set out in the Council’s <i>Declaration on Cultural Diversity</i> (2000)	What indicators are used in the identification of instruments that facilitate or encourage the: - coexistence and exchange of culturally different practices - provision and consumption of different cultural services and products - freedom of expression and information in all forms of cultural exchange especially with respect to audio-visual services - access to technological and other developments respecting the production, provision and exchange of culturally diverse services, products and practices?	NEW Option 1: Include in single cultural diversity heading in chapter 4 Current issues Option 2: Integrate under existing headings in 4.2 including diversity provisions in 4.2.1 Cultural minorities, 4.2.2 Gender equality, 4.2.3 Language issues, 4.2.4 Media pluralism and content diversity and 4.26 Employment.
4. Measures based on five priority issues identified in the Final Report of the COE <i>Transversal Study on Cultural Policy and Cultural Diversity</i> (2001)	Which indicators can be used to measure the decentralization and cultural planning approaches to diversity, culture and the management of conflict, cultural entrepreneurship and diversity, cultural diversity in everyday life and majority/minority public spheres?	NEW Same as above

Table 2: Content Diversity Indicators

Issues	Specific Indicators	Reference to Compendium Grid
<p>1. Media and content diversity</p> <p>Primary issue is definitional: Should “content diversity” be defined as cultural diversity reflected in content or rather should it refer to a diverse typology of content?</p> <p>A second issue is expanding 4.2.4 to go beyond media (broadcasting and the Press) to include diversity-related information on other parts of the cultural sector.</p>	<p>Is there a specific act or set of regulations for the media in relation to cultural diversity?</p> <p>Is there an independent media authority, which implements the provisions of the act or regulations?</p> <p>Are there public measures (e.g. regulations, licensing, subsidies, tax credits) that support the production and distribution of cultural content diversity through the licensing of ethno-cultural and non-official language television and radio networks/channels/stations?</p> <p>Are there public measures to promote the production and distribution of diverse cultural content? Are there dedicated programmes or components of programmes to advance cultural diversity?</p> <p>Are there co-operative ventures between the public and private sectors to support diversity-related media productions?</p> <p>How much cultural programming is targeted to cultural minority communities (number of newspapers and magazines, circulation rates, number of multicultural radio and TV channels, number of films in minority languages/with minority participation)?</p> <p>What public measures exist that support targeted media and cultural minority communities (television programmes and the Press)?</p>	<p>See 4.2.4 Media pluralism and content diversity</p>

Table 3: Ethno-Cultural and Other Minority Diversity Indicators

General Indicators	Specific Indicators	Reference to Compendium Grid
1. Cultural minority communities/groups	<p>What cultural minority communities/groups are officially recognized by law?</p> <p>Name those large cultural minority communities/groups, which are not officially recognized by law.</p> <p>Does cultural policy specifically recognize different cultural minority groups through specific measures or programmes, e.g. special awards, funding schemes for media productions or art exhibitions?</p> <p>Are there specific resources (financial, technical, infrastructure) to support specific cultural activities such as music or theatre productions of cultural minority communities/groups.</p>	See 4.2.1 Provisions for cultural minorities
2. Linguistic diversity	<p>Number of official languages and of minority languages used at home and at work</p> <p>Use of official and non-official languages: growth or decline (population % shares, total population figures)?</p> <p>Number of recently extinct or seriously at risk languages</p> <p>Number of languages used in school teaching and equivalent number of students enrolled in educational curricula (secondary, post-secondary) and in life long learning activities.</p> <p>Name linguistic communities living in border regions.</p> <p>Are there special programmes to support the cultural activities if these</p>	<p>Need to include non-official languages in 4.2.3 Language issues and policies</p> <p>Also see 5.1.9 Language laws</p>

	<p>communities?</p> <p>If a language law exists, when was it updated last?</p>	
<p>3. Cultural rights*</p> <p>Indicators arising from the implementation of COE legal instruments are included in Table 1</p>	<p>Are cultural rights enshrined in legislation through the Constitution of federal/national governments through specific articles, acts or charters?</p> <p>Are cultural rights treated separately in legislation dealing with various groups including the rights of the child, of women, employment, immigration, indigenous peoples?</p> <p>Are cultural rights addressed by case law?</p> <p>Are there direct references to cultural rights in cultural policy?</p>	<p>See Table 1</p> <p>Need to consider best practices and informal recognition of cultural rights outside legal framework</p> <p>Also need to refer to any legal provisions/references to cultural rights in chapter 5.1 General legislation perhaps as separate item if present</p>
<p>4. Gender equality/equity</p>	<p>Is there a specific provision for equal gender opportunities in culture policy?</p> <p>Does the officially mandated office or commission for equal opportunities have a programme to assist female professionals working in the arts and culture?</p> <p>Are there targeted programmes to monitor and improve the professional status of women working in the cultural sector?</p> <p>Are there targeted programmes to foster women's participation in cultural life?</p>	<p>See 4.2.2 Gender equality and cultural policies</p>
<p>5. Age groups</p>	<p>Is youth a priority in cultural policies and programmes?</p> <p>Are seniors a priority?</p> <p>In what areas: employment, creativity, education, mentoring, subsidized transportation and performance tickets,</p>	<p>Could be integrated into different sections and sub-sections of the <i>Compendium</i> including 4.2 Recent Policy Issues and Debates, 4.2.8 Arts Education, 8.2 Participation Trends and Figures</p>

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	exchanges, etc.? What mechanisms: separate programmes or components?	
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II. Social Cohesion

Definitions: Social cohesion has been defined as the willingness and capacity of individuals, groups and organizations to cooperate and work together for collective goals. (*Social Indicators of Culture*)

The European Committee for Social Cohesion (CDCS) released its *Revised Strategy for Social Cohesion* in April 2004. The CDCS defines social cohesion as “the capacity of a society to ensure the welfare of all its members, minimizing disparities and avoiding polarization. A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means.” (*Revised Strategy for Social Cohesion* CDCS (2004)) The task at hand is to identify indicators that demonstrate and quantify wherever possible the impact of cultural policies and initiatives have or may have on the achievement of social cohesion goals and outcomes over time.

Indicators: As noted in *Social Indicators of Culture*, favorable conditions for inclusive social cohesion include: **economic conditions** such as equitable income distribution, absence of income polarization along ethnic, gender, regional and class lines, depth and duration of poverty, and unemployment rate; **life chances or equality of opportunity** such as access to public health facilities and insurance, access to higher education and literacy, adequate and affordable housing and employment; and **quality of life** including real and perceived personal and population health, and personal/economic security. These are included in **Table 4**. Arguably, certain indicators relating to quality of life hold the largest potential for cultural policy application, although a more ambitious effort to develop indicators of **social impact or benefits** to complement existing indicators on economic impact should also be pursued, resources and comparability permitting (*Social and Economic Impact of Culture*, Presentation to Mercosur, 2004).

Table 4: Social Cohesion General Indicators

General Indicators	Specific Indicators	Reference to Compendium Grid
1. Favorable conditions for social cohesion	<p>Economic conditions such as equitable income distribution, absence of income polarization along ethnic, gender, regional and class lines, depth and duration of poverty, and unemployment rate</p> <p>Life chances or equality of opportunity such as access to public health facilities and insurance, access to higher education and literacy, adequate and affordable housing and employment</p> <p>Quality of life: see 6 below.</p>	<p>NEW</p> <p>Indicators could be integrated wherever appropriate (See Recommendation 2)</p>
2. Dignity and Recognition (COE DGIII 2004)	<p>Encouragement of cultural differences</p> <ul style="list-style-type: none"> - preservation of traditional popular and ethnic events - number of ethno-cultural media or cultural programmes devoted to minority cultures, e.g. radio, TV, Internet, Press - extent of audience crossover from traditional majority base to multiple venues and mixed audiences 	<p>NEW</p> <p>Cross reference to cultural diversity.</p> <p>See 4.2.1 Provisions for cultural minorities and 4.2.4 in particular.</p>
3. Tolerance and reciprocity	<p>Attitudes towards minorities</p> <p>Extent of social interaction with minorities</p> <p>Hate crimes</p>	<p>NEW</p> <p>See Table 3.1 re: hate crimes</p>
4. Personal development and autonomy (COE DGIII 2004)	<p>Amateur and informal cultural participation, e.g. playing instruments, theatre, singing, visual arts</p> <p>What are some indicators of cultural capital that enhance personal development and autonomy as well as social cohesion more generally?</p> <p>What are the links to arts curricula, etc?</p>	<p>NEW</p> <p>See 8.4 Amateur arts, cultural associations and community centers</p> <p>See 4.2.8 Arts education</p>

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<p>5. Civic participation: key issue is to select indicators that demonstrate statistically significant correlation between cultural and civic activities.</p>	<p>Time spent in social interaction</p> <p>Membership and participation in social networks</p> <p>Voluntarism: What is the incidence and financial value of voluntarism in cultural sector?</p> <p>Donations: What is the level of donations and who are the donors to cultural organizations?</p> <p>Political participation including voting and party membership</p>	<p>NEW</p> <p>See Table 1.1 Issue 1. Also see 8.3 Programme or policy initiatives to promote participation in cultural life</p>
<p>6. Quality of Life</p>	<p>Real and perceived personal and population health</p> <p>Real and perceived personal/economic security</p> <p>Cultural participation</p> <p>Number and capacity of cultural amenities (infrastructure) in city/town/community</p> <p>Cultural diversity</p> <p>Economic impact</p> <p>Social impact (early in development)</p>	<p>NEW</p> <p>Consider adding new section in chapter 4 which might include economic indicators as well as social indicators that together measure quality of life.</p> <p>See 1. above.</p>

III. Intercultural Dialogue

Definitions: Inter-cultural dialogue refers essentially to connections between and among cultural entities. These connections are occasioned or facilitated by means of a wide variety of in-person encounters, network dialogue, correspondence, travel, media consumption, etc. There are at least three types of dialogue: a dialogue between people of different cultures often but not always enclosed within national boundaries, a dialogue based on attitudes of non-violence, openness to others and a willingness to see solutions, and cooperation facilitated or occasioned by the dialogue (Fred Bourguin 2003). Jean-Michel Leclercq (2003) refers to the term, ‘inter-culturality’ as the set of processes through which inter-cultural dialogue and relations between different cultures are constructed and maintained.

The *COE Declaration on Intercultural Dialogue and Conflict Prevention* (2003) defines tools used to promote and protect the concept of cultural democracy and encompasses the tangible and intangible elements likely to foster all forms of cultural diversity, such as the evolution of multiple identities, whether individual or collective, local, regional, national or global, and new forms of cultural expression.

Indicators: In *Upcoming Policy Issues and the Compendium* (D. Cliche, 2004), a list of general and specific indicators of intercultural dialogue is provided based on existing and possibly new information from the Compendium. These tables are reproduced below with additional indicators added where appropriate. In addition to **Table 5** for general information, other specific areas are grouped around five themes: governance (**Table 6**), cultural policies and measures (**Table 7**), arts education (**Table 8**), media pluralism and content diversity (**Table 9**), and access to and participation in cultural life (**Table 10**).

Table 5: Intercultural Dialogue General Indicators

General Indicators	Specific Indicators	Reference to Compendium Grid
1. National Minority Groups	Officially recognized national minority groups	Sub-section 4.2.1
2. Immigration	<p>What are the largest immigrant groups (including those which are not officially recognized)?</p> <p>What is the prevailing approach to immigration policies:</p> <ul style="list-style-type: none"> • assimilation • integration • mainstreaming • community building models • other <p>Immigrant eligibility to receive host country services and rights</p> <p>Are there evaluations of immigrant integration results in educational migrant support programmes?</p> <p>Are there citizenship education activities as part of integration programmes?</p>	<p>NEW</p> <p>Could be added to sub-section 4.2.1</p>
3. Languages	What are the official language(s) and legally recognized languages of national minority groups?	<p>Sub-sections 4.2.1 and 5.1.9</p> <p>Comparative View Table</p>
4. Information and legislation addressing hate crimes, culture or religious motivated crimes	<p>At whom are acts of violence aimed?</p> <p>Is violence on the rise or decreasing in recent years?</p> <p>Is the aim of the violence shifting among different immigrant groups?</p> <p>What legislation or other provision such as the Constitution, Charter of Human Rights, criminal law and civil law governs hate crimes?</p>	NEW

Table 6: Intercultural Dialogue: Governance Indicators

General Indicators	Specific Indicators	Reference to Compendium Grid
1. Local/state/provincial decentralization	Are there parts of the country, which have acquired rights to self-government or local/regional autonomy including jurisdiction over cultural, educational and/or language issues?	Section 2 and sub-section 2.2
2. Main policy actors	Who are the main actors responsible for programmes and policies addressing the issue of intercultural dialogue at national, regional and local levels?	NEW (to be added to sub-section 2.2)
3. Inter-ministerial committee	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)
4. Inter-governmental networks/cooperation	Are there any inter-governmental networks or official forms of co-operation among the various levels of government? Are these committees or networks open to the public?	NEW (to be added to sub-section 2.3)
5. Participatory mechanisms	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. representations on committees, formal or informal consultation mechanisms?	NEW (to be added to sub-section 2.2)

Table 7: Intercultural Dialogue: Cultural Policies and Measures

General Indicators	Specific Indicators	Reference to Compendium Grid
1. Government policies and measures	Please list any explicit strategies, policies, 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
2. Cultural minority measures	Which laws, measures and programmes are in place to support cultural activities of cultural minority groups, e.g.	Sub-sections 4.2.1 and 8.4.2

	production of media programmes, special events, festivals, community cultural centers and clubs?	
3. Professional artists from different cultural minority groups	Which laws, measures and programmes are in place to support professional artists 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
4. Women from immigrant groups or cultural minority groups	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)

Table 8: Intercultural Dialogue: Arts Education

General Indicators	Specific Indicators	Reference to Compendium Grid
1. Proposal to change heading of sub-section 4.2.8 to “Arts and Cultural Education”		NEW See 4.2.8 Arts Education
2. Intercultural education	<p>Is intercultural education:</p> <ul style="list-style-type: none"> • administered mainly by cultural policy makers; • administered mainly by policy makers responsible for education? <p>Does intercultural education exist as a specific component of either forms of administrations?</p> <p>Are there new (experimental) models under development or discussion to promote intercultural education in the general school curriculum?</p>	NEW
3. Intercultural education programme goals	<p>What are the explicit goals of intercultural education programmes:</p> <ul style="list-style-type: none"> • to promote shared national values and identity; • to promote specific values such as tolerance, multilingualism or equality; • to provide studies on world religions or a range of cultural traditions 	NEW

	• other?	
4. Art and music schools	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 include references to the contribution of immigrant groups and national cultural minorities?	NEW See 4.2.8 Arts education
5. Cultural citizenship promotion	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; • 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

Table 9: Intercultural Dialogue: Media Pluralism and Content Diversity

General Indicators	Specific Indicators	Reference to Compendium Grid
1. National minority or large immigrant group programmes and channels of state broadcasters	Are there regular programmes/channels produced and/or distributed by state broadcasters focused on national minority groups or large immigrant groups?	NEW (to be included in sub-section 4.2.4)
2. Journalist sensitivity training programmes	Do state broadcasters have training programmes for journalists to sensitize the latter 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)
3. State broadcaster funding	Do state broadcaster provide funding to productions made by national minority groups or large minority groups ?	Sub-section 4.2.1
4. Legal promotion of minority languages in	Are there legal provisions to promote the use of languages of minority cultural	Comparative view table

broadcasting	groups in radio/TV programming?	
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Table 10 Intercultural Dialogue: Access to and Participation in Cultural Life

General Indicators	Specific Indicators	Reference to Compendium Grid
1. Intercultural public spaces	What kinds of intercultural public spaces does the government support to promote dialogue?	NEW
2. Surveys which monitor cultural participation of national minorities and immigrant	Are groups 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 “multicultural festivals”? If so, what are the results? 	Sub-section 8.2
3. Public cultural institutions	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 museums of the capital?	NEW

IV. Conclusions/Recommendations

1. *Cultural Diversity*: Given the multiple definitions of diversity and cultural diversity, it is recommended that indicators of inclusion should be our initial goal for the Compendium. Diversity in types of content or delivery mechanisms might ultimately be worth while measuring on a comparative basis, especially should the UNESCO Convention proceed to fruition, but for the moment, that exercise should remain outside the boundaries of the Tables contained in this document.
2. *Social Cohesion* : Owing to the relative absence of readily accessible (or inexpensive) data on the impact of variables including cultural activities on social cohesion or social capital, or vice versa, the impact of social cohesion or social capital on cultural diversity and inter-cultural dialogue, it is recommended that room be made for concepts and indicators of social cohesion in either or both cultural diversity and inter-cultural dialogue. Authors should discuss whether or not social cohesion should be grouped together in one or more separate headings in the Compendium.
3. *Inter-cultural Dialogue*: Indicators should be integrated into the Compendium Grid for National Country Profiles. The COE project on *Creating Cultural Capital (CCC)* might provide information concerning the relevance of its concepts in this and the other two issues discussed in this document.
4. *General comment*: The identification of sources and availability of data to support the concepts and indicators discussed in this paper should be studied to ensure an adequate number of comparative Tables or references and information contained in the Country Profiles.

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