

# **Evaluation of the European Year of Intercultural Dialogue 2008**

Contract 2008-0541/001-001EYI-ACICCS

**Final Report: Technical Annexes**

# **Evaluation of the European Year of Intercultural Dialogue 2008**

Final Report: Technical Annexes

July 2009

ECOTEC

► Vincent House  
Quay Place  
92-93 Edward Street  
Birmingham  
B1 2RA  
United Kingdom

T +44 (0)121 616 3600  
F +44 (0)121 616 3699  
[www.ecotec.com](http://www.ecotec.com)

# Contents

PAGE

---

<b>Annex One: Review of key trends and policy drivers .....</b>	<b>1</b>
<b>Annex Two: Review of the coherence of EU programmes with the EYID .....</b>	<b>15</b>
<b>Annex Three: Review of the selection process for EU co-funded projects .....</b>	<b>43</b>
<b>Annex Four: Summary analysis of National Strategies .....</b>	<b>46</b>
<b>Annex Five: Profiles and summary of activity for Flagship Projects .....</b>	<b>49</b>
<b>Annex Six: Summary of National Project activity .....</b>	<b>70</b>
<b>Annex Seven: Additional national activity .....</b>	<b>81</b>
<b>Annex Eight: Summary of potential impacts of the Year.....</b>	<b>95</b>
<b>Annex Nine: Case Study Reports .....</b>	<b>113</b>
<b>1.0 European Year of Intercultural Dialogue in Cyprus .....</b>	<b>114</b>
<b>2.0 European Year of Intercultural Dialogue in Ireland.....</b>	<b>123</b>
<b>3.0 European Year of Intercultural Dialogue in Romania.....</b>	<b>134</b>
<b>4.0 European Year of Intercultural Dialogue in Spain .....</b>	<b>144</b>
<b>Annex Ten: Questionnaires and interview topic guides.....</b>	<b>149</b>
<b>Annex Eleven: List of interviewees .....</b>	<b>178</b>
<b>Annex Twelve: List of source documents.....</b>	<b>181</b>
<b>Annex Thirteen: Terms of Reference.....</b>	<b>186</b>

# **Annex One: Review of key trends and policy drivers**

## **Key trends and policy drivers**

### *Overview*

A number of contextual themes are cited repeatedly in the key EU policy documents concerning the EYID 2008 (Impact Assessment, Decision etc.), as well as in other related documents and source (studies, communications, and web content for example). In general these recurring themes represent the challenges which the promotion of Intercultural Dialogue (ICD) is designed to address, contribute towards overcoming, or simply necessitate some form of response to if negative impacts are to be avoided or mitigated. These (mostly inter-dependant) contextual factors are:

- Increased and more dynamic migration flows as a result of enlargement of the EU (internal movements) as well as significant numbers of third-country nationals in some countries – leading to increasing diversity in populations;
- Increased interactions between cultural groups and multi-culturality;
- Major demographic changes, in particular an ageing population;
- Threats to security from international terrorism;
- Threats to diversity of cultural expression (from a global governance perspective, led by UNESCO) as a key component of fundamental human rights and freedoms.

While the benefits of many of these trends are largely economic, some of the potential adverse impacts concern increased tension and discrimination, lack of respect for cultural diversity, reduced security (Europe vis-à-vis the world), less internal stability and the diminution of "common European values" (i.e. democracy and the rule of law, human rights and the protection of cultural diversity).

We will now look briefly at each of these trends or challenges to assess their nature and relevance as underpinning drivers for the conceptual need for EU action in the field of ICD.

### *Migration*

The Commission's<sup>1</sup> Third Annual Report on Migration and Integration published (September 2007) provides the following information and data:

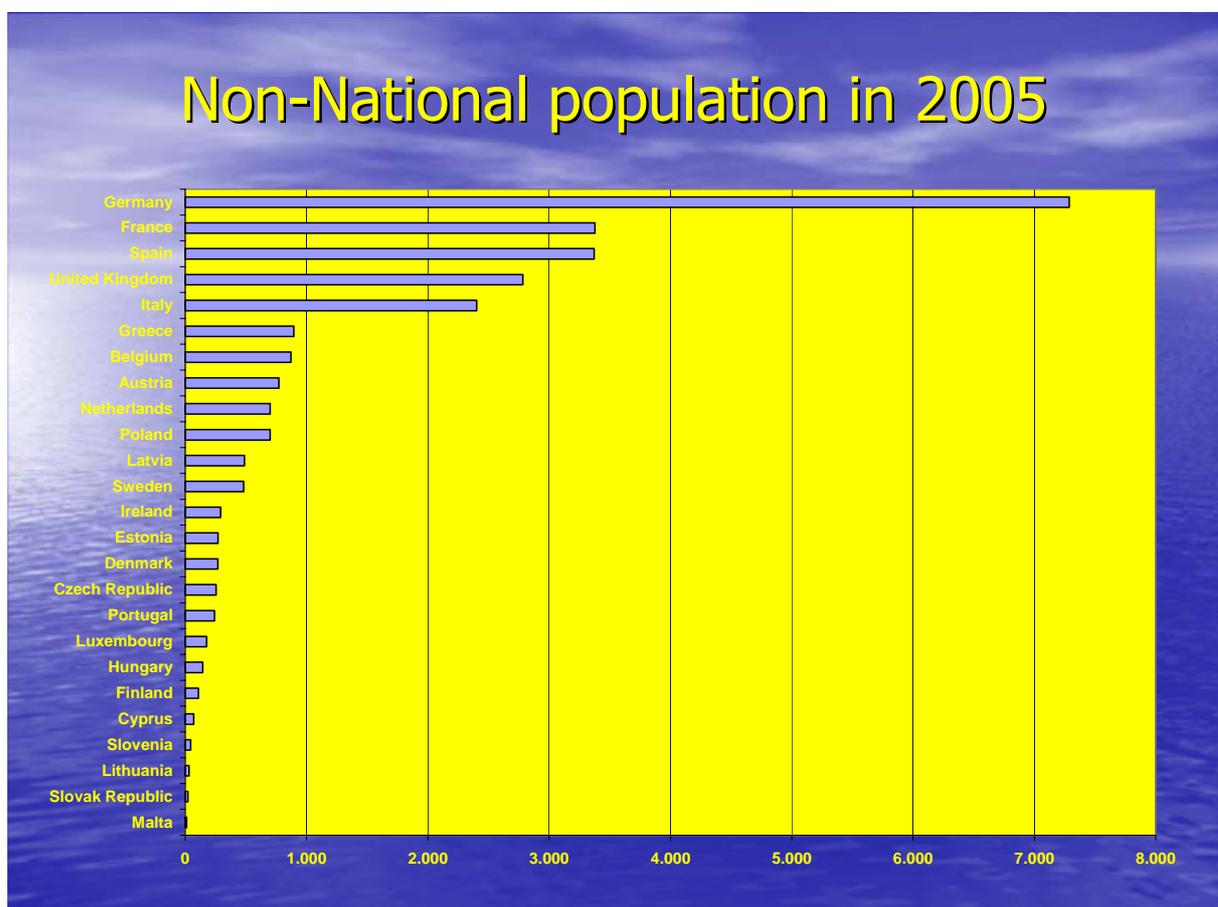
- In January 2006, 18.5 million third country nationals resided in the EU (3.8% of the total population).
- Immigration is the main element in demographic growth and positive net migration is recorded on most Member States.
- Net migration has increased from 0.5 - 1 million per year in the 1990s to 1.5 - 2.0 million per year from 2002 onwards.

<sup>1</sup> COM(2007) 512 final, 11.9.2007

- The most numerous groups of third country nationals in the EU are from Turkey (2.3 million), Morocco (1.7 million), Albania (0.8 million) and Algeria (0.6 million).
- The number of foreign-born citizens in some Member States (France, Sweden, The Netherlands and the UK) is higher than the number of third-country nationals.

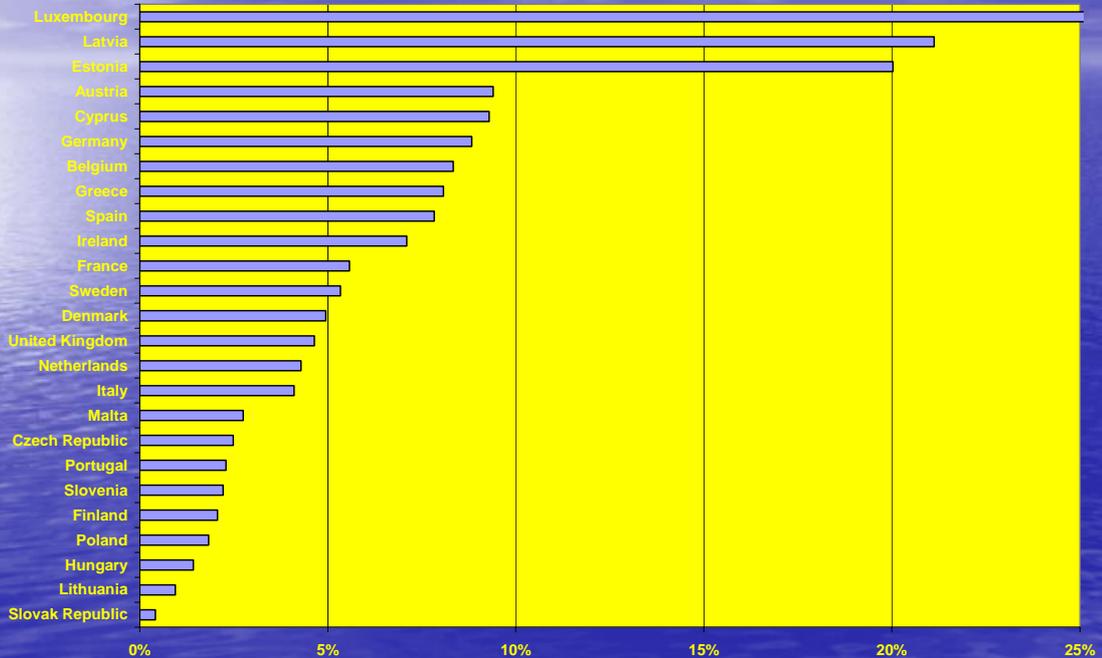
Reliable and consistent data is difficult to produce for migration flows of EU nationals within the EU. However research by Poulain at the Université Catholique de Louvain<sup>2</sup> provides a series of statistics and graphs (see below), which illustrate the diversity of experiences across the Member States, together with the varying cultural and historical factors that determine features such as definitions of immigrants and setting of related priorities such as anti-discrimination and cohesion policies.

### Non-national populations in EU Member States (thousands)

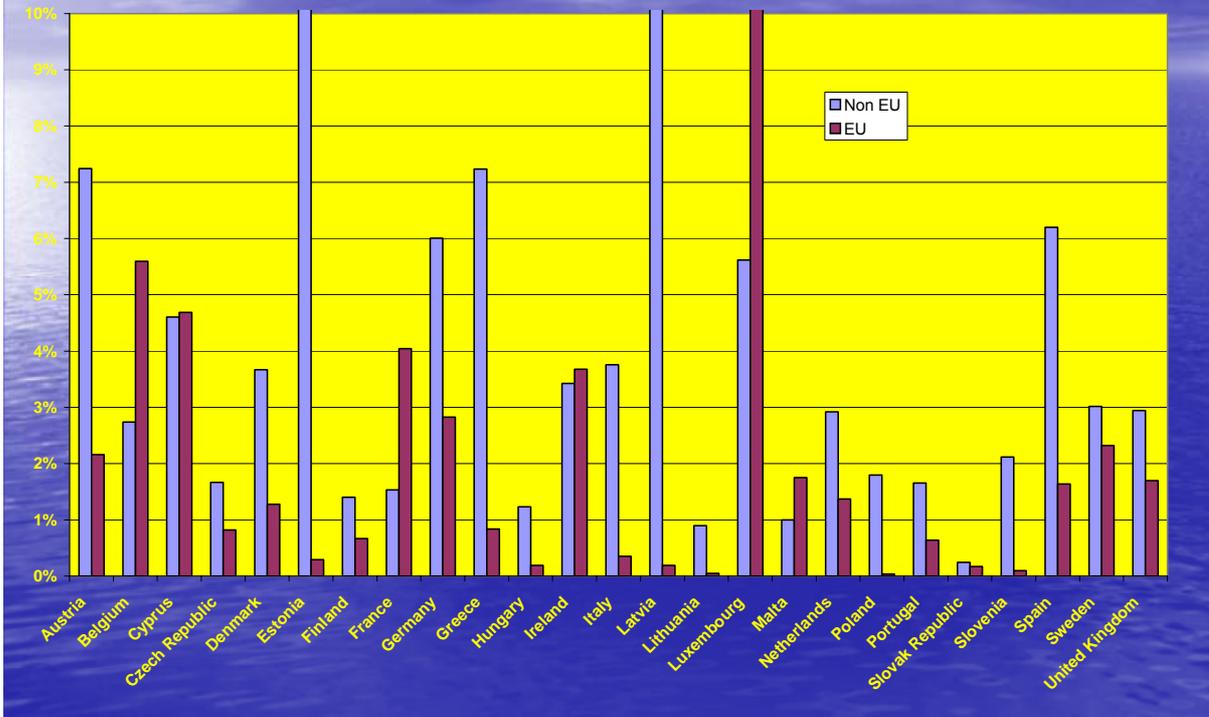


<sup>2</sup> POULAIN, M., International migration: a challenge for demographers, presented at the conference "Demographic challenges for the 21st Century – a state of the art in demography", Vrije Universiteit Brussel, 15-16 February 2007. [http://www.vub.ac.be/SOCO/demo/docs/Keynote\\_Poulain.ppt](http://www.vub.ac.be/SOCO/demo/docs/Keynote_Poulain.ppt)

## Proportion of the Non-National Populations compared to the Total Populations for 2005



## EU citizens versus Non-EU citizens among the Non-National Population



This research suggests shows that the largest non-national populations are in the largest countries (Germany, France, the UK, Italy and Spain). In the case of Germany, the significant non-national population may be explained by the large populations of Turkish origin in Germany, reflecting a different approach to granting citizenship to immigrants.

Data on non-national populations as a proportion of populations as a whole, shows the anomaly of Luxembourg, but also the prominence of Latvia and Estonia, probably reflecting the relatively high number of Russian nationals "left behind" when those countries gained independence from the Soviet Union (these are not recent migrants and so cannot be classified in the same category as recent migrants from North Africa in Spain for example). We can also see that the bottom of the table (i.e. relatively small populations of non-nationals) are dominated by new Member States, including Poland, Hungary, Lithuania and the Slovak Republic. Finland stands out as the western European country with a relatively low non-national population. The major former colonial nations of France, the UK and the Netherlands, feature mid-way down the table, perhaps reflecting the degree to which assimilation of immigrant populations has taken place in those countries over a long period. This data certainly highlights the challenges of using nationality as an indicator of cultural difference.

In terms of the relative numbers of EU versus non-EU national in "immigrant populations". Latvia and Estonia again stand out as a result of their significant Russian minorities. In a majority (18) of

the Member States, there are proportionately more non-EU immigrants than immigrants from elsewhere in the EU. This trend is particularly pronounced in Spain, Greece, Italy and Austria. France, Belgium and Ireland show the opposite trend, i.e. within their non-nation populations, the majority are EU nationals. Of the NMSs, only Malta and Cyprus show a balance in favour of EU nationals in its immigrant population.

#### *The EU's changing demography*

The Commission's report on demographic change "Europe's Demographic Future: Facts and Figures"<sup>3</sup> describes the demographic challenge facing Europe (an increasing number of elderly people) and amongst the five policy responses identified is "*receiving and integrating migrants in Europe*". It also points out that while rising immigration (of working age people) addresses forecast falls in the number of economically active adults in the EU, the level of immigration raises concerns about integration. Developing the theme of the contribution that immigration can make to addressing the economic consequences of an ageing population, the report notes the role that internal migration can make as it opens up opportunities for people to move from regions where they face poor labour market prospects. It highlights the contribution that significant inflows of workers have made to rapid economic growth in Ireland and Spain for example. While recognising the contribution that migration makes to economic growth the report identifies the main challenge to realising the potential of immigration lies with the integration of migrants and their descendents into European societies. This issue is linked to the prevailing negative perceptions of immigration found in Europe, with Eurobarometer survey results indicating that, on average, only four out of 10 EU citizens feel that "*immigrants contribute a lot to their country*".

#### *Enlargement perspective*

Free movement of workers is a fundamental right which permits nationals of one EU Member State to work in another EU Member State under the same conditions as that Member State's own citizens.

During a transitional period of up to seven years after accession of 10 Member States to the EU on 1 May 2004 (Czech Republic, Estonia, Cyprus, Latvia, Lithuania, Hungary, Malta, Poland, Slovenia, Slovakia) and of 2 Member States on 1 January 2007 (Bulgaria, Romania), certain conditions may be applied that restrict the free movement of workers from, to and between these Member States. These restrictions only concern the freedom of movement for the purpose of taking up a job and they may differ from one Member State to another.

Commission Communication *Building our Common Future: Policy Challenges and Budgetary Means of the Enlarged Union 2007-2013*<sup>4</sup> proposes **European citizenship** as a priority for EU action, highlighting the contribution that fostering European culture and diversity can make to the realisation of such a concept.

#### *Globalisation*

<sup>3</sup> [http://ec.europa.eu/employment\\_social/spsi/docs/social\\_situation/demo\\_rep\\_2006\\_execsum\\_en.pdf](http://ec.europa.eu/employment_social/spsi/docs/social_situation/demo_rep_2006_execsum_en.pdf)

<sup>4</sup> COM(2004)101, 10/02/2004

The argument advanced is that globalisation (increased trade flows between countries together with associated increases movements of people) supports and promotes increased economic growth. In addition to migration this globalisation results in increased mobility in connection with education<sup>5</sup>, leisure and business.

In the debate on globalisation, it is argued that one negative consequence is the homogenisation of culture<sup>6</sup>, not least through the Internet. The Globalization Index 2007<sup>7</sup> produced by AT Kearney charts the degree of globalization and measures and ranks countries according to a number of factors including: political engagement (foreign aid, treaties etc.); personal contact (telephone calls, personal travel, remittances); technological connectivity (number of internet users, hosts and secure servers); and economic integration (international trade and foreign direct investment). On these measures the top ten world's most integrated nations are: Singapore, Hong Kong, The Netherlands, Switzerland, Ireland, Denmark, United States, Canada, Jordan<sup>8</sup> and Estonia. Other EU countries which feature in the top 20 are: Sweden (11), UK (12), Austria (14), Belgium (15), Finland (18), Czech Republic (19) and Slovenia (20).

It seems that smaller countries in particular perform well, since exporting and attracting foreign direct investment is a necessity given limited domestic markets. Outside the top 20 we have Germany at No. 22, France No. 25, Spain No. 29 and Italy No. 34, out of a total of 72 countries. The report notes that:

*"Cultural factors can curb the benefits of globalization, too. For instance, France's collective nationalism tilts the scale in favour of home-grown agriculture, and the United States' fears of terrorism make foreign management of ports an unpalatable prospect—cultural clues that may partially explain why both countries have a relatively low economic ranking on the index".*

The UNESCO Convention on the protection and promotion of the cultural diversity expressions<sup>9</sup> adopted 20 October 2005 notes that while globalisation is providing unparalleled opportunities for interaction between cultures it also represents a challenge to cultural diversity in view of the risk of imbalances between rich and poor countries. Globalisation would appear to pose a particular threat to indigenous culture in developing regions of the world<sup>10</sup>:

*"Globalization, of course, does more than simply increase the availability of foreign-made consumer products and disrupt traditional producers. It is also increasing international trade in cultural products and services, such as movies, music, and publications. The expansion of trade in cultural products is increasing the exposure of all societies to foreign cultures. And the exposure to*

<sup>5</sup> Lewin (2008) "Universities rush to set up outposts abroad":  
<http://www.globalpolicy.org/globaliz/cultural/2008/0210uni.htm>

<sup>6</sup> <http://www.peterme.com/archives/000688.html>

<sup>7</sup> [http://www.foreignpolicy.com/story/cms.php?story\\_id=3995&page=1](http://www.foreignpolicy.com/story/cms.php?story_id=3995&page=1)

<sup>8</sup> Largely as a result of a very high level of remittances, equal to 24.2% of GDP

<sup>9</sup> UNESCO CLT-2005/CONVENTION DIVERSITE-CULT REV.

<http://unesdoc.unesco.org/images/0014/001429/142919e.pdf>

<sup>10</sup> <http://www.globalization101.org/uploads/File/Culture/cultall.pdf>

*foreign cultural goods frequently brings about changes in local cultures, values, and traditions. Although there is no consensus on the consequences of globalization on national cultures, many people believe that a people's exposure to foreign culture can undermine their own cultural identity".*

More specifically, some fear that the spread of American culture specifically, threatens other cultures (substituting the term globalization for Americanization). Others prefer the vision of the multicultural "global village", where cultural exchange serves to enhance and promote tolerance and diversity. Other observers have suggested that globalization leads to a diffusion of values on issues such as human rights, democracy, and even on very specific concerns such as health matters, noting that a global network of foundations, academic networks, non-governmental organizations and some governmental, and multinational agencies (such as the UN system and development agencies), have become transmission agents for what they perceive to be positive cultural values<sup>11</sup>.

In an article titled "The Clash of Civilizations,"<sup>12</sup> Harvard University Professor Samuel Huntington said:

*"...The fundamental source of conflict in this new world will not be primarily ideological or primarily economic. The great divisions among humankind and the dominating source of conflict will be cultural. Nation states will remain the most powerful actors in world affairs, but the principal conflicts of global politics will occur between nations and groups of different civilizations. The clash of civilizations will dominate global politics."*

Compared with the potential tensions associated with increased migration, in terms of the "non-migratory" component leading to increased interactions between cultures, the threat is less clear. For example, the European Commission's *"Agenda for culture in a globalizing world"*<sup>13</sup> asserts that it is important that Europe faces the challenges of a globalisation through a common cultural heritage, i.e. that the "European value" of respect for cultural diversity must be maintained or reinforced. In this sense the relevance of the globalisation argument concerns Europe interacting with the rest of the world, consistent with the EU "internationalisation or external relations agenda", where *"Europe's cultural richness and diversity is closely linked to its role and influence in the world"*, where *"...the EU is an unprecedented and successful social and cultural project"* which is an example of *"soft power founded on norms and values such as human dignity, solidarity, tolerance, freedom of expression, respect for diversity and **intercultural dialogue**"*. This outward-looking focus provides the distinction between ICD within the EU and ICD with third countries; as it is expressed in the EU agenda for culture:

*"The Community and the Member States shall foster cooperation with third countries and the competent international organisations in the sphere of culture, in particular the Council of Europe."*

<sup>11</sup> Berger, Peter L. "Four Faces of Global Culture." The National Interest. 1997 Fall.

<sup>12</sup> Foreign Affairs, 72:3 (1993) <http://www2.kenyon.edu/Depts/Religion/Fac/Adler/Politics/Huntington-Clash.htm>

<sup>13</sup> COM(2007) 242 final 10.05.2007

The European cultural sector is also a key component in the EU's "cultural strategy" given the dynamic economic contribution it can make, particularly in an increasingly "knowledge-based world", very much in line with the Lisbon Agenda for European economic and social renewal.

#### *Protecting global diversity of cultural expression*

The UNESCO Convention on the protection and promotion of the cultural diversity expressions<sup>14</sup> recognises the importance of cultural diversity for the full realisation of human rights and fundamental freedoms as well as highlighting potential threats posed by globalisation, as mentioned above. The Convention seeks *inter alia* to encourage dialogue among cultures, foster interculturality, promote respect for cultural diversity and raise awareness of its value. In particular, the Convention establishes that fundamental human rights and freedoms (freedom of expression, communication and information) are a prerequisite for protecting cultural diversity. In terms of EU ICD policy and activity this aspect appears more relevant to the EU's relations with third countries, although that is not to say there are no significant issues in this respect within the EU's borders.

### **EU policy**

#### *Overview*

ICD strategies, policies and programmes are designed to contribute towards at least two distinct but inter-related policy strands: human rights (specifically the tackling of discrimination) and culture. To these we can also add the more recent perspectives of the renewed Lisbon Strategy (essentially in respect of economic growth, but also social cohesion); and the need for the EU to develop relationships with neighbouring countries and the wider world (projecting European values of stability, democracy and prosperity to increase the security of people in Europe).

#### *Culture*

The 1991 Maastricht Treaty (enacted 1993), specifically Article 151, established the EU's role in the cultural field, giving it the task of "*creating an ever closer union between the peoples of Europe, and of contributing to the flowering of the cultures of Member States, while respecting their national and regional diversity and also highlighting their common cultural heritage*". Activities over the last 15 years or so have included actions promoting cultural cooperation, through the Culture 2000 (2000-2006) and Culture (2007-2013) programmes<sup>15</sup>, and European Capitals of Culture for example, but also through a number of specific actions funded through other EU programmes (e.g. *Kaleidoscope, Ariane, Raphael*).

The Commission's Agenda for culture published in May 2007<sup>13</sup> is founded on three sets of objectives: cultural diversity and **inter-cultural dialogue**; culture as a catalyst for creativity; and culture as a key component on international relations. The first of these is clearly relevant to the EYID 2008. The second is linked explicitly to the 2005 renewed Lisbon Strategy for growth and

<sup>14</sup> UNESCO CLT-2005/CONVENTION DIVERSITE-CULT REV.

<http://unesdoc.unesco.org/images/0014/001429/142919e.pdf>

<sup>15</sup> [http://ec.europa.eu/culture/our-programmes-and-actions/doc417\\_en.htm](http://ec.europa.eu/culture/our-programmes-and-actions/doc417_en.htm)

jobs<sup>16</sup>, given the contribution that cultural industries and sectors can make to European competitiveness and economic growth, including building a knowledge economy.

The Agenda<sup>13</sup> begins by reflecting that [culture] "...brings people together, by stirring dialogue and arousing passions, in a way that unites rather than divides", but that globalisation brings new challenges in terms of ensuring Europe's "intercultural, cohesive societies". Again, Europe's diverse culture and strong cultural sector is also seen as a key contributor to economic prosperity and ICD as a vital insurance against threats to security and stability. The EYID 2008 is mentioned explicitly as giving "...expression and a high profile to best practices and processes of intercultural dialogue aiming at establishing a sustainable strategy beyond 2008". Elsewhere it is stated that, "Intercultural dialogue as one of the main instruments of peace and conflict prevention is obviously among the basic objectives of such actions" (referring to promotion by the EU of support for human rights, including the protection of cultural rights, the rights of indigenous peoples as well as the rights of persons belonging to minorities and socially marginalized people).

On "cultural diversity and intercultural dialogue specifically" the Agenda highlights the need to promote ICD and intercultural competences given the context of increasingly multicultural societies. To facilitate ICD, the mobility of artists and professionals (as well as works of art), together with improvements in co-ordination of such mobility is promoted. Other aspects of ICD highlighted are: developing "cultural awareness and expression", "social and civic competences", and "communication in foreign languages".

#### *Human rights/discrimination*

A body of international treaties, conventions and protocols govern matters in this field, including:

- The European Convention on Human Rights (1950)
- The European Convention on the Legal Status of Migrant Workers (1997), which stipulated that migrant workers must be treated no less favourably than nationals of EU Member States.
- Protocol No. 12 to the Convention on Human Rights and Fundamental Freedoms (2000), which contained a general prohibition against discrimination.
- Framework Convention for the Protection of National Minorities and associated activities concerning anti-racism and discrimination etc.

Of central significance to the EYID is the strand of policy and activity that explicitly highlights ICD through the *role of culture in combating discrimination and promoting social cohesion*. Examples include EU ministerial conferences dating back to 2003 (the Opatija and Athens Declarations) where, respectively, the concepts of ICD and intercultural education were first highlighted explicitly.

In particular the following precursor activities are noted:

<sup>16</sup> COM(2005) 24 02.02.2005

- The European Cultural Convention (1954) affirmed Europe's common cultural heritage and the associated need for intercultural learning (and provided a framework for intergovernmental co-operation);
- The Human Rights Commissioner;
- The European Commission against Racism and Intolerance (ECRI);
- The North-South Centre; and
- The Framework Convention on the Value of Cultural Heritage (2005) identified how knowledge of this heritage could encourage trust and understanding.

The **Council of Europe** has taken the lead on human rights, democracy and the rule of law, and has also made the explicit link between that agenda and ICD. In 2005, the Third Summit of Heads of State and Government identified ICD as a means of promoting awareness, understanding, reconciliation and tolerance, as well as preventing conflicts and ensuring integration and the cohesion of society. This was elaborated in the *Faro Declaration on the Council of Europe's Strategy for Developing ICD*<sup>17</sup> adopted by the Ministers of culture. The Declaration, recognising the challenge of multi-cultural societies, establishes a political vision as the basis for an ICD strategy; and defines lines of action for its implementation. The vision is founded on the principles of universality and indivisibility of human rights, democracy and the rule of law; asserting that an increased commitment to intercultural co-operation and ICD will benefit peace and international stability, and looking to a future characterised by, "*true and open dialogue among cultures on the basis of mutual understanding and respect*". The Declaration also commits to building supportive societies and to strengthening social, educational and cultural cohesion, and paved the way for the White Paper *Living Together As Equals in Dignity*<sup>18</sup> published by the Council of Europe in May 2008.

The White Paper benefited from a major consultation exercise with stakeholders across Europe, which generated a rich and broad evidence base. This flows from the earlier Faro Declaration and together these documents provide a wider conceptual perspective within which to situate the EYID 2008; one which focuses more on the underlying issues of universal human rights, equality, tolerance and common European values (expressed in Article 6 of the Treaty on European Union<sup>19</sup>), asserting that education and culture are the keys to promoting these values in society. The White Paper refers to the EYID 2008 under "other priority activities"<sup>20</sup>.

<sup>17</sup> DGIV/DC-FARO(2005) 8 final

<sup>18</sup> CM(2008)30 final, 2 May 2008

<sup>19</sup> Democracy, respect for human rights and fundamental freedoms, and the rule of law, including respecting the fundamental rights guaranteed by the European Convention for the Protection of Human Rights and Fundamental Freedoms (1950)

<sup>20</sup> Page 29

## Research on “culture”

One of the challenges in evaluating the EYID 2008 is to clarify the meaning of the word "culture". A report on Europeans, culture and cultural values published by DGEAC in June 2006<sup>21</sup>, summarised the results of a survey of EU citizens, noting that although perceptions of culture in different countries and among different groups were broadly similar, the term culture is "semantically very rich".

Four common meanings are given as:

- **Culture as a human construct that is artistic or aesthetic**, referring to fine arts, painting, music, theatre, opera, literature, cinema, museums and architecture.
- **Culture as learning or acquired knowledge** – a concept that frequently introduces a value judgement that attaches a higher price to superior as opposed to "mass" or "popular" culture, which is also used to highlight discussions of elitism and its converse (the value of all types of knowledge regardless of social level etc.)
- **Culture as an anthropological or sociological concept** – defining it as all characteristics (such as value systems, manner and behavioural models, traditions, culinary practices and religious rites) belonging to a group of people, a country, or a group of countries. In this sense culture is defined as that which brings a group of people together, but which also distinguishes it from others.
- **Culture as a normative system** that sets out rules for social behaviour and relationships. In this sense it is likened to notions of "good manners" and "etiquette", often refers to traditional values and sometimes set against "permissiveness".

Of these four possible definitions of "culture" in the sense of that the term **inter-cultural** dialogue requires a definition of that which is interacting, it seems most likely that the third interpretation is the most relevant, especially if the underlying goal of ICD is to reduce tensions between such groups and change sociological attitudes to reduce discrimination and mistrust.

But there is also a strong sense in which the first type of culture (essentially arts) has a role to play as a medium for intercultural dialogue in the sense that art is a manifestation of a particular cultural group or country. This makes sense if you were to add artistic traditions to the list of characteristics above. So cultural expression is both a manifestation of a culture (group) and a means of dialogue between cultural groups.

Several other findings of this research are also worth noting:

<sup>21</sup> European Commission (2006): The Europeans, culture and cultural values Qualitative study in 27 European countries, Summary Report. OPTEM S.A.R.L.

- Three concepts were overwhelmingly perceived as being intrinsically linked to culture:
  - Education
  - Traditions
  - Lifestyles
- For many people, tradition is closely linked to culture. Traditions are therefore a strong element of the identity of a culture and as such are "anchored in the past". This links to heritage and the desire to preserve or keep alive traditions and traditional culture.
- Lifestyles are perceived to belong firmly to the culture realm, since they are a manifestation of it.
- There is also a strong link between leisure and culture, clearly in the sense of taking part in cultural activities (reading, visiting art galleries, going to concerts etc.) Here the split between high and low culture emerges again – where activity associated with "popular" culture such as going to a football match are not seen as "real culture" by some. The common factor is of course that the activity is something that requires free time.

If the concept of EYID is to raise awareness of the power of ICD among the citizenry at large, then clearly the findings outlined above represent an important evidence base for both development of the Year and the evaluation of its results. Comparing these findings with the results of the Eurobarometer survey which specifically explored ICD rather than culture per se, we can see that Europeans attributed a wide range of meanings to the term and some 36% were unable to attribute any meaning to it at all. Fundamentally this must reflect the uncertainty concerning the meaning of culture exposed by the 2006 study.

The Eurobarometer survey asked questions concerning interactions with different cultures, indicating therefore that the primary purpose of ICD is to increase the quantity and quality of interactions between people from different cultures (corresponding closely to the third interpretation of "culture" alluded to above, that of an anthropological or sociological concept, albeit raising the difficult question of how to define the groupings concerned in more detail). It is implicit then that one component of ICD and therefore of the EYID is to increase the instances of interactions between people of different "cultures".

Clearly, the opportunity to do so will depend heavily on geography and patterns of the distribution of different cultural groups. Here, the Eurobarometer data shows, unsurprisingly a significant variation, from respondents in Luxembourg (82%) and Ireland (77%) reporting the most frequent contacts and Estonia (43%) and Romania (44%) the least. Unsurprisingly, young people and those living in cities had the most contacts. This raises the possibility that any encouragement to think about ICD, develop a more positive attitude to cultural diversity or to actively seek out such contacts is more likely to find willing to resonate with those groups and in those countries which are already engaged. The converse is of course, how might the message be conveyed to those living in areas with low levels of cultural mixing and if those people chose to act how they would go about it. One answer is of course that there are so many opportunities for positive improvements in those "mixed" areas (including cities, but also other locations where tensions are already evident) that there is no real issue here.

In terms of attitudes to cultural diversity, the Eurobarometer survey reported that while some 72% thought that people from a different ethnic, religious or national background enriches the cultural life of their country, 23% disagreed. Again there was a wide variation between countries, but in every country a majority agreed there were benefits. There is a clear positive correlation between those who have had contact with people from a different background and their appreciation of the benefits those people bring.

When asked to react to the phrase ICD, among the broad spread of responses, the top three were: communication among different communities; co-operation, exchange and trans-national mobility; and living together, knowing and understanding different cultures. Together these represented 47% of responses. Interestingly, only 3% considered the term relevant to minorities and immigrants, despite the fact that, logically, these groups must constitute a significant proportion of the cultural groups with whom interaction would bring some benefit.

It appears from the Eurobarometer survey that:

- European's appreciate and are open to the benefits of interacting with people from different cultures
- The term ICD is not well understood

It is clear then that we are not talking about cultural co-operation, but that is not to say such co-operation has no role to play in tackling the primary goal – to encourage intercultural interaction, if not dialogue. The term dialogue itself implies something more than "contact" or even "interaction". Rather, it implies an exchange of views about specific issues or questions, through which, presumably, some sort of resolution or understanding is reached, not necessarily in a formal sense.

The 2007 Eurobarometer survey reported that discrimination is widespread according to a large proportion of Europeans, the most common being on the grounds of ethnic origin (64% believed this was widespread). Some 54% of respondents thought that not enough was being done in their country to combat discrimination compared with 45% who took the opposite view. Schools and universities, parents and the media were perceived as the key actors in tackling discrimination. However, the survey suggests that awareness of the existence of anti-discrimination laws is low (36% aware of employment laws forbidding discrimination).

## **Annex Two: Review of the coherence of EU programmes with the EYID**

## Culture

### *Policy level*

One of the main policy framework documents in the culture sector – A European Agenda for Culture<sup>22</sup> emphasizes intercultural dialogue among other fundamental norms and values such as human dignity, solidarity, tolerance, freedom of expression and respect for diversity that need to be upheld and promoted as a particular European asset. The concept is included among the three main interrelated sets of objectives that the European agenda is built on and which will guide European action. As an overarching objective, promotion of cultural diversity and intercultural dialogue has two specific objectives which also describe the content of the concept in relation to the culture sector. These are:

- Promoting the mobility of artists and professionals in the cultural field and the circulation of all artistic expressions beyond national borders; and
- Promoting and strengthen intercultural competences and intercultural dialogue, in particular by developing 'cultural awareness and expression', 'social and civic competences' and 'communication in foreign languages', which are part of the key competences for lifelong learning identified by the European Parliament and Council in 2006<sup>23</sup>.

Each participating level such as the Member States and their regions, stakeholders in the field of culture, the Commission and other actors are called upon to contribute, in full respect of the principle of subsidiarity and existing working formats. In addition, new partnerships and working methods such as the civil society platform on intercultural dialogue are welcomed by the Commission in order to deliver this agenda. The document also includes concrete mainstreaming guidance, where multi- and intercultural and inter-religious dialogue are especially emphasized in its external dimension.

### *Operational level*

One of the main operational documents that supports culture policy framework - Culture Programme (2007-2013)<sup>24</sup> and its operational guide, Culture Programme (2007 – 2013). Programme Guide<sup>25</sup> includes "Fostering of intercultural dialogue" among their three overarching objectives. The concept is embedded in the activity strands and reinforced in the eligibility and award criteria.

<sup>22</sup> Retrieved 20 November 2008, from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0242:FIN:EN:PDF> and [http://ec.europa.eu/culture/our-policy-development/doc399\\_en.htm](http://ec.europa.eu/culture/our-policy-development/doc399_en.htm).

<sup>23</sup> Retrieved 20 November 2008, from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0242:FIN:EN:PDF>.

<sup>24</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/culture/our-programmes-and-actions/doc411\\_en.htm](http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm).

<sup>25</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/culture/our-programmes-and-actions/doc411\\_en.htm](http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm) and [http://eacea.ec.europa.eu/culture/guide/documents/culture\\_programme\\_guide\\_en.pdf](http://eacea.ec.europa.eu/culture/guide/documents/culture_programme_guide_en.pdf).

The table below presents the results of mapping the occurrence of intercultural dialogue (and related terms) in the policies and programmes of the EU's culture domain.

## CULTURE and intercultural dialogue

Document	POLICY
<p>European Agenda for Culture<sup>26</sup> (May 2007)</p>	<p>Three interrelated sets of objectives for the European Agenda For Culture:</p> <ul style="list-style-type: none"> <li>Promotion of cultural diversity and intercultural dialogue;</li> <li>Promotion of culture as a catalyst for creativity in the framework of the Lisbon Strategy for growth and jobs;</li> <li>Promotion of culture as a vital element in the Union's international relations.</li> </ul> <p>The following actors are called upon to contribute, in full respect of the principle of subsidiarity:</p> <ul style="list-style-type: none"> <li>for the Member States and their regions, this would mean further developing their policies in these areas with reference to common objectives and an endeavour to steer joint activities inter alia through an open method of coordination and exploring opportunities offered by EU funding;</li> <li>for stakeholders in the field of culture, such as professional organisations, cultural institutions, non-governmental organisations, European networks, foundations, etc., this would mean a close engagement in dialogue with EU institutions and support for the development of new EU policies and actions, as well as developing dialogue among themselves;</li> <li>for the Commission, this would mean mobilising its internal and external policies, Community funding programmes, as well as a renewed role of animation, exchange of good practice and dialogue with the full range of actors;</li> <li>for all actors, this would mean a renewed sense of partnership and ownership of EU action to achieve these objectives.</li> </ul> <p>Cultural diversity and intercultural dialogue has the following specific objectives:</p> <ul style="list-style-type: none"> <li>Promoting the mobility of artists and professionals in the cultural field and the circulation of all artistic expressions</li> </ul>

<sup>26</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/culture/our-policy-development/doc399\\_en.htm](http://ec.europa.eu/culture/our-policy-development/doc399_en.htm) and <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0242:FIN:EN:PDF>.

Document	POLICY
	<p>beyond national borders.</p> <p>Promoting and strengthen intercultural competences and intercultural dialogue, in particular by developing 'cultural awareness and expression', 'social and civic competences' and 'communication in foreign languages', which are part of the key competences for lifelong learning identified by the European Parliament and Council in 2006.</p>
Document	OPERATIONAL
Culture Programme (2007-2013) <sup>27</sup>	<p>The EU's Culture Programme (2007-2013) has a budget of €400 million for projects and initiatives 'to celebrate Europe's cultural diversity and enhance shared cultural heritage through the development of cross-border co-operation between cultural operators and institutions'.</p> <p>Three overarching objectives:</p> <p>Promoting cross-border mobility of those working in the cultural sector;</p> <p>Encouraging the transnational circulation of cultural and artistic output;</p> <p>Fostering intercultural dialogue.</p> <p>For the achievement of these objectives, the programme supports three strands of activities: cultural actions; European-level cultural bodies; and analysis and dissemination activities.</p> <p>Support for cultural actions - enables a wide range of cultural organisations coming from various countries to cooperate on cultural and artistic projects. This strand includes three sub-categories:</p> <ul style="list-style-type: none"> <li>- Multi-annual co-operation projects, running over a period of three to five years.</li> </ul>

<sup>27</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/culture/our-programmes-and-actions/doc411\\_en.htm](http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm).

Document	POLICY
	<p>- Co-operation measures, running over a maximum period of two years.</p> <p>- Special measures, which relate to high-profile actions of considerable scale and scope. The support to European Capitals of Culture falls under this sub-strand.</p> <p>Support for cultural bodies – supports cultural bodies at European level. Encourage exchanges between cultural organisations in different European countries, identify the European artistic community’s needs, represent the sector in dealing with EU institutions, participate in the public debate on cultural issues, and act as European cultural ambassadors.</p> <p>Support for analysis and dissemination activities - supports analysis and dissemination activities, which help to raise awareness of the Culture programme and its activities in various ways. The first focus is on providing support for analyses in the field of cultural co-operation and policy development. The second is by supporting cultural contact points which have been established to ensure the effective grassroots dissemination of practical and targeted information on the programme locally in all participating countries. The third focus is on supporting the collection and dissemination of information, so that cultural operators can make use of the output and results of previous EU-funded projects.</p>
<p>Culture Programme (2007 – 2013). Programme Guide<sup>28</sup></p>	<p>The Programme Guide directly refers to the overarching objectives of the Programme:</p> <ul style="list-style-type: none"> <li>• Promoting cross-border mobility of those working in the cultural sector;</li> <li>• Encouraging the transnational circulation of cultural and artistic output;</li> <li>• Fostering intercultural dialogue.</li> </ul> <p>Projects that are eligible, inter alia:</p> <p>Multi-annual Cooperation Projects (strand 1.1) must correspond to the specific objectives of the Programme (promote trans-national mobility of people working in the cultural sector; encourage trans-national circulation of</p>

<sup>28</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/culture/our-programmes-and-actions/doc411\\_en.htm](http://ec.europa.eu/culture/our-programmes-and-actions/doc411_en.htm) and [http://eacea.ec.europa.eu/culture/guide/documents/culture\\_programme\\_guide\\_en.pdf](http://eacea.ec.europa.eu/culture/guide/documents/culture_programme_guide_en.pdf).

Document	POLICY
	<p>cultural and artistic works and products; or encourage intercultural dialogue).</p> <p>Cooperation Projects (strand 1.2.1) must correspond to the specific objectives of the Programme (promote trans-national mobility of people working in the cultural sector; encourage trans-national circulation of cultural and artistic works and products; or encourage intercultural dialogue);</p> <p>Seek Support for Analyses and for the Collection and Dissemination of Information and for Maximising the Impact of Projects in the Field of Cultural Cooperation (strand 3)</p> <p>The Programme supports the carrying out of studies and analyses in the field of European cultural cooperation and European cultural policy development. The aim of this support is to increase the volume and quality of information and data to develop comparative data and analysis on cultural cooperation at European level, particularly with regard to the mobility of creators and cultural players, the circulation of works of art and artistic and cultural products and intercultural dialogue.</p> <p>Intercultural dialogue as one of three specific criteria of the programme, is included in Award criteria.</p>

## Multilingualism

### Policy level

The concept of intercultural dialogue is relatively new in the multilingualism policy framework (as is the EC Communication in this field itself). However, this latest Communication published by the Commission in September 2008 and entitled "Multilingualism: an asset for Europe and a shared commitment"<sup>29</sup> advocates an approach that includes multilingualism across a whole series of EU policy areas. The ICD concept has been accommodated in the main policy framework objective – 'to raise awareness of the value and opportunities of the EU's linguistic diversity and encourage the removal of barriers to intercultural dialogue'.

In terms of content, multilingualism is seen as having the potential for opening new possibilities and contributing to more inclusive societies: 'A successful multilingualism policy can strengthen life chances of citizens: it may increase their employability, facilitate access to services and rights and contribute to solidarity through enhanced intercultural dialogue and social cohesion'.

The policy document proposes a series of concrete actions related to the main objective of the Communication and is committed to make strategic use of relevant EU programmes and initiatives 'to bring multilingualism closer to the citizen' and, inter alia, run awareness-raising campaigns on the benefits of linguistic diversity and language learning for intercultural dialogue. Preparation for mainstreaming - the Staff Working Paper "Inventory of Community actions in the field of multilingualism"<sup>30</sup> accompanies the Communication and lists all Community actions in the field.

Concerning the implementation process, the Commission proposes to pursue structured dialogue with five strands, including, inter alia, a platform with the media, cultural organisations and other civil society stakeholders to discuss and exchange practices to promote multilingualism for intercultural dialogue.

A progress review is scheduled in 2012.

### *Operational level*

A mainstreaming approach is used concerning the implementation of this policy field: the implementation is taking place through four sub-programmes of the Lifelong Learning Programme 2007 – 2013<sup>31</sup> (focusing on different stages of education and training and continuing previous programmes):

<sup>29</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-language-policy/index\\_en.htm](http://ec.europa.eu/education/languages/eu-language-policy/index_en.htm), [http://ec.europa.eu/education/languages/news/news2853\\_en.htm](http://ec.europa.eu/education/languages/news/news2853_en.htm) and [http://ec.europa.eu/education/languages/pdf/com/2008\\_0566\\_en.pdf](http://ec.europa.eu/education/languages/pdf/com/2008_0566_en.pdf).

<sup>30</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/news/news2853\\_en.htm](http://ec.europa.eu/education/languages/news/news2853_en.htm) and [http://ec.europa.eu/education/languages/pdf/com/inventory\\_en.pdf](http://ec.europa.eu/education/languages/pdf/com/inventory_en.pdf).

<sup>31</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/index\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/index_en.htm).

- Comenius<sup>32</sup> for schools;
- Erasmus<sup>33</sup> for higher education;
- Leonardo da Vinci<sup>34</sup> for vocational education and training; and
- Grundtvig<sup>35</sup> for adult education.

And two key activities of the transversal programme of the Lifelong Learning Programme 2007 – 2013<sup>36</sup>:

Languages Key Activity<sup>37</sup> - complements four sub-programmes by addressing language teaching and learning needs across two or more of those sectors. In the Call of Proposals 2008 the Commission gives priority to, inter alia, multilateral projects reinforcing the acquisition of competence in languages to improve intercultural dialogue in Europe and its competitiveness in a globalised context<sup>38</sup>.

*Key Activity<sup>39</sup>.*

The table below presents the results of mapping the occurrence of intercultural dialogue (and related terms) in the policies and programmes of the EU's multilingualism domain.

<sup>32</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc84\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm).

<sup>33</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc80\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm).

<sup>34</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc82\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc82_en.htm).

<sup>35</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc86\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm).

<sup>36</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/index\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/index_en.htm).

<sup>37</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/doc191\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/doc191_en.htm).

<sup>38</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/doc191\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/doc191_en.htm) and <http://eacea.ec.europa.eu/index.htm>.

<sup>39</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/doc211\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/doc211_en.htm).

## MULTILINGUALISM and intercultural dialogue

Document	POLICY
<p>A New Framework Strategy for Multilingualism<sup>40</sup></p> <p>(November 2007)</p>	<p>First-ever Communication on this subject, the Strategy does not refer to intercultural dialogue as such, but refers to the then proposed Lifelong Learning Programme under which the development of the academic field of multilingualism and interculturalism will be supported in relation to this Framework Strategy.</p>
<p>Multilingualism: an asset for Europe and a shared commitment<sup>41</sup></p> <p>(September 2008)</p>	<p>To raise awareness of the value and opportunities of the EU's linguistic diversity and encourage the removal of barriers to intercultural dialogue is emphasised as the main objective of the document.</p> <p>Content-wise, multilingualism is seen as a precondition for intercultural dialogue and social cohesion and in turn - linguistic and intercultural skills and competences as an asset for prosperity and employability.</p> <p>Planned action: The Commission is committed to make strategic use of relevant EU programmes and initiatives 'to bring multilingualism closer to the citizen' and inter alia:</p> <p>run awareness-raising campaigns on the benefits of linguistic diversity and language learning for intercultural dialogue.</p> <p>Staff Working Paper Inventory of Community actions in the field of multilingualism<sup>42</sup> which accompanies this communication, lists all EU programmes and policies in relation to multilingualism.</p> <p>Concerning implementation, the Commission has proposed to pursue structured dialogue with five strands including inter alia a platform with the media, cultural organisations and other civil society stakeholders to discuss and exchange practices to promote multilingualism for intercultural dialogue.</p> <p>Progress review is due in 2012.</p>

<sup>40</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-language-policy/index\\_en.htm](http://ec.europa.eu/education/languages/eu-language-policy/index_en.htm) and <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0596:FIN:EN:PDF>.

<sup>41</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-language-policy/index\\_en.htm](http://ec.europa.eu/education/languages/eu-language-policy/index_en.htm), [http://ec.europa.eu/education/languages/news/news2853\\_en.htm](http://ec.europa.eu/education/languages/news/news2853_en.htm) and [http://ec.europa.eu/education/languages/pdf/com/2008\\_0566\\_en.pdf](http://ec.europa.eu/education/languages/pdf/com/2008_0566_en.pdf).

<sup>42</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/news/news2853\\_en.htm](http://ec.europa.eu/education/languages/news/news2853_en.htm) and [http://ec.europa.eu/education/languages/pdf/com/inventory\\_en.pdf](http://ec.europa.eu/education/languages/pdf/com/inventory_en.pdf).

Document	POLICY
Document	OPERATIONAL
<p>Lifelong Learning Programme 2007 - 2013<sup>43</sup></p> <p>(May 2007)</p>	<p>Implemented through four sub-programmes of the Lifelong Learning Programme 2007 – 2013<sup>44</sup> (focusing on different stages of education and training and continuing previous programmes) (see above for details):</p> <p>Comenius<sup>45</sup> for schools;</p> <p>Erasmus<sup>46</sup> for higher education;</p> <p>Leonardo da Vinci<sup>47</sup> for vocational education and training; and</p> <p>Grundtvig<sup>48</sup> for adult education.</p> <p>And two key activities of the transversal programme of the Lifelong Learning Programme 2007 – 2013<sup>49</sup>:</p> <p>Languages Key Activity<sup>50</sup> - complements four sub-programmes by addressing language teaching and learning needs across two or more of those sectors. In the Call of Proposals 2008 the Commission gives priority to, inter alia, multilateral projects reinforcing the acquisition of competence in languages to improve intercultural dialogue in Europe and its competitiveness in a globalised context<sup>51</sup>.</p> <p>ICT Key Activity<sup>52</sup>.</p>

<sup>43</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc78\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm).

<sup>44</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/index\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/index_en.htm).

<sup>45</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc84\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc84_en.htm).

<sup>46</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc80\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm).

<sup>47</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc82\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc82_en.htm).

<sup>48</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc86\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc86_en.htm).

<sup>49</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/index\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/index_en.htm).

<sup>50</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/doc191\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/doc191_en.htm).

<sup>51</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/doc191\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/doc191_en.htm) and <http://eacea.ec.europa.eu/index.htm>.

<sup>52</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/languages/eu-programmes/doc211\\_en.htm](http://ec.europa.eu/education/languages/eu-programmes/doc211_en.htm).

## Youth

### *Policy level*

The intercultural dialogue concept is relatively new to the Youth policy framework and is indirectly and only to some extent addressed by both the White Paper on Youth (a new framework for cooperation in youth policy adopted in November 2001)<sup>53</sup> and the YOUTH Programme (2000-2006)<sup>54</sup> by incorporating an 'intercultural dimension' in their framework, such as the development of intercultural understanding via facilitated youth mobility.

The current Youth in Action Programme (2007-2013)<sup>55</sup> addresses the concept via other topics embedded in the general objectives, such as active citizenship, solidarity and tolerance, social cohesion, mutual understanding between young people in different countries and European cooperation. Interculturalism is reflected in the Programme's actions by facilitating and encouraging young people to acquire international mobility experiences.

### *Operational level*

The Youth in Action Programme (2007-2013) Guide<sup>56</sup> indirectly address the concept of ICD via several permanent priorities, such as cultural diversity and inclusion, whereas due to the European Year of Intercultural Dialogue the concept was included among the specific annual priorities in 2008. In addition, the Programme Guide accommodated an intercultural dimension into the project content and methodology quality guidelines thus: *'The Youth Initiatives should increase young people's positive awareness of other cultures and support dialogue and intercultural encounters with other young people from different backgrounds and cultures. It should also help to prevent and combat prejudice, racism and all attitudes leading to social exclusion and to develop sense of tolerance and understanding of diversity'*, as well as assessment and award criteria under each of the Programme Actions.

The table below presents the results of mapping the occurrence of intercultural dialogue (and related terms) in the policies and programmes of the EU's youth domain.

<sup>53</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-policies/doc26\\_en.htm](http://ec.europa.eu/youth/youth-policies/doc26_en.htm) and [http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001\\_0681en01.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001_0681en01.pdf).

<sup>54</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc74\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm).

<sup>55</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc74\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm) and [http://ec.europa.eu/youth/youth-in-action-programme/doc247\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc247_en.htm).

<sup>56</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc100\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc100_en.htm) and [http://ec.europa.eu/youth/pdf/doc599\\_en.pdf](http://ec.europa.eu/youth/pdf/doc599_en.pdf).

## YOUTH and intercultural dialogue

Document	POLICY
<p>White Paper on Youth<sup>57</sup> (November 2001) and Youth Programme (2000-2006)<sup>58</sup></p>	<p>The White Paper<sup>59</sup> suggested a new framework for cooperation in youth policy at the EU level and full operational utilisation of the then newly established YOUTH Programme (2000-2006)<sup>60</sup> (e.g. preparation of annual work plans, agreeing priorities, undertaking mid-term evaluation and the preparation of the new programme from 2007) which indirectly addressed the concept of intercultural dialogue as intercultural understanding: the role of the YOUTH Programme (2000-2006) is 'contribution to European integration, to developing intercultural understanding, strengthening fundamental values such as human rights and combating racism and xenophobia, developing a sense of solidarity, encouraging a spirit of enterprise, initiative and creativity, stimulating the recognition of non-formal education, and strengthening cooperation on the part of all people active in the youth field. The programme is also open to the applicant countries'.</p> <p>Public consultation proposals included in the annexes of the White Paper included the need to incorporate a European, intercultural dimension into education and training for all young people, both in schools and in informal learning under the 'Mobility' topic.</p>
<p>The Youth in Action Programme (2007-2013)<sup>61</sup></p>	<p>The Youth in Action Programme (2007-2013)<sup>62</sup> indirectly addresses intercultural dialogue through its five general objectives:</p> <ul style="list-style-type: none"> <li>Promote young people's active citizenship in general and their European citizenship in particular;</li> <li>Develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union;</li> <li>Foster mutual understanding between young people in different countries;</li> <li>Contribute to developing the quality of support systems for youth activities and the capabilities of civil society</li> </ul>

<sup>57</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-policies/doc26\\_en.htm](http://ec.europa.eu/youth/youth-policies/doc26_en.htm) and [http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001\\_0681en01.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001_0681en01.pdf).

<sup>58</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc74\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm).

<sup>59</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-policies/doc26\\_en.htm](http://ec.europa.eu/youth/youth-policies/doc26_en.htm) and [http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001\\_0681en01.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/com/2001/com2001_0681en01.pdf).

<sup>60</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc74\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm).

<sup>61</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc74\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm) and [http://ec.europa.eu/youth/youth-in-action-programme/doc247\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc247_en.htm).

<sup>62</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc74\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm) and [http://ec.europa.eu/youth/youth-in-action-programme/doc247\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc247_en.htm).

Document	POLICY
	<p>organisations in the youth field;</p> <p>Promote European cooperation in the youth field.</p> <p>The Programme is structured around 5 Actions:</p> <p>Action 1 - Youth for Europe - encourages young people's active citizenship, participation and creativity through youth exchanges, youth initiatives and youth democracy projects;</p> <p>Action 2 - European Voluntary Service - helps young people to develop their sense of solidarity by participating, either individually or in group, in non-profit, unpaid voluntary activities abroad;</p> <p>Action 3 - Youth in the World - promotes partnerships and exchanges among young people and youth organisations across the world;</p> <p>Action 4 - Youth Support Systems - includes various measures to support youth workers and youth organisations and improve the quality of their activities;</p> <p>Action 5 - Support for European Co-operation in the Youth field - supports youth policy co-operation at European level, in particular by facilitating dialogue between young people and policy makers.</p>
Document	OPERATIONAL
The Youth in Action Programme (2007-2013) Guide <sup>63</sup>	<p>Objectives are the same as stated in the Youth in Action Programme (2007-2013).</p> <p>Four permanent priorities of the Programme Guide indirectly address the concept of in the intercultural dialogue:</p> <p>European Citizenship: A key goal of the programme is to raise awareness in young people that they are citizens of Europe, as well as citizens of their own countries. The aim is to get youth actively involved in shaping the future of the European Union;</p>

<sup>63</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/youth/youth-in-action-programme/doc100\\_en.htm](http://ec.europa.eu/youth/youth-in-action-programme/doc100_en.htm) and [http://ec.europa.eu/youth/pdf/doc599\\_en.pdf](http://ec.europa.eu/youth/pdf/doc599_en.pdf).

Document	POLICY
	<p>Participation of young people: Youth in Action promotes and supports young people's involvement in democratic life, spurring them on to be active citizens who care about their communities and understand the value of representative democracy;</p> <p>Cultural diversity: Respect for people's cultural origins is at the heart of the Youth in Action programme, as is the desire to fight against racism and xenophobia – forces that undermine European values and people's solidarity;</p> <p>Inclusion: The focus is on ensuring that young people with fewer opportunities get access to the Youth in Action programme, as well as on encouraging projects with a thematic focus on inclusion.</p> <p>In addition to these permanent priorities, each year the focus is also placed on specific annual priorities, among which one directly addressed the European Year of Intercultural Dialogue in 2008.</p> <p>In addition, Programme Guide accommodated intercultural dimension into the project content and methodology quality guidelines: 'The Youth Initiatives should increase young people's positive awareness of other cultures and support dialogue and intercultural encounters with other young people from different backgrounds and cultures. It should also help to prevent and combat prejudice, racism and all attitudes leading to social exclusion and to develop sense of tolerance and understanding of diversity', as well as assessment and award criteria under each of the Programme Actions.</p>

## **Sport**

### *Policy level*

The main issue in this policy domain is that the direct competence in relation to sport policies falls under the remit of the Member States and the activities of the EC in this area are relatively limited, and are based largely on sport-related aspects of other competences, such as competition, the Internal Market, employment and social affairs, justice, freedom and security, regional policy, health and consumer protection, education and youth, environment, and external relations. This has implications for the content of the sport policy framework and operational actions.

The White Paper on Sport<sup>64</sup> adopted in July 2007 was the first comprehensive document in this area aiming to enhance the visibility of sport in EU policy-making, to raise awareness of the needs and specificities of the sector, to ensure that the specificity of sport is taken into consideration in the development and implementation of EU policies, and to promote sport-related action at EU level.

The intercultural dialogue concept is mentioned and is addressed in the context of sport's potential for social inclusion, integration and equal opportunities and some of the aspects of the EU's external relations.

### *Operational level*

The relevant Action Plan<sup>65</sup> is the main document guiding the Commission in its activities related to sport, at the same time respecting the principle of subsidiarity and the autonomy of sport organisations.

At the operational level, the concept of intercultural dialogue is addressed indirectly within three themes and refers mainly to mainstream the actions via already existing EU programmes and policies, such as Progress, Lifelong Learning, Youth in Action and Europe for Citizens programmes, DAPHNE III, Fundamental Rights and Citizenship and Prevention and Fight against Crime as well as the European Social Fund, the European Regional Development Fund and the European Integration Fund.

The table below presents the results of mapping the occurrence of intercultural dialogue (and related terms) in the policies and programmes of the EU's sport domain.

<sup>64</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/sport/white-paper/doc/wp\\_on\\_sport\\_en.pdf](http://ec.europa.eu/sport/white-paper/doc/wp_on_sport_en.pdf).

<sup>65</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/sport/white-paper/doc/sec934\\_en.pdf](http://ec.europa.eu/sport/white-paper/doc/sec934_en.pdf).

## SPORT and intercultural dialogue

Document	POLICY
<p>White Paper on Sport<sup>66</sup> (July 2007)</p>	<p>Direct competence in relation to sport policies falls under the remit of the member states and the activities of the EC in this area are only based on sport-related aspects of other competences, such as competition, the Internal Market, employment and social affairs, justice, freedom and security, regional policy, health and consumer protection, education and youth, environment, and external relations. This has implications on the content of the sport policy framework and operational actions.</p> <p>The White Paper on Sport<sup>67</sup> adopted in July 2007 is the first comprehensive document in this area so far. In this document the intercultural dialogue is mentioned in the context of sport's potential for social inclusion, integration and equal opportunities and the EU's external relations:</p> <p>Using the potential of sport for social inclusion, integration and equal opportunities</p> <p>Content: 'Sport makes an important contribution to economic and social cohesion and more integrated societies. All residents should have access to sport. The specific needs and situation of underrepresented groups therefore need to be addressed, and the special role that sport can play for young people, people with disabilities and people from less privileged backgrounds must be taken into account. Sport can also facilitate the integration into society of migrants and persons of foreign origin as well as support intercultural dialogue.</p> <p>Sport promotes a shared sense of belonging and participation and may therefore also be an important tool for the integration of immigrants. It is in this context that making available spaces for sport and supporting sport-related activities is important for allowing immigrants and the host society to interact together in a positive way.</p> <p>The Commission believes that better use can be made of the potential of sport as an instrument for social inclusion in the policies, actions and programmes of the European Union and of Member States. This includes the contribution of sport to job creation and to economic growth and revitalisation, particularly in disadvantaged areas. Non-profit sport activities contributing to social cohesion and social inclusion of vulnerable groups can be considered as social services of general interest.</p> <p>Working format: The Open Method of Coordination on social protection and social inclusion will continue to include sport as a tool and indicator. Studies, seminars, conferences, policy proposals and action plans will include access</p>

<sup>66</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/sport/white-paper/doc/wp\\_on\\_sport\\_en.pdf](http://ec.europa.eu/sport/white-paper/doc/wp_on_sport_en.pdf).

<sup>67</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/sport/white-paper/doc/wp\\_on\\_sport\\_en.pdf](http://ec.europa.eu/sport/white-paper/doc/wp_on_sport_en.pdf).

Document	POLICY
	<p>to sport and/or belonging to social sport structures as a key element for analysis of social exclusion.</p> <p>Operational mainstreaming: inter alia The Commission will suggest to Member States that the PROGRESS programme and the Lifelong Learning, Youth in Action and Europe for Citizens programmes would support actions promoting social inclusion through sport and combating discrimination in sport. In the context of cohesion policy, Member States should consider the role of sports in the field of social inclusion, integration and equal opportunities as part of their programming of the European Social Fund and the European Regional Development Fund, and they are encouraged to promote action under the European Integration Fund.</p> <p>EU external relations</p> <p>Content: 'Sport can play a role regarding different aspects of the EU's external relations: as an element of external assistance programmes, as an element of dialogue with partner countries and as part of the EU's public diplomacy. Through concrete actions, sport has a considerable potential as a tool to promote education, health, intercultural dialogue, development and peace.</p> <p>Actions: The Commission will promote the use of sport as a tool in its development policy. In particular, it will:</p> <ul style="list-style-type: none"> <li>- Promote sport and physical education as essential elements of quality education and as a means to make schools more attractive and improve attendance;</li> <li>- Target action at improving access for girls and women to physical education and sport, with the objective to help them build confidence, improve social integration, overcome prejudices and promote healthy lifestyles as well as women's access to education;</li> <li>- Support health promotion and awareness-raising campaigns through sport.</li> </ul>
Document	OPERATIONAL
Action Plan "Pierre De Coubertin" Accompanying	The White Paper on Sport <sup>69</sup> contains a number of proposed actions to be implemented or supported by the Commission (see above). These actions are brought together in the Action Plan <sup>70</sup> . The document guides the

Document	POLICY
<p>document to the White Paper on Sport<sup>68</sup></p> <p>(July 2007)</p>	<p>Commission in its sport related activities while respecting the principle of subsidiarity and the autonomy of sport organisations.</p> <p>At the operational level the concept of intercultural dialogue is addressed indirectly within three themes and mainly refers to mainstream the actions via already existing EU programmes and policies:</p> <p>Social inclusion in and through sport - Mobilise the Progress, Lifelong Learning, Youth in Action and Europe for Citizens programmes as well as the European Social Fund, the European Regional Development Fund and the European Integration Fund to support actions promoting social inclusion and integration through sport and combating discrimination in sport;</p> <p>Prevention of and fight against racism and violence in sport - As regards racism and xenophobia, promote dialogue and exchange of best practices in the existing cooperation framework; Encourage the use of the following programmes, to contribute to the prevention of and fight against violence and racism in sport: Youth in Action, Europe for Citizens, DAPHNE III, Fundamental Rights and Citizenship and Prevention and Fight against Crime;</p> <p>Sport in the Union's external relations - Promote the use of sport as a tool in the EU's development policy; Include sport-related issues in policy dialogue and cooperation with partner countries when appropriate. Promote sport as an element of the EU's public diplomacy.</p>

<sup>68</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/sport/white-paper/doc/sec934\\_en.pdf](http://ec.europa.eu/sport/white-paper/doc/sec934_en.pdf).

<sup>69</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/sport/white-paper/doc/wp\\_on\\_sport\\_en.pdf](http://ec.europa.eu/sport/white-paper/doc/wp_on_sport_en.pdf).

<sup>70</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/sport/white-paper/doc/sec934\\_en.pdf](http://ec.europa.eu/sport/white-paper/doc/sec934_en.pdf).

## Education and training

### *Policy level*

In general, the intercultural dialogue concept is well embedded in the policy framework provided by 'Education & Training 2010'<sup>71</sup>), both as a specific objective in the framework as well as keeping the concept on the agenda in recent policy development documents and future policy projections (e.g. Delivering lifelong learning for knowledge, creativity and innovation<sup>72</sup> and Key messages to the Spring European Council in the fields of Education/Training and Youth<sup>73</sup>). In terms of content, the concept is seen through the contribution of lifelong learning towards social cohesion, inclusive society, integration, multilingualism, developing special competences, access to learning and intercultural education etc.

### *Operational level*

Intercultural dialogue is included in the specific objectives of the Lifelong Learning Programme<sup>74</sup> and was referred to in the strategic priorities of the Calls in 2008 and 2009 (The Lifelong Learning Programme. General Call for Proposals 2008-2010 Update 2009 – Strategic Priorities<sup>75</sup> and The Lifelong Learning Programme. General Call for Proposals 2008-2010 Strategic Priorities 2008<sup>76</sup>). In 2009, the concept is addressed in Erasmus, Grundtvig and Key activity 2 – Languages Transversal programme whereas due to European Year for Intercultural Dialogue 2008, the concept was a special priority addressed in Comenius, Erasmus and Grundtvig sub-programmes as well as Key Activity2-Languages Transversal programme in 2008.

The table below presents the results of mapping the occurrence of intercultural dialogue (and related terms) in the policies and programmes of the EU's education domain.

<sup>71</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/policies/2010/comp\\_en.html#1](http://ec.europa.eu/education/policies/2010/comp_en.html#1) and <http://eur-lex.europa.eu/lex/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:EN:PDF>.

<sup>72</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/policies/2010/comp\\_en.html#1](http://ec.europa.eu/education/policies/2010/comp_en.html#1) and [http://ec.europa.eu/education/policies/2010/natreport08/council\\_en.pdf](http://ec.europa.eu/education/policies/2010/natreport08/council_en.pdf).

<sup>73</sup> Retrieved 20 November 2008, from: <http://register.consilium.europa.eu/pdf/en/08/st06/st06445.en08.pdf>.

<sup>74</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc78\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm).

<sup>75</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lp/doc/call09/prior\\_en.pdf](http://ec.europa.eu/education/lp/doc/call09/prior_en.pdf).

<sup>76</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lp/doc/call08/prior\\_en.pdf](http://ec.europa.eu/education/lp/doc/call08/prior_en.pdf).

## EDUCATION and intercultural dialogue

Document	POLICY
Policy Framework 'Education & Training 2010'	
Action programme in the field of lifelong learning (2007-2013) <sup>77</sup>	Intercultural dialogue is included in the specific objectives of the Lifelong Learning Programme (inter alia):  to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment.
Most recent documents	
Delivering lifelong learning for knowledge, creativity and innovation <sup>78</sup>  (February 2008)	Intercultural dialogue is included among the further aims for the education policy field emphasising the role of the lifelong learning to achieve efficiency and equity and especially by using the potential of migrants: 'The increasing diversity of European societies creates additional challenges for education and training provision. Migrant performance levels, participation and attainment rates are typically lower than average. Although factors such as socio-economic background and language go some way to explain this, there is evidence that education and training policies and systems are not meeting these challenges and themselves may be contributing to the problem. This situation requires particular attention, in order to foster the economic and social inclusion of migrants as well as intercultural dialogue'.
Key messages to the Spring European Council in the fields of Education/Training and Youth <sup>79</sup>  (March 2008)	The Council, meeting in its Education, Youth and Culture configuration, submitted these key messages in the field of education and training to the Spring 2008 European Council (inter alia):  Equipping individuals with the necessary competences to engage in intercultural dialogue is essential for Europe as an inclusive society and a competitive economy. In addition to its intercultural role, multilingualism and language proficiency give European business a genuine competitive advantage in the global marketplace.

<sup>77</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/policies/2010/comp\\_en.html#1](http://ec.europa.eu/education/policies/2010/comp_en.html#1) and <http://eur-lex.europa.eu/lex/LexUriServ/LexUriServ.do?uri=OJ:L:2006:327:0045:0068:EN:PDF>.

<sup>78</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/policies/2010/comp\\_en.html#1](http://ec.europa.eu/education/policies/2010/comp_en.html#1) and [http://ec.europa.eu/education/policies/2010/natreport08/council\\_en.pdf](http://ec.europa.eu/education/policies/2010/natreport08/council_en.pdf).

<sup>79</sup> Retrieved 20 November 2008, from: <http://register.consilium.europa.eu/pdf/en/08/st06/st06445.en08.pdf>.

Document	POLICY
Document	OPERATIONAL
<p>The Lifelong Learning Programme<sup>80</sup>:</p> <ul style="list-style-type: none"> <li>- Comenius for schools</li> <li>- Erasmus for higher education</li> <li>- Leonardo da Vinci for vocational education and training</li> <li>- Grundtvig for adult education</li> <li>- Jean Monnet for higher education institutions worldwide</li> </ul>	<p>Intercultural dialogue is included in the specific objectives of the Lifelong Learning Programme (inter alia):</p> <p>to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment.</p> <p>The European Commission has integrated its various educational and training initiatives under a single umbrella, the Lifelong Learning Programme<sup>81</sup> and have set quantified targets for the four sub-programmes:</p> <p>Comenius should involve at least three million pupils in joint educational activities, over the period of the programme;</p> <p>Erasmus should reach the total of three million individual participants in student mobility actions since the programme began;</p> <p>Leonardo da Vinci should increase placements in enterprises to 80,000 per year by the end of the programme;</p> <p>Grundtvig should support the mobility of 7,000 individuals involved in adult education per year by 2013.</p>
<p>The Lifelong Learning Programme. General Call for Proposals 2008-2010</p> <p>Update 2009 – Strategic Priorities<sup>82</sup></p>	<p>Strategic Priorities of the Call generally refer to the priorities of the programme Decision (including references to intercultural dialogue).</p> <p>Priorities for Erasmus actions:</p> <p>Thematic networks: academic networks designed to promote innovation in a specific discipline, set of disciplines or multidisciplinary on (inter alia) interculturalism and multiculturalism.</p>

<sup>80</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc78\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm).

<sup>81</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lifelong-learning-programme/doc78\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm).

<sup>82</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lip/doc/call09/prior\\_en.pdf](http://ec.europa.eu/education/lip/doc/call09/prior_en.pdf).

Document	POLICY
	<p>Priorities for Grundtvig actions (inter alia) Multilateral projects:</p> <p>Priority 1: Key competences – projects should give rise to concrete and disseminable outputs (methods, tools, materials) focussing on aspects such as:</p> <ul style="list-style-type: none"> <li>- widening access to basic skills such as literacy, communication in foreign languages, mathematical competence, basic competence in science and technology and digital competence;</li> <li>- helping learners to develop transversal competences such as social, civic, cultural and intercultural competences and entrepreneurship in order to adapt to changing society and the requirements of the labour market;</li> <li>- strengthening adults' self-confidence and promoting their personal fulfilment by developing their cultural awareness and capacity for creative expression.</li> </ul> <p>Priority 5: Promoting adult learning for marginalised and disadvantaged citizens and migrants - projects should give rise to concrete and disseminable outputs (methods, tools, materials) focussing on aspects such as:</p> <ul style="list-style-type: none"> <li>- developing alternative learning approaches to integrate or reintegrate marginalised and disadvantaged citizens into society and the labour market;</li> <li>- sharing good practice on intercultural education, learning by marginalised citizens, and their linguistic, social and cultural integration;</li> <li>- using sport to provide learning opportunities to marginalised and disadvantaged citizens.</li> </ul> <p>Transversal programmes: Key activity 2 – Languages: (promoting intercultural dialogue through multilingualism).</p> <p>Priority will be given to (inter alia) multilateral project proposals addressing one or more of the following topics:</p> <ul style="list-style-type: none"> <li>- reinforcing the acquisition of competence in and/or raising awareness to the less used European languages;</li> </ul>

Document	POLICY
	<ul style="list-style-type: none"> <li>- reinforcing the acquisition of competence in languages to improve intercultural dialogue in Europe;</li> <li>- reinforcing language competences relevant to the workplace in order to improve the integration of individuals in enterprises and enhance European competitiveness;</li> <li>- developing and promoting methodologies to motivate language learners and to enhance their capacity for language learning.</li> </ul> <p>Priority will be given to (inter alia) transversal networks addressing one or more of the following topics:</p> <ul style="list-style-type: none"> <li>- identifying, developing and disseminating information on good practice to improve intercultural dialogue in Europe through language learning and teaching;</li> <li>– developing and promoting the mainstreaming of policies promoting language learning and linguistic diversity at all levels of formal and non formal education;</li> <li>– identifying, exchanging and building on good practices on teaching languages to people with special needs.</li> </ul>
<p>The Lifelong Learning Programme. General Call for Proposals 2008-2010</p> <p>Strategic Priorities 2008<sup>83</sup></p>	<p>Intercultural dialogue was highlighted as particular priority in 2008 and included actions under the Comenius, Erasmus and Grundtvig sub-programmes as well as Key Activity2-Languages Transversal programme.</p>

<sup>83</sup> Retrieved 20 November 2008, from: [http://ec.europa.eu/education/lip/doc/call08/prior\\_en.pdf](http://ec.europa.eu/education/lip/doc/call08/prior_en.pdf).

## Citizenship

### *Policy level*

The concept is well embedded into both general and specific objectives of the main Citizenship policy framework document - Europe for Citizens Programme (2007-2013)<sup>84</sup> and it is seen as an aim to develop closer ties between citizens from all Member States, through actions such as enhancing tolerance and mutual understanding between European citizens respecting and promoting cultural and linguistic diversity and encouraging interaction between citizens and civil society organisations. Intercultural dialogue is addressed in Action 3 of the Programme – "High-visibility events".

### *Operational level*

The Programme Guide<sup>85</sup> sets out the general and specific objectives of the Europe for Citizens Programme (2007-2013)<sup>86</sup>. In addition, the ICD concept is included among permanent themes and the European Year for Intercultural Dialogue 2008 is features in the annual focus for the year 2008.

The ICD concept is included in the Measure 2.1. Citizens' projects of Measure 2 - Citizens' projects and support measures: support to thematic citizens' panels inter alia on 'intercultural dialogue' and Action 3 High-visibility events: 'This measure will support events which, inter alia, involve European people in intercultural dialogue and contribute to the development of their European identity such as the commemoration of historical events, the celebration of European achievements, artistic events, awareness-raising around specific issues, European-wide conferences and the awarding of prizes to highlight major accomplishments' etc.

The table below presents the results of mapping the occurrence of intercultural dialogue (and related terms) in the policies and programmes of the EU's citizenship domain.

<sup>84</sup> Retrieved 20 November 2008, from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:378:0032:0040:EN:PDF>.

<sup>85</sup> Retrieved 20 November 2008, from: [http://eacea.ec.europa.eu/citizenship/guide/documents/programme\\_guide.pdf](http://eacea.ec.europa.eu/citizenship/guide/documents/programme_guide.pdf).

<sup>86</sup> Retrieved 20 November 2008, from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:378:0032:0040:EN:PDF>.

## CITIZENSHIP and intercultural dialogue

Document	POLICY
<p>Europe for Citizens Programme (2007-2013)<sup>87</sup> (December 2006)</p>	<p>The concept is included among the programme's general objectives and specific objectives, that inter alia are:</p> <p>General: 'enhancing tolerance and mutual understanding between European citizens respecting and promoting cultural and linguistic diversity, while contributing to intercultural dialogue';</p> <p>Specific: 'encouraging interaction between citizens and civil society organisations from all participating countries, contributing to intercultural dialogue and bringing to the fore both Europe's diversity and unity, with particular attention to activities aimed at developing closer ties between citizens from the Member States of the EU as constituted on 30 April 2004 and those from Member States which have acceded since that date'.</p> <p>The programme is focusing on four main actions:</p> <p>Action 1, 'Active citizenship for Europe' - aims to bring people from different parts of Europe together in order to promote mutual understanding, a sense of ownership of the EU and the emergence of a European identity. It focuses on town twinning, as well as citizens' projects and support measures;</p> <p>Action 2, 'Active civil society in Europe' - seeks to help European civil society play a more active role on the European stage by supporting NGOs, trade unions, think tanks, associations, and other non-governmental bodies;</p> <p>Action 3, 'Together in Europe' - works to boost the concept of European citizenship through effective high-profile events that will inspire people to identify with the European project, helping them to realise that values can be shared across national borders. The Commission will also carry out studies, surveys and opinion polls in order to get a better understanding of active European citizenship;</p> <p>Action 4, 'Active European remembrance' - seeks to keep the painful memories of Nazism and Stalinism alive in order to provide lessons on the value of the peace, stability and democracy we take for granted in today's Europe.</p> <p>Intercultural dialogue is addressed in Action 3:</p> <p>High-visibility events - will support events organised by the Commission, where appropriate in cooperation with the Member States or other relevant partners, which are substantial in scale and scope, strike a chord with the peoples</p>

<sup>87</sup> Retrieved 20 November 2008, from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:378:0032:0040:EN:PDF>.

Document	POLICY
	<p>of Europe, help to increase their sense of belonging to the same community, make them aware of the history, achievements and values of the European Union, involve them in intercultural dialogue and contribute to the development of their European identity. These events may include the commemoration of historical events, the celebration of European achievements, artistic events, awareness-raising around specific issues, European-wide conferences and the awarding of prizes to highlight major accomplishments. The use of new technologies, in particular IST, shall be encouraged.</p>
Document	OPERATIONAL
<p>Europe for Citizens Programme (2007-2013)</p> <p>Programme Guide<sup>88</sup></p>	<p>The Programme Guide<sup>89</sup> embeds general and specific objectives of the Programme (including those related to the intercultural dialogue concept).</p> <p>In addition, the concept is included among permanent themes and annual focus:</p> <p>Permanent themes: (inter alia) Intercultural dialogue – ‘The successive enlargements of the European Union, the increased mobility resulting from the single market, the migration flows, old and new, are increasing interactions between European citizens. Consequently, they should be able to fulfil their potential in a more solidarity based society. Promoting participation of each citizen in intercultural dialogue through the structured cooperation with civil society is fundamental to creating a European identity and enhancing different shapes of the various aspects of belonging to a community. European citizens should be aware of the importance of developing active European citizenship which is open to the world, respects cultural diversity and is based on the common values of the European Union’;</p> <p>Annual focus for the year 2008: (inter alia) The European Year of Intercultural Dialog 2008 - ‘To maximise the impact of the year, it is important to mobilise all relevant programmes to this exercise as well as to exploit the results of initiatives and projects already taken place or in course of realization. All actions of the Europe for</p>

<sup>88</sup> Retrieved 20 November 2008, from: [http://eacea.ec.europa.eu/citizenship/guide/documents/programme\\_guide.pdf](http://eacea.ec.europa.eu/citizenship/guide/documents/programme_guide.pdf).

<sup>89</sup> Retrieved 20 November 2008, from: [http://eacea.ec.europa.eu/citizenship/guide/documents/programme\\_guide.pdf](http://eacea.ec.europa.eu/citizenship/guide/documents/programme_guide.pdf).

Document	POLICY
	<p>Citizens Programme are highly relevant with regard to intercultural exchanges and participation. This issue will be given a prominent place also in the context of the high visibility events.</p> <p>The concept is included into the Measure 2.1. Citizens' projects of Measure 2 - Citizens' projects and support measures: support to thematic citizens' panels inter alia on 'intercultural dialogue' and Action 3 High-visibility events: 'This measure will support events which are substantial in scale and scope, strike a chord with the peoples of Europe, help to increase their sense of belonging to the same community, make them aware of the history, achievements and values of the European Union, involve them in intercultural dialogue and contribute to the development of their European identity. These events may include the commemoration of historical events, the celebration of European achievements, artistic events, awareness-raising around specific issues, European-wide conferences and the awarding of prizes to highlight major accomplishments. The use of new technologies, in particular IST13, shall be encouraged'.</p>

## **Annex Three: Review of the selection process for EU co-funded projects**

## Flagship Projects

An Open Call for proposals was issued on 11 April 2007, with a budget of €2.4 million and a deadline of 31 July 2007<sup>90</sup>.

In the estimation of the Commission, twice as many applications were received as expected. However the selection process appears to have proceeded smoothly and was completed on time. Of the 294 applications received, 27 (or about 10%) were excluded as ineligible. Of the remainder, 34 (or 13%) achieved the required quality threshold (minimum score)<sup>91</sup>. The reason for this was probably that applicants were used to developing and submitting programme applications, but in this case the Commission was looking for something of a larger than normal scale and potential visibility. The information and guidance issued for the Call for Proposals included a number of "grey areas", which made it quite difficult to make judgements on what was relevant and what wasn't and also made it challenging to provide responses to questions from applicants; so significant lee-way had to be allowed in terms of accepting eligible proposals. An emphasis on youth was built into the scoring system for assessing proposals.

The customary EU assessment system was employed (using a panel of 20 independent experts, with each proposal assessed by two experts) and the 34 applications that passed the minimum quality standard were ranked and seven were selected based on setting the cut-off when the allocated budget ceiling was reached (a reserve list of four was also chosen to be used if more funds became available or one of the selected projects dropped out). This was close to the number of projects envisaged (although fewer than the ten assumed for planning purposes). The final selection took account of geography, location and thematic content, as foreseen in the Call for Proposals. For example, in order to address potential gaps in thematic coverage, two high-scoring projects focusing on migration (Radiopopolare-TATAPUME and Babelmed) were selected.

The seven projects recommended for approval by the Selection Committee represented a total cost of €2,363,248 (compared with a budget of €2.4 million). The average project-size worked out at €337,607, which was considered to be of the appropriate size for high impact activities. The promoters/co-coordinators of the successful projects included many experienced cultural operators (who had previous involvement in EU cultural programmes) as well as some new players.

## National projects

A Restricted Call for proposals was issued with two deadlines of 31 July and 14 September 2007 for projects co-funded by the EU at a maximum rate of 50%<sup>92</sup>. The total budget allocated was €3 million (€744,000 included in the 2007 budget and €2,256,000 in the 2008 budget). There had to

<sup>90</sup> EC, Open Call for Proposals, European Year of Intercultural Dialogue 2008, DG EAC/07/07, 11.04.2007

<sup>91</sup> EC, European Year of Intercultural Dialogue 2008 (EYID), DG EAC Open Call for Proposals 07/07, Selection Committee Report, 02 October 2007.

<sup>92</sup> EC, Restricted Call for Proposals, DG EAC/08/07, European Year of Intercultural Dialogue 2008, 11.04.2007.

be two calls for national projects, simply because the change in financial years (2007, 2008) and a small amount of funding (mainly for the preparation phase) had been included in the 2007 budget.

This was a Restricted Call where only one application was permitted per Member State (three for Belgium). This required a significant amount of preparatory work between the Commission and NCBs to identify suitable projects. At the very start of the preparatory process NCBs first had to be established, and then the method of splitting the available funding between MSs was debated and agreed (in the end this was based on each country's voting rights in the Council). Some countries did adopt a competitive procedure to select "their" project (the UK for example). The same applied to the selection of NCBs, with some contracting out this function (again, e.g. the UK). The emphasis on youth was built in through working with NCBs during the preparatory phase.

Four proposals were received under the first application deadline<sup>93</sup>, from Spain, Hungary, Portugal and the UK. All of these were eligible. All four were assessed by a member of DG EAC staff and rated as satisfactory (beyond the award criteria, there was no provision for a more precise scoring system in the Call). The EU contribution to the four projects recommended for approval under the first Call amounted to €693,014.

Some 27 proposals were received under the second application deadline<sup>94</sup>, from all of the remaining countries that had not applied under the first deadline. As agreed with the Commission Belgium submitted three applications, one from each of the French, Flemish and German-speaking Communities). Two of the 27 proposals (one Belgian and one Italian) were considered ineligible, as they were not received from designated NCBs. Of the 25 remaining, a small number required follow-up in terms of additional information. All 25 were assessed by a member of DG-EAC staff and rated as satisfactory (beyond the award criteria, there was no provision for a more precise scoring system in the Call). The EU contribution the 25 projects recommended for approval under the first Call amounted to €2,300,818. Since this exceeded the €2,256,000 earmarked, €45,000 was moved from the budget for the communications campaign.

The total amount allocated to co-funding the 29 national projects at the start of the Year was therefore €3,038,832, which was adjusted to €2,993,830 in January 2009 to reflect the actual amount of grants awarded. The results were known before Christmas 2007 and the process was considered to have been smooth and relatively fast, most contracts started on time (contracts were sent out in late January 2008). This was imperative in any case, given the obvious time-frame imposed by the "Year".

<sup>93</sup> EC, Note for the Attention of the Selection Committee for DG EAC Restricted Call for Proposals 08/07: 2008 European Year of Intercultural Dialogue (EYID) - Support for Actions co-financed on a National Scale (13.09.2007)

<sup>94</sup> EC, Note for the Attention of the Selection Committee for DG EAC Restricted Call for Proposals 08/07: 2008 European Year of Intercultural Dialogue (EYID) - Support for Actions co-financed on a National Scale (22 October 2007) – *Updated version*

## **Annex Four: Summary analysis of National Strategies**

## **National context and understandings of intercultural dialogue**

Two contrasting types of approach were noted: one group of Member States presented the national context and focused on challenges and objectives; while the others provided an overview of the current situation in terms of cultural diversity and ICD. A significant number of countries made reference to either their history (highlighting contributions of other cultures to their heritage) or presented an overview of the ethnic/religious landscape (based on diversity of language, religion and ethnic origin within their borders). Unsurprisingly the national objectives mirror the content of the EYID Decision, with the dominant objectives appearing to be raising awareness and strengthening respect for cultural diversity; highlighting the positive contribution of different cultures; and peaceful co-existence. In the National Strategies the concept of ICD is associated with a wide range of issues and themes, covering immigration, minorities, discrimination, human rights, globalisation, citizenship, European identity, common values (of tolerance and equality), and tourism. Most included the acknowledgment of diversify – the presence of different cultures with national boundaries. In this respect countries discuss positive and negative implications (challenges) of this reality. The very different national contexts and definitions applied to “minorities” is reflected fully, with a focus on two main groupings of the “other” – “national minorities” and “immigrants”. Some countries also refer to neighbouring Member States, and less commonly the EU’s relationship with the rest of the world. Some 13 Member States reported already having institutional structures to deal with ICD issues.

## **Consultation with Civil Society**

All National Strategies contain an agreement to consider raising awareness and holding consultations with civil society representatives, and to target information and communication activity towards civil society. The strategies addressed four key aspects of engagement with civil society: structures, sectors of civil society reached, working methods and degree of involvement of civil society representatives. Most NCBs planned to set up steering groups or wider platforms involving government and civil society representatives. The main civil society sector mentioned most frequently was arts and culture, but also included were education, human rights, minority rights, anti-discrimination, and integration of migrants, sport and youth. Only ten NCBs defined working methods. The degree of involvement revolves around the mode of communication and interaction – from offering access to information to more hands-on approaches including consultations and working groups (i.e. more of a dialogue than a one-way flow of information).

## **Communication Strategies**

NCBs prepared a Communication Action Plan in cooperation with their local media partner. However, not all of the key elements (target audience, key messages, media relations, tools and language regime) were included in all National Strategies. Of the seven countries that mentioned

target groups the EYID is aimed mainly at young people and the educational and cultural sectors. Only four Strategies mentioned key messages, whereas a higher proportion of countries were able to articulate an approach to the media, and a majority discussed communication tools to be used during the campaign, focusing on websites in the main. Three Member States intended to use more than one language for their communications campaigns.

## **Education**

While most National Strategies included a chapter dedicated to education<sup>95</sup>, only 14 were substantive. Where a strategy was set out, the common element was structured activity in schools, specifically concerning the integration of ICD principles into teaching and learning. The content proposed for such initiatives emphasised history, humanities, citizenship, equal opportunities and anti-racism; but also included taking into account the needs of migrant children in some countries. Multilingualism and language learning was included in five National Strategies.

## **Sustainability**

This section of the National Strategies was intended to address measures and approaches to produce sustainable effects from the Year. However many responses were short and contained few concrete details. Examples of best (past) practice to inform future practice were included. Plans for future sustainability largely concerned the education sector, introducing ICD into curricula and training teachers.

## **Monitoring and evaluation**

In terms of systems to be put in place, many countries allocated this task to NCBs themselves. Only eleven mentioned how civil society would be involved in the monitoring and evaluation process. External evaluation was planned in only three Member States (Finland, Bulgaria and the UK).

<sup>95</sup> Exceptions were the Czech Republic, Latvia, Lithuania, Italy, Slovakia and the UK.

**Annex Five: Profiles and summary of activity for Flagship Projects** (prepared October 2008)

## AlterEgo

<b>PROJECT WEBSITE</b>	<a href="http://www.alterego-europe.eu">www.alterego-europe.eu</a> <a href="http://www.flickr.com/photos/alterego-europe">http://www.flickr.com/photos/alterego-europe</a> <a href="http://www.youtube.com/user/alterego-europe">http://www.youtube.com/user/alterego-europe</a>
<b>ORGANISER</b>	European Union National Institutes for Culture Brussels - EUNIC - BE Lone Leth Larsen Tel: 0032.2.2307326 Fax: 0032.2.2305565 Email: lone.leth.larsen@dkibenelux.org
<b>CO-ORGANISERS</b>	29 partners in 22 countries involving the Louvain Institute, deBuren, Goethe Institute, British Council, Danish Cultural Institute, Czech Centres, Roumanian Institute, Istituto Italiano, Lietuvos Institutas, Institut Pierre Werner, Finnish Cultural Institute, Alliance Française, Hungarian Institute, Salvii Copi, Ministère des affaires étrangères de France, ...
<b>DOMAINS AND THEMES</b>	Intercultural Dialogue, Young People, Arts
<b>TARGET GROUP</b>	14 to 18 year-old students
<b>EUROPEAN DIMENSION</b>	22 EU countries participate in the project.
<b>MAIN ACTIVITIES UNDERTAKEN</b>	<p>A competition was set up in 22 countries to engage young people aged 14 to 18 to create a double portrait of themselves and their alter ego. They were asked to imagine they were born in another European country. Guiding questions were: Who would you be? Where would you go? How would you behave? What would you like most? What would you look like? What languages would you speak?</p> <p>To reach these young artists, a coordinating team was set up in each country involving youth organisations and, where possible, also schools and teachers. Recruitment was also done through online networks.</p> <p>Launches of the competition took place between 16 April and 21 June in the different countries.</p> <p>Works could be uploaded on the alter ego website (<a href="http://www.alterego-europe.eu">www.alterego-europe.eu</a>) until September 15. Then a national jury selected 10 nominees. In some countries the jury decided who the winners were, in others the public could vote for their favourite work and thus designate the winners (2 for each country). In most countries the presentation of the winners took place during an award ceremony between October 3-9.</p>
<b>MAIN ACTIVITIES IN THE NEAR FUTURE</b>	<p>The 44 winners of the Alter Ego competition are invited together with 14 artists (from different disciplines and different cultural backgrounds) for an intercultural creative Workshop Week from November 16-21 in Denmark. The results of the workshop will be presented in a digital way on a USB stick and in a travelling exhibition (2009). The winners will act as intercultural ambassadors of the project afterwards.</p> <p>A documentary of the Workshop Week will be made by StampMedia (a youth media agency) and distributed through the web. Soon pedagogical material in different</p>

languages and impressions of what happened during the workshop will be available on the Alter Ego webpage.

COUNTRIES Austria, Belgium, France, Czech Republic, Denmark, Estonia, Finland, Germany,  
WHERE Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Poland, Portugal,  
INITIATIVES TAKE Romania, The Netherlands, Slovenia, Sweden and the UK  
PLACE

END PRODUCTS In December 2009 a USB stick, a lightweight exhibition, a pedagogical web-blog, and  
OF THE PROJECT a documentary of the Workshop Week in Denmark will be published and distributed to an interested public.  
Videoclips and photos of the launches and award ceremonies can be watched on the Alter Ego Flickr and YOUTube pages.

## Meeting the Other - Borders, Identity and Cultures

<b>PROJECT WEBSITE</b>	www.babelmedfestival.net
<b>ORGANISER</b>	Associazione culturale Babelmed Nathalie Galesne Via di Sant'Agnese 12 00198 Rome Tel: +39/06 8632 8178 Email: n.galesne@babelmed.net www.babelmed.net
<b>CO-ORGANISERS</b>	Astragali Teatro (EUFONIA società cooperativa), Lecce, Italy Centre Méditerranéen de la Communication Audiovisuelle – CMCA, France Institut Europeu de la Mediterrània – IEMed, Barcelona, Spain Paralleli – Istituto Euromediterraneo del Nord Ovest, Turin, Italy Institut de Recherche, Formation et d'Actions sur les Migrations – IRFAM, Liège, Belgium La pensée de midi – association des sud, Marseilles, France Lettera Internazionale, Rome, Italy Qantara.de, Bonn, Germany
<b>DOMAINS AND THEMES</b>	Intercultural dialogue, Migrant cultures, Cultural journalism
<b>TARGET GROUP</b>	Young journalists, Young European artists with migrant background or migration experience
<b>EUROPEAN DIMENSION</b>	Cultural expressions are fundamental to fight prejudices. And today, migrant populations in Europe are too often perceived through the glass of social conflict, terrorism, fundamentalist backwardness or criminality. Tired of these growing preconception, <i>Babelmed</i> has conceived a <b>European editorial project</b> to put the emphasis on the <b>cultural expressions coming from migrations</b> .
<b>MAIN ACTIVITIES UNDERTAKEN</b>	<p>Through articles posted online on several existing websites (<i>Babelmed</i>, <i>IEMed</i>, <i>IRFAM</i>, <i>Paralleli</i>, <i>Qantara.de</i>) the project seeks to give greater visibility to the cultural expressions and artistic productions from immigrant communities. A decentralised committee of young, European and local journalists was created to write articles and cover a wide range of issues on intercultural dialogue.</p> <p>"Meeting the Other" starts with an intellectual questioning of the terms "Interculturality" and "Dialogue" by the two European magazines, <i>La Pensée de Midi</i> from Marseilles and <i>Lettera Internazionale</i> from Rome. They both published special issues on the theme.</p> <p>The kick off Meeting in Turin took place on April 27-28 and was organised by the <i>Istituto Paralleli</i>.</p> <p>The <i>IRFAM</i> in Belgium coordinated a collective research book on intercultural</p>

dialogue to fight intercommunity antagonisms.

The creative component of the project took place from August 1-10 during a creative forum for young European artists of the performing arts organised by *Astragali Teatro*. It included the production of a performance.

Finally, a series of documentaries on “Memory, migration and intercultural dialogue” selected by *CMCA* accompanied the main co-ordination event.

On October 20 – 21 all the project partners and the young journalists met in Barcelona to present their work, articles and share their experiences.

The four editorial teams have produced the virtual festival on intercultural dialogue: [www.babelmedfestival.net](http://www.babelmedfestival.net) where all types of cultural productions can meet. It is a complete 2.0 experience Website fed by the young journalists but also by any artist or cultural operators willing to share his work with the community. This internet-based festival constitutes a virtual showcase to give visibility to young artists and journalists.

<b>MAIN ACTIVITIES IN THE NEAR FUTURE</b>	Media campaign to publicise the Babelmed Festival
<b>COUNTRIES WHERE INITIATIVES TAKE PLACE</b>	Italy, Spain, France, Germany, Belgium
<b>END PRODUCTS OF THE PROJECT</b>	two critical thinking magazines (special editions of <i>La Pensée de Midi</i> and <i>Lettera Internazionale</i> ), one research-action publication by <i>IRFAM</i> ; one theatre performance by <i>Astragali Teatro</i> ; Multimedia Website <a href="http://www.babelmedfestival.net">www.babelmedfestival.net</a>

## Cultures from around the block: Creating a European network for intercultural community activities

<b>PROJECT WEBSITE</b>	www.europeancity.cz
<b>ORGANISER</b>	Multicultural Center Prague Lada Vyhnankova E-mail: <a href="mailto:projects@mkc.cz">projects@mkc.cz</a> Tel.: +420 296 325 347 <a href="http://www.mkc.cz">www.mkc.cz</a>
<b>CO-ORGANISERS</b>	Research House, United Kingdom Rejs e.V. Import-Export: Kultur, Germany Nadacia Milan Simecku, Slovakia Fundacja Nowa Ameryka, Poland Komunitas Association, Romania Centre Bruxellois d'Action Interculturelle ASBL – CBAI, Belgium
<b>DOMAINS AND THEMES</b>	Intercultural dialogue, Young people, Ethnic diversity in cities
<b>TARGET GROUP</b>	Children, young people
<b>EUROPEAN DIMENSION</b>	6 participating countries – the various local projects are connected by the transversal "linking elements"
<b>MAIN ACTIVITIES UNDERTAKEN</b>	<p>The project led to the initiation of <b>seven local projects</b> across Europe in Prague (CZ), Bucharest (RO), Coventry (GB), Offenbach (D), Warsaw (PL), Bratislava (SK) and Brussels (BL). Instructed by professional artists and media makers, the participating kids were trained to produce various media items, such as black and white photographs, films, or audio recordings. Depending on the chosen media, the results of these workshops are presented in the form of exhibitions, film screenings or other happenings.</p> <p>Linking elements across all partners' countries are</p> <p>(1) the <b>documentary film 'Your Street – My Street'</b> (directed by Kornel Miglus and Elwiera Niewiera from Poland), which shows selected children from each of the neighbourhoods who guide the audience through their city and show the activities realised during the local workshops.</p> <p>(2) the <b>Dialogue of Cultures Festival</b> held in Prague from October 2 – 5, bringing together performers from the participating cities and presenting the workshop's outputs through a multicultural tombola.</p>
<b>MAIN ACTIVITIES IN THE NEAR FUTURE</b>	As a further linking elements, the work of the young people will also be exhibited during the Mediterranean Movies Festival in Brussels (from November 28 – December 5).
<b>COUNTRIES WHERE INITIATIVES TAKE PLACE</b>	Czech Republic, United Kingdom, Germany, Slovakia, Poland, Romania, Belgium

**END PRODUCTS  
OF THE PROJECT**

The **project website [www.europeancity.cz](http://www.europeancity.cz)** aims to become an on-line source for articles, studies and reports on urban issues. The website has been launched in summer, but contributions by a series of debates, student research seminars and blogs will continue in the future.

The copy of the documentary film will be available in the library of the Multicultural Centre in Prague. Outputs from all the local projects can be found in the media section of the website.

## Diversidad

<b>PROJECT WEBSITE</b>	<a href="http://www.diversidadexperience.com">http://www.diversidadexperience.com</a> <a href="http://www.myspace.com/diversidadexperience">www.myspace.com/diversidadexperience</a>
<b>ORGANISER</b>	European Music Office Jean-Marc Leclerc Tel: 0032.2.2131.400 Fax: 0032.2.2131.401 <a href="mailto:jean-marc.leclerc@emo.org">jean-marc.leclerc@emo.org</a> <a href="http://www.emo.org">www.emo.org</a>
<b>CO-ORGANISERS</b>	Diversités, FR MICA Music Austria, AT
<b>DOMAINS AND THEMES</b>	Intercultural dialogue, Urban culture
<b>TARGET GROUP</b>	Youth, artists, culture professionals
<b>EUROPEAN DIMENSION</b>	<ul style="list-style-type: none"><li>- International partnerships (Austria, France, Spain, Germany, Sweden, Belgium)</li><li>- Artists, professionals and speakers from various countries</li><li>- Events in several countries, International media coverage</li><li>- All planned activities have a very strong European value, high publicity and visibility (a radio show, a TV documentary and a collaborative album between European artists) and reach large audiences.</li><li>- The project promotes cultural exchanges and in particular cross-border talents exchange for creating a genuine European cultural sphere to the benefit of European citizens.</li></ul>
<b>MAIN ACTIVITIES UNDERTAKEN</b>	<ul style="list-style-type: none"><li>- Creation of a digital platform where artists and citizens can create and exchange songs together.</li><li>- Recording of a European hiphop single with well known artists (Akhenaton, Abd Al Malik, Curse, LoopTroop, Baloji, Sam the Kid, La Caution, Noora Noor, Mucho Muchacho) which will be released in different languages in several countries.</li><li>- Diversidad seminars on hip hop culture in five different countries (Stockholm, Madrid, Barcelona, Paris, Lyon, Berlin)</li><li>- A three-day event of urban culture in Vienna provided exchange forums and artistic events (graffiti exhibition, Dj contests, concerts, dance shows, photography exhibition on the history of urban culture, films, etc.).</li></ul>
<b>MAIN ACTIVITIES IN THE NEAR FUTURE</b>	Diversidad event in Berlin
<b>COUNTRIES WHERE INITIATIVES TAKE</b>	France, Austria, Spain, Sweden, Germany

**PLACE**

**END PRODUCTS** DVDs, CDs,  
**OF THE PROJECT**

## **iyouwe SHARE THE WOLRD**

<b>PROJECT WEBSITE</b>	www.iyouwesharetheworld.eu
<b>ORGANISER</b>	International Yehudi Menuhin Foundation aisbl Marianne Poncelet Tel: 00/32/2/673.35.04 Fax: 00/32/2/672.52.99 Email: marianne.poncelet@menuhin-foundation.com www.menuhin-foundation.com
<b>CO-ORGANISERS</b>	Associação Menuhin - Portugal MUS-E Italia - Italy MUS-E Magyarország Közhasznú Egyesület - Hungary MUS-E Belgium - Belgium East Renfrewshire Council Education Department - United Kingdom Association Courant d'Art – France Y Menuhin Stiftung Deutschland – Germany La Maison du Conte de Bruxelles – Belgium Institut de Recherche Formation et Action sur les Migrations – Belgium Roma Education Fund – Hungary
<b>DOMAINS AND THEMES</b>	Keywords : Intercultural Dialogue, Culture, Education, Arts, Tales and stories, Cosmogony of the world
<b>TARGET GROUP</b>	<ul style="list-style-type: none"><li>• 7 primary school classes of 25 children, in total 175 children and their surroundings (situated in underprivileged environments)</li><li>• 2 artists per class totalling 14 artists from different cultures</li><li>• The management, the teachers and the children of the 400 schools participating in the MUS-E® programme of the International Yehudi Menuhin Foundation in Europe</li><li>• The teachers who will benefit from innovative tools of good practices</li><li>• The 700 artists of the MUS-E network of the Foundation in Europe</li><li>• The general public assisting to the closure concert of the project (2.000 people) and targeted by the national and international press</li></ul>
<b>EUROPEAN DIMENSION</b>	<p>The assembled experience of all the actors involved unfolds all the elements and partners of the different stages of the project, thus increasing the overall effect of the project through a communication plan, the dissemination of good practices and tools</p> <p>The project highlights the diversity of cultures and proposes intercultural leads specific to Europe, reassigning the national and local particularities in a European coherence.</p>
<b>MAIN ACTIVITIES UNDERTAKEN</b>	"iyouwe SHARE THE WORLD" proposed an interactive work to children from several primary schools in Europe with storytelling artists, visual artists, dancers and/or musicians, in order to recapture a common imaginary world and share it artistically as widely as possible. The unifying theme of the tales is the Cosmogony of the World. This first stage was followed by a sharing of experiences, which took place in Hungary in the form of artists' residential sessions. Communication-

oriented pedagogical tools have been produced.

*Phase 1:*

Artistic preparation in schools and intervention in classes January – June *Phase 2:*  
Artistic residential seminar for sharing good artistic practices in July (in Hungary)  
with the objective of reflecting on the work with the children over the 6 months in the  
framework of the project and collecting of good artistic practices

*Phase 3:*

Production of the artistic and pedagogic tools June – October

**MAIN ACTIVITIES IN  
THE NEAR FUTURE**

The artistic practices developed in the seven participating countries will be  
disseminated with the support of world-renowned musicians during a multicultural  
closing event to be held at the Cirque Royal in Brussels on 3 December 2008:

*Phase 4:*

Closing event: Multicultural Concert SHARE THE WORLD,

December 3, 2008 20.00 pm Cirque Royal, Brussels, Belgium

With: Natacha Atlas & The Mazeeka Ensemble, Iva Bittová, Marlène Dorcéna, Dani  
Klein, Trio Loyko (The voice of Vaya con Dios) and

the storytellers of the project (Aleksandar Caric, Gerry Durkin, Serap Güven,  
Dominique Hardy Attila Kszel, Lamine Mamadou, Celina Pereira, Regina Sommer)  
Presented by Hamadi and Tom Vout

Tickets for 18€ - 38€ - 58€ can be bought at Cirque Royal (Tel 02 218 20 15 or  
[www.cirque-royal.org](http://www.cirque-royal.org)) or at FNAC (Tel 0900 00 600 or  
<http://be.fnacspectacles.com>)

*Phase 5:*

Evaluation with the co-organisers: December 4, Brussels, Belgium

**COUNTRIES WHERE  
INITIATIVES TAKE  
PLACE**

Belgium, France, Portugal, Italy, Hungary, Germany, Scotland

**END PRODUCTS OF  
THE PROJECT**

- 7 short films by Laurent Van Lancker and Milena Bochet
- A DVD showing the testimonies of the storytellers
- Powerpoint presentations of good practices
- Website presenting the results and extranet
- Book with tales created by children and artists
- Playing cards to encourage intercultural dialogue

# StrangerFestival

<b>PROJECT WEBSITE</b>	www.strangerfestival.com
<b>ORGANISER</b>	European Cultural Foundation Tommi Laitio Tlaitio@eurocult.org Telephone +31 20 57 33868
<b>CO-ORGANISERS</b>	Association for Cultural Advancement through Visual Art (UK), Amstel Televisie 5 (NL), BBC Blast (UK), BEELDENSTORM (B), Bekijk't (NL), Demos (UK), Digital Art Lab (IL), Drustvo Zaveznikov Mehkega Pristanka (SI), Imagine IC (NL), International Debate Education Association (NL), Kasal Roquetes (ES), Kiasma (FI), Kosmopolis (NL), Kosmopolis Rotterdam (NL), Kultura Miejska (PL), Kulturhuset Lava (SWE), Karpos Centre for Education and Intercultural Dialogue (GR), MC (Made in da Shade/Cosmic Theater) (NL), MTV Networks Benelux (NL), Resfest (Turkey), RTE (Ireland), Schlesische 27 (D), SIGNIS ROMANIA (RO), Sveriges Television (SWE), STANICA (SK), STEIM (NL), Tactical Technology Collective (UK), The One Minutes Foundation (NL), Videantz (B), Waag Society (NL), Westergasfabriek (NL), UNICEF
<b>DOMAINS AND THEMES</b>	Video, Youth, Media, Culture Self-expression, Identity, Migration, Cultural Diversity, Dialogue, Sharing, Freedom of speech
<b>TARGET GROUP</b>	15-25-year-old young people across Europe with diverse backgrounds, special emphasis on cultural minorities and underrepresented groups
<b>EUROPEAN DIMENSION</b>	The project is building up from a personal or local collective experience documented on self-made videos towards a European learning and sharing experience at the festival and online. Main objectives are understanding yourself in a larger context and improving life and citizenship skills.
<b>MAIN ACTIVITIES UNDERTAKEN</b>	35 video workshops in 20 countries, youth debates in 9 countries, international youth video festival with participants from over 30 countries, interactive video website with 1.000 uploaded videos from 49 nationalities, European research on youth and video
<b>MAIN ACTIVITIES IN THE NEAR FUTURE</b>	Publishing an educational DVD, developing the network and website further, video exhibition made available for museums and cultural centres
<b>COUNTRIES WHERE INITIATIVES TAKE PLACE</b>	25 European and non-European countries: Belgium, Czech Republic, Curacao, Democratic Republic of Congo, Egypt, Finland, Germany, Greece, India, Ireland, Israel, Jordan, Latvia, Lithuania, the Netherlands, the Philippines, Poland, Romania, Slovakia, Slovenia, Spain, Sweden, Surinam, Turkey, the United Kingdom
<b>END PRODUCTS OF THE PROJECT</b>	Educational DVD with 20.000 copies Research free of charge downloadable online Constantly growing online archive of videos

## TATAPUME – Intercultural Dialogue Radio Campaign

<b>PROJECT WEBSITE</b>	www.tatapume.org
<b>ORGANISER</b>	ERREPI S.p.A. – Radio Popolare Via Ollearo 5 20155 Milan Italy Tel: +39/02 3924 141 Email: dipuma@radiopopolare.it Contactperson: Marco Di Puma
<b>CO-ORGANISERS</b>	Radio Orange, Vienna, Austria Coral, Marseille, France Radio Near FM, Dublin, Ireland Radio Popolare, Milano, Italy Klubradio, Budapest, Hungary Radio Student, Ljubljana, Slovenia EMA, Radio TV, Sevilla, Spain
<b>DOMAINS AND THEMES</b>	Radio campaign to promote the dialogue between people. "Tatapume" is Greek for "Let's talk". Although talking to another person and in a different language can be difficult at times, it is almost always profitable. This campaign aims at raising awareness on the extensive migratory movements in Europe and their impact on today's society.
<b>TARGET GROUP</b>	Citizens living in the areas covered by the signal of the seven partner radio stations; especially young people and their teachers.
<b>EUROPEAN DIMENSION</b>	The main objective of the project is to inform the public about the extensive intercultural dialogue European populations have engaged in throughout history. European populations have experienced numerous periods of migration from one territory to another. Inhabiting a country where others were already living gave birth to new cultural groups with unique ethnic, religious and linguistic characteristics. These new cultures were the result of the integration process of the occupying inhabitants into the native populations.
<b>MAIN ACTIVITIES UNDERTAKEN</b>	Over the course of 70 radio broadcasts, ten per country, the project aims to depict Europe's migratory history from a new perspective, via a linguistic, philological approach. The broadcasts cover the topics What is Identity?, Migration, Cities, Culture, Food, Commerce and Finance, Art, Why Not? – Difficulties of intercultural dialogue, Traces, and Identity today in Europe. Under each of these themes, the partners develop their own broadcasts referring to specific circumstances in their countries. The broadcasts are based on interviews with authors and scientists, and are accompanied by a bibliography and short scientific paper.
<b>MAIN ACTIVITIES IN THE NEAR FUTURE</b>	A photo competition is currently undertaken. The final conference "Radiotherapy against Stereotypes" takes place on January 16, 2009 in Sevilla, with workshops, discussions on the role of media and education in

forming and overcoming stereotypes, and the opening of the photo exhibition.

**COUNTRIES**

Austria, France, Ireland, Italy, Hungary, Slovenia, Spain

**WHERE**

**INITIATIVES TAKE**

**PLACE**

**END PRODUCTS OF**

**THE PROJECT**

The broadcasts in all languages, as well as accompanying pedagogical tools (short scientific papers, bibliography and interview transcripts) can be downloaded from the website [www.tatapume.org](http://www.tatapume.org).

## Summary of qualitative information on Flagship Projects

Project name	Delivery (beneficiary) organisation	Active Delivery partners and co-organisers	Objectives and thematic focus	Main activities	Main results, outputs and products	Spaces of ICD with strong coverage
	Country, type, size, targets	Country, org. type				CODE
DIVERSIDAD	BE; other; up to 10;	8 partners: FR; other; up to 10  AT; cultural enterprise; up to 10  FR; NGO; up to 10  ES; cultural enterprise; 11 to 50  NL; cultural enterprise; 51- to 250  SE; cultural enterprise; up to 10  DE; cultural enterprise;	Encourage intercultural dialogue through artistic events and panels of discussion.	<p>A digital platform of musical exchange on Myspace where artists and citizens were able to share and create songs together.</p> <p>Recording of a music single using 11 European artists and available to download on Myspace.</p> <p>Six seminars / concerts bringing together artists, cultural operators, sociologists, journalists, music, dance, integration of youth, integration of disadvantaged people and minorities through culture and sport, circulation of artists in Europe. Seminars followed by showcases or concerts with Diversidad artists, local artists and invited European acts.</p> <p>Diversidad Festival - an urban culture festival representing all artistic disciplines of urban cultures and a 3 day seminar on urban culture and urban dialogue. Brought together a range of people including civil servants to general public.</p>	<p>Media promotion of activities including TV, internet and radio.</p> <p>Activities targeted and increased intercultural dialogue between a range of groups; cultural operators, internet users, amateur musicians, public authorities, European media, the youth and general public. It helped to foster exchanges between artists (through collaborations on the album, the digital platform, concerts at seminars and the Divsidad festival).</p> <p>The music single was used to promote EYID: 1,985 CDs made for promotion, 1,000 CDs ordered by the European Commission to promote EYID and 500 DVDs produced.</p> <p>Platform of musical exchange and concerts – accessible to the public. The Diversidad single on Myspace generated 100,000 downloads and 300,000 views.</p>	A&H, SP; LL

		up to 10 AT; cultural enterprise; up to 10				
I You We	BE; Cultural Enterprise; up to 10; CY, DC and ME	10 partners:  PT; Informal education al provider; up to 10; CY, ME and DC  IT; Informal education al provider; up to 10; CY, ME and DC  HU; Informal education al provider; up to 10; CY, ME and DC  BE; Informal education al provider; up to 10; CY, ME				SC, A&H, LL

		<p>and DC</p> <p>UK; Informal education al provider; up to 10; CY, ME and DC</p> <p>FR; Informal education al provider; up to 10; CY, ME and DC</p> <p>DE; Informal education al provider; 11 to 50; CY, ME and DC</p> <p>BE; museum/t heatre/ope ra; up to 10; CY, ME and DC</p> <p>BE; regional/lo cal authority; up to 10; ME and DC</p>				
--	--	---	--	--	--	--

		HU; ONG; 11 to 50; ME and DC				
Cultures from Around the Block	CZ; NGO; up to 10; CY, DC and ME	6 partners:  SK; NGO; up to 10; ME, CY and DC  D; NGO; up to 10; CY  PL; NGO; up to 10; CY  ROM; NGO; up to 10; ME, CY and DC  BL; NGO; 10-50; ME, CY and DC  UK; other (consultan cy); up to 10; ME, CY and DC	The project sought achieve intercultural communication through media arts projects with students aged 14-18. Activities took place in Prague, Coventry, Offenbach, Bratislava, Bucharest, Warsaw and Brussels.	Activities included:  Local workshop projects where two schools from each area documented the cultural life of their neighbourhoods through photography (one an ethnically or culturally diverse school and the other comparably homogenous)  Creation of a film shot in six countries documenting the local projects. This was presented at the festival <i>Dialogue of Cultures</i> (held in Prague) to an internal audience and at a public presentation at the EU in Brussels including scenes from the film. Film to be launched at an art cinema in Spring 2009 in Berlin.	Promoting interest in minority cultures and tolerance to minorities through media.  Created dialogue with children from different cultures.  Achieved cross country partnerships amongst partners.  Creation of website: making use of the media items from the local workshops and providing additional background information.  Production of a documentary film <i>My Street. Your Street</i>	SC, A&H, LL, other: media training
BabelMed	IT; NGO up to 10; CY and ME	8 partners:  IT; NGO, up to 10,				A&H, LL

		<p>ME, CY, DC</p> <p>FR; NGO, up to 10</p> <p>ES; NGO, 11-50, ME, CY, DC</p> <p>IT; NGO, up to 10, ME, CY, DC</p> <p>BE; NGO, up to 10, ME, CY, DC</p> <p>FR; NGO, up to 10</p> <p>IT; NGO, up to 10</p> <p>DE; NGO, up to 10, ME, CY, DC</p>				
Stranger Festival	NL; NGO; 11 to 50, CY, DC and ME	<p>11 partners: NL; NGO; up to 10; CY</p> <p>NL; NGO; 11 to 50, CY</p> <p>RO; NGO; up to 10;</p>	To bring together young people with diverse backgrounds from all parts of Europe. The goal was to create an online and physical space for watching, making and discussing videos and in the process learn from each other.	<p>27 video workshops: reaching out to underrepresented groups and cultural minorities. Themes varied across partners and included for example homelessness, discrimination, street culture and poverty.</p> <p>Other activities included: youth debates at schools; an international festival with activities such as video workshops for</p>	<p>Overcame linguistic barriers through the use of drawing ideas.</p> <p>Media coverage advertising events and videos.</p> <p>Exchange of good practice and experiences amongst professionals.</p> <p>Set up a network of cultural organisations working with media</p>	A&H, LL

		<p>CY</p> <p>PL; NGO; up to 10; CY</p> <p>UK; NGO; up to 10; CY</p> <p>DE; NGO; 11 to 50; CY</p> <p>SK; NGO; 11 to 50; CY</p> <p>SE; NGO; 11 to 50; CY</p> <p>SI; NGO; up to 10; CY</p> <p>ES; NGO; up to 10; CY</p> <p>FI; NGO; up to 10; CY</p>		<p>young people, a meeting for professionals; creation of a website to upload videos and create further dialogue through writing and drawing; and a touring exhibition of the videos.</p> <p>There was an educational component which included activities such as training for video artists, videoing debates and playing these in different countries, an online toolkit for information for video making and resources for music, and the production of a DVD on the workshops at the festival.</p> <p>Research conducted on the cultural and democratic impacts of video culture.</p>	<p>and youth around Europe.</p> <p>Young people were able to participate in an artistic production for the first time. More than 1,100 videos were made as part of the project. The views portrayed in these videos have been watched at numerous conferences, websites and TV programmes across Europe.</p> <p>The website remains a portal for dialogue. The online toolkit is still accessible for information. 20,000 copies of the DVD were made for distribution (in four languages).</p> <p>Findings of the research were launched in three countries, to a range of people including journalists, policymakers, practitioners, academia and researchers.</p>	
Tatapume "Radio Popolare"						
Alter Ego						

Key:

<b>Target groups</b>	<b>Spaces</b>
CY Children and Young people	SC Schools, universities, academies of learning spaces
DC Disadvantaged Communities	WP Citizens at their workplace/vocational training
UE Unemployed	A&H Arts and heritage
DP Disabled Persons	SP Sporting activities
ME Minority Ethnic Groups	LL Local level, cities, neighbourhoods

## **Annex Six: Summary of National Project activity**

## Summary of qualitative information from National Project Reports (TIRs)

Member State	Project name	Delivery (grant beneficiary) organisation	Active Delivery partners	Objectives and thematic focus	Main activities and outputs	Main results	Spaces of ICD with strong coverage
	Sub-projects?	Type, size, targets	Country, org. type				CODE
<b>AT</b>	EYID	Federal Ministry for Education, Art and Culture	Austrian Development Agency (ADA), long list of partners supplied	To bring the value of cultural diversity into the public consciousness and lead a positive discourse on diversity, migration and integration. Awareness raising, media collaboration, multilingualism, global education, democracy and empowerment of migrants.	First half of year focussed on publicity and the second half on multilingualism. Some 66 'general' projects, and 2,459 school projects were implemented on - interculturalism, multilingualism, "Project Europa", school culture, global education weeks, political education action days and media literacy awards.	Grouping a variety of projects and events created visibility and dynamism, pushing intercultural dialogue into public consciousness. 2,000 attended the 'Be a Mensch' concert, with coverage reaching 1.9m. 1,000 people and 70 'personalities' took part in the Dialogue Tour (coverage watched and heard by an estimated 1 million people each). 67% of Austrian readership had access to print or online articles. Work is to be continued in 2009/2010 by the new Department for migration, intercultural education and language policy	CY, LL, ME, SC
<b>BE-nl</b>	Kif Kif Awards	Youth Association	Arenbergschouwburg; Museum/theatre/opera; BE; 11-50; CY	To address the lack of art made by multicultural youngsters (aged 15 – 30) and to increase dialogue between cultural institutions and the multicultural society; through music, the spoken word and dance.	The Kif Kif Awards – essentially a 'talent' competition within three categories of music, spoken word and dance. Each category was allocated to one city. Participants in the later stages of the competition appeared on TV.	Increased awareness of foreign artists. A step in the direction of breaking barriers for foreign artists to flourish in Flanders. National and local media attention was achieved. Over 900 individuals and 247 groups participated in the competition.	A&H, LL
<b>BG</b>	Our HOUSE	Ministry of Culture; 51-250;	None	To raise awareness about, and increase	Celebration of diversity through a series of mainly	Coalitions built between the media and civil society,	SC, A&H, LL

		CY, DC, DP, ME		knowledge of, cultural diversity within Bulgaria. Strengthen intercultural tolerance and cultural pluralism, and promote diversity as essential for social cohesion.	arts and culture events and information products for the general public about: heritage, cuisine, architecture, music, cinema, literature, new media, theatre, anti-racism, other cultures. TV and radio commercials. Few events for practitioners and stakeholders.	increased (positive) media attention and reached children and youth. Showed the potential of civil society in ICD field. Audience of c. 530,000 reached via TV, 665,000 via radio, 710,000 through newspapers, 1 million by the Internet and 526,700 via print publications.	
<b>CY</b>	EYID	Ministry of Education and Culture: over 250; CY, DP, ME	European institute of Cyprus (CY, NGO)	The three key categories for action were schools, raising awareness for intercultural dialogue and synergies to promote the EYID in Cyprus.	Conferences and training courses for teachers, art competitions, lectures, exhibitions and festivals. A strong focus on schools (teachers and pupils) – since Intercultural Dialogue was set as a primary educational aim. TV and radio programmes were used to raise awareness of ID.	Strong impact reported in schools. Impact in civil society was satisfactory – reached 10,000 participants overall. Significant level of national media coverage on (TV, radio and newspaper) and printed literature.	SC, A&H
<b>CZ</b>	Together Across Cultures	National Institutions & Agency (Arts); 11-50; CY, ME, students, experts and general public.	Archa Theatre (CZ, theatre); People in Need (CZ, NGO); Brno Cultural Centre (CZ regional founded organisation); REPT (CZ, NGO); Halfheaven (CZ, NGO); Counselling Centre for Integration (CZ, NGO); and Arts Institute (CZ, state founded	To promote multicultural dialogue in all cultures in Czech society, particularly amongst youth. Using arts and culture to achieve cohesive communities. Exploring innovative approaches to intercultural dialogue then mapping and disseminating good practice. Establish a non-profit NGO in the field of intercultural dialogue and promote their activities across the country.	A variety of events at different levels. Theatre production performed and produced by pupils together with students, artists and minority groups. Multi-cultural festival organised with foreign communities. Research and collation and dissemination of literature and publications to intercultural professionals, the public, schools and teachers.	Interaction achieved between refugees/ immigrants, ethnic minorities, youth and the general public. Awareness of festivals and other activities was raised through media coverage. Web-based literature about effective multicultural education programmes was made available on web. A workbook for teachers created on integrating intercultural topics into education	SC, A&H, LL

			organisation).				
<b>DE</b>		National authority: Ministry of Family Affairs, Senior Citizens, Women and Youth; over 250; CY		To prioritise the European dimension and highlight children and young people as European citizens.	Broad spectrum of themes and activities were addressed to engage and reach as many people as possible in the fields of culture, education, sports, migration, religion and minorities. Significant dialogue on developing intercultural competences and ongoing engagement with the media.  Strong emphasis on tailored activities for school children and youth, including activities that required active participation and interaction. Links made with other European countries.	Networking; future project development; long term engagement in intercultural dialogue; building on intercultural learning experiences.	SC, A&H, LL
<b>DK</b>	3 sub-projects: Intercultural VideoMarathon; A Switch Box Tale; The Dialogue Bench	CIRIUS – an agency of the Ministry of Education, 51-250, CY, DC, UE, DP, ME (All)	Small cultural enterprises involved in two of the three projects (VideoMarathon and a SwitchBox)	Three distinct projects focused on specific, experiential learning and providing opportunities for dialogue. Two used the process of production as well as the end product to explore ICD (film, music) and one provided physical spaces for ICD.	Three projects delivered, including 30 short films on "traditions" produced by young people from different ethnic backgrounds; 2 music festivals using pieces co-written by groups from different cultures; and municipalities designated public benches as fora for ICD in parks etc.	<i>Videomarathon</i> films were shown on TV, were highlighted in national and regional newspapers, and the winning film shown at a festival in Greece. For the music project, concerts were held at two festivals in DK, a DVD was produced and the project publicised via YouTube, Wikipedia, Flickr and various blogs. <i>Dialogue Benches</i> acted as a focus for a range of related activities (opening ceremonies, festivals, culture nights etc), the Danish Refugee Council was closely involved as were other stakeholders like	SC, LL, A&H

						libraries, NGOs. Significant local positive press coverage was achieved, though not nationally.	
<b>FR</b>		<i>Etablissement public de la port dorée – Cité nationale de l'histoire de l'immigration</i> ; a public cultural institution; 51-250; CY, DC, UE, DP, ME	NGO <i>Respect les Amis</i> (fewer than ten employees)	To raise the profile of cultural heritage and diversity in France; improve recognition of immigrants, encourage active European citizenship; establish links with third countries; facilitate debate in society about how “others” are portrayed, immigration and cultural diversity. Multidisciplinary, trans-generational and participative dimensions were emphasised.	Six actions: a launch conference (debate on ICD and cultural diversity); a series of African cultural events to raise awareness and improve cooperation with other countries; ( <i>Rencontre de Folies</i> )cultural and artistic activities around the theme of disability and diversity; a Franco-German exhibition and other activities (including exchanges) focusing on young people; Interconnections – celebrating cultural diversity in France; young people’s round table events.	The opening conference attracted 750 participants. Three of the sub-projects focused on large-scale events, notably concerts (9,500 spectators for the eight <i>Afrique</i> concerts, discussions, dance events etc.) <i>Rencontre de Folies</i> included an art installation which attracted 42,500 visitors, films, children’s’ workshops and a conference/debate (1,200 attendees). The Franco-German included study days, six school projects, visual arts projects and two websites, and engaged a wide range of organisations and about 2,000 people. Interconnections concerts and performances were attended by about 820 people, workshops by 90 and a debate by 50. Three round tables and one debate (60 participants) were organised.	SC, A&H, SP, LL
<b>FI</b>	European Year in Finland	Finnish National Gallery; Museum / theatre / opera; over 250; CY, DC, UE, DP, ME.	Aboa Vetus & Ars Nova Museum (Museum / theatre / opera); Finnish Museums Association (NGO); ARX Arts Centre for Children and Young People / Aladdin's	To promote cultural diversity of Europe and an understanding of the importance and benefits of intercultural dialogue.  To engage and interest citizens in using intercultural dialogue as a tool for exploring and becoming more familiar with cultural diversity and to provide a	Activities focussed on young people, but also the general public. These built mainly on existing networks or activities and established events.  Four thematic network projects focussed on delivering seminars, workshops and events in museums, libraries and schools. Three nationwide	Promotion of intercultural dialogue among target groups, including forums for discussion and expression of opinion.  New networks were facilitated and existing networks reinforced.  Provision of tools for better incorporating intercultural thinking into activities in	SC, A&H

			Lamp Network for Arts Centres for Children and Young People (Community organisation); Finnish Youth Co-operation – Allianssi (NGO)	platform for the voices of the diverse communities to be heard.  To develop a partnership interested in intercultural dialogue.	competitions targeted writers from immigrant backgrounds and art and design among young people.	schools, museums and cultural heritage.  The “Helsinki Declaration” on inter-faith dialogue was signed by the religious leaders of the three Abrahamic monotheistic religions in Finland.	
<b>HU</b>		Hungarofest Kht. Kulturpont Iroda; 11 to 50; CY, DP, ME	None	The two main objectives were: to celebrate cultural diversity; and to encourage young people to participate in European programmes and networks. Key aspects were to train multipliers; to assist existing projects; to publicise the EYID; and to create a national network of operators to carry out ICD projects.	Young people were the main target of EYID. 40 projects were delivered (identified through a call for ideas in 2007), focussing on raising awareness through discussions, interviews and lectures e.g. via the radio and Youtube. There was also a series of events, for example the week-long "Naturally Youth" programme aimed at developing an understanding and co-operation between young people from all backgrounds through a range of activities.	Connections were made between several civic, governmental and private organisations.  Reached out to all age groups in civic society, through the variety and range of activities.  100 cultural operators attended training to help familiarise themselves with the subject and terminology of ICD, to help manage projects during the Year and beyond.  An e-document on ICD was compiled and distributed to educational institutions.	SC, A&H
<b>IT</b>	MOSAICO: melting the colours of Europe	Ministry of Culture; over 250	None	Development of a Communication Plan promoting EYID 2008 to include dissemination of materials and information to the public, using national and local media.  A National Agenda of activities was designed to promote the EYID to civil society.	MOSAICO was based on different kinds of cultural and artistic activities, including cultural heritage, visual and performing arts, literature and cinema.  Activities included exhibitions, workshops, conferences, concerts, festival, and events concerning the arts, media and discussions. A	Events for the general public and events for stakeholders across the country, including the Mediterranean and Balkans.  Events included 300 children from schools in Rome and 27 embassies of Member States.  A concert with a range of artists from different genres and ethnicities attracted 800	A&H, LL

					significant emphasis was also placed on a national media campaign, including web and TV resources, which raised awareness of events and showed footage of activities.	people.  An intercultural dialogue book was printed and presented to the Minister of Culture.	
<b>LT</b>		Cultural Enterprise: International Cultural Programme Centre; up to 10; CY, ME.	12 delivery partners including 2 formal education providers; 1 informal education provider; 3 cultural enterprises; 1 museum/theatre; 3 NGOs.	To enhance curiosity and respect in Lithuanian society.  To contribute to the creation of a friendly environment for the co-existence of diverse identities and ways of life.  To establish a network of organisations and individuals for promoting and developing initiatives in the field of ICD.	Activities had a strong focus on (formal and informal) education and young people. Cinema and photography were key components of many projects, e.g. a cinema educational programme, which included an opportunity for youths to create a film; and training for teachers about integrating cinema into the process of teaching. Exhibitions, conferences, discussions, lectures, workshops and film screenings were also common throughout.	Events; media attention; production of a series of publications; continuation and further development of the initiatives.	SC, A&H, LL
<b>LV</b>		National Authority: Secretariat of the Special Assignments Minister for Social Integration; 11-50; DC, ME	None	To ensure the accessibility of cultural diversity and the EYID. Information and education were the two major tools.	Festival of ethnic cuisine for more than 200 NGOs, schools, experts, media and citizens; seminars in four universities; an essay competition on cultural diversity for secondary school pupils; a competition for journalists that promoted unity; and an exhibition of information and education materials.	Results focussed on awareness raising in schools and universities. Activities also built networks with ethnic community NGOs and raised public awareness of topics such as diversity and fighting discrimination.	SC, A&H
<b>MT</b>	F.I.V.E	Non-Profit Public Foundation;	Atelier culture projects (Cultural	To increase awareness of the influences exchanged between	The five senses, as a language common to every culture, was the common	"Teddy goes round the world" attracted 687 attendees.	A&H, LL

		Foundation Centre for Creativity; 11-50; CY, DC, UE, DP, ME.	Enterprise); Koperattiva Kummerc Gust (NGO); Patrick Fenech obo Robinson Fenech Ltd (Cultural Enterprise)	various cultures in Malta.	thread for activities. There was a focus on hands-on / interactive activities that targeted a range of individuals, including the general public and artisans, and particularly children and young people. Activities focussed on music, story-telling, dancing, cooking, handicrafts and photography.	The Five Senses exhibition attracted 5,500 attendees.  Strong networks / partnerships established (e.g. organisations, artisans, young people); education and awareness raising among young people and adults; improved skills; united people from different backgrounds; development of a communication plan; and development of teaching resource packs.	
<b>PT</b>	In the Museum I see the Image of Me	National Authority: Alto Comissariado para a Imigracao e Dialogo Intercultural; 51 – 250; ME only	Tabanka Onlus, Italy (immigrants), Stichting Educarcao Sem Frontiers, Netherlands (Immigrants)	To promote museums as places of dialogue and where individual, societal and multicultural identities may be explored. Work focused on interpretative tools (guides etc.) for visitors on four themes: clothes, food, work and play.	Nine museums were involved, in Lisbon, Porto and the Algarve. Activities were developed primarily for children and young people, to guide them around exhibits. In addition, national activity during the Year included 900 events run by 500 organisations. Other activities included an inter-religious calendar; a musical for children, a cinema event with debate on diversity in Portugal.	Ten museum guides were produced together with a CD and DVD; and printed publications.	SC A&H, LL
<b>RO</b>	PUZZLE	Consultancy centre for European Consultancy Programs; up to 10; CY ME		To increase intercultural dialogue, mainly based on multilingualism, among the different generations, sectors and communities.	Highlighted the diversity of different cultures and the wealth of languages used for communication. Focus on arts and artistic processes. Wide range of activities delivered, mainly based around provision of information and awareness raising, e.g. video spatial installation, theatre performance, virtual	Positive media impact, studies and papers; attendance at cultural events; potential expansion of projects; collaborative opportunities.	SC, WP, A&H, LL

					museum and concerts. Some participatory activities, e.g. cultural evenings and street events, and the development of educational tools.		
<b>SE</b>	Home not Home	Museum/theatre /opera: Riksteatern; (over 250, CY, DC, DP, ME)	Riksställningar (SE, museum/theatre/opera National Authority, 51-250) Intercult (SE, cultural enterprise, up to 10) Re:Orient (SE, cultural enterprise, up to 10) Sprong (SE, cultural enterprise, up to 10)	Through the use of art: to explore themes of migration through a gender perspective; to develop new audiences; to encourage intercultural dialogue from a local to an international level; to explore new approaches to intercultural dialogue and international cultural exchange.	Focus on artistic activities, such as theatre, film and exhibitions. Also an emphasis on stories, readings, discussions and conferences. Involved grass roots to high level professionals. Targeted and used a range of under-represented groups for activities.	A number of partnerships / collaborations were built and new audiences reached. There was media coverage of activities and a handbook outlining experiences of developing new audiences was made available to cultural operators.  Evidence of activities recorded through video, interviews and photography available on Youtube, Facebook and Home from Home website.  Spin-off: four of the partner organisations were given a three-year government mission to develop intercultural work within the arts sector.	A&H, LL
<b>SI</b>	Europe at School	NGO, Slovenian Association of Friends of Youth; up to 10; CY, DC, DP, ME	Medobcinsko drustvo ZPM Nova Gorica (NGO); European House Nova Gorica (NGO); Drustvo Mladinski Ceh (NGO); Ministry of Education and Sport of	To contribute to a better understanding of the spirit of the European idea among young people and to develop awareness that, in spite of their differences, they belong to the European cultural and social environment.	Competition for young people at primary and secondary schools to write essays and poems, produce paintings, take photos, create internet pages and write research works. Discussions involving young musicians, writers, representatives of local authorities, politicians and journalists and a final ceremony were also held.	More than 18,000 young people took part in the competition, producing 9,300 art works, 800 photos, 7,400 literary works, 42 internet pages and 43 research groups.  A publication of the winning works was sent to educational institutions.  Knowledge of young people	SC, A&H, LL

			Republic of Slovenia; Regional Associations of Friends of Youth (NGO); European House Maribor (NGO); CID Center interesnih dejavnosti Ptuj (NGO)		An international conference was also delivered.	and their mentors was strengthened concerning the importance of understanding one another, about tolerance and solidarity among young people, nations, ethnic and linguistic groups and religious communities.	
<b>SK</b>		National Authority: Národné osvetové centrum; 51-250; CY, DC, UE, ME	Združenie miest a obcí Slovenska (SK, other, 11-50) Obec Štrba (SK, regional/local authority, 11-50) Folklorní sdružení České republiky (CZ, NGO, 11-50) Celoštátna slovenská samospráva (HU, NGO, up to 10)	To promote the idea of European co-operation and common cultural values across the nation.	43 specific projects implemented. Activities were a range of grass-roots civic activities through to events, workshops and conferences aimed at the general public (all ages) and professionals. A high-level conference highlighted diversity as a factor of stability. The web was used to raise awareness of the ICD project. A European cookbook was prepared. A CD and DVD were created showing four euro-citizenship animations in local culture and abroad.	Coverage of activities across towns and municipalities all over Slovakia. Promoted the ideas of EYID as the majority of events included the communication of a common European identity and articulation of the Slovak contribution to European culture. Collaborated with neighbouring EU states to deliver grass root activities.	SC, A&H, LL
<b>UK</b>	Intercultural Capital	Local Authority: Liverpool City Council; over 250; CY, DC, UE, DP, ME.		To explore and understand interculturalism.  To give an increased profile to intercultural dialogue, by linking it to the high profile European Capital of	Focus on practical activity. Emphasis on working with and building upon existing organisations / community groups and projects.  Supported 24 projects, plus the 08 Volunteering Programme. Art was used	Development of a methodology that breaks down the delivery of Intercultural Dialogue into practical ways of addressing the topic. It includes four strands: using art forms; promoting engagement and citizenship; discussing and	WP, A&H, SP

				<p>Culture programme.</p> <p>To develop and share examples of good practice.</p>	<p>to bring people together; there was a focus on young people through various events that encouraged a dialogue about ID; volunteering and community cohesion were encouraged; and Liverpool's core identity was celebrated through football photography and a documentary on the Beatles. A range of conferences, seminars, workshops and other events.</p>	<p>debating identity and nationality; and conference, festivals and other forums. The DNA of the city itself can also be used in a positive way.</p> <p>Other materials produced included a project booklet; an educational resource pack (distributed to every school in the city region); a DVD; and a website and supporting blog.</p>	
--	--	--	--	--	---	---	--

Key:

Target groups	Spaces
CY Children and Young people	SC Schools, universities, academies of learning spaces
DC Disadvantaged Communities	WP Citizens at their workplace/vocational training
UE Unemployed	A&H Arts and heritage
DP Disabled Persons	SP Sporting activities
ME Minority Ethnic Groups	LL Local level, cities, neighbourhoods

## **Annex Seven: Additional national activity**

## Summary of national activity in addition to EU co-funded national projects

	NCB activities	Other activities in addition to NCB activities	Information campaigns and logo users
<b>Austria</b>	2,459 school projects and 66 general projects. Altogether, €3 million of government funding was provided.	Under the banner of the Year a further 381 projects were implemented via the National Committee for the Year, by organisations other than the NCB. The Austrian Development Agency (ADA) provided funding of about € 1 million.	Seven main activities were implemented, representing funding of about €1 million: media cooperation between the Ministry and ORF the national broadcaster, in particular in support of the Dialogue Tour component of the national project (TV and radio publicity); media cooperation with six "free" radio stations; online media cooperation with <i>Der Standard</i> newspaper; series of creative media actions (school film week, interactive "culture café" initiative, long night of languages, good will ambassadors, press conferences, global education event); various printed media outputs; online events calendar listing 329 entries, and goodwill ambassadors. A wide range of partner organisations were involved including ORF, 18 radio stations, association of free radio stations, 20 regional and national newspapers, as well as businesses, municipalities and educational and cultural institutions.
<b>Belgium Flanders</b>	The Flemish coordinating body supported two projects in addition to the EU co-funded national project: <i>Antena</i> which provided foreign volunteers with training to help them secure work in a cultural institution; and <i>Cordova</i> which gave traineeships to foreign students in cultural centre.	The "Week of Taste" event to celebrate gastronomic heritage was given an intercultural emphasis – projects subsidised in each region and in Brussels; "In-fusion" intercultural events in hospitals; "Talent on the Run" aimed at compiling a database of artists with diverse ethnic backgrounds; "Young diverse talent in the arts" to coach and support young artists.	A Knowledge and Contact Point, based within the Department of Culture, Youth, Sports and Media, including a web portal, was the main communication channel for exchange of information and best practice and dissemination. Launch event to bring together stakeholders and civil society representatives. "Stop Racism" film screened at various events during the Year.  Campaign to diversify membership of juries, management groups, steering boards and consultative committees within the culture, youth and sports sectors.

<p><b>Bulgaria</b></p>	<p>14 activities funded by the Ministry of Culture amounting to €15,000, together with funding from municipal, civil and state organisations of €60,000.</p> <p>Activities included: a photography contest, “the sun shines equally for all”, organised by the European Commission representation in Bulgaria; “Spring in Europe” discussion between students and the Minister of Culture; international fair “Cultural Tourism 2008”; Day of Intercultural Dialogue; international exhibition of children’s postcards; SEE ME the biggest musical event in SE Europe was included in the official EYID programme; project “Dialogue, born of tradition” on the theme of wedding rituals and folklore; documentaries festival; festival “The Art of Baroque”; biennial of Bulgarian humour held in Hamburg; travelling photo exhibition “Close to home” on the topics of migration and forced displacement.</p> <p>An estimated 1,200 young people, different minority communities; new migrant settlements, and artists were involved in activities.</p>	<p>70 other activities funded by municipal, civil and state organisations including for example opening event; festivals, carnivals, exhibitions, concerts, themed Days and Weeks on music, humour, theatre, drama, youth drama, puppet theatre, masquerade, folklore, children’s art, dance, Roma culture, pantomime and satire, international rock and blues, classical guitar, jazz Festival of the Rose, singing and dancing, towns and villages from mountain regions, traditional costume, traditional crafts, photography, Armenian culture, Bulgarian ethnic groups, fertility, choirs, organ music.</p>	<p>29 national and local TV slots reaching an estimated 230,000 people; 63 radio slots reaching about 165,000 people; 80 newspaper clippings; 209 Internet references representing an estimated 1,011,700 users; 12 publications (catalogues) with 23,000 copies produced altogether; 35 other printed materials (posters, flyers, books of materials, programmes, billboards) reaching an estimated 303,700 people; and 10 movies and websites with an audience of 2,780.</p> <p>Target groups were young people inside the country; ethnic, religious and language minority communities; media and journalists’ unions; society at large; people from other Member States.</p> <p>70 logo users were approved, resulting in 150 activities and/or materials.</p>
<p><b>Cyprus</b></p>	<p>11 activities organised by the Ministry of Education and Culture in cooperation with other stakeholders and funded through central government and schools budgets. Included an international conference on languages and ICD, an ethnic festival, six “dialogue night” events, intercultural festival, together with a large number of activities organised by schools and including 48 photo and other exhibitions, and 52 seminars at local and regional levels.</p>	<p>NCB reported that many other activities took place under the EYID banner, including: conference “East reshaping artistic expressions: bridges or walls”; seminar “ICD: All the world, one world”; presentation of an anthology of 24 Turkish poets”; film screenings; and “Puppet theatre”.</p>	<p>Media campaigns, meetings and presentations aimed at the general public and funded by NCB and sponsors. Included: Cyprus Broadcasting Corporation sponsored the NCB Action Plan and provided four radio and TV spots. In addition the NCB participated in a TV art programme (<i>Entechnos</i>), took part in a well known daily arts programme (<i>Periplous</i>) on five occasions and in two one-hour special programmes from the same show. The NCB also had several other opportunities to present EYID events on various radio programmes, in Greek and English.</p> <p>The NCB Action Plan was also sponsored by <i>Phileleftheros</i>, the biggest circulation national newspaper, which produced a special edition of</p>

			<p>a weekly booklet (70,000 copies produced). A number of articles appeared during the Year where other stakeholders and schools publicised NCB-organised events.</p> <p>Two press conferences were held and press releases were sent regularly to all newspapers.</p> <p>In terms of promotional materials, the following were produced: 5,000 posters, 13,000 leaflets, 6,000 invitations to events, 110,000 bookmarks, 110,000 pocket calendars, 700 programmes, 700 art catalogues and 500 leaflets for the national teacher's conference. These were <i>inter alia</i> distributed to schools at the start of the Year, and also to NGOs and cultural organisations. EYID exhibition stands were operated at various events and banners used in public spaces. Calendars, two issues of the Ministry's monthly information bulletins, other reports and booklets were produced and the Year was featured in school magazines and newspapers.</p> <p>127 logo applications were approved, mostly for schools and cultural organisations.</p>
<b>Czech Republic</b>	<p>The NCB initiated a small number of activities under the banner of the Year, which were implemented in cooperation with the Delegation of the EC in Czech Republic and with the EU educational programmes and the Youth programme. These activities were integrated into the national project (in the form of the starting and closing events of the Year), but were financed by the above organisations.</p>	<p>Seven additional activities: International Theatre Festival; Ministry of Education – posters; Eurocentrum Zlín – literary and art competition for schools; "Teenage Media – Eurodiversity" – art competition for teenagers; Europe Direct Pardubice; European Day Against Racism; Friends of Czech Bible Association – exhibition of the Czech Bible; plus activities of the Delegation of the EC in Czech Republic and the Information Office of the European Parliament under the banner of the Year.</p>	<p>Information published on a number of websites, but no NCB funding available for information campaigns. Very poor response in terms of requests to use the logo (seven), reflecting the negative image the EU attracted among organizations working in the field of ICD and the general public.</p>
<b>Denmark</b>	<p>Approximately 15, but the NCB estimates this number could be much higher. For example the NCB arranged close to 50 information and</p>	<p>Difficult to gauge, but estimated at anything from 100 to 1,000. The NCB was aware of many activities related to ICD around the</p>	<p>About €50,000 from three ministries funded a national website – as a platform for collection and dissemination of information about policy;</p>

	<p>monitoring meetings for projects during 2008, which had a particular focus on international cooperation and intercultural dialogue. It is estimated that government funding for these activities amounted to about €500,000. Activities in 2007 included: meeting of stakeholders (attendance of 150) and the establishment of a Steering Group for the Year; in 2008 press releases, website launch, appointment of seven ambassadors, synergy with Lifelong Learning programme events and activities, poetry competition, and closing event.</p>	<p>country – many of which were included in the Intercultural Calendar on the national EYID website. Considerable numbers of activities, but difficult to track, reflecting the Danish tradition of decentralisation without control and reporting requirements. Many examples provided including: Nordic conference on cultural diversity in the arts; UNESCO conference; celebration of Europe Day in Copenhagen; travelling "human library"; road-trip project on tracking democracy in Denmark; Go Global festival in Aarhus; travelling film festival to schools, towns and cities; conference on inclusion and diversity in schools.</p>	<p>discussions, activities and events related to intercultural dialogue, to encourage the public to tell the NCB about and participate in activities and events. Press releases to newspapers and other media. Posters, leaflets, banners, go-cards – always including the logo and information about the EYID. Direct emails and professional and personal networks were used to promote the EYID.</p> <p>Content passed on to organisers responsible for the 2009 European Year of Creativity and Innovation to ensure continuity.</p> <p>Logo was free to download and applicants were not screened. NCB estimates about 3,000 activities/materials benefitted.</p>
<b>Estonia</b>	<p>Four activities with total funding of €86,236 (from the Open Estonia Foundation, State Chancellery of Estonia and the French Culture centre in Estonia). These were:</p> <ul style="list-style-type: none"> <li>➤ Open call for project proposals – 12 grants were awarded totalling €57,520.</li> <li>➤ Publication of Marjane Satrapi's autobiographical book in Estonian.</li> <li>➤ Lecture by Marjane Satrapi.</li> <li>➤ Screening of the film "Persepolis" in four cities.</li> </ul>	<p>12 other activities including: educational conference; European Festivals Association conference; Europe Day – Open Doors; Alter Ego EYID Flagship Project; round tables of the Estonian Folklore Council; seminar on labour migration and ICD; World Day 2008 (concerts, games and films); Baltic Expro 2008 (projects on education, languages and lifelong learning); seminar on linguistics; conference on ICD "I am tolerant, you be too!"</p>	<p>Information about the Year, including the opening event, was presented via the main TV and radio channels. Coverage during the year on radio and in national and local newspapers.</p> <p>Six requests for use of the log were approved, for universities, NGOs and local municipalities. It was used on leaflets, pencils, pens, maps, bags etc.</p>
<b>Finland</b>	<p>19 activities -there was no additional funding but the NCB Finland co-operated with various actors working in the field of ICD, culture, education or active citizenship to organise additional activities. These included: Information seminar on the EYID; Art Museum Theme Days; launch of a guide to teaching multicultural heritage; Information event on ICD, EU funding and EYID 2008; Europe Day; Cable Factory Talks on ICD challenges for the arts, cultural management and cultural policy; World Village Festival; seminar on funding for culture,</p>	<p>An estimated 61 other activities took place. These were promoted on the calendar on the national EYID website and included: plays, celebrations and parties, theatre, children's events, lectures, seminars, panel discussions, walks and literary events.</p>	<p>No information and communication activities identified that were additional to or entirely separate from the national EU co-funded project.</p> <p>23 requests to use the logo were received and 21 approved. These came mostly from regional or national-level operators such as the Finnish National Board of Education, Arts Council of Helsinki Metropolitan Region, cities or municipalities, Ministry for Foreign Affairs/Europe Information. A few requests were</p>

	<p>discussion forum (the Voice of the Young in IC Dialogue); Café Europe / Jani Toivola (European Commission/Permanent Representation in Finland); the European Way of Living meeting, annual autumn meeting for teachers; film event; panel discussion (Four Perspectives on Multicultural Literature in Finnish); 20th Anniversary Celebrations of the EU Youth Programmes; European Day of Languages; Cultural Forum; seminar and workshop for religious leaders; seminar for psychologists.</p> <p>These activities took place all over Finland.</p>		<p>received from artists whose productions related to the theme.</p>
<b>France</b>	<p>More than 500 activities under the EYID banner, 200 of which received grants from the government totalling €2 million. Eligible projects were selected by the Ministry of Culture and Communication.</p>		<p>National website, which had 28,817 visitors up to January 2009, or 80,932 page impressions. The site cost €20,000 and was funded by the Ministry of Culture. 7,000 copies of a brochure were produced detailing EYID activity in France and this was distributed at the closing event for the Year as a whole in Paris. Promotional material was distributed to the public via various routes including universities and municipalities.</p> <p>About 600 requests were made to use the logo and 530 were approved. A further 48 requests were made through the central EU website.</p> <p>Four editions of the Ministry of Culture's monthly magazine were produced during the year, which has a circulation of 35,000.</p>
<b>Germany</b>	<p>Between January and October 2008 there were 127 national projects and events published on the official website.</p> <p>An Embassy for the Year was established and 12 personalities in sport, art and culture were appointed as ambassadors for the Year.</p>	<p>90 other projects as part of the Year</p>	<p>Up to end October there were seven special TV programmes broadcast and many interviews taken from the events that the ambassadors patronised in their field as part of the Year's activities were broadcast.</p> <p>There were five media cooperation partnerships achieved with Medien Deutsche Welle, Hürriyet, radiomultikulti, La Gazette and Russian Media</p>

			<p>of Werner Group in Germany. This resulted in a variety of different activities, ranging from the preparation of the Year's expert interviews for the daily news programme, to building content for the debate "Nice to meet you – cultural coalition in 100 seconds". The EYID2008, radiomultikulti and Haus der Kulturen der Welt (House of World Cultures) in Berlin provided a platform for creative ideas of intercultural dialogue. Four competitions were also organised by the media partners.</p> <p>A cooperation initiative took place with the Sport Union of the Disabled in Germany and the International Paralympics Committee. This concerned a school newspaper project between European and Chinese pupils during the Paralympics Games in Peking in September 2008.</p> <p>The NCB managed the 'Intercultural Dialogue' website <a href="http://www.bagfw.de">www.bagfw.de</a> (a website of six major voluntary welfare organisations providing non-statutory welfare services in Germany).</p> <p>90 logo users approved, including by municipalities, cultural organisations, universities, schools, churches and youth entities, e.g. welfare and social work organisations, trade unions, foundations, unions, business enterprises and interested individuals.</p>
<p><b>Greece</b></p>	<p>Four activities organised by the Hellenic Ministry of Culture. These were: Launch Event with concert; Concert/play on "The Tale of Music"; Photo exhibition entitled "Journeys of the Roma"; Closing Event scheduled for January 2009. Total funding amounted to €172,434</p>	<p>Eight self-funded events aimed at the young, immigrant communities and cultural groups:</p> <ul style="list-style-type: none"> <li>➤ Cultural and music events in Preveza</li> <li>➤ Meeting of Member States on a new intercultural euro-Mediterranean Centre for UNESCO</li> <li>➤ Series of six events at the International Cultural and Scientific Centre comprising the Festival of Intercultural Co-operation and with UN involvement.</li> </ul>	<p>Seven strands:</p> <ul style="list-style-type: none"> <li>➤ Presentation of EYID to Parliament</li> <li>➤ Newspaper article</li> <li>➤ Live broadcast in several countries of play "1001 Actions for Dialogue"</li> <li>➤ Conference presentation on the theme of diversity in employment and social policy</li> <li>➤ Presentation of EYID at book exhibition</li> <li>➤ Distribution of brochures and leaflets at municipalities in Attica and other regions</li> </ul>

			<p>➤ Information on Hellenic EU Directorate website.</p> <p>Three logo users – NGOs and embassies for photo exhibition and cultural and musical events.</p>
<b>Hungary</b>	<p>The majority of activities were organised within the co-funded national project, but a number of additional activities were reported: distribution of 5,000 EYID flyers at the Sziget Festival in August 2007 (the largest arts festival in SE Europe attracting c. 100,000 people) – this was funded by the government in the amount of HUF 100,000; opening and closing events (€8,235) and closing celebration of Hungarian minorities (€716).</p>	<p>“The Other” museum project held an exhibition with guided tours on “race and history”, accompanied by press releases, which ran until April 2009 and reached a significant number of the general public.</p>	<p>Major events such as the opening event were covered by the national and commercial broadcasters, radio channels, and most national daily newspapers.</p> <p>To a lesser extent coverage was continued throughout the Year, and <i>inter alia</i> included significant number of leaflets and booklets, updates in the weekly e-newsletter produced by the NCB and reaching 7,000 subscribers in the cultural sector, mini video clips in cinemas across the country and awareness raising activities of various projects implemented as part of the Year. Engaging state TV was more fruitful than commercial channels.</p> <p>In March 2009 a TV series “<i>University of Dialogue</i>” comprising six episodes was shown on Duna TV – this is also available on DVD and will be sent to universities in Hungary.</p> <p>45 requests to use the logo were approved.</p>
<b>Ireland</b>	<p>61 activities (mostly events) organised by the NCB, under six programme areas, in partnership with a range of organisations. Government grants were provided for 18 of these activities, with 43 funded by the organisers themselves. Total NCB contribution of €62,700.</p> <p>Themes covered included: diversity, minority communities (Chinese, Polish), youth arts, sport, health, learning, anti-racism, Muslim perspectives, Jewish culture, entrepreneurship,</p>		<p>Inter-cultural and Anti-Racism Week 7-14 April with an education theme, supported by grant funding of €80,000 from National Action Plan Against Racism.</p> <p>RTE broadcast relevant programming during the week. Irish Daily Star published a supplement (using a €10,000 grant via the external media contractor). A radio spot promoted the associated toolkit.</p> <p>61 activities used the EYID logo.</p>

	women, refugees, religion.  Launch of the Year by President Mary McAleese.		
<b>Italy</b>	NCB reported that about 500 events were organised by cultural and social operators outwith the national project. Funding was a mixture of public and private.		RAI national TV and radio, and national and local newspapers were involved, using their own funds. The Ministry provided about €150,000 in the form of match funding for the national project MOSAICO.  An estimated 500 requests were approved for ministries, regional and local government, NGOs, cultural operators, immigrant organisations, religious associations and social operators. Use was reported as being mostly at a local rather than a national level.
<b>Lithuania</b>	One event, financed by the Ministry of Culture in the amount of €9,000. This was an international conference, "Culture in Dialogue: from EU external policies to post-modern colonialism".	Six known to the NCB; funded by the Lithuanian Parliament, a municipality, the European Commission, the Ministry of Science and Education, Ministry of Foreign Affairs, DnB Nord Bank, German Foreign Office, German Embassy, Lithuanian DAAD club, Mykolas Romeris University, Vilnius European Capital of Culture programme, and the Lithuanian Youth Centre. Activities included a discussion during European Week, a festival on green holidays, adult education week, a seminar on the role of higher education, a cinema workshop for children and a series of classical concerts.	Information on activities was disseminated by various means – on NCB websites, via six newsletters (1,061 recipients), and information material sent to libraries and universities. Most information was delivered by the NCB, but networks of NGOs were also involved as was the Europe Direct Network.  Three applications for use of the logo were received and approved. These concerned adult education week, a book for the cinema workshop and the "green holidays for European citizens" activities.
<b>Poland</b>	Nine activities were organised by the National Centre for Culture (NCB), in addition to the EU co-funded project:  ➤ Development of National Strategy for the EYID (including a public consultation) ➤ Organisation – national call for proposals	Some 76 activities were carried out under the banner of the Year but not financed by it including activity in the fields of arts and culture (concerning films, theatre, music, dance), education, religious dialogue, languages, heritage, "other" cultures and places, science	The NCB planned a range of activity including:  ➤ Regular media cooperation ➤ Website ➤ Radio campaign using EYID ambassadors ➤ Outdoor campaigns ➤ Essay competition publicised in the biggest

	<p>and selection of 13 partner organisations and establishment of cooperation mechanisms</p> <ul style="list-style-type: none"> <li>➤ EYID national website – 77,170 visitors to end October, included 12 newsletters</li> <li>➤ Catalogue of Polish best practice</li> <li>➤ Speeches at conferences (six occasions)</li> <li>➤ Quarterly magazine published</li> <li>➤ Calendar published</li> <li>➤ Graphic designs prepared</li> <li>➤ Opening Conference in Warsaw</li> </ul> <p>Total funding was €47,420 to end the end of October 2008.</p>	<p>and sport.</p> <p>Activities took the form of: campaigns, meetings, performances and concerts, a music festival, Muslim Culture Days, workshops and events for young people and youth workers, films, exhibitions, conferences, awards, artistic dialogue, and a Day of African Unity.</p>	<p>daily newspaper</p> <ul style="list-style-type: none"> <li>➤ Series of short competitions for young people announced on radio and in the press</li> </ul> <p>Estimated cost was c. €89,600, which was met by the NCB. Additional funding was provided by partner organisations.</p> <p>Organisations involved included: the national media, 13 partners implementing the National Project (EU co-funded), plus organisations funded through the patronage of the NCB.</p> <p>76 logo-users were approved, from NGOs (47), public institutions (24), private companies (3) and parishes. Motivation largely involved prestige, and a desire to promote the multiculturalism message and overcome stereotyping.</p>
<b>Portugal</b>	<p>14 activities supported with funding of €300,000 from the government. These included a transnational meeting, launch event, closing event, film festival, walk for intercultural dialogue event, cultural activities involving immigrant citizens, camping for young people, music events for younger children, inter-religious meetings, issuing by the Post Office of a stamp on an ICD theme, publication of books on ICD</p>	<p>NCB estimates that some 900 activities were funded by 419 public and private entities.</p>	<p>TV programme, radio programme and about 1,200 national local newspaper clippings. National EYID website coordinated by the High Commission for Immigration and Intercultural Dialogue.</p> <p>Logo available for free download, without any formal approval procedure. NCB estimates it was used in 930 activities.</p>
<b>Romania</b>	<p>Activities were developed by a Work Group comprising 11 organisations (including government). Each of these organisations implements, on a voluntary basis, several projects that sustain intercultural dialogue. Initiatives included:</p> <ul style="list-style-type: none"> <li>➤ European Language Label Awards</li> <li>➤ Intercultural Dialogue Days/Talk Down the Walls – part of the Living Together international project</li> <li>➤ Launch of the EYID 2008 in Romania</li> </ul>		<p>29 applications for use of the logo, of which 28 were approved.</p>

	Some 24 other events and activities were reported up to the end of July 2008, including youth events, debates, concerts, training, research, competitions, film festival, Europe Day, Children's Day, Refugee Day.		
<b>Slovakia</b>	<p>One event, the Opening Event of EYID 2008, organised by the NCB (Ministry of Culture); 18 others part-funded and comprising dance performances, concerts, drama, international conference, exhibitions on themes including gypsies, young talent, Arabic women. Forthcoming events include expert seminars, a music festival and concerts.</p> <p>Two events were co-funded by the Ministry and organised by the European Parliament Information Office in Slovakia (a cultural festival) and the National Trust Slovakia (a seminar).</p> <p>Opening event: €3,320 Info Office event: €1,660 National Trust seminar: €1,000</p>	<p>Eight other activities including:</p> <ul style="list-style-type: none"> <li>➤ community festivals,</li> <li>➤ Theatre and poetry festivals</li> <li>➤ Roma festival</li> <li>➤ Platform for young people</li> </ul>	<p>The following activities were funded via the external media contractor:</p> <ul style="list-style-type: none"> <li>➤ Radio interviews promoting EYID in Slovakia;</li> <li>➤ TV programming – five slots on four different channels, comprising interviews and reportage from events;</li> <li>➤ Media co-operation with second biggest Slovak radio station – advertisements promoting EYID events, programme content and general awareness raising during specific programmes.</li> </ul> <p>New website funded by the Ministry of Culture (cost: €6,640)</p> <p>14 examples of logo-use, primarily to label the events (eight from within the Ministry of Culture, two individuals and four stakeholders/NGOs).</p>
<b>Slovenia</b>	<p>In general, no special funding was made available for activities carried out within the Year. Financial sources within ministries and from government departments and other national institutions, projects and regular activities were used for activities dedicated to the Year and this is estimated to have represented funding of about €350,000.</p> <p>The NCB organised press conference to launch the year.</p>	<p>Some 29 additional activities were reported, involving government and NGOs, but the majority were financed by the organisations themselves (i.e. with limited or no public funding). Activities covered:</p> <ul style="list-style-type: none"> <li>➤ Conferences, round tables, seminars etc.;</li> <li>➤ Youth events;</li> <li>➤ Lifelong learning Week (with 650 events on an ICD theme);</li> <li>➤ Training courses;</li> <li>➤ Festivals;</li> <li>➤ Language and multilingualism activities;</li> <li>➤ Manual for teachers;</li> <li>➤ World Roma Day event;</li> </ul>	<p>Media campaign to accompany launch event (in collaboration with national broadcaster and the external media contractor).</p> <p>Events, round tables, seminars, exhibitions, press conferences, press releases, briefings, reports, interviews, feature articles, various printed materials (e.g. conference materials, special publications etc.), special TV programmes, EYID photo competition, EYID national and EU websites, a number of other websites, e.g. the Slovenian ministries' websites, the Presidency website, various NGO websites etc., cooperation with two national EYID media partners, advertising, communication through relevant Commission's</p>

		<ul style="list-style-type: none"> <li>➤ Event for World Refugees Day.</li> </ul>	<p>Representations, delegations and cultural networks, etc.</p> <p>The target group was the general public, policy makers, (representatives of EU institutions, national governments, cultural civil society from the EU and its neighbourhood), civil society, socially disadvantaged groups, youth, teacher trainers, head teachers, teachers, children, pupils and students.</p> <p>25 logo users covering a wide range of organisations and activities.</p>
<b>Spain</b>	<p>Three activities were organised and funded by the Ministry of Culture:</p> <ul style="list-style-type: none"> <li>➤ Closing Event: €17,000</li> <li>➤ FICI – International Cinema Festival for children and young people: €4.640</li> <li>➤ Citizens Equality Foundation – “Iguando miradas (Levelling gazes)” Campaign: €3.000</li> </ul> <p>The activity that gained the most attention was a virtual exhibition and competition (short films, music, photos etc.), where €60k in prizes was available.</p>	Some 257 other activities took place	<ul style="list-style-type: none"> <li>➤ Collaboration with the external media contractor and with the Ministry of Culture’s Press Office.</li> <li>➤ Development of a micro-site called “2008 European Year for Intercultural Dialogue” within the Ministry of Culture’s website.</li> <li>➤ Dissemination of leaflets and promotional material “2008 European Year of Intercultural Dialogue”.</li> <li>➤ Collaboration with “<i>Sí se puede. El periódico de la integración</i> (Yes, it’s possible; the integration newspaper”.</li> </ul> <p>The combined cost of funding by NCB for these activities was c. €16,000 (excluding the first). Total cost was about €25,000.</p> <p>125 applicants were granted use of the EYID logo. Users included foundations, social institutions, cultural associations, public sector bodies, universities, artists and cultural centres. Most were motivated by a desire to identify with EYID, to promote activities and gain a higher profile.</p>
<b>Sweden</b>	Numerous local activities reported, estimated at 5-15 activities per city (giving around 75 in total), together with additional seminars and	Examples include the conference “How soon is now”, which was a part of the Swedish presidency in the Nordic Council of Ministers, in	The communication strategy was based on the Swedish national project “Home not Home” exploiting synergies with the project and other

	<p>discussions on intercultural dialogue in different settings in association with the national project (Home not Home).</p>	<p>November 2008. It was also included in the "Home not Home" project agenda but not financed by it.</p> <p>Presentations and seminars on EYID by NCB and "Home not Home", on ICD, new ways of cooperation (synergies between national agencies and smaller organisations for example).</p>	<p>partners created throughout the Year. Activity was part financed through the EU grant, with contributions from other organisations' own budgets. Ministry of Culture website was used for dissemination.</p>
<p><b>United Kingdom</b></p>	<p>The Department for Culture, Media and Sport did not make any additional funding available so the priority was to ensure the EYID was recognised widely. The NCB also secured partnership funding to deliver one project, the Intercultural City conference, held in Liverpool (European Capital of Culture 2008). This event cost about €90,000.</p>	<p>Some 108 other activities took place, around the UK including in particular: London and the South of England, Scotland, Northern Ireland, NE England, the North west (Manchester and Liverpool), Yorkshire (Leeds and Bradford) and the West Midlands. Activity represented a very broad range including creative individuals, arts practitioners, social strategy experts, inter-faith and faith groups and arts and cultural organisations. The expression of ICD was showcased through music, drama, film, literature, religion, art, poetry, politics and the Internet.</p>	<p>Production of information materials, PR, media cooperation', competitions, events, seminars, ambassador programme, online material and stakeholder engagement. About €3,500 was provided by government to fund initial publicity and marketing materials.</p> <p>An EYID information pack was produced and hundreds distributed to partners and stakeholders. The Year was featured in a broad range of publications from national and regional newspapers to mainstream and specialist magazines. Some 248 press clippings were recorded, which the NCB calculates translates to a total readership in excess of 15 million.</p> <p>Media cooperations were realised with radio station "Kiss 100" to coincide with the EU-wide EYID "Culture on my Street" photo competition; and with Radio Salaam Shalom, an online broadcast project run jointly by Muslim and Jewish volunteers in Bristol. News of the photo competition was featured in the magazine <i>Amateur Photography</i>, which has a circulation of 25,000.</p> <p>Several high profile events were designed to attract a high level of media attention – for example the intercultural City Conference, a panel debate at the Edinburgh international festival and a regional panel discussion</p>

			<p>featuring MEPs.</p> <p>The 30 UK EYID Ambassadors played an active part in promoting the Year.</p> <p>125 applications to use the logo were received and 104 were approved. The logo was used by a very broad range of organisations and individuals.</p>
--	--	--	--

## **Annex Eight: Summary of potential impacts of the Year**

## Summary of lasting effects and potential longer term impacts

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
<b>Austria</b>	<p>The Federal Ministry for Education, Arts and Culture (the NCB) cooperated with ORF (the Austrian Broadcasting Corporation) for the Opening Event and the Dialogue Tour (which ran from the 4<sup>th</sup> of April to 6<sup>th</sup> of May 2008 in nine cities and publicized the work of NGOs and others). The Dialogue Tour was very widely publicized: evidence indicates almost 1 million heard about it at least once via TV and another million via radio. In addition, it is suggested that 67% of the population read about the Tour in printed media or accessed information on it via the Internet. Information posters and info screens were displayed in public spaces including on public transport and in underground stations.</p> <p>Cooperation with Free Radio Stations – six of these were built and they produced at least 48 programmes which were broadcast at least twice by 12 radio stations. Radio stations continue to be funded by the Ministry.</p> <p>Online media – Internet based daily newspaper the Standard.at carried 44 interviews, guest comments and news on the topic of ICD in daily lives, education and culture.</p> <p>Other activities included a school film week, an interactive culture café, and “<i>long night of languages</i>” event, which will be repeated in 2009.</p>	<p>The Dialogue Tour involved 180 NGOs and education providers (1,000 representatives) in the field of dialogue, integration and understanding, raising awareness of their activities.</p> <p>A broad range of organisations was involved in delivering information and communication activities, including the Ministry, ORF, nine regional studios, the Union of Free Radio stations and 20 daily and weekly newspapers.</p> <p>An increasing number of migrant organisations became involved as the Year progressed, whereas these had not had a very high profile before.</p> <p>Engagement with the private sector was healthy; larger businesses were supportive and the Chamber of Commerce ran a mentoring project where successful managers mentored migrants. ICD is relevant to many Austrian companies operating in SE European countries.</p>	<p>Austria started the Year already having a significant interest in the topic of ICD, so coherence with national policy was strong.</p> <p>It was a clear policy aim to activate civil society, including NGOs etc., but not only in the “arts” field, with an emphasis on everyday life. There was also a clear link to labour market policy in the sense of unlocking the potential economic contribution of immigrants.</p> <p>Of the 2,500 projects co-funded by the Ministry, mostly in schools, many will continue in 2009/2010. Requests for funding for related activity is running 25% higher than before the Year.</p> <p>The City of Vienna brought forward a housing initiative concerning giving access to “community apartments” by immigrants.</p> <p>There is currently significant government investment in language teaching in schools (parallel teaching, mixed groups, peer learning etc.) Special programmes are being developed to address early school leaving by migrant youth. It is also policy to increase the number of teachers from a migrant background (currently 2% as against 17% of pupils from the same background)</p>	<p>The Ministry created a new Unit for “Migration, intercultural Dialogue and Language Policy”.</p> <p>The strength of EYID activity was helped by the bringing together of government departments for education and culture by a new minister in 2007.</p> <p>A National Committee provided a platform for cooperation during the Year; which and included a wide range of institutions and injected a strong cross-cutting element. Old and new partners were included (e.g. social partners but also the association of cities and small towns).</p>

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
<b>Belgium Flanders</b> <sup>96</sup>	As part of the <i>Action Plan for the Interculturalisation of, for and by Culture, Youth Work and Sport</i> , a large scale national cross-media campaign was launched in 2007. The EYID in Belgium Flanders communication campaign was built on these existing initiatives. The Knowledge and Contact Point for Interculturality within the Department of Culture, Youth, Sports and Media acted as the main communication and information dissemination point for the Year. Information and knowledge was made available on the website, mainstreamed to the stakeholders and by means of a civil society representatives' "Platform", which was managed by the Contact Point. The website therefore was the central instrument of the communication strategy.	A large national "Platform" of civil society actors and stakeholders was set up and managed by the Knowledge and Contact Point for Interculturality as part of the national Action Plan. The Platform includes representatives of the Department of Culture, Youth and Sports, the local authorities, Forums of ethnic minorities, organisations and associations active in the fields of heritage, arts and sports (both on a professional and on an amateur level), youth work, socio-cultural work for adults, non-formal education and the third sector. The Platform meets on a regular basis to share knowledge and expertise. Thematic working groups were set up in order to focus on specific subjects related to interculturalisation and intercultural dialogue. This was continued and enhanced throughout the Year.	The national integrated policy for the interculturalisation of the culture, youth and sport sectors became more visible and gained credibility throughout the Year. Work continued in embedding the interculturality concept in policy instruments, including further encouragement to diversify workplaces, middle and top management, management and supervisory boards and consultative committees within the relevant sector organisations.  During the Year, the Department of Culture, Sports, Youth and Media launched a campaign to reach specific target groups in order to establish a large and diversified pool of interested and committed individuals willing and able to fill the types of posts described above..	
<b>Bulgaria</b> <sup>97</sup>	A communication and publicity campaign was organised by the Ministry of Culture and complemented other public awareness actions undertaken by public, municipal and civic organisations. It is expected that the cultural events implemented have enhanced awareness and sensibility	The NCB sought to engage with the main target audiences such as young people, communities of ethnic, religious and linguistic minorities, artists and media and journalists' unions.	It is expected that some changes in policies and approaches might take place in future, especially in relation to increasing the country's attractiveness to foreign visitors, reduction of stigmas and stereotypes in the media and increased sensibility to cultural differences, thus creating a better	

<sup>96</sup> National Strategy of Belgium for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_belgiumnl.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_belgiumnl.doc)

Responses of the National Coordinating Body to the NCB survey.

<sup>97</sup> National Strategy of Bulgaria for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_bulgaria.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_bulgaria.doc)

Responses of the National Coordinating Body to the NCB survey.

Technical Implementation Report.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
	about the traditions, customs and culture of diverse ethnic communities.		environment for diverse cultural expression.	
<b>Cyprus<sup>98</sup></b>	Major cultural (e.g. opening and closing events) and to some extent other events (e.g. seminars, conferences, competitions) were covered by the national and local media – the national TV broadcaster, radio stations and newspapers. There were a number of dedicated columns and special newspapers' supplements. The Ministry used their own financial and human resources for communication with the media via previously established relationships. The local media was said to be particularly enthusiastic about covering new topics (i.e. issues other than the "divided island" issue).	The NCB expects that, mainly due to a participatory approach, there is potential for increased participation and engagement in the future. Many activities were organised involving teachers, their professional organisations, education providers, pupils of primary and secondary schools and students. Most of the Year's activities were organised by the schools themselves.	A subject aimed at developing intercultural competences is being introduced into the primary and secondary schools' curriculum. Further changes are expected in policies and approaches in the education sector.	
<b>Czech Republic<sup>99</sup></b>	The activities of the national project, especially several major cultural festivals and events, attracted the attention of the general public and the media.  However, due to the limited resources available, the information and publicity	Cultural events were reported as meeting with great interest and to have been well attended by the general public, with participation by cultural operators.  Some of the project outcomes produced are relevant for education	In addition to the possible positive outcomes of cultural encounters that were taking place at cultural festivals and other events, activities in the education field have the greatest potential for changing policies and approaches in the future – an extensive analysis of multicultural	

<sup>98</sup> National Strategy of Cyprus for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_cyprus.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_cyprus.doc).

Responses of the National Coordinating Body to the NCB survey.

Technical Implementation Report.

Case study material.

<sup>99</sup> National Strategy of Cyprus for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_czech\\_republic.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_czech_republic.doc).

Responses of the National Coordinating Body to the NCB survey.

Technical Implementation Report.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
	<p>campaign mainly relied on the Internet – a special website for the Year was created providing information on events and activities, assembling information on intercultural dialogue in Czech Republic and disseminating results produced by the projects.</p> <p>The website was reported to be very popular in terms of the number of unique visitors and downloads.</p>	<p>providers, teachers and pupils and therefore have the potential to boost their participation and engagement in future. For example it is estimated that teachers' manuals will be used by 1,200 teachers in primary schools and other educational establishments, reaching around 36,000 students<sup>100</sup>.</p>	<p>education programmes and recommendations for making them more effective were presented and disseminated to various education providers, as well as a comprehensive manual for social sciences teachers.</p>	
<b>Denmark</b> <sup>101</sup>	<p>The Year's activities generated publicity in regional and local media, and several larger events attracted the general public. Events of an interactive nature, and the use of modern communication channels such as Myspace and Facebook, promoted engagement with the youth audience.</p> <p>Local level actors such as municipalities, NGOs, local integration workers and other stakeholders were important players in activities and effective promoters of 'intercultural dialogue'. In this respect, the EYID in Denmark was organised using a bottom-up approach.</p>	<p>Efforts were made to engage with stakeholders close to the target audiences so that the activities organised were relevant for society. Stakeholders which developed activities included national and local media, active youth, youth workers and teachers; relevant organisations within the culture, education and employment fields working on the ground, municipalities (24 of 49), local integration workers, and artists from diverse backgrounds. The activities were mostly interactive, rather than passive (creating short films and music art pieces etc.) and use was made of modern dissemination means. The NCB's view is that the engagement achieved with these stakeholders is likely to be continued</p>	<p>CIRIUS tried to mainstream the Intercultural Dialogue concept in their direct activities, e.g. organising a Grundtvig monitoring meeting on the theme of intercultural dialogue for Danish adult learning providers, an LLP valorisation conference on intercultural dialogue in education and learning, where Danish education providers of all levels and sectors participated in the event etc.</p> <p>Steps are being taken to develop a national action plan, "A common and safe future" and national funding schemes to support relevant initiatives.</p> <p>New projects and initiatives were being designed to take place in 2009</p>	<p>New initiatives are aiming at targeting existing structures and 'traditional' approaches. New organisations are being established, e.g. the National Centre for Arts and Intercultural Issues. This organisation has started discussions on creating an environment for diversifying the artistic arena, involving the Danish Refugee Council and Danish umbrella organisations for actors and artists in professional theatre production.</p>

<sup>100</sup> Technical Implementation Report.

<sup>101</sup> National Strategy of Denmark for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_denmark.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_denmark.doc) .  
Responses of the National Coordinating Body to the NCB survey.  
Technical Implementation Report.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
		in future.	under the Programme for Enhancement of Dialogue about Community and Diversity, such as 'Diversity in community – Use the School' focusing on dialogue in school communities including pupils and their parents; 'Halla-ama'r.tv.' - to enhance dialogue between young people of different cultural and religious backgrounds; 'Cultural contact first' – short practical courses for active diverse families wanting to become ambassadors for active citizenships in their local areas.	
<b>Estonia</b> <sup>102</sup>	<p>Efforts were made to engage with the media – the national television broadcaster (both in Estonian and Russian languages), national and local newspapers and radio stations and good results in this respect were reported by the NCB including coverage of the Year's major events such as the Opening Event. Coverage of the topic was ongoing throughout the Year on radio programmes and in local newspapers.</p> <p>Especially at local level, newspapers were considered to be enthusiastic about the topic, which went beyond the traditional issues of Estonian-Russian relations.</p>	Efforts were made to establish closer relations with teachers, high school students, youth workers, cultural operators and opinion leaders. It is expected that several conferences and seminars on ICD, training for youth workers and cultural events etc. will produce sustained results for future developments in this area.	As part of the Year's activities, the Integration Foundation initiated several open calls for proposals for NGOs and public youth centres on intercultural learning and dialogue. It is expected that this will be continued after the Year ends.	

<sup>102</sup> National Strategy of Estonia for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_estonia.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_estonia.doc).

Responses of the National Coordinating Body to the NCB survey.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
Finland <sup>103</sup>	<p>It was judged by the NCB that the EYID helped to bring the attention of the general public to ICD and related issues.</p> <p>The publisher Teos published texts from 13 writers of immigrant background in Finnish (this was part of the national EU co-funded project), the first time a mainstream publisher has taken such a step in Finland.</p> <p>A competition for migrants, held towards the end of the Year, attracted national publicity.</p> <p>A series of regional events were held in smaller towns and cities across the country.</p>	<p>The strategy adopted was to try and reach and involve stakeholders, particularly professional practitioners and decision-makers; emphasising the role of networks and the importance of sustainability. The most important goal was to engage with professionals and to emphasise the need for change within organisations.</p> <p>Many activities were also aimed at youth, and essentially concerned "identity" and the role of cultural institutions in deepening understanding of all cultures and traditions.</p> <p>The Helsinki Declaration on inter-faith dialogue indicates that religious leaders are very committed in engaging in inter-religious dialogue and will continue to do so in the future.</p>	<p>The Finnish National Gallery was already implementing a cultural diversity programme prior to the Year. The Year provided a boost to this activity and vice versa.</p> <p>Existing networks played a role in ensuring projects and activities were up and running quickly, so they were more likely to achieve impacts.</p> <p>Close attention is now being paid to the school curriculum, which is due to be revamped for 2010/11. Work is underway to ensure a strong element of ICD is included. The national museums and galleries organisation is also working with the organisation responsible for teacher training in Finland, planning with them a programme on diversity and dialogue, which has funding allocated for three years.</p> <p>Government support also continues in the form of developing ways to provide grants to immigrant artists for example, and generally offering more opportunities in the field of cultural diversity. There is new funding for immigrant programmes and for education.</p>	<p>The key messages within ICD will be taken forward by the "Culture for All" service, which provides information on diversity and is located within the national museums and galleries service. Learning from the Year will continue to be disseminated via this channel.</p> <p>In general the message that Finland has tried to get across is that ICD is not a project or one year, but an on-going process that involves everybody and continues in years to come. The intention is to review progress on ICD after two years to gauge impacts.</p>

<sup>103</sup> National Strategy of Finland for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_estonia.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_estonia.doc).

Responses of the National Coordinating Body to the NCB survey.  
 Technical Implementation Report.  
 Phone interview with NCB.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
France	<p>The Year was considered to have achieved a high level of media visibility, in particular via the national website<sup>104</sup> (30,655 visitors from March 2008 to January 2009, 83% of them French). A total of 481 media items were reported including: 149 press clippings (23 national and 36 in the specialist press; 321 web items and 12 audiovisual items (five on radio and seven on TV).</p> <p>A number of large-scale cultural events attracted the following numbers of participants: 750 at the opening conference; 9,500 at the eight <i>Afrique</i> events (concerts etc); the <i>Rencontre de Folies</i> art installation attracted 42,500 visitors, and a conference/debate with 1,200 attendees. The Franco-German initiative engaged a range of organisations and about 2,000 people, while “Interconnections” concerts and performances were attended by about 820 people, workshops by 90 and a debate by 50.</p> <p>The EYID logo was used by 539 organisations and four issues of the Ministry of Culture’s monthly magazine (circulation 35,000) carried the logo and articles on ICD.</p> <p>7,000 copies of an EYID brochure were distributed at the Closing Event for the Year in Paris. It was also disseminated more widely to project</p>	<p>Some 573 projects and activities took place across the French regions.</p> <p>The EYID logo was used by organisations including companies, festivals, teaching projects, sporting organisations, and cultural institutions. It was also used for learning tools, audio-visual products and workshops.</p> <p>There is evidence that project leaders who requested use of the logo were motivated by the higher visibility it would bring at regional, national and EU level and the opportunity to reach a wider than normal audience with their message.</p> <p>The majority of the labelled projects aimed their activities at young people with the objective to make them more aware of the issue of ICD, often in partnership with schools. About 15% of projects specifically addressed intercultural teaching and learning to live together.</p> <p>Participation was open to all types of organisation, but young people were given priority in terms of target audience. Most actions were aimed at the general public, although some were aimed at professionals (for the most part in the fields of culture, social policy and education) and others at researchers and university staff.</p>	<p>A campaign to promote take-up of the EYID logo was <i>inter-ministerial</i> (to create a strong dynamic between the different sectoral actors), and secured the participation of more than 500 projects delivered by diverse organisations across the whole of France, but focused around ICD. Some 200 of these projects received national government match funding (€2 million in total).</p> <p>This campaign was implemented regionally through regional committees for social affairs (or other regional government mechanisms), supported by regional cultural administrations and regional agencies for social cohesion and equality. Projects using the EYID logo corresponded to one of the three ICD dimensions of inter-cultural relations within France (living together), relations with different cultures within the EU, and relations between the EU and third countries.</p> <p>The concept of ICD is being taken more into account in policy development and 2009 will see a new call for projects inspired by the activities that took place during the Year.</p>	<p>The institutions chosen to work on the organisation of the Year continue to be the main actors in the ICD field.</p> <p>CNHI (<i>Cité nationale de l’histoire de l’immigration</i>) in particular has a central role to play in taking the agenda forward.</p> <p>The Parc de la Grande Halle de la Villette (EPPGHV) will develop a public space for ICD, according to its thematic area (architectural, socio-geographical and historic). It is developing artistic, educational and social activities.</p> <p>In 2009 there is strong interest is reported amongst various stakeholder organisations in pursuing follow-up actions in the field of ICD.</p> <p>The regional structures put in place by the government to manage the Year should enable the two structures to continue to work together to bring forward new projects.</p>

<sup>104</sup> Financed with €20,000 from the national government

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
	leaders, partners etc.			
<b>Germany</b> <sup>105</sup>	<p>The strategy was to prioritise the European dimension, and children and young people as European citizens. Therefore the approach taken was very broad – to engage and reach as many people as possible via a variety of activities – culture, education, sport, migration, religion and minorities and engaging the media.</p> <p>Media co-operation – newspapers and radio, TV features (speakers), expert interviews on radio, national press releases, supporter of the year Volkswagen and Deutsche Bahn, adverts</p> <p>Different regions had their own activities. A project in Brandenburg on Interculturalism as a motor for education and science (and education and science as motor for interculturalism) held activities throughout the Year, as well as a one-week festival which attracted around 25.000 participants. In Berlin, projects for schoolchildren led to the setting up of 25 working groups which developed 20 projects. Ten of the best of these received additional support for implementation in schools. The projects also produced documentary</p>	<p>Engagement with education providers was reported as strong – for example the project on 'Knowledge interculturalism' delivered 53 activities involving high schools, students unions, NGOs.</p> <p>Another strand of activities was organised in several locations to address the topics of interculturalism, integration, migration, tolerance and exchanging views with potential multipliers.</p> <p>A project involving the Union of German Adult Education schools held Internationally organised workshops, seminars and discussions, which were implemented in a significant number of adult education centres around the country throughout the year. Around 40 events took place around the country, with 6,200 participants, e.g. the biggest event took place at the German – Polish border at Frankfurt am Oder where the marathon of youth bands took place with 2,000 participants. The event was followed by a large sports event the next day.</p>		

<sup>105</sup> National Strategy of Germany for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_germany\\_en.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_germany_en.doc).

Responses of the National Coordinating Body to the NCB survey.  
Technical Implementation Report.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
	material and a huge 'picnic of cultures' event, which was reported to have been very well perceived by students.			
Greece <sup>106</sup>	Several major cultural events were covered by the national media. In addition, the NCB worked closely with the National Broadcasting Association, Greek Parliament's Channel, several major national newspapers, the Association of Greek Publishers and several municipalities for regular updates and press releases.	<p>An overall objective of the EYID 2008 in Greece was to create a suitable environment for an inclusive approach to increase access and participation in cultural activities by the entire country's population, including people from different ethnic backgrounds, cultural and ethnic minorities and immigrant communities to generate new and creative cultural expressions on one hand, but also increase cultural cohesion and dialogue on the other.</p> <p>In addition, closer engagement with particular target groups and stakeholders was reported while implementing the Year's activities including: artists from Mediterranean countries, children and youth (since many cultural events were aimed at them - concerts, fairy tale narrations, book readings, photo exhibitions etc.), Greek publishers and local administrations where using public outdoor spaces for cultural events resulted in closer engagement with the local people and a greater sense of ownership of the public spaces.</p>	<p>Several activities might have such impact in the future - for instance the Greek Parliament's Channel regularly disseminated information about the Year's activities.</p> <p>As part of the Year, the Secretariat General for the Management of European Funds within the Ministry of Employment and Social Protection organised a conference called "Diversity in Employment and Society – Investing in the Future".</p>	

<sup>106</sup> National Strategy of Greece for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_greece\\_en.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_greece_en.doc).

Responses of the National Coordinating Body to the NCB survey.  
Phone interview with the NCB.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
Hungary <sup>107</sup>	<p>Major events such as the opening event were covered by national and commercial broadcasters, radio channels and most national daily newspapers.</p> <p>Coverage was continued throughout the Year, and <i>inter alia</i> included A number of leaflets and booklets, updates in the weekly e-newsletter produced by the NCB (reaching 7,000 subscribers in the cultural sector), mini-video clips shown in cinemas across the country and awareness raising activities connected with the various projects implemented as part of the Year.</p> <p>“The Other” museum project held an exhibition with guided tours on “race and history”, accompanied by press releases, which ran until April 2009 and was aimed at reaching a significant number of the general public.</p> <p>In March 2009 a TV series “<i>University of Dialogue</i>”, comprising six episodes, was shown on Duna TV – this is also available on DVD and will be sent to universities in Hungary.</p> <p>Engaging state TV was more fruitful than commercial channels.</p>	<p>Capacity building and creating an environment for participation and sustained collaboration in the future was one of the main tasks the NCB set itself. A relatively small core of NGOs in Hungary is familiar with operating within EU programmes, but others need to be nurtured.</p> <p>The NCB and the Ministry for Education and Culture tried to work more closely with and activate potential “multipliers” such as cultural operators, organisations promoting minority cultures, the youth and civil society organisations. As a result of the Year, the NCB feels it managed to lay the foundations for cooperation among key players by identifying and mapping their activities and linking them with each other. A longer lead-in time for the Year would have allowed the engagement of a wider range of stakeholders.</p> <p>Emphasis was also placed on equipping potential project leaders with relevant knowledge and competences (including training for developing international cultural projects’ preparation and management skills). It is expected that this will contribute to the participation and engagement in the future.</p>	<p>Some 40 projects were identified for support through a call for ideas in 2007.</p> <p>Capacity building in different areas including various aspects of intercultural dialogue remains among the main priorities in Hungary.</p> <p>“Intercultural Dialogue in Lifelong Learning” conference in Budapest organised by the TEMPUS Foundation.</p> <p>In April 2009 a DVD entitled “<i>Dialogue during lessons</i>” containing educational material for secondary school pupils on the topics of multilingualism, migration, religion, minorities/stereotypes, was produced and will be sent to teachers.</p> <p>In May 2009, three teacher training workshops were held on ICD competences.</p>	<p>Activities were managed and implemented by KulturPont Iroda (an agency of government and the national Cultural Contact Point)), which continues to be active.</p> <p>A committee was established to facilitate cooperation between ministries (foreign affairs, labour, integration, education etc).</p> <p>ICD is starting to feature more prominently on ministerial working group agendas than before and is achieving higher visibility across government.</p> <p>Responsibility for the various aspects of ICD is reported to be embedded in the relevant ministries.</p> <p>One of the main assets resulting from the Year is the networks developed and links made both nationally and at EU level.</p> <p>A network of teaching institutions is taking the issue forward.</p>

<sup>107</sup> National Strategy of Hungary for the EYID 2008: [http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national\\_strategy/strategy\\_hungary.doc](http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/133-nationalcampaigns/national_strategy/strategy_hungary.doc).

Responses of the National Coordinating Body to the NCB survey.  
Technical Implementation Report.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
Ireland <sup>108</sup>	<p>It is judged by the NCB that general awareness has increased, even though the concept is relatively new within the national media context. This is mainly due to the high level support and involvement with the Year by the national and local government bodies, grassroots organisations and many other stakeholders. The overall profile of the Year was very high, and attracted publicity and visibility.</p> <p>Media 'readiness' was among the key elements for communicating the Year's messages to the wider audiences.</p> <p>In the recent years a new strand of coverage has emerged in the media relating to integration issues and there are a number of journalists specialising in this field, for instance the "Irish Times" (the main daily national newspaper) now has a supplement dedicated to Diversity and Equality and several 'integration' correspondents primarily writing on this topic; there was an explosion of local foreign language newspapers (e.g. in Polish, Lithuanian and Chinese) and independent, small circulation newspapers targeting these communities. Several bigger newspapers have supplements in foreign language. The Catholic Church recognised the need to engage with new communities – the newspaper "Irish Catholic" has a separate section related to this topic.</p>	<p>The overall strategy for the Year emphasised the importance of dialogue as one of the key components in building an intercultural society in Ireland which values diversity, equality and interaction, but which also values a shared sense of place and cohesion.</p> <p>Engagement and partnership working between the public service providers, grassroots organisations and other governmental and nongovernmental bodies was the key element of the national project as well as an overall emphasis of the Year.</p> <p>Cooperation covered A wide range of fields: public service provision, education, housing, health, communication &amp; media; arts &amp; culture; community participation &amp; sports; business sector; and cross-cutting themes - women, young people, North/South cooperation and an EU/international issues).</p>	<p>NCB expert support helped governmental bodies, civil society organisations and other stakeholders to draft and adopt their own intercultural activity strategies, for instance Intercultural Strategies for Health, Housing, Sports, Education, Arts and Interpreting and Translating services in public service provision.</p>	<p>Special units or responsibilities were established within the majority of national ministries; similar developments are taking place in the education sector, cultural and arts foundations, sports unions etc.</p>

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
Italy <sup>109</sup>	<p>The communication plan of the national project was to address the main media at national and local level: TV, radio, press and web. The national broadcaster was involved. The aim was to achieve as broad a level of media coverage as possible. Large public events were held, dedicated especially to culture, tourism and public administration. Target groups included cultural operators and immigrant communities, interreligious associations and community.</p> <p>The issue of ICD is more and more in the media, but linked firstly to the challenges of immigration and integration and secondly to security and terrorism. During 2008 and early 2009 these issues were discussed daily by politicians in the media. There are reported to be indications that people's awareness of diversity is also growing in a positive way, in the sense that society has realised that they will have to deal with integration and intercultural relations for rest of their lives, especially in border areas like the Mediterranean. This slow evolution and awareness is not growing without contrasting opinions and approaches and so there are difficulties "on the ground".</p> <p>In the NCB's view the general impact of the EYID 2008 was too small in scale to really change social attitudes. It noted that in a large country like Italy this kind of campaign would need an extremely large budget to give some</p>	<p>The national project focused on mixing different forms of artistic expression and cultural environments - cultural heritage, visual and performing arts, literature, cinema etc. with a range of activities nationwide aiming to involve the general public, especially young people, cultural workers and operators and scholars, but also involving artists from neighbouring countries such as countries from the Mediterranean and Balkans regions.</p> <p>Focusing mainly on the cultural field, NCB actions had as a target audience public and private cultural operators. The major cities were involved (3,000 questionnaires were sent) in the intercultural city project. The involvement of schools was reported to have been quite strong in all actions.</p> <p>The degree of involvement of stakeholders was rated satisfactory, especially immigrant communities and cultural operators, who were quite active.</p> <p>The response of the cities to the first European prize (pilot project) for the intercultural city was weak (around 80 questionnaires returned out of 3,000 and only 20 of them were of sufficient quality to be entered in the competition).</p>	<p>The NCB reports that no permanent initiatives are foreseen; hence continuing action to promote ICD appears unlikely at this stage.</p> <p>The Council of Europe White Paper on intercultural dialogue was published in Italian, by the Council of Europe in collaboration with the MIBAC, (launched by the Minister of Culture Sandro Bondi in a press conference in the Chamber of the Deputies on 18th January 2009). However no follow-on actions are visible at national level.</p>	<p>A specific link was created with other ministerial institutions and they were also involved in the communication campaign, especially the Ministry of Education, the Ministry of Interior and the Ministry for Equal opportunities.</p> <p>The Italian NCB body launched a proposal in early 2009 to create a national forum for intercultural dialogue and a permanent platform, involving all stakeholders which participated during EYID 2008, together with representative national and international institutions, in order to continue the discussion and create specific programme and projects, raising finances from governmental and private donors.</p>

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
	direct and tangible results.			
<b>Lithuania</b>	<p>A newsletter was used to inform people about activities during the Year (six editions with 1,061 recipients). Information materials were distributed to universities and libraries in the ten regions. Awareness raising concerned highlighting cultural diversity within Lithuania and Europe. Some evidence that direct participation in events stimulated deeper thinking about ICD in daily life.</p> <p>More articles on the subject of ICD noted than usual, but low expectation that this will continue after 2008.</p> <p>Informal learning, amongst young people in particular, was probably the strongest impact.</p>	<p>As well as the general public, targeting of publicity was towards representative organisations – NGO networks in particular.</p> <p>Several networks of NGOs were involved in information and communication activities, e.g. national youth organisations, NGO information and support centre, and the Europe Direct network.</p> <p>A diverse range of stakeholders was involved: including educational institutions, NGOs, cultural organisations and national government bodies. Collaboration and networking between stakeholders was stimulated.</p>	<p>Indication that some activities started during 2008 will be continued in 2009, with the expectation that this will largely be a bottom-up phenomenon, largely through networks and local communities. No concrete initiatives yet.</p>	
<b>Poland</b>	<p>Some of the projects carried out under the EYID are long standing and cyclical, which "will encourage the long term promotion" of ICD.</p> <p>According to a survey addressed to the newsletter recipients, 85.5% said that they were more aware of engaging in ICD, of which 72.3% of them had become significantly more aware.</p> <p>ICD appeared in more than 350 press materials in 2008.</p>	<p>Many of the institutions which carried out activities under the EYID were those which deal with ICD on a daily basis. "It might be assumed that with so defined statutory objectives, those institutions will continue their activity in the following years".</p> <p>High degree of involvement in ICD reported by employees of educational institutions.</p>	<p>The Sergio Vieira de Mello Award is granted to individuals and non-governmental organisations in recognition of their involvement in actions aimed at peaceful coexistence and cooperation of communities, religions and cultures. The Award has been granted for the past five years, which means that "using it to promote effective attitudes and actions aimed at fostering ICD may be increasingly effective".</p> <p>One project developed a modern educational approach to the question of ICD in schools; it is based on a range of principles which are to provide grounds for future intercultural</p>	<p>The website and forum established during the EYID will be sustained.</p> <p>The database, including activities delivered, will be maintained. "The best innovative dialogue-related projects may inspire institutions which plan similar activities in the future".</p>

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
			education in Poland.	
<b>Portugal</b>		<p>Increased participation of stakeholders reported at a local level.</p> <p>Increased press coverage reported – 1,200 news clippings for 2008.</p>	Some schools are continuing their projects after the end of EYID.	
<b>Romania</b>	Participants had increased their awareness of the importance of ICD.	<p>Expansion of stakeholder involvement, particularly in relation to cultural institutions.</p> <p>The profile of ICD has been raised in community programmes.</p>	<p>A national study on ICD includes a collection of good practices, which should represent a source of inspiration for future activities in the field. Several events were also attended by policy makers, who expressed an interest in taking into account the conclusions of this study.</p> <p>National institutions in charge of policies for national minorities and the integration of immigrants expressed particular interest in reviewing the current policy framework based on the conclusions of some of the activities, or to take into account these conclusions in the policy implementation.</p> <p>A more coherent conceptual and theoretical framework of ICD, adapted to the Romanian social context but related to the European and international approaches, was proposed and discussed.</p>	Establishment of a Working Group involving key stakeholders, which is likely to continue as an informal network after the EYID.
<b>Slovakia</b>			<p>The support of the ICD principles is embodied in the teaching plans for elementary and high schools.</p> <p>The Ministry of Culture is transferring the know-how and working methods to implementation of the European Year of Creativity and Innovation 2009.</p>	The website created for the Year will continue to provide information on ICD.

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
			This should increase the quality of implementation of the current and future European Years and help to build administrative networks.	
<b>Slovenia</b>	<p>A range of events, conferences and festivals were organised for public and private organisations, plus the general public. A significant proportion of events focussed on teaching and education.</p> <p>A range of information and communication activities were delivered, which raised awareness among the general public, political public, civil society, socially exposed or disadvantaged categories, youth, NGOs etc.</p> <p>Increased awareness was reported on the importance of culture in the external relations.</p>	<p>It was reported that the diversity of stakeholders engaged has increased.</p> <p>Press coverage has increased, from December 2007 to August 2008 Slovenia had 1,760 press clippings about ICD issues (before that about 200); the final number is expected to be around 2,250 to this date.</p> <p>It is judged that greater cooperation with civil society was achieved, in the form of continuous dialogue between NGOs, government and EU institutions.</p> <p>It is reported that ICD has become a priority within several spheres and levels of activities in the governmental and NGO organisations.</p>	<p>The decision on multilingualism was drawn up on the basis of a successful conference.</p> <p>In the field of education, there were changes of syllabuses where ICD was reinforced and therefore, more teacher training programmes were introduced.</p> <p>Special emphasis has been given to the role of young people in various policies, enabling them to participate actively in the decision making process.</p> <p>The framework of the EU Presidency includes Council conclusions on intercultural competencies, recommendations from conferences on ICD and related topics.</p> <p>The Ministry of Education and Sport will co-finance research studies in the field of ICD, school projects within national tenders, continuation of in-service teacher training programmes and development of new didactic tools for teachers.</p>	
<b>Spain</b>	It was judged that at local and regional levels, there is greater awareness from public sector bodies and civil society in general.	It is reported that participants and stakeholders have greater interest and involvement in ICD.	At local, regional and national levels, policies for the promotion of ICD "have gone beyond their traditional boundaries to become part of the field of culture".	
<b>Sweden</b>			The goals of the Year of ICD coincided with the goals of the	Greater cooperation reported between small organisations and larger national

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
			<p>Swedish Ministry of Culture. In June 2008 10 million SEK was given the Swedish National Arts Council to strengthen international and intercultural activities.</p> <p>The National Council of Swedish Youth Organisations has received state funding in order to pursue their work with the campaign until 2009.</p>	<p>agencies.</p>
<p><b>United Kingdom</b></p>		<p>The participation of a range of stakeholders was reported. These included the BBC, Arts Council, municipalities, community arts centres, regional agencies, Equality and Human Rights Commission, anti-racist organisations, Imperial war Museum, festival organisers, the National Trust (heritage), Sport England, the Refugee Council, regional economic development agency.</p>	<p>Examples of projects which provide strong indications of impact include: a conference on ICD best practices at community level resulted in a commitment by a number of key organisations to work together in future; In N. Ireland a conference and report on the future of race relations presents a fresh opportunity to promote a pluralist society with specific tailor-made approaches to Black and Minority Ethnic issues; conference and report on cross-border partnerships (Ireland and Northern Ireland) will inform policies in these areas.</p> <p>Bristol City Council was a strong advocate for EYID and established partnerships with key stakeholders including the University of the West of England, Centre for Intercultural Communication, Higher Education Academy, European Association of history Educators, equalities South West and others from the private sector. The Council was nominated for a European Regional Champions Award in the intercultural category.</p> <p>The Institute of Community Cohesion,</p>	<p>A number of stakeholders indicated that they intended to run events similar to those held during the Year in future, for example the Arts council's Sustained Theatre Initiative; the Victoria and Albert Museum's Arts and Language Project (a programme for students, refugees and migrants); the <i>Daily Mirror</i> newspaper's "Hope Don't Hate" campaign against racism; and Refugee Week will run again in 2009. the Edinburgh Festival is interested in presenting debates on ICD in their 2009 programme. A national directory on Diversity will include a chapter on EYID in the UK, providing information on the "intercultural" sector.</p> <p>The majority of log users have indicated that they would hold EYID-related or themed activity in future.</p>

Country	Increased general awareness	Increased participation and engagement	Policies and approaches	Structures
			<p>a partnership of academic, government and non-governmental bodies combined with four universities incorporated outcomes from the Year into a continuing initiative to capture experience from a range of projects to develop a resource guide.</p>	

## **Annex Nine: Case Study Reports**

Cyprus

Ireland

Romania

Spain

# 1.0 European Year of Intercultural Dialogue in Cyprus

---

## 1.1 Introduction

This case study is one of four carried out, as part of the evaluation of the European Year of Intercultural Dialogue (EYID), by ECOTEC on behalf of the European Commission's DG for Education and Culture. The findings draw upon the available background material (in particular the national strategy for the Year) together with a series of telephone interviews held during February 2009 (the semi-structured topic guide used is presented at Annex 10).

The case comprises three sections:

- Relevance of the topic to the national context;
- Delivery;
- Conclusions.

Interviews were conducted with:

- Valentina Saltet, NCB
- Georgia Doetzer, Rialto Theatre
- Anthos I. Shekeris, Anna Lindh Foundation
- Mary Pyrgos, Pyrgos Congress – Media Consulta's representative in Cyprus

## 1.2 Relevance of the topic to the national context

### 1.2.1 Background

During the last century Cyprus developed some of the characteristics of a multicultural society. Immigration has been relatively high, resulting in a mix of cultures, mainly of Eastern European, Middle Eastern and Asian origin, as well as the Greek and Turkish Cypriot indigenous communities.

The majority of Cypriot society consists of the Greek–Cypriot community, which is of the Christian Orthodox faith and represents 82% of the population; the remainder is the Turkish-Cypriot community which is Muslim<sup>110</sup>. The national strategy also notes that within the Greek-Cypriot community there are smaller religious groups of Maronites, Armenians and Latins.

The presence of tourism in Cyprus, Lebanese refugees and people fleeing several other crises in the Middle East has allowed the local population to become familiar with people from outside of their culture. However, it was noted that integration between cultures living in Cyprus is not always successful.

*"In general Cyprus has a very multi-cultural history and therefore is more open to difference than probably some other places... the country is very dependant on tourism, so it has to be open and welcoming to get people coming and enjoying their country. But on the other hand, racism exists."*  
Source: partner interview

Feedback from interviewees suggests that the need to address the intercultural concept in Cyprus heightened following the country's accession to the EU three years ago. The National Strategy for the EYID highlights the following broad challenges for Cyprus in this respect:

- The need to recognise the importance of intercultural dialogue in everyday life and for citizens to be willing to participate in it positively.
- The need for immigrants to become familiar with the local culture and for the host population to become familiar with the characteristics of the different immigrant groups, to promote understanding, tolerance and cooperation.
- All society partners, governmental administration and NGOs should be involved in intercultural activities on local, national and European levels.
- The role of education should be fostered, as the most important means for developing an acceptance of diversity and increasing understanding of other cultures.
- The younger generation should be encouraged to participate in activities aimed at intercultural cooperation.
- Artistic events with an intercultural dimension should be organised.
- Public information channels should be involved in the effort to understand diversity on a local, European and global level.
- Activities related to intercultural dialogue should be coordinated, in order to facilitate the exchange experiences and learning.

The Anna Lindh Foundation is an example of an existing activity in Cyprus which has begun to address some of the national challenges outlined above. It has provided a platform for the EYID to build upon, but interviewees considered it also illustrates Cyprus' familiarity with the topic area and the relevance of the topic to the national context.

The Foundation acts as a network of national networks of civil society organisations. It is an outcome of the Barcelona Declaration of 1995 – the political agreement established between the European Union and ten Southern Mediterranean partners in Algeria, Morocco, Egypt, Jordan, Lebanon, Palestine, Israel, Syria and Turkey (the Euro-Mediterranean Partnership). The Partnership is supported by the European Commission and is funded and reports to the governments of the Euro-Mediterranean Partnership member states.

The overarching objective of the Anna Lindh Foundation is to promote dialogue between cultures and contribute to the visibility of the Barcelona process through intellectual, cultural and civil society exchanges<sup>111</sup>: Young people between 14 and 40 years old are the priority target group.

The network comprises about 1,500 civil society organisations across the region that are involved in the promotion of dialogue, reflecting the diversity of societies and working across a variety of fields such as intercultural relations, heritage, religion, research, human rights, democracy and community development, arts, youth and education, gender, environment and sustainable development, and media. The Foundation provides grants to civil society organisations through an open tendering procedure. Examples of the type of projects supported are intercultural film festivals and teacher training programmes.

### 1.2.2 National EYID priorities for the Year

An example of how the national priorities for Cyprus were designed around the changing demographics of the country is the impact of immigration in schools. For many years most pupils in the Cyprus school system were Greek Cypriots. In recent years, pupils from other countries or of other ethnic origins started to attend public schools in greater numbers, and the partial lifting of the restrictions for access to the Turkish occupied area since April 2003 has further exposed members of the two Cyprus communities to each other. These changes highlight the need for intercultural dialogue.

Feedback from interviews indicates that the first national priority of the Year was to “sensitize” the educational community (comprising the administration of the Ministry of Education and Culture, together with teachers and students of all levels), to the importance of multicultural coexistence and the value of intercultural dialogue. This was considered an imperative for the Cyprus educational system, to reflect the rapidly changing situation in schools. The second national priority was to raise awareness amongst wider society, especially amongst the young, through cultural events promoting intercultural dialogue.

### 1.2.3 Stakeholder involvement

Civil society and stakeholders in Cyprus were involved in EYID activities from early 2007, when the Ministry of Education and Culture – the NCB in Cyprus - invited a number of organisations to participate in the preparation phase for the Year. As a result, the EYID action plan was developed by the NCB in collaboration and consultation with civil society and stakeholders.

This group of partners were referred to as the "wider body" and comprised government, educational and non-governmental organisations and social partners. The list below outlines organisations that were kept informed about the EYID and invited to participate in the "wider body".

- The Cyprus Journalists' Union
- The Local Authorities' Union
- Labour Unions (PEO, SEK)
- Teachers' Unions
- Higher Educational Institutions (University of Cyprus, private colleges and other Higher Educational Institutions)

- KISA and other relevant NGOs (including immigrants' and minorities' organisations)
- Departments of the Ministry of Education and Culture
- The Ministry of Justice
- The Ministry of Interior
- The Ministry of Foreign Affairs
- The Ministry of Labour and Social Insurance
- The Cyprus Police (especially The Police Academy)
- The Parliamentary Committee for Human Rights
- Representatives of the Religious Groups at the House of Representatives
- The Cyprus Tourist Organisation
- The Cyprus Sports Organisation
- The Cyprus Football Federation
- The Union of Higher Education Students (POFEN)
- The Youth Council
- "Rialto" cultural organisation
- "Artos" cultural organisation
- "Pyrgos Congress" communication company
- "Paphos Afrodite Festival".

#### 1.2.4 The role of partners

The first meeting, held January 2007, involved the majority of the partners listed above and resulted in an agreement on the nomination of a small group of officers and employees from the Ministry of Education and Culture to act as the Cyprus NCB. In addition, all partners present promised to cooperate with this body, and to disseminate the concept of EIYD to the members of their organisations and society as a whole.

Three meetings were organised in 2007 to develop the concept of the Year, gather ideas and generate content. Feedback from case study interviews indicates that these were well attended by various organisations, as a result of there being high expectations regarding funding. However, when it started to become clear that a relatively small amount of funding was available, the level of interest appears to have fallen. Despite this, the "wider body" was formed and continued to operate in cooperation with the NCB. A further meeting was organised at the beginning of January 2008 to discuss the results of the consultation process and to agree the activities and priorities to be included in the National Strategy. After that, there were no further formal meetings of the "wider body", the active players remained in contact throughout the Year.

Consultees highlighted that early in the preparation process for the Year, there was significant interest and plans to organise a number of activities, since the topic was considered very relevant within the national context. However, it later became apparent that the financial resources for the Year were very limited and therefore the number of activities that could actually go ahead was fewer and the level of interest from the potential participants and organisers diminished. In the end

and mainly for this reason, the majority of activities were organised by the NCB itself. However, interviewees acknowledged that the NCB "*did a very good job for the funding that was available*".

### 1.3 Delivery

*"Overall, the year was very successful. It touched several very important aspects such as education, ethnic minorities living in Cyprus and culture."* Source: partner interview

#### 1.3.1 Schools

Intercultural dialogue became an educational aim for the school year 2007-08. This meant that during the period September-October 2007, schools were informed about the issue and planned their activities for the period January-June 2008. These activities continued in the next academic year (September-December 2008). Activities in schools focused around the following:

- Aspects of the curriculum which could contribute to highlighting the issue of multiculturalism and intercultural dialogue.
- Creation of a cross-curriculum approach in order to clarify the meaning of intercultural dialogue.
- Secondary schools to organise a conference in which the issue was to be examined by lectures from specialists, teachers and students, through workshops, discussions or by presentations of survey results undertaken by students.
- Cypriot students to use ICT to bring them closer to the culture of their fellow students living in other EU countries.

Teachers were provided with information and training in preparation for the Year's activities. This was done through an international conference organised by the Pedagogical Institute<sup>112</sup> in January 2008, with teachers representing all schools. The conference included lectures and workshops on the following themes:

- Respect for cultural diversity and diverse beliefs;
- Dealing with complexity in social interaction in promoting equal opportunities;
- Methodological issues in teaching and dealing with cultural diversity; and
- Introduction of intercultural dialogue and intercultural dimension into the curriculum through the contributions of different cultures.

Following the conference, all participants were reported to have implemented ICD projects in their respective schools, in which students, teachers and community stakeholders were also involved. This was judged to have helped to promote and achieve cooperation between schools and between schools of all communities.

The Ministry was considered by consultees to have been successful in engaging schools – for example every school organised intercultural events and the subject was integrated into everyday

school life. In addition, a special subject was developed to add to the schools' curricula and aspects of interculturalism were added in other subject areas.

### 1.3.2 Other activities

The Pedagogical Institute organised a research project on attitudes and perceptions of Cypriot teachers on issues of culture and identity, the dynamic dimension of cultural identities, and the role of intercultural dialogue in creating European identity.

Many activities were organised by the Ministry of Education and Culture in cooperation with other stakeholders and funded through central government and schools budgets. This included an international conference on languages and ICD, an ethnic festival, six "dialogue night" events, an intercultural festival, together with a large number of activities organised by schools. There were also 48 photographic and other exhibitions, and 52 seminars at local and regional levels.

Other activities took place under the EYID banner and were promoted on the EYID website. Some examples include: a conference entitled "East reshaping artistic expressions: bridges or walls"; a seminar on "ICD: All the world, one world"; presentation of an anthology of 24 Turkish poets"; film screenings; and "Puppet theatre".

### 1.3.3 Promotional activities

EYID events were promoted through the national and local media, with press releases, TV and radio slots, and presentations on cultural radio and TV shows. Other forms of publicity were also used, including web pages, letters to schools, invitations to targeted groups, posters, leaflets and other promotional material.

All meetings and presentations that were aimed at the general public were funded by the NCB and sponsors. For example, the Cyprus Broadcasting Corporation sponsored the NCB Action Plan and provided four radio and TV spots. In addition, the NCB participated in a TV art programme (*Entechnos*), a well known daily arts programme (*Periplous*) on five occasions and in two one-hour special programmes for the same show. The NCB also had several other opportunities to present EYID events on various radio programmes, in Greek and English.

The NCB Action Plan was also sponsored by *Phileleftheros*, the biggest circulation national newspaper, which produced a special edition of a weekly booklet (70,000 copies). A number of articles appeared during the Year in which other stakeholders and schools publicised NCB-organised events. In addition, two press conferences were held and press releases were sent regularly to newspapers.

In terms of promotional materials, the following were produced: 5,000 posters, 13,000 leaflets, 6,000 invitations to events, 110,000 bookmarks, 110,000 pocket calendars, 700 programmes, 700 art catalogues and 500 leaflets for the national teacher's conference. These were *inter alia* distributed to schools at the start of the Year, and also to NGOs and cultural organisations. EYID

exhibition stands were operated at various events and banners used in public spaces. Calendars, two issues of the Ministry's monthly information bulletins, other reports and booklets were produced and the Year was featured in school magazines and newspapers.

The logo was reported to have been widely used by partners, as well as schools, for activities that were associated with EYID. For example, the Rialto Theatre used the logo on its monthly programmes during the Year. Teachers and pupils were encouraged to use the EYID logo in posters and other information materials prepared for their activities.

#### 1.3.4 Coordination and communication

In Cyprus, it appears that the importance of effective coordination and cooperation was understood and considered critical to the successful running of the EYID. Furthermore, attendance at the NCB meetings was highlighted as an important method to allow positive and progressive coordination and cooperation. A communication strategy was followed throughout the Year to ensure delivery of activities which included:

- Close cooperation with the mass media (the Journalist Union was part of the "wider body").
- Members of the NCB and "wider body" took part in television and radio programmes in order to present the aims of the Year and the initiatives that were planned.
- TV channels and newspapers sponsored the promotion of different activities.
- The Public Information Office published a leaflet on the topic prepared by NCB, which was circulated throughout Cyprus.
- The Public Information Office published a poster which included the winning entry from a competition for youngsters/students. This poster was circulated and included the official logo of the Year.
- The Ministry of Education and Culture, the Parliament Educational Committee and local authorities were able to make announcements about the Year through special editions, events and mass media.
- The EYID opened and closed with two official ceremonies accompanied by music/dance performances.
- The logo of the Year was provided to all partners to be used in their information materials.

*"The year increased communication and cooperation, particularly among those who were involved in the delivery of the Year." Source: partner interview*

The NCB also cooperated with governmental bodies such as: a municipality which organised a major arts festival; several arts organisations such as the Artos Foundation, Rialto Theatre, EKATE (artistes association); Jeunesse musicals; and several NGOs and public bodies such as the Anna Lindh Foundation.

Pyrgos Congress (the external media contractor's representative in Cyprus) was mainly responsible for publicity and relations with the media. Pyrgos Congress was closely involved –

participating in the "wider body" meetings and through contributing to strategic content development to achieve better results in terms of publicity and visibility within the public domain. Pyrgos had to reduce its initial plans and contributed to a small number of major activities such as one Cultural Festival, several events in the field of education, one art exhibition, several cultural events (such as Opening Ceremony), one seminar for teachers a small number of special publications and advertisements in the newspapers about the year and a young journalists' forum. The latter was judged to have been especially successful – it was considered to have been very well attended; generated interest and discussions, and young journalists were found in general to be more open, keen to learn and perhaps less dependent on stereotypes than the older generation of journalists.

As part of the Year, the Anna Lindh Foundation organised "Dialogue Nights" in 37 countries. The events in Cyprus took place on the 22 May 2008 and were supported by the NCB. These aimed to promote and create awareness amongst the wider public (in particular youth) of issues related to the significance of intercultural dialogue in everyday life. The organisers attached great importance to developing peaceful coexistence and intercultural cooperation between people from diverse ethnic and cultural backgrounds, whilst in parallel striving to increase knowledge of their common cultural heritage.

Another partner in the Year in Cyprus was the Rialto Theatre, one of the biggest cultural NGOs operating in Cyprus in the field of dance, singing and the performing arts. The organisation was part of the "wider body" coordinated by the NCB in Cyprus. The theatre was involved in and contributed to three events – the opening and closing ceremonies and the Festival of the Year. During the opening ceremony the Rialto Theatre delivered an activity related to the ethnic diversity in Cyprus and during the closing ceremony it staged a multi-cultural music performance involving national and international musicians from other European countries. These events were funded by the Ministry of Education and Culture. The summer festival was funded from other resources, which are usually available for this event every year, but which in 2008 employed the EYID logo. This was judged to have helped to give the event a European reference point, boosted the relevance of the event and stimulated discussions among the participants.

In general, interviewees expressed a positive feeling about the Year's success in Cyprus, especially in the field of education, which is where lasting effects are most likely in the longer term. A number of factors were critical in creating synergies between the different organisers of the national and local activities and the civil society. These included the involvement of NGOs, cooperation between organisations representing minorities and the involvement of the immigrant community.

### 1.3.5 Best practice

The following were considered by the case study consultees to be examples of best practice:

- The meetings of the stakeholders' representatives with the NCB, because this helped to build a friendly relationship which contributed to effective cooperation. Moreover, the network established between parties became the foundation for further future networking and cooperation on the topic.
- The focus for the academic year 2007 -2008 was intercultural dialogue, this helped to ensure not only that many activities took place during the Year, but also that the "spirit" of multiculturalism and of mutual understanding inspired the curriculum and new ways of thinking for teachers and students. Furthermore, the intercultural dimension has been embedded in all school curricula, ensuring sustainability of the programme.
- The cooperation between the NCB and journalists helped to ensure that the Year was well publicised.
- The involvement of immigrants' organisations in the activities ensured that EYID activities included all cultures in Cyprus.

#### **1.4 Conclusions**

The need to address intercultural dialogue was relevant to the national context. It was a topic that Cypriots were familiar with and work was in motion to address the topic prior to the EYID, which provided a platform for activities to build upon.

Civil society and stakeholders were engaged from the outset, which encouraged ownership of the Year and its activities. The "wider group" comprised a range of groups representing all ages and sectors across Cyprus. There was also high-level government involvement. Amongst the "wider group" membership there was strong partnership working and relationships and networks were created.

The preparation phase was thorough and began in early in 2007, which allowed the Year to be launched on time in January 2008. Although limited funds were available, the NCB used novel approaches to gain maximum results, including gaining sponsorship. The close partnership links, such as with the media, helped to promote events and achieve positive outcomes.

The focus of the Year was largely on the young people and teachers, and this should deliver long-term benefits. Furthermore, the partnerships and networks that were built may well stimulate further activity in the future. The media appears to have been closely involved in the Year's activities and instrumental in the visibility it achieved – the positive reaction of the Year's activities may inspire the media to continue to take an interest in and promote intercultural dialogue.

## 2.0 European Year of Intercultural Dialogue in Ireland

---

### 2.1 Introduction

This case study is one of four carried out as part of the evaluation of the European Year of Intercultural Dialogue (EYID), by ECOTEC on behalf of the European Commission's DG for Education and Culture. The findings draw upon the available background material (in particular the national strategy for the Year) together with a series of face-to-face interviews held during October 2008 (the semi-structured topic guide used is presented at Annex 10).

The case comprises three sections:

- Relevance of the topic to the national context;
- Delivery;
- Conclusions.

Interviews were conducted with:

- Philip Watt, Director, NCCRI (NCB);
- Fionuala Cregan, Project Manager for EYID 2008 (NCB);
- Dominika Topolska, Project Assistant for EY/ID, in particular liaising with Polish Community (NCB);
- Diane Nurse, Coordinator of Health Service Executive Intercultural Health Strategy;
- Breda Naughton, Integration Unit of the Department of Education (organised major education conference in relation to the development of the Intercultural Education Strategy);
- Bisi Adigun, Director, private theatre company Arambe Productions (directed a production of the play *Through A Film Darkly* to mark EYID 2008);
- Fiona Ni Fhaoláin, School Teacher (participated in intercultural week including making a presentation to the Joint Parliamentary Committee on Education and Science);
- John Brown, Keatings and Associates PR, MC subcontractor in Ireland.

### 2.2 Relevance of the topic to the national context

#### 2.2.1 Demographic developments

The relevance of the topic in Ireland is related in particular to the country's significantly changed demographic context. This is mainly as a consequence of the most significant increase in inward migration in its history. To some extent this diversity builds on the diversity (albeit relatively small numbers) that always existed in Ireland and which includes the Traveller community, Jewish and Muslim communities and Asian and African communities. Most of the inward migration into Ireland

is closely linked to the very rapid economic growth rates experienced over the past decade and the concomitant skills and labour shortages and positive effect of the immigration is widely acknowledged and recognised as a key to sustaining Ireland's rapid economic growth. Between 2002 and 2006, non-Irish nationals increased from 224,000 to 420,000 (+87%). The fastest growing categories were EU nationals, particularly from Eastern Europe and the Baltic states, along with people from Africa and Asia. Polish nationals are the biggest minority in Ireland (63,000 people)<sup>113</sup>.

There has also been a significant increase in religious diversity in recent years. Between 2002 and 2006 the Orthodox Christian community in Ireland doubled from 10,400 to 20,800. The Muslim community grew by 70% over the same period from 19,100 to 32,500 people. 92% of Irish nationals in Ireland are Roman Catholic, compared with 51% of non-Irish nationals.<sup>114</sup>

In terms of ethnic and cultural diversity 95% of the Irish population is 'White', including the Irish Traveller community (0.5%) and 1% are 'Black' and 0.4% are 'Asian', with a further 1% describing themselves as having a 'mixed background'<sup>115</sup>;

Contrary to the initial understanding that immigration was a temporary phenomenon, several years ago the Irish Government realised that "Ireland has changed forever" and that there was a need to mainstream the needs of everybody living in Ireland in all public policy areas.

## 2.2.2 Building on existing initiatives and actions

The EYID provided therefore provided an opportunity to build on, to bring added value to and inform existing and forthcoming intercultural and integration activities in Ireland, such as those undertaken under the European Year of Equal Opportunities, 2007. Two developments in particular helped to strengthen the activities of the EYID in Ireland:

Firstly, the establishment (at the end of 2007) of the Office for Integration and the appointment of Ireland's first Minister for Integration, recognising the need for coordinated action at the governmental level addressing integration aspects in Ireland. The office seeks to develop a comprehensive integration strategy in Ireland and covers three governmental departments: the Department of Community, Rural and Gaeltacht Affairs, the Department of Education and Science and the Department of Justice, Equality and Law Reform with special responsibility for Integration Policy.

Secondly, the Year was informed and sought to build on the National Plan Against Racism (NPAR): "Planning for Diversity' 2005–2008" – a three year plan that originated from commitments given by governments at the United Nations World Conference Against Racism in South Africa in 2001. The decision to develop the NPAR was further reaffirmed in "Sustaining Progress, the Social Partnership Agreement 2003-2005". This was a comprehensive intercultural framework aimed at combating racism and promoting a more inclusive, intercultural society in Ireland. The five themes of the intercultural framework set out in the NPAR were: 1) Protection, including a focus on measures to prevent discrimination and the role of the criminal law in combating racism; 2) Inclusion, including a focus on economic and social inclusion; 3) Provision, including a focus on

key public services such as education, health, employment, policing and housing; 4) Recognition: of ethnic and cultural diversity, including a focus on the media, the arts and sport; 5) Participation: including a focus on citizenship, democratic processes and the role of civil society based on both rights and responsibilities.

Because the Government's National Action Plan Against Racism was very important in addressing interculturalism in Ireland, it was decided to use and build on it as the framework for the National Irish EYID 2008 Strategy, by supporting initiatives that were consistent with reinforcing and bringing added value to the Plan, which had the potential for long lasting impact and which engaged a wide range of governmental and civil society organisations and involved interaction between majority and minority communities.

## **2.3 Delivery**

### **2.3.1 Preparation phase**

The NCB in Ireland was appointed in July 2007. Preparation work started by establishing a Steering Group and, in cooperation with it, drafting the EYID 2008 Strategy for Ireland. An extensive strategy consultation process with diverse stakeholder bodies in six consultative forums was organised between September and November 2007. The Strategy was launched by the President of Ireland in a large public event in Dublin on 24 January 2008.

Early preparation for the Year was very important, as this gave time for stakeholders to be presented with the draft strategy, reflect and come back with the ideas about how they could contribute to the Year's implementation.

It was recognised that in the beginning it wasn't entirely clear to policy makers and stakeholders what the EYID meant for Ireland. However once the Government decided that the appropriate national body to coordinate the Year in Ireland was the National Consultative Committee on Racism and Interculturalism (NCCRI), then it became clear (mainly due to the experience and activities that were already progressing in Ireland) that the concept of the Year and its meaning for Ireland was much broader than arts and culture and also involved interculturalism.

The Year was coordinated by the NCCRI in association with the Office of the Minister for Integration and the Equality Commission for Northern Ireland.

### **2.3.2 National Consultative Committee on Racism and Interculturalism**

It seems that the personal and organisational experience in the field and of European Years, and the expertise and reputation of the NCB in Ireland significantly contributed to the way the Year was organised.

The NCCRI was established in 1998 as one of the outcomes of the 1997 European Year Against Racism (EYAR). That European Year was coordinated by a body specially established by the Department of Equality and Law Reform and comprised government departments/agencies and

non government organisations. A key aim of the 1997 Year was the development of sustainable policies to address racism, particularly at national level. In the Report of the 1997 Year by the then National Coordinating Committee, four key recommendations were made, including the establishment of a special advisory body dealing with and addressing the issues of racism and interculturalism; and to provide support and a lead on the topic at the national level.

To progress the work commenced as part of the EYAR, the National Coordinating Committee recommended to the Department of Justice Equality and Law Reform, the establishment of an Advisory Committee on Racism and Interculturalism, with a budget to cover core staffing, programme resourcing research and a funds for local actions<sup>116</sup>. The Committee was set up as an independent partnership body bringing together government and non-government organisations and is funded by the Department of Justice, Equality and Law Reform. Funding for the Community Development Support Unit comes from the Department of Community, Rural and Gaeltacht Affairs and the Department of Social and Family Affairs. It was established with a staff of 12 and core funding of €0.5m per annum.

The roles and activities of the NCCRI included<sup>117</sup>:

- Advisory role;
- Training and resources;
- Community development;
- Monitoring racist incidents;
- Information and public awareness;
- North/South (of Ireland) dimension;
- European and international dimension;
- National Action Plan Against Racism.

NCCRI/NCB support helped governmental bodies and civil society organisations to draft and implement their own strategies for intercultural activity, in particular drawing on the following strengths:

- Field expertise - the NCCRI Director and other specialists working at the organisation publish extensively on racism and interculturalism issues and are well respected experts in their field;
- Coordination – establishment of a Steering Group comprised of Government Departments and key stakeholders from civil society including NGOs working with minority ethnic groups; the Irish Business and Employers Consortium (IBEC) and bodies such as the Arts Council and Culture Ireland.
- Management and human resources – an experienced project manager was appointed for the Year.
- Liaise with largest ethnic communities – a knowledgeable liaison officer was appointed.

It was considered important that the NCCRI was funded by the state, but at the same time was independent. The NCCRI had strong relations with civil society organisations; mainly because it provide a platform where issues could be raised openly (e.g. it was able to bring together service providers and representatives from the Polish, Chinese and other communities to discuss real challenges and where service providers could learn about the actual needs).

### 2.3.3 The National Strategy

The National Strategy in Ireland was based on the following principles<sup>118</sup>:

- Strategic initiatives that highlight, inform and bring added value to existing Government policy and which seek to build an intercultural approach to integration;
- Sustainable initiatives that have the potential to have a long lasting impact and which create synergies and added value beyond what was first planned or expected;
- Collaborative initiatives that are essentially about interaction between majority and minority communities to foster understanding, equality and respect.

Based on the priorities set out at EU level, a draft strategy for the Year was presented and discussed at a series of public consultative meetings from September to December 2007. The strategy emphasised the importance of dialogue as one of the key components in building an intercultural society in Ireland which values diversity, equality and interaction, but which also values a shared sense of place and cohesion.

The National EYID 2008 Strategy in Ireland included six main programme themes:

1. Service Provision, including a focus on Education;
2. Media & Communication;
3. Arts & Culture;
4. Community Participation and Sports;
5. Business;
6. Cross-cutting Themes including Women, Young People, North/South and an EU/International Focus.

The Draft Strategy prepared by the NCCRI drew on significant contributions from the Steering Group, before an extensive consultative process was conducted with key stakeholders. There was also a series of meetings with some of the largest migrant and minority ethnic communities in Ireland including the Polish, Lithuanian and Chinese communities.

### 2.3.4 Partnership working

The NCCRI sought to work in partnership with a broad range of government and non-government bodies, with a focus on long-term sustainable outcomes. There were two key elements to partnership working in Ireland:

Firstly, the establishment of the Steering Group in the early stages of preparation for the Year was considered one of the key success factors, because it helped in coordinating the Year by including Government Departments and key stakeholders, including NGOs working with minority ethnic groups, the Irish Business and Employers Consortium (IBEC), the Arts Council and Culture Ireland etc. The Steering Group drafted the National EYID 2008 Strategy for Ireland, which was later informed and endorsed by stakeholder consultative round tables.

Secondly, organisation of consultative round tables linked to six key programmes identified for the Year. This produced a strategy and work plan, but also a commitment to contribute to its implementation as an outcome of a range of consultations with key stakeholders including the community and voluntary sector, the sports, arts and statutory sectors, the business and trade union sectors, organisations working with women and young people and representatives of migrant and minority communities in Ireland.

The main benefits expressed by participants in these processes were:

- The opportunity to participate from the very beginning and contribute to the development of the content of the Year significantly enhanced support and participation among stakeholder organisations;
- Learning: service providers and grassroots and community organisations quickly realised that they have a lot to learn from each other. Without a facilitative platform, it would have been difficult to achieve the same degree of collaboration between the service providers and community groups;
- All of the people interviewed for the case study emphasised the importance of the Steering Group as tool for coordination and sharing of experiences and information;
- By participating in the process from the beginning (design stage), there was desire for the Year to be implemented successfully, which resulted in additional resources (financial, organisational etc.) being made available to the Year.

For example, an individual who participated in one of the sports dimension consultative meetings came forward with the idea that local sport clubs could better engage with the ethnic communities via sport activities. On the one hand, the umbrella organisation of the local sport clubs realised that they hadn't considered ethnic minorities as a new resource for them, and on the other hand that addressing this gap would contribute significantly to building inclusive communities and therefore to the EYID objectives. They had an idea to encourage girls from ethnic minority backgrounds to engage in sports. The NCCRI provided support (staff time, logistics, profiling the event etc.), the EYID logo and attended open days hosted by local sports clubs around Dublin, which attracted pupils from schools with large ethnic minority populations. As a result the local sport clubs concerned attracted support from the Irish National Sports Council to fund the events.

### 2.3.5 Broad interpretation of the Year's concept

The following were foreseen as the main principles of the Year in Ireland<sup>119</sup>:

- Greater understanding and dialogue with key migrant, religious and minority communities;
- The further development of intercultural strategies by key stakeholders, including government departments;
- Greater public awareness about diversity in Ireland;
- Outcomes for the Year that will make a significant impact;
- An emphasis on imaginative and engaging events.

The approach of the national project was considered very different compared with other countries. Instead of supporting several initiatives, the main focus of the national project was to promote the Year as a space / platform for people to focus on intercultural initiatives and dialogue and give priority in their work throughout the Year. In addition, several high profile events were organised as part of the Year:

- A high profile launch event (attended by The President, with around 600 guests and music and theatre performances);
- An Intercultural Week (7-14 April 2008) – with significant financial support from the Government – a high profile awareness raising week, during which around 200 events took place (the national broadcaster RTÉ was also involved; an educational toolkit for schools was presented; a poster campaign was undertaken in primary, secondary and third level education establishments; universities had different anti-racism seminars and multi-cultural camps; and there were multicultural weeks in schools).

### 2.3.6 High level government support

Because the Year was built on existing work it had broad governmental support, which allowed to be 'open' to new areas for discussion and work. Support was forthcoming from the following parts of government

- Minister for Integration;
- Minister for Arts Sports and Tourism;
- Minister for Justice, Equality and Law Reform;
- Prime Minister's Office;
- The President of Ireland;
- The Office for First and Deputy First Minister and the Equality Commission for Northern Ireland (by close working with them);
- Other government departments that committed their own resources to develop intercultural activity strategies etc.

The Year as a whole was coordinated by the NCCRI in cooperation with the Minister for Integration and this helped to achieve a high profile and played a crucial role in coordinating integration

aspects in Ireland. The Minister for Integration and other Ministers attended intercultural public events and conferences.

### 2.3.7 Media 'readiness'

Media 'readiness' was a key element for communicating Year's message to broader audiences. In the recent years the media has started to address integration issues more and there are now a number of journalists specialising in this field. For instance the "Irish Times", the main daily national newspaper, now has a supplement dedicated to Diversity and Equality and several 'integration' correspondents primarily writing on this topic. There has also been a rapid increase in local foreign language newspapers (e.g. in Polish, Lithuanian and Chinese) and independent, small circulation newspapers targeting these communities. Several bigger newspapers have supplements in foreign languages.

## 2.4 Conclusions

### 2.4.1 Relevance

The topic appeared to be very relevant for Ireland for the following reasons:

- The significantly changed demographic context in the country;
- Mainstreaming of integration aspects as a top priority of government policies;
- The Year was an 'organic development' that was able to build on existing initiatives and actions;
- Partnership working and joint development of the National EYID 2008 Strategy with public services providers, civil society organisations and other stakeholders such as representatives from the private sector etc. made the strategy more relevant by nurturing a sense of ownership;
- A number of grassroots organisations were already working with aspects of interculturalism, but the Year notably raised their profile.

### 2.4.2 Coherence

In addition to the National Plan Against Racism, the National EYID 2008 Strategy and its actions were interwoven within an overall intercultural approach to integration in Ireland:

- The Social Partnership Agreement 'Towards 2016' gives important commitments to issues such as integration, migration and equality;
- Equality legislation, 1998–2004 which is inclusive of the nine grounds of equality including 'race', membership of the Traveller community and which covers discrimination in employment and the provision of goods and services. The establishment of equality bodies was also part of equality legislation;
- The National Action Plan against Poverty and Social Exclusion, which provides a common EU framework on reducing poverty and social inequalities;
- The Report from the Task Force on Active Citizenship;
- The interfaith dialogue coordinated by the Department of The Taoiseach (Prime Minister's Office);

- The linkages with the Northern Ireland Racial Equality Strategy;
- Some of the stakeholders interlinked EYID 2008 actions in Ireland with other strategic documents in their field, e.g. the Integration Unit of the Department of Education and Science interlinked the EC Green Paper for Education, OECD and the Council's of Europe guidelines in preparing National Intercultural Education Strategy.

#### 2.4.3 Efficiency

Early preparation activities gave organisations enough time to develop ideas and prepare relevant and interesting initiatives, as well as to gather additional co-funding or commitment of internal resources. Although the budget for the Year was relatively small, joint working allowed the NCB to have a role as a dialogue facilitator of the Year rather than a 'grant allocating' organisation (financial resources were important, but securing and building participation was important for the Year to generate more sustainable outcomes). Merging of available public resources: the Irish government contributed resources to the Year; the Department for Health contributed its own resources for the development of the Intercultural Health Strategy; the Department of Education and Science are preparing their own Intercultural Education Strategy; sports associations committed their own resources to prepare an Intercultural Sports Strategy; and private sponsorship was attracted (e.g. the NCCRI organised several 'Sponsorship Nights' to attract private resources for the Year).

On one hand the limited budget for the Year was seen as an advantage – it resulted in more creative and strengthened cooperative working: on the other hand, consultees felt that an ability to set up a small grant system to support local communities in their ICD-related activities may have had added value to the Year, because some of the organisations, e.g. especially voluntary, minority organisations (e.g. Chinese) had a range of ideas, but little money to contribute to the Year.

#### 2.4.4 Effectiveness

Elements that indicate the effectiveness of the organisation of EYID 2008 in Ireland include:

- The range of activities that targeted the strategic policy level (e.g. preparation of intercultural activity strategies) helping to build the foundations for further actions;
- Wide engagement with a diverse range of stakeholders;
- Activities were designed to mainstream the benefits down to the grassroots as much as possible;
- The Year benefited by building on extensive existing activities and policies;
- Outputs are relevant because they were proposed and developed by stakeholders themselves;
- Because organisations had to commit their own resources to participate, their interest and commitment in delivering results was secured. On the other hand, generating match-funding was possible because of the availability of a range of government funding opportunities;
- Extensive consultation forums generated new dimensions to the intercultural framework in Ireland, including for example cross-cutting issues concerning women and ethnic minority youth.

Several specific intercultural strategies were developed in several key important areas:

- Intercultural Health Strategy (National Intercultural Health Strategy 2007-2012);
- Intercultural Housing Strategy (Building Integrated Neighbourhoods: Towards an Intercultural Approach to Housing Policy and Practice in Ireland);
- Strategy for Interpreting and Translating Services (Developing Quality Cost Effective Interpreting & Translating Services for Government Service Providers in Ireland);
- RTÉ (national broadcaster) developed an internal strategy on supporting interculturalism.

In addition, several other strategies were reported to be under development:

- Intercultural Education Strategy;
- Intercultural Sports Strategy (e.g. Irish Athletics Union and Rugby Union committed themselves to prepare intercultural strategies);
- Intercultural Strategy for Involvement of Young People from the Ethnic Communities.

The consultees expressed the added value of the Year as follows:

- The Year provided 'high level' space to consider what it means to live in a multi-cultural and multi-ethnic society including the issues of racism;
- Some of the activities would have happened anyway, but the Year reinforced the messages and gave 'high-level assurance' that Ireland is on the 'right track' in terms of dealing with its changing demographic context;
- New and very important dimensions such as those concerning women and youth from ethnic minority groups were added to the intercultural and integration framework as part of the Year;
- Cultural and arts events and activities were added to the National Plan Against Racism, 'Planning for Diversity' 2005–2008 as part of the Year;
- The EU brand helped to reinforce the ICD message – providing reassurance that the direction is right and the concept is recognised and supported at a very high level and EU-wide.
- The Year helped to raise the profile of many organisations that had been working in the field in Ireland for many years;
- It provided an opportunity to ask communities how they felt and what the main challenges were for them living in Ireland.

#### 2.4.5 Sustainability

Early indications which favour sustainability include:

- Intercultural dialogue and integration is a 'live' issue in Ireland;
- Activities were targeted at the strategic policy level;

- There was high-level government support including on the part of the State Minister for Integration, which helped to keep the topic on the political agenda;
- Engagement was achieved with a diverse range of stakeholders including policy-makers, public service providers, civil society and grassroots organisations, private sector, sports and culture organisations;
- The Year has provided a range of activities to build on and the intercultural activity strategies adopted in several sectors will provide a future framework for follow-on actions;
- However, owing to the current economic recession, funding for activities in the field might be reduced (e.g. the NCCRI was subsumed into the Government's Department of Justice, Equality and Law Reform in January 2009).

## 3.0 European Year of Intercultural Dialogue in Romania

---

### 3.1 Introduction

This case study is one of four carried out as part of the evaluation of the European Year of Intercultural Dialogue (EYID), by ECOTEC on behalf of the European Commission's DG for Education and Culture. The findings draw upon the available background material (in particular the national strategy for the Year) together with a series of face-to-face interviews held during October 2008 (the semi-structured topic guide used is presented at Annex 10).

The case comprises three sections:

- Relevance of the topic to the national context;
- Delivery;
- Conclusions.

Interviews were held with:

- Vladimir Simon, Director of the NCB;
- Raluca Pop, NCB Coordinator;
- Mioara Lujanschi, coordinator of the national project – PUZZLE;
- Rodica Precupetu, Department for Interethnic Relations;
- Irina Abaza, I LOVE BUCHAREST Project Coordinator;
- Nona Ciobanu, theatre director, TOACA CULTURAL FOUNDATION, an NGO involved in theatre production activities;
- Professor Alexandru Andrasanu, MENTAL MAPS project coordinator, Geomedia Center, Faculty of Geology and Geophysics, University of Bucharest;
- Alina Costache, Project Manager, MEDIA CONSULTA Romania.

### 3.2 Relevance of the topic to the national context

#### 3.2.1 Policy framework

Multiculturalism and intercultural dialogue are relatively new concepts in Romania. For example 2008 saw local and general elections, but the issue did not feature in the political debate. This lack of familiarity with the concept of ICD (amongst policy makers, practitioners and the general public) made delivery of the EYID more challenging than in Member States with more experience of the issue. As one stakeholder interviewee said: *"It is hard to comment on the relevance of the Year's*

*objectives, because the topic and the intercultural dialogue concept itself were very new for the national context."*

However the "cultural fund" operated by the Ministry of Culture and Religious Affairs provides annual funding opportunities for cultural projects and in 2008 it included 'promoting intercultural dialogue' among its main objectives and eligibility criteria. Consultees also reported that the Department for Interethnic Relations was already working with different ethnic groups as part of its remit.

### 3.2.2 Developing EYID

Working with this new concept brought new challenges. Consultees found the concept of intercultural dialogue was "unclear" and took the view that the European Commission had not provided sufficient supporting information in terms of what ICD might encompass in practical terms – *"no-body knew what the concept meant"*. Therefore, it appears that it was a case of *"starting from scratch"* for Romania, a challenge which consultees felt was made more acute by the timescale of the Year. Furthermore, a lack of [national] funding was highlighted by those interviewed; which meant that a tendering process to disburse grants could not be developed and a bottom-up approach was therefore required for implementation and delivery. The NCB's response was therefore to:

- Identify different initiatives and projects that were taking place already and ask them to join in under the Year's umbrella, offering broader dissemination and higher visibility as a benefit.
- Communicate with smaller organisations, such as NGOs, inviting them to contribute to the Year to see how they responded.

In pursuing this approach, a particular emphasis was placed on dialogue, exchange and interchange between places, generations and professions.

The advantage of this strategy was considered to be that it allowed exploration of what was happening on the ground, was open and had the potential to link activities together and perhaps stimulate unexpected results.

### 3.2.3 Appointing the NCB

Owing to apparent high levels of unfamiliarity with the ICD concept, an agency already administering cultural programmes, the Consultancy Centre for European Cultural Programmes (CCECP), was appointed as the NCB in March 2007. CCECP is a government agency of the Romanian Ministry of Culture and Religious Affairs, responsible for promoting European culture programmes in Romania. The CCECP is also the designated National Cultural Contact Point.

Although the CCECP was considered the organisation with the most relevant experience necessary to deliver the programme (it has experience of policy development and European programmes), it had no experience of interculturalism per se. Unsurprisingly the CCECP's background to some extent resulted in a focus on cultural events. Consultees were undecided

whether this was a positive or a negative feature – some expressing the concern that choosing culture as a departure point for ICD may have created biases in terms of the design and the development of the year. However, it is not clear what alternatives were available, in particular given the relative unfamiliarity of the public and private sectors in Romania with ICD.

### 3.2.4 National strategy

Discussions with consultees suggested that developing the national strategy was *"an exceptionally difficult task"*. This was believed to be a result of the concept of ICD not being clear or defined, together with a lack of previous (national) research, data or studies to build upon or use as a departure point. However, the National Strategy developed aimed to:

- Place the intercultural debate in a strategic European context;
- Demonstrate the need for concerted European cultural co-operation outside of Europe respecting European diversity; and
- Demonstrate the viability of a European cultural policy through exemplary projects and initiatives.

The strategy defined the following priorities for the activities related to the programme at national level:

- Intensifying dialogue between different groups in society and between generations;
- Boosting the involvement of foreign nationals living in Romania and the bringing together of European interests;
- Debating among government authorities (at national and local level) and NGOs of issues concerning the meaning and importance of intercultural dialogue;
- Encouraging participation by cultural operators, young people and educational organisations in European programmes, networks and actions;
- Raising awareness, especially among the young people, of the necessity of intercultural cooperation and dialogue in our daily lives and modern reality.

The overall programme of Romania's participation in the EYID had three lines of action:

- Implementation of the PUZZLE national project;
- Development of a national EYID 2008 campaign and promotion of initiatives delivered by organisations that targeted intercultural dialogue under the umbrella of the Year; and
- Promotion of European activities and initiatives developed during the EYID 2008.

Importantly, the national campaign was based on a bottom-up approach – which was considered a positive feature in terms of engagement and ownership of the programme. The idea for the national project was to use it as a 'package' for several projects, where the NCB was to participate as a partner, but not act as a coordinator. The content of the national project was developed jointly by the NCB in cooperation with a working group of stakeholders, who together collected ideas for

content, developed and presented these, then selected and finalised the five national sub-projects addressing different elements from the strategy.

The national project (PUZZLE) included five sub-projects linked to the five strategy priority areas:

- *Pilgrimage*: A theatre performance that took place on 19<sup>th</sup> September. The rehearsals took place in Bucharest in June and, apart from the specific outcomes of such an activity, a well-known magazine on the Romanian cultural and social scene - "Revista 22" - published a series of interviews with the actors and the director of the play. The dedicated supplement included an overall presentation of PUZZLE and was financed by the EU, through Media Consulta Romania.
- *Included*: Specialists' workshops took place in five cities, the result being the work-plan and action plan detailing the coordination that was required to collect the data and create the content for the museum's "collection". This included collating various moments from the experience and history of the cultural diversity of Romania. It details the comparative elements of the history of migrations, private life (birth, marriage, religion, family, food, superstitions, animals, crafts etc.), of economic, political, religious differences and of the history of music and visual arts. From August to September, specialists and students in architecture were involved in workshops and field studies around the country, with the goal of collecting information from craftsmen, the purpose being the revitalization of local heritage sites.
- *Intercultural Dialogue Street*: Cultural evenings organised by the National Museum of the Romanian Peasant were delivered by organisations representing groups of people of different nationalities living in Bucharest. Intercultural Dialogue Street presented the artistic works which were a result of volunteers' experiences in the communities of minority cultural groups in Bucharest, as part of 'Street Deliver', which included an urban art exhibition, live concerts and open-air workshops in Bucharest. The series of events were rated a significant success by the consultees and it was reported that synergies were developed with other initiatives with a European dimension, such as the European Film Festival organised by the Romanian Cultural Institute and the office of the EC Representation in Romania.
- *Memory*: Experts in geology, anthropology and biodiversity, together with school-education specialists and their partners from France, and members of the UNESCO Geoparks network, carried out field-work in the isolated areas of Răchitova and Sântămăria Orlea (Hațeg county). Exhibitions in Hațeg and in France (Oradour/Vayres – Chataigneraie Limousine and Digne) were held to offer a glimpse of the simultaneous life of everyday objects in the light of their social use and the "aging" of Planet Earth. The development a school textbook dedicated to sustainable development for the 7<sup>th</sup> grade, and a children's performance in Bucharest, were examples of outcomes from this activity.
- *Music Corner*: During a five-day festival of jazz, blues and pop in Bucharest (Caffé Festival), musicians were invited to discover the power of intercultural dialogue through music, to understand its potential and necessity in a constantly changing world. The Conception, Anne Czichowsky & Jazzpartout, Academic Band, Lela & Joe Kaplowitz, Nahis Jazz Band took part with the aim of creating a "relaxed space" for improvisation and cultural exchange. The event focused on music that has the potential to dissolve cultural and language boundaries, and to facilitate communication and understanding.

### 3.2.5 Stakeholder involvement

Cooperation between different institutions with a long-term commitment to addressing intercultural dialogue was considered by the NCB as vital to their campaign. As a consequence, the NCB worked together with several other organisations, creating a working group for the EYID – something consultees felt was a very positive development.

The working group was formed by invitation after the NCB had carried out some initial research on who the main stakeholders for the Year might be. In the light of the relative novelty of the concept of ICD in Romania, this was judged by consultees to have been "*quite a challenging task*". Therefore the organisations were chosen not only on the basis of their past experience, but also on their potential for developing intercultural dialogue activities. The NCB sent out invitations to potential working group members in September 2007 and in December the first working group meeting took place.

The working group's main responsibilities were: to evaluate, select and promote the initiatives proposed under the EYID; to communicate to a large audience and to individuals the key messages of the EYID; and to target the objectives of the EYID through concrete projects and activities.

The working group comprised the following organisations:

- Consultancy Centre for European Cultural Programmes;
- Ministry of Culture and Religious Affairs of Romania;
- Department for Interethnic Relations;
- Educatia 2000+ Center;
- National Agency for Community Programmes in the Field of Education and Vocational Training;
- Intercultural Institute of Timișoara;
- Ethnocultural Diversity Resource Center;
- Romanian Immigration Office;
- Representation of the European Commission in Romania and the Europe Direct Network in Romania;
- European Parliament Information Office in Romania;
- British Council.

### 3.2.6 Role of partners

Each of these organisations implemented, on a voluntary basis, several intercultural dialogue projects. The launch event of the year was organised in cooperation with the working group as were a number of other activities. However, although the working group was considered valuable as a place to meet and share information, the feedback from the consultations suggests its effectiveness may have been limited in operational terms.

Many consultees considered that the degree of high-level support received from government was inadequate. For example, it was noted that the national launch event was attended only by the

Secretary of State of the Culture Ministry and a member of the Culture Committee of the Chamber of Deputies, and that the topic was not a priority on the national political agenda.

### **3.3 Delivery**

#### **3.3.1 Preparation phase**

In July 2007 the first bulletin was prepared presenting information about the Year. The NCB reported that it found it challenging to understand the overall EU strategy and its priorities (moreover because they considered the concept itself was not clear), and to identify and secure the additional financial resources and match-funding partners required. A meeting organised with the other Balkan countries to explore the potential for cooperation did not yield any results.

Feedback from the case study interviews included the view that in terms of the preparatory meetings with the European Commission, these could have been more effective, in particular in terms of support for developing content for the Year, e.g. by inviting ICD experts to the meetings, providing project examples and providing space for sharing of experience among the national representatives.

#### **3.3.2 Project development and funding**

Although a bottom-up approach was used by the NCB, identifying existing activity to build upon, the delivery plan was developed solely by the NCB – which did not encourage ownership amongst partners. The EYID was launched in March 2008 (three months into the Year) and activities under the national project began a month later. No additional national funding was available and the programme does not appear to have attracted significant operational commitment from stakeholders.

There was an idea and some early attempts to prepare a proposal for an EYID flagship project involving neighbouring countries. However, although the possibility was explored in meetings with representatives of similar agencies administering EU culture programmes in the region, a lack of experience in developing such proposals and inability to secure 50% match-funding meant this goal had to be abandoned. Furthermore, use of a competitive tendering procedure was rejected because, consultees reported, it was feared that the process would be too lengthy and demanding considering that the definition of the concept was not clear.

However, it was highlighted during the case study interviews that, although the national strategy was considered to lack operational detail, the content of the concept evolved during the year in Romania and in fact the legal Decision to establish the EYID became one of the main focal reference points instead.

The lack of funding for projects was a significant issue according to those interviewed. The budget was considered very small and no match funding streams existed. There were several generic funding streams (coordinated by the Ministry of Culture and Religious Affairs, where promotion of ICD was included as a priority in the award criteria<sup>120</sup> for grants and also through the Department

for Interethnic Relations), but no dedicated one. Moreover, the eligibility criteria of these funds were not considered by consultees to be interlinked with the EYID 2008 priorities in Romania.

The NCB reported that it was unable to play a significant coordination role, owing to a lack of funding. The amount of funding available for marketing was limited, resulting in an overall low profile for the Year.

However, more than 150 projects used the EYID logo. In general, the overall approach relied on identifying existing initiatives, linking them to the EYID to offer wider publicity opportunities.

There were three different levels of project funding:

- Projects that applied for a grant from the Romanian Ministry of Culture and Religious Affairs (through a special annual financing scheme [culture fund] launched in November 2007). The criteria for funding for 2008 included cultural diversity and intercultural dialogue as one of the priorities for that year - 99 projects were funded through this and most of these projects and initiatives were festivals and roundtables.
- Projects implemented by organisations which were members of the EYID working group. Most of these projects would have been implemented without the Year and were simply 'linked' under the Year's umbrella and financed by the institutions themselves. All such events and projects were included in the EYID calendar.
- Different organisations submitted proposals to the NCB, following a procedure and the criteria that were set in the national strategy and the priorities identified by the first working group meeting. A small number of projects were developed and delivered through this route.

The NCB's view was that the lack of familiarity with the concept of ICD on the part of cultural operators and policy makers limited the potential to encourage the development of projects that facilitated intercultural dialogue. This also resulted in what the NCB considers a relatively low number of EYID logo users in Romania.

### 3.3.3 Effectiveness

Overall, considering the limited financial resources available and lack of familiarity with the concept of ICD, consultees felt that the EYID was fairly successful in achieving its intended outputs. For example, the programme raised awareness about the topic and delivered a research study on Intercultural Dialogue in Romania, produced by the Intercultural Institute of Timisoara. This study includes policy development recommendations in relation to intercultural dialogue.

*"The main events were attended by far greater number of visitors than planned." Source: partner interview*

In terms of the structure of the programme and the influence it had on implementation, consultees were undecided. However, more guidance in terms of developing the Year's content would have been welcomed and the lack of it was cited repeatedly as a limiting factor in the effective delivery of the Year:

*"Meetings with the EC were more for information purposes rather than sharing knowledge about the subject, and the provision of good practice examples would have helped countries with less experience with the topic. For this reason the NCB in Romania struggled with the Year's design and content and preparing a study about what intercultural dialogue meant for Romania and recommendations on how to integrate this concept in our policy became an outcome rather than a starting point for the year." Source: partner interview*

In terms of the media, again this was a relatively new topic in Romania and consultees suggested that therefore not many journalists/programmes/newspaper columns were engaged and few specialised in diversity and related issues. However the external media contractor's representatives in Romania helped the NCB with press releases, and gave advice on how to engage with the media and how to put across relevant messages at the national level. Most of the sub-projects of the national project implemented their own promotional and awareness raising campaigns.

*"The media campaign achieved the best results they could within the Romanian context." Source: partner interview*

In the NCB's view, the extent of stakeholder involvement depended on the amount of financial resources available. Initial interest in participation was very large, but limited resources determined the amount and type of organisations that participated in the end. Usually these were the organisations that managed to draw on their own resources, either as a match-funding to EU funding or to fund their own activities. Several initiatives were supported by the Department for Interethnic Relations from its budget, but there was no special funding available for the EYID as such.

The feedback from case study interviewees suggests that the EYID in Romania did provide some added value. All the activities that were organised as part of the Year were considered additional (since without the Year many would have either not been organised or not had an intercultural dialogue aspect). Furthermore, consultees felt that the EYID helped to raise awareness about the topic and increase dialogue. The research study delivered at the end of the Year was considered by consultees as a very positive outcome and one which is unlikely to have been produced in the absence of the Year.

A number of intangible impact indicators at the 'localised' level were highlighted:

- Organisational level – new initiatives were designed to encourage more encounters between young people from different ethnic backgrounds.
- The Ministry of Culture and Religious Affairs included intercultural dialogue in the funding criteria of the cultural fund that it administers.
- The Intercultural Institute of Timisoara prepared a research study on intercultural dialogue in Romania, which included recommendations for the policy makers and policy development in relation to intercultural dialogue.

- Cooperation, networking and project experience will be sustained through the NCB, working group members, projects owners and participants.
- The Consultancy Centre for European Cultural Programmes prepared a report on their six year's experience in cultural programmes, linking it to the concept of ICD.
- The Department of Interethnic Relations started to transform its focus from multiculturalism to interculturalism and became interested in developing and adjusting that term to operational use.

However, it was noted that there were not many outcomes at the strategic or political level, and national and local policy remained largely unchanged.

### 3.4 Conclusions

Although, overall, consultees considered the topic of ICD was not that relevant to the national context in general, and it was challenging to generate activity, nonetheless the NCB did bring about a range of activity appropriate to the national context, at least within the national co-funded project.

Although civil society capacity was limited, the working group for the Year played a valuable role in providing a focus for discussion and selection of activities. The working group's constituent organisations were the main deliverers of additional activity during the Year (through application of their own resources).

Preparation began in July 2007, but ultimately it proved challenging to identify a range of appropriate projects (other than the national project), through which to implement the Year, reflecting weak capacity in terms of organisations with the experience and expertise required. However activity was bolstered through grant funding from existing national government schemes operated by the Ministry of Culture and Religious Affairs, and the Department for Interethnic Relations.

Despite a relative lack of resources, together with the challenge of promoting the ICD concept given its novelty to a Romanian audience, and weak NGO capacity, the Year achieved a degree of awareness raising (albeit from a low base) and appears to have made some progress on increasing the profile of ICD – notably through production at the end of the Year of the research study on interculturalism in Romania. Interest in the media was boosted by the EU-funded support provided through the external media contractor in Romania. Tangible impacts are difficult to identify, but the Department of Interethnic Relations has changed the terminology it uses from “multicultural diversity” to “intercultural dialogue”, and there is a possibility that new initiatives will be brought forward to encourage more encounters between young people from different ethnic backgrounds.

There is an intention to sustain cooperation, networking and project experience through the NCB, working group members, projects owners and participants. The focus of the Year was largely on youth, and this should therefore deliver long-term effects. However, no dedicated funding is

planned currently. However, the NCB will be able to transfer their knowledge and use their experience in other programmes. The NCBs view is that the real, lasting effects of the EYID will be the awareness raised about intercultural dialogue and multiculturalism.

## 4.0 European Year of Intercultural Dialogue in Spain

---

### 4.1 Introduction

This case study is one of four carried out, as part of the evaluation of the European Year of Intercultural Dialogue (EYID), by ECOTEC on behalf of the European Commission's DG for Education and Culture. The key findings have been collated from a series of telephone interviews held during February 2009 (the semi-structured topic guide used is presented at Annex 10).

The case comprises three sections:

- Relevance of the topic to the national context;
- Delivery;
- Conclusions.

Interviews were held with:

- Fernando Gómez-Riesco, NCB (Deputy Director-General of International Cultural Cooperation, Ministry of Culture);
- Daniel de Torres Barderi, Commissioner for Immigration and Intercultural Dialogue, Ajuntament de Barcelona;
- Assumpció Hosta, Red Juderias NGO;
- Joaquín García, Media Consulta.

### 4.2 Relevance of the topic to the national context

Considering that ICD was one of the priorities of the Spanish Government, interviewees felt that the EYID in Spain was very relevant to the national context. Furthermore, it was highlighted that Spain had already delivered related campaigns such as "Stop Discrimination" and "Equal Opportunities", which provided a platform for the EYID to build upon. Other initiatives, such as UNESCO's "Alliance of Civilisations"<sup>121</sup>, complemented the EYID in Spain.

Interviewees stated that it was relevant for Spain to integrate and facilitate communication with other cultures and promote ICD to reflect diversity across Europe. Furthermore, respondents noted that in recent years immigration had been increasing steadily in Spain, therefore making the need to address ICD more and more relevant.

The Ministry of Culture was the overarching National Coordinating Body (NCB) in Spain. This choice was made partly because the Ministry had been working with UNESCO on similar topics. However, while the Ministry had overall responsibility for national EYID activity in Spain, a new

body was established in March 2007 to act as the operational NCB in Spain: the National Commission for Intercultural Dialogue. This comprised different ministries, together with the Regional Governments, the Spanish Federation of Municipalities and Provinces and other relevant foundations and associations.

The members of the NCB were representatives from:

- Ministry of the Presidency;
- Ministry of Culture;
- Sub-Secretary of the Ministry of Foreign Affairs and Cooperation;
- Sub-Secretary of the Ministry of Justice;
- Sub-Secretary of the Ministry of Economy and Treasury;
- Sub-Secretary of the Ministry of Education and Science;
- Sub-Secretary of the Ministry of Labour and Social Affairs;
- Sub-Secretary of the Ministry of Public Administrations;
- Sub-Secretary of the Ministry of Culture;
- Autonomous Communities;
- National Commission of cooperation with UNESCO;
- Local Bodies Association;
- Civil Society Organisations.

The members of the National Commission represented an appropriate range of players from high-level government to civil society. Also, some members of the NCB were involved during the development of the Year (via the European Parliament for example) and the NCB therefore felt that this helped subsequently in terms of transforming the EYID general objectives into operational actions that could be delivered “on the ground”.

During the preparation and delivery phases, it was reported that the NCB met regularly. In addition, meetings were called at the request of the President of the NCB and if more than two or three members wanted to meet.

The national strategy was drawn up in consultation with the NCB and therefore drew upon the perspectives of representatives of civil society, as well as regional and local administrations. The priority goals of the strategy were to:

- Support the European Commission in making a success of the European Year of Intercultural Dialogue 2008.
- Encourage debate on the need for intercultural dialogue to become a permanent process in which there is a bottom-up participation.
- Promote intercultural dialogue inside and outside Europe.
- Identify specific visible actions.
- Complement cultural policies and develop a strategy with shared goals and channels for co-operation.

The national strategy was designed to stimulate a multidisciplinary approach, with different events addressing young people and women. The Ministry of Education and trade unions also collaborated with the NCB to promote ICD in schools, as a horizontal theme.

### 4.3 Delivery

Formally launched in September 2007, the intention was to treat EYID as a cross-cutting issue and employ a multidisciplinary approach focusing mainly on youth (so as to promote ICD in the future) and women (considered as a vulnerable group). Culture was the main topic, addressed through displays of arts, music, painting and dancing. The main activities included:

- Presentation of "2008 European Year of Intercultural Dialogue" – event and concerts were organised to showcase artists from the European Union.
- Biblio-Diálogo – network of library users of Cervantes Institutes around Europe organising two meetings on ICD with young people (mainly library users).
- Ellas Crean – mathematical and intercultural festival.
- Festival Internacional sobre Diversidad y Diálogo Intercultural – festival featuring displays from Europe, Latin America and the Mediterranean area.

*"The strategy tried to reach as many young people as possible through attractive activities like music concerts in a number of Spanish cities, exhibitions and an award competition for ICD."*

*Source: interview*

Overall, consultees felt that the Year produced a positive impact through the programme of events which it was reported were attended by large numbers of people. The systems and operational processes associated with the implementation of activities were judged to have been successful and it was highlighted that projects began on time.

However, there is some evidence from the interviews conducted that activities could have been more "joined up". There were suggestions that activities were delivered in silos, for example education programmes, and it was comment that government Ministries showed a degree of inflexibility and did not always work together to deliver the EYID. Feedback from consultations also included the view that more individuals, such as academics and artists, should have been involved in the delivery of the EYID.

It was reported that NGOs and City Councils were very active in the EYID and worked well together, which contributed its success. However, there were mixed views on the relationship between the external media contractor and stakeholders. It was suggested that the contractor's central location limited the actions of the Spanish branch - for example, it was commented that some of the press releases used were not tailored to the Spanish context and therefore were not effective. Some stakeholders reported limited contact with the external contractor, whereas others stated they had a 'good relationship' with them.

In terms of the budget allocated for EYID, interviewees exhibited a mixed response. On the one hand, it was reported that the budget was 'insufficient' and on the other it was considered as 'appropriate'. However, it was highlighted that the NCB had invested additional resources, illustrating high level government backing.

It was felt by some consultees that the delivery of the EYID was more successful in Local Administrative areas (City Councils). Although there was no actual focus on cities; it was felt that people in these areas were easier to engage. For example, three of regions were identified where the EYID was very relevant, these were: in the southern region – Córdoba; the eastern region – Mislata; and in Barcelona. The delivery of the programme appears to have had a strong regional dimension. For example, Barcelona designed a framework of programmes which included 200 activities involving large and small organisations with the objective of the EYID.

Public awareness of ICD was cited as "low" at the beginning of the year. Furthermore, it was felt that defining ICD was difficult and complex which made transmitting the message challenging. One respondent stated that "*public awareness on this topic was very low since it was an abstract topic. Sometimes people were doing ICD without being aware of it.*" As a result the NCB, tried to raise awareness and highlight some key message such as linking the different concepts on which they had been promoting previously of multiculturalism, diversity and equal opportunities with ICD.

In terms of the stakeholders involved in the communication strategy, interviewees stated that relationships were built with the local media, local administrations, and NGOs such as CEAR, ONCE and neighbourhood associations. Consultation suggested that engagement with the national media was limited. The main activities carried out by the media contractor were reported as translating and adapting press releases from the European Commission, writing press releases jointly with the NCB and contributing material to the website. Consultations suggested that educational and cultural activities were promoted mainly using local media.

#### **4.4 Conclusions**

Although the responsibility for the EYID was given to the Ministry of Culture, a national commission with a wider membership across government and including civil society representatives and regional administrations made the governance of the Year more inclusive. However, despite a desire to follow an inter-disciplinary approach, activity appears to have focused strongly on the arts and culture. Cross-cutting themes addressing women and young people did offer the opportunity to target a range of beneficiaries, and strong regional and local dimensions to delivery were a key feature of the Year in Spain.

In terms of value added, it was felt that ICD has been introduced as a horizontal theme within the work of the Ministry of Culture and that this will translate into more positive actions in the future. National government provided additional resources and appears confident that ICD is being integrated within policies and actions, within the Ministry of Culture.

It was suggested that the EYID legacy will continue at a national level through ICD being introduced as a horizontal theme within national priority actions particularly within the Ministry of Culture. The White Paper provides various orientations for the promotion of ICD, mutual respect and understanding.

## **Annex Ten: Questionnaires and interview topic guides**

## Evaluation of EYID 2008

### Topic Guide: Interviews with Stakeholders

#### **Aims and objectives of the Year**

- Please briefly describe your involvement in the EYID 2008
- What is your understanding of the term 'intercultural dialogue'?
- What is your understanding of the objectives of the EYID 2008?
- What is your understanding of the intended outputs, results and impacts of the EYID 2008?

#### **Relevance**

- Who are the key European stakeholders in the sphere of intercultural dialogue?
- What are the needs of the main European stakeholders in the sphere of intercultural dialogue?
- How relevant were the objectives of the EYID 2008 to these needs?
- What do you understand to be the main problems in Europe in relation to intercultural dialogue?
- To what extent did the EYID objectives address these problems?
- Were the types of activities supported by the EYID 2008 (flagship projects / national activities / awareness-raising) appropriate to its objectives?
- Was the balance of responsibilities (European Commission / National Coordinating Bodies) appropriate?

#### **External coherence**

- Do you feel that the EYID 2008 was complementary, or contradictory, to any other public interventions?
- Do you know of any other EU programmes supporting intercultural dialogue activities?
- If yes, what types of activities are supported through the other EU programmes?

- Do you feel that the EYID 2008 was complementary, or contradictory, to these other EU programmes?

### **Efficiency**

- What was your impression of the preparation and management of the Year?
- What were the strengths and weaknesses of the preparation and management processes of the Year?

### **Effectiveness**

- Was a wide range of stakeholders involved in the EYID 2008?
- What types of stakeholders were involved? Were any notable by their absence from the Year?
- How effective was the Year in.....?
  - ▶ Demonstrating and raising awareness of the potential of Intercultural Dialogue
  - ▶ Strengthening respect for cultural diversity
  - ▶ Highlighting the important contribution of different cultures to heritage and way of life in EU Member States

To what extent did the Year have an impact on...?

- ▶ Policymakers
- ▶ The attitudes of a large number of people

To what extent did it...?

- ▶ Set in motion a sustained process of building Intercultural Dialogue
- ▶ Promote a deeper, more structured dialogue with civil society
- ▶ Helped to provide citizens with intercultural competences

- What worked well and what less well?
- How would you rate value for money of the Year as a whole?

### **Impacts and sustainability**

- What lasting impact will the Year have? Was this less than, more than or about the same as you expected? Please give examples.
- How will the results and impacts of the Year endure beyond the end of 2008?

## Evaluation of EYID 2008

### Topic Guide: Interviews with Commission officials, strategic issues

#### About the interviewee

- Please describe your involvement in the evolution, preparation and implementation of the EYID 2008?

#### Introductory questions

- What is your understanding of the term 'intercultural dialogue'?
- What is your understanding of the objectives of the EYID 2008?  
*Probe (based on intervention logic): General, specific and operational objectives*
- What is your understanding of the intended outputs, results and impacts of the EYID 2008?  
*Probe based on intervention logic*

#### Relevance

- How were the objectives of the Year developed?  
*Probe: How were the target groups (young people and disadvantaged groups) identified?*
- What needs were the objectives intended to address?  
*Probe: How were these needs identified, e.g. are they documented in policy reports / studies?*
- Who do you consider to be the main European / national stakeholders in the sphere of intercultural dialogue?
- What are the needs of the main European / national stakeholders?
- How was the EYID developed to address these needs?  
*Probe: Please describe how the Year was developed in line with the public consultations mentioned in the Impact Assessment<sup>122</sup>. What were the findings of these consultations and how did the findings influence the objectives of the Year?*

#### External coherence

- How did you ensure that the objectives of the Year did not contradict or duplicate those of other European funding programmes?

*Probe: Did you consult with the Units responsible for other programmes (and which ones)? How did you consult with them (informal conversation or formal, documented consultation)? Which programmes?*

*Probe: During the application and selection process, how did you ensure the projects selected were not duplicating the work of projects funded through other programmes?*

*Probe: Did the application form ask for details of other projects the applicant was involved in? What action was taken if the applicant was involved in another EU-funded project? (i.e. consultation with the other funding programme Units)*

- How will you continue to ensure synergies between the EYID and other European programmes are exploited throughout the Year?
- *Probe: Will you sustain this consultation with other programmes? How?*
- What measures have been implemented to ensure that the national strategies and projects do not contradict with other public interventions with similar objectives?

*Probe: For example, did you provide guidance to the NCBs for the selection of the national projects?*

### **Efficiency**

- Have you encountered any difficulties so far in terms of resources required to prepare and implement the EYID 2008?

*Probe: Do you feel there are enough Commission staff working on the Year? Do you feel that the National Coordinating Bodies are sufficiently resourced to implement the EYID 2008 in their country?*

- Have you encountered any problems so far in the preparation and management of the Year?  
*Probe: What were the problems? How have these problems been overcome?*
- What have been the strengths and weaknesses of the preparation and management processes thus far?

### **Effectiveness**

- The Year is based on a large amount of funding to be allocated at European-level (flagship projects and Media Consulta) in comparison to the funding available for national projects. What is the rationale behind the structure of the Year?

*Probe: Did you devise the structure based on learning from previous European Years / other funding programmes?*

*What is the role of the flagship projects within the Year? What are the intended outcomes and impacts of these projects?*

- A large amount of funding has been attributed to an external contractor (Media Consulta). Why was the external sub-contractor model chosen rather than providing grant-funding to (a) project(s)?
- How have you endeavoured to engage a wide range of stakeholders in the EYID 2008?  
*Probe: Do you feel that you have been successful so far in engaging a wide range of stakeholders? What stakeholders are involved (at European / national level)?*

### **Sustainability**

- How was the structure of the Year designed to ensure sustainability of its results and impacts?  
*Probe: For example, were the types of activities chosen (awareness-raising, flagship projects) considered to have the potential for sustainability?*

### **Conclusions and close**

Any other comments to add?

## Evaluation of EYID 2008

### Topic Guide: Interviews with Commission officials, management processes

#### About the interviewee

- Please describe your involvement in the preparation and implementation of the EYID 2008?

#### About the management processes

- How did you promote the Year to potential flagship project applicants?

*Probe: How did you try to reach out to a wide range of applicants? What media did you use and why? Did the recruitment process generate sufficient applications?*

- What support was provided to applicants (both flagship and national projects)?

*Probe: Was guidance provided? Did the applicants have access to a direct contact and how? (e.g. telephone helpline or e-mail support).*

- How did you ensure that the application and selection procedures for the flagship and national projects were fair and transparent?

- How quickly was the selection process completed? Did (unsuccessful) applicants receive feedback?

- How were projects supported during the setting-up phase?

*Probe: Did they receive support from the Commission / NCBs? Was a guidance note provided? Have projects been asked to prepare a work plan and have these been assessed?*

- What are the ongoing support services available to the projects?

*Probe: Website, guidance materials, telephone contact, support for networking etc*

- How are projects monitored in terms of their progress throughout the Year?

*Probe: Have the projects started on time? Are they required to submit reports (interim and final or just final?), is there direct contact (e.g. by phone, project visits)*

*How is financial progress (i.e. expenditure) monitored?*

- Please describe the procedure for recruiting, selecting and contracting with Media Consulta.

- Please outline the monitoring procedures in place in relation to the activities of MC.

- Any other comments to add?

## Evaluation of EYID 2008

### Topic Guide: Flagships Interviews with Commission officials, management processes

#### Introductory questions

- What is your understanding of the term 'intercultural dialogue'?
- What is your understanding of the objectives of the EYID 2008?
- What is your understanding of the intended outputs, results and impacts of the EYID 2008?

#### Relevance

- Who are the key European / national<sup>123</sup> stakeholders in the sphere of intercultural dialogue and what are their needs?
- How relevant are the objectives of the EYID 2008 to these stakeholders?
- What do you understand to be the problems in Europe / in your country in relation to intercultural dialogue?
- To what extent do the EYID objectives address these problems?
- Are the types of activities (flagship projects / national activities / awareness-raising) supported by the EYID 2008 appropriate to its objectives?
- What do you think is the particular role of the Flagship Projects?
- How are these distinctive from the other types of EYID activity? *i.e. what is the specific relevance of FPs as opposed to the types of activities?*

#### External coherence

- In your opinion, what are the differences / similarities between these other public interventions and the EYID 2008?
- Do you feel that the EYID 2008 is complementary, or contradictory, to other EU programmes?

#### Efficiency

- What is your impression of the preparation and management of the Year so far?
- What have been the strengths and weaknesses of the preparation and management processes thus far?
- How efficient was the application and selection procedure for the FPs?
- How efficient has management of FPs by the Commission been?
- Did your FP start on time, experience any delays or any other difficulties?

#### Effectiveness of the Year as a whole

- Is there a wide range of stakeholders involved in the EYID 2008?

*Probe: Do you feel that the awareness raising / publicity activities have helped to mobilise stakeholders and participants? What are your initial impressions of Media Consulta's input to the EYID 2008?*

- What types of stakeholders are involved?

*Probe: Are there many civil society organisations involved? Are there many organisations which are 'new' to European-level programmes / funding?*

### **Effectiveness of your FP**

- How did the partnership and project application come about?
- What other EYID activities were you involved with during the Year?
- What were the FP's rationale and objectives?
- What stakeholders and target groups did you seek to engage or involve and how successful was this?
- How effectively did you achieve your objectives?
- What worked well and what worked less well?
- Would you do anything differently if you had another opportunity?

### **Impacts and sustainability**

- What impact did the FP have? Was this less than, more than or about the same as you expected?
- How will the results and impacts of the FP endure beyond the end of 2008?
- What observations would you offer concerning the Flagship Project "model"?
- Thinking about the Year as whole, what effects are likely to be sustainable, if any?

**EVALUATION OF EUROPEAN YEAR OF INTERCULTURAL DIALOGUE 2008**  
**Survey Questionnaire 1: Direct Participants**

**A. ABOUT YOU**

**How old are you?**

- Under 16
- 16-24
- 25-34
- 35-64
- 65+

**What is your gender?**

- Male
- Female

**Where do you live?**

- [List of Member States, Turkey, FYROM, Croatia, EEA, other]

**What is your current occupation? [Tick all that apply]**

- Student
- Youth worker
- Employee or self-employed
- Unemployed
- Teacher or other education practitioner
- Government or municipal official
- Community worker
- People working for an organisation involved in intercultural dialogue
- Retired
- Other

**B. YOUR INVOLVEMENT WITH THE EUROPEAN YEAR OF INTERCULTURAL DIALOGUE**

**What type of project/activity did you take part in? [Tick one only]**

- Conference
- Exhibition
- Festival
- Training or workshop
- Debate
- Cultural event (e.g. a play, a musical performance, an art exhibition)
- Competition
- Other

**In which country did the project/activity happen?**

- [List of Member States, Turkey, FYROM, Croatia, EEA, other]

**Where did the project / activity happen? [Tick one only]**

- In a school, college, university or other learning space
- In the workplace
- In a cultural 'space', e.g. theatre, music hall, cinema
- In the community, e.g. youth group, community group, volunteer group etc
- In a media environment, e.g. newspaper, magazine, television station
- In a European Union institution
- Other

**Who organised/led the activity? [Tick all that apply]**

- National government organisation
- Local or regional government organisation
- European Union institution
- Trade association
- Social partner organisation
- Employees / colleagues
- Third sector, NGOs, charities
- Arts organisations or groups
- Teachers or other education practitioners
- Other professionals
- Don't know

**What types of people were also there taking part? [Tick all that apply]**

- Children and young people
- Students
- Youth workers
- Employees / colleagues
- Teachers or other education practitioners
- Government or municipal officials
- Community workers
- People working for organisations involved in intercultural dialogue
- Disabled people
- Retired people
- Other

**What was the topic of the project/activity you took part in? [Tick all that apply]**

- Religion, beliefs and philosophies
- Migration and integration
- Cultural Diversity and Mutual Knowledge among communities within a Member State
- Cultural Diversity and Mutual Knowledge among EU Member States
- Promotion of 'active citizenship'
- Excluded or marginalised groups
- Identification or sharing of best practices
- Exploring new approaches to intercultural dialogue
- Other

**Did you know the project/activity was partly financed by the European Union?**

- Yes
- No

## **C. YOUR EXPERIENCE**

**How would you rate the overall quality of the project/activity?**

[score 1-5, poor to excellent]

**During the project/activity did you?**

[score 1-5, strongly disagree to strongly agree]

- Learn about people from different cultures
- Make friendships with people from a different culture / community, which I aim to maintain in future
- Learn about best practices which I can use in my work place

**As a result of participating...?**

[score 1-5, strongly disagree to strongly agree]

- I have a stronger sense of belonging to the European Union community
- I feel I have more in common with people from other countries, cultures or communities
- I have a more positive view of the contribution that different cultures/groups make to society
- I have increased respect for people from other cultures
- I believe that understanding people from other cultures is good for the place where I live
- I am more likely to take part in activities that strengthen links between different communities
- I would be more likely to give support to someone from another cultural group if they faced unexpected difficulties

**Has your experience changed...?**

[score 1-3, not at all, a little, a lot]

- the way you treat people from other cultures/communities
- the way you work
- the way you teach
- the way you take account of intercultural dialogue in the development of strategies and policies
- don't know
- not applicable

**Would you say that your country's cultural life is generally undermined or enriched by cultural diversity?**

- Your view before participating in the project/activity  
[score 1-5, undermined to enriched]
- Your view after participating in the project/activity  
[score 1-5, undermined to enriched]

**Would you recommend participating in similar activities to your family and friends?**

- Yes

- No

**Thank you for taking part**

**EVALUATION OF EUROPEAN YEAR OF INTERCULTURAL DIALOGUE 2008**  
**Survey Questionnaire 2: Registered Partners**

**About you or your organisation**

**What type of organisation is it?** [choose one]

- National Government ministry, department or agency
- Regional or local government
- European Union institution or agency
- Non-governmental organisation (NGO), Third Sector, charity
- Research institution
- Trade association
- Social partner organisation
- Media organisation
- Commercial or private business
- Individual
- Other [Please specify - BOX FOR TEXT]

**Where is your organisation located?** [choose one from a list of countries]

**In which sector(s) does the organisation usually operate?** [choose one or more]

- Arts and culture
- Education
- Sport
- Anti-discrimination, equality, human rights
- Youth
- Older people
- Minorities
- Migration and integration
- Religious tolerance
- Other [Please specify - BOX FOR TEXT]

**How did you become aware of the European Year of Intercultural Dialogue website and opportunity to register as a partner?** [choose one or more]

- Via partner organisations
- Via national government information
- Via EU communications, events etc.
- Other routes

## Registering as an EYID partner

**What were the benefits of registering in terms of...? [score each one 1-3: none at all, some, a lot]**

- Increased visibility for the organisation and the opportunity to promote it to a wider audience
- Make contact with other organisations, to find partners for projects
- Exchanging experience, knowledge and good practice with other organisations
- Take part in discussions and debate
- Receive news of forthcoming and past EYID events and activities
- Other reason: please write here [FREE TEXT BOX]

**Which components did you find most useful? [score each one 1-3: not useful, useful, very useful]**

- Having a profile of your organisation on the website
- Newsletter
- Notice Board
- Making contacts
- Finding partners for projects
- Exchanging knowledge
- Keeping up to date on EYID activities
- Please provide examples here if you can [FREE TEXT BOX]

**Overall, how would you rate the benefits of registering? [score 1-5: none, limited, moderate, high, very high]**

- 1
- 2
- 3
- 4
- 5

## Your views on the Year as a whole

**What is the nature of your involvement in the European year of Intercultural Dialogue? [choose one or more]**

- Kept in touch, but not active
- Used the EYID logo to brand own activities
- Organised events
- Attended events
- Implemented a National Project

- Partner in a National Project
- Managed an EU Flagship Project
- Partner in an EU Flagship Project
- Interested in policy developments
- Other, please specify [FREE TEXT BOX]

**What were the most important achievements of the Year in your opinion? [score each one 1-5: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, plus not applicable]**

- It demonstrated and raised awareness of the potential of Intercultural Dialogue
- It strengthened respect for cultural diversity
- It highlighted the important contribution of different cultures to heritage and way of life in EU Member States
- It had an impact on policymakers
- It had an impact on the attitudes of a large number of people
- It set in motion a sustained process of building Intercultural Dialogue
- It promoted deeper, more structured dialogue with civil society
- It helped to provide citizens with intercultural competences

**As a result of your involvement with the Year would you say that you or your organisation...? [score 1-5, strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, plus not applicable]**

- Has more in common with organisations and/or people from other countries, cultures or communities
- Is more likely to take part in activities that strengthen links between different communities
- Is more likely to give support to organisations or people from another cultural group if they faced unexpected difficulties
- Has changed how it implements activities or initiatives
- Is more likely to work with partners in other countries
- Has widened its pool of local partners

**Has your experience changed...? [score 1-3: not at all, a little, significantly, plus not applicable]**

- The way you or your organisation treats people from other cultures / communities
- The way you or your organisation works
- The way you or your organisation teaches
- The way your organisation takes account of intercultural dialogue in the development of strategies and policies

**Would you recommend participating in similar activities to other organisations?**

- Yes, completely
- Yes, with reservations

**EVALUATION OF EUROPEAN YEAR OF INTERCULTURAL DIALOGUE 2008**  
**Survey Questionnaire 3: EU-level Logo Users**

**About you or your organisation**

**What type of organisation is it?** [choose one]

- National Government ministry, department or agency
- Regional or local government
- European Union institution or agency
- Non-governmental organisation (NGO), Third Sector, charity
- Research institution
- Trade association
- Social partner organisation
- Media organisation
- Commercial or private business
- Individual
- Other [Please specify - BOX FOR TEXT]

**Where is your organisation located?** [choose one from a list of countries]

**In which sector(s) does the organisation usually operate?** [choose one or more]

- Arts and culture
- Education
- Sport
- Anti-discrimination, equality, human rights
- Youth
- Older people
- Minorities
- Migration and integration
- Religious tolerance
- Other [Please specify - BOX FOR TEXT]

**How did you become aware of the European Year of Intercultural Dialogue website and opportunity to use the logo?** [choose one or more]

- Via partner organisations
- Via national government information
- Via EU communications, events etc.
- Other routes [Please specify - BOX FOR TEXT]

## Using the EYID logo

### How did you make use of the EYID logo?

- On the organisation's website
- At events
- In newsletters
- In publicity materials
- Other examples [FREE TEXT BOX]

### How would you assess the benefits of using the logo in terms of...? [score each one 1-3: none at all, some, a lot]

- Increased visibility for the organisation
- Increased attractiveness of activities organised
- Increased credibility of the organisation and/or activity
- Promoting your activities to a wider audience
- Making contact with other organisations, to find partners for projects
- Adding a European dimension to your activities
- Other benefits: please write here [FREE TEXT BOX]

### Overall, how would you rate the benefits of using the logo? [score 1-5: none, limited, moderate, high, very high]

- 1
- 2
- 3
- 4
- 5

### Would you recommend it to other organisations if a similar opportunity arose again?

- Yes, completely
- Yes, with reservations
- No

## Your views on the Year as a whole

### What is the nature of your involvement in the European year of Intercultural Dialogue? [choose one or more]

- Kept in touch, but not active
- Used the EYID logo to brand own activities

- Organised events
- Attended events
- Implemented a National Project
- Partner in a National Project
- Managed an EU Flagship Project
- Partner in an EU Flagship Project
- Interested in policy developments
- Other, please specify [FREE TEXT BOX]

**What were the most important achievements of the Year in your opinion? [score each one 1-5: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, plus not applicable]**

- It demonstrated and raised awareness of the potential of Intercultural Dialogue
- It strengthened respect for cultural diversity
- It highlighted the important contribution of different cultures to heritage and way of life in EU Member States
- It had an impact on policymakers
- It had an impact on the attitudes of a large number of people
- It set in motion a sustained process of building Intercultural Dialogue
- It promoted deeper, more structured dialogue with civil society
- It helped to provide citizens with intercultural competences

**As a result of your involvement with the Year would you say that you or your organisation...? [score 1-5, strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, plus not applicable]**

- Has more in common with organisations and/or people from other countries, cultures or communities
- Is more likely to take part in activities that strengthen links between different communities
- Is more likely to give support to organisations or people from another cultural group if they faced unexpected difficulties
- Has changed how it implements activities or initiatives
- Is more likely to work with partners in other countries
- Has widened its pool of local partners

**Has your experience changed...? [score 1-3: not at all, a little, significantly, plus not applicable]**

- The way you or your organisation treats people from other cultures / communities
- The way you or your organisation works

- The way you or your organisation teaches
- The way your organisation takes account of intercultural dialogue in the development of strategies and policies

**Would you recommend participating in similar activities to other organisations?**

- Yes, completely
- Yes, with reservations
- No

**Together  
in  
Diversity**



## Final Evaluation of the European Year of Intercultural Dialogue 2008

### E-mail Questionnaire for Flagship Project Coordinators

#### About your project and organisation

**Name of Flagship Project:**

**In which sector(s) does your organisation usually operate?** [choose one or more]

- Arts and culture
- Education
- Sport
- Anti-discrimination, equality, human rights
- Youth
- Older people
- Minorities
- Migration and integration
- Religious tolerance
- Other, please specify

**How did you become aware of the opportunity to implement a Flagship Project?** [choose one or more]

- Via partner organisations
- Via the Platform for Intercultural Dialogue (formerly the Rainbow Platform)
- Via national government information
- Via EU communications, events etc.
- Other routes, please specify

## About your Flagship Project

**How would you rate the management and administration of the application process for Flagship Projects (Calls for Tender)?**

**not applicable**

**How would you rate the support received from the European Commission during implementation of the Flagship Project?**

**not applicable**

**Did your Flagship Project begin on time?**

**Yes**

**If No, how long was the delay in starting?**

**less than a month**

**If No, what was the cause of the delay?**

**Extended negotiations with the EC**

Other reason for delay:

**What were the main target groups for the Flagship Project? [choose one or more]**

- Children and young people
- Students
- Youth workers
- Employees
- Teachers or other education practitioners
- Government or municipal officials
- Community workers
- People working for organisations involved in intercultural dialogue
- Disabled people
- Retired people

Other, please specify

**What were the outputs of your Flagship Project?** [choose one or more]

Conferences

Exhibitions

Festivals

Training or workshops

Debates and seminars

Community and sports events

Media activity (radio, TV, newspapers)

Cultural events (e.g. a play, a musical performance, an art exhibition)

Competitions

Research findings and reports

Products and tools (e.g. short films, publications, websites etc.)

Other, please specify

**To what extent did your Flagship Project achieve its objectives?**

**only partly**

**What impacts do you think the Flagship Project had in terms of the following?**

Demonstrating and raising awareness of the potential of Intercultural Dialogue	None
Strengthening respect for cultural diversity	None
Highlighting the important contribution of different cultures to heritage and way of life in EU Member States	None
Influencing policymakers	None
Influencing the attitudes of a large number of people	None
Setting in motion a sustained process of building Intercultural Dialogue	None
Promoting deeper, more structured dialogue with civil society	None
Helping to provide citizens with intercultural competences	None

**At what level were impacts mostly felt?**

**local**

**Please describe any European level impacts**

**Are these impacts sustainable in the longer term?**

**only partly**

**How are the impacts of the Project likely to be sustained?** [choose one or more]

- Through project partners continuing to collaborate on similar activity
- Through the adoption of relevant policies by government
- Through the exploitation of the products, tools and materials from the Project
- Through the building of civil society capacity in the thematic area

### Your views on the Year as a whole

**Apart from the Flagship Project you coordinated, in what other ways were you involved in the European Year of Intercultural Dialogue?** [choose one or more]

- Used the EYID logo to brand own activities
- Organised events
- Attended events
- Implemented a National Project
- Partner in a National Project
- Partner in another EU Flagship Project
- Interested in policy developments
- None
- Other, please specify

**How well did the different elements of the Year (Flagship Projects, national activity, centralised media and communications activity etc.) work together in a coherent fashion?**

Didn't work at all, very fragmented

**Please expand on any particular difficulties**

**In terms of what the Year achieved, would you say...?**

It demonstrated and raised awareness of the potential of Intercultural Dialogue	Strongly disagree
It strengthened respect for cultural diversity	Strongly disagree
It highlighted the important contribution of different cultures to heritage and way of life in EU Member States	Strongly disagree
It influenced policymakers	Strongly disagree
It Influenced the attitudes of a large number of people	Strongly disagree
It set in motion a sustained process of building Intercultural Dialogue	Strongly disagree
It promoted deeper, more structured dialogue with civil society	Strongly disagree
It helped to provide citizens with intercultural competences	Strongly disagree

**As a result of your involvement with the Year, would you say that your organisation...?**

Has more in common with organisations and/or people from other countries, cultures or communities	Strongly disagree
Is more likely to take part in activities that strengthen links between different communities	Strongly disagree
Is more likely to give support to organisations or people from another cultural group if they faced unexpected difficulties	Strongly disagree
Has changed how it implements activities or initiatives	Strongly disagree
Is more likely to work with partners in other countries	Strongly disagree
Has widened its pool of local partners	Strongly disagree

**Has your experience changed...?**

The way you or your organisation treats people from other cultures / communities	Not at all
The way you or your organisation works	Not at all
The way you or your organisation teaches	Not at all
The way your organisation takes account of intercultural dialogue in the development of strategies and policies	Not at all

**Thank you for your assistance**

## Evaluation of EYID 2008

### Topic Guide: Case study interviews

#### A. RELEVANCE

1. How relevant are the EYID objectives to your needs as stakeholders/policy makers/practitioners...
  - a. In terms of issues faced by Europe as a whole?
  - b. In terms of current issues in your country?
2. How well does the EYID meet your needs at a practical level? (e.g. in terms of the types of eligible activities and the way the Year was conceived and designed)
3. Do you think the Year might be more relevant to some stakeholders than others?
4. What would you say are the main intended outcomes or impacts of the Year? [at a strategic and political level]

#### B. EXTERNAL COHERENCE

5. What external factors do you think give rise to the need for an intervention on the issue of ICD?
6. How well does the Year and its activities fit with other initiatives in the same field? [are there any contradictions or does it complement other activity]
7. How well does the year fit with other EU programmes, such as the Lifelong Learning, Youth and Culture programmes?
8. How well does the Year fit with national policies, programmes and activities?

#### C. EFFICIENCY

9. How efficient was the preparatory phase, and management of the implementation of the Year? [comment on processes used by the Commission and NCBs]

10. How appropriate was the budget allocated and the resources applied, given the intended outcomes?
11. Was the scope and type of activity supported the most efficient way of achieving the Year's objectives? [including views on the split between budget lines and amount allocated to the centralised media campaign]
12. How would you assess value for money on the whole? [e.g. compared with other ways of doing it, or thinking about previous European Years]

#### **D. EFFECTIVENESS**

13. How relevant were the activities supported to the objectives of the Year? [Please give examples relating to specific themes or issues]
14. How successful have you been in achieving the intended outputs? (i.e. activities, including projects, events, products etc.)
15. Can you highlight any positive (or negative) results?
16. Was the structure of the programme appropriate (pan-EU versus Member State responsibilities)? How did it influence implementation?
17. How effective do you think the media campaign has been? [include views on the EYID website]
18. How well have stakeholders been mobilised during the Year? What about the diversity of stakeholder involvement and was there any group that you had hoped would participate but did not? [at EU level and within your Member State]
19. How strong an element has working with young people and socially disadvantaged groups been during the Year?
20. What added value has been delivered, over and above what might have been achieved without the Year? [give examples of activities/results that would not have been possible or would not otherwise have happened]

#### **E. SUSTAINABILITY**

21. How likely is it that the positive effects of the Year will last after it ends?

22. Will support for ICD be sustained beyond the end of the Year and how will this be achieved...

- a. At EU level?
- b. At Member State level?

23. What real, lasting effects will the Year leave behind?

## **Annex Eleven: List of interviewees**

Name	Organisation
Xavier Troussard	DG EAC European Commission
Vladimir Sucha	DG EAC European Commission
Alison Crabb	DG EAC European Commission
Heidi Ulrich	DG EAC European Commission
Raluca Pop	NCB Romania
Nina Parra	NCB Germany
Susanna Pettersson	NCB Finland
Veronika Toth	NCB Hungary
Catherine-Lea Danielopol-Hofer	NCB Austria
Monika Goodenough-Hofmann	NCB Austria
Katerina Antonopoulou	NCB Greece
Anton Dobart	Austrian Federal Ministry for Education, Arts and Culture
Nikolette Tóth	NPC Hungary (KultúrPont Iroda)
Raya Ribbius	“Stranger Festival” Flagship Project Coordinator
Marco di Puma	“TATAPUME” Flagship Project Coordinator
Sabine Frank	Platform for Intercultural Dialogue
Guillermo Ruiz Torres	European Roma Information Office
Michael Privot	European Network against Racism
Jonathan Hill	UEFA
Isabelle Schwartz	European Cultural Foundation
EU Active Citizenship Working Group (focus group of seven)	AVSO Association des Organisations de service volontaire, EUCLID Network, ECRE European Council on Refugees and Exilees, ICLS Intercultural Communication and Leadership School, Quartiers en crise, EPC European Policy Centre
Ulrich Buntjes	Council of Europe
Irena Guidikova	Council of Europe
Gilda Farrell	Council of Europe
Julie Hervé	EUROCITIES
Yasmin Love	Media Consulta Gmbh
Allice Milstein	Media Consulta Gmbh
Sanna Kaukosalo	Media Consulta Gmbh

## Case Studies

<b>Ireland</b>	
Philip Watt	Director, NCCRI (NCB);
Fionuala Cregan	Project Manager for EYID 2008 (NCB);
Dominika Topolska	Project Assistant for EYID, in particular liaising with Polish Community (NCB)
Diane Nurse	Coordinator of Health Service Executive Intercultural Health Strategy
Breda Naughton	Integration Unit of the Department of Education
Bisi Adigun	Director, private theatre company Arambe Productions
Fiona Ni Fhaoláin,	School teacher
John Brown	Keatings and Associates (media sub-contractor)
<b>Romania</b>	
Vladimir Simon	Director, NCB
Raluca Pop	NCB coordinator
Mioara Lujanschi,	Coordinator of the national project - PUZZLE
Rodica Precupetu	Department for Interethnic Relations
Irina Abaza	I LOVE BUCHAREST project coordinator
Nona Ciobanu	Theatre Director, Toaca Cultural Foundation
Prof. Alexandru Andrasanu	MENTAL MAPS project coordinator, Faculty of Geology and Geophysics, University of Bucharest
Alina Costache	Media Consulta Romania
<b>Cyprus</b>	
Valentina Saltet	NCB Cyprus
Georgia Doetzer	Rialto Theatre
Mary Pyrgos	Pyrgos Congress (media sub-contractor)
Anthos I. Shekeris	Research & Institutional Planning Office, Nicosia University (coordinator of six ICD projects for the Anna Lindh Foundation)
<b>Spain</b>	
Mr Fernando Gómez-Riesco	Deputy Director-General of International Cultural Cooperation, Ministry of Culture
Daniel de Torres Barderi	Commissioner for Immigration and Intercultural Dialogue, Ajuntament de Barcelona
Assumpció Hosta	Red de Juderías de España
Joaquín García	Media sub-contractor

## **Annex Twelve: List of source documents**

Decision No. 1983/2006/EC of the European Parliament and of the Council concerning the European Year of Intercultural Dialogue (2008), 18.12.2006

Decision No 1904/2006/EC of the European Parliament and of the Council establishing for the period 2007 to 2013 the programme 'Europe for Citizens' to promote active European citizenship, 12.12.2006.

Decision No 1720/2006/EC of the European Parliament and of the Council establishing an action programme in the field of lifelong learning, 24.11.2006

European Commission, DG Employment, Social Affairs and Equal Opportunities: On-going Evaluation of the European Year of Equal Opportunities for All (Final Report), December 2008.

European Commission: COM (2008) 566 final, Multilingualism: an asset for Europe and a shared commitment, 18.09.2008

European Commission: COM (2008) 423 final, "Migration and Mobility: challenges and opportunities for EU education systems", 03.07.2008.

European Commission: Flash Eurobarometer 217: Intercultural Dialogue in Europe, December 2007

European Commission: Note for the Attention of the Selection Committee for DG EAC Restricted Call for Proposals 08/07: 2008 European Year of Intercultural Dialogue (EYID) - Support for Actions co-financed on a National Scale (22 October 2007) – Updated version

European Commission: European Year of Intercultural Dialogue 2008 (EYID), DG EAC Open Call for Proposals 07/07, Selection Committee Report, 02 October 2007.

European Commission: Note for the Attention of the Selection Committee for DG EAC Restricted Call for Proposals 08/07: 2008 European Year of Intercultural Dialogue (EYID) - Support for Actions co-financed on a National Scale (13.09.2007)

European Commission: COM (2007) 512 final, Third Annual Report on Migration and Integration, 11.09.2007.

European Commission: COM (2007) 391 final White Paper on Sport, 11.07.2007

European Commission: Staff Working Document SEC (2007) 6381 Europe's demographic future: Facts and figures (Executive Summary), 11.05.2007.

European Commission: COM (2007) 242 final "on a European agenda for culture in a globalising world", 10.05.2007.

European Commission: Restricted Call for Proposals, DG EAC/08/07, European Year of Intercultural Dialogue 2008, 11.04.2007.

European Commission: Open Call for Proposals, European Year of Intercultural Dialogue 2008, DG EAC/07/07, 11.04.2007

European Commission: Open Call for Proposals DG EAC/07/07 EYID 2008 2007/C 78/09 11.04.2007

European Commission (2006): The Europeans, culture and cultural values Qualitative study in 27 European countries, Summary Report. OPTEM S.A.R.L.

European Commission: COM (2005) 467 final, Proposal for a Decision of the European Parliament concerning the Year of Intercultural Dialogue (2008), 05.10.2005.

European Commission: Staff Working Document SEC (2005) 1202, 5.10.2005, annexed to COM(2005) 467 final.

European Commission: Évaluation externe (ex-post) de l'Année Européenne de l'Éducation par le Sport, Juin 2005.

European Commission: COM( 2005) 24, Communication to the Spring European Council, "Working together for Growth and Jobs, a new start for the Lisbon Strategy, 02.02.2005.

European Commission: COM (2004) 101, Building our common Future, Policy challenges and Budgetary means of the Enlarged Union 2007-2013, 10/02/2004.

European Commission: Lifelong learning programme general call for proposals 2008-2010 update 2009 – strategic priorities.

European Commission: Lifelong learning programme general call for proposals 2008-2010 part 1 – strategic priorities.

Council of the European Union, Council Conclusions on Inclusion of the Roma: 2947th Employment, social policy, health and consumer affairs council meeting, Luxembourg, 8 June 2009.

Council of the European Union (16211/08): Draft conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on

the promotion of cultural diversity and intercultural dialogue in the external relations of the Union and its Member States. Adopted 20 November 2008, published 25.11.08.

Council of the European Union (2008/C 141/09): Council conclusions of 22 May on Intercultural Competences, 07.06.2008.

Council of Europe: White Paper on Intercultural Dialogue "Living Together as Equals in Dignity", 07.05.08.

Council of Europe Committee of Ministers CM(2008)30 final, Report on the implementation of the Warsaw Declaration and Action Plan, 2 May 2008.

Council of the European Union (Report 6445/08) Key messages to the Spring European Council in the fields of Education/Training and Youth, 20.02.2008

Council of the European Union (Report 5723/08) Draft 2008 joint progress report of the Council and the Commission on the implementation of the 'Education & Training 2010' work programme "Delivering lifelong learning for knowledge, creativity and innovation", 31.01.2008.

Council of Europe: DGIV/DC-FARO(2005) 8 final, Faro Declaration on the Council of Europe's Strategy for Developing Intercultural Dialogue, 28.10.2005.

EUROCITIES (2009). Intercultural Cities: A Journey through 23 European cities.

European Institute for Comparative Cultural Research (ERICarts) for the European Commission, "Sharing Diversity: National Approaches to Intercultural Dialogue in Europe", March 2008.

LEWIN, T., (2008) "Universities rush to set up outposts abroad": International Herald Tribune, 10 February 2008.

Rainbow Platform for intercultural Dialogue: "Practice makes perfect, a learning framework for intercultural dialogue" (the Rainbow Paper for the civil society platform for intercultural dialogue), 7<sup>th</sup> January, 2008.

POULAIN, M., (2007) International migration: a challenge for demographers, presented at the conference "Demographic challenges for the 21st Century – a state of the art in demography", Vrije Universiteit Brussel, 15-16 February 2007.

UNESCO CLT-2005/CONVENTION DIVERSITE-CULT REV. Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 20.10.2005.

BERGER, P.L., (1997) "Four Faces of Global Culture." *The National Interest*.

HUNTINGTON, S.P., (1993) *The clash of Civilizations?* in *Foreign Affairs*, 72:3.

## **Annex Thirteen: Terms of Reference**

## **TERMS OF REFERENCE**

### **External evaluation of the "European Year of Intercultural Dialogue 2008"**

**Contracting Authority: European Commission – DG EAC**

#### **1. BACKGROUND**

##### **1.1 Context**

The Decision adopting the European Year of Intercultural Dialogue 2008 (EYID 2008) requires (art. 14 "monitoring and evaluation") a report on the implementation, results and overall assessment of the measures laid down in art 3. This report should be submitted by the Commission, by 31 December 2009 at the latest, to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions.

The impact assessment supporting the proposal for a Decision on the EYID 2008 (art. 9.2 evaluation) calls for an approach consisting of a continuous evaluation followed by a final assessment of the implementation and impact of the Year.

The European Commission – DG Education and Culture, has therefore decided to launch an external and independent evaluation. The external evaluation project will be twofold: on one hand the evaluation project will look at the preparation (2007) and implementation of the Year (2008) with a view to gather baseline data, monitor the implementation of the Year and provide interim results if needed by end 2008. On the other hand the evaluation project should aim to assess the results and impact of the Year by providing a final external assessment report on results and impact no later than mid-2009.

The evaluation results emerging from the external evaluation should allow the EC to report to the EU institutions by latest end 2009 on the implementation, results and overall assessment of the Year. Evaluation results should also serve as a basis for future EU policies and actions in this field.

##### **1.2 The action to be evaluated**

The EYID 2008 takes place within the overall framework of the first-ever European agenda for culture in a globalizing world, which was launched by the Commission in May 2007. Its three main objectives – promotion of cultural diversity and intercultural dialogue, promotion of culture as a catalyst for creativity in the framework of the Lisbon strategy, and promotion of culture as a vital element in the EU's international relations – all relate to a contemporary European and global society faced with intercultural dialogue.

With a budget of €10 million, the European Year of Intercultural dialogue aims to raise the awareness of all those living in the EU, especially young people, of the importance of engaging in intercultural dialogue in their daily lives and of becoming active European citizens.

The European Union is Treaty-bound to forge ever-closer ties between the peoples of Europe while encouraging the diverse cultures of its Member States to thrive. At the same time, the impact of globalisation is increasing interaction among Europeans themselves and between Europeans and the rest of the world.

Intercultural dialogue is already a valued aspect of EU action, which the Union has encouraged through its programmes and initiatives. However, a deeper and more structured dialogue, involving all civil society, especially young people, is an effective tool to inspire Europeans to celebrate their own culture, connect with others in Europe and the wider world, and to foster tolerance and respect.

The European Year of Intercultural Dialogue will aid this process of communication between cultures and subcultures. It will foster dialogue in education, training, and in the workplace but also in leisure, cultural, sports centres and civil society organisations.

#### 1.2.1 Preparation of the EYID

The preparation of the EYID has involved three main stages:

- A "Call for ideas" for promoting intercultural dialogue in Europe in autumn 2006. The exchange of good practices through the organisation of a conference and an exhibition in November 2006 and a study of national approaches to intercultural dialogue in the EU. The study should be available in late December 2007.
- The introduction of intercultural dialogue as an objective in relevant EU programmes . Intercultural dialogue became a priority in several parts of the EU's Education and Culture programmes from 2007 , such as the Lifelong Learning, Culture and Europe for Citizens programmes. It is also part of the Youth in Action programme. These programmes have provided opportunities for support for projects promoting intercultural dialogue in preparation of the European Year of Intercultural Dialogue 2008.
- The preparation of the Year itself is highlighting the priority of intercultural dialogue. It has involved a call for ideas on how to promote intercultural dialogue and meetings with appropriate groups and stakeholders representing civil society

#### 1.2.2 Aims

1. The overall objectives of the European Year of Intercultural Dialogue 2008 shall be to contribute to:

- promoting intercultural dialogue as a process in which all those living in the EU can improve their ability to deal with a more open, but also more complex, cultural environment, where, in different Member States as well as within each Member State, different cultural identities and beliefs coexist;

- highlighting intercultural dialogue as an opportunity to contribute to and benefit from a diverse and dynamic society, not only in Europe but also in the world;
- raising the awareness of all those living in the EU, in particular young people, of the importance of developing an active European citizenship which is open to the world, respects cultural diversity and is based on common values in the EU as laid down in Article 6 of the EU Treaty and the Charter of Fundamental Rights of the European Union;
- highlighting the contribution of different cultures and expressions of cultural diversity to the heritage and ways of life of the Member States.

The specific objectives of the European Year of Intercultural Dialogue shall be to:

- seek to raise the awareness of all those living in the EU, in particular young people, of the importance of engaging in intercultural dialogue in their daily life;
- work to identify, share and give a visible European recognition to best practices in promoting intercultural dialogue throughout the EU, especially among young people and children;
- foster the role of education as an important medium for teaching about diversity, increase the understanding of other cultures and developing skills and best social practices, and highlight the central role of the media in promoting the principle of equality and mutual understanding;
- raise the profile, increase the coherence of and promote all Community programmes and actions contributing to intercultural dialogue and ensure their continuity;
- contribute to exploring new approaches to intercultural dialogue involving cooperation between a wide range of stakeholders from different sectors.

### 1.2.3 Instruments of intervention

The activities supported within the EYID 2008 will be regrouped in four main categories:

A. A limited number of emblematic actions on a European scale aimed at raising awareness, particularly among young people, of the objectives of the European Year of Intercultural Dialogue. These actions include:

- A Community event to open and close the European Year of Intercultural Dialogue in cooperation with the Presidencies in office during 2008.

The opening event will take place in Ljubljana 7 and 8 Januar 2008. The opening ceremony will be an artistic event with the expected participation of high-ranking officials (speeches by the President Barros of the Commission, President Poetering of the Parliament, the Slovenian Prime Minister. Members of the Civil society Platform for intercultural dialogue and the National Coordination Bodies will be invited to participate in the event.

The planned programme includes:

- Presentation of three studies:
  - a) The study on national approaches and practices to ICD (Commission presentation),
  - b) Council of Europe's White Paper on ICD (CoE presentation),
  - c) Rainbow Paper conclusions (Civil Society Platform for ICD presentation).
- 4 working panels: culture, media, education and sustainable economic development.

Information on the closing event is not yet available.

- A limited number (7 selected) of emblematic actions on a European scale aimed at promoting intercultural dialogue, involving directly or otherwise reaching as many people as possible. These actions may receive a Community grant of up to 80 % of the total cost. The projects funded are selected on the basis of an open call for proposals .

The budget available at European level is 2.4 million Euro. The EC has received almost 300 proposals competing for the flagships project grants,

#### B. Actions at national level

Events and initiatives at national level and regional level with a strong European dimension aimed at promoting the objectives of the European Year of Intercultural Dialogue, through directly involving or otherwise reaching as many people as possible, with particular attention being given to actions relating to civic education and learning to appreciate other people and their differences.

Co-financing of one national initiative per Member State is foreseen. These actions may receive a Community grant of up to 50 % of the total cost. The initiatives that are funded have been selected on the basis of a restricted call for proposals targeting the National Coordination Bodies designated by each Member State. .

The budget available at European level is 3 million Euro.

#### C. Actions on a community scale

##### 1. Information and promotion actions including:

- An information campaign coordinated at Community level and articulated in the Member States, building on best practices of intercultural dialogue at all levels. A major part of that campaign is being carried out by the company Media Consulta Deutschland GmbH in the context of its framework contract with the European Commission. The campaign is organised in 8 main activities:

- o Activity A: the design of a logo and slogans for use in connection with any activity linked to the European Year of Intercultural Dialogue and the production of promotional tools to be made available throughout the Community;
- o Activity B: Nomination of ambassadors for the year;
- o Activity C: the establishment of a web portal to make actions in the field of intercultural dialogue accessible to the general public and to guide promoters of projects relating to intercultural dialogue through the various relevant Community programmes and actions ;
- o Activity D: Creation of an internet site in co-operation with civil society (Partners' web site). This site is integrated in the portal of the year ;
- o Activity E: cooperation with the private sector, the media, educational institutions and other partners from the civil society to disseminate information on the European Year of Intercultural Dialogue;
- o Activity F: appropriate measures for publicising the results and raising the profile of Community programmes, actions and initiatives contributing to the objectives of the European Year of Intercultural Dialogue and to provide a European recognition to best practices, especially among young people and children;
- o Activity G: the dissemination, of teaching materials and tools primarily intended for educational institutions, promoting exchanges on cultural diversity and intercultural dialogue;
- o Activity H: to guide promoters of projects relating to intercultural dialogue through the various relevant Community programmes and actions.

The budget available for the information and promotion campaign is 4.6 million Euro

## 2. Other actions:

- Eurobarometer survey to be carried out before and at the end of the year, November 2007 and December 2008.
- Study on national practices (Ericart) (will be available in December 2007).

## D. Support for initiatives run by public or private organisations

The Community will grant non-financial support, including written authorisation to use the logo, once developed, and other materials associated with the European Year of Intercultural Dialogue, to initiatives from public or private organisations, in so far as the latter may provide assurances to the Commission that the initiatives in question are or will be carried out during 2008 and are likely to make a significant contribution to achieving the objectives of the European Year of Intercultural

Dialogue. Initiatives organised in third countries in association or cooperation with the European Year of Intercultural Dialogue, without being supported financially by it, may also receive non-financial support from the Community and use the logo and other materials associated with the European Year of Intercultural Dialogue

#### 1.2.4 Target groups

EYID activities are aimed in particular at young people, but will also reach out to disadvantaged social groups. Civil society should be mobilised and involved at European, national and local level as far as possible.

#### 1.2.5 Management of the EYID 2008

At EU level, the EC – DG EAC is the responsible body for the implementation of the Year.

An advisory Committee has been set up (art. 6 Decision), its main role being to search for synergies and valorisation of the year. The Committee has given advice to the Commission concerning the Calls and selection of projects and on this evaluation, and will convene again at the end of year to discuss the first outcomes of the external evaluation.

In each EU Member State, a National Coordinating Body, usually a representative of the Ministry of culture and / or Education, is responsible for the implementation of EYID 2008 as well as for ensuring the coordination, at national level, of actions relating to the EYID 2008.

The “Civil Society Platform for Intercultural Dialogue” is represented through a contact group composed of representatives from civil society organisations. The remit of the civil society contact group for the EYID 2008 is to act as an informal interface between European Commission and civil society initiatives planned during the Year. This includes exchanging and disseminating information on preparation of the Year; acting as a "test bed" for ideas and proposals; and debriefing the Commission on civil society initiatives on intercultural dialogue, both concrete projects and the development of a political agenda.

11 member organisations make up the contact group: ECF, EFAH, Intercult, EFIL, EFA, EWC, ERIO, ENAR, Banlieues d'Europe, YJF and the Social Platform. Most are members of the Civil Society Platform for Intercultural Dialogue: <http://www.efah.org>

#### 1.3 Previous evaluations, studies and reviews

-Study on national practices on intercultural dialogue (Ericart, forthcoming)

-Results of the Commission's call for ideas on promoting intercultural dialogue across the whole of civil society [http://ec.europa.eu/culture/eac/dialogue/contributions/call\\_idea\\_en.html](http://ec.europa.eu/culture/eac/dialogue/contributions/call_idea_en.html)

-Ex ante impact assessment accompanying the Decision establishing EYID 2008

[http://ec.europa.eu/dgs/education\\_culture/evalreports/culture/2005/year2008/Year2008anx\\_en.pdf](http://ec.europa.eu/dgs/education_culture/evalreports/culture/2005/year2008/Year2008anx_en.pdf)

-Evaluation of the European Year of Education through Sport in 2004

[http://ec.europa.eu/dgs/education\\_culture/evalreports/sport/2005/aees/aeesrep\\_fr.pdf](http://ec.europa.eu/dgs/education_culture/evalreports/sport/2005/aees/aeesrep_fr.pdf)

-Council of Europe's White Paper on ICD

-Rainbow Paper of Civil Society Platform for ICD, forthcoming <http://www.eurocult.org/we-advocate/advocacy-actions/civil-society-platform/>

-Eurobarometer survey on ICD, forthcoming November 2007

-Eurobarometer study on cultural values within Europe, September 2007

[http://ec.europa.eu/culture/eac/sources\\_info/studies/pdf\\_word/values\\_report\\_en.pdf](http://ec.europa.eu/culture/eac/sources_info/studies/pdf_word/values_report_en.pdf)

-Eurobarometer study on discrimination in the European Union, January 2007

[http://ec.europa.eu/employment\\_social/eyeq/uploaded\\_files/documents/Eurobarometer\\_report\\_en\\_2007.pdf](http://ec.europa.eu/employment_social/eyeq/uploaded_files/documents/Eurobarometer_report_en_2007.pdf)

## **2. CONTRACT OBJECTIVES & EXPECTED RESULTS**

### **2.1 Overall objectives**

The overall objectives to which this contract will contribute are as follows:

- an assessment of the preparation, implementation and impact of the EYID 2008
- the provision of recommendations in order to:
  - serve as a basis for future EU policies and actions in the field of intercultural dialogue
- improve the effectiveness, efficiency and utility of similar initiatives (European Years) launched by the EC.

### **2.2 Specific objectives**

The specific objective of this contract is to procure an external and independent evaluation of the EYID 2008.

### **2.3 Concrete outputs to be delivered by the contractor**

The outputs to be delivered by the contractor are as follows:

- An interim report on the preparation and implementation of the EYID 2008

- A final evaluation report on the results and impact of the EYID 2008
- A synthesis of the main conclusions in no more than 4000 characters.
- A synthesis of the main recommendations in no more than 4000 characters
- A presentation of the evaluation results to an audience to be identified at a latter stage by the EC.

### **3. THE EVALUATION**

#### **3.1 Main evaluation questions**

The evaluation will focus on the following main evaluation questions:

- The relevance of the EYID 2008: to what extent the objectives as laid down in the Decision establishing the EYID 2008 were pertinent with regard to the needs of the main stakeholders and the problems identified as well as their evolution during the implementation of the Year.
- Efficiency: how economically have the various inputs of the EYID 2008 (financial and human resources) been converted into outputs? – To what extent the budget of the Programme and the human resources deployed for its preparation and implementation are commensurate with its intended outputs and outcomes?
- Effectiveness: to what extent the EYID 2008 has been successful in attaining the objectives set (general, specific and operational) and achieving the intended results? To what extent the EYID 2008 has produced unintended results (positive or negative)? Special attention should be paid to the impact of the year as regards the perceptions of young people.
- Sustainability: The extent to which positive effects generated by the EYID 2008 are likely to last after the intervention has terminated.
- External coherence: The extent to which the intervention logic is non-contradictory/the intervention does not contradict other public interventions with similar objectives.

#### **3.2 Methodology to be followed in data collection and analysis**

This section gives broad guidelines on the data collection and analysis methods to be followed by the contractor. It is expected that the contractor will use its knowledge and experience to refine the suggested approach in discussion with the Steering Group (see section 3.4 below). The evaluation project should be based on both quantitative and qualitative approaches. The contractor is expected to propose the most appropriate data collection and analysis methods in order to provide a reliable judgement on the above main evaluation questions.

The contractor should indicate and justify, for each main evaluation question/main headings, their choice of:

- Source of information (primary and secondary data)
- Evaluation collection tools;
- Analysis methods;
- Judgement/success criteria ,
- Indicators (quantitative, qualitative).

The contractor is expected to carry out a preliminary analysis of the main evaluation questions by indicating which ones might be discharged as well as possible further evaluation questions to be considered for inclusion.

The contractor is expected to make full use of the annex 1 to the TORs (objectives and indicators).

The evaluation could make appropriate use of the following means:

- a) Basic data and information-gathering
- b) Structured representative sample surveys
- c) Direct observation by participation to main events organised within the EYID 2008
- d) Benchmarking analysis of similar initiatives
- e) Focus groups
- f) Analysis and assessment.

All data used or referred to in the final evaluation report must be linked to comprehensive metadata (i.e. information enabling users to interpret the data correctly, such as definitions of variables used, sampling decisions, how the data was processed, etc). The sources of all information cited or otherwise referred to must also be given.

- a) Basic data and information-gathering

Data and information should be gathered from published sources (EYID 2008 documentation, website , previous evaluation reports and studies, Eurobarometer surveys, information campaign materials, speeches, etc.) and directly from the parties concerned. The Commission will provide access to all relevant documentation. The contractor is supposed to carry out a preliminary analysis of the available documentation with a view to submit its offer. A further discussion on the available documentation will take place during the first kick-off meeting.

## b) Structured representative sample surveys

The evaluation might draw on information and views supplied directly by key stakeholders, Commission staff, etc.. The contractor is expected to propose the most relevant target groups to be addressed in order to provide an answer to the different evaluation questions. The key tool for gathering such views should be one or several structured questionnaire scripts or one or several structured interviews, and the quantitative data should primarily be collected via the internet. When proposing sample surveys, the contractor should make clear the entire sample addressed for each target group.

The contractor should invite questionnaire respondents to provide objectively verifiable evidence in support of their views.

The following target groups should be envisaged:

- EC staff involved in the management of the EYID 2008
  - National Coordinating Bodies
  - Members of the Civil Society Platform for Intercultural Dialogue
  - Members of the Committee” (art. 6 Decision establishing the EYID 2008)
  - Project leaders of selected projects of emblematic actions on a European scale
  - Project leaders of selected events and initiatives at national level and regional level
  - Public or private organisations using materials associated with the European Year of Intercultural Dialogue,
  - Media Consulta Deutschland GmbH
- Particular attention should be paid by the contractor to the possibility to address the supposed target groups of the EYID 2008, in particular young people and disadvantaged social groups

## c) Direct observation

The possibility to make use of direct observation by participating to some of the main events organised within the EYID 2008 should be envisaged.

## d) Benchmarking analysis

The possibility to carry out benchmarking analysis of similar initiatives (European Years) should be envisaged.

## e) Focus groups

Focus groups should be envisaged, in particular in order to capture the viewpoint of the core target group (young people), primarily in connection with events organised in the framework of the year. Using focus groups is particularly suited for obtaining several perspectives about the same topic. The contractor is expected to make proposals for a range of focus groups and describe the rationale behind the proposals. The final set of focus groups will be defined at the kick-off meeting of the project with the Steering Group.

#### d) Analysis and assessment

Primary emphasis should be placed on this stage of the evaluation. The contractor must support findings and recommendations by an explanation of the degree to which these are based on opinion, analysis and objectively verifiable evidence. Where opinion is the main source, the degree of consensus and the steps taken to test the opinion should be given. Where overall judgements in terms of evaluation criteria are made (see section 3.1 above), the criteria used should be explained.

The contractor must enter completed survey returns into specialist data analysis software. The rationale for the processing and extraction of data from results tables must be comprehensively documented. Both the full set of data and the full sets of results tables must be made available, on request, to the European Commission.

### **3.3 Management**

The contract will be managed by unit C1 of the European Commission's Directorate-General for Education and Culture.

### **3.4 Steering Group**

A Steering Group will advise in managing the evaluation. The responsibilities of the Steering Group will include:

- ensuring that the monitoring and supervision of the contractor does not compromise the contractor's independence in evaluating the EYID 2008;
- providing the external evaluator with access to information;
- supporting and monitoring the work of the external evaluator
- assessing the quality of the reports submitted by the external evaluator.

## **4. LOGISTICS, TIMING & BUDGET**

### **4.1 Location**

The operational base for the evaluation will be the contractor's home office. The contractor might be expected to carry out fieldwork in DG EAC's location as well as in some of the Member States

The Contractor will also meet the Steering Group in Brussels according to the work-plan as indicated in the section 4.4 below.

### **4.2 Starting date**

The indicative starting date is February 2008. The contract will actually start after both parties have signed the contract.

### **4.3 Period of execution**

The period of execution of the contract is 18 months.

### **4.4 Work-plan and timetable**

The following outline work-plan and timetable are envisaged:

Deadline (from starting date)	Task
-------------------------------	------

Kick-off

Within two weeks after the signature of the contract	Meeting with Steering Group in Brussels.
--	--

Inception phase

3 weeks after kick-off meeting	Contractor submits draft inception report to Steering Group
--------------------------------	---

Inception phase

1 week after submission inception report Steering Group in Brussels	Contractor presents draft inception report to
--	---

Data and information collection phase

5 months after signature of the contract	Contractor submits first draft interim report on ongoing desk and field research
--	--

Data and information collection phase

1 week after submission draft interim report Steering Group in Brussels	Contractor presents first draft interim report to
--	---

Analysis phase

10 months after signature of the contract Contractor submits draft second interim report on the preparation and implementation of the EYID 2008

Analysis phase

1 week after submission draft final report Contractor presents second interim report on the preparation and implementation of the EYID 2008 to Steering Group in Brussels

11 months after signature of the contract Delivery of printed and electronic versions of second interim report and executive summary as specified in section 6.1 below.

Analysis phase

16 months after signature of the contract

Contractor submits draft final report on the results and impact of the EYID 2008

1 week after submission draft final report Contractor presents draft final report to Steering Group in Brussels

17 months after signature of the contract Delivery of printed and electronic versions of final report and executive summary as specified in section 6.1 below, including a synthesis of main recommendations and conclusions in no more than 4000 characters.

On a 2 months basis from the signature of the contract, the contractor will submit a "working document" on the state of play of the collection data phase.

The reporting requirements are specified in detail in section 6 below.

#### **4.5 Budget**

The estimated total budget, covering all the results to be achieved by the contractor as listed in section 2.3 above, is 200.000 euro.

## **5. REQUIREMENTS**

### **5.1 Facilities to be provided by the Contractor**

The Contractor shall ensure that experts are adequately supported and equipped. In particular it shall ensure that there is sufficient administrative, secretarial and interpreting provision, including the provision of junior experts, to enable senior experts to concentrate on their primary responsibilities.

## **6. REPORTS**

### **6.1 Reporting requirements**

Copies of each report must be submitted to the responsible body (see section 3.3 above) in printed form, and each report must also be sent to the responsible body by e-mail. Electronic files must be in Microsoft ® Word for Windows format. Additionally, besides Word, the final report (see section 6.5 below) must be delivered in Adobe ® Acrobat pdf format converted with Acrobat Distiller.

The language and style required for each report are specified in sections 6.2 to 6.7 below.

The period within which the responsible body will comment on all reports is specified in sections 6.2 to 6.5 below. In the absence of observations from the responsible body within the deadlines specified, the report will be considered as being approved.

Within 10 working days (or otherwise specified) of receiving the responsible body's observations, the contractor must submit the report in definitive form, taking full account of these observations, either by following them precisely, or by explaining clearly why they cannot be followed. If the responsible body still considers the report unacceptable, the contractor will be invited to amend the report insofar as such amendments do not interfere with the autonomy of the evaluator in respect of their findings, conclusions or recommendations.

### **6.2 Inception report**

The inception report must be submitted in English within 3 weeks from the kick-off meeting with the Steering Group. The responsible body will comment on the inception report within 10 working days of its receipt.

It should detail how the methodology proposed by the contractor is going to be implemented in the light of an examination of the quality and appropriateness of existing data, and in particular how the methodology will answer each evaluation question and provide an assessment.

### **6.3 First Interim report**

The first interim report must be submitted in English within 5 months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the first interim report within 10 working days of its receipt.

The first interim report should provide information about the initial phase of data collection in the field (primary data) and secondary data. The report should contain information on possible problems encountered in the data collection activity as well as a calendar for the remaining activities to be carried out. The contractor may be in a position to provide preliminary answers on some of the evaluation questions. This report will provide the basis for a dialogue between the contractor and the Steering Group about the adequacy of the data collection activity.

#### **6.4 Second interim report**

The draft version of the second interim report, including a draft executive summary, must be submitted in English within 10 months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the second interim report within 15 working days of its receipt.

The second interim report should provide answers on some of the evaluation questions related to the preparation and implementation of the EYID 2008 as well as information about the ongoing phase of data collection in the field (primary data) and secondary data.

This report will provide the basis for a dialogue between the contractor and the Steering Group about the adequacy of the data collection activity.

This document must provide the conclusions of the evaluator in respect of some of the evaluation questions in the terms of reference related to the preparation and implementation phase and must be clearly based on evidence generated through the evaluation. The report should also include explicit recommendations. Findings and recommendations provided must be clear and explicit.

#### **6.5 Definitive version of the second interim report**

The final version of the second interim report and executive summary must be submitted within 11 months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the final report within 15 working days of its receipt.

The body of the report must be written in English. The executive summary must be written in English and must also be translated, by a professional translation agency, into French and German.

It must take into account the results of the discussions with the Steering Group about the draft second interim report insofar as these do not interfere with the autonomy of the evaluator in respect of the conclusions they have reached and the recommendations made.

#### **6.6 Draft final report**

The draft final report, including a draft executive summary, must be submitted, in English, within 16 months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the draft final report within 20 working days of its receipt.

This document must provide the conclusions of the evaluator in respect of the evaluation questions in the terms of reference and must be clearly based on evidence generated through the evaluation. The report should also include explicit recommendations. Findings and recommendations provided must be clear and explicit. The draft final report should also contain some exploratory recommendations developed on the basis of the conclusions reached by the evaluator and fully substantiated by appropriate evidence.

It is essential that the report be clear, unambiguous and comprehensible for the non-specialist. Any potential reader must be able to understand:

- the purpose of the evaluation;
- exactly what was evaluated;
- how the evaluation was designed and conducted;
- what evidence was found;
- what conclusions have been drawn on the basis of this evidence;
- what recommendations are being made / lessons learnt on the basis of these conclusions.

The structure of the report should reflect its different uses and follow a broad classification into three parts:

- Executive summary. This must provide, in a maximum of 5 pages, a synthesis of the main conclusions of the evaluation, the key items of evidence that underpin them, and the resulting recommendations.
- Main report. This must be aimed, in a maximum of 100 pages, at those directly involved in the evaluation and in the management of the EYID 2008, supervision and monitoring of the Year. The main report must present, in full, the results of the analyses, conclusions and recommendations arising from the evaluation. It must also contain a description of the activities evaluated, the context of the evaluation, and the methodology used (with an analysis of the latter's strengths and weaknesses).
- Technical annexes. These must collate the technical details of the evaluation, and must include the terms of reference, questionnaire templates, interview guides, any additional tables or graphics, and references and sources.
- A synthesis of the main conclusions (no more than 4000 characters) and recommendations (no more than 4000 characters)

More details about the structure of the main part of the draft final report will be provided to the selected contractor by the responsible body.

## **6.7 Final report**

The final report and executive summary must be submitted within 17 months of the date of signature of the contract by the last of the two parties. The responsible body will comment on the final report within 15 working days of its receipt.

The body of the report must be written in English. The executive summary must be written in English and must also be translated, by a professional translation agency, into French and German.

It must take into account the results of the quality assessment of the draft final report and discussions with the Steering Group about the draft final report insofar as these do not interfere with the autonomy of the evaluator in respect of the conclusions they have reached and the recommendations made.

The contracting authority will publish the final report, the executive summary and the annexes on the World-Wide Web.