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ABSTRACT

A major characteristic of Canadian society has been an increasingly multi-racial, multi-ethnic and multi-linguistic population. It has become evident that there is a critical need for the educational system to respond more effectively and more creatively to the needs of a diverse society. In order to address this issue, the Manitoba government has issued a number of initiatives, one of which is making learning materials available to educators. This publication was developed in keeping with federal and provincial policies, and in recognition of the important function of school library materials and programs in education, and have been produced to assist teacher-librarians and school administrators in evaluating their existing resources, services and programs, and to provide a framework for long-term school library planning. Guidelines are provided in the following areas: (1) planning for a multicultural library collection and program; (2) teaching identification of bias in literature, development of self-esteem, and promotion of intercultural understanding and learning; (3) developing a multiculturally balanced collection, including resources by and about diverse cultures; (4) developing and encouraging community involvement in the school library programs; (5) observing affirmative action standards in staffing and making available staff development programs pertaining to multicultural education; and (6) offering some bibliographic access in official languages. Appendices include The Canadian Charter of Rights and Freedoms; Canadian Multiculturalism Act; and a statement of government policy for a multicultural society. (MAS)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATION
1979



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Guidelines for
MULTICULTURAL
SCHOOL LIBRARY SERVICES

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**GUIDELINES FOR MULTICULTURAL
SCHOOL LIBRARY SERVICES**

MANITOBA EDUCATION AND TRAINING
INSTRUCTIONAL RESOURCES BRANCH
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1992

INTRODUCTION

A major characteristic of Canadian society has been an increasingly multi-racial, multi-ethnic and multi-linguistic population. According to the 1986 census, almost three-quarters of Manitoba's population are neither of French nor of English origin and almost one-quarter of the same group report a mother tongue other than English or French.

Both the 1981 Canadian Charter of Rights and Freedoms (Appendix 1) and the 1988 Multiculturalism Policy of Canada as set out in the Canadian Multiculturalism Act (Appendix 2) guarantee fundamental freedoms and equality to all Canadians. A Statement of Government Policy for a Multicultural Society (Appendix 3) which was released by the Manitoba Government in 1990 is based on three principles: pride, equality and partnership. Multicultural Education: A Policy for the 1990's, released and distributed to schools in 1992 by Manitoba Education and Training, responds directly to the concerns of the educational community in Manitoba.

It has become evident that there is a critical need for the educational system to respond more effectively and more creatively to the needs of a multicultural, multi-racial society. In order to address this issue, the Manitoba government has introduced a number of initiatives. One area is learning materials. The Multiculture Educational Resource Collection (MERC), part of the Library, Instructional Resources Branch, Manitoba Education and Training, makes appropriate multicultural learning resources available to educators. These materials are selected and promoted to assist teachers directly in incorporating multiculturalism into their programs and to assist teacher-librarians in developing their collections.

Library resources and programs are an integral part of the instructional program for the implementation of the school curriculum and play an important role in the move towards multicultural education. Books and other learning materials have historically been a powerful force in the perpetuation of negative stereotypes of ethnocultural/racial groups; therefore, it is logical that any attempt to deal with fundamental issues pertaining to multicultural education, such as racism and ethnic bias, would require an assessment of existing school library collections as well as school library services and programs.

Guidelines for Multicultural School Library Services was developed in keeping with federal and provincial policies, and in recognition of the important function of school library materials and programs in education. These guidelines have been produced to assist teacher-librarians and school administrators in evaluating their existing resources, services and programs, and to provide a framework for long-term school library planning.

DEFINITIONS

ANTI-BIAS EDUCATION: That which uses an active approach to challenge prejudice, stereotyping, and bias in the areas of age, class, colour, creed, culture, disability, and gender.

BIAS: An opinion, point of view, inclination, or preference. All learning materials are created from particular points of view or biases, which may be identified as negative or positive, based upon the experiences which authors and readers bring to these materials.

LEARNING RESOURCE: Any person or any material with instructional content or function that is used in a formal or informal teaching/learning context. Learning resources, therefore, include such materials as approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, films, filmstrips, audio and video recordings, computer software, and other materials. Events such as field trips may also be included in this category.

STEREOTYPE: A conventional, oversimplified, and often false representation of a person, thing, or idea; often it is a generalization which carries derogatory implications about a particular group, race, or sex.

PREJUDICE: A preconceived judgment or opinion that makes it difficult or impossible to judge fairly in a particular situation.

RACISM: Any attitude, action or institutional practice which subordinates people because of their colour, creed, or culture.

SOURCES OF THE DEFINITIONS

Guidelines for Selecting Bias-Free Textbooks and Storybooks. NY: Council on Interracial books for children, 1987.

Race, Religion and Culture in Ontario School Materials: Suggestions for Authors and Publishers. Ontario: Ministry of Education, 1980.

Selection of Learning Resources: Policies and Procedures for Manitoba Schools Manitoba: Department of Education and Training, 1990.

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Thanks are also extended to the members of the 1990-91 School Library Media Program Curriculum Committee, Instructional Resources Branch, Manitoba Education and Training for reviewing this document.

GUIDELINES FOR MULTICULTURAL SCHOOL LIBRARY SERVICES

Manitoba Education and Training is committed to ensuring high quality education and training programs for Manitobans to enable them to develop their individual potential and contribute to the economic, social and cultural life of the province. In order to meet the needs of all students, it is essential that multiculturalism and the concepts of equity, human rights and anti-bias education be incorporated into every aspect of the school program. While school libraries are the focus of this document, it is the responsibility of all educators to adhere to the following guidelines:

1. PLANNING:

- a. Establish clear goals and objectives for the provision of multicultural school library services that are in keeping with school division/district philosophy and policy;
- b. Ensure that school library personnel take into account the racial, ethnic, linguistic, and educational backgrounds of students in planning for individual learning needs; and
- c. Develop and implement selection guidelines which are consistent with Selection of Learning Resources: Policies and Procedures for Manitoba Schools.¹

2. TEACHING AND LEARNING:

- a. Assist students in the development of critical thinking skills to recognize bias in materials;
- b. Identify and/or develop materials and teaching units integrating strategies for confronting issues relating to bias and for developing self esteem among students.
- c. Promote intercultural understanding and anti-racist education through appropriate materials used in the implementation of curricula;
- d. Encourage students to broaden their understanding and appreciation of Canadian literature by including writers from various ethnocultural/racial groups; and
- e. Place high priority on the development of communication skills in a second language.

¹ Selection of Learning Resources: Policies and Procedures for Manitoba Schools Manitoba Department of Education and Training, 1990

3. **COLLECTION:**

- a. Provide the following types of learning resources, consistent with selection criteria:
- i. Learning resources that realistically and positively portray racial and ethnocultural groups;
 - ii. Learning resources which accurately reflect the history and culture of a wide variety of ethnocultural/racial groups;
 - iii. Learning resources which deal in an accurate and balanced manner with all countries and regions;
 - iv. Learning resources which accurately take into account the role of racial and ethnocultural groups in Canadian history and contemporary society;
 - v. Adequate second language learning resources in schools;
 - vi. Learning resources which support heritage language programs;
 - vii. Learning resources appropriate for the professional development of educators in the area of multicultural education; and
 - viii. Literature by authors of various ethnocultural/racial backgrounds, from both Canada and abroad.

4. **INFORMATION SERVICES:**

- a. Provide information services concerning multicultural community resources for students and educators; and
- b. Encourage community involvement and participation in the school library program through the identification of community liaison personnel.

5. STAFFING:

- a. Develop and implement division/district criteria which would ensure equality of opportunity and affirmative action; and
- b. Make available, to school library personnel, staff development programs pertaining to multicultural education.

6. BIBLIOGRAPHIC ACCESS:

- a. Ensure that the cataloguing of second language learning resources is in keeping with Anglo-American Cataloguing Rules, 2nd ed., 1988 Revision² and national standards of cataloguing; and
- b. Provide subject or key word access in at least one of the official languages.

² Michael Gorman and Paul W. Winkler, eds. Anglo-American Cataloguing Rules, 2nd ed., 1988 Revision. Chicago: American Library Association, 1988.

APPENDIX 1

THE CANADIAN CHARTER OF RIGHTS AND FREEDOMS *

* Reprinted with the permission of the Human Rights Directorate, Multiculturalism and Citizenship Canada, 1991 and the Minister of Supply and Services Canada, 1991.

Canadian Charter of Rights and Freedoms

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

Guarantee of Rights and Freedoms

1. The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it, subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Fundamental Freedoms

2. Everyone has the following fundamental freedoms:

- (a) freedom of conscience and religion;
- (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- (c) freedom of peaceful assembly; and
- (d) freedom of association.

Democratic Rights

3. Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly, and to be qualified for membership therein.

4. (1) No House of Commons and no legislative assembly shall continue for longer than five years from the date fixed for the return of the writs at a general election of its members.

(2) In time of real or apprehended war, invasion or insurrection a House of Commons may be continued by Parliament and a legislative assembly may be continued by the legislature beyond five years if such continuation is not opposed by the votes of more than one-third of the members of the House of Commons or of the legislative assembly, as the case may be.

5. There shall be a sitting of Parliament and of each legislature at least once every twelve months.

Mobility Rights

6. (1) Every citizen of Canada has the right to enter, remain in and leave Canada.

(2) Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right:

- (a) to move to and take up residence in any province; and
- (b) to pursue the gaining of a livelihood in any province.

(3) The rights specified in subsection (2) are subject to:

- (a) any law or practices of general application in force in a province other than those that discriminate among persons primarily on the basis of province of present or previous residence; and
- (b) any law providing for reasonable residence requirements or a qualification for the receipt of publicly provided social services.

(4) Subsections (2) and (3) do not preclude any law, program or activity that has as its object the amelioration in a province of conditions of individuals in that province who are socially or economically disadvantaged if the rate of employment in that province is below the rate of employment in Canada.

Legal Rights

7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

8. Everyone has the right to be free from unreasonable search or seizure.

9. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

10. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice:

- (a) to be informed promptly of the reason therefor;
- (b) to retain and instruct counsel without delay and to be informed of that right; and
- (c) to have the validity of the detention determined by way of *habeas corpus* and to be released if the detention is not lawful.

11. Any person charged with an offence has the right:

- (a) to be informed without unreasonable delay of the specific offence;
- (b) to be tried within a reasonable time;
- (c) not to be compelled to be a witness in proceedings against that person in respect of the offence;
- (d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal;
- (e) not to be denied reasonable bail without just cause;
- (f) except in the case of an offence under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offence is imprisonment for five years or a more severe punishment;
- (g) not to be found guilty on account of any act or omission unless at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principles of law recognized by the community of nations;
- (h) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punished for the offence, not to be tried or punished for it again; and
- (i) if found guilty of the offence and if the punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment.

12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

13. A witness who testifies in any proceedings has the right not to have an incriminating evidence so given used to incriminate that witness in any other proceedings, except in a prosecution for perjury or for the giving of contradictory evidence.

14. A party or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter.



Equality Rights

Equality before and under law and equal protection and benefit of law

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Anti-discrimination programs

(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups, including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Official languages of Canada

Official languages of Canada

16. (1) English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada.

Official languages of New Brunswick

(2) English and French are the official languages of New Brunswick and have equality of status and equal rights and privileges as to their use in all institutions of the legislature and government of New Brunswick.

Advancement of status and use

(3) Nothing in this Charter limits the authority of Parliament or a legislature to advance the equality of status or use of English and French.

Proceedings of Parliament

17. (1) Everyone has the right to use English or French in any debates and other proceedings of Parliament.

Proceedings of New Brunswick legislature

(2) Everyone has the right to use English or French in any debates and other proceedings of the legislature of New Brunswick.

Parliamentary statutes and records

18. (1) The statutes, records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative.

New Brunswick statutes and records

(2) The statutes, records and journals of the legislature of New Brunswick shall be printed and published in English and French and both language versions are equally authoritative.

Proceedings in courts established by Parliament

19. (1) Either English or French may be used by any person in or in any pleading in or process issuing from any court established by Parliament.

Proceedings in New Brunswick courts

(2) Either English or French may be used by any person in or in any pleading in or process issuing from any court of New Brunswick.

Communications by public with federal institutions

20. (1) Any member of the public in Canada has the right to communicate with and to receive available services from any head or central office of an institution of the Parliament or government of Canada in English or French, and has the same right with respect to any other office of any such institution where

- (a) there is a significant demand for communications with and services from that office in such language; or
- (b) due to the nature of the office, it is reasonable that communications with and services from that office be available in both English and French.

Communications by public with New Brunswick institutions

(2) Any member of the public in New Brunswick has the right to communicate with and to receive available services from any office of an institution of the legislature or government of New Brunswick in English or French.

Communication in English or French

21. Nothing in sections 16 to 20 abrogates or derogates from any right, privilege or obligation with respect to the English and French languages, or either of them, that exists or is continued by virtue of any other provision of the Constitution of Canada.

Right to use either language

22. Nothing in sections 16 to 20 abrogates or derogates from any legal or customary right or privilege acquired or enjoyed either before or after the coming into force of this Charter with respect to any language that is not English or French.

Minority Language Educational Rights

Language instruction

23. (1) Citizens of Canada
 (a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside; or
 (b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province,
 have the right to have their children receive primary and secondary school instruction in that language in that province.

Continuity of language instruction

(2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

Application where numbers warrant

(3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province
 (a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and
 (b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

Enforcement

Enforcement of guaranteed rights and freedoms

24. (1) Anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to a court of competent jurisdiction to obtain such remedy as the court considers appropriate and just in the circumstances.

Exclusion of evidence brought in proceedings in administration of justice, into dispute

(2) Where, in proceedings under subsection (1), a court concludes that evidence was obtained in a manner that infringed or denied any rights or freedoms guaranteed by this Charter, the evidence shall be excluded if it is established that, having regard to all the circumstances, the admission of it in the proceedings would bring the administration of justice into disrepute.

General

Aboriginal rights and freedoms

25. The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada including
 (a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and

(b) any rights or freedoms that now exist by way of land claims agreements or may be so acquired

Citation

34. This Part may be cited as the *Canadian Charter of Rights and Freedoms*.

Other rights and freedoms not affected by Charter

26. The guarantee in this Charter of certain rights and freedoms shall not be construed as denying the existence of any other rights or freedoms that exist in Canada

Multicultural Heritage

27. This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians

Rights guaranteed equally to both sexes

28. Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons

Right respecting certain schools prescribed

29. Nothing in this Charter abrogates or derogates from any rights or privileges guaranteed by or under the Constitution of Canada in respect of denominational, separate or dissentient schools

Application to territories and northern authorities

30. A reference in this Charter to a province or to the legislative assembly or legislature of a province shall be deemed to include a reference to the Yukon Territory and the Northwest Territories, or to the appropriate legislative authority thereof, as the case may be

Legislative powers not extended

31. Nothing in this Charter extends the legislative powers of any body or authority

Application of Charter

Application - Charter

32. (1) This Charter applies
(a) to the Parliament and government of Canada in respect of all matters within the authority of Parliament including all matters relating to the Yukon Territory and Northwest Territories, and
(b) to the legislature and government of each province in respect of all matters within the authority of the legislature of each province

Exception

(2) Notwithstanding subsection (1), section 15 shall not have effect until three years after this section comes into force

Exception where express declaration

33. (1) Parliament or the legislature of a province may expressly declare in an Act of Parliament or of the legislature as the case may be that the Act or a provision thereof shall operate notwithstanding a provision included in section 2 or sections 7 to 15 of this Charter

Operation excepted

(2) An Act or a provision of an Act in respect of which a declaration made under this section is in effect shall have such operation as it would have but for the provision of this Charter referred to in the declaration

Five year limitation

(3) A declaration made under subsection (1) shall cease to have effect five years after it comes into force or on such earlier date as may be specified in the declaration

Re-enactment

(4) Parliament or a legislature of a province may re-enact a declaration made under subsection (1)

Five year limitation

(5) Subsection (3) applies in respect of a re-enactment made under subsection (4)

APPENDIX 2

CANADIAN MULTICULTURALISM ACT

Section 3: Multiculturalism Policy of Canada*

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MULTICULTURALISM POLICY OF CANADA

Multiculturalism policy

3. (1) It is hereby declared to be the policy of the Government of Canada to

(a) recognize and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and acknowledges the freedom of all members of Canadian society to preserve, enhance and share their cultural heritage;

(b) recognize and promote the understanding that multiculturalism is a fundamental characteristic of the Canadian heritage and identity and that it provides an invaluable resource in the shaping of Canada's future;

(c) promote the full and equitable participation of individuals and communities of all origins in the continuing evolution and shaping of all aspects of Canadian society and assist them in the elimination of any barrier to that participation;

(d) recognize the existence of communities whose members share a common origin and their historic contribution to Canadian society, and enhance their development;

(e) ensure that all individuals receive equal treatment and equal protection under the law, while respecting and valuing their diversity;

(f) encourage and assist the social, cultural, economic and political institutions of Canada to be both respectful and inclusive of Canada's multicultural character;

(g) promote the understanding and creativity that arise from the interaction between individuals and communities of different origins;

(h) foster the recognition and appreciation of the diverse cultures of Canadian society and promote the reflection and the evolving expressions of those cultures;

(i) preserve and enhance the use of languages other than English and French, while strengthening the status and use of the official languages of Canada; and

(j) advance multiculturalism throughout Canada in harmony with the national commitment to the official languages of Canada.

Federal institutions

(2) It is further declared to be the policy of the Government of Canada that all federal institutions shall

(a) ensure that Canadians of all origins have an equal opportunity to obtain employment and advancement in those institutions;

(b) promote policies, programs and practices that enhance the ability of individuals and communities of all origins to contribute to the continuing evolution of Canada;

(c) promote policies, programs and practices that enhance the understanding of and respect for the diversity of the members of Canadian society;

(d) collect statistical data in order to enable the development of policies, programs and practices that are sensitive and responsive to the multicultural reality of Canada;

(e) make use, as appropriate, of the language skills and cultural understanding of individuals of all origins; and

(f) generally, carry on their activities in a manner that is sensitive and responsive to the multicultural reality of Canada.

APPENDIX 3

A STATEMENT OF GOVERNMENT POLICY FOR A MULTICULTURAL SOCIETY *

* Part one of Manitoba's Policy for a Multicultural Society

A Statement of Government Policy for A Multicultural Society

Part One

Winnipeg, Manitoba
May 15, 1990

Manitoba 

Introduction

From the original population of Manitoba, the Aboriginal peoples, through the arrival of explorers, fur traders and settlers, and through the successive waves of immigration that have marked our history, the fact of multiculturalism — of a variety of races and cultures having to find ways to live together — has been part of the Manitoba experience, as it has been part of the Canadian experience.

Deliberate government policies to respond to the reality of the multicultural society date from the 1970s when, in the national debate about bilingualism and biculturalism, governments acknowledged the need to recognize the contribution of groups other than English and French to Canadian life, and the value of retaining and supporting the continued vitality of the many and diverse cultures that are represented among the people of Canada.

Much of the focus of government efforts in this period has been on multicultural arts and languages as keys to the retention and community wide sharing of our diverse cultural heritages. This continues to be a critically important aspect of Canadians' efforts to express and share their cultural diversity — in their own interests and in the interests of the community as a whole.

Increasingly, however, government and the community are coming to recognize that effective policies for a multicultural society must also respond to a range of social and economic issues and opportunities relating to the challenge of diverse groups of people living together in harmony and equality.

The cultural groups who came to Manitoba in the past faced many challenges in their efforts to become established as members of Manitoba society. Over years and sometimes over generations, they struggled to overcome barriers of language, of discrimination, and of unfamiliarity with the customs, laws and way of life in Manitoba.

Many communities have succeeded in becoming integral parts of the multicultural society of Manitoba while retaining and enhancing their individual cultures as living and vibrant parts of the life of this province. Their success has resulted in a richly varied cultural life which the entire community can share.

Today's economy and the society of Manitoba are changing more rapidly than at any time in our past. People are choosing to come to Manitoba from virtually all parts of the world, bringing their widely varied cultural experiences, their skills and their aspirations to strengthen our multicultural society.

Like those who came to Manitoba in the past, they face the dual challenge of becoming established within our community while retaining and preserving their own cultures. This policy will encourage and support all Manitobans in their efforts to build upon the traditions that have grown out of our shared experiences.

This Statement of Government Policy for a Multicultural Society is a formal recognition of the fact that the multicultural nature of Manitoba has implications for a wide cross-section of the activities of government. It confirms government's ongoing commitment to the success, harmony and prosperity of Manitoba as a multicultural society.

The fundamental principles that will guide us are pride in our diversity; a determination to achieve equality of opportunity for all in our community; and a solid sense of partnership and cooperation as key elements in the success of the Manitoba experience.

The Government's View of the Multicultural Ideal

Manitoba is a multicultural society.

The Government of Manitoba believes that a multicultural society is not a collection of many separate societies, divided by language and culture. Rather, Manitoba is a single society — united by shared laws, aspirations and responsibilities — within which persons of various backgrounds have:

- *the freedom and opportunity to express and foster their cultural heritage; and*
- *the freedom and opportunity to participate in the broader life of society; and*
- *the responsibility to abide by and contribute to the laws and aspirations that unite society.*

This ideal of a multicultural society affects all parts of the community and speaks directly to Manitoba's determination to meet the challenge of living together in harmony and equality.

The Policy of the Government of Manitoba for a Multicultural Society

The policy of the Government of Manitoba reflects the belief that Manitobans share in the multicultural ideal. Our policy is based on **three fundamental principles**.

- **The cultural diversity of Manitoba is a strength and a source of pride to Manitobans.**

To reflect this principle in action, government will pursue the following policies:

- Government will provide leadership to promote intercultural understanding, mutual respect, acceptance and harmony among Manitoba's many cultural communities.
- Government will encourage the efforts of all Manitobans to enhance and develop their cultures within Manitoba society, and will encourage the sharing of our diverse cultural heritages throughout the community at large.
- Government will encourage the retention of languages and the continuing development of artistic activities throughout our multicultural community.

- **Manitobans, regardless of culture, religion or racial background, have a right to equal access to opportunity, to participation in all aspects of the life of the community and to respect for their cultural values.**

To reflect this principle in action, the government will pursue the following policies:

- Government will take action to ensure that throughout Manitoba, all members of the community — men, women and children — enjoy the rights and freedoms to which every person is entitled under our constitution and within the laws of our province.
- Government will work to provide services and programs that are sensitive to cultural values and traditions; government, by its leadership, will encourage institutions throughout Manitoba to follow this example.
- Government will actively support those who are addressing particular concerns, such as overcoming language or literacy barriers, or striving to acquire skills in order to become successful members of our society.
- Government will strive to prevent all forms of discrimination through education and through enforcement of provincial laws.
- Government will ensure that the multicultural nature of our society is reflected in its hiring practices, and in appointments to Boards, Commissions and other provincial offices so that these institutions are representative of the community.

- **The opportunities of the multicultural society will best be realized through partnerships within communities and with government.**

To reflect this principle in action, the government will pursue the following policies:

- Government will provide leadership to encourage mutual help and cooperation in the creation of partnerships among the cultural communities of the province.
- Government will consult with members and representatives of Manitoba's cultural communities in the development of policies and programs.
- Government will involve the community in regular review and revision of its policies and programs to ensure that they continue to contribute to the achievement of the multicultural ideal.

Conclusion

For Manitoba, multiculturalism is not a recent phenomenon: we have been, from our inception, a multicultural society.

We in Manitoba are proud that ours is a society in which there is acceptance, respect and encouragement for the expression and enhancement of our cultural diversity.

The Policy set forth here will act as the foundation for government's ongoing efforts to work with the community as a whole to achieve the ideal of a multicultural society based on the principles of pride, equality and partnership among all Manitobans.