

## Questions for Assessors to Consider

### Cultural Appropriation

Arts Nova Scotia staff and assessors adhere to the Nova Scotia Human Rights Act. Assessors are asked to consider who is telling whose story and who is developing and sharing cultural expressions and knowledge from any community, particularly historically underrepresented and racialized groups or individuals. Assessors may consider the impact of artistic work in the context of historic or continuing barriers face by the applicant and the communities engaged by or reflected in the work, when accessing opportunities for producing and participating in the arts.

#### Supporting Questions (Individuals):

- Has the applicant addressed their personal connection to this culture/community? (example: if they are wanting to make sculptures of prominent African Nova Scotian people, have they addressed their connection to the African Nova Scotian community? Do they have support from the community?)
- Have they mentioned community support and perhaps shown proof?
- Is this particular project furthering the current artistic discourses regarding this community/culture or is it contributing to dated models of appreciation?

#### Supporting Questions (collaborations) :

- Does the group, organization or collective have strong ties to the community they are addressing in their application? How do they demonstrate this in application?
- (If working with a specific community) Has the group, organization or collective addressed how the other party (i.e. African Nova Scotian community, Indigenous community, or other group of minority) benefitting from this project?
- If a group, organization, or collective is collaborating with a minority group on a project have they addressed the long term commitment or relationship to the collaborator?

### Indigenous Arts Protocols

In 2016, Canada formally endorsed the United Nations Declaration on the Rights of Indigenous Peoples. The Declaration affirms that Indigenous cultural knowledge is the intellectual property of Indigenous peoples, and its use is controlled by Indigenous peoples. When considering applications from Indigenous peoples and/or incorporating Indigenous cultural knowledge, assessors are asked to consider whether appropriate protocols regarding that material and its use are being observed as part of the proposed project. Since each community will have different approaches to protocols and use of materials, assessors should look for evidence that the applicant has meaningfully engaged with appropriate elders, community leaders or knowledge keepers.

#### Supporting Questions (Individuals):

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- Has the applicant described how their project relates to the Indigenous community they reference in their application?
- Has the applicant addressed appropriate protocols and permissions from the community?
- Has the applicant mentioned permission from Elders, Knowledge Keepers, or specific teachings regarding use of traditional communal knowledge?
- Has the application address material choices? What is their connection to this material? What teachings have they received regarding this material?
- Are Elders, Knowledge Keepers or community members being properly compensated for their work?

## Supporting Questions (collaborations) :

- If the applicant is non-Indigenous but working with Indigenous folks or subject matter, has the application demonstrated ongoing consent (free, clear and informed consent)?
- Have they sought community involvement, is that involvement meaningful?
- If the applicant is non-Indigenous why have they chosen to work with Indigenous content? Is it imperative to the project or the organization, collaborators or group? Does it reflect their mandate?
- Will they be working with cultural leaders throughout the project? Is the consultation process integrated into the project plan and timeline?