



Building trust in diversity: universities and cities joining forces

Oslo, Norway, on 12-13 May 2015

Final report

Table of contents

Introduction

Goals of the conference

The conference: a narrative overview

Ideas and Examples

1. Bergen
2. Bilbao
3. Lisbon
4. Montreal
5. Oslo
6. Patras
7. Reggio Emilia
8. Reykiavjc
9. Tsukuba

The Oslo Declaration

Action Points: Policy recommendations and guidelines

Conference Programme

Speakers and Participants

Introduction

Cities need universities as partners in developing and delivering local intercultural strategies. This is the background for the Intercultural Cities conference organized in Oslo, Norway May 12.-13. 2015. The conference aimed at strengthening the cooperation between cities and universities and research institutions in the development of well-functioning urban communities characterized by diversity in cultural background, language and religion.

Universities serve a crucial function in delivering a robust knowledge base in the face of extremism, xenophobia and hate speech.

Universities and colleges are also important in their role as tertiary educational institutions that promote social mobility and equal opportunities.

Through a series of key-note speeches and workshops conference addressed four main themes:

- Science, urbanity and building trust – the role of universities in shaping evidence-based diversity policy
- Higher education and social mobility – ensuring equal opportunities in a diverse society
- Academia against stereotypes, hate-speech and xenophobia – towards inclusive local partnerships
- Diversity and economic growth in a troubled Europe – universities as agents of diversity advantage

The conference targeted both the theoretical and the practical aspects of making diverse and intercultural cities work. Participants are invited to join workshops on the four themes, and present practical solutions and actions from their cities and universities.

The Intercultural Cities network engages some 70 cities across Europe, as well as associated cities in Asia and the Americas. Interculturalism is becoming a core concept of a new policy focus, recently adopted by the xx of the Council of Europe. The policy tries to provide concrete solutions beyond the crisis of state multiculturalism. Interculturalism is about building trust through encouraging interaction and mixing between cultural groups in the public realm. It is also about improving the efficiency of public services by making them more culturally sensitive and adapted. Finally, it is about generating cohesion and preventing conflict and discrimination by encouraging a positive public attitude to diversity.

Universities are crucial to community development, as a provider of facts, research and knowledge. The commitment to diversity implemented by intercultural cities challenge universities to investigate and to contribute to pragmatic intercultural local policy answers to cities' concrete concerns and plans. Teaching, service-learning and consulting activities have a potential to integrate theoretical elements of university research and education with collaboration and partnership with local communities. At the same time, university campuses are examples of glocal communities - sites of international or cosmopolitan citizenship – working for the well-being of the people who live, work, and study in and around the universities and to catalyze greater well-being, civic engagement and interest among academics and students, as well as the cities they inhabit.

Universities are crucial as providers of tertiary education, and then as a channel for social mobility, social justice and integration across generations. The share of foreign-born persons aged 30-34 with a high level of educational attainment (tertiary level education) is lower in the EU than the share of for all persons aged 30-34 (28% to 32%). Migrants are significantly under-represented at the medium educational level. In the prime working ages of 25-54, there is a difference of 10 percentage points between the share of foreign-born persons with low educational attainment and share of all persons with low educational attainment.

Universities are - and have always been - intercultural and cosmopolitan communities, and are therefore welcomed by cities as positive contributors to the local public debate on diversity. While most universities have concrete plans in relation to their own internationalization agenda, their collaboration with cities

could concern a wider range of aspects of the intercultural agenda. In many cities – but not all - universities provide the data and research for evidence-based policies and policy impact evaluation and the use of scientific expertise in policy definition. In many cities – universities run welcoming services for international students and staff – but more seldom in cooperation with city services. Many universities have policies for retention of international graduates and support for employment and entrepreneurship, - but such policies are more effective if coopted by the host city.

Goals of the conference

Through four thematic workshops, the conference explored the role of the higher education sector in the creation of the Intercultural City and in defining ways to strengthen city-university partnership. During the workshop participants were invited to identify and discuss effective strategies and ways to apply an intercultural approach to the higher education sector at the local level. Participants had the chance to learn first-hand from the best-practices of cities that have actively sought city-university partnership in promoting an intercultural approach to local policies. The workshops served as an interactive and productive exchange and learning platform. During the conference and the workshop participants had the chance to reassess their city's higher education sector through the intercultural lens, inspire each other and discuss challenges and opportunities of applying an intercultural approach to the higher education sector.

The conference targeted both the theoretical and the practical aspects of making diverse and intercultural cities work. Participants were invited to present practical solutions and actions from their cities and universities. The products of the conference are summarised in the recommendations included in the Oslo Declaration on city – university cooperation, as well as practical examples of joint efforts.

A city that is seeking an active partnership to develop its intercultural approach in collaboration with higher education organisations would:

- Invite the university to active involvement in the creation and verification of urban intercultural policies
- Foster equal access to higher education institutions for all inhabitants of a city
- Seek university collaboration on topics and themes that are relevant to the city's intercultural policies and diverse communities
- Seek university collaboration to make the diversity advantage visible and understood through targeted research and cultural initiatives
- Use higher education and city-university cultural activities as platform for meeting others and discussing complex issues around cultural difference and conflict

The conference: a narrative overview

Opening session

The conference was opened by the City of Oslo's Vice-mayor of education, Anniken Haugli who welcomed participants and stressed the challenges and opportunities of ongoing and potential collaboration among municipalities and higher education organisations.

Professor Thomas Hylland Eriksen, who works at the University of Oslo, Department of Social Anthropology, introduced participants to "Overheating – the tree crisis of globalization". Professor Hylland Eriksen presented cities as crossroads and meeting places for people who otherwise might have little in common. This is reflected in language, such as in the 'Barbarian' eponymous way Athenians thought of those who could not speak Greek. Cities have become a location of 'organic' rather than 'mechanical' solidarity because of division of labour and necessary complementarities. Urban communities are able to deal with the complexities of modern urban life only if they can deal with difference and see themselves as 'creative cities'. This orientation can draw from the previous experience of several schools of thought. The Chicago school (initiated by Robert Park and his colleagues) suggests an 'urban ecology' view, focusing on a 'melting pot' scenario that would imply a future-oriented common identity. In this context the Bogardus scale attempted to measure social distance, i.e. the extent to which respondents would welcome 'other' into family, as an indication that the 'melting pot' would work. Max Gluckman and the Manchester school looked in 1940s at what happened when African villagers used to unarticulated traditional life became proletarians in Zambian copper mines, therefore confronting different individuals with different customs and concluded that 'trade unions transcend tribes' through common urban and occupational locations. Nonetheless, the 1950s discovered a *retribalisation* process, as in face of commonality of experience identity reasserted in context of competitive battle for resources. In USA, in the late 1950s and 1960s it also became evident that 'melting pot' was not coming about, as recorded in publications such as 'The unmeltable ethnics'—indeed long forgotten ethnic identities were being revived. In 1969 Barth contributed the seminal *Ethnic Groups and Boundaries*. It highlights that ethnic differences are far from 'natural'. Nonetheless the perceptions of one perceived in-group matters in relation to perceived outer-groups and have consequences. This is the case also in Norway, for example in the way the Norwegian majority community views Sami people. It is interesting to note that Norwegian has no word for 'community', although it identifies 'local society'. Through a series of successive trips to Mauritius Professor Hylland Eriksen was able to observe the 'third generation' migrant phenomenon: i.e. how Hindus and Muslims now are learning Hindi and wearing beards and veils. This reminds us that the first generation migrant has "unarticulated" culture; the second generation "disowns"; third generation yearns for the "traditional" while it also presents elements of 'host' community reassertion, as indicated by the adoption of the Norwegian *bunad* dress by women. This dynamic can be regarded as a dialectic of 'boots' (forward-looking movement and individualism) versus 'roots' (attachment to 'traditional' identities) – a tension between 'purity' and 'mixing' - within a context of 'flattened' difference through globalisation: 'The more similar we become the more different we try to be.' The paradox seems to be that through a "global conversation" into which individuals insert themselves 'everyone tries to be different in the same way'.

Within this framework, Steven Vertovec's 'super-diversity' concept is intended to underline a level and kind of complexity surpassing anything previously experienced which implies no actual 'majority' and opens a potential to develop a 'civic culture' alternative. This would require a *generic* intercultural competence, rather than being able to meet *specific* cultures, for instance 'the Muslim'. Schools, hospitals, parks, museums, have a socialising roles in this respect. Municipalities can live with diversity as long as they have

institutions of social integration: for example an area to take into consideration is how to ensure that housing market doesn't foster ethnic segregation.

Professor Hylland Eriksen's key-note speech was followed by a dialogue involving Professor Paul McCutcheon, Vice President of Limerick University and Dr. Roger Green, Director, Goldsmith University, London—who focused on "Cities and universities - engagement for diversity".

Professor McCutcheon, highlighted how Limerick University worked at the curriculum: broadening the module on cultural diversity; and introducing a module on teaching international students. In addition it offers seminars aimed at sharing good practices and developing intercultural awareness and competence. The project work assignments include the task to develop anti-rumour strategies. Also, the University Practicum includes community orientated research project dealing with issues such as Irish identities, immigration and integration. The University outreach activities include the participation into the Limerick City and County Intercultural Working Group; a Community based education programmes involving parents in the education programme 'Your Knowledge, Their Future'; the organisation of seminars and discussion fora focusing on the relationship between educational practitioners and academia; and offering free English language classes delivered in local communities.

From the broad Goldsmith University's experience, Dr. Green highlighted the importance of matching students work and research with community projects, for example through service learning. This is aimed at facilitating and developing inclusive research communities. Key questions in this field are: what is the use of research outcomes for local NGOs and community? Dr. Green shared with participants the publication edited by STaCS (Social, therapeutic and Community Studies) 'Communities surviving, striving, thriving?' presenting the key issues of a day of dialogue and action aimed at enhancing the capacity of people to work effectively across a broad range of community issues by promoting edge thinking and discussion.

Edge thinking and innovation were again key words as participants were then introduced to the concept of the Diversity Advantage—by urban therapist Phil Wood, Advisor to the Council of Europe's Intercultural Cities Programme. The idea of the Diversity Advantage is presented by prof. Scott Page in his book *The Difference*: diversity trumps ability when experimental groups are asked to solve a problem. A group of experts can be outperformed by a diverse group of non-experts, provided that they have a common goal, are set a task which requires innovation and are operating in environment that supports innovation, where identity differences are validated and there is mutual respect. Examples range from USA to Denmark. Foreign-born USA population is one in eight but one in four of Nobel winners. And examples of successful innovation are not coming from Silicon Valley only. For instance Denmark's ISS offers evidence of how mixed cleaning teams earn 3.7% more than homogeneous ones. On the basis of these data the Danish government says that diversity can improve innovative capacity by up to 30%. Although Sweden tops the Migrant Integration Policy Index (MIPEX) it witnessed widespread riots in 2013 as Swedish policies are very liberal and open towards newcomers but do not take into account measures relating to the diversity advantage. To take it into account implies an understanding of the key difference between multiculturalism and interculturalism: the former is a static conception whereas latter recognises dynamism of hybridity and super-diversity. For municipalities this can be translated in a recommendation to empower (often quiet) 'bridge-builders' rather than 'gatekeepers', ensuring a single while diverse public sphere. The City of Oslo offers promising examples in relation to the diversity advantage including organisations such as Alarga and Global Future.

The workshops

Participants divided themselves into four workshops aimed at sharing experiences and discuss suggestions and recommendation to foster collaboration among municipalities and universities. Some ideas and examples from the workshops are presented in the next chapter, while the following paragraphs briefly summarise each workshop's key content and presentations.

Workshop 1: SCIENCE AND TRUST – THE ROLE OF UNIVERSITIES IN SHAPING EVIDENCE-BASED DIVERSITY POLICY

From the *Oslo Knowledge Partnership*, Malin Gjellestad (City of Oslo) reported that 30% of the local population has an international background. Collaborative (HE, business, public sector) alliance were established in November 2008, promoting three strategies including welcoming strategies: for instance Global Talent Week including Career Fair; Students Mentor Programme aimed at opening up/welcoming diversity, and promoting dissertation on city-relevant topics (providing access to city data), as well as encouraging (City) job applications.

Jai S. Ganapathy, from the Norwegian Police University College, held the presentation *Talk about trust: Police work in diverse cities*. He highlighted how police legitimacy is built on trust. Knowledge should be used as a way to safer society. Diversity means "ethnicity" to most people, and it is complex construct involving internal as well as external aspects of diversity competence. There is a need to focus on police formal legitimacy versus its social acceptance. Legitimacy means a combination of trust and reputation (what is said about you after you have left the scene). Therefore there is a need for transformation in power relations: from authority/command structure to communication structure (earning trust through good work). Trust in the police comes from: they come when called for, are willing to do their best, everyone gets fair treatment. Forms of trust include: societal (glue), relational (face-to-face), institutional (complaints procedure), implicit (taken for granted; challenged by diversity). Policemen are therefore trained through visit at Holocaust centre (to gain awareness of types of complicity in registering and deporting); they are encouraged to discuss police meeting with "others" (mental disorders, drug problems, sexual orientations); they are introduced to communication and conflict resolution techniques (by the Norwegian Centre Against Racism). Continuous learning includes: multicultural understanding & diversity (visit to places of worship, hate crime); conflict resolution in a multicultural society (use of dialogue, mistrust). The logic of trust is spelled out as the degree of acceptance – which depends on perception of legitimacy which in turn depends on how one interacts with the public and to what extent "police reflects the population" (for instance during street parade). Population trust in the police is now 85%.

Achilles Kameas, from the Hellenic Open University introduced participants to the theme of *Promoting trust via collaboration and peer learning*, in relation to the Greek DAISy Research Group and the experience of the website site and project culturalmediators.eu. He focused on training cultural mediators (promoting community building): this implies involving stakeholders from the start, to crowd-source (support content creators), to provide certified training and peer support, develop support tools (exchange of experience, dialogue, collaboration and assistance). He also introduced a variety of projects in this field: TIPS project (site, comparative research, t-learning, e-book) and (mobile) training course. SONETOR project: platform for cultural mediation including social networking tools (with tools to upload episodes to training scenarios and the use of wiki (providing a cultural mediation dictionary), blog, forum etc.). More information are available on-line: on the TIME project: mediation-time.eu site, as well as on the SONET-Bull project: sonetbull.eu promoting and sharing practices and competences to deal with bullying. At the national level Patras is collaborating with Intermediation.gr : a National Registry of trained cultural mediators (CM), based on

language and location. This supports training for mediators servicing frail immigrant groups in 7 regions, using mobile phones.

The EWC-European Wergeland Center, in collaboration with Oslo University (UiO) presented DEMBRA recalling a 2010 research on Jewish people in Oslo experiencing bullying, prejudices, hate speech. This can be tackled through school based competence development: it is a whole school approach, focusing on experienced needs in the school. How can schools prevent anti-democratic attitudes and behaviour? The project is sponsored by Norwegian Ministry of Education and it involves 5 schools over a period of 8 months. One team at each school co-ordinates the work and it produces a Dembra plan (systematize preventive work). It also organises school sessions (involving teaching and discussions), a survey, dissemination through a website. The theory behind the project is focusing on Democratic Citizenship, and specifically on democratic *readiness* (active citizenship competence) as well as on Group focused enmity (based on Bielefeld research on prejudices). These theory and research links democratic readiness and inclusive school cultures. Its key dimensions are inclusive (trust based) school culture; knowledge, critical thinking, self-reflection, intercultural competence.

The City of Bergen offered the experience of the Department of Public Housing, Social Affairs and Community Development whose strategies include: training programme within local health business targeting 150 women a year (since 2004 in collaboration with Bergen University); apprentice programme in the field of health, youth and childhood. Mapping families living conditions (NTNU); A key question is: what is immigrant families experience of the welfare system (UiB).

A case study focusing on *Students involvement in intercultural policy and practice: a case of Tokyo*, was presented by Prof. Keizo Yamawaki (Meiji University, Tokyo) and his included among the ideas and examples.

Workshop 2: HIGHER EDUCATION AND SOCIAL MOBILITY – ENSURING EQUAL OPPORTUNITIES IN A DIVERSE SOCIETY

The workshop opened with a presentation by Dr. Birkelund in which she gave a brief overview of the immigration trends in Norway. This was to set the context for an overview of three projects which are being led by the University of Oslo and in particular the Department of Sociology and Human Geography.

The broad position of immigration in Norway reflects the situation as it pertains in other European countries. In the 1970's the level of immigration was approximately 2%. The figure today is 15%.

Initially we were informed of research in the area of school segregation. This study explored the performance of second-generation immigrants at high school level. The first thing that was noted was the fact that the second generation are in ways disadvantaged by the first generation particularly where there is a low educational attainment by the first generation. That said it was highlighted that if the second generation migrants manage to complete high school they have a tendency, generally, to remain in the continuum of education for longer periods.

The primary factor in this output is the fact that the immigrant cohort have a far greater desire to succeed. Therefore they benefit more from education when they remain within the system. When it was examined if the second generation immigrants suffered greater difficulties than the majority if they dropped out of high school it was shown that they do not suffer any greater disadvantage than those of the majority population who fail to complete the full upper secondary cycle.

The basis of the research was outlined which involved examining the success of the cohort in terms of the level of attainment of education of the parents and the make up of the level immigrant population in the schools.

The two principal findings here were that there was a strong correlation between success at high school amongst migrants and the level of educational attainment of the parents. It was also noted that the students from schools where there was a high level of immigrants did not suffer disproportionately. In fact it was found that immigrant students who attended schools where the number of immigrants was low did not perform that well and had a higher attrition rate.

In summary it was felt that it was social class or status was the deciding feature and not ethnic background was the primary factor in success or failure at the high school level.

In the next area to be discussed it performance in the labour market was examined. This was an interesting piece of research in that one of the fundamental principles of research ethics was ignored. The participants were deceived. It was however quickly pointed out that this method was approved at the highest national level – the national ethics committee. It was clear from the detail that this was absolutely necessary for the gathering of reliable data.

The method employed was that fictional CVs were presented to employers in response to real job advertisements. There were two primary outcomes. The first was that discrimination was experienced by immigrants at the application stage of the recruitment process. However once the immigrants were hired they did not experience any further discrimination in their on-going relationship with their employer.

The other principal finding was that employment status was more likely to influence decisions than ethnic background. In other words those who applied for jobs while in employment had a greater success rate.

In a foot note to this work it was pointed out that when the researchers followed up the false applications with employers by way of seeking a meeting with the employer, despite having being informed of the “deceit”, 70 of 900 employers agreed to meet with the researchers.

The findings of elements of this work will be available through a major peer reviewed article in (I cannot recall the journal but I am sure that we can get it)

In the second presentation Dr. Ella Ghosh gave a detailed review of the work of the Norwegian Committee for Gender Balance and Diversity in Research. The first point to be made by the presenter was the fact that the role of the committee had changed significantly in its latest construction. This is because the terms of reference have been extended beyond the issue of gender and now encompasses diversity in its broadest meaning.

To set the scene Dr. Ghosh gave a brief overview of some key facts and figures. She stressed that perhaps relatively speaking Norway was not too bad in comparison to other countries. One key figure was that 26% of Professors were now female. It was also highlighted that the issue of discrimination has been addressed by various pieces of legislating back to the 1970s.

Many of the issues associated with the wider discrimination issues were being addressed from the experience of how the gender issue was addressed. It is worth noting that universities have been very successful in recruiting undergraduate students from diverse backgrounds. This is strengthened further by an increasing number of immigrants coming to Norway to pursue doctoral studies.

In a similar development to that which was seen when the issue of gender discrimination was addressed most universities now have policies, procedures and action plans associated with wider discrimination and particularly that associated with immigrants. One area which needs to be addressed however is the availability of statistics. While there is a significant bank of statistics in the field of gender the same cannot be said for statistics in the area of diversity and the involvement of immigrants with the educational system.

Similarly there is a dearth of information and good research in the field of diversity in education. This position also pertains in the areas of research and networks. A key success to date is that the committee is having some success in ensuring that the issues of diversity are part of the national discourse.

Dr. Ghosh highlighted the need for greater international collaboration so that countries will be in a better position to benchmark their performance against good international practice.

The third presentation was delivered by Graca Maria da Fonseca and addressed the issue of innovation in education and how the school generates jobs. In this she examined the issue of universities and cities joining forces to drive the economic agenda through the creation of jobs. In her overview of Lisboa she highlighted the fact that the city like so many others in Europe has a twin problem – immigration and emigration. A further feature was of course the fact that Portugal like some other countries within the EU were addressing very serious issues such as youth unemployment at a time when the entire country was in crisis. For example unemployment is running at 13,5% while youth unemployment was at a figure of approximately 40%.

On the plus side Lisboa has some 104 institutes of higher education. It has a city council committed to addressing the issues of unemployment and job creation. There was however for a long time a disconnect between the city and higher education. In the new model there is now a very strong link between the two. So when the city now plans an initiative it involves the educational providers from the outset. This is done even though in many cases where austerity is addressed education is the first sector to be hit and within this the university sector is almost always the initial target for cuts.

For cities to succeed they must become a mecca for entrepreneurship and innovation and it cannot achieve this without collaboration with the higher education system. Knowledge and innovation will drive this partnership understanding that no one partner has all of the answers thus creating parity of esteem between the organisations is crucial.

Regeneration has to be a holistic endeavour. It is not just about knocking old houses and replacing them with new ones. Regeneration must be used to foster and develop communities. Areas will be revitalised by bringing a sense of innovation and above all jobs. This latter point cannot be left to foreign direct investment alone. FDI is very important but of equal importance is the SME sector and indeed micro industries. In addition to the physical environment the fostering of creativity and accept the concept of failure are equally important to the revitalisation of cities.

Workshop 3: ACADEMIA AGAINST STEREOTYPES, HATE-SPEECH AND XENOPHOBIA – TOWARDS INCLUSIVE PARTNERSHIP

Anna Birgitte Nilsen collaborates with No Hate Speech (Norway). She presented a course on radicalisation and extremism for public servants (including police). She addressed the view of Islamist violence in the West as attack on 'freedom'. She also highlighted how hate speech plays a core role in radicalisation processes: the counterpart of 'crusades' in Islamist demonisation is 'Eurabia' for European far right. Nilsen

has looked at how Facebook is used by young Islamist women. This shows the importance of social inclusion, as these women may tend in imaginary way to affirm that they have instead excluded themselves.

Since 2006 *Lars Gule* explored an anti-immigrant/anti-Islam web site through which could engage in real time with far right, including Breivik. So after Utoya Gule became an 'expert' on Breivik. Breivik had not used the web site that much and hadn't stood out; argued that was wrong to go for the Islamists: target should be the 'traitors' in his conspiratorial world-view. Norwegian Humanist Organisation (tens of thousands of members and scores of staff), of which Gule was secretary-general, has been commissioned by municipality to organise a 'counter-offensive' against extremism. Gule has tried to address latter as a general phenomenon, having also studied Islam and Islamism in a middle-east context. How to characterise? (i) Descriptive extremism: conspiracy theories with no foundation in evidence, eg *Protocols of Elders of Zion*. (ii) Normative extremism: strong deviation from norms well founded in reason and legality, eg in manner of Nazi dismissal of democracy and equality for Jews. Commonly, (i) and (ii) are combined. Extremism does not always lead to violence. There is an inherent difficulty for research: extremists don't want to talk to researchers, so have to rely on other sources, such as trial evidence. For Islamists, religion (often only poorly understood) is a secondary driver to a strong sense of injustice, i.e. seeing images from Syria which are then seen as explained through a Salafist jihadi lens. Those who seek to become jihadists tend to have criminal / socially marginalised associations. Yet he noted that in Norway itself the vast majority of extremist violence since 1970s has come from far right, not Muslims. There is a danger of treating low-level manifestations of religiosity as part of checklist of reasons for treating individuals as 'suspects'.

Both presentations show how university-based research can feed into activism and campaigning. Can give people 'tools' to identify issue but need to recognise how hard it is to 'rehabilitate' extremists.

At the University of Reykjavik *Brynja Elisabeth Halldorsdottir* has looked at public discourse in Iceland about 'others'. She records only one prosecution in 2011 for hate speech, as there is a problem of demonstrating motive and judges' attitudes seem uncertain. In 2008 UNICEF reported increased child poverty, especially among immigrant population. It is very difficult to have in-depth discussion on hate speech because no one wants to be cast, themselves, in a bad light and significant misunderstanding of minority populations. Even critical responses to hate speech tend to be intemperate and little dialogue eventuates. Nonetheless she records positive actions in Reykjavik: Heritage Language Organisation (teaching about 20 languages), Multicultural House, 'Flying Carpets' project Multicultural Day, etc. There is a need for individuals to be open, non-aggressive, to put oneself in other's shoes, to recognise it takes more than one conversation, to stand up to intolerance. For universities there is the need to turn out the interculturally competent individuals who can *inter alia* challenge hate speech.

Mika Hasebe in Tokyo has conducted research on Indochinese refugees in Japan. There is evidence that any contact with host society eases resettlement. The Japanese constitution only protects Japanese people and no supplementary law addresses xenophobia; non-Japanese population is only 1.6% and effectively invisible to Japanese population (compounded if spouse to Japanese partner); only in education do public authorities have to address diversity issues. So, in line with Gordon Allport contribution on the role of inter-groups contact, the university could be a 'contact place' for students and local residents, Japanese and non-Japanese. Some of Mika's students are helping out in classes and with local citizens re non-Japanese. It is easy (in the latter case) to find common themes, i.e. non-Japanese wanted to know in one workshop about disaster prevention in context of earthquake. Both Japanese and non-Japanese are curious about further

contact. Students with awareness/motivation to engage newcomers can be supported by municipality in fostering connections, which can help raise awareness among public servants.

Workshop 4: DIVERSITY AND ECONOMIC GROWTH IN A TROUBLED EUROPE – UNIVERSITIES AS AGENTS OF DIVERSITY ADVANTAGE

The workshop discussed strategies focusing on the use the specificities of different cultures to make organisations and businesses more open to the idea of diversity advantage.

The City of Donostia/San Sebastian provided an overview of policies related to its 3 millions tourists and business visitors every year. The city used the opportunity offered by being European capital of culture to create a connection between creative industries and business innovation. 85% of the economy is services - tourism, commerce, science, education, research. The economic development agency uses a cluster policy and selected a limited number of sectors to invest in: digital, audiovisual, energy efficiency/smart city, health, food, tourism (surfing niche). The city helps new businesses to create start ups, recruit talent, get funding, register patents etc. This supports the development of an educated work force as well as attracting talented researchers and scientists from all over the world to work with technology-based companies.

Nonetheless there is a disconnection between research/skills and the business needs. So the city decided to act. They wanted to create a knowledge ecosystem focusing on students as well on businesses. It created an open innovation platform, promoting five workshops, and inviting companies, students, foreign residents to participate, asking them what the city needs in order to encourage entrepreneurship and use of talent. The City developed programmes to support young entrepreneurs, grants, mentors, offering students internships with companies and getting back from them information on the business needs.

The Innovative talent programme subsidises 8000 € salary each young talent to do an innovative project. It is very successful, and 60% of participants stay on. The City also supports young professionals to have an experience abroad. Some of the companies are very small: they need the skills to be able to compete at the global level. Also internships are offered to Latin American graduates on public administration, public-private partnerships.

A Talent house has been set up: it is a residence for international researchers who have a contract with any of the knowledge-based agencies in the city. It provides ready accommodation and the opportunity to live among other researchers. The Talent house programme offers: courses to learn Spanish, help with jobs for the spouses and schools for kids, meeting facilities, seminars for SME innovation, help with administrative papers, degree validation etc. Since 2011 it has already received around 1000 researchers. On average the stay is 4 months. The building is also used to organise events for the public to disseminate scientific knowledge. This helps to bridge the gap between companies and universities and to help each other to discover what they are doing.

Internships are a good start to convince companies to work with diverse people, but it is hard to convince them to give these interns responsibility. Donostia Fomenta offers this in exchange for consultancy services. Fomenta is advising a company on a particular new project, but they are obliged to take the intern.

The Reggio Emilia Municipality works towards innovating through diversity. Migrants are double the national average and the region adopted the first integration law in 2014. To carry out evaluation and policy assessment Reggio has set up partnership with the universities and research institutes. This is a positive but also problematic relationship. A new project deals with tutoring in the mother tongue - graduates of foreign backgrounds help students at risk of drop out, bridging the family, the school and the student. But the evaluation was purely quantitative, not taking into account the qualitative progress and relationships.

The DICE project was about opening up the local companies to intercultural competence as a skill. The project aimed at increasing the recruitment prospect of young Italians of migrant background in Italian-dominated companies. The project should produce policy recommendations to encourage companies to develop strategies for diversity advantage. There was no data so this is a lesson - the university should have been involved. Lessons learned from the project include:

it is not possible to think of the diversity advantage in the work place without taking the educational system into account. People need to be accompanied into the process of discovering their origins and explore the diversity and

its implications. This is not something that can be improvised. The educational system should focus on this. Also many students of migrant students drop out because they have low job prospects.

In Lugano there is a school for one year for all students speaking a foreign language - both refugees and expats, and the quality is great and provides excellent prospects for all

The language - the diversity advantage, intercultural competence do not exist in the work vocabulary

Public institutions need to give example and start recruiting people with diverse backgrounds

External organisations such as training and service institutions can help companies to open up to diversity advantage

In Denmark, Odense Municipality wants to work with universities to develop a measuring tool to help companies about the value a person can bring because he or she is different. There is a need for a new kind of business consultant who can help enterprises benefit from the diversity advantage. Odense has been networked with top management of private businesses, trying to show the value for them of diverse teams. They have a network of about 80 companies which have signed the Diversity charter. Odense would like to devise with a university an evaluation to measure the impact in business outcome the value of diversity (i.e. recruiting local people as opposed to recruiting expats - which is expensive).

In Oslo, the Oxlo breakfast business club focuses on research topics. It create interest around them, bringing people together. Around 90 businesses now meet, facilitating contacts, and interest in the topic. One lesson learned is that when companies are looking for new markets and the right person is offered to them, then they accept the diverse employee, but they are not generally looking for diverse employees. Nonetheless, increasingly corporations seeking new markets need employees who are culturally and linguistically fluent in a foreign country.

The OXLO mentor programme is part of Oslo's programme to promote diversity (Oslo extra large). In 2012 a paper on the opportunities of diversity was adopted by the City Council. One of the implementation programmes was OXLO and this includes a mentoring programme for minority students. Alarga started in 2007 based on the idea of diversity advantage. The businesses were very homogeneous. Norway is a small peripheral, until recently poor country which has become wealthy and now accepting many refugees. Oslo understood that the increasing population diversity also means increasing diverse voters. The democratic and administrative structures are still homogeneous. The Oxlo mentoring programme supports international students to succeed in their studies and find employment. Four boroughs are part of the programme, the water utility etc., the cultural office and the city planning office are part of the programme. The interns are master students who write a master thesis for the department, and have a mentor. There are 8 students per year for the city and 8 with corporations. The corporations have understood that all organisations have a tendency to reproduce culturally and it is very hard to hire a diverse workforce.

Companies are aware of the diversity advantage and companies are not competent in hiring diverse backgrounds, and manage the risks. Companies have resisted taking risks with diversity for years. What helps is that when there is an economic boom or shortage of workforce, then companies resort to hiring international students, and then go ahead hiring more. Now Alarga are also doing consulting on how to manage diversity in the workplace. Alarga is a social entrepreneurship entity which is now turning into a business.

A positive way to create common ground is to organise every year dialogue meetings with corporations so businesses tell education institutions what they need from the graduate, introducing diversity as one of the areas to improve, and where to present successful international students.

At the Vienna municipality there is a programme in the Department of economy, labour and statistics. Among the 30 000 employees at the municipality about 30 are in the economy department. Through applied research the municipality can provide a general overview for businesses. The Vienna region is growing demographically and the strongest growing metropolitan region in Europe because of immigration. Germans are the biggest minority. Austrian universities are mostly free, so many Germans study there, especially in the medical schools. One third of foreign born have university degree but the second generation is below the education level of their parents and grand parents. But, new immigrants are ever more qualified, more than the Viennese labour force. 38% of students in state universities don't have Austrian citizenship (14 % in applied universities).

Ideas and Examples

Bergen: The municipality cooperated with NTNU (University of Trondheim) in mapping out living conditions for families and children living in public housing. Bergen is cooperating with the University of Bergen in their research project concerning how immigrant families experience the meeting point with the welfare system.

Bilbao: The Antirumor project (2014/2015) saw the municipality of Bilbao contacting the higher education Ikuspegi institute for training and evaluation of the European project Antirumor (C4I). The keys for a successful collaboration between universities and public administration are trust and adaptability. The presence of the university in a project gives the project an image of seriousness and rigor. This is positive for the administration and allows the university to be involved actively in society. On the other hand, it is important that political decisions are taken on the basis of a good diagnosis of a situation. Lesson learned: it must be the university that makes these diagnoses using their knowledge and methodological tools.

Lisbon: Regeneration has to be a holistic endeavour. It is not just about knocking old houses and replacing them with new ones. Regeneration must be used to foster and develop communities. Areas will be revitalised by bringing a sense of innovation and above all jobs. This latter point cannot be left to foreign direct investment alone. FDI is very important but of equal importance is the SME sector and indeed micro industries. In addition to the physical environment the fostering of creativity and an accept of the concept of failure are equally important to the revitalisation of cities. A very important point also is that innovation is not always about technology per se. The creative arts have a huge role to play and must be encouraged. A strong consultative approach is also very important communities must be consulted and their support will be essential in the development of what some might see as alternative approaches to job creation. Some excellent examples of these type of initiatives were outlined by the speaker and are included in her presentation. Initiatives such as "Start Up Lisboa", Village Underground and the Fab Lab are examples of what has worked for Lisboa.

Montreal: Since 2012, the SDSS (Service de la diversité sociale et des sports de la Ville de Montréal) together with several other municipal entities (including Human Resources, the Montréal Public Libraries and the Montréal History Center) has played an active role in a multi-sector research partnership organized by the LABBRI (Laboratoire de recherche en relations interculturelles) of the University of Montréal. Much of the work in this partnership has been focused on the elaboration of an intercultural policy framework for municipal employees which will be presented to policymakers in September 2015.

Oslo: OXLO is Oslo's programme to promote diversity (Oslo extra large). In 2012 a paper on the opportunities of diversity was adopted by the city council. One of the implementation programmes was OXLO and this includes a mentoring programme for minority students. Alarga started in 2007 based on the idea of diversity advantage. Erik has spent his career in business and realised the businesses were very homogeneous. Norway is a small peripheral, until recently poor country which has become wealthy and now accepting many refugees. Oslo understood that the increasing population diversity also means increasing diverse voters. The democratic and administrative structures are still homogeneous. The Oxlo mentoring programme supports international students to succeed in their studies and find employment. 4 boroughs are part of the programme, the water utility etc., the cultural office and the city planning office are part of the programme. The interns are master students who write a master thesis for the department, and have a mentor. One thesis is for instance about whether the commune psychological counselling service is culturally competent. There are 8 students per year for the city and 8 with corporations. The corporations have understood that all organisations have a tendency to reproduce culturally and it is very hard to hire a diverse workforce. This contrasts with research that says that diversity creates value.

Patras: The municipality enhances the dialogue, communication, registering, training and exchange of experience among intercultural mediators (the municipality being one of them). It is very important that a registry for intercultural mediators (ICM) has been developed at a national level. The certified ICMs can register themselves in this tool and in this way they promote themselves and at the same time they enhance the effort of those you wish to hire an ICM for specific tasks. In parallel, it is obligatory to access the registry whenever there is a need to implement a project where an ICM is involved in it. Various factors should contribute:

Continuous collaboration within formal contexts (such as MoU, networks, projects)

Complementary roles (i.e. the university can offer education, research and development services, the municipality can provide supply policies, stakeholders, networks)

Open fruitful dialogue in various forums (such as conferences organized by the university, city council meetings, etc.)

Tools and platforms to facilitate collaboration and communication (exchange and exploitation of projects "products" included)"

Reggio Emilia: DICE – "Developing Intercultural Competences for Enterprises" rises from the need of participating organisations, all strictly connected with intercultural problems and issues, of starting opening a direct link with companies and labour market and act as bridge in the sake of young and adult immigrants in search for job or chance of improving their job position. Companies are not yet aware of the huge value in terms of competences of immigrants within multi-ethnic workplaces. At the same time, second generation immigrants looking for a job are disadvantaged on the labour market. During project implementation, the 5 partners from 4 different countries (Italy, Switzerland, Romania, Turkey) share practices and teaching methods on how to transfer and develop intercultural competences of young second-generation foreign citizens for labour market access and integration in multi-ethnic enterprises. The means for sharing will be mobilities. Beneficiaries of mobilities are mainly teachers/trainers, representatives of organisations and institution working on intercultural issues, and second, third and... generation youngsters (according to each partner's context). DICE will end on June 2015, it will be implemented on mutual and balanced efforts by all partners and the products available for full exploitation of results will be: COMPENDIUM ON INTERCULTURAL COMPETENCES AT WORK, VIDEO "INTERCULTURAL COMPETENCE AT WORK", KEY MESSAGES FOR POLICY MAKERS. The Partnership is multi-actor and through a relevant presence of silent partners all the key stakeholders are guaranteed to concretely participate in project activities

Reykjavic: University research can identify effective ways to discuss bias, prejudice and racism, ableism and other -ism issues in a non-confrontational manner in order to effectively work with teachers and educational leaders to examine both hidden and open prejudice especially regarding micro-aggressions and other hidden issues. University has been instrumental in exploring Icelandic perspectives in the media regarding immigration and developed presentations which encourage participants to reflect on their own perspective regarding stereotypes, hate-speech and xenophobia.

Tsukuba: The city has approximately 7.000 international residents from 120 countries, accounting for 3% of the total population of the city. Although this figure is comparatively higher than the national average (1.6%), the City has not implemented intercultural policies in a proactive manner. Meanwhile, a group of researchers in the University of Tsukuba, a sole university in the city, and highly motivated members of civil society organizations have recently initiated several diversity-oriented educational programs such as Diversity Studies Course, Work-related Learning Program for Migrant Youth and so on. The programs are, however, constantly under a budget constraint. The key question is: How to establish the collaboration with the City in the aim of ensuring the sustainability of university-based intercultural activities and even strengthening the community involvement at all levels, particularly when city leaders are less concerned about intercultural policies?

The final plenary

The final session gathered all participants in order for them to share more updates from the Norwegian national and local context and to finalise the outcomes of the four workshops in the form of a Final Declaration and of suggestions in the form of Action Points: Policy Recommendations and Guidelines. They are presented in the following pages.

The Oslo Declaration

Cities and universities – strategic partners for diversity and inclusion

The following text is intended as a draft declaration. It is provided to municipalities and universities as initial ground for discussion by the participants in the Intercultural cities event

“Building trust in diversity: universities and cities joining forces”

Oslo, 12-13 May 2015

Cultural diversity is a permanent and growing feature of European societies. Cities are becoming genuine diversity hubs, acting as magnets for international newcomers thanks to their educational, economic and cultural infrastructure and services. At the same time, cities are laboratories for policy innovation, developing new ways of managing the challenges of living together and blending the talent and contributions of people from diverse backgrounds into a unique mix ensuring the dynamism and prosperity of the urban community.

The most advanced cities today are adopting an intercultural approach to diversity and inclusion. The intercultural approach means investing in policies and activities which help build trust through encouraging interaction and mixing between cultural groups in the public realm. It also means improving the efficiency of public officials and services by making them more culturally competent. Finally, it means generating cohesion and preventing conflict and discrimination by encouraging positive public attitudes to diversity.

In order to shape and deliver their intercultural agenda, cities need to work with a wide range of partners, and particularly with universities. Universities are important as providers of information and expertise to enable evidence-based policies and their evaluation. University campuses are sites of international or cosmopolitan citizenship – developing intercultural skills and relations, fostering civic engagement among academics and students, and contributing to the public debate in the cities that host them. Universities are crucial as providers of tertiary education, and through this as a channel for social mobility, social justice and integration across cultural backgrounds and generations. Academic establishments are innovation incubators which can benefit from sourcing talent not only through international academic channels, but also locally, among citizens of different backgrounds, regardless of their formal qualifications.

We call for a strategic alliance of cities and universities in designing, delivering and implementing intercultural strategies for diversity and inclusion. Such alliance would help realize opportunities for both cities and university, and help remove obstacles linked to the differences in organisational cultures and *moda operandi*. The goals of such strategies alliance would be, *inter alia*, to:

- encourage a higher rate of enrollment of migrants and their descendants in tertiary education and thus benefit from a greater talent pool and encourage social mobility;
- achieve greater alignment of the research plans of universities and the research needs of cities and foster collaboration on topics and themes that are relevant to the city’s intercultural policies;
- seek to connect or merging welcoming services for international students and academics, and the welcoming services of the city;
- create synergies between university services and those run by the city dealing with employment and entrepreneurship, in particular with a view to providing adequate support to international and migrant students;
- open up the campus premises for meetings and actions by civil society organisations related to diversity and inclusion;
- involve the academic community more actively in awareness-raising and public debate about diversity;

We will advocate strategic alliances to be formed by the cities and universities we represent for their own benefit, and in order to reinforce the knowledge base of the Intercultural cities community.

ACTION POINTS: Policy Recommendations and Guidelines

SCIENCE AND TRUST – THE ROLE OF UNIVERSITIES IN SHAPING EVIDENCE-BASED DIVERSITY POLICY

1. It is important in sensitive areas to bring in independent/external research functions: this has greater impact upon sharing policies. It is necessary to achieve greater alignment of university research priorities and municipalities' needs, e.g. in dealing with hate speech. University reports can be useful to address hate speech
2. Universities should open up to their neighbourhoods and share good practice in this field. Access programme by Universities (such as reaching out for parents and students, encouraging peer mentoring, etc.) should be visible and include open events
3. Local access programmes should be based on an overall national programme for education access. Academics should pay attention to making data and results accessible through appropriate and clear narratives related to community policies.
4. Universities should develop a profile in communities for doing non-academic benefits. University should both reach out and offer its premises as physical space for community events – making sure that in troubled cities (with few dialogue spaces) Universities create safe space for dialogue
5. It is useful to think more creatively upon the impact of students upon their environment (value their knowledge and experience and give them a chance to «give back» to the local communities)
6. It is important to try to avoid easy and quick wins temptation especially when it becomes the only approach (it does not build much knowledge)
7. Municipalities can benefit from more assessment from Higher Education; peer-review could be facilitated through the Intercultural Cities Programme

HIGHER EDUCATION AND SOCIAL MOBILITY – ENSURING EQUAL OPPORTUNITIES IN A DIVERSE SOCIETY

1. The issue of diversity is not new but there is a shortage of good research in the field and that a key function of the universities will be to generate this work
2. As well as this work being published in the appropriate journals it must be disseminated and shared with all stakeholders particularly the policy makers at city council level and the general public
3. Young people in general are very resilient and enthusiastic and this must be harnessed and used to ensure that social mobility is developed and that diversity is encouraged
4. Throughout Europe there is a serious skills gap or shortage and universities must engage meaningfully with employers particularly those in the SME and micro sectors to ensure that this skills gap is addressed in a structured and in so doing address the chronic issue of youth unemployment

5. Regeneration must be undertaken in a holistic fashion and universities and city councils should develop hubs where the creative thoughts of young graduates and indeed drop-outs are given space, encouragement and mentoring to turn these thoughts to action and jobs
6. Universities should not become totally utilitarian but should work with industry and the services to ensure that the graduates they produce are ready to become productive citizens in a relatively short period of time
7. Emphasis should be placed on the development of generic and transferable skills. All students irrespective of the programme they are pursuing should undertake modules in life skills including diversity training
8. Broader diversity issue can learn from how the issue of gender inequalities were addressed
9. City councils should encourage employers to adopt new strategies to encourage activities that embrace diversity
10. City councils themselves should become exemplars in the field of diversity through good employment practices and other activities such as festivals and other community based events

ACADEMIA AGAINST STEREOTYPES, HATE-SPEECH AND XENOPHOBIA – TOWARDS INCLUSIVE PARTNERSHIP

1. University-based research can feed into activism and campaigning. Such research can give people 'tools' to identify issue but need to recognise how hard it is to 'rehabilitate' extremists
2. It is necessary for universities to turn out the interculturally competent individuals who can *inter alia* challenge hate speech.
3. Students with awareness/motivation to engage newcomers can be supported by municipality in fostering connections, which can help raise awareness among public servants.
4. Expertise in universities in media/communication/branding/etc. can be deployed to assist municipalities in putting across message to public, rather than more superficial/commercial assistance from PR companies.
5. Developing intercultural competences among public servants is not about learning about 'other cultures'; it is about being able to solve complex problems with individuals of diverse backgrounds and complex identities.
6. Essential that hate crimes addressed by specialist police units so that taken seriously, where criminologists/anthropologists can make big contribution to training in understanding of hate crime and victim dispositions.
7. Policy makers can draw on expertise of criminologists (and urban planners) in addressing how hate crime can be prevented and risks realistically assessed and addressed.

8. Public intellectuals can provide activists (in this case 'anti-rumour agents') with arguments and the communication skills to challenge intolerance.

DIVERSITY AND ECONOMIC GROWTH IN A TROUBLED EUROPE – UNIVERSITIES AS AGENTS OF DIVERSITY ADVANTAGE

1. It is necessary to deal with the education system as a whole, not to develop a narrow focus considering Higher Education alone
2. Business and business schools are learning about diversity and municipalities can accelerate such learning process
3. There is a need for measurement/assessment system to show diversity advantage to companies
4. Public authorities should develop triangle dialogues with Higher Education and business actors
5. External institutions such as Intercultural Centres and Social Entrepreneurs can facilitate the adoption of diversity advantage practice by business
6. It is recommended to include diversity management as key criteria for supporting/grant schemes to Universities
7. Mentoring and sponsored internship programmes can be instrumental to diversify companies and municipalities staff

Conference Programme

Day 1 Tuesday May 12th 2015

a.m.

University of Oslo - Plenary session – University of Oslo (UiO) Georg Sverdrup Hus –
Universitetsbiblioteket - Auditorium 2 Moderator: Toralv Moe, City of Oslo

Registration

Welcome

Vice-mayor of education Anniken Haugli, City of Oslo

Overheating – the tree crisis of globalization

Professor Thomas Hylland Eriksen, Department of Social Anthropology, University of Oslo

Cities and universities - engagement for diversity

Dialogue with Professor Paul McCutcheon, Vice President of Limerick University and Director Dr.
Roger Green, Goldsmith University, London – The Diversity Advantage – Urban therapist Phil Wood,
Advisor to the Council of Europe's Intercultural Cities Program Practical information on workshops

Toralv Moe, City of Oslo Lunch – Departure for workshop sites

p.m

Workshop sessions

Workshop 1 - Science and trust – the role of universities in shaping evidence-based diversity policy

City Hall, Conference Room B, 2nd floor

Moderator: Toralv Moe, City of Oslo Rapporteur: Phil Wood, Council of Europe

Introductions and short welcome

Evidence on integration of refugees - Who succeeds and why

Kristian Tronstad, Norwegian Institute for Urban and Regional Research

City-University Partnerships and Intercultural Policy Frameworks: The Case of Montreal

Marc Rivest, Montreal Municipality

Dembra – schools preventing racism and antisemitism through democracy and tolerance

Peder Nustad, Center for Studies of Holocaust and Religious Minorities
Claudia Lenz, The European Wergeland Centre
Enhancing age-friendly and healthy cities through participatory action research
Dr. Galit Rand and Neta Hagani, University of Haifa

Coffee break Discussions

Workshop 2 - Higher education and social mobility – ensuring equal opportunities in a diverse society
University of Oslo (UiO) Georg Sverdrups hus – Universitetsbiblioteket, Undervisningsrom 1

Moderator: Dr. Gunn Elisabeth Birkelund, University of Oslo
Rapporteur: Dermot Coughlan, University of Limerick

Introductions and short welcome

Education, social mobility and discrimination– the case of Oslo

Professor Gunn Elisabeth Birkelund Department of Sociology and Human Geography, UiO

Diversity in research – mainstreaming diversity in universities and research institutions

Ella Ghosh, Committee for gender balance and diversity in research

Innovation in Education: School meets jobs

Graça Maria da Fonseca, Lisbon Coffee break
Discussions

Workshop 3 - Academia against stereotypes, hate-speech and xenophobia – towards inclusive partnerships

University College of Oslo and Akershus (HiOA) - Pilestredet Campus Pilestredet 32, Room N020 113

Moderator: Associate Professors Lars Gule, University College of Oslo and Akershus
Rapporteur: Dr. Robin Wilson, Political analyst, United Kingdom

Introductions and short welcome

Hatespeech, extremism and radicalization

Associate Professors Lars Gule, Anne Birgitta Nilsen, Dep. of International Studies, HiOA

Talking about „others“: The dialogue among Icelanders

Brynja Elísabeth Halldórsdóttir, School of Education, University of Iceland, Reykjavík

The collaboration among university, local authority and the local citizen's group to facilitate the understandings towards non-Japanese residents – Mika Hasebe, Lecturer, Tokyo University of Foreign Studies

Workshop 4- Diversity and economic growth in a troubled Europe – universities as agents of diversity advantage

Norwegian Business School (BI) - Nydalen campus – room A2-070

Moderator: Lisa Bugno, PhD student, University of Padova Rapporteur: Irena Guidikova, Council of Europe

Introductions and short welcome

Work life culture, teams and intercultural communication

Derek Matthews og Charles Cooper, lecturers, BI

City of San Sebastian: Intercultural Talent Attraction and Innovation Strategy

Yesenia Otamendi, Dep. of economic development, city of Donostia/San Sebastian

The DICE project: Developing intercultural competences in enterprises

Nicoletta Manzini, Mondinsieme, Reggio Emilia Municipality

Day 2 Wednesday May 13th 2015

a.m.

Workshop 1 - Science and trust – the role of universities in shaping evidence-based diversity policy

City Hall, Conference Room B, 2nd floor

Moderator: Toralv Moe, City of Oslo Rapporteur: Phil Wood, Council of Europe

Introductions and short welcome

Oslo Knowledge Partnership

Malin Gjellestad, City of Oslo

Talk about trust: Police work in diverse cities

Jai S. Ganapathy, Norwegian Police University College

Promoting trust via collaboration and peer learning

Achilles Kameas, Hellenic Open University

Students raising intercultural awareness in Tokyo

Prof. Keizo Yamawaki, Meiji University, Tokyo

Workshop 2 - Higher education and social mobility – ensuring equal opportunities in a diverse society University of Oslo (UiO) City Center – Professorboligen - Stallen

Moderator: Tone Skodvin, City of Oslo Rapporteur: Dermot Coughlan, University of Limerick

Introductions and short welcome

Project Change – Going global in a diverse neighborhood

Inspector Bror Roger Mathisen, Bjørnholt school in Oslo

Diversity in Academia (MiFA) - University of Oslo access program

Hedvig Lie Nygaard, UiO

Different strategies to ensure higher education and social mobility in a diverse society

Mary Alice Økland, Bergen Municipality

Workshop 3 - Academia against stereotypes, hate-speech and xenophobia – towards inclusive partnerships

City Hall, Conference Room A, 2nd floor

Moderator: Margrethe Siem, Office of Diversity and Integration, City of Oslo Rapporteur: Dr. Robin Wilson, Political analyst, United Kingdom

Introductions and short welcome

Intercultural competences: Teaching professionals who work in diverse cities

Ass. Professor Tone Horntvedt / Cato Christensen, , Dep. of International Studies, HiOA

Fighting hate crimes

Ingjerd Hansen, Oslo Police

The SaLTo model

Ove Kristofersen, City of Oslo

Universities as key actors of cities' anti-rumor strategies

Daniel de Torres, Immacity, Barcelona

The OXLO charter: making Oslo extra large

Margrethe Siem, Channeh Joof Storvik, Office of Diversity and Integration, City of Oslo

Workshop 4 - Diversity and economic growth in a troubled Europe – universities as agents of diversity advantage

City Hall, Conference Room Stranger, 11th floor Moderator: Lisa Bugno, PhD student, University of Padova

Rapporteur: Irena Guidikova, Council of Europe

Introductions and short welcome

Business internships

Tor Haugnes, lecturer, and Adriana Jansen, BI Career Center

The OXLO mentor program

Erik Villum, Alarga

Public diversity activities – Collaboration of universities and the municipality in Vienna

Gerrit Thell, Department Economy, Labor & Statistics, Vienna municipality

p.m.

University of Oslo - Plenary session ☒ University of Oslo (UiO) City Center – Pofessorboligen - Stallen
Moderator: Tone Skodvin, City of Oslo

Lunch

Recommendations from the workshops : Joining forces for the future of European cities

Alessio Surian, University of Padova

Coffee break

The knowledge based economy

Dr. Inge Jan Henjesand, Rector, Norwegian Business school

The role of universities promoting diversity in science and education

Dr. Frode Eika Sandnes, prorektor R&D and internationalization, HiOA

Lessons learnt for Intercultural city strategies and the way forward

Irena Guidikova, Head of division, ICC programme manager, Council of Europe

Closing

Speakers and Participants

Kristin ANDERSSEN	City of Oslo
Kristin AUKLAND	Norwegian Research Council, Oslo
Gunn Elisabeth BIRKELUND	University of Oslo
Birgit BRUN	University of Stavanger
Lisa BUGNO	University of Padua
James CARR	University of Limerick
Hannah Katrina CARINO	Norwegian University of Life Sciences
David CASTILLO	UNHCR
Cato CHRISTENSEN	Oslo and Akershus University College of Applied Sciences
Charles COOPER	Norwegian Business School
Dermot COUGHLAN	University of Limerick
Graça da FONSECA GAETANO	City of Lisbon
Filip DALENGAARD	City of Odense
Aki de LEON	OMOD, Oslo
Daniel de TORRES BARDERI	Spanish national network (RECI)
Thomas Hylland ERIKSEN	University of Oslo
Marta FAUSTINO RUIVO	Universidade Nova de Lisboa
Berta FERNANDEZ	University of Malta
Iraide FERNANDEZ ARAGON	University of the Basque Country
Jai S GANAPATHY	Norwegian Police University College
Ella GHOSH	KIF, UHR

Malin GJELLESTAD	City of Oslo
Roger GREEN	Goldsmiths, University of London
Lars GULE	Oslo and Akershus University College of Applied Sciences
Irena GUIDIKOVA	Council of Europe
Neta HAGANI	University of Haifa
Brynja HALLDORSOTTIR	University of Iceland
Ingjerd HANSEN	Oslo Police District
Tore HANSEN	Oslo and Akershus University College of Applied Sciences
Mika HASEBE	Tokyo University of Foreign Studies
Tor HAUGNES	Norwegian Business School
Inge Jan HENJESAND	Norwegian Business School
Bjørn Petter HERNES	Embassy of Canada
Tone HORNTVEDT	Oslo and Akershus University College of Applied Sciences
HYESUN Lee	Oslo and Akershus University College of Applied Sciences
Adriana JANSEN	Norwegian Business School
Achilles KAMEAS	Hellenic Open University
Ove KRISTOFERSEN	City of Oslo
Jørn LEIN-MATHISEN	Oslo International Hub
Anne Zimarseth LENÆS	Norwegian Business School
Claudia LENZ	The European Wergeland Centre

Emanuele LOMBARDO	City of Oslo
Anders LUNDELL	University of Oslo
Nicoletta MANZINI	City of Reggio Emilia
Bror Roger MATHISEN	City of Oslo
Derek MATTHEWS	Norwegian Business School
Paul McCUTCHEON	University of Limerick
Toralv MOE	City of Oslo
Javad MUSHTAQ	Alarga, Oslo
Tomoko NAKAMURA	The Japan Foundation
Anne Birgitta NILSEN	Oslo and Akershus University College of Applied Sciences
Peder NUSTAD	HL-Senteret, Oslo
Hedvig Lie NYGAARD	University of Oslo
Bjørn Christian NØRBECH	Global Forums, Oslo
Yesenia OTAMENDI MUGURUZA	City of San Sebastian
Galit RAND	City of Haifa
Marc RIVEST	City of Montreal
Edmond RYAN	City of Limerick
Frode Eika SANDNES	Oslo and Akershus University College of Applied Sciences
Margrethe SIEM	City of Oslo
Alexandra SINDISTREAN	University of Vienna
Tone SKODVIN	City of Oslo
Maria Leona SOMMER	City of Odense
Channeh Joof STORVIK	City of Oslo
Alessio SURIAN	University of Padua
Gerrit THELL	City of Vienna

Soley TOMASDOTTIR	City of Reykjavik
Pål Erling TORKILDSEN	City of Oslo
Kristian TRONSTAD	NIBR, Oslo
Erik VILLUM	Alarga, Oslo
Viktoriiia VLACENKO	University of Oslo
Robin WILSON	Council of Europe
Philip WOOD	Council of Europe
Keizo YAMAWAKI	School of Global Japanese Studies
Mary ØKLUND	City of Bergen