

Challenges of Interculturalism

Guidelines for a training module

Master on Immigration Studies GRITIM-UPF

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Intercultural cities
Building the future on diversity

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1. Context and goals of the module on “Challenges of Interculturalism”

In today's world learning to live together in diversity is a global and shared challenge. Achieving a complex balance between cohesion and diversity that combines respect for and recognition of differences, but at the same time places emphasis on the common bonds that unite us more than they separate us, has become a challenge for most present-day societies.

In view of the problems suffered by the traditional models of integration and accommodation of diversity, the interculturalist approach has gradually gained ground in certain academic, political and social fields.

For the interculturalist approach, avoiding segregation and ghettoization, discrimination and racism are fundamental goals. And so it is to take the “diversity advantage” by translating cultural diversity as a positive resource for the development and enrichment at all levels.

To advance towards this twofold goal of ensuring social cohesion and at the same time exploiting the advantages deriving from cultural diversity, it is essential to focus on the domain of public policies, and especially in the crucial role of cities.

The main objective of this deliverable is to provide a wide perspective of the intercultural approach and to bridge the gap between the theoretical framework and the design, implementation and evaluation of concrete public policies that pursue to build more intercultural societies. The deliverable will collect all these considerations and their implementation in the sessions.

Conceptual frameworks, debates and analysis of political strategies and best practices will be included in the sessions, and special attention will be paid to how local authorities deal with diversity from an intercultural perspective to strengthen social cohesion and promote development.



2. Explaining the units and the module's methodology

The main goal of this module is to help students through the process of inception, implementation and evaluation of an intercultural action. As they become policy-makers, the module offers them a practical approach to the intercultural perspective and tools and instruments to help them in developing their intercultural actions. Experiences and practices are explained through all sessions, to facilitate the understanding and challenges of the intercultural approach in public policies.

The first session will introduce the module to all participants, paying special attention to main goals and objectives to be fulfilled. All sessions will include a first part, in which concepts, main ideas and theoretical approaches will be discussed, and a second part, which will include a more practical approach, mainly through working groups and group-presentations as well as individual.

The development of the work and learning process of the students throughout the module will be based on the creation of work groups of between 4-5 people. Each working group must choose a city from the ICC program of the Council of Europe. Based on the analysis of the existing documentation on that city (ICC Index, report on the city profile, reports of expert visits and documentation on strategic plans, projects, etc.), each group must choose a specific dimension of the ICC index in which the city has room for improvement (reception, neighbourhood policies, governance, commitment, internationalization, etc.) and from there they must design an intercultural policy with the aim of reinforcing that dimension of the index.

Students must work in groups in the second part of the sessions to advance in the design of the specific policy they have chosen. The last two sessions of the module will be used to evaluate the work done during the course. A session will consist of a group presentation of the policy they have chosen and the second on individual presentations.

The evaluation of the group presentations (15 minutes maximum) will be done collectively for the whole group. The last session will be devoted to individual presentations. Each student must choose a specific part of their group policy to deepen in an individual way (if a host policy is proposed that involves working in four different areas, each student can develop this line of work in greater depth) Individual presentations will be 10 minutes maximum)

At the end, each group must submit a single presentation in power point of their policy proposal, and each student submits another presentation of their individual work.

The final evaluation of each student will be determined by their participation in the sessions, by the group work and by their individual work.

Session 0: Introduction

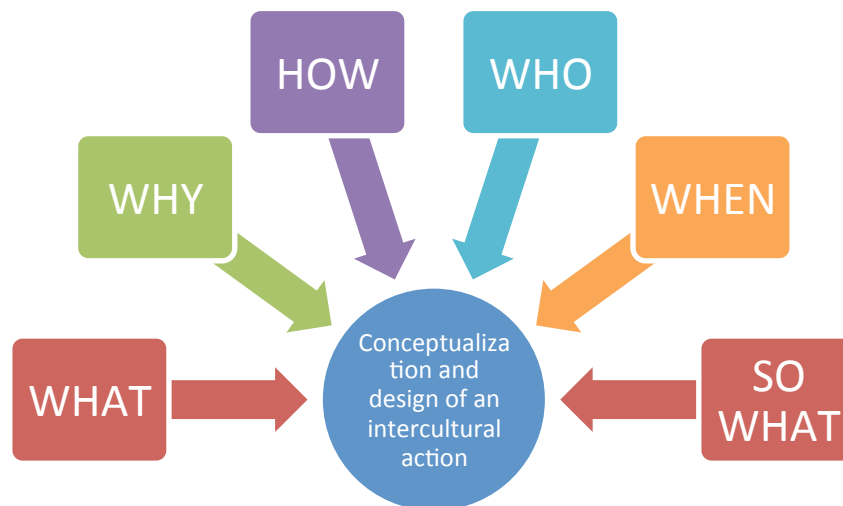
General objectives

- To introduce students and professors
- To introduce the module: the goal of an intercultural policy-making process.
- To introduce the topic and to open a first discussion on the topic and the expectation on the module.

Content

Welcome and introductions. Special attention is paid to students as well as the reasons that have led them to choose this subject.

Justification of objectives. Description of work methods and the evaluation of this module. The module aims to transform students in policy-makers at local level, and help them to define, design and develop an intercultural action. All sessions are focused on help students in the process of identifying the challenge to be confronted, to define the goals they want to achieve; to propose actions, instruments and tools to reach these goals and to develop indicators to evaluate the effect of their intercultural proposals.



Share previous experiences of students in the theory and practice of diversity management. The previous professional-related experiences that some students could have also are shared to discuss the limits between theoretical approaches and practical responses.

Discuss the current challenges related to the management of diversity in different contexts and countries, especially in the countries of origin of the students¹. This open discussion is important to share views, opinions and arise questions and concerns.

¹ In the 2018-2019 editions, the 14 students of the course had 14 different nationalities.

Session 1: Integration models and policies in the EU countries

General objective

- To explain the traditional models of managing diversity in the European countries. Identifying key characteristics, experiences and countries.
- To discuss challenges from these traditional models. Emphasising elements such as the historical past, socioeconomic background or political conceptions, the session aims to facilitate the comprehension of integration models and to understand the limits or possibilities to change them nowadays.

Content

The session starts with an analysis of traditional integration models (guest-workers, multiculturalism and assimilationism). Explaining the positive and negative aspects of each model, as well as its evolution and differences depending on the context, is the main goal of this session. Providing knowledge and practices about these models should help students to understand the basics of integration diversity in contemporary societies, as well as to identify challenges and ways to answer differently.

Integration Policy Matrix

	<u>Economic Rights</u>	<u>Civil and Social Rights</u>	<u>Cultural Rights</u>	<u>Community Building and Cohesion</u>
<u>Guest worker</u>	✓			
<u>Assimilation</u>	✓	✓		
<u>Multiculturalism</u>	✓	✓	✓	
<u>Interculturalism</u>	✓	✓	✓	✓

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The session also pays attention to the role of different administrations in managing diversity, providing analysis on national narratives and local practices. This distinction is key to understand the evolution of the intercultural approach and its aim to promote social cohesion in diverse societies.

Resources

N. Meer, T. Modood, & R. Zapata-Barrero (Eds.) (2016) *Multiculturalism and interculturalism: Debating the dividing lines*. Edinburgh: Edinburgh University Press.

Session 2: The intercultural approach

General objective

- To understand the principles and concepts of interculturalism.
- To cognise the main debates around the interculturalism approach.

Contents

This session will be devoted to knowing and discussing the intercultural approach. Based on the weaknesses and strengths of traditional models, students will be asked about the principles that a model should have that overcome those weaknesses.

It is not simply a question of explaining the intercultural approach, but rather it is first defined by the debate with the students.

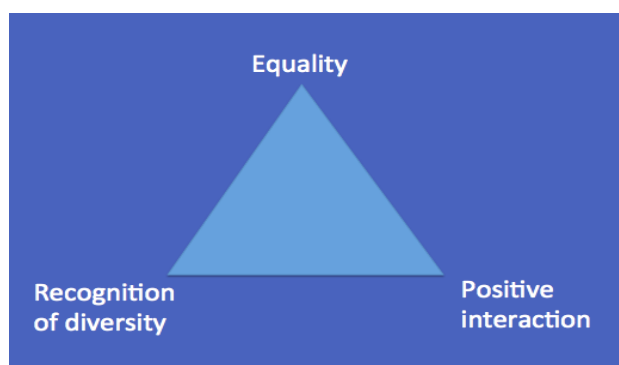
At the end, the essential aspects of the intercultural approach and its principles must be defined and the challenges of this approach for its implementation in practice will be discussed.

The topics that must be addressed are:

- The origin and principles of the intercultural approach
- The intercultural approach as a process
- The importance of the role of cities
- The importance of political commitment
- The transversal and long-term dimension
- The importance of civil society involvement
- Complexities and challenges of the implementation of the intercultural approach

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This session will combine the open debate with explanations from the teachers and work groups will be created to identify the key elements of the approach as well as its complexities.



Session 3: From theory to practice: The ICC project of the Council of Europe

General objective

- To understand the intercultural approach as a policy tool to manage diversity at local level.
- To pay attention to a pan-European initiative such as Intercultural Cities, as an example of networking and commitment with the intercultural approach.
- To know examples of initiatives, projects and instruments of the intercultural approach developed in different ICC cities.

Contents

The session pays attention to the ICC-Intercultural Cities program of the Council of Europe, as an on-going project to provide support to cities to manage diversity from an intercultural perspective. Discussions on the main principles and the ICC imperative are discussed, among them:

- A rights-based approach to diversity
- A framework of rights and responsibilities
- Outlaw discrimination
- Recognise difference – emphasise similarities
- The concept of Diversity Advantage
- Promoting cross-cutting perspective (transversal methodology)

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Questions as the origin and evolution of the ICC programme, as well as instruments and practices are also presented. Thematic workshops, city visits, cities profiles and support material should be also discussed with the students. The ICC Index is also explained as an instrument to be used, and its different policy dimensions presented and explained.

In this session, students would split in different working groups and choose a city to develop their intercultural proposal. Students could use the ICC Index results and compiled information from each city to pick up one of them. At the same time, students should identify the area in which their practice should be based on: the idea is to choose areas in which results are lower, in order to use the design of a practice as an inspirational proposal for the city.

Resources

Council of Europe (2008). *White paper on intercultural dialogue: 'living together as equals in dignity'*. Strasbourg: Council of Europe.

Council of Europe (2013). *The Intercultural City: Step by step guide*. Strasbourg: Council of Europe.

Sessions 4 and 5: From theory to practice. The design of an intercultural city strategy

General objective

- To understand the process of designing and implementing an intercultural city strategy.
- To understand the process of designing and implementing an intercultural practice at local level.

Content

The main goal of these two sessions is to provide practical knowledge about intercultural practices and strategies at local level. Linking principles with instruments and goals is crucial to help students to develop their intercultural actions.



Examples of different intercultural city strategies will be presented and discussed, pointing out the main objectives and challenges of this local process.

- Crucial aspects of the process to design and implement an intercultural strategy
- Main goals and objectives. The role of actors, methodologies and processes.
- Designing, implementing and evaluating an intercultural strategy
- Debate on the challenges of designing an intercultural policy strategy
- Challenges and opportunities: a case study on the city of Barcelona.

Local practices should be exposed from the intercultural perspective, from public commitment to international outlook, as well as policy dimensions such as education, public spaces, etc.

During these sessions, time should be dedicated to work in groups to advance in the analysis of the chosen city and to observe its intercultural policies from the perspective of a city strategy.

Resources

Intercultural Cities (<https://www.coe.int/en/web/interculturalcities>)

Barcelona Intercultural Plan

http://www.bcn.cat/novaciudadania/pdf/en/PlaBCNInterculturalitatAng170510_en.pdf

Session 6: The Diversity Advantage as an intercultural principle

General objective

This session will be focused on the diversity advantage and how it could be a useful element to approach diversity in a different, and intercultural, way.

Content

The concept of diversity advantage will be discussed from the presentation of several examples of policies and projects that have demonstrated their capacity to take advantage of diversity.

Examples that demonstrate the advantage of diversity in different spheres (social, cultural, economic, etc.) will be discussed and the complexity of tackling diversity from a utilitarian perspective will be discussed, and how this approach is not at odds with the human rights and equality approach.

In the first part of the session the concept and the different examples will be discussed, and students will be asked to provide concrete examples of their own experiences.

In the second part, the working groups will focus on how to incorporate the advantage of diversity into the chosen city and field for the design of its intercultural policy.

For the final evaluation, it will be considered how the proposed intercultural policy contemplates the diversity advantage.

Resources

Council of Europe (2017). *How the Intercultural integration approach leads to a better quality of life in diverse cities*. Migration Policy Group assessment report.

B. Chignell (2018). *Five reasons why diversity and inclusion at work matters*. CIPHR (<https://www.ciphr.com/advice/5-reasons-diverse-workforce-matters/>)

P. Wood (2013). *You scratch my back: Good practices of diversity advantage*. Council of Europe.

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016803009ce>

Session 7: Evaluation and comparative indicators: ICC index and others

General objective

- To understand how to evaluate the impact of intercultural actions and practices: methodological approaches and use of data.
- To learn about the ICC Index.
- To learn about different instruments and tools to evaluate integration policies.
- To discuss strengths and weakness from the different instruments.
- To be able to identify indicators for evaluation.

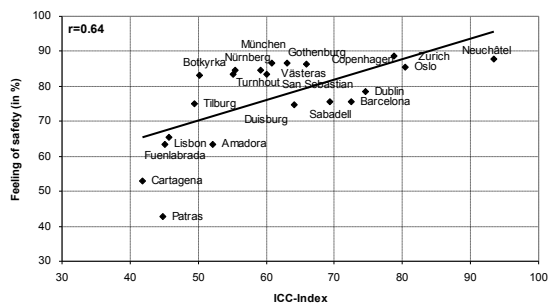
Content

In this session, evaluation is presented as a crucial part to understand and defining an intercultural action. Understanding the link between defining and reaching goals, as well as understanding how to develop instruments and how to evaluate their impact is also part of this session.

The ICC index will be analysed in greater detail and work will be done on the identification of the most relevant indicators to evaluate the impact of intercultural policies. MIPEX, the Zaragoza indicators (EU) and the European Commission-OECD indicators will be also explained.

Students should also understand how to use the evaluation process: not only to improve public practices, but also to understand their impact in reaching goals, answering public concerns, etc.

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Students will discuss the complexities of finding suitable indicators that are useful in their practice.

Resources

ICC Index (<https://www.coe.int/en/web/interculturalcities/about-the-index>)

MIPEX (<http://www.mipex.eu/>)

EC & OECD Indicators (<http://www.oecd.org/publications/indicators-of-immigrant-integration-2018-9789264307216-en.htm>)

Session 8: Analysing intercultural practices

General objective

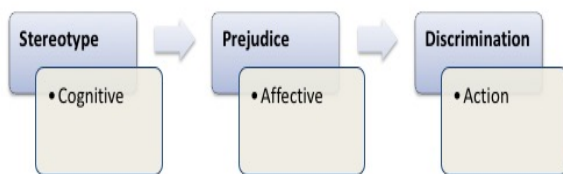
What makes a best practice “intercultural”?

This session will analyse which are the elements that defines a practice as ‘intercultural’ and how to learn to identify best practices.

Content

This session will present concrete examples of best and bad intercultural practices, so that students can identify themselves the criteria that allow identifying a best intercultural practice.

The complexities of the design and implementation of a practice will be discussed from the intercultural perspective and the analysis of the antirumour strategy will be deepened, as an example of good intercultural practice.



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In the second part of the session, the working groups will continue to design their intercultural policy taking into account the contents of the first part and will incorporate the antirumours approach in the design of their intercultural policy. To what extent will the policy proposal contribute to reducing the prejudices and stereotypes related to diversity?

In this way, the policies designed by the working groups should contemplate the three key principles of the intercultural approach: equality, recognition of diversity and positive interaction, and in addition, incorporates the advantage of diversity and the antirumours approach.

Resources

D. De Torres (2018). *Antirumours handbook*. Strasbourg: Council of Europe

Sessions 9 and 10: Evaluation of the intercultural action and practices

General objective

- To evaluate the intercultural actions/proposals presented by the students at group and individual level.
- To discuss and understand the strengths and weaknesses of the presented intercultural practices.
- To evaluate the module.

Content

During all the module sessions, students at individual level and working groups should have feedback from the professors on the development of their proposal.

The evaluation process is divided in two sessions. In the first one, each working group should deliver a presentation to the entire classroom about the intercultural policy they have designed. The presentations should address:

- The challenge: the reasons why they have chosen that city and the specific area of action in which they have decided to focus (reception, neighbourhoods, media, etc.)
- The context of the City in relation to the challenges and existing policies of diversity management
- The specific objectives pursued with that policy
- Specify the intercultural dimension of the policy (intercultural principles, diversity advantage, etc.)
- The actors involved and their roles
- The development and implementation of the policy
- The evaluation indicators and expected impact and of the policy
- The main challenges that may arise in the implementation of the policy and how they can be overcome

In the last session, students will make their individual presentations on a specific aspect of the policy that they have worked in the groups. It is about deepening more in the different aspects of the implementation of the policy, to be able to specify the details and the complexities that can be found in practice.

After their public presentation (individual and group), a discussion is open with all students to be able to ask questions and give their own feedback to the proposal. With these two sessions of presentation of the work of the groups and the individual work of each student the course is finished.

A brief discussion is opened to share comments and thoughts about the module, and to identify ways to improve it if needed.

3. Compilation of the students' presentations

The practical exercise includes two parts: the first one is a group activity and the second one, an individual assessment.

This document only includes the group presentations.

☞ **See presentations annexed.**

4. References

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Zapata-Barrero, R. (2015), Interculturalism: Main hypothesis, theories and strands. In: (ed.) *Interculturalism in Cities: Concept, Policy and Implementation*, Cheltenham: Edward-Elgar Publishing, 3-19.

Zapata-Barrero, R. (2016). Theorising Intercultural Citizenship. In: N. Meer, T. Modood and R. Zapata-Barrero (eds.) *Multiculturalism and Interculturalism: Debating the dividing lines*. Edinburgh: Edinburgh University Press, 53-76.