

Real equality – Indicator 5: Positive measures to address inequalities

You may wish to consider examples of other cities on our website. For specific topics the [Gender Equality](#) work of the Council of Europe provides recommendations on for example gender mainstreaming and equal participation, while the [Sexual Orientation and Gender Identity unit](#) look at LGBTI-related topics and multiple discrimination. To build competence within the organisation it may also be interesting to look at the page on [intercultural competence](#).

Inspiration from other cities

Long before [Oslo](#), Norway, became a multi-ethnic city, there was already a distinct east/west division in the city on the basis of social class and income. Educational professionals were anxious that this could be exacerbated by the high levels of immigration over recent years. They noted that kindergartens tended to be very ethnically mixed, while primary and secondary schools were gradually becoming more ethnically-polarised as more affluent parents opted out of some schools and into others. This is now being countered by limiting the right to parental choice, but mainly by heavily investing in schools. By ensuring that even schools in the poorest districts are able to offer teaching standards and facilities as good as those in the wealthiest parts, Oslo aims to conquer a problem that has defeated many other cities. For example, the Gamlebyen Skole is a classic inner-city primary school with a wide range of languages and a combination of complex social and cultural issues. The school has been given the funds to enable it to compete effectively in the teacher recruitment market and has a strong and very high-profile head teacher. Its physical environment is shaped to involve references of migrant children's culture of origin such as the climbing wall made up of letters of all world alphabets, the original carved wood pillar of a destroyed Mosque in Pakistan, kilims and other objects which create a warm, homely atmosphere. The curriculum in the school involves cultural and intercultural learning. There is a benchmarking tool allowing teachers to check whether they stand in diversity matters such as engaging parents from different origins. The school has edited a book from a joint project from Ankara and is now running a film project with schools from Denmark and Turkey.

The Borough of [Lewisham](#), United Kingdom, conducted research into public attitudes. Residents complained of loneliness and alienation, intergenerational suspicion and fear of using certain public spaces. Public discussion forums were set up which elicited a great deal of deep knowledge about local lifeways which had previously been unknown to officials. It also threw up issues which might appear obvious, but were nevertheless overlooked, such as the complete lack of seating in public space. This situation had emerged deliberately because planners had become excessively pre-occupied with a need to discourage problems, rather than with providing spaces in which a wide diversity of people might interact. A toolkit for intercultural place-making was produced and this informed a new approach to public space in Lewisham. Since then, a programme of targeted improvement has transformed numerous locations within the district.

[Patras](#), Greece, runs an intercultural mediator training programme to provide training on issues related to the role and activities of the cultural mediators. The training scenarios are set in fields such as health, education, legal support, and public services. Through other social media in the platform, participants can

explore and learn from the experience of others working in the field through their recorded experience and views of other cultural mediators. Participants are also able to post their experience and issues and receive the views of other professionals in the field on the issues they raise.

[Barcelona](#), Spain, runs a school promotion campaign for Roma children. The programme aims to encourage the full schooling of Roma students, promote the socio-economic inclusion of Roma students and promote the values of the Roma culture within the school curriculum. The key in this project is the "school promoter" - a professional who is part of the Roma community, with a minimum of secondary education, who co-ordinates with schools, families, and students to implement the programme. The action is managed by the Pere Closa Private Foundation, with the collaboration of the Barcelona City Council.

This is an extract from the guide [“How intercultural is your policy or project”](#). For all indicators, checklists, and good practice, please see the full guide.