# Implementation of the Intercultural Cities programme by participating cities

# Guide and Template for collection of Good practices

Good practices are a key-learning tool of the Intercultural Cities Programme (ICC). They are collected to showcase and replicate innovative practices and successful actions tested by participating cities in the development and implementation of their intercultural policies. As per the statement of intent signed to join the ICC programme, **member** **cities have the duty to report on good practices regularly.**

Table of contents

[Guide and Template for collection of Good practices 1](#_Toc124170085)

[How can you recognise a good practice? 2](#_Toc124170086)

[Guidance for reporting 2](#_Toc124170087)

[Fields of action 2](#_Toc124170088)

[Example of Good practice reporting 5](#_Toc124170089)

[TEMPLATE FOR REPORTING 7](#_Toc124170090)

## How can you recognise a good practice?

A good practice is:

1. Goal-oriented: it aims at reducing inequalities, contributes to create an understanding of diversity as a collective advantage, enhances and fosters active citizen participation, and improves the well-being, trust, sense of belonging and inclusion of newcomers in society.
2. Customer-responsive: it starts from the needs and circumstances of both integrating immigrants and the whole society.
3. Context-sensitive: it also takes challenging conditions and local specific strengths into account.
4. Highly impacting: it produces better results than before from the beneficiary’s perspective, namely because it involves a wide range of stakeholders, relies on actors and channels that can work as multipliers (of both the key messages and the methodology) and builds stakeholders capacity to continue the action after the end of the project.
5. Capable of being modelled: it contains clearly defined essential elements and processes that help to achieve a goal that is desirable for the whole society considered as a diverse society.
6. Can be generalised: the project is likely to produce similar effects when introduced in other similar operating environments and/or to be easily adapted to other contexts.

## Guidance for reporting

* Keep the information short and to the point: keep it simple and effective!
* Identify the main challenges the action aimed to solve, the goal(s) that the action pursued, its key-points, and the main output(s) and results.
* Explain in a clear, focussed and concise way how the action was implemented.
* Write your text having in mind that your practices can inspire others and have vocation to be replicated.
* Avoid describing the city: there is already a city description on the ICC page.
* Complete your report with any suitable references to online sources of supporting information (web, publications, etc.)
* Use the list of fields of action below for reference :

## Fields of action

1. **Leadership and Political commitment**: e.g. political statement(s) by the Mayor; dedicated budget for intercultural policies; design and implementation of intercultural strategies/action plans; public discourse; intercultural competence for public institutions; investment in initiative to transform the system; cross-departmental mechanisms for cooperation; policies to recruit a diverse staff in the municipal services; policy/processes/structures to carry out a prior assessment of the intercultural nature of projects to be funded; etc.
2. **Communication and public awareness on the value of interculturality**: e.g. projects, action plans, processes, tools, training on intercultural literacy, developing a culture of inclusion and interculturality, anti-racism, anti-discrimination, diversity advantage, social media communication, etc.; intercultural awareness training for the communication department; inclusive communication and alternative narratives; cooperation with media; awareness campaigns; special awards/ceremonies on highlighting citizens’ contributions to interculturality; opinion surveys; research and publications about the diversity in the city and its impact; official webs/apps communicating on interculturality; mechanisms for reaching out to diverse groups; etc.
3. **Anti-discrimination and equality**: etc. projects, action plans, processes, tools, training on anti-discrimination and or equality; awareness raising campaigns; data collection and analysis; equality bodies; monitoring media reports; where applicable: legislation/declarations; etc.; may target specific fields such as:
   1. Gender and intersectionality (e.g. mainstreaming of gender and interculturality issues; empowerment of migrant women; programmes/projects for the intercultural inclusion of LGBTI persons; awareness raising campaigns; employment programmes; cooperation with civil society and NGOs; etc.)
   2. Roma and Travelers (e.g. facilitating access to social rights and public services; anti-gypsyism and awareness; Roma mediators; school de-segregation; employability networks; social inclusion; political participation; communication campaigns; etc.)
   3. Youth (e.g., human rights education programmes; democratic citizenship education; active participation; youth empowerment; etc.)
4. **Anti-rumour strategies & campaigns**, and actions against hate speech and hate crime;
5. **Education**: e.g. intercultural education/projects; educational projects in libraries/museums; support centres to promote intercultural skills and interaction; human rights education; after-school intercultural activities; training of teachers on intercultural competence; activities to involve the parents; cooperation with universities; informal/extra-curricular education; intercultural curriculum; efforts to recruit a diverse staff; etc.
6. **Public space**: e.g. intercultural urban planning for increased interaction; sustainable and inclusive urban planning; participation in design or renewal of public space; anti-discrimination actions and policies; intercultural gardening; inclusive public transport; redesigning neighbourhoods with citizens; local innovation; tactical urbanism; placemaking; desegregation of neighbourhoods; etc.;
7. **Public services**: e.g. recruitment of diverse staff; multilingual services; intercultural competence trainings for public officials in charge of providing services to the citizenry; awareness and campaigns; translation of information; facilitation of access to, and prevention of discrimination; etc.; may target specific fields such as:
   1. Health, social care and family support (e.g. access to health; social care; intercultural competence for public hospital employees; family support; etc.)
   2. Sustainable housing
   3. Security and safety (e.g. Intercultural competence of police; public space and urban planning for safer neighbourhoods; intercultural mediation; conflict prevention; human rights education; community policing; prevention of extremism; etc.)
8. **Business/Employment and diversity**: e.g. employability programmes; partnership with private business or civil society; self-employment and entrepreneurship; access to loans; business incubators; social innovation; access to public procurement for diverse enterprises; recognition of skills and qualification; vocational training and career development; workforce diversity and capacity building; etc.
9. **Cultural and social life, leisure and heritage:** e.g. public acknowledgment of diverse heritage; processes to ensure a diverse programming of cultural activities in public theatres, museums, etc.; intercultural festivals and intercultural days; artistic activities to promote intercultural literacy and youth participation; sport and recreation; urban heritage; intercultural use of public libraries and museums; etc.
   1. Interreligious dialogue: interreligious councils; mediation; places of worship; anti-discrimination measures; prevention of religious extremism; etc.
10. **Intercultural mediation and conflict resolution**: public mediation services; Roma mediators; intercultural competence; interreligious dialogue; etc.
11. **Language**: promotion of multilingualism; language courses for newcomers; visibility, recognition and teaching of minority/migrant languages as resources; availability of information related to public services in several languages, etc.
12. **International outlook**: cooperation with diaspora; policies to encourage international cooperation and exchanges; international connections and twinning programmes; programmes for attracting foreign students; etc.
13. **Intercultural intelligence**: e.g. monitoring and mapping city diversity; intercultural competence for public officers and elected officials; mainstreaming interculturalism in public policies; etc.
14. **Welcoming newcomers**: e.g. integration programmes with intercultural elements; welcoming programmes; projects aimed at the intercultural inclusion of unaccompanied minors; facilitating residence and work permits; family reunification; solidarity networks; etc.; may target in particular:
    1. Refugees
    2. Migrants
    3. Society at large
15. **Public and political Participation**: e.g. intercultural councils; youth councils; citizens assemblies; participatory budget; participation networks; public consultations; access to voting rights; awareness campaigns; IT tools and online platforms; support to civil society; etc
16. **Interaction:** all measures, projects and policy facilitating meaningful intercultural interaction and social trust.

## Example of Good practice reporting

**Contact details**

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| --- | --- |
| City: | *Bergen* |
| Department: | *N/A* |
| Date of completing the form: | *N/A* |
| Contact person | *N/A* |

**The Action**

|  |  |
| --- | --- |
| Title : | *Research on structural racism* |
| Main field of action: | *Antidiscrimination and equality; (intercultural intelligence)* |
| Main purpose: | *Provoking debate, enabling understanding and stimulating action through research on structural racism in Bergen, Norway* |
| Implementation period : | *12 months, Jan/dec YEAR* |

**Description of the Action**

***Purpose****: This research initiative was undertaken by Bergen Municipality to establish how minority ethnic populations perceived the way they were treated by the city’s services and how they experienced living in Bergen. There was an interest to capture the narratives of minority ethnic people and to hear their critique.*

***Stimulus/Rationale****: The primary driver for this initiative was political commitment. The municipality, through its Diversity and Equality Section, was also engaging with the Muslim community on experiences of Islamophobia and this was a further stimulus. The institutional infrastructure of a Diversity and Equality section was also important.*

***Process****: The contracting of an external research team, with expertise in structural racism, was central to the approach taken. Involving this expertise is noted as important for the effectiveness of the initiative. A wider engagement with civil society and minority ethnic communities was sought in the development of actions resulting from the research findings.*

*A qualitative aspect to the research involved one-to-one interviews with a small number of minority ethnic people. Securing such first-hand narratives of encounters with the city’s services and of living in Bergen, is noted as a politically influential part of the final report. Education services emerged as a particular focus for concern. A quantitative aspect to the research involved a survey of some four hundred minority ethnic people. Employment and the housing rental market emerged as a particular focus for concern.*

*There were methodological challenges. The COVID-19 pandemic ruled out holding the intended group interviews. Data protection concerns precluded access to the data required to secure a fully representative survey, with respondents subsequently found to be more highly educated than the average.*

*The distinction between individual and systemic forms of discrimination was not easy to establish. However, the understanding and expertise of the research team on structural racism enabled patterns of racism to be identified from the analysis of interviews and survey findings, that pointed to more systemic forms.*

*The identification of the focus for the research as structural racism reflected the political commitment to the issue, and gave confidence in the initiative, encouraging participation by minority ethnic people.*

***Impact****: The research report provoked debate. Politicians on the City Council took it seriously, and a number of public meetings on the report were held. There was good media coverage and debate of the report.*

*The research report enabled understanding of the issue of structural racism, and it has become a reference point for the issue. A specific and accessible theoretical chapter on the issue was included in the report on what the concept of structural racism means in the Norwegian context. This has enabled city officials to operationalise the concept in plans and actions.*

*The research report has stimulated action and continues to do so. An action plan on discrimination and hatred experienced by Muslim people was published. Funding has been allocated to the education sector to combat racism in a more systematic way, enabling teachers in relation to the issue and increasing awareness. A cooperation of several NGOs, representative of a range of minority groups, has been funded to establish an office to enable low-threshold reporting of discrimination.*

***Key reference documents****: Sindre Bangstad, Edvard Nergård Larsen & Lise B.Grung, Structural Racism in Bergen, Report 2021/09, Vista Analysis and KIFO, 2021 (Norwegian).*

# TEMPLATE FOR REPORTING

**Contact details**

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| --- | --- |
| City: |  |
| Department: |  |
| Date of completing the form: | DD/MM/YYYY |
| Contact person |  |

**The Action**

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| Title : |  |
| Main field of action: |  |
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**Purpose**:

**Stimulus/Rationale**:

**Process**:

**Impact**:

**Key reference documents**: