

RESULTS OF THE INTERCULTURAL CITIES INDEX



Lutsk

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Intercultural cities
Building the future on diversity

www.coe.int/interculturalcities



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A comparison between 89 cities¹

Introduction

The Intercultural Cities is a Council of Europe flagship programme. It seeks to explore the potential of an intercultural approach to integration in communities with culturally diverse populations. The cities participating in the programme are reviewing their governance, policies, discourse and practices from an intercultural point of view. In the past, this review has taken the form of narrative reports and city profiles – a form which was rich in content and detail. However, narrative reports alone were relatively weak as tools to monitor and communicate progress. Thus, an “Intercultural City Index” has been designed as a benchmarking tool for the cities taking part in the programme as well as for future participants.

As of today 89 cities have undergone their intercultural policies analysis using the Intercultural City Index: Albufeira (*Portugal*), Amadora (*Portugal*), Arezzo (*Italy*), Ballarat (*Australia*), Barcelona (*Spain*), Beja (*Portugal*), Bergen (*Norway*), Bilbao (*Spain*), Botkyrka (*Sweden*), Braga (*Portugal*), Bucharest (*Romania*), Campi Bisenzio (*Italy*), Cartagena (*Spain*), Casalecchio di Reno (*Italy*), Cascais (*Portugal*), Castellón (*Spain*), Castelvetro (*Italy*), Catalonia (*Spain*), Coimbra (*Portugal*), Comune di Ravenna (*Italy*), Constanta (*Romania*), Copenhagen (*Denmark*), Donostia-San Sebastian² (*Spain*), Dortmund (*Germany*), Dublin (*Ireland*), Duisburg (*Germany*), Erlangen (*Germany*), Forlì (*Italy*), Fucecchio (*Italy*), Fuenlabrada (*Spain*), Geneva (*Switzerland*), Genoa (*Italy*), Getxo (*Spain*), Haifa (*Israel*), Hamamatsu (*Japan*), Hamburg (*Germany*), Ioannina (*Greece*), Izhevsk (*Udmurt Republic, Russia*), the municipality of Klaksvík (*Faroe Islands*), Jerez de la Frontera (*Spain*), the London borough of Lewisham (*United Kingdom*), Limassol (*Cyprus*), Limerick (*Ireland*), Lisbon (*Portugal*), Lodi (*Italy*), Logroño (*Spain*), Lublin (*Poland*), Melitopol (*Ukraine*), Mexico City (*Mexico*), Montreal (*Canada*), Munich (*Germany*), the canton of

¹ This report is based on data contained at the Intercultural Cities INDEX database at the time of writing. The INDEX graphs may include a greater number of cities, reflecting the growing interest in this instrument.

² The Spanish city of Donostia-San Sebastian is generally referred in the programme as San Sebastian.

Neuchâtel (*Switzerland*), Neukölln (*Berlin, Germany*), Novellara (*Italy*), Offenburg (*Germany*), Olbia (*Italy*), Oslo (*Norway*), the district of Osmangazi in the province of Bursa (*Turkey*), Parla (*Spain*), Patras (*Greece*), Pécs (*Hungary*), Pryluky (*Ukraine*), Reggio Emilia (*Italy*), Reykjavik (*Iceland*), Rijeka (*Croatia*), Rotterdam (*the Netherlands*), Sabadell (*Spain*), San Giuliano Terme (*Italy*), Santa Coloma (*Spain*), Santa Maria da Feira (*Portugal*), Unione dei Comuni-Savignano sul Rubicone³ (*Italy*), Sechenkivsky (*District of Kyiv, Ukraine*), Senigallia (*Italy*), Stavanger (*Norway*), Strasbourg (*France*), Subotica (*Serbia*), Sumy (*Ukraine*), Swansea (*United Kingdom*), Tenerife (*Spain*), Tilburg (*The Netherlands*), Turin (*Italy*), Turnhout (*Belgium*), Unione Terre dei Castelli⁴ (*Italy*), Valletta (*Malta*), Västerås (*Sweden*), Ville de Paris (*France*), Vinnitsa (*Ukraine*), Viseu (*Portugal*) and Zurich (*Switzerland*).

Among these cities, 42 (including Lutsk) have more than 200,000 inhabitants and 53 (including Lutsk) have less than 15% of foreign-born residents.

This document presents the results of the Intercultural City Index analysis for Lutsk in 2017 and provides related intercultural policy conclusions and recommendations.

Intercultural city definition

The intercultural city has people with different nationality, origin, language or religion/ belief. Political leaders and most citizens regard diversity positively, as a resource. The city actively combats discrimination and adapts its governance, institutions and services to the needs of a diverse population. The city has a strategy and tools to deal with diversity and cultural conflict. It encourages greater mixing and interaction between diverse groups in the public spaces.

³ The Italian city of Unione dei Comuni-Savignano sul Rubicone is generally referred in the programme as Rubicone.

⁴ Former Castelvetro di Modena.

METHODOLOGY



The Intercultural City Index analysis is based on a questionnaire involving 73 questions grouped in 11 indicators with three distinct types of data. Indicators have been weighed for relative importance. For each indicator, the participating cities can reach up to 100 points (which are consolidated for the general ICC Index).

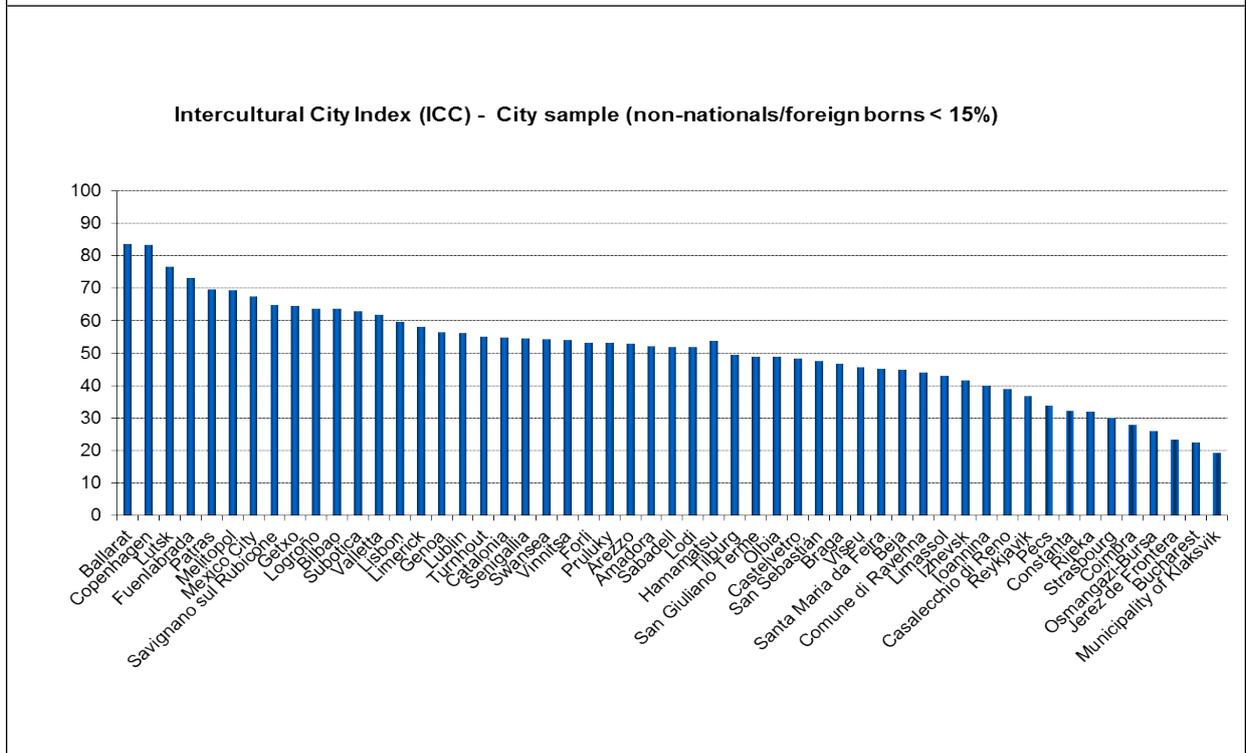
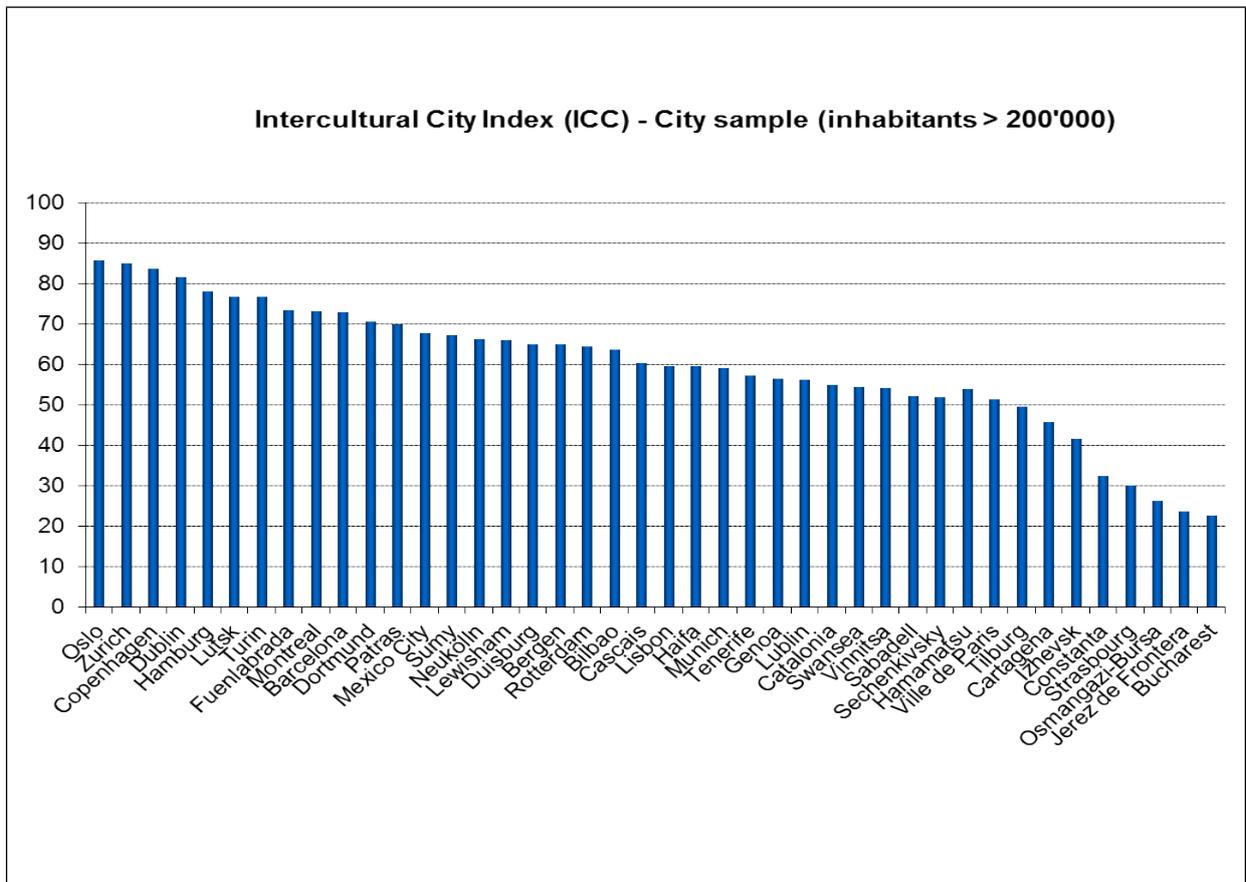
These indicators comprise: commitment; education system; neighbourhoods; public services; business and labour market; cultural and civil life policies; public spaces; mediation and conflict resolution; language; media; international outlook; intelligence/competence; welcoming and governance. Some of these indicators - education system; neighbourhoods; public services; business and labour market; cultural and civil life policies; public spaces are grouped in a composite indicator called "urban policies through the intercultural lens" or simply "intercultural lens".

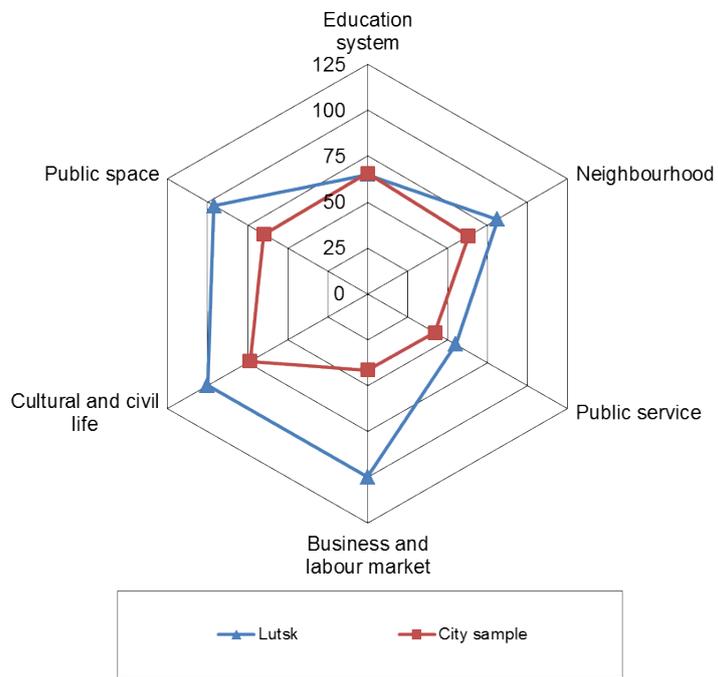
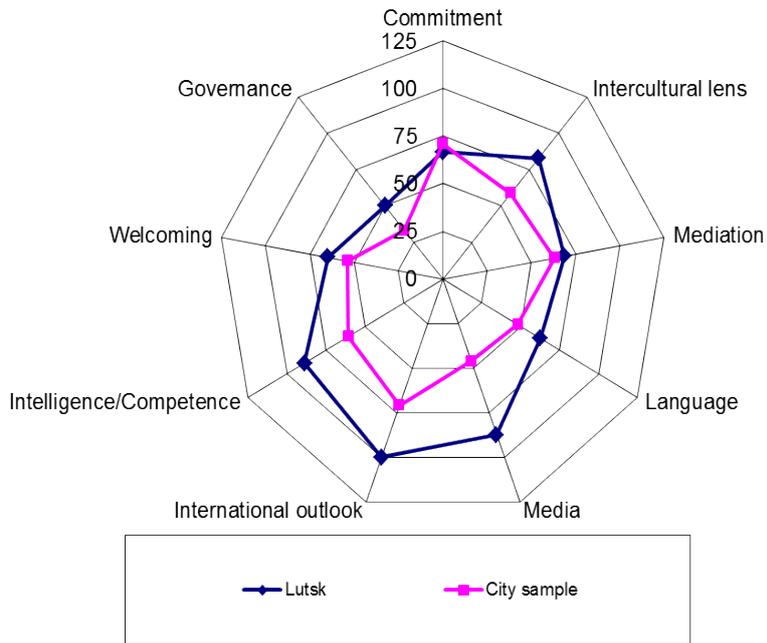
The comparison between cities is strictly indicative, given the large difference between cities in terms of historical development; type and scale of diversity, governance models and level of economic development. The comparison is based on a set of formal criteria related to the intercultural approach in urban policies and intended only as a tool for benchmarking, to motivate cities to learn from good practice.

Taking into account the above-mentioned differences between the cities and a growing number of new cities willing to join the Intercultural Cities Index, it has been decided to compare the cities not only within the entire sample, but also according to specific criteria. Two of these have been singled out insofar: the size (above or below 200,000 inhabitants) and the percentage of foreign-born residents (higher or lower than 15 per cent). It is believed that this approach would allow for more valid and useful comparison, visual presentation and filtering of the results.

According to the overall index results, Lutsk has been positioned 11th among the 89 cities in the sample, with an aggregate intercultural city index of 77%, along with Turin, Italy (77%), after Campi Bisenzio, Italy (78%), and before Fuenlabrada, Spain (77%). Lutsk has been ranked 6th among cities with more

than 200,000 inhabitants and 3rd among cities with less than 15% of foreign-born residents.





Lutsk – An overview

Lutsk is a city on the Styr River and the center of Volhynia oblast region, which used to be one of the main trade centers in Ukraine because of its location at the crossroads of major trade routes. Many Karaites from the Crimea settled there during the centuries, as well as Armenians. Moreover, the city was an important Ukrainian religious and cultural center. Today Lutsk is a center of food production (milling, meat-packing, and sugar refining), smelting, machine building, brick-making, clothes and footwear manufacturing. It has six universities, including the Lutsk Eastern European National University and Lutsk Technical University, the Volhynian Ukrainian Music and Drama Theater, a philharmonic orchestra, and several museums, including a regional studies museum and the Volhynia Icon Museum.

Lutsk has a population of 216.862 people (As of April 1, 2017).

Demographically, the local authority in Lutsk has estimated that the most recent interregional migration flows brought about 202 of newcomers (in 2016), whereas about 726 people have left the city in the same year. The interstate migration flow has brought 28 newcomers in 2016. There are also a number of internally displaced persons residing in Lutsk (approximately 1.182 people who arrived from the temporarily occupied territories registered in the Department of Social Policy as of May 30, 2017). In terms of ethnic minorities, about 15.945 representatives of other nationalities live in Lutsk. According to the 2001 census, the largest ethnic group of the city of Lutsk is Ukrainians (190.208 people), which is 92.5% of the total population of the city. Furthermore, according to the 2001 census, there are 60 nationalities living in Lutsk (7.5% of the total city's population).

The most important minority groups in Lutsk are: Russians – 12.669 people (6,2%); Belarusians – 1.094 people (0,5%); Poles – 351 people (0,2%); Jews – 164 people (0,08%); Armenians – 107 people (0,05%); Germans – 100 people (0,05%); Tatars – 102 people (0,05%).

Economically, the GDP per capita in Lutsk is UAH 30.387, as of 2015.

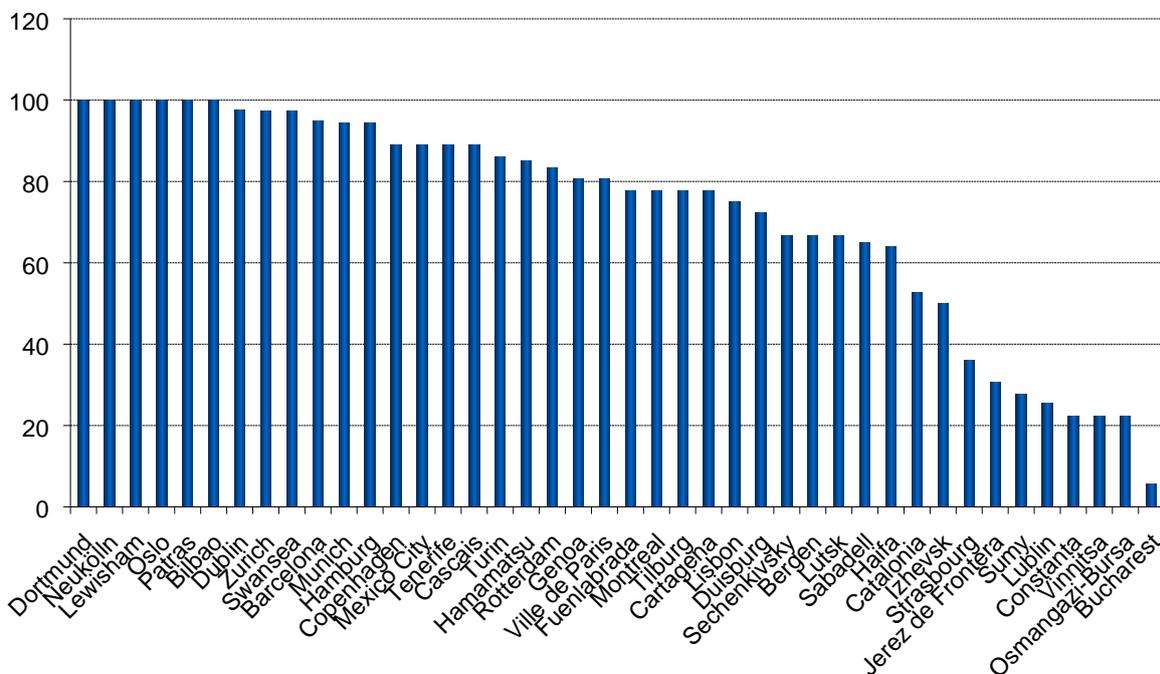
The city has a department with leading responsibility for intercultural integration, which it mainly sits in the Department for Culture of the Lutsk City Council.

COMMITMENT



The optimal intercultural city strategy would involve a formal statement by local authorities sending an unambiguous message of the city's commitment to intercultural principles as well as actively engaging and persuading other key local stakeholders to do likewise.

ICC-Index - Commitment - City sample (inhabitants > 200'000)



Unfortunately, an evaluation process for the Lutsk's intercultural activities does not exist.

Positively, the city has set a webpage where it is possible to consult news on intercultural initiatives and activities⁶. Information about the Intercultural Cities Program (ICC) is also promoted on the website of the Department for Culture of the Lutsk's City Council, and all the intercultural events are regularly highlighted in the news feed of the website⁷. The "Lutsk Intercultural" web page has been also linked to the city's Facebook account, so to highlight the activities carried out by the City of Lutsk within the framework of the Intercultural Cities Programme (ICC).

Furthermore, the city has a dedicated body, a cross-departmental coordination structure, responsible for the intercultural strategy or intercultural integration: the Department for Culture of Lutsk City Council. A working group was also created to draft the analysis of the intercultural city index by a directive of the Mayor on July 8, 2017. The heads of the executive bodies of the city council, the director of Lutsk, the Employment Center, and the representatives of public organisations, along with the cultural and educational institutions are also active members of this working group⁸.

Lutsk honours residents or organisations that have done exceptional things to encourage interculturalism. For example, the Consul General of the Republic of Poland in Lutsk, Ms Beata Bzhyvchy, was awarded with the Gratitude Award by the Mayor for her significant personal contribution to strengthening Polish-Ukrainian partnership at the local and interregional level, for her professionalism and inspirational service in the difficult diplomatic field, and for her support for European integration progress of Lutsk.

The progressive Jewish community of Volyn was awarded with the Gratitude of the Lutsk's Mayor for the significant artistic and spiritual contribution to the development of the city, its identity and revival of the Ukrainian national culture.

The Gratitude Award was also given to the "Yakhad" Club from the progressive Jewish community in Lutsk, for their active participation in the public life of the city.

Through the "*Sense of united family*" – an annual Festival of national cultures of Volyn, the Representatives of the Polish, German, Czech, Russian, Jewish, Armenian, and Roma communities residing in Lutsk take part in the festival. Participants of the festival are awarded with the Gratitude Award for their active cooperation with the Lutsk City Council, for the preservation of Lutsk's cultural heritage, and for the establishment and the development of the interethnic dialogue.

During the 3rd All-Ukrainian Scientific and Practical Conference "*The Image of the City in the Contemporary Ukrainian Sociological Discourse*" the local coordinator of the ICC Program presented the report on "Intercultural Lutsk"-

⁶ The "Intercultural City" page has been created on the official website of the Lutsk City Council
<http://www.lutskrada.gov.ua/luck-interkulturnyy>

⁷ <http://culture-lutsk.org.ua/proekty/interkulturni-mista>

⁸ <http://www.lutskrada.gov.ua/prescription/pro-provedennya-pidgotovky-do-analizu-indeksu-interkulturnosti-mista-lucka>

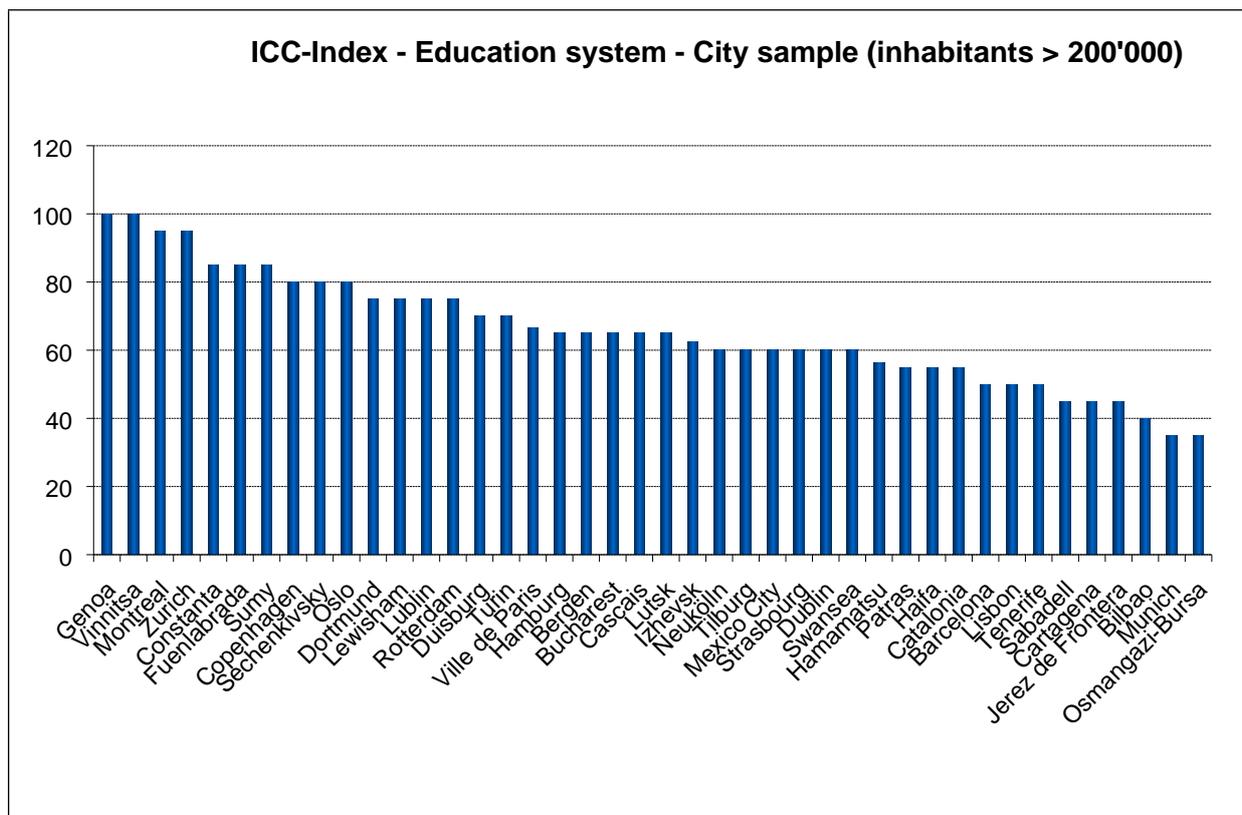
based on the city's experience in the ICC Programme where it highlighted the benefits of cultural diversity. Participants of the conference received certificates.

EDUCATION

through intercultural lens



School has a powerful influence in society and has the potential to either reinforce or challenge prejudices in a number of ways through the social environment it creates, the guidance it provides and the values it nurtures.⁹



⁹ The term "Education" refers to a formal process of learning in which some people consciously teach while others adopt the social role of learner (ref. http://higherred.mcgraw-hill.com/sites/0072435569/student_view0/glossary.html).

experience exchange" project. Furthermore, the "Eurovision" festival of school creativity takes place in Lutsk every year. During the festival local pupils present the culture and customs of different countries of Europe. Yet again, in 2016 "*Ukraine is my Home*", an open festival-contest of song and dance of national minorities, took place in the secondary school №5. The participants of the contest performed songs in Polish, Belarusian, Kazakh, Russian, Romanian, Spanish, Italian and Armenian. It is also worth mentioning that pupils and teachers of the secondary school № 5 and Lutsk gymnasium №18 communicate with pupils from European countries, conduct joint trainings and workshops within the framework of the EU eTwinning educational programme.

Teachers and students of secondary schools are also involved in the debate around intercultural issues. In fact, students and teachers of a public Gymnasium (№18) often take an active part in eTwinning +Plus – a European Commission's programme. In 2016, the project "*Feel Great Among Healthy Planets*" aimed at developing intercultural online communication skills among pupils from different European countries.

Finally, from 2011 to 2014, a public secondary school in Lutsk hosted several seminars and workshops for teachers aimed at developing intercultural competences: 1) a city seminar-workshop "*Formation of socio-cultural competence as the basis of intercultural communication*"; 2) a regional seminar-workshop on the topic "*Implementation of educational and methodical complex*" and "*Autobiography of intercultural meetings in school*"; 3) a round table for English language teachers of the region "*Autobiography of intercultural experience*"; 4) a regional seminar on "*Autobiography of intercultural meetings: development of intercultural competences*" (within the Council of Europe project). This regional seminar outlined some recommendations for the development of intercultural competence among pupils. In the school curriculum, there was also introduced an educational method "*Autobiography of intercultural encounters*", developed and recommended by the Council of Europe¹¹.

We would like to suggest also some good practices of other Intercultural Cities in this field:

Geneva has adopted a 'whole family' approach to schooling whereby teachers are required to build closer links with families to understand the external factors that might influence a child's ability to learn. In the case of foreigners this means attempting to welcome them in their mother tongue. There is a one year transitional class for new arrivals with little or no French language, to fast-track into the mainstream and prevent them becoming alienated. A good example of the approach is the Sac d'histoires (bag of stories) programme. Children can bring a collection of bilingual books, CDs, DVDs and other media which they share with their parents, who are then given a much greater stake and involvement in their child's progress at school and improve their own language skills.

Novellara has set a project called "Punto d'ascolto" (listening point) that welcomes foreign parents, where they can meet and talk to psychologists and

¹¹ http://www.coe.int/t/dg4/autobiography/default_en.asp

cultural mediators who will help the family to understand the Italian education system. This service supports and helps families in the integration process.

Lastly, In the Italian city of Turin, schools have allocated vegetable gardens where students can cultivate with the help of their parents. Schools activities are important because they are a meeting point for parents coming from different countries, with different cultural background, to get to know the other members of the community.

Ballarat's Council encourages thousands of people to interact with people of diverse ethnic/cultural backgrounds organising a wide range of initiatives: *Begonia Festival, Harmony Fest, 'National Aborigines and Islanders Day Observance (NAIDOC) Week, and Refugee Week celebrations*. Ballarat has also set policies to increment the diversity of residents in the neighbourhoods: The Migrant Attraction and Retention Strategy in 2007 provided a framework for program implementation which incorporated both skilled and humanitarian initiatives to be driven by Council. This program whilst focused on skilled migration also ushered the opportunity for Ballarat to welcome Sudanese refugees through secondary migration and the Togolese refugees through a direct-settlement project. Moreover, the city Council is in the process of developing a *Memorandum of Understanding* with neighbourhood houses which will provide opportunity for collaboration and joint initiatives across various neighbourhoods.

Instead, Limassol promotes activities to mix citizens from different areas; for example, the Euromed Festival aims to gather people together through folkloristic dancing and exhibitions. Another activity is the "Social Work on the Road" programme that started in 2010 and since then aims to prevent criminality, especially among young people. This programme follows the following steps:

- Raise awareness on the danger of drug and alcohol abuse
- Psychological support, e.g. prevent teenagers from dropping school, family support
- Fight against unemployment

This organisation operates on the street, among people, and this is the peculiarity: people, especially teenagers, do not need to visit an office or a take an appointment in a facility.

The city has set policies to encourage people from different ethnic background to meet and interact in the neighbourhoods. For example, civic centres, libraries and sportive facilities aim to encourage dialogue, whereas youth groups and religious groups try to have participants from different background in order to promote interactions. These events also involve the participation of the local ethnic groups and internally displaced persons. The celebration of the Ethno Festival "*Christmas in Lutsk*" and "*Christmas Workshop*", recurring also for Easter, is just one of the many examples; the "*Princely feast*" Festival of Medieval Spirit promotes the common Ukrainian-Lithuanian history and culture; the festive procession involving different communities, under the title "*There is a family – there is a country*". As well as the "*Boris Klimchuk Cup*", an International Mini-Football Tournament allows Ukrainian, Lithuanian and Belarusian teams to participate.

However, the city only occasionally encourages people from different ethnic background to meet and interact in the neighbourhoods: the Roma and Ukrainian children recited Lesya Ukrainka's verses in foreign languages on the square of Veresneve district within the celebration of Lesia Ukrainka's birthday; whereas, Ukrainians and Jews from the Veresneve district commemorated the

victims of the Jewish Holocaust on the International Day of Commemoration in Memory of the Victims of the Holocaust¹³.

The city could take inspiration from the city of Parla, where the "*Equipo de Mediación Vecinal*" (team of local mediation) is responsible for the organisation of events and meetings. Moreover, the "*Equipo*" offers a safe and welcoming place where all the citizens can talk and share their problems and/or concerns while getting to know each other creating connections. In addition, the team enhances the link between new/developing areas (such as Barrio de Parla Este) with more "*aged*" districts.

Lutsk could also find the example of Reggio Emilia interesting: as in many cities, the area around Reggio Emilia's railway station was always a dynamic area of social and cultural change, and had been allowed to develop a concentration of social problems. Through its association, as an arrival point, with new immigrants, its physical decline and links to crime and public fears of safety, all risked undermining intercultural trust in the city. The city council resolved special and comprehensive action was necessary and introduced a new policy innovation – a Neighbourhood Pact – and work began in 2007. Adopting consultative and participatory methods with all residents, users and property owners, the city developed a strategic plan for physical, economic and community renewal. In the first phase they contacted about 180 individuals and stakeholders, 60 of which were involved in active design work through 4 seminars. The seminars were used to produce the analysis of problems and objectives, namely the development of key interventions. The general lines of the projects has been incorporated into a 'Pact for Coexistence', setting out the rules and the responsibilities of all who use in the station area, and this was approved and signed by all the key stakeholders who participated in the process, to guarantee the commitment would be sustainable.

¹³ <https://www.facebook.com/palacelutsk/posts/1385836751490039>

<http://lutsk.rayon.in.ua/news/21442-veresneve-vshanuvani-pamiat-zhertv-evreiskogo-golokostu>

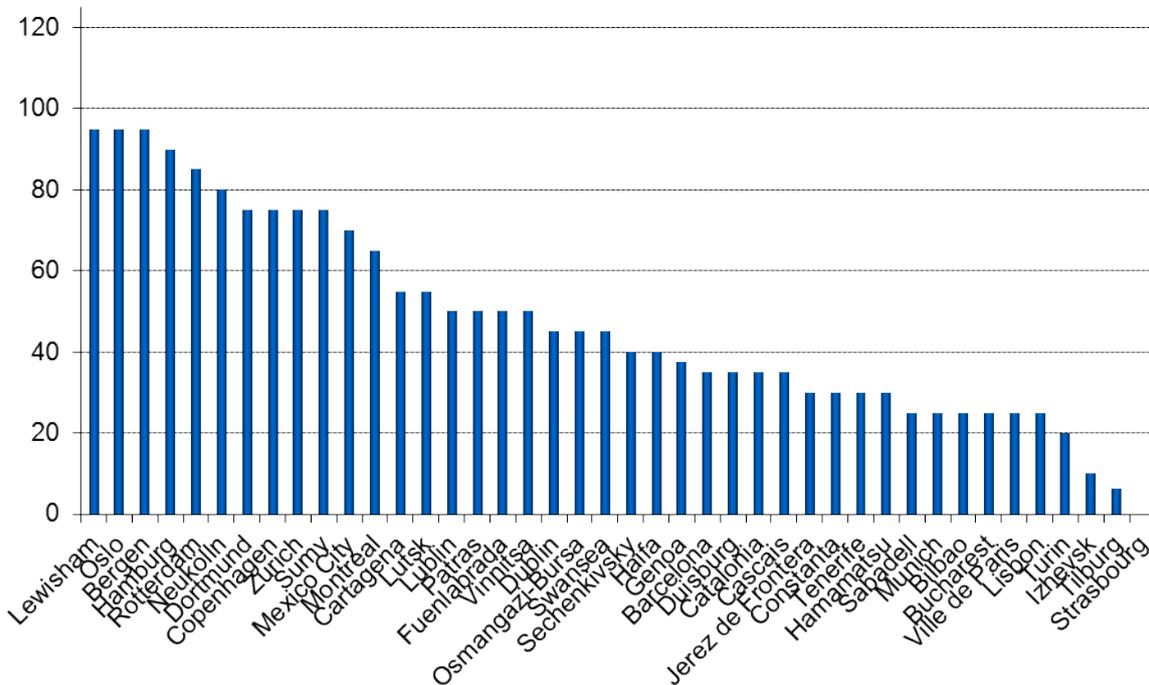
PUBLIC SERVICE

through intercultural lens

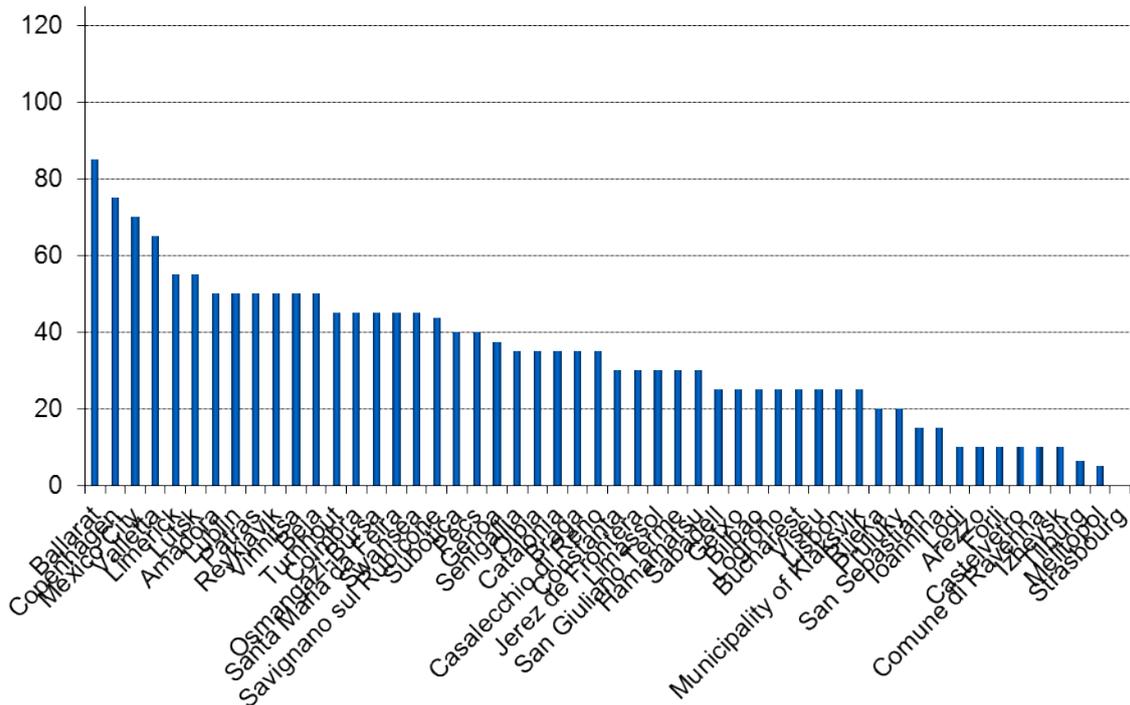


An optimal intercultural approach remains open to new ideas, dialogue and innovation brought by or required by minority groups, rather than imposing a "one size fits all" approach to public services and actions.

ICC-Index - Public service - City sample (inhabitants > 200'000)



**ICC-Index - Public service - City sample
(non-nationals/foreign borns < 15%)**



Lutsk's public service rate is the 55%, higher than the city sample result of 42%.

The ethnic background of public employees reflects the composition of the city's population. However, as the analysis reveals, it seems that the city does not foresee any recruitment plan to ensure adequate diversity within its workforce.

Moreover, people who are not Ukrainian citizens cannot be employed in public administration.

The city encourages diverse workforce in private sector enterprises. In fact, in 2015, the PMBA launched a new project: *StartUP School*. This is an intensive programme of training and development to start a business in just two months. The main objectives of *Startup School* are: 1) to set up and launch a real business; 2) to gain practical professional advice and all kinds of support during the formation and development of the business; 3) to ensure that equality and diversity training is provided to the employees¹⁴.

Recently, the Centre for Enterprise Development has also started working on this issue in partnership with the Lutsk City Employment Center. It is intended to stimulate the development of small and medium businesses by teaching the principles and peculiarities of starting a private business. With the help of the Enterprise Development Centre and the Lutsk City Employment Centre, it was held a seminar focusing on "*How to start your business?*"¹⁵.

Moreover, consultants of Lutsk City Employment Center organised some seminars about the topic of unemployed people and their entrepreneurial skills, notably "*How to start your own business*" and "*From business idea to your own*"

¹⁴ <http://pmba.com.ua/programms/startup-school>

¹⁵ <http://volyninfo.com/u-lutsku-rozpochav-robotu-tsentru-rozvitku-pidpriyemnistva-foto/>

business". Today, people who want to start their own business can get advices on running a business, on business planning, marketing, accounting and reporting, as well as leadership skills; and it is possible to take part in a two-week course "*Beginner entrepreneurs* " and "*how to create a business plan*".

Lutsk may find inspiration from the city of Stavanger which has designed a recruitment plan aiming specifically to increase the migrant/minority representation at the higher hierarchical levels: the external publishing on *Inkludi.no* (a Norwegian recruitment services with main focus on jobseekers from minorities) is mandatory for consultant and managerial positions. Furthermore, if there are qualified applicants with a minority background, minimum one must be summoned to interview.

Most of Lutsk's services are tailored to meet the needs of the ethnic/cultural background of its citizens: by offering funeral/burial services, as well as school meals appropriate to the ethnic/cultural background of all citizens. Moreover, elementary schools provide school food services for pupils of 1-4 grades and for pupils of unprivileged categories of high school by the allocations from the city budget. Since most of the local schools are attended by children coming from different nationalities, special menus are prepared upon request.

By the decision № 571-1 of September 23, 2016, the Lutsk's Executive Committee decided to dedicate a sector of the Garazdzha city cemetery for the burial of the people who professes Islam.

Within the pilot project "*Marriage in short time*", the Center for providing administrative services in Lutsk (CPAS) provides special and smooth procedures for marriages registration of ethnic/cultural diverse ceremonies.

To improve in this field, Lutsk might also wish to introduce women-only sections in sport facilities. Women-only sportive facilities in the city should have women-only time schedules in order to suit the needs of women with specific necessities. For instance, in Erlangen, the BIG-Projekt fosters intercultural sporting engagement and there are female-only swimming days in the public swimming pools.

Perhaps, the city of Lutsk will find these activities very thoughtful and interesting: the Spanish city of Getxo organises a Street Culture Day to promote social cohesion and encourage immigrants' integration through sportive activities; combined to this, the International Folk Festival, where music promotes interaction between people from different cultural backgrounds, celebrating cultural diversity with folk music. In Oslo there is a large and very active voluntary sector concerned with diversity and it plays a vital role in many things from combating racism and discrimination to the delivery of mainstream public services. One of the most interesting from an intercultural perspective is OMOD - Organisasjon mot offentlig diskriminering (Organization against Institutional Discrimination). They provide information, advice, and assistance to organisations in the area of race relations, serving as an ombudsman against institutional discrimination and alleged breaches of civil and human rights in Norway. They also scrutinize the central and local government's rules and policies and their implementation in relationship to minorities and immigrants. Whilst this in itself is an important but rather commonplace set of functions, the way OMOD perceives itself is as an opportunity to appraise OMOD. They pose a challenge to Norwegian society by arguing that integration is not simply an issue for migrants but for all.

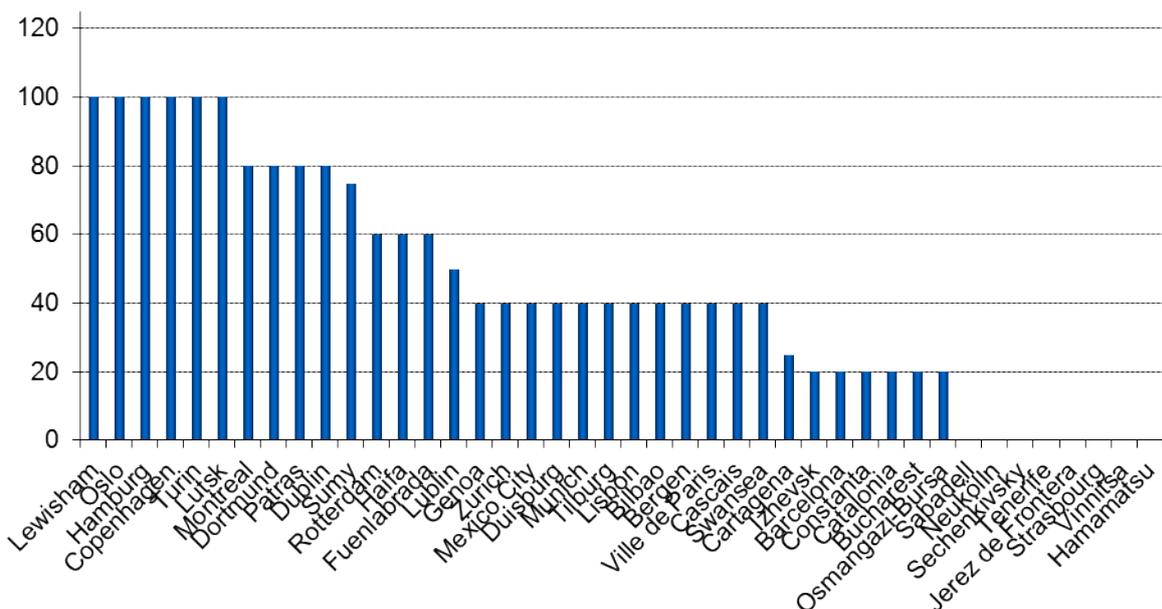
BUSINESS & LABOUR

through intercultural lens



Large parts of the economy and the labour market may be beyond the remit and control of the city authority, but they may still fall within its sphere of influence. Because of nationally-imposed restrictions on access to the public-sector labour market, the private sector may provide an easier route for minorities to engage in economic activity. In turn, such activity (e. g. shops, clubs, restaurants but also high-skill industry and research) may provide a valuable interface between different cultures of the city. While barriers for entry usually concern migrant/minority groups, in some cases it could be the other way around. Research has proved, however, that it is the cultural mix that fosters creativity and innovation, not homogeneity.

ICC-Index - Business and labour market - City sample (inhabitants > 200'000)



Lutsk takes actions to encourage business from ethnic minorities to move beyond the ethnic economy and enter the mainstream economy. Specifically, the Programme "*Support of Small and Medium Enterprises in Lutsk for 2017-2018*" provides support and capacity building based on entrepreneurial initiatives, combined with the efforts of local authorities and small and medium businesses so to overcome barriers and obstacles regardless of national origin, place of residence, financial situation and religious beliefs.

Furthermore, all the representatives of ethnic groups residing in Lutsk receive special permissions to open their own business. The Employment Center constantly works with IDPs (internally displaced persons) and helps them to start a business and become entrepreneurs. Indeed, there are even programmes that allow the IDPs to obtain funds for opening their own business. On that note, the Department of Business Development and Advertising of the City Council also provides advice to all business representatives who ask for help in starting their own business regardless of nationality, race, sex or religious confessions. Periodically, the Department conducts seminars to inform the representatives of the businesses about the changes in the rules of the legislation.

The city has also taken several actions to encourage 'business districts/incubators' in which different cultures could more easily mix. As the analysis reveals, Volyn Regional Business Incubator started its activity in October 2007. Its purpose is to provide a range of services and resources, which includes the provision of premises for peripheral enterprises, the provision of office equipment, telephones and Internet communications, consultations of a professional accountants and lawyers, consultations concerning business planning, financial and credit support, access to the information hub, business and psychological support programmes - including continued assistance in business management and specialised training programmes, participation in workshops, seminars and conferences, advice on how to start and to be an entrepreneur¹⁷.

Since 2006, the Business Academy of Practical Management (**PMBA**) successfully runs and implements the following training programmes: **MBA**, professional development (PDP), practical trainings, seminars and round tables with the aim of training and providing practical recommendations for starting a business¹⁸.

Lutsk might find interesting and thorough the following best practices: in the Portuguese Intercultural City of Cascais, the "*Conselheira para a Igualdade*" (Counsellor for Equality) recognises the importance of promoting Gender Equality as a fundamental factor for local development. In 1998, the Cascais City Council adhered to the challenge launched by the then Commission for Equality and Women's Rights (current CIG - Commission for Citizenship and Equality of Gender), establishing a protocol with this entity, within which a person of reference was appointed for gender issues: The Counsellor for Equality. Interestingly, the Counsellor for Equality's role is to eliminate gender stereotypes and promote citizenship through the elaboration and development of municipal plans for equality, in line with the European Charter for Equality of Women and Men in Local Life. Some of the Counsellor's competences are: to monitor and streamline the implementation of local policy measures from a

¹⁷ <http://vrbi.at.ua/index/0-9>

¹⁸ <http://pmba.com.ua/>

gender perspective and the implementation of measures envisaged in local strategies to promote equality and prevent domestic violence and other forms of discrimination; Give advice and suggestions on the policies in the field of equality and non-discrimination, maternity and paternity protection, combating domestic violence and other forms of discrimination; submit concrete proposals for action; raise awareness on gender equality; and participate in the annual forum of Counsellors and local Councillors for equality.

An entrepreneurship programme carried out in the Spanish city of Amadora encourages minorities business. The Programme "*Amadora Empreende*" seeks to identify, in association with the youth and people in situations of social vulnerability, individual entrepreneurial initiatives by providing the necessary conditions for developing a business idea. There are two distinct points of action: "A Incubadora Quick" (directed at young people aged 18 to 30 years) and "Quem não Arrisca não Petisca" (directed to people in socially vulnerable positions (women, disabled, immigrants and prisoners and ex-prisoners). This is intended as a program of selective support, which can give strength and exposure to projects that are often overlooked for lack of support of development or financial support.

This initiative aims to provide a special area of information and awareness for the challenges and opportunities faced in education, training and employment, bringing together in one room schools and businesses. During three days, these companies promote their services, projects and best practices, and some publicize job opportunities and accept resumes from those wishing to apply to offers exposed or make a spontaneous application.

Furthermore, the city encourages cultural organisations to deal with diversity and intercultural relations in their productions. For example through the Regional Program for social and cultural development of national minorities for 2013-2017, as well as the action plan for the implementation of the Council of Europe's ICC Program for the year 2017²⁰.

It is commendable that the city organises public debates and campaigns on the subject of cultural diversity and living together. Indeed, the city council hold meetings, consultations and round tables with the representatives of national and minority communities in order to support exchange of best practices, outline and answer to common problems and those obstacles faced by the ethnic communities of the city. Moreover, one of the aforementioned round tables has regularly discussed the strategy for Roma community development in Lutsk. At another round table, the representatives of local authorities and the non-governmental organisation "*Refugees of the Crimea and Donbass*" together sought ways to solve the problem of integration of internally displaced persons from the temporarily occupied territories of Crimea and Donbass into the community of Lutsk. The Department for Culture and representatives of national and cultural communities of the city discussed the problems and prospects of multilateral cooperation in the field of culture during the round table "*Intercultural communication as a key factor in the development of the urban community*". Finally, in 2016 Lutsk's City Council and the Consulate General of the Republic of Poland in Lutsk launched the project "*Lutsk is a Multicultural City*".

As a suggestion and in order to improve in this field, Lutsk may find inspiration from some intercultural cities, like Braga and Santa Maria da Feira that prefer theatre as a tool to promote interculturality. Braga's Teatro-Circo, inaugurated in 1915, offers today a wide range of plays and comedies. Moreover, The Braga theatre festival lasts throughout the first half of July and the theatre hosts companies from either Braga or abroad in a variety of locations throughout the city.

In 2010, the Australian city of Ballarat promoted a unique festival to encourage its citizens to meet and get to know each other. Since then, every year during the month of March colours, music and flavours invade the city and the resident's crowd streets and avenues to celebrate diversity.

The Harmony Fest usually begins with a big "Parade of Cultures" that kicks off a wide range of activities and satellite events, such as live concerts, international food exhibitions, workshops, games, markets and activities dedicated for the youngest. Citizens celebrate their cultural and ethnic background with outstanding performances. For instance, in 2016, the Fighting Gunditjmara, a traditional Aboriginal dance group, presented their culture through an impressive and powerful performance that mixed traditions with modern technology. A girl-group called Paris Inc. entertained the public with their R&B and Pop songs. The Italian community, spread all over Australia, paid tribute dancing The Tarantella: the most famous dance of the south of Italy; whereas the African community brought their drums and their rhythm to share traditions dear to the homeland.

Another key element of one's culture is food. In fact, during the Harmony Fest everyone tasted recipes coming from: Thailand, Lebanon, Afghanistan, Nigeria,

²⁰ https://drive.google.com/file/d/0B3POf_t9QyGfQUNzMTc0RGZSbnc/view?usp=sharing

and Italy. With all these events and activities, the Harmony Fest is a manifestation that aims to raise cultural awareness, teaching people about their neighbours' background while creating curiosity in the others' culture. What makes this manifestation so important is the sense of community that brings together different cultures and different traditions to celebrate unity.

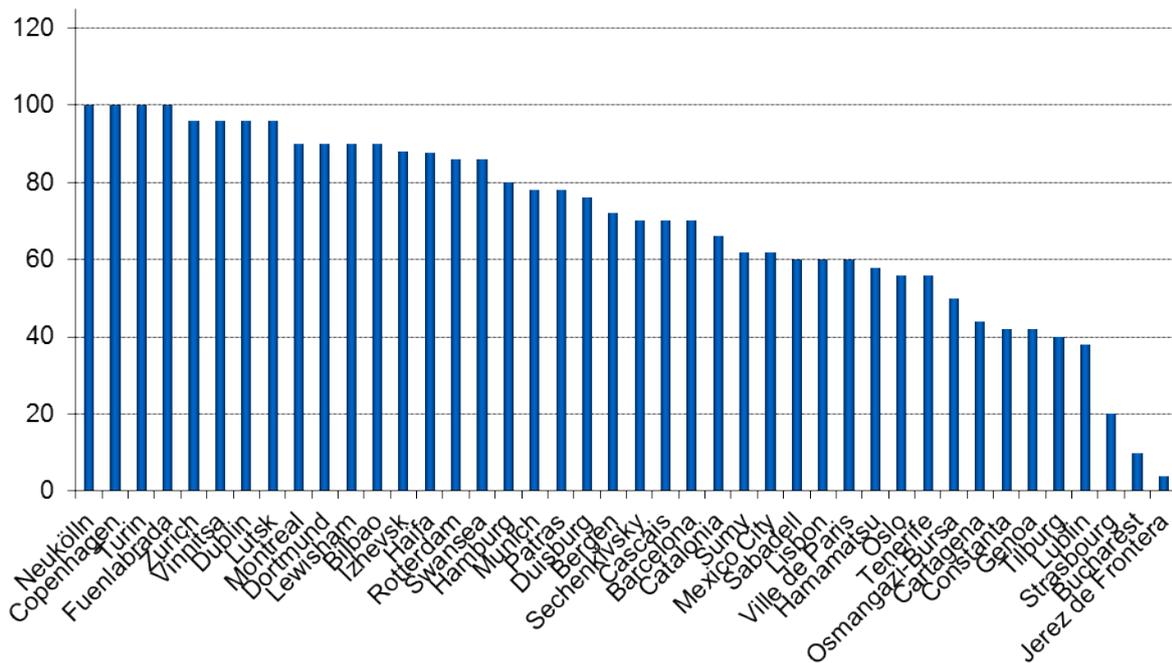
PUBLIC SPACE

through intercultural lens



Well managed and animated public spaces can become beacons of the city's intercultural intentions. However, badly managed spaces can become places of suspicion and fear of the stranger.

ICC-Index - Public space - City sample (inhabitants > 200'000)



held in Volyn State Regional Liberal Scientific Library - named after *Olena Pchilka* - on the initiative of representatives of the Volyn religious community of progressive Judaism; in the Lutsk Art Gallery, an exclusive photo exhibition "*Karay Yollary - Karaite ways*" was presented with the support of the Consulate General of the Republic of Poland in Lutsk. The exhibition was aimed at introducing the history of Karaite and the influence of this ethnic group on the life and history of the city for Lutsk citizens.

The city of Lutsk always takes into consideration the population diversity, especially in the design of new public buildings, in order to reach comfort for everyone and allow them to be proud of their origin. For example, the city takes into account and meets requests of community members of all faith - Orthodox, Greek Catholics, Catholics, Jews, and Armenians - in the allocation of land-property and for the construction of religious buildings. Moreover, the Armenian community received permission to build a church with the premises of the Ukrainian Eparchy of the Armenian Apostolic Church on the *Okruzhna* Street in Lutsk.

Over the past few years, according to the decree of the President of Ukraine on the return of state ownership properties to religious communities, some religious buildings have been returned to various religious groups:

- the Saint Peter and Paul Cathedral were returned to the Catholic community.
- the Holy Cross Church was returned to the Orthodox Ukrainian community.
- the Pastor's house on Karaimska Street – to the German Lutheran community.
- The building of the Jewish commune on Bohdan Khmelnytsky Street – to the Jewish community.

Likewise, the city council supports national-cultural communities and non-governmental organisations in Lutsk by allocating premises for their activities.

Amazingly, the city invests a lot on the know-how of its inhabitants. Indeed, when the city authorities decide to reconstruct an area in Lutsk, they propose different methods and places for consultation to involve people with different ethnic/cultural background. Since 2015, Lutsk is a participant of the project "*Community-led Urban Strategies in Historic Towns*" (COMUS) aimed to develop innovative urban planning models and to provide for a comprehensive interaction between authorities at all levels with their local communities. Under this project, there have been organised working meetings and public debates on the design of an external entrance of the underground under the Cell of the Jesuit monastery. Lutsk's residents were also invited to submit innovative proposals on the revitalisation of the Market Square, the restoration of the city hall and the creation of a modern interactive museum of the city; and also the creation of the Center for Intercultural Dialogue.

In the city, there are no areas dominated by one minority ethnic group where other people feel unwelcomed, and it is also excellent that there are no areas that can be defined as "dangerous".

On a tactical level, we would like to suggest that a large network of community playgrounds in a city, designed for all ages and each one designed uniquely can better encourage intercultural mix in Lutsk; because play provides the ideal

opportunity to interact and engage. Therefore, Lutsk should aim at creating and supporting community play-spaces either in existing void public spaces, or not fully utilised spaces.

As suggestion, the city of Barcelona places enormous importance upon public space as the place where a diverse but harmonious community can be built.

This means that place-making professionals (such as architects, planners, transport managers, constructors etc.) within the city council must develop their competence in diversity management. One clause of the city's Intercultural Plan states the need to:

- Incorporate those responsible for urban development in the city into each of the interdepartmental committees at the Council to strengthen the mainstream application of all urban and social policies.

Examples of how this translates into action on the ground include:

- Inter-group roundtables that could involve representatives from urban planning and, for example: Committee for public spaces and Committees for coexistence;
- Inter-group committee for immigration;
- Promotion of bilateral relations through bridges for dialogue, between the area for urban development and other areas at the Council.

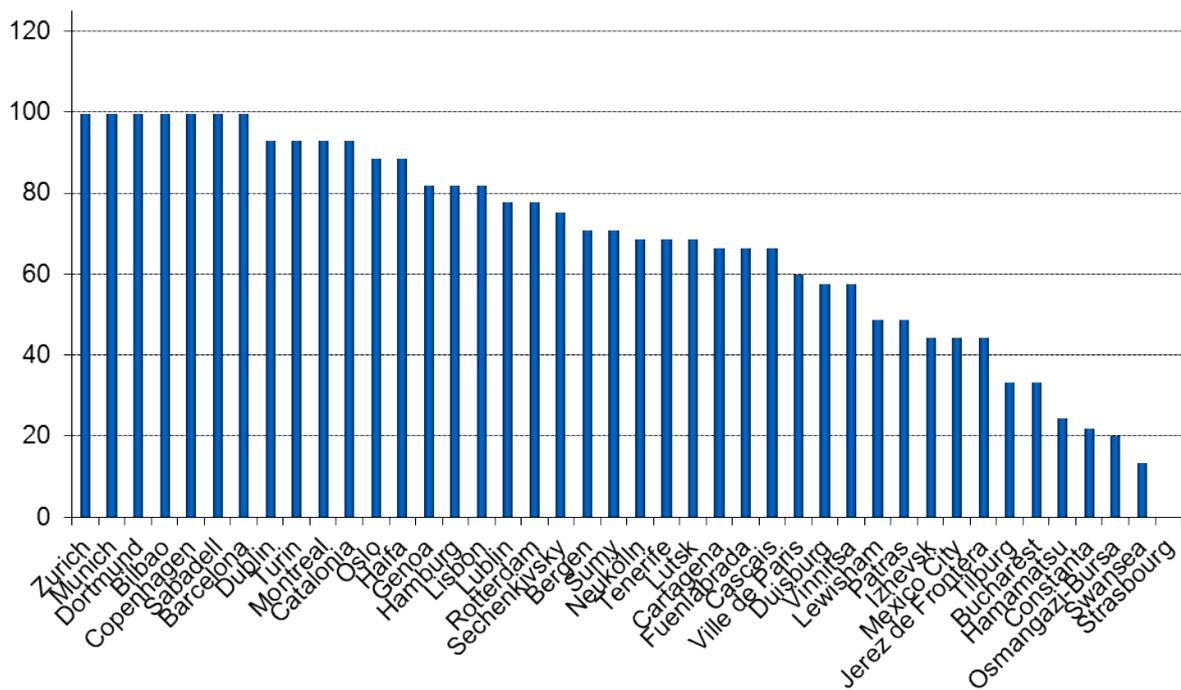
A further clause of the Plan calls for the integration of the neighbourhood scale into the practice of urban development to reconstruct dialogue, consensus and the involvement of citizens.

MEDIATION and conflict resolution



The optimal intercultural city sees the opportunity for innovation and greater cohesion emerging from the very process of conflict mediation and resolution.

**ICC-Index - Mediation and conflict resolution - City sample
(inhabitants > 200'000)**



language backgrounds and offers support and assistance. For example, the Mondinsieme has great expertise in training mediation workers and supplies staff for schools and hospitals. Reggio Emilia has established an Intercultural centre with trained mediators with a variety of ethnic and language backgrounds who intervene whenever they feel a problem might arise - for instance if kids in some schools tend to cluster too much on ethnic basis.

Furthermore, municipal services keeping communication channels to avoid cultural and religious conflicts are supported in the city of Bergen; the city has introduced many initiatives to achieve its mediation and conflict resolution policy objectives. Bergen has set up a generalist municipal mediation service which also deals with cultural conflicts. It also provides mediation services in places such as neighbourhoods, on streets, actively seeking to meet residents and discuss problems. This service is provided by the Community Youth Outreach Unit in Bergen (Utekontakten). Finally, Bergen has also set up a municipal mediation service committed to interreligious issues specifically. Samarbeidsråd for tros- og livssynssamfunn (Cooperation Council for Religion and Faith) is an interfaith organisation in Bergen. Most faith communities in Bergen are represented in the council, which is supported by the municipality.

Cascais is successfully carrying out the *Educa.gz* programme: through entertainment, mediators educate children helping them to improve their lives. This project minimises negative behaviours, both through the animation of playgrounds, as well as signalling and monitoring of situations of greater complexity. In fact, during the school year, the project establishes a systematic connection with various schools and it enhances existing relationships, both institutionally and at community level, finding creative solutions to integrate children in the society.

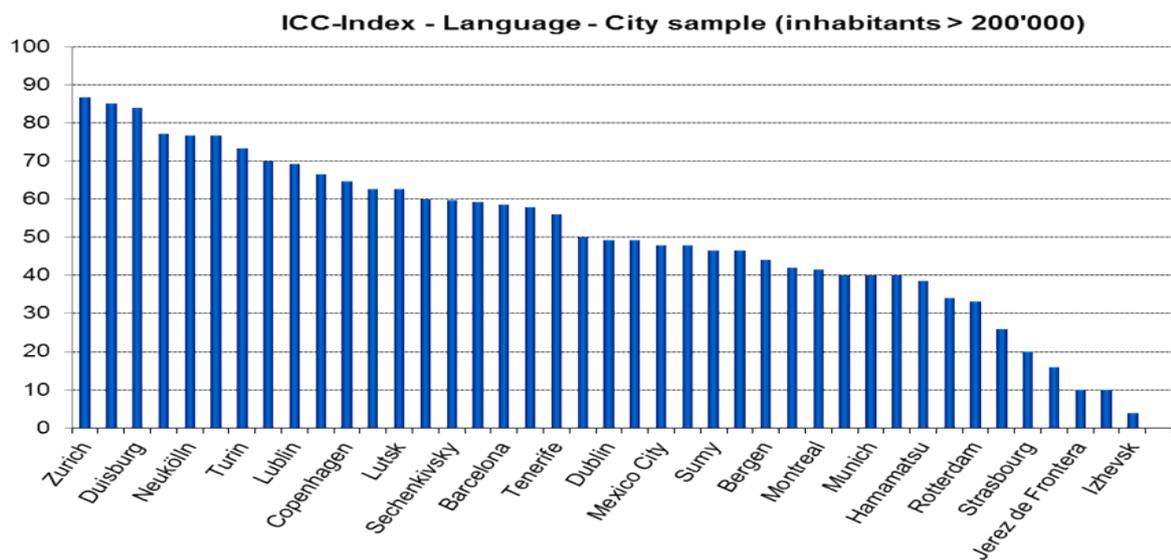
Another interesting example comes from Copenhagen, where the Din Betjent (Your Police Officer) is also a service provided to the citizens: local police officers engaged in dialogue in order to bridge understanding between police and citizens.

Similarly, Ballarat's Mayor has been hosting interfaith dialogues with various faith leaders in the Grampians region and the Valletta Local Council takes care of keeping the dialogue open with Christians, Jews and Hindus, for example by organising events to involve the Jew community, such as Hanukah.

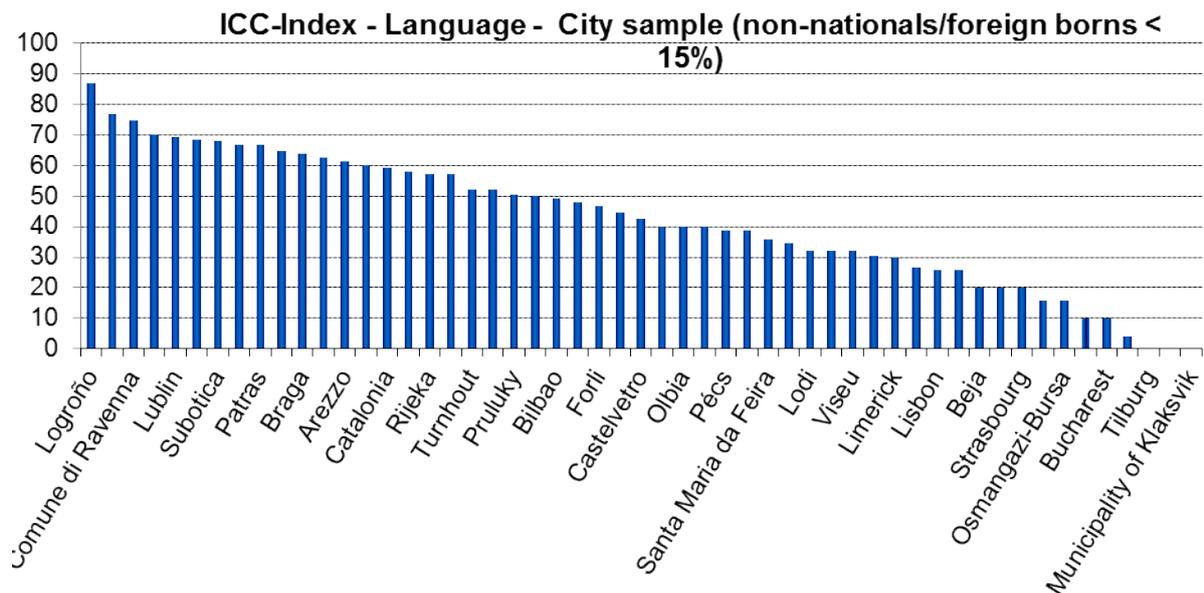
LANGUAGE



The learning of the language²³ of the host country by migrants is key issue for integration. However, there are other considerations in an intercultural approach to language. For example, in cities where there are one or more national minorities (or indeed where there is indeed no clear majority group) there is significance in the extent to which there is mutual learning across language divides. Even in cities where recent migrations or trade connections have brought entirely new languages into the city, there is significance in the extent to which the majority are prepared to adopt these languages.



²³ By language we understand an abstract system of word meanings and symbols for all aspects of culture. The term also includes gestures and other nonverbal communication. (ref- http://highereducation.mcgraw-hill.com/sites/0072435569/student_view0/glossary.html)



Positively, Lutsk's language policy rate is 63%. This result is higher than the cities' average score of 48%.

The city guarantees that learning migrant/minority languages is part of the regular curriculum at schools, and it support specific courses available to everyone; it also ensures the support for private/civil sector institutions providing language trainings in migrant/minority languages, and the support to community sector for opportunities for informal language learning.

According to the needs of the Lutsk's population, there is a specialised secondary school, where almost 210 of pupils study Russian. Each year an academic course in Russian language is organised. In 275 schools, Russian as mandatory secondary language is studied by almost 12.413 students and, as elective course, by 11.338 pupils. Polish language is studied by 4.919 pupils in 64 schools.

Lutsk Specialized School №5 founded a Sunday Armenian school. Besides teaching Armenian language, children can enroll in alphabetization classes, and they can study the history of Armenia.

In Volyn, the State Regional Universal Scientific Library organises "*Polish film discussion club*" in Polish in the framework of the joint project with the Center for the Development of Polish Education abroad.

Since 2014 volunteers can teach in the framework of the project "*The Community Development Foundation*" and "Language volunteering" to help Lutsk's citizens to study English, French, Polish and German languages.

Under the initiative of the Czech association "*Volyn Matic*", classes for the study of Czech language have been launched.

Since 2016 the Polish club helps citizens to get acquainted with the culture and history of Poland more closely, it also allows Lutsk's citizens and foreigners to improve their knowledge of the Polish language. Finally, since ten years in Lutsk operates the information center *Window on America*, where the Peace Corps

volunteer Sam Abrams teaches those who want to study English and introduces the history and culture of the United States.

Lutsk's City Council financially supports the newspaper "*Lutsk Castle*", which publishes materials related to national minorities, highlights the activities they organise, and promote intercultural cooperation. The city also supports projects seeking to give positive image of migrant/minority languages.

Despite these remarkable efforts, support of minority groups residing in Lutsk should also be ensured in other local and mainstream media. The city could also provide financial support to minority radio and TV programmes in a minority language. The city of Ballarat is working on this issue: it has established a collaboration with the 99.9 Voice FM – Ballarat Community Radio. Today, the radio station offers a weekly radio program to be conducted by the Multicultural Ambassadors in minority languages. Newspaper columns, radio and/or TV programmes in a minority language would hugely benefit interculturality, facilitating integration and reinforcing the feeling of belonging.

In the city of Stavanger, for example, the Johannes Learning Centre (Joannes Læringscenter) is providing mandatory tuition in Norwegian language and culture for immigrants between 16 and 55 years old having a resident permit, as well as the possibility to attend these courses for people over 55. The Centre is open during the day, in the evenings, and online. Special mother-child groups are organised so that stay-at-home mums can learn and practice Norwegian together.

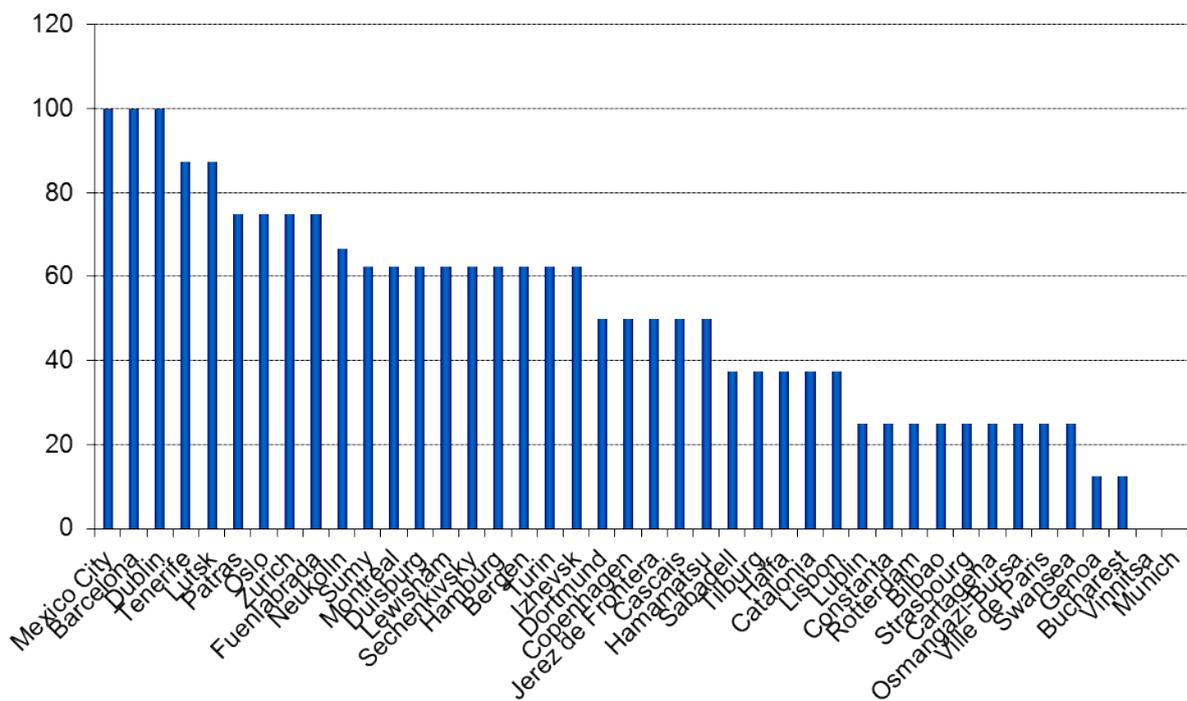
The city of Sabadell also runs different projects targeting especially non-working women, like the workshop "*Touch and Participate*" and "*Arteratia technique*" involving women who had no knowledge of the language as well as some indigenous women. These workshops use theatre performances, as well as the creation of textile art pieces as tools to favour communication and socialisation. The work of these women is subsequently exposed to all neighbours to raise awareness and draw attention to those positive intercultural relations.

MEDIA policies



The media has a powerful influence on the attitudes to cultural relations and upon the reputations of particular minority and majority groups. Local municipalities can influence and partner with local media organisations to achieve a climate of public opinion more conducive to intercultural relations.

ICC-Index - Relations with the local media - City sample (inhabitants > 200'000)



racism, which stands out for being more dangerous, faster and immediate, persisting in time and having a greater impact and scope. Another important feature of this type of racism is the misinformation about the consequences of the spreading online of hate speech against specific individuals or groups, which worsens the coexistence in a diverse and intercultural society such as Tenerife.

- The Parisian association: the *Maison des journalistes étrangers* (House for foreign journalists) is an association that welcomes foreign journalists persecuted in their home country in defense and promotion of the freedom of expression.

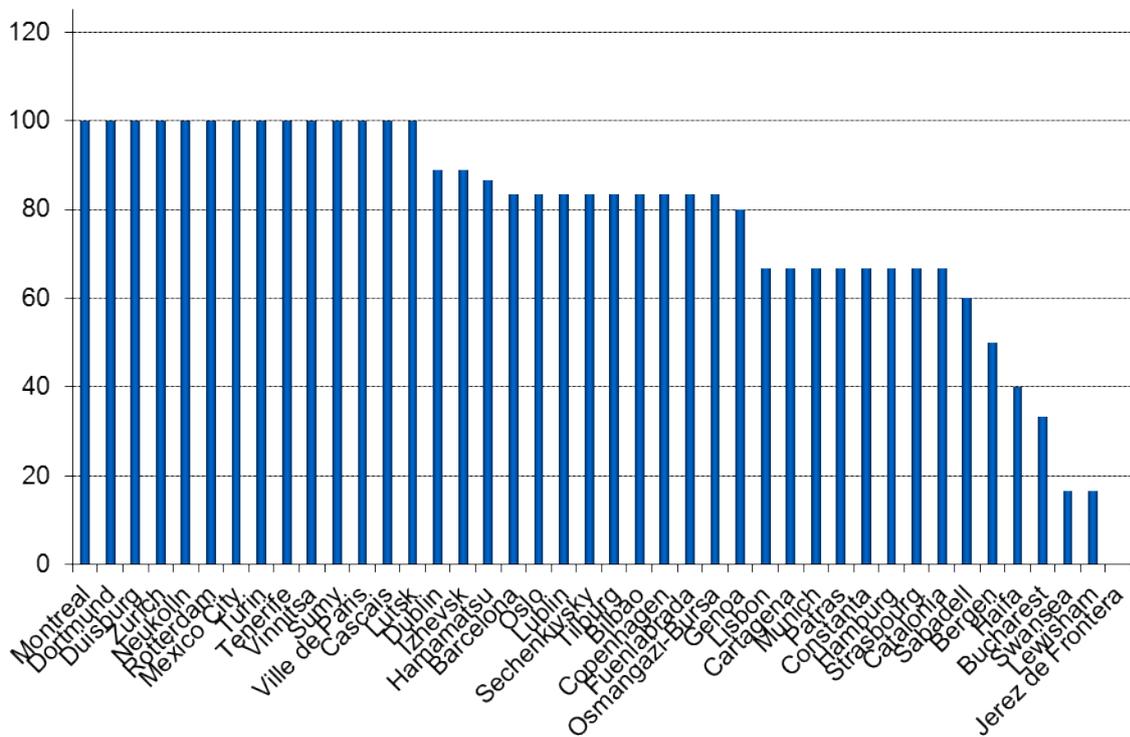
In Bilbao (Spain) there has been set a web application to promote inclusion and integration while fighting rumours and stereotypes. The main metaphor used in the Bilbao communication campaign is the umbrella as a defence against rumours that fall from the sky. It has developed a short game, in two forms of a scratch card and a Web app, that can allow the user to assess whether they are 'protected' from or 'drenched' by rumours. Following a series of fact-based questions, it tests the degree of knowledge that people have about immigration, and illustrates the truth or otherwise of common rumours about immigrants. A final score is given, indicated the degree of 'protection' from rumours. By disseminating this information more widely in social networks, the user may obtain additional 'medals' and join the campaign for the values of multiculturalism, social cohesion and combating racial discrimination.

INTERNATIONAL outlook policies



An optimal intercultural city would be a place which actively sought to make new connections with other places for trade, exchange of knowledge, as well as tourism.

**ICC-Index - An open and international outlook - City sample
(inhabitants > 200'000)**

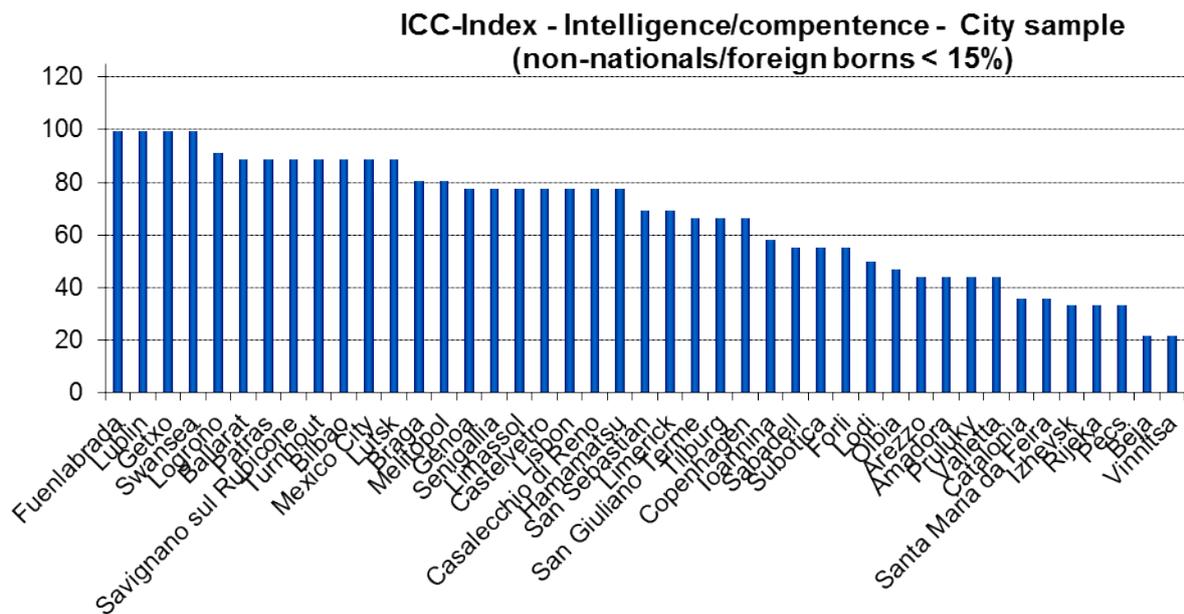


2. Intercultural communication, interpretation and translation services: in the translation project there are students of Arabic, Polish, Russian, Chinese, English, etc. Students perform translation tasks and mediation and are integrated into the municipal team.

3. A study about how the population makes use of health services.

4. Opportunities for Parla's internationalization.

In total, these working groups have engaged 41 university students in 4 teams and the evaluation made by students themselves, teachers and municipal officials was very positive. According to the new Bologna Accords, universities need to offer many more practical experiences to students and a collaboration with local authorities offers great opportunities. This can be a win/win situation, although one should be vigilant to avoid such practices substituting for public services.



The attainment rate of Lutsk in the field of intercultural intelligence competence policy is 89% , higher than the city sample's rate of 60%.

In Lutsk, information about diversity and intercultural relations are mainstreamed to inform the city government and the council's process of policy formulation. Lutsk's City Council regularly examines and uses some best practices of other intercultural cities. Lutsk also establishes contacts and partnerships, and to some extent it develops multilateral economic, cultural, scientific and technological relations. For this purpose, the Department of international cooperation and investment activities was established within the city council.

The city of Lutsk has carried out 18 twinning project with 11 countries. These worldwide partnerships inspired the new Lutsk's Development Strategy 2030.

Furthermore, the Department of rendering administrative services in the city of Lutsk provides high-quality administrative services to citizens, internally displaced persons and foreign citizens.

Likewise, the city regularly carries out surveys to monitor the public perception of migrants/minorities.

The city is also promoting intercultural competences of its officials and staff through seminars, networks and trainings. Specifically, in 2017 the employees of the Department of Social Services for Family, Children and Youth participated to:

- a seminar on *"Inclusive education for children with autism and other developmental disorders"*.
- an international interdisciplinary seminar *"Effective technologies for the prevention of social orphanhood"* (Vilnius, Lithuania).
- a round table with representatives of the International charitable organisation Roma women's foundation Chirikli on the topic: *"Alliance of Cities and Regions of Ukraine for the Development of Roma Initiatives"* under the project: *"Improving*

Roma situation in Ukraine through the implementation of the Roma social and medical intermediary program".

In order to find common ways of solving the issues related to forcibly displaced persons' integration, representatives of local self-government bodies, together with representatives of NGO "*Refugees from Crimea and Donbass*" played a simulation game-training "*Step forward*", within the project "*Ukrainian Donbass: unknown pages*".

Finally, from 2011 to 2014, a public secondary school in Lutsk hosted several seminars and workshops for teachers aimed at developing intercultural competences: 1) a city seminar-workshop "Formation of socio-cultural competence as the basis of intercultural communication"; 2) a regional seminar-workshop on the topic "Implementation of educational and methodical complex" and "Autobiography of intercultural meetings in school"; 3) a round table for English language teachers of the region "Autobiography of intercultural experience"; 4) a regional seminar on "Autobiography of intercultural meetings: development of intercultural competences" (within the Council of Europe project). This regional seminar outlined some recommendations for the development of intercultural competence among pupils. In the school curriculum, there was also introduced an educational method "Autobiography of intercultural encounters", developed and recommended by the Council of Europe²⁴.

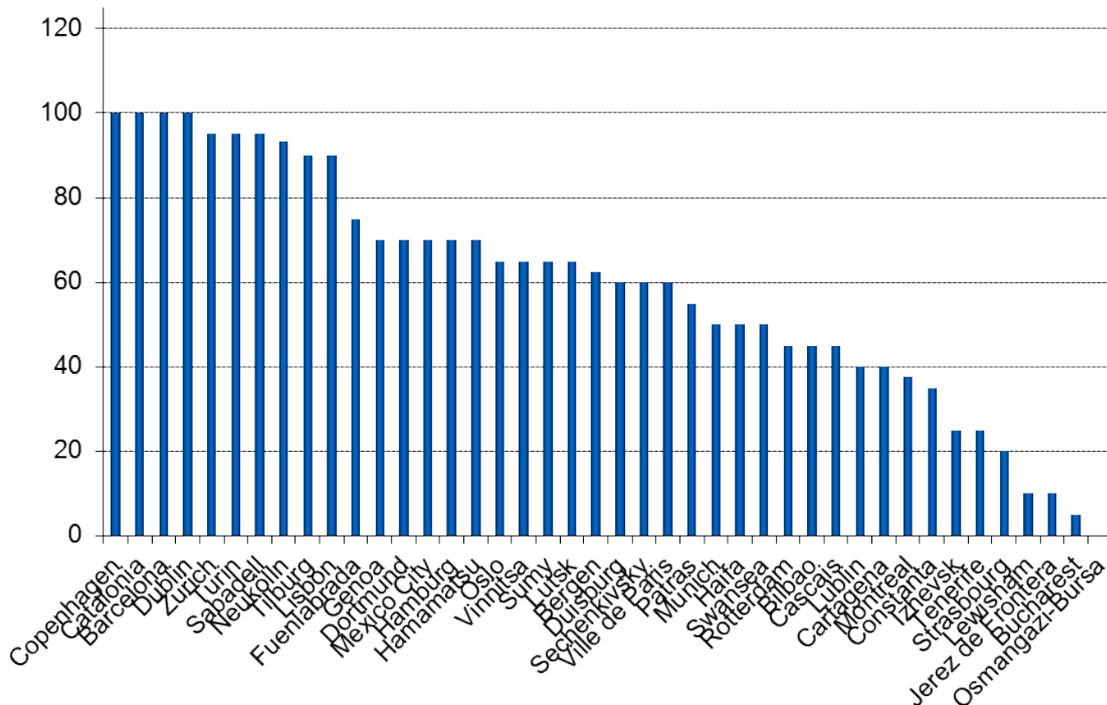
²⁴ http://www.coe.int/t/dg4/autobiography/default_en.asp

WELCOMING



People arriving in a city for an extended stay (whatever their circumstances) are likely to find themselves disorientated and in need of multiple forms of support. The degree to which these measures can be co-ordinated and delivered effectively will have a significant impact on how the person settles and integrates.

ICC-Index - Welcoming new arrivals - City sample (inhabitants > 200'000)



In addition, support for the mentioned categories of population is provided by the Center for the registration of homeless people of the Volyn Regional Charitable Foundation "*Transformation*".

The Department of Social Services for Families, Children and Youth organises master classes, round tables, and general support for IDPs and (un)accompanied minors. The master-class of making *papier-mâché* was organised for children of IDPs.

To facilitate integration, a good welcoming is a good first step. Therefore, to improve in this field, Lutsk may wish to consider an effective welcoming initiative as implemented by Neuchatel. Here, a Council meeting is held every 6 months to greet all its new arrivals. This is not only an occasion to be welcome but also to obtain information about the administration, life and population of the city. Also, in the city of Tillburg there is a special ceremony each month in the town hall for the people who passed the exams of the integration programme. Each month the alderman can congratulate about 30 people. Once a year, a great party is organised by the municipality for all new residents.

In the Norwegian city of Bergen there is a programme called Kaleidoscope that encourage cultural and social mix through art and sport activities. Bergen's cultural and civil life policies are full of events and activities in the fields of arts, culture and sport to encourage inhabitants from different ethnic groups to mix. Kaleidoscope (Fargespill) is an art project where young Norwegians and newly arrived migrants meet and create music together. Similarly, the FIKS Bergen initiative promotes cooperation between different sports clubs to include people from migrant background in their activities, and they organise an intercultural day to introduce people to their activities.

Finally, it is worth mentioning the "Give Something Back to Berlin" (GSBTB) foundation, which is a fine example of a civil society initiative that thinks "out of the box" and actively combats negative refugee stereotyping. Launched in 2013 GSBTB aims to bring together more privileged migrants, German locals and more vulnerable migrants such as refugees. It provides the catalyst for diverse projects and innovative collaborations in which refugees play a key role. GSBTB now works with over 700 volunteers from over 50 different countries in over 60 social projects across the city. Activities include language teaching for refugees, refugee buddy programmes, dance, music and creative workshops, homeless centres, mentorship programs for underprivileged youth, working with the elderly or creative work with children.

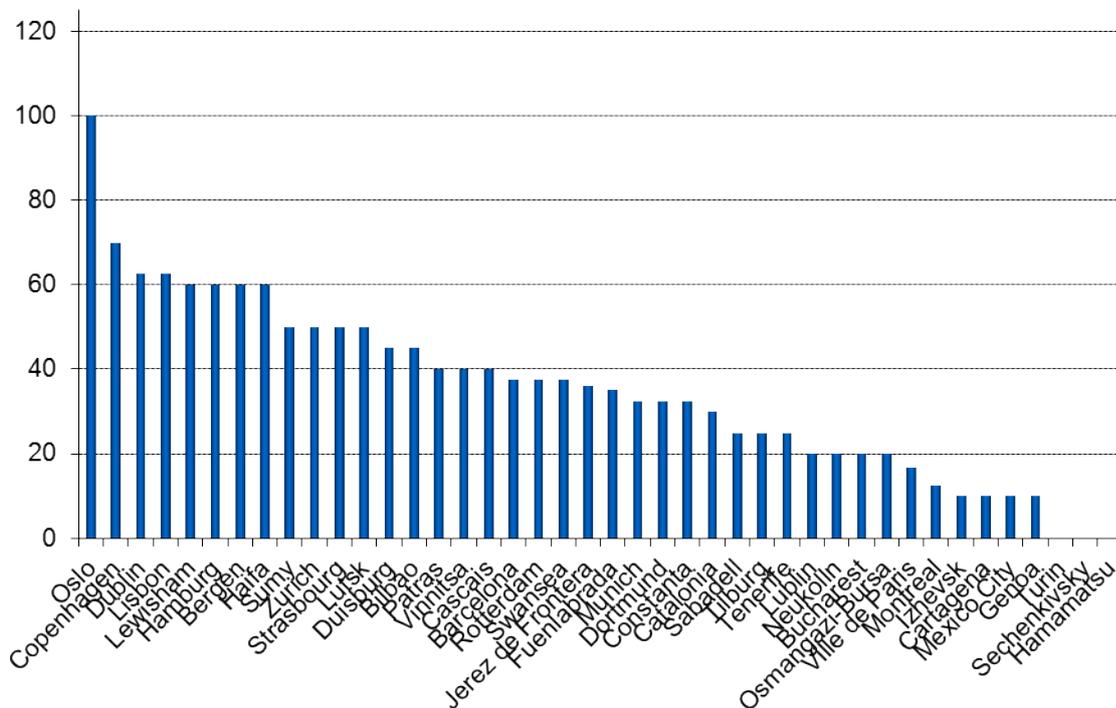
What is specific to GSBTB is that refugees are not considered as recipients of information and assistance but as partners empowered to create and co-create their own projects to fulfil their needs and start their new lives in Germany. Alex Assali, a Syrian refugee who arrived in Berlin last year, has recently received large media coverage for what he is doing to "give something back to German people." Every Saturday since August last year, Alex Assali has set a food stand outside Alexanderplatz station where he serves warm meals the Berlin's homeless. He pays for the ingredients with the 120€ he manages to save each month on the € 359 he receives from the German government. Unsurprisingly it was only after his story had gone viral on the Web that the traditional media picked it up.

GOVERNANCE



Perhaps the most powerful and far-reaching actions which a city can take in making it more intercultural are the processes of democratic representation and citizen participation in decision-making.

ICC-Index - Governance - City sample (inhabitants > 200'000)



Perhaps the city might wish to follow the example set by the city of Paris where 123 "*conseils de quartier*" or "neighbourhoods' councils" are open to all residents, regardless of their nationality, and allow people to express their opinions and proposals on issues that affect the neighborhoods, such as development projects, neighborhood life, and all the strategies that could potentially improve the quality of life. The Councils are a bridge between the citizens, the elected officials and the Mayor.

Also in the city of Stavanger, before every election, each local election brochures are distributed in 10 different languages to all the public service centres, all the mosques in the city, the Catholic Church and other meeting spaces for immigrants. In Stavanger Cultural Centre, furthermore, all the political parties were invited to dialogue with the migrants and a tool for voting in advance was arranged.

Another interesting example comes from Berlin-Neukölln, the project is called: "Young, Colourful, Successful" and it aims to redesign the city centre taking into account the intercultural diversity. Neukölln has the chance to be the first place in Germany to redesign a city centre in a way that acknowledges cultural diversity. The City Council of Berlin Neukölln was awarded by the German Federal Government the title "Place of Diversity" and with this sends a message against right-wing extremism and for diversity and tolerance. The place-name sign "Neukölln – Place of Diversity" is set up visibly on the square in front of the underground station "Britz-Süd".

ANTI DISCRIMINATION



Lutsk does not monitor the extent and character of discrimination in the city. However, the city has a specific service that advises and supports victims of discrimination.

Furthermore, the city regularly runs anti-discrimination campaigns and raises awareness on this topic. In order to avoid worsening of the political situation between Polish and Ukrainian citizens and to avoid political discrimination of Polish communities residing in the city of Lutsk, measures have been taken to support bilateral cooperation, and during joint meetings. On the initiative of the NGO "*Platform for successful partnership*", roundtables on bilateral Polish-Ukrainian relations were held. In order to avoid discrimination against internally displaced people in the field of employment and in order to study the possibilities for starting their own business in Lutsk, the round table "*Cooperation ways of Lutsk entrepreneurs with migrants in employment and entrepreneurship development*" was held. Whereas, as for the anti-discrimination of Roma communities, the city organised a cine-club event of the documentary *Roma Dream* during the film festival "Docudays UA".

Lutsk could also follow Patras' project entitled "Combating Discrimination in the Field of Entrepreneurship: Women and young Roma and Muslim immigrants" which is financed by "PROGRESS-Support to national activities aiming at combating discrimination and promoting equality" (JUST/2012/PROG/AG/AD) EU programme. Raising awareness, disseminating information and promoting the debate about the key challenges and policy issues in relation to anti-discrimination for Roma and Muslim immigrants as far as entrepreneurship is concerned, are the main objectives of the project. Mainstreaming of policies through the involvement of social partners, NGOs and relative stakeholders is also a challenge. The project is coordinated by the "National Centre for Social Research (EKKE)" and the area of Patras has been identified as a core-place at a national level, equal to the area of Athens. "Patras Municipal Enterprise for Planning & Development - ADEP SA" is the local partner organization.

Alternatively, Amadora's schools are breaking down stereotypes and negative perceptions. In fact, the city of Amadora (Portugal) has been implementing a

communication campaign focused on education and schools in the framework of the Communication for Integration (C4i). The campaign aims to address the rumour identified through research at the city level that pupils with a migrant background lower the education level in schools. In Amadora, 60 per cent of the foreign residents, who represented 10 per cent of the city's population in 2011, originate from Portuguese-speaking African countries. As part of the campaign, 60 pupils of Seomara da Costa Primo secondary school were trained as anti-rumour agents. They identified the following rumours in the classroom: new students are never welcome, Spanish and Portuguese do not like each other, white people are believed to steal babies in Cape Verde, mathematics and Portuguese teachers earn more than other teachers, etc. The pupils also participated in a debate "*how do I see the others*" where they were to mosaic their school mate using foodstuffs. Finally, they presented an anti-rumour song at the C4i 3rd Coordination meeting in Amadora on 12 December 2014 and expressed interest in joining more anti-rumour activities. According to scientific research conducted in Amadora as part of C4i, a secondary school with a majority of students of different nationalities was positioned among the eight best schools in the city in 2013. Similarly, about a quarter of the students awarded for merit and excellence were immigrants. Amadora strongly believes that excellence in education can only be achieved in an integrated and inclusive education system.

Finally, Lutsk could consider the *VoisinMalin* initiative from the city of Paris, a social project that aims to help people living in poor and disadvantaged areas. It gives residents the possibility to build a better future, and to deploy their abilities in order to improve their lives and the neighbourhood's conditions. This project was born in October 2010 and now runs in ten cities in the greater Paris area. The project's philosophy stresses the fact that inhabitants of disadvantaged areas have abilities and competences, which are not sufficiently recognised by the city and other organisations.

The organisation VoisinMalin offers a peer-to-peer network of trained citizens whose aim is to help their new neighbours throughout the social integration process, and help create interpersonal connections. The "Voisins", or "neighbours" are selected for their communication and language skills, trained and remunerated. They have different cultural backgrounds and ethnic origins and many speak several languages, making it easy to approach recent migrants with limited knowledge of French. They work by knocking on doors, trying to reach everyone in the neighbourhood to give out information about various projects and services, and raise awareness about residents' rights and opportunities. They provide information about housing, transport, recycling, access to education, social benefits, health, and cultural activities. At the same time, they enquire about people's needs and feed back to the different agencies and companies in order to help adapt the services to the needs.

For example, one of the missions is to enhance the cooperation with the city of Ris-Orangis. Here, Voisins malins encourage people to use the free cultural facilities, such as the media library and the cultural centre. Another mission is to spread information about the discounts of the "solidarity transportation pass". This pass has improved people's mobility in their daily life. Yet another mission is to help people understand and use the complex energy saving systems coming with the new social housing.

VoisinMalin aims to connect citizens and local services by using the local social and linguistic capital of residents themselves. The project encourages people to change perspective and to abandon the feeling of being second rate citizens; on the contrary, it helps people to rebuild trust in themselves, in their neighbourhood and in the institutions.

CONCLUSIONS



Lutsk showed an aggregate intercultural city index of 77%, being positioned 11th among the 89 cities in the sample. Moreover, Lutsk has been ranked 6th among the cities with more than 200,000 inhabitants and 3rd among cities with less than 15% of foreign-born residents.

It is commendable that the city scored a rate higher than the city sample in the following fields: public services, public spaces, language, intelligence/competence, governance, neighbourhood policies, business and labour market, cultural and civil life, mediation, media, international outlook, and welcoming.

On the other hand, the weakest fields where the city's municipality must strengthen its policies are: commitment and education.

In view of the above, we wish to congratulate with the city of Lutsk for the efforts taken. The Index has shown that there is room for further improvements, and we are confident that if the city follows our guidelines and other Intercultural Cities' practices, the results will rapidly be visible and tangible.

RECOMMENDATIONS



When it comes to the intercultural efforts, with reference to the survey, the city could enhance the sectors below by introducing different initiatives:

- ✓ Commitment: Lutsk does have plenty of opportunities to increase its commitment to its intercultural approach. For instance, the city could set up a strategy for intercultural integration, and to regularly monitor/evaluate it. The city may take inspiration from the global intercultural strategy of the city of Botkyrka that is based on the following components:
 - Political consensus on the value of interculturality.
 - The implementation of an Intercultural strategy.
 - Annual and multi annual political goals, and follow up analysis.
 - Guidelines to all the departments within the municipality.
 - Recognition of intercultural competence as a key component of human resources (for both employees and leaders).
 - Capacity building and specific intercultural training for political representatives: basic knowledge on Swedish anti-discrimination law, human rights, interculturality and gender equality.
 - Capacity building of new employed directors, managers and process leaders, human rights specialists, and citizens (through a web-course that has been specifically developed for the purpose).
 - Development of anti-discrimination and equality data and indicators.
 - Periodic "Dilemma" workshops with a view to learn from case-studies.
- ✓ Education: the city should have a policy to increase ethnic/cultural mixing in schools, avoiding "white flight" and ghettoization. For example, by embracing people's differences, a school decided to spark innovation, better understand and serve Hungarian citizens while gaining social inclusion. The "Complex Instruction Program", developed in Hungary, consists on giving

pupils the chance to enhance their social, intellectual and affective skills through an innovative learning approach, which consists in multiple ability assignments, group-work and status mitigation. Most importantly, this pedagogical programme creates a more equitable classroom's atmosphere, makes pupils active actors of their own learning and radically changes the teaching perspective by allowing appreciation and evaluation of a variety of skills. The programme follows the official curricula of the school; it addresses problems with children's behavior and motivation to learn, by assigning group-work and individual tasks that are open-ended and differentiated; it suppresses status differences in the classroom by enhancing self-confidence over specific contributions. This methodology assumes an ideological turn of how we look on pupils, especially disadvantaged ones: through it, every child is capable of learning, aiming high, and being intrinsically skilled thanks to the constant cooperation with classmates and the good outcome of the task assigned not only for their own but also for the group. On the other hand, teachers can address the specific learning needs of the students more directly and rely on peer learning²⁶.

Lutsk may wish to consider further examples implemented by other Intercultural Cities as a source of learning and inspiration to guide future initiatives. Such examples are provided in the Intercultural cities database²⁷.

²⁶ <http://www.coe.int/en/web/interculturalcities/-/the-complex-instruction-programme-a-tool-to-embrace-diversity>

²⁷ <http://www.coe.int/en/web/interculturalcities/>