Final Report

**TOWARDS INCLUSIVE AND SUSTAINABLE EUROPE**

**III Public Debates with officials and target groups**

15th-18th September 2021, Barcelona, Spain

**15th-18th September 2021,Barcelona, Spain - the III Public Debates “Intercultural Dialogue and Anti-Discrimination Strategies” took place.**  The debates were conducted within the frame-project “**Inclusive and Sustainable Europe”**. The project is developed in partnership among organizations: Sillamäe Society for Child Welfare (Estonia), Association of Human Rights Educators (Spain), CulturFACE (Portugal), Bramfelder Kulturladen (Germany), Burgårdens gymnasium (Sweden), KHAM vzw (Belgium), Human Rights Institute (Slovakia), The European House of Rhodes (Greece). The idea of the III Public Debates was to map the main challenges and opportunities to foster intercultural dialogue and create an anti-discrimination strategy for governments, local communities, organizations and citizens, as much as to build a resilient and cohesive society in general. Partner countries representatives exchanged views on anti-discrimination policies, local realities on human rights and inclusion. Besides, the role of the EU and other funds was highlighted, and their priorities for the nearest future to support national efforts on inclusion. The key role of multistakeholder partnerships in the integration processes and inclusion was discussed. Many exciting speakers participated in the discussion, including political representatives, researchers and educators, and leading figures facilitating inclusive policies and integration through different means and mediums. The presentations were delivered by Mr. Xavier Baro (AHEAD, Association of Human Rights Educators, Spain); Ms. Georgina Casas (Coordinator of the Migration Group of the Federation of Organizations for the Global Justice, Spain); Anna-Liza Starkova (Lund University, Sweden); Mr. Adriano Amorosi (Coordinators of Eurocivis); Mr. Antonio Pacheco (CulturFACE, Portugal); Ms. Anna Elia Ramon (CHEDA, Ghana, Spain); Ljubov Lisina (AHEAD); Piter Weisenbacher (Human Rights Institute, Slovakia). The Participants visited the European Institute of the Mediterranean, where they heard fruitful and very detailed experts’ presentations on the national situation with social inclusion and anti-discrimination strategies, which the government of Catalonia implements. Ms. Renate Gross (coordinator of Estonian National Foundation of Civil Society) revealed the content and the main priorities of their fund, successes, and challenges among civil society; Ms. Paula Arce Becerra (Non-Discrimination office of the Barcelona City Council).

The second day of the Conference took place in European Commission’ Office in Barcelona, where the final workshops were done. The keynote speeches were given by representatives of European Comission **Ms. Esther Pozo** Policy Assistant to the Commissioner for Home Affairs of the European Commission, with particular focus on migrants; and **Ms. Laura Rahola**, Communication Officer of the European Commission office in Barcelona. The day is finished by conclusions and recommendations that participants agreed upon during the conference. All results will be reflected in the European Report Inclusive Europe prepared collectively by the partners.

**Wednesday 15th September 2021**

Arrival and Registration of the European delegates

## **Thursday 16th of September 2021**

**KEYNOTE SPEECHES, BEST PRACTICIES, VISITING ORGANIZATIONS**

**Moderator:** Xavier Baro, AHEAD (Association of Human Rights Educators)

**Welcoming speeches:** Xavier Baro (Association of Human Rights Educators, Spain); Anna-Liza Starkova (Lund University, Sweden)*,* Daina Arfanova (Latvia).

1. **Keynote Speeches on Intercultural Dialogue and Anti-Discrimination:**

**Anna-Liza Starkova (Lund University, Sweden).** Presentation of the project “Towards Inclusive and Sustainable Europe and its recent achievements” (outlined the main aims of the whole project Inclusive Europe, introduced the recent conclusions of previous public debated; introduced the content of the European Report which is supposed to be composed and written collectively until March 2022.). Presentation “Intercultural Dialogue and Anti-Discrimination Strategies with the perspectives of vulnerable groups in Sweden”.

**Georgina Casas, Representative of the Federation of Organisations for the Global Justice (Spain).**

**John Espling (Lund University, Sweden**) “Anti-discrimination strategies in academia and beyond; gender and postcolonial perspectives”.

**Ms. Anna Elia Ramon, CEHDA, Chana, Barcelona, Spain:** projects supporting young immigrants, predominantly of African descent. Hosting people, giving them papers, searching workplace, give the school lessons which are crossing stigmas and prejudices, all need support for living and basic needs for newcomers. Don’t forget them their own culture: learning their own languages. Not supporting exportive economies outside; trying to make everything loca/internal (foods and goods production). Don’t let them be affected by national media, which expresses dangerous or discriminative activities. Games and informal education; mixture of African kids and youth with local kids: games and creative workshops together, own. Migrants themselves speaking and expressing, “they know better than us” . the whole processes, supporting in their won industry till they find a job.

**Ljuba Lisina (AHEAD, Association of Human Rights Educators, Spain).** Living Libraries as a tool for inclusion. All people sharing stories regardless their descent. Project promotes inclusion on the different levels and across dimensions, among people who work with migrants. Organizations which are involved. Living libraries in collaboration with partners. The positive impact is noticed on the local community and at the Mediterranean level, but missing Tunisia. The event is for 1-2-days (open to a public), but processes take time, working 3 months, meeting every week, continuous dialogue and inclusion in this way. Human Library methodology elaborated before.

1. **Best Practices on Intercultural Dialogue and Anti-Discrimination:**

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**Adriano Amorosi, Cultural Action for refugees in Europe, coordinator of Eurocivis.**

**Mr. Antonio Pacheco and Maria Marianna Moura. CULTURface, Portugal.** Help to vulnerable to know they rights and be able to use right the law which protects them (law itself is very good and human-rights oriented). Problem is not a law but practical implementation of the law, and interpretation of the law is very voluntary. So the goal is to train people, organize meeting between state and migrants. Government laws on combating racism and discrimination and Africano-phobias, ambitious plan.

**III. Debates in European Institute of the Mediterranean**

*Presentations from official representatives of Catalan government and representatives of Mediterranean European Institute; Q&A sessions*

* **Director of the European Institute of the Mediterranean (TBC).** “Intercultural Dialogue in the Mediterranean”.
* **Mr. Albert Fages González** (**Non- Discrimination office of the Barcelona City Council**)
* **Ms. Paula Arce Becerra,** City Council Policies supporting Inclusion.

## **Friday the 17th of September 2021**

**WORKING EXPERT GROUPS; DIALOGUE IN EUROPEAN COMISSION OFFICE IN BARCELONA**

**Moderator: Xavier Baro**

The session was opened by presenting the previous day's results and conclusions discussed in the city government of Catalonia. It is significant to distinguish very essential link between *non-discrimination* and *anti-discrimination; multicultural*and*transcultural; equality*and*uniformity.*These things are essentially different, and in order to provide successful inclusive policy, we should be aware of them and set our priorities, such as: anti-discriminatory strategy over merely non-discrimination; we should decide on what seems more harmonious for sustainable and inclusive policy: to preserve multiculturality or transculturality, or to find a balance between them; moreover, what should be orienting strategy? Integration or inclusion?The notion of integration is not purely colonial heritage; instead, we can still employ it as a legacy while building our inclusive strategies. On the contrary, we should be aware of more exclusive practices of assimilation, which are manifested and imposed from above by Global North' countries and re-orient the latter.

1. **WORKING EXPERTS’ GROUPS:**

**DEMOCRACY AND PARTICIPATION**

* Political education to be included into integration programmes for newcomers. Be involved into election, being able to vote; participate in elections, voting and understanding.
* Educational systems shift on value level; treatment and attitude to children and youth;
* Accountability measures for policies implemented coming from the communities impacted.
* No decision to be taken without minority representation. You cannot be involved without sharing a privilege of voting with everybody.
* Accessibility (access to information and knowledge, comprehensive way; illumination of jargon, interpretations.
* Social membership inside the communities.
* Human rights organizational places where people are educated in that field.
* Dilemma of participation in election.

**NATURALIZATION AND ADAPTATION**

* Local and communities’ centres/associations on a public basis, which welcoming newcomers and help them to adapt for further settlement.
* Agencies which can provide an entire process of getting official papers for immigrants.

**SETTING INTO SOCIETY AND POLITICAL PARTICIPATION**

* Political education to be included into integration programmes for newcomers.
* Educational system’s shift regarding the dimension of values: treatment and attitude towards children and youth as equals in rights (on education, health, political decision-making, etc).
* Accountability measures for policies implemented coming from the communities impacted.
* No decisions to be taken for a social group (minority) without proper representation from this minority group.
* Social mentorship inside the communities.
* Accessibility: access and comprehensive way of representation and spreading information: policies, laws, information.

**EDUCATION**

* Learning local; language through sport.
* Centres of informal education
* Music practices for youth, lessons together
* Homework with parents (watching educational videos together and discussing together; family – teacher activity). Cultural evenings and classes.
* Older brother/sister program at school
* Tee evenings each week (church), it brings teachers and others from different fields and child connections in this way. Theology discussions
* Emotional intelligence and critical thinking.

**PROFESSIONAL SUCCESS**

* Create sessions: radio broadcasts, podcasts and other multimedia sources involve spreading local culture with special focus on professions, success and labour market, invite interesting speakers especially from diasporas; people should hear about it on a daily basis.
* Create meeting with “successful” people. Especially those who came from vulnerable descent and immigrants, sharing difficulties they had lived through. They should share their stories of success; formal of living libraries can be adopted here as well.
* Change migration laws/norms.According to migration laws of many countries the process of obtaining work permit for an immigrant is very long and complicated. Some institutional and legal changes ought to be implemented on the national, regional, and local level across many European counties.
* Trainings for migrants more profound (legal, institutional; within the labour market; regarding self-development and self-education).
* Employment agencies should aid during the entire process of job-seeking for everyone, rather than give only recommendations.
* Access to higher education (most of European countries take fee for higher education)
* Provide space for selling own art, products, crafts (format of fairs, exhibitions), what does not require to have own enterprise or legal documents.
* Local communities: increase possibilities and opportunities for mutual help within the local communities and diasporas, help to each other within a small community (with creating an enterprise, finding employees, providing resources) through intercultural perspective; create cooperatives (to make collective decision making among entrepreneurs and households). Such practices exist in Portugal.
* Changes in tax law, which will support employers when they hire minorities. For example, it can be 10% taxes reduction for business in case they hire an immigrant or another representative of vulnerable group.

**INTERCULTURAL DIALOGUE AND ANTI-DISCRIMINATION STRATEGIES**

* Core directions of work: orientation, information and training – to create social cohesion environment. Civil society’ main dimensions: general civil society (developing of anti-discrimination thinking); and direct work with migrants on inclusion.
* Local social communities and centres (digital as well) – a great help for meeting and adopting people when they are arriving; Create and develop *sense of belonging* (especially through such networks); establish network with already settled people.
* Integration-specific training courses for understanding relevant and local strategies to integrate (disintegration); because there are such problems: divergent social groups, downwards social mobility, discrimination at core.
* Manage expectations, deal with expectations towards different groups; Cross-cultural activities; valuing cultural diversity, important is to preserve these diversities.
* Activities to be aware of prejudices and reduce the latter.
* For social cohesion: language; upwards social mobility; lower segregation among society; for example, through economic integration,
* Problem of judging good/bad regarding social cohesion (agree on norms and morals).
* Cooperation with the following actors is necessary: government, local civil society, local communities, members of minority groups; especially research and evaluation not limited to statistics, make it more quality research and develop participation methods.

1. **EUROPEAN COMMISSION European Parliament Office in Barcelona *(****Passeig de Gràcia, 90, 1rst 08008 Barcelona)****.*** Introduction to the Inclusion work of the European Commission Conference for the Future of Europe:

* **Ms. Laura Rahola**, Communication Officer of the European Commission office in Barcelona
* **Ms. Esther Pozo,** Policy Assistant to the Commissioner for Home Affairs of the European Commission.
* **Mr. Manuel Szapiro,** Director of the European Commission office in Barcelona
* **Mr. Sergi BARRERA,** Head of the European Union Parliament office in Barcelona.

The meeting was concluded by the public discussion, Q&A sessions and conclusions of the working experts’ groups. Participants got engaged into dialogue with representatives of European Commission, afterwards the content of the European Report was elaborated and enriched.

Conclusions

Closing words

## **Saturday 18th September 2021**

Departure of the European Delegates

**QUESTIONARIE BARCELONA**

1. Country you came from.
2. Are you a native citizen of this country since you were born, or you immigrated from another country?
3. Evaluate please, how immigrants in your country included into communication with native population (do they share common activities/social events/activities or they mostly stay apart)?
4. How often do you witness discrimination attitude towards the immigrant others?
5. What is the major problem regarding the position of vulnerable groups in your country? (specially what is related to intercultural dialogue/ racist attitudes / discrimination).
6. How often do you face discriminatory or racial attitude towards yourself?
7. Which strategies of tackling racism or discrimination are applied in your country by the countries?
8. Please, list some of the most efficient state policies applied in your country in regarding elimination or reduction of discrimination and racism?
9. Please, bring some examples of good local practices of inclusion through intercultural dialogue (cultural centres, workshops, projects) which you would recommend for other countries to apply?
10. Which subjects would you like to include in mandatory classical education curricula? (for secondary and high schools).
11. If you would be an educator, what kind of workshops would you like to conduct the most? It can be some new idea or not. Workshop should promote intercultural dialogue, help to eliminate discriminations, deal with prejudices. Bring some examples.
12. What is the best way to receive some financial aid for local communities and cultural and educational centres?
13. Do the people of an immigrant descent have a feeling of home in your country? Short example.