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**CreatiVET**

# Understanding diversity and inclusion!

**Schools, families and local community as  
inclusion partners – The Cyprus paradigm**

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# You said “diversity”?

- One of the major difficulties in discussions surrounding diversity is its very definition.

At its core, diversity means embracing differences among people with respect to age, ethnicity, gender, physical and mental ability, religion, education level, job, personality, and other human differences.

Yet there is also the paradox of diversity:

- We are each unique and like no one else;
- We are each like some people and unlike other people;
- We are each like all other people.



# Diversity? And the definition goes to.....

**UNESCO** promotes the "fruitful diversity of cultures" since the creation of its Constitution in 1945. Its mandate was reaffirmed in the 2001 Universal Declaration on Cultural Diversity.

- Cultural diversity is stated "as necessary for humankind as biodiversity is for nature" (Article 1);
- This principle should be understood not only in terms of economic growth but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence (Article 3);
- It also implies a commitment to Human Rights and Fundamental Freedom, in particular those of Indigenous Peoples. (Article 4).

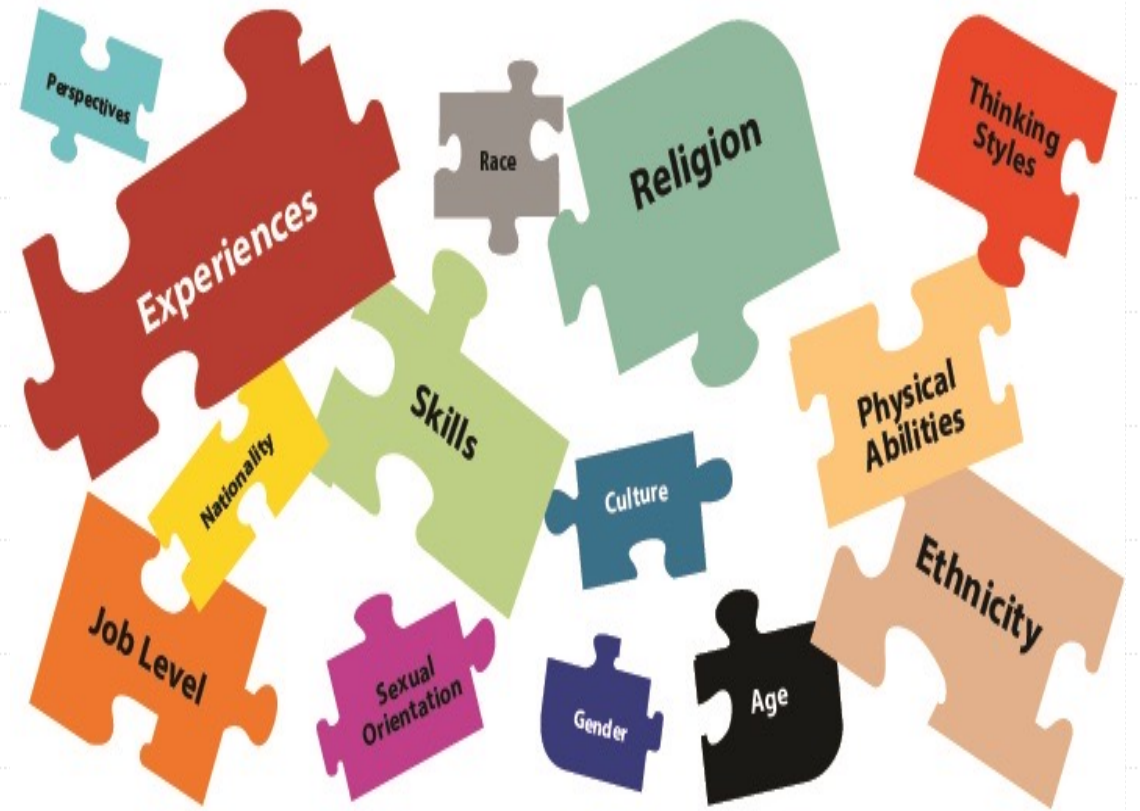
# What about “inclusion”?

**Inclusion is an organisational effort and practices**

Different groups or individuals having different backgrounds;

Inclusion occurs when people feel, and are culturally and socially accepted, respected and equally treated;

- have access to opportunities and resources;
- can contribute their personal best in every encounter;
- can contribute their perspectives and talents to improve their organisation;
- have a sense of belonging.



▶ Does Diversity + Inclusion =  
Multiculturalism?

OR

Diversity + Inclusion =  
?????????





# Diverse forms of multiculturalism

- We have to distinguish:
  - The “live and let live” multiculturalism of the 1950s;
    - It assumed that if people could keep significant aspects of their culture, they would choose to integrate in their own way;
  - The “soft” multiculturalism of the 1980s;
    - Tolerance and equal rights;
  - The more recent “hard” multiculturalism:
    - Positive promotion of religious and ethnic identities;



# Is Multiculturalism perfect?

- Opposants of this concept say that it threatens the social order by diminishing the identity and influence of the predominant culture;
- Majority populations, misunderstanding and rapid change can be overwhelming;
- The “Us versus Them”, “Old versus New” and “Tradition versus Adaptation” mentalities are constant battles that are faced in a ever-growing multicultural country.

Is Multiculturalism  
the best solution?

What if we had  
another solution?







# Express yourself! Have your phones ready with SLIDO

Could you come with ANOTHER solution?

- 
- **Multicultural** refers to a society that contains several **cultural or ethnic** groups.
    - People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other.
    - For example, in a multicultural neighborhood people may frequent ethnic grocery stores and restaurants without really interacting with their neighbors from other countries.
  - **Cross-cultural** deals with the **comparison** of different cultures.
    - In cross-cultural communication, differences are understood and acknowledged, and can bring about individual change, but not collective transformations.
    - In cross-cultural societies, one culture is often considered “the norm” and all other cultures are compared or contrasted to the dominant culture.
  - **Intercultural** describes communities in which there is a **deep** understanding and respect for **all cultures**.
    - Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships.
    - In an intercultural society, no one is left unchanged because everyone learns from one another and grows together.

# The Cyprus paradigm!!

## Intercultural integration in Cyprus:

- Support the Republic of Cyprus in implementing its National Action Plan on the Integration of Third-Country Nationals 2020-2022;
- **Empower local authorities, NGOs, and migrant organisations** to be part of the integration process.



- **InterCultural Cities** support local and regional authorities **worldwide** in reviewing their policies through an intercultural and intersectional lens;
- Develop comprehensive intercultural strategies to help them manage diversity positively as an advantage;
- **InterCultural Cities** propose a set of analytical and practical tools to help local stakeholders through the various stages of the process;
- **Cities** can gain enormously from the entrepreneurship, variety of skills and creativity associated with cultural diversity, provided they adopt policies and practices that facilitate intercultural interaction and inclusion.



More than 160 cities in the WORLD:

- Italy: 29 cities
- Germany: 8 cities
- Romania: 2 cities
- Cyprus: 5 cities

Co-ordinators are establishing five regional intercultural networks around the following cities:

- Famagusta and Nicosia - a consortium of the [Center for Social Cohesion, Development and Care \(CODECA\)](#) and the [Center for the Advancement of Research & Development in Educational Technology \(CARDET\)](#)
- Larnaka - [Citizens in Power](#)
- Limassol - [St Catherine's AGAPI](#)
- Paphos - [Cross Culture International Foundation Cyprus \(CCIF\)](#)

# Regional Networks:

**InterCultural Cities** will contribute to the integration of migrants in a range of areas for:

**Real equality** by preventing discrimination and adapting the city's governance, institutions and services to the needs of a diverse population;

Political leaders and most citizens regard **diversity** positively, as a resource, and understand that all cultures change as they encounter each other in the public arena;

Meaningful **interaction** between diverse groups in the public spaces and within the society is engineered through public policies that promote greater mixing, active citizenship and participation;

Including:

- Participation;
- Education;
- Cultural and social life;
- Urban planning;
- Business, access to the labour market;
- Anti-discrimination and multilingualism.

**InterCultural Cities** offer a series of trainings for member cities and other interested parties to facilitate capacity-building across the globe.

The Networks came up with interesting ideas and actions which may become part of the Intercultural Strategies we are currently preparing for our districts;

- 1. Antirumours course;**
- 2. Alternative narratives** and inclusive communication;
- 3. Preventing the potential discriminatory effects** of the use of artificial intelligence in local services;
- 4. The intercultural city step-by-step;**



# Successful integration strategies

*require **changes** in the mind-set,  
attitudes and behaviour of both  
migrants and receiving  
communities.*

- The difficulty of gaining access to reliable information or grasp the real impact (both negative and positive) of migration on communities is a major obstacle in achieving this goal, and people often tend to form their views on the basis of “myths” or stereotypes.
- The “**Anti-rumour methodology**” has been developed to counter diversity-related prejudices and rumours that hamper positive interaction lay the foundations of discriminatory and racist attitudes.
- Standardised through publications, is being now applied by a growing number of cities.
  - **CHECK IN YOUR COUNTRY**
  - **BE the AGENTS of INTEGRATION**





# Anti-Rumours strategy

*ELEMENTS*



- **Identify** major rumours existing in a city;
- **Collect** objective data and also emotional arguments to dismantle false rumours;
- **Create** an anti-rumour network of local actors from civil society; empowering and training “anti-rumour agents”; and
- **Design** and **Implement** campaigns for **anti-rumour** behaviours to raise awareness, including by creating and disseminating new tools and resources, both **creative** and **rigorous**.



- Exercise: Self-Growth contract

- 1. Write down some of the prejudices you recognize that you have against any minority.
- 2. Choose the two prejudices, which if you didn't have, you would have seen the biggest change in your behavior.
- 3. Now write a contract with your self about what is going to change.

# Personal stereotypes and Prejudices

- **What are stereotypes?** A stereotype is a popular belief or types of individuals. Stereotypes are standardized and simplified conceptions of groups based on some prior assumptions
- **What is Prejudice?** A prejudice is a prejudgment, an assumption made about someone or something before having adequate knowledge to be able to do so with guaranteed accuracy. The word prejudice is most commonly used to refer to a preconceived judgement toward a people or a person because of race, social class, gender, ethnicity, homelessness, age, disability, political beliefs, obesity, religion, sexual orientation, or other personal characteristics. It also means beliefs without knowledge of the facts and may include “any unreasonable attitude that is unusually resistant to rational influence”.
- (Bias+Stereotypes) -> Prejudice (sometimes) /+ societal support -> Discrimination (sometimes)

·Build strong family-school relationships through regular meetings;

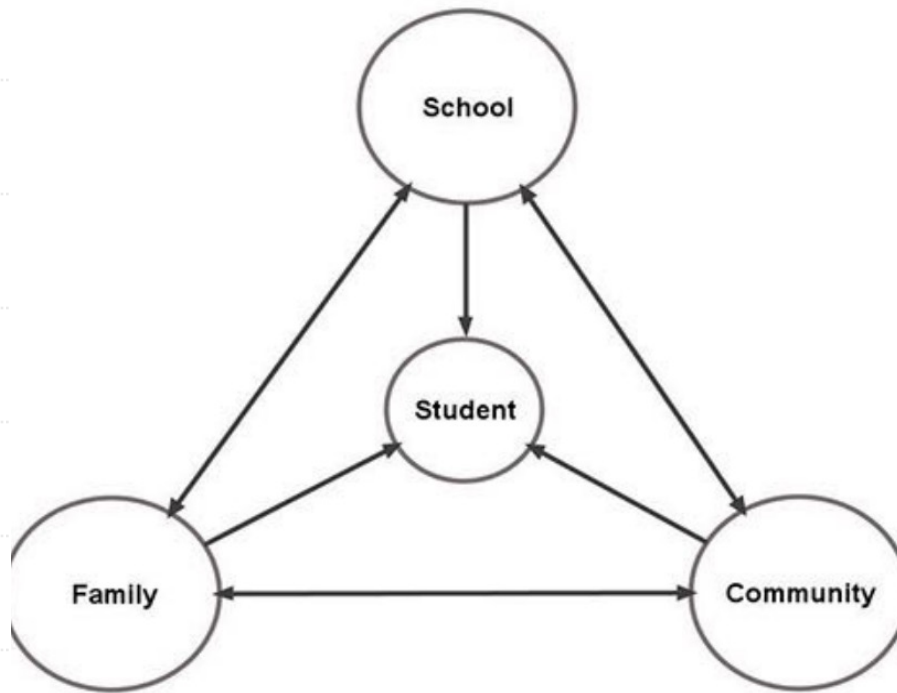
·Map your students/learners cultural profiles and assess their Needs;

·Engage migrants with school system;

<https://schoolsequella.det.nsw.edu.au/file/e439885d-a9f4-41d4-aa60-3a0bf317cb1c/1/Opening-the-school-gate.pdf>

·Introduce intercultural strategy;

·Don't leave anyone alone!!



# Planning for greater engagement

Essential elements of a whole-school strategy for engaging migrant and refugee families and communities:

- Involving key staff;
- Identifying target groups;
- Working in partnership;
- Setting objectives;
- Allocating resources;





# Express yourself!

What would you change if?

- a) You had limited resources
- b) You had unlimited resources

# To conclude

Ultimately, what we do and how far we are prepared to go depend on the extent to which we believe in our Co-Citizens / Students / learners!





Any  
questions?





# The activities:

The regional networks play a key role in implementing **InterCultural Cities**:

- Conduct an overview and assessment of integration policies and community cohesion/social integration in each region;
- Develop an Intercultural Strategy outlining the vision, goals, and actions of each of the regional networks and the central authorities;
- Develop a methodological tool for monitoring regional integration activities and a prototype tool for monitoring cohesion/social integration in regional and national communities;
- Design a multi-level coordination mechanism on integration policies for the Republic of Cyprus.