



INTERCULTURAL CITIES: GOVERNANCE AND POLICIES FOR DIVERSE COMMUNITIES A programme of the Council of Europe THE INTERCULTURAL CITY INDEX AND BENCHMARKING TOOL

The Intercultural cities INDEX and benchmarking tool consists of a number of indicators which will allow

- to illustrate what intercultural integration means in practice and how it is implemented in specific cities
- to assess where the city stands in the different policy and governance areas and assess progress over time
- to realize where efforts should be concentrated in the future and identify "good practice" cities and city learning clusters
- to learn from other cities about sources of good practices in these particular areas
- to test different hypotheses about the relationship between intercultural policy and specific policy outcomes such as economic performance and safety

The benchmarking tool illustrates the city profiles "visually", highlighting

- the level of achievement of each city
- progress over time
- comparison with other cities or the network as a whole

The tool involves a combination of

- facts: demographic data in particular (primarily quantitative)
- inputs: policies, structures (primarily qualitative)
- impacts: attitudes and behaviours (primarily qualitative)

Data is collected through the questionnaire included in this document, to be completed by city officials. Answers are accompanied with examples and references for possible cross-checking¹. The questionnaire has emerged from the initial assessment of city practice across Europe and has been validated by the 11 cities involved in the first pilot Council of Europe / European Commission project.

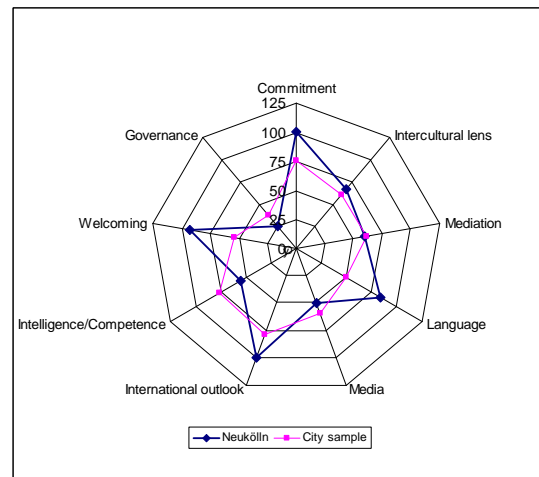
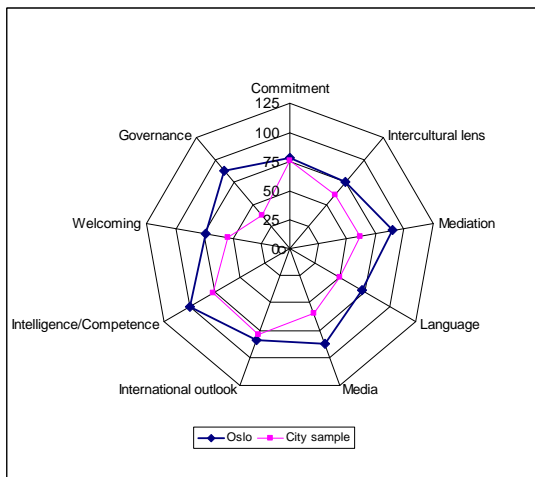
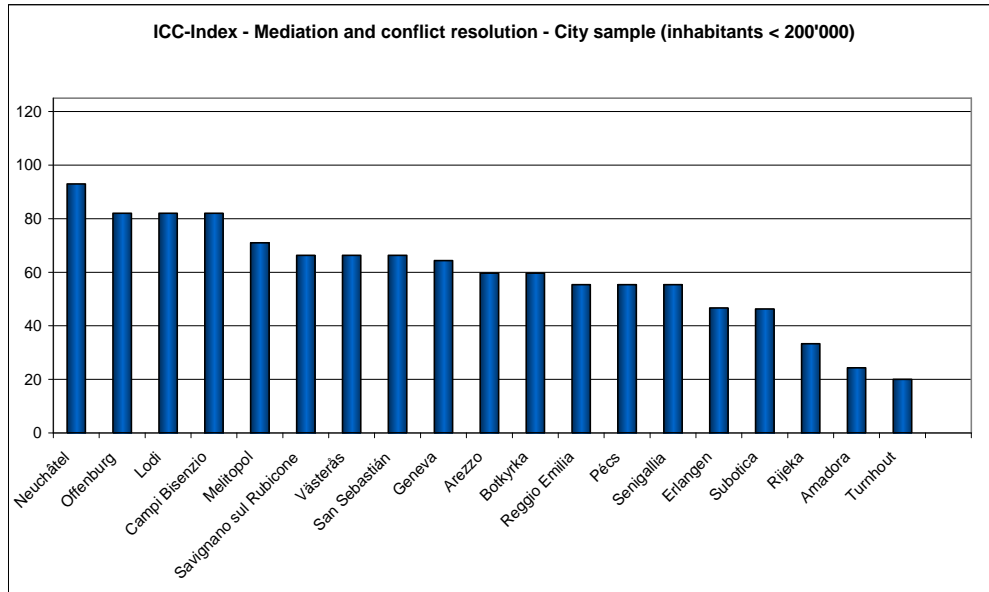
The data is verified and included into the Intercultural cities index database by BakBasel, a research institute in Switzerland, specialised in statistics and analysis of policies of cities and regions. Data input takes between 4 and 6 weeks. Following this, the data is analysed by the Council of Europe and a report is prepared, including the results of the city in the different INDEX areas, recommendations and examples of good practice from other cities. The preparation of the report requires around 4 weeks.

Cities are advised to go through the INDEX review process regularly, the average frequency being every 2 years.

¹ For a comprehensive assessment of city's policy and its results, a questionnaire for the public, evaluating perceptions of diversity, has also been designed and is available on request.

The INDEX interactive graphs and analytical reports per city can be found on the Intercultural cities' web site www.coe.int/interculturalcities.

The graphs below are an example of the output of the index.



Questionnaire Intercultural Cities Index

Purpose

The Council of Europe's programme "Intercultural Cities" seeks to explore the potential of and intercultural approach to the integration in communities with culturally diverse population. The intercultural approach focuses on fostering understanding about the diversity advantage, positive relations between people with different cultural backgrounds, inclusive governance, policies and service provision, and diverse and interculturally competent local institutions. The intercultural approach complements other integration measures, in particular those that aim at ensuring adequate services and access to rights for all members of the local community, including migrants, refugees, members of national minorities, Roma, indigenous communities etc. , Interculturalism seeks to prevent or mitigate some of the (potential) negative effects of other integration approaches such as guest-worker, assimilationism or multiculturalism , especially ethnic/cultural segregation which endangers social cohesion and triggers cultural conflict.

The cities participating in the programme are reviewing their governance, policies, discourse and practices from an intercultural point of view. This review has taken the form of narrative reports and city profiles – a form which is very rich in content and detail but is relatively weak as a tool to monitor progress and communicate.

It is therefore necessary to develop a tool capable of illustrating visually level of achievement of each city, progress over time, and enabling comparison with other cities or the network as a whole. This tool will contain a limited number of strong indicators which will make it easier to identify and communicate to others what intercultural integration means in practice, where the city stands in the different policy and governance areas, where effort should be focused in the future and which other cities could be a source of good practice in these particular areas.

The process of building this benchmarking tool is a part of the Intercultural cities and will be a key learning and development instrument for pilot cities as well as for cities participating in the future phases of the programme. Therefore your support and active participation in its development and testing is essential.

Definition of the Intercultural City

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 space.

The definition of majority ethnic group

The majority ethnic group is the biggest ethnic group in the city. Usually this is the group of autochthonous people (e.g. Italians in Italy) but in some cities the biggest group may be different from the autochthonous population.

Questionnaire to be completed by city officials

The following questions are formulated within the 10 key points of the Intercultural Cities Analytical Grid. Each section has a short introduction to explain the theoretical background of the questions. Please read these introductions before answering the questions.

A. General (Background information)

Please give us some background information about your city, district or other administrative unit. This information is necessary to compare and analyse how intercultural different cities are.

1. City and Size

1a) For which city (or district or other administrative unit) do you reply to the questionnaire?

1b) What is the population size of your city (or district or other administrative unit relevant for this survey)?

2. Ethnic composition

2a) There are different ways in which foreigners and migrants are counted statistically in different countries. In order to be able to compare cities, please provide some background information about these statistics your country, e.g. what categories are used to identify people of migrant/minority background.

2b) What is the majority ethnic group in the city and what percentage of the city population does it represent?

2c) What is the percentage of non-nationals resident in the city (if such data is available)?

2d) What is the percentage of foreign-born nationals resident in the city (if such data is available)?

2e) What is the percentage of people who are second or third generation migrants (if such data is available)?

2f) What are the most important minority groups in your city (representing more than 5% of the overall population)?

Please give the origin of the groups and their size in % of the population (or alternatively absolute number)

If data is unavailable on the questions above, please provide any relevant data you can find

3. Economic performance

3) What is the GDP per capita in your city?

Is there a city department with leading responsibility for intercultural integration and which one?

Can people who are not citizens of your country be employed in public administration? (please specify the general principle as well as exceptions for certain institutions)

B Information on intercultural policies, structures and actions

Please note that this questionnaire deals with the efforts cities make to encourage intercultural interaction and mixing (policy input), but does not seek to identify how effective these efforts are (policy result). This will be the object of other ways of measurement.

I. How have the city authorities demonstrated their commitment to being an intercultural city?

A city may contain many examples of interculturality but these may remain isolated or hidden from the general awareness of the general population or the outside world. An optimum Intercultural City would be one which has taken a self-conscious decision to seek out, identify and acknowledge such cases, as well as to establish a policy objective of consolidating and building upon them; as well as a developmental strategy which has appropriate resources to support it. The city authorities would also have made a formal statement sending an unambiguous public message of its commitment to intercultural principles and would be actively engaged in persuading other key stakeholders in the city to do likewise. Ideally, a majority of elected officials and senior policy officers would have gained an understanding of the intercultural principles and their implications for policy-making.

4. Has the city formally adopted a public statement that it is an Intercultural City?

Please mark the appropriate box with an "x"

YES	
NO	

5. Has the city adopted an intercultural integration strategy or a diversity/inclusion strategy?

Definition of an intercultural integration strategy: a strategy giving responsibility to each city department and service to contribute to the support, inclusion and opportunities for newcomers and people of migrant background. Specific objectives of the strategy are to manage positively inter-cultural relations, to encourage inter-cultural contacts, mixing and initiatives, to increase the cultural competence of institutions, organisations and officials, and promote a vision of diversity as a resource for the city.

Please mark the appropriate box with an "x"

Yes, an intercultural strategy	
An integration strategy with intercultural elements	
An integration strategy that is not based on an intercultural concept	
NO	

Please add a link or enclose a document so that your answer could be validated

6. Has the city adopted an intercultural action plan?

YES	
Only an integration action plan which is not intercultural	
NO	

Please add a link or enclose a document so that your answer could be validated

7. Has the city adopted a budget for the implementation of the intercultural strategy and/or action plan?

YES	
NO	

8. Has the city adopted a process of policy consultation and/or co-design involving people of all kinds of ethnic/cultural backgrounds?
(Multiple denomination possible)

YES, we systematically carry out public consultations which effectively involve all kinds of diverse groups	
YES, we systematically engage in co-design involving people of diverse backgrounds in policy formulation.	
NO	

Please add a link or enclose a document so that your answer could be validated

9. Is there an evaluation and updating process for the intercultural strategy/action plan? [if you don't have an intercultural strategy but only an integration strategy, please reply No. If the strategy is recent and not yet evaluated and if evaluation and updating are foreseen, please answer YES, evaluation and updating

YES, evaluation only	
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YES, evaluation and updating	
NO	

Please add a link or enclose a document so that your answer could be validated

10. Do official speeches and communications by the city make clear reference to the city's intercultural commitment?

Often	
Rarely	
Never	

11. Does the city have an official webpage that communicates its intercultural statement, strategy, and/or action plan?

YES	
NO	

If 'yes', please provide a link:

12. Does your city have a dedicated body or a cross-departmental co-ordination structure responsible for the intercultural strategy or intercultural integration?

YES	
NO	
Not yet but we are seriously thinking about it	

Please add a link or enclose a document so that your answer could be validated [eg. meeting report, the name of the structure, formal mandate of the structure, web site listing members ...]

13. Does the city provide any means of acknowledging or honouring local residents or organisations that have done exceptional things to encourage interculturalism in the local community [a prize, an official ceremony/celebration, a certificate]?

YES	
NO	
Sometimes	

Please give an example and a proof

II. The city through an intercultural lens

At the heart of the Intercultural City thesis is the notion of taking the important – but often mundane – functions of the city and re-conceiving and re-configuring them in an intercultural way in order to make sure that they provide adequate service to citizens regardless of their cultural background. The city should ask itself the question ‘if optimising the potential for cross-cultural co-operation is a high priority for the city, how might we do things differently?’

a) How intercultural is the education system?

Attitudes about culture and race can be formed at an early age. School has a powerful influence here and has the potential to either reinforce or challenge prejudices in a number of ways: through the social environment that it creates, the guidance it provides and the values and knowledge it instills. The following questions are designed to find out the extent to which your city’s schools provide an opportunity for children of different cultures to encounter each other:

14. Are almost all children in primary schools of the same ethnic background (including the majority ethnic background)?

Yes, in all schools	
Yes, in most schools	
Yes, in some schools	
NO	
No data available	

15. Does the ethnic background of teachers in schools reflect the composition of the city’s population?

Often	
Sometimes	
Rarely	
Never	
No data available	

16. Are there schools which make strong efforts to involve parents from ethnic minority/migrant backgrounds in school life (beyond simply inviting them to parent-teacher meetings)?

Yes, most schools	
Only very few schools	
NO	

Please give an example so that your answer could be validated:

17. Do schools carry out intercultural projects [such as exchanges with schools with different ethnic composition, intercultural education projects, projects about different cultures and religions, intercultural festivals, acknowledging the cultural backgrounds of different pupils through the school decoration]?

Often	
Rarely	
Never	

Please give an example so that your answer could be validated

18. Does your city have a policy to increase ethnic/cultural mixing in schools (avoiding "white flight" and ghettoisation?)

YES	
A policy is being considered/prepared	
We do not have a city policy because such policy exists at the regional/national level	
NO We do not have such a policy (neither on the national/regional nor on the local level)	
Not applicable (no segregation)	

Please give an example so that your answer could be validated

b) How intercultural are residential neighbourhoods²?

There is a great variation across European cities in the extent to which patterns of residential settlement are connected to culture and ethnicity and there are also varying opinions on whether the state should intervene to encourage greater socio-cultural mixing and encourage community dynamics in the neighbourhoods or if the market and personal choice should be the prime determinants. An optimum Intercultural City does not require a 'perfect' statistical mix of people and recognises the value of ethnic enclaves, so long as they do not act as barriers to the free flow of people, ideas and opportunities both inward and outward.

² By neighborhood we understand a unit within the city which has a certain level of administrative autonomy (or sometimes also certain political governance structures) and is considered as a unit with regard to city planning. In larger cities districts (boroughs) have several neighborhoods. The statistical definition of a 'neighbourhood' varies from one country to another. Generally, it includes groups of population between 5,000 and 20,000 people.

19. What is the percentage of neighbourhoods in which the vast majority (80% or over) of residents are of the same ethnic background (including the majority background)?

20. What is the percentage of neighbourhoods in which people from minority ethnic groups constitute majority of the residents?

A few neighbourhoods	
One or two neighbourhoods	
NO	
No data available	

21. Does the city encourage actions where residents of one neighbourhood meet and interact with people with a different ethnic/cultural background from other neighbourhoods?

YES	
NO	
We don't need such actions because there are no ethnically segregated neighbourhoods	

Please give an example so that your answer could be validated

22. Does your city have a policy to increase the diversity of residents in the neighbourhoods (avoid ethnic concentration)?

YES	
A policy is being prepared	
There are only occasional measures	
NO	

Please give an example so that your answer could be validated.

23. Does your city have a policy to encourage people from different ethnic backgrounds to meet and interact in the neighbourhood (interaction within neighbourhoods)?

YES	
A policy is being prepared	

There are only occasional matters	
NO	

Please give an example so that your answer could be validated:

c) How intercultural are the public services?

An optimum intercultural city would see an equal reflection of the population in the ethnic/cultural background of public employees – at all levels of seniority in order to ensure not only equal opportunities but also problem-solving and service effectiveness?. More than this however, it would recognise that as the population changes, the very nature of the public service must be reviewed and possibly revised. It must be open to the possibility of new ideas and innovation brought by minority groups rather than imposing a 'one size fits all' approach to public services and actions.

24. Does the ethnic background of public employees reflect the composition of the city's population?

Yes, at all hierarchical levels	
Yes but only at the lower levels	
NO	

25. Does the city have a recruitment plan to ensure adequate diversity within its workforce?

YES	
YES and it aims specifically to increase migrant/minority representation at the higher hierarchical levels	
NO	

Please give evidence to validate your answer or specify reasons for non-action:

26. Does the city take action to encourage diverse workforce, intercultural mixing and competence in private sector enterprises [eg city support for a Charter against discrimination in enterprises, enterprise diversity charter, intercultural training for company managers]?

YES	
NO	

Please give an example to validate your answer:

27. Does the city provide following services appropriate to the ethnic/cultural backgrounds of all citizens
(Multiple denomination possible)

Funeral/burial	
School meals	
Women-only sections or times in sport facilities	
Others (please specify)	

Please give an example to validate your answer:

d) How intercultural is business and the labour market?

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 round. Research has proved, however, that it is the cultural mix that fosters creativity and innovation, not homogeneity.

28. Is there a business umbrella organisation which has among its objectives to promote diversity and non-discrimination in employment?

YES	
NO	

29. Does the city have a charter or another binding document against ethnic discrimination in its own administration and services?

YES	
NO	

Please give an example to validate your answer:

30. Does the city take action to encourage businesses from ethnic minorities to move beyond the ethnic economy and enter the mainstream economy and higher value-added sectors [help small and medium ethnic enterprises to grow, diversify their products and reach out to new markets – help with business planning, banking, mentoring, inviting minority entrepreneurs to business events]?

YES	
NO	

Please give an example to validate your answer:

31. Has the city taken action to encourage 'business districts/incubators' to involve an adequate percentage of migrant/minority entrepreneurs and offer activities which encourage them and majority entrepreneurs to engage and develop new products/services together? [definition: a business incubator is a structure which hosts and supports start-up enterprises, in this case the question is whether such incubators take targeted measures to encourage contacts and joint ventures between entrepreneurs from different backgrounds]

YES	
NO	

Please give an example too validate your answer:

32. In its procurement of goods and services does the city council give priority to companies with a diversity strategy?

YES	
NO as regional/national regulations do not foresee it	
No as national regulations do not foresee it but we are actively engaging with regional/national authorities to include this in the procurement regulations	

Please give an example to validate your answer:

e) How intercultural is cultural and civil life?

The time which people allocate to their leisure may often be the best opportunity for them to encounter and engage with people of another culture. Equally however, if patterns of leisure are structured along ethnic lines (e. g. a football league of teams from only one culture) it may be a powerful reinforcer of separation. The city can influence this through its own direct activities and through the way it distributes resources to other organisations.

33. Does the city Council use interculturalism as a criterion when allocating grants to associations and initiatives?

YES	
NO	

Please give evidence to validate your answer:

34. If yes how much of all grants to associations and initiatives are granted based on the criterion interculturalism (in %)?

35. Does the city organise events and activities in the fields of arts, culture and sport aimed at encouraging people from different ethnic groups to mix?

Regularly	
Sometimes	
Never	

Please give an example to validate your answer:

36. Does the city encourage cultural organisations to deal with diversity and intercultural relations in their productions (through specific grants or special regulations for instance)?

YES	
Occasionally	
NO	

Please give an example to validate your answer:

37. Does the city organise public debates or campaigns on the subject of cultural diversity and living together?

Yes, regularly	
Yes, occasionally	
It has happened once or twice	
NO	

Please give an example to validate your answer:

f) How intercultural is the public space?

Public spaces and facilities are important for several reasons. They are places which most citizens are obliged to use from time to time therefore raising the possibility for chance meetings between strangers. They may also reinforce cross-cultural solidarity. For example in cases of aroused public interest around the proposed development or closure of a facility. Well managed and animated spaces can become beacons of the city's intercultural intentions. Conversely badly-managed spaces can become places of suspicion and fear of the stranger.

38. Does the city take action to encourage meaningful intercultural mixing and integration in the public space (people talking, working or creating together)?
(Multiple denomination possible)

Public libraries	
Museums	
Playgrounds	
Squares	
Others (please specify)	

Please give an example to validate your answer:

39. Does city take into account the population diversity in the design and management of new public buildings or spaces?

Yes, always	
Yes, some buildings or places	
NO	

Please give an example to validate your answer:

40. When the city authorities decide to reconstruct an area, do they propose different methods and places for consultation to ensure meaningful involvement of people with different ethnic/cultural backgrounds?

YES	
NO	

Please give an example to validate your answer:

41. Are there spaces or areas in the city which seem to be dominated by one ethnic group (majority or minority) and where other people feel unwelcome?

Yes, several	
Yes, one or two	
NO	

42. Are there areas in the city which are reputed as "dangerous"?

YES	
NO	

III. Mediation and conflict resolution

It is a basic tenet of the Intercultural Cities programme that where groups of different cultural background and of social and economic status are present in close proximity, there is always the potential for conflict over values, behaviour or resources. This is natural – what is unnatural would be for city authorities to seek to deny or ignore it. The process of anticipating, identifying, addressing and resolving conflicts is a fundamental process of living together in a dynamic and communicative community. Indeed the optimum Intercultural City sees the opportunity for innovation and greater cohesion emerging from the very process of conflict mediation and resolution.

43. Does the city and/or public service organisations provide a professional service for mediation of intercultural communication and/or conflict?

Multiple answers possible

A municipal mediation service devoted to intercultural issues only	
A generalist municipal mediation service which also deals with cultural conflicts	
An intercultural mediation service run by a civil society organisation	
A state-run mediation service	
Others (please specify)	

44. Is there an organisation in the city dealing specifically with inter-religious relations?

YES	
NO	

Please give an example to validate your answer:

45. Is intercultural mediation provided?

(multiple answers possible)

In specialised institutions such as hospitals, police, youth clubs, mediation centres, retirement homes	
In the city administration for general purposes	
In the neighbourhoods, on the streets, actively seeking to meet residents and discuss problems	
Others (please specify)	

Please give an example to validate your answer:

IV. Language

The learning of the language 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.

46. Does the city provide any of the following:

(Multiple denomination possible)

Specific language training in the official language(s) for hard-to-reach groups (non-working mothers, unemployed, retired people etc.)	
Learning migrant/minority languages as part of the regular curriculum at schools	
Learning migrant/minority languages as a mother tongue course for migrant/minority kids only	
Learning migrant/minority languages as a regular language option available to everyone	
Support for private/civil sector institutions providing language training in migrant/minority languages	
Others (please specify)	

Please give an example to validate your answer:

47. Does the city support financially local

(Multiple denomination possible)

Minority newspaper/journal	
Minority radio programmes	
TV programmes in (a) minority language(s)	
Others (please specify)	

Please give an example to validate your answer:

48. Is the city supporting projects seeking to give positive image of migrant/minority languages (for instance day of migrant languages, readings, poetry evenings, multi-lingual cultural events etc.)?

YES	
NO	

Occasionally	
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Please give an example to validate your answer:

V. Relations with the local media

The media has a powerful influence on the attitudes to cultural relations and upon the reputations of particular minority and majority groups. Much of this media is nationally or internationally generated and therefore beyond the influence of city authorities. Nevertheless there is still much the city authorities can do to influence and partner with local media agencies to achieve a climate of public opinion more conducive to intercultural relations.

49. Does the city have a media strategy to improve the visibility of migrants/minorities in the media (for instance special columns in the press, TV or radio campaigns; targeted media briefings, joint public events with media, lists of specialists on different subjects who are of minority background for media to use as sources etc.)?

YES	
There are occasional actions	
NO	

Please give an example to validate your answer:

50. Is the city's communication (PR) department instructed to highlight diversity as an advantage regularly and in various types of communications?

YES	
NO	

51. Does the city provide support for advocacy / media training / mentorship/setting up of online media start-ups for journalists with minority backgrounds?

YES	
NO	

52. Does the city monitor the way in which media portray minorities?

Yes, the city itself does it	
Yes, by an external body	
NO	

VI. An open and international outlook

An optimal intercultural city would be a place which actively sought to make connections with other places for trade, exchange of knowledge, tourism etc. It would be a place which the stranger (whether business person, tourist or new migrant) found legible, friendly and accessible, with opportunities for entering into business, professional and social networks.

53. Does the city have an explicit policy to encourage international co-operation: not simply twinning but sustained scientific, economic, cultural and other projects?

YES	
NO	

54. Is there a specific financial provision for this policy?

YES	
NO	

55. Is there an agency with a specific responsibility for monitoring and developing the city's openness to international connections?

YES	
NO	

56. Does the city support encourage universities to attract foreign students, if applicable (eg. involve universities in official foreign visits or various international projects, organise promotion events abroad)?

YES	
NO	
NOT APPLICABLE (eg the city has no university or another level of government does it), please specify	

57. Does the city take measures to encourage foreign students to participate in the life of the city and remain after graduation? (eg. fairs and events where foreign students could meet local people, support with job and housing after graduation etc.?)

YES	
NO	
NO, there is no university in the city	

58. Does the city encourage business relations with countries/cities of origin of its diaspora groups in order to benefit from the growth potential of emerging economies?

(Multiple denomination possible)

YES, by involving diaspora and mainstream entrepreneurs in international visits and meetings	
YES by partnership/business agreements with counties or cities of origin	
YES by other means (please specify)	
No	

Please give an example to validate your answer:

VII/VIII. Intercultural intelligence and competence

A city cannot be intercultural if it is ignorant of its citizens, their diversity and lifestyles and how they interact with each other. An intercultural observatory takes existing data and interrogates it from an intercultural perspective. It also identifies gaps in the city's knowledge base and where necessary devises new kinds of data and analysis to add depth and clarity to the 'intercultural picture'.

Very few people can be expected to be experts in more than a few of the languages and cultures of the many groups who live in a city. This is understandable. However, the competent public official in an optimal intercultural city should be able to detect, and respond to, the presence of cultural difference, and modulate their approach accordingly; rather than to seek to impose one mode of behaviour upon all situations. Such sensitivity and self-confidence in unfamiliar situations is not commonly-seen but it is a skill which can be acquired through expert training, and must become as important to the officials as their specific profession and technical skills.

59. Is statistical and qualitative information about diversity and intercultural relations mainstreamed to inform the city government / council's process of policy formulation?

YES	
NO	
Sometimes	

Please give an example to validate your answer:

60. Does the city (directly or through an external body) carry out surveys including questions about the public perception of migrants/minorities?

YES	
NO	

61. Does the city promote the intercultural competence of its officials and staff (both in administration, and public services), for example through
(Multiple denomination possible)

Interdisciplinary seminars and networks	
Training courses	
Others, please specify	

Please give an example:

IX. Welcoming new arrivals³

People arriving in the city for an extended stay (whatever their circumstance) are likely find themselves disorientated and in need of multiple forms of support. The degree to which these various support measures can be co-ordinated and delivered effectively will have a major impact upon how the person settles and integrates. What is often overlooked, but which has a powerful impact on intercultural relations, is whether those from the host community have been given any prior preparations or, on the contrary, might they feel surprised or alarmed by the new arrival.

62. Does the city have a designated agency or office to welcome newcomers?

YES	
NO	

63. Does the city have a comprehensive city-specific package of information and support to newly-arrived residents from abroad?

YES	
NO	

64. Do different city services and agencies provide welcome support for newcomers?

(Multiple denomination possible)

Family members	
Students	
Refugees	
Migrant workers	
Others (please specify)	

³ All categories of people who intend to establish themselves in the city are covered by the term new arrivals: spouses, workers, refugees. This section does not include specific welcoming activities of universities, companies etc. but only programmes offered by the city itself to welcome people in their capacity as residents and citizens.

Please give an example to validate your answer:

65. Does the city have a special public ceremony to greet newcomers in the presence of officials (we do not mean official ceremony for newly naturalised citizens but for people arriving to live in the city regardless of nationality)?

YES	
NO	

Please give details:

X. Governance, leadership and citizenship

Perhaps the most powerful and far-reaching actions which a city can take in making a city more intercultural are the processes of democratic representation and decision-making. Clearly some of these may be determined nationally, but there is much that a city council can do to influence the way in which diverse groups interact and co-operate around the allocation of power and resources.

66. Can foreign nationals (excluding EU nationals or other nationals with special regimes (eg. Nordic, Commonwealth etc.) vote in local elections?

After three years of residence or less	
After five years of residence or more	
NO	

67. Does the ethnic background of elected politicians reflect the composition of the city' population?

YES	
Partly	
NO	

Please give an example to validate your answer:

68. Does the city have a political body (council or similar) to represent ethnic minorities/migrants and/or to deal with diversity and integration matters and which is independent of the local authority and has an advisory function?

YES, we have an advisory body representing migrants/minorities and their organisations	
Yes, we have an advisory body involving migrants/minorities <u>as well as relevant public institutions, organisations and experts</u>	

NO	
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69. Is there a standard for the representation of migrants/minorities in mandatory boards supervising schools and/or public services?

YES	
NO	
Not applicable, this is regulated regionally/nationally	

70. Do you have initiatives to encourage migrants/minorities to engage in political life (in particular but not limited to participatory democracy platforms and e-tools)?

Regularly	
Sometimes	
NO	

Please give an example to validate your answer:

XI Anti-discrimination

71. Does the city regularly monitor/research the extent and the character of discrimination in the city?

YES	
NO	

72. Does the city have a specific service that advices and supports victims of discrimination or does it provide grants to civil society organisations that play this role?

YES	
NO	

73. Does the city run anti-discrimination campaigns or raise awareness in other ways?

Regularly	
Sometimes	
NO	

Please give an example to validate your answer:

C. Information about the questionnaire

74. Which sources of data have been used in the questionnaire?
(please fill in the main sources if possible)

75. By whom were the questions answered?

76. Do you have any remarks on the questionnaire?

Thank you for taking part in this survey!