



City-to-city mentoring: A guide

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- updated mentoring topics
- updated IncluCities Calendar



Mentoring...

... is a powerful method to provide personalized and informal support to students, job seekers, young entrepreneurs or migrants. Mentoring has also been used in **peer support** of staff working for city administrations – it embodies the idea of **inter-municipal solidarity**, **city networking** and **mutual learning** between cities.

Some mentoring is based on the **mentor** having considerably more experience than the mentee, the person being mentored. But this is not crucial. A mentor needs the capacity to **enable the mentee to develop**, and the ability to **inspire trust** in the mentee so that s/he can talk freely and explore ideas. That trust is achieved partly because the mentor has **no formal relationship** with the mentee, so what happens in the process is **confidential** and not part of any management or reporting structure ('off-line'). Trust may also be inspired by the mentor's track record or **experience** in the relevant field.

In the IncluCities project mentoring is used as a tool for peer support by cities to identify **locally specific solutions to policy challenges** and to **trigger changes** in local practice. This learning process is guided by a benchmark which summarises best practice across Europe.

City associations act as tutors for the mentoring scheme and can bring the results of the mentoring process literally to the next level, e.g. by raising issues of multi-level coordination that are identified. They are also involved to test and promote the wider use of mentoring as a standard tool within their membership or between city networks.

This guide...

...has been developed as step-by-step guidance for mentoring between city-networks and their members in IncluCities (CEMR, 2020-22, co-funded by the Asylum and Migration Fund). In its first iteration it is simply guidance for the different organisations and individuals involved in the project. A later version will be written, drawing on the project's experiences, to help to spread the practice of peer mentoring between cities and city networks in and beyond the area of integration policy,

This guide covers

1. The actors and their roles in IncluCities
2. The benchmark and how to use it
3. The mentoring process step by step; and
4. Possible adaptations of the mentoring process.

It is accompanied by an **annex** of supporting documents providing additional information and guidance on

1. The IncluCities calendar
2. Mentoring: some key points
3. Analysing good practice
4. Setting up a local support network
5. Preparing mentoring visits
6. Conducting needs analysis
7. Conducting action planning

1. The actors and their roles in IncluCities

The Council of European Cities and Regions (CEMR)

coordinates IncluCities and structures the project's implementation. CEMR supports the improvement of integration policies among its membership and testing new learning tools for mutual learning.

The mentee city

aims through IncluCities to improve selected aspects of its work on the relevant theme. This city works with its mentor to identify the changes it wants to make, plans the actions needed to achieve them and then carries them out. This process of improvement, supported by the mentor and facilitator, begins with early planning before the visit to their city. It runs through the visit and continues to the end of the project, as change gets under way.

The mentee city association

provides support to the mentee city in improving its integration policies. It links the mentoring scheme and the specific challenges of the city with its regional or national context. This involves providing background information in how far the city's problem is typical for other cities. It also includes drawing political lessons from the mentoring scheme, e.g. pushing for legal or political changes at higher level.

The mentor city

helps practitioners in the mentee city planning to achieve change. It does so partly by drawing on its own experience, but equally by being a good listener - allowing colleagues to explore concerns and develop ideas in confidence with a trusted partner from outside their own authority. Its mentoring encourages them to see what needs changing, to identify options for change and the risks involved and to move towards the chosen solution.

The association supporting the mentor city

As organiser of the project's final workshops, the four city association has a particular role in critically reviewing the thematic and methodological value of the mentoring approach piloted in this project as a tool for city-to-city learning. Together with the other city associations, it will assess whether mentoring is suitable to become standard tool supporting cities in their constituency.

The Working Group

gathers all city and city-network participants of a mentoring scheme to monitor progress. It is also responsible for providing feedback on the benchmark structuring the mentoring scheme (see below).

The Local Support Group

is a group of stakeholders in each city that contributes to the needs analysis, action planning and policy implementation in the thematic areas covered by the IncluCities mentoring schemes. It consists of representatives of migrant and ethnic minority associations, plus, for example, business and trade union representatives, other civil society groups and academic experts. Composition will, of course, depend on the theme on which the city is working: if it is education, for example, it is important to include people from interested schools and colleges. City officials from relevant departments may attend for liaison. The local support group in the action planning city is mirrored by a similar group of peers in the mentor city who complement the representatives from the city administration and the city network.

Facilitators

provide support on how to apply the city-to-city mentoring methodology to get good results. They develop a benchmark based on best practice to structure learning and can help in particular the action planning city with the different steps of the process: conducting a needs analysis, action planning, preparing mentoring visits etc. Facilitators are responsible for building a constructive and trustful relationship between all parties involved in the mentoring process and, at the end of the process, drawing conclusions. In IncluCities the facilitators are provided by MigrationWork, a not for profit consultancy that seeks to make migration work well for all involved.


2. The benchmark and how to use it

A benchmark structures the mentoring scheme by defining its scope and providing a common standard for cities to aspire to. It is developed by the facilitator drawing on work by independent experts and practitioners in the field, official and academic reports and surveys, policy documentation, case studies and databases for best practice. This first version of the benchmark can be reviewed through feedback from practitioners.

The benchmark is broken down into **key factors**, which are the critical conditions for success in that thematic area. Taken together, they enable the city to meet the standard set by the benchmark. However cities may also choose to work on a selection of key factors as areas where the need for action is most urgent, or areas of most relevance to their current programme of work.

For each key factor, a **rationale** - a brief summary of reasons why this factor is really 'key' - is provided and **guide questions** help to check whether the key factor is present in a city.

Sometimes the achievement of some of the standards set by the benchmark will depend on conditions which are outside its control: for example national legislation, budgets set at regional or national level and migration trends. These are **context factors**, which are equally identified in the benchmark to be taken into account by mentors and mentees when assessing what key factors the city has to work on to reach the benchmark.



LEADERSHIP, COMMUNICATION AND COORDINATION

The city gives clear political leadership in carrying out its strategy for participation, and makes arrangements with other public service providers to coordinate their responses to views of residents expressed through their participatory activity.

Participation is per se a political issue, and respective provisions need be legitimised by the political leadership. Effective participation will imply consequences for handling public affairs and services, and these consequences will only be accepted if the procedures leading to them have political backing.

A lack of knowledge and information is a barrier to participation. To ensure that migrants make use of their political opportunities, the city has to actively advertise and promote them. As an advocate for migrant rights, it should regularly and positively report on the difference the migrant representation makes.

GUIDE QUESTIONS	EXAMPLES
<ul style="list-style-type: none">• Do political and/or administrative representatives actively promote participation of residents irrespective of their nationality?• What channels do political or administrative representatives use to make the case for participation?	<p>● ● ● OSLO</p> <p>Oslo's strategy for participation is part of the OXLO ('Oslo Extra Large') policy and was adopted by the city council in May 2013. All municipal districts and agencies are encouraged to increase the representation of minorities in schools and kindergarten boards and other user forums related to municipal services. To achieve this, they cooperate with migrant organisations. The Office for Diversity and Integration is responsible for advice and support.</p>

Example of a key factor with rationale, guide questions and examples from the benchmark on Engagement of Migrant Communities (ImpleMentoring Project)


By defining a standard, the benchmark allows an assessment of the policies in a city. It helps identify, for both the action planning city and the mentor city

- what needs to change – where are the gaps and problems?
- which are the strengths in current work, on which a city could build?

- what goals should it aim at, in this thematic area?
- which practical steps will help it to move towards those goals?

It is up to the partners of each mentoring scheme to decide how much of the benchmark should be addressed by the action plan. Cities developing action plans may choose a holistic or a selective approach.


- **Holistic approach:** In principle the benchmark is holistic: it works as a complete set of factors to be fulfilled together, in order to develop the best practice in the area. Using the whole benchmark for assessing what needs to be done is particularly useful if a city wants to radically revise its existing policy framework.
- **Selective approach:** On the other hand, there may be good arguments in practice for focusing on just a few key factors in the benchmark. Where time is short, the mentee city may want to use its needs analysis to focus on actions where it can realistically expect to make progress in a given timescale, or focus on those key factors it knows represent issues of concern for its administration.

 In IncluCities, five benchmarks are developed. One for each specific theme around which the four mentoring partnerships work, and one general benchmark on the overall setup and strategic planning of integration policy. The facilitators write the benchmarks, and revise them during the project in the light of the experience gained. They are then used as the basis for the training academies at the end of the project.

3. The mentoring process step by step

3.1. Identification of needs and pairing

A mentoring process starts from **needs identified by the action planning city** to implement new policies or to revise existing ones in a broadly identified area. Based on this needs analysis, the city is paired with a mentor city sharing experience and offering independent support and reflection. While the mentor city should have some experience in the area, they not only help their action planning partners to bring about desired improvements, but also learn from this dialogue by developing a better understanding of policies at home and in other cities.

 In IncluCities, the following four mentoring schemes will be implemented:

1. Conducting a strategic needs assessment and establishing the conditions that will enable migrants to become active members of the community

Mentor:	Mentee:	Facilitator:
City of Brussels Brulocalis	Saint-Jean-de-la-Ruelle AFFCCR	Richard Williams (MigrationWork)

2. Developing and embedding a civic identity, culture and strategy which celebrates and harnesses diversity as a key strength.

Mentor:	Mentee:	Facilitator:
City of Mechelen Association of Flemish Cities and Municipalities	City of Partinico / AICCRE	Ceri Hutton (MigrationWork)

3. Mobilising citizens to develop tools for decent employment and entrepreneurship for migrants and refugees

Mentor:	Mentee:	Facilitator:
City of Fuenlabrada Federación Española de Municipios y Provincias (FEMP)	City of Livadia Central Union of Greek Municipalities (K.E.D.E.)	Sue Lukes (MigrationWork)

4. Improving formal and informal opportunities for language learning for newcomers and established minorities

Mentor:	Mentee:	Facilitator:
City of Schaerbeek Brulocalis	City of Jelgava Latvian Association of Local and Regional Governments	Dirk Gebhardt (MigrationWork)

In order to reflect an integrated approach in integration policies, and to strengthen commonalities between the four mentoring schemes, each will also discuss the more general setup and management of integration policies in a first stage. For this purpose, a fifth benchmark addressing a strategic approach to integration policies will be developed and discussed among all participants.

3.2. Developing the benchmark and working with it

When the theme of each mentoring scheme is sufficiently defined, expert partners start developing the **benchmark**. A first version of the benchmark will be reviewed by representatives of the cities participating in IncluCities and other CEMR members, to make it fit their reality of local policy making.


The benchmark's key factors structure the mentoring process by identifying the different elements of a policy area a city could focus on in developing its action plan. It thereby also helps defining the **scope of the mentoring scheme**, i.e. whether it should cover the whole area or only selected key factors. This is described above as the holistic or selective approach. It allows the mentee city to decide what needs to change. It clarifies what the mentor city can offer. While acknowledging and identifying **context factors** that are specific for each city and need to be taken into account, it aims to provide an objective standard that can be applied anywhere.

The benchmark is again revised toward the end of the project, based on feedback from the practitioners participating. This ensures that it is shaped by the experiences and knowledge of those making migrant integration working on the ground, that it works for all types of cities, and that it can be used in future to deliver real change.

3.3. Preparing the mentoring process

Mentoring training

All participants (cities and associations) need to understand mentoring and the processes involved.


 In IncluCities a brief training session covers the key concepts and the specific processes of the project. This covers

- **What is mentoring between cities and city networks** and what are the benefits?
- **Who is involved with which responsibilities?**
- **What are the main steps of the mentoring process**
 - Benchmark
 - Needs analysis
 - Action planning
 - Setting up Local Support Network
 - Two mentoring visits and online working group meetings preparing them
 - Interim online workshop
 - Transfer/ methodological workshops
- **Which documents support the mentoring process?**

Guidance on mentoring, setting up a local support network, conducting needs analysis and action planning etc. that is also provided in the annex of this guide.

Stakeholder involvement and setup of local support group

In the mentoring scheme, it is important to get all stakeholders needed on board, preferably by establishing a local support network or group. This should always include migrant representatives, but other participants generally depend on the theme itself and the scope of the proposed action plan.

 In IncluCities, this local support group in the action planning city is paired with a group of peers from the mentor city who also form part of the mentoring team. The two stakeholder groups should, where feasible, participate in or feed into all key meetings and all steps of the mentoring scheme, including needs analysis, action planning and monitoring the implementation.

Political commitment

At an early stage in the process, when the action planning city is in the process of defining its needs, it is important to secure commitment from political leaders. Where political leadership may change during the life of the project it is wise to seek some degree of cross party support if possible. This support should be both for developing and for the implementation of the action plan once approved.

3.4. Needs analysis and action planning

The needs analysis is a key part of the methodology of the IncluCities project. An initial needs analysis by both mentee and mentor cities gathers strengths/experience and challenges/needs and information about the local context in each city. The relevant city associations provide additional information on the regional and national context. This information is used to pair the cities into mentoring partnerships and identify the themes around which each partnership works.

After mentoring pairs have been created and the themes have been defined and developed into benchmarks, the partners then can provide additional details which are more focused on the theme chosen by each mentoring partnership. This includes goals, existing resources, who should be involved and what are the obstacles to change - the basis for the planning process. Involving the local support network will be particularly important in providing the wider governance context for this needs analysis, e.g. in terms of support and/or obstacles through policies from other administrations (see needs analysis template in the annex of this guide).

In the course of the project and throughout the mentoring visits (see next section) actions will be defined to tackle the issues identified in the needs analysis, specifying goals, timeframe, actors involved etc. (see action planning template in the annex of this guide).


3.5. Mentoring visits

Mentoring visits serve to get a better understanding of the mentee city's challenges and resources. They bring together the mentor city and association, planning city and association, the planning city's local support network and its mirror in the mentor city and facilitators.

They combine site visits with conversations with stakeholders and more conceptual discussions within the mentoring team to build an understanding of the challenges of the mentor city in its actual social, urban and political context.

The partners involved in the mentoring process should keep in mind that mentoring visits are not just about 'fact-finding'. A visit by an international team may also help to change attitudes to the challenges highlighted by the mentee city, both within its authority and among stakeholders. It may give those issues a higher profile and build or consolidate political and social support. It may encourage actors inside and outside the mentee city administration to form alliances to support the change proposed. Looking to the longer term, it could prompt them to become allies in the process of implementing the new policy.

Several mentoring visits can be planned, in which each can represent the different stages in the process of planning and implementing policy change.

 In IncluCities, two mentoring visits plus one online workshop are organised to the mentee city. Each covers 2.5 days to provide real in-depth insights.

3.5.1 First mentoring meeting: general setup of integration policy (online) (3-4 2021)

In this online meeting, the mentor team will be finding out about current practice in the mentee city and explore options for improvement regarding the general setup of integration policies. Elements of the meeting could include:

- Recap by mentee city and association on key issues from needs analysis, clarifying meetings and questions to be answered on general setup of integration policies
- Interviews and focus groups for Identifying potential actions and obstacles, including with the local support network
- Presentation of good practice from mentor city
- Workshop on action planning including presentation of relevant practice from the mentor city and association

The meeting leads to a first draft of the general part of the mentee city's action plan, drawing on the supporting document on action planning (see Annex).

After the meeting, the mentee city focuses its work on refining its action plan, together with the mentor and the local support network. This step also involves consulting relevant city departments and outside partners to add detail, amend actions and get wider views on whether the actions planned are viable.

3.5.2 Second mentoring meeting: from general integration policies to specific policy area (mentee city, 2.5 days, 11-12 2021)

This meeting connects the first part of the mentoring scheme, in which we looked at the general setup of integration policies with the specific part based on which the cities and associations have been matched.

Through visits, presentations, interviews, and focus groups, the mentor team will be finding out about current practice in the mentee city and explore options for improvement regarding the mentee city's specific area of interest. Elements of the visit could include:

- Kick-off workshop: recap by mentee city and association on key issues from needs analysis, clarifying meetings and questions to be answered
- Interviews and focus groups for Identifying potential actions and obstacles, including with the local support network
- Workshop on action planning including presentation of relevant practice from the mentor city and association

The meeting leads to a revision of the mentee city's actions on the general setup of integration policies and identifies some first actions on the specific part of the mentoring scheme for the mentee city. After the meeting, the mentee city focuses its work on refining the specific part of its action plan, together with the mentor and the local support network. As with the general part, this also involves consulting relevant city departments and outside partners to add detail, amend actions and get wider views on whether the actions planned are viable. In this way, a fully-fledged plan of specific actions should be ready ahead of the second mentoring visit. The mentee city will typically need to get formal approval for it from elected city leaders or senior management.

3.5.3 Third mentoring meeting mentoring visit: specific area of interest (2.5 days, mentee city, 4-5 2022)

Now the city can begin work to turn its action plan into reality. Cities will have different capacities and resources to implement the action plan, but for all partners, this set-up stage is crucial for making change happen. Regular exchange with mentors will help cities to stay focused on this goal as they carry out first steps to implementation.

As in the second meeting this meeting includes site visits, conversations with stakeholders and more conceptual discussions within the mentoring team. In this case, the programme should focus on looking closer at the implementation of the general setup of integration policies, and specify the action in the specific policy area the mentoring scheme focuses on. It should also dedicate some time to monitoring and evaluation, and support the mentee city in how it can measure the impact of its newly implemented actions. This meeting is also an opportunity to gather all relevant local actors involved, to increase the visibility of actions and give a push to the implementation process.

Elements of the second visit could include:

- Kick-off workshop: mentee city and association presenting the action s, clarifying meetings and questions to be answered
- Interviews and focus groups for Identifying obstacles for, including with the local support network
- Discussing monitoring and evaluation of the action plan

3.6. Training academies and transfer/methodology workshops (6+10 2022)

The training academies and transfer workshops are two formats that are specific to IncluCities and that are hosted back-to-back by the mentor city. They are scheduled to take place before the second mentoring visit.

The **transfer/methodological workshops** target all project participants and provide an additional opportunity to discuss the action plans developed, both on the general and specific part. They also

serve to present and discuss the virtual one-stop-shops that will have been developed in the mentor cities.

The workshops are a space for reflection between the participating city associations on the common standards developed in the project and on the mentoring approach as tool for mutual learning between cities.

The **training academies** aim to disseminate the lessons learned in the project so far to a wider audience of CEMR members. They are based on the benchmark and on the first mentoring visit.

4. Possible adaptations of the mentoring process

The mentoring process set out in this document reflects the specific project design and partnership of the IncluCities project. It can be adapted to different contexts in various ways, depending on the needs of participants.

This guide will itself be revised later in the project, to take account of what has been learned within the project and especially the training academies. This will ensure that it can be used in future by cities, especially when the resources available to the IncluCities project are no longer available.

Options for adaptations that can be considered:

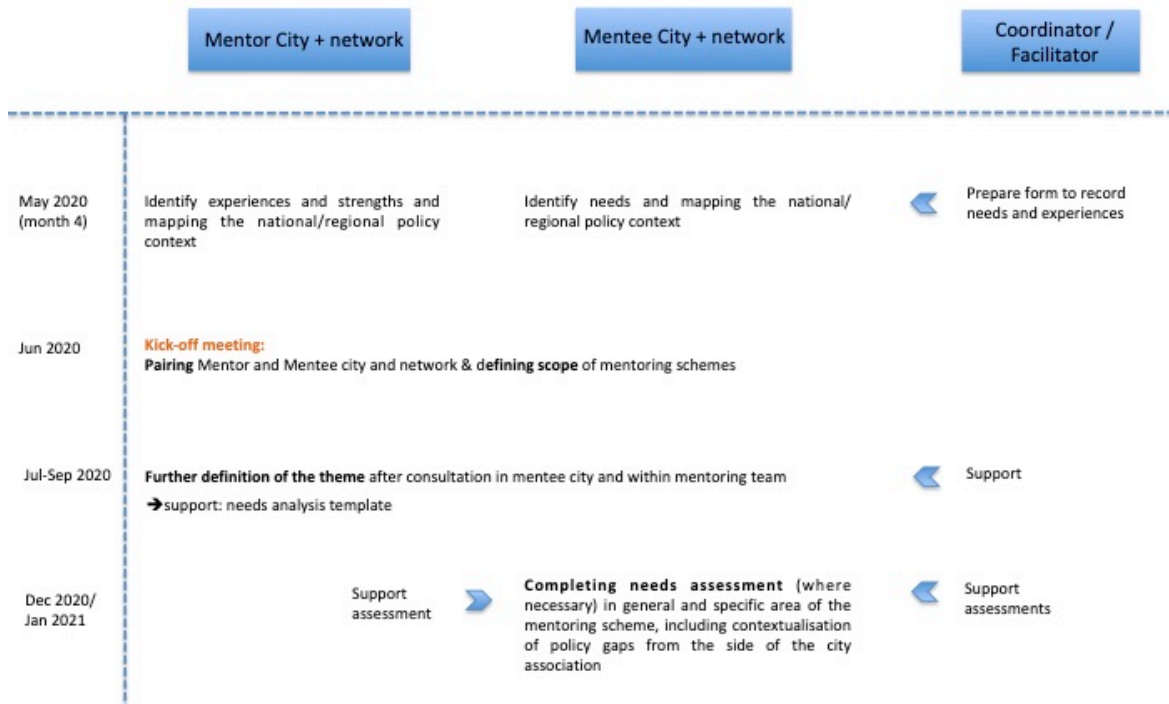
- **A different focus for mentoring visits:** mentoring visits do not have to be focused specifically on action planning. They can also be used to do needs analysis, review aspects of integration work or as part of evaluation of initiatives
- **Visits to the mentor city** are not part of IncluCities, but they can also be valuable. They can examine how particular programmes or departments work, introduce new ideas, offer opportunities for shadowing or focus on examples of good practice. They could even be part of needs analysis, enabling partners to reflect on what might work in the planning city. Hosting a visit offers benefits for the mentor too. Showcasing its practice to other cities interested in the same area of work, with discussion between visitors and local officers, can raise the profile of their work and help both sides to learn.
- **Changing the order or number of visits:** IncluCities visits are driven by the need to develop and implement an action plan, but where the mentoring process is not focusing on that, of where there is more or less time to do it, the order may change.
- **Acting without a benchmark:** benchmarks are an excellent way to structure thinking about integration and planning for action, but they may not be essential. If both mentoring partners are agreed on the focus of the work, and are confident they understand good practice in this area, they may not need a benchmark. However, benchmarks do save time! This is because they are written with the benefit of a review of the field and cover all possible areas of action. So if the process of planning throws up unexpected new demands, it is likely that the benchmark already covers those.
- **Mentoring organised by city associations:** one possible outcome of IncluCities is that city associations broker mentoring arrangements between members to improve integration practice. These may not be of the form described here. They may be longer term support and learning exchange mechanisms, they may be short term problem solving exercises. The core elements of mentoring, however, remain: listening, clarifying, asking questions, being a sounding board, and, crucially, being independent of management etc. structures.
- **Virtual mentoring:** As a matter of reducing costs or, in the current context, of doing transnational learning during a pandemic, it can be envisaged to conduct mentoring without physically meeting. Depending on the development of the pandemic, there will be a

constant assessment of which parts of the learning can be done online, and which techniques and formats are best suited for this purpose.

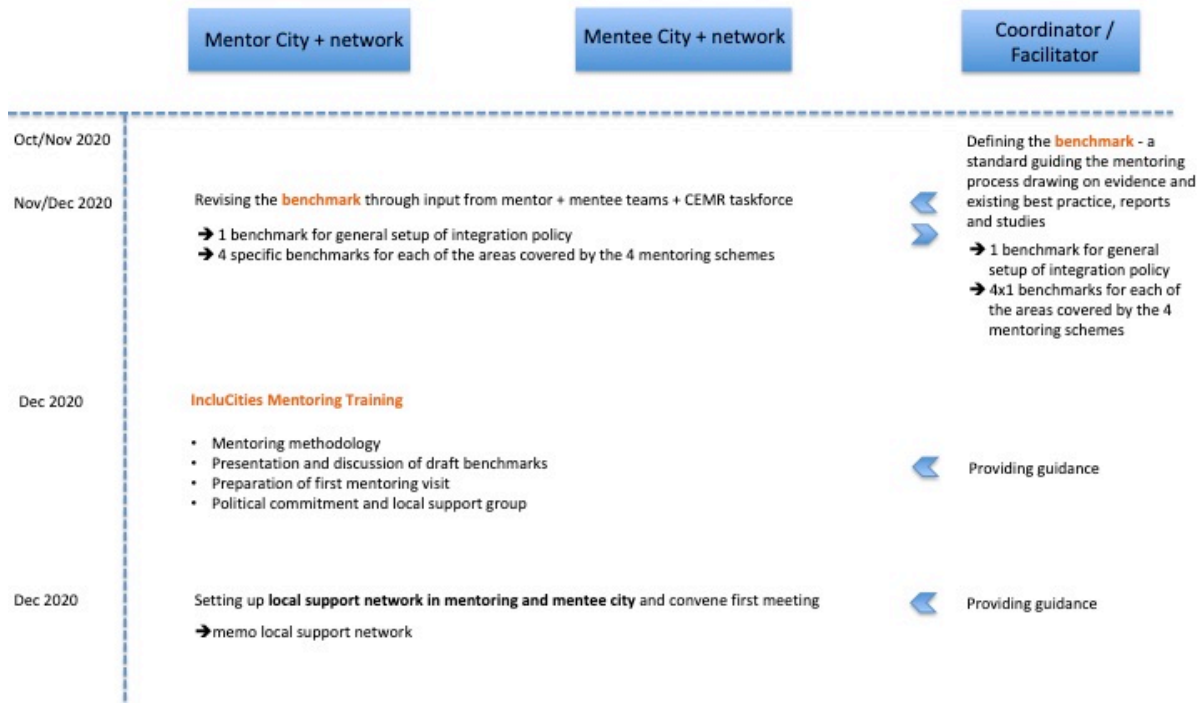
ANNEX of supporting documents

ANNEX 1 The IncluCities calendar (as of August 2020)

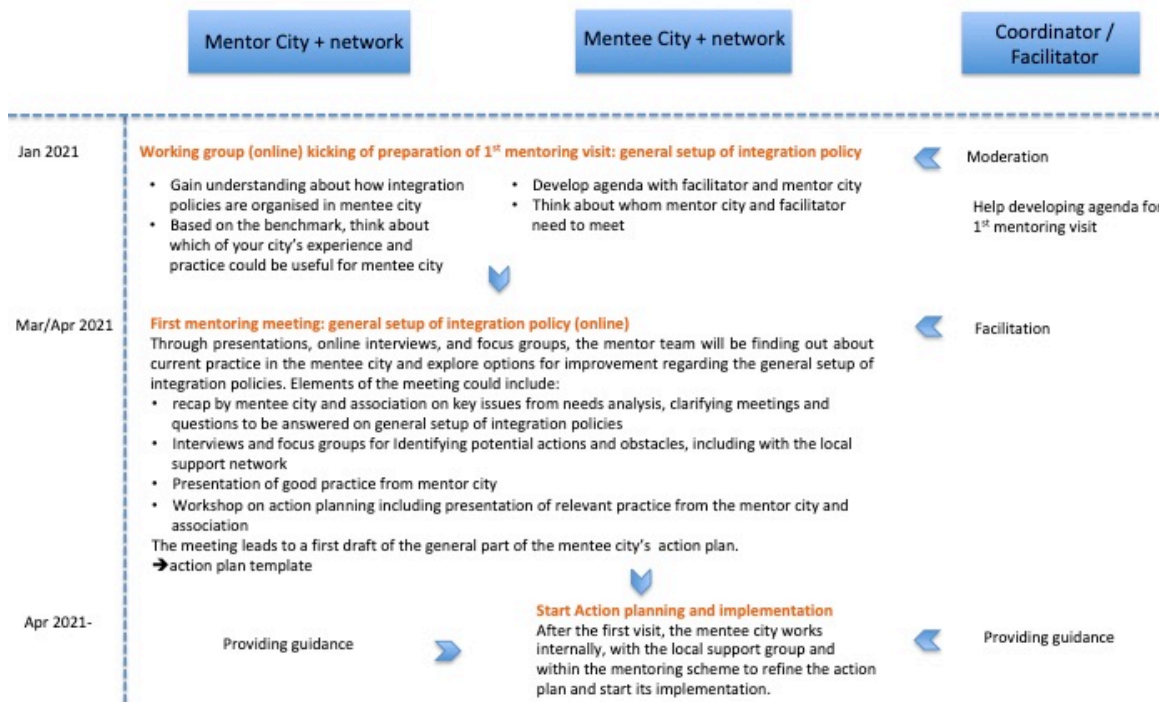
1 Needs analysis



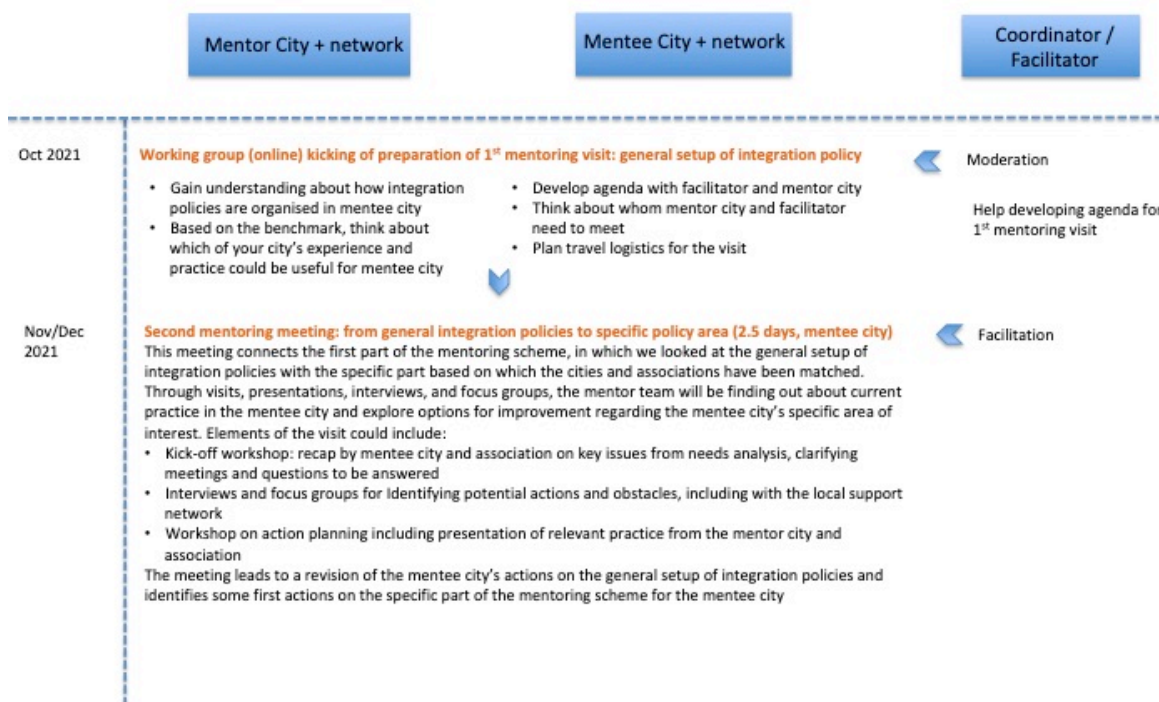
2 Defining benchmarks and further defining mentoring schemes



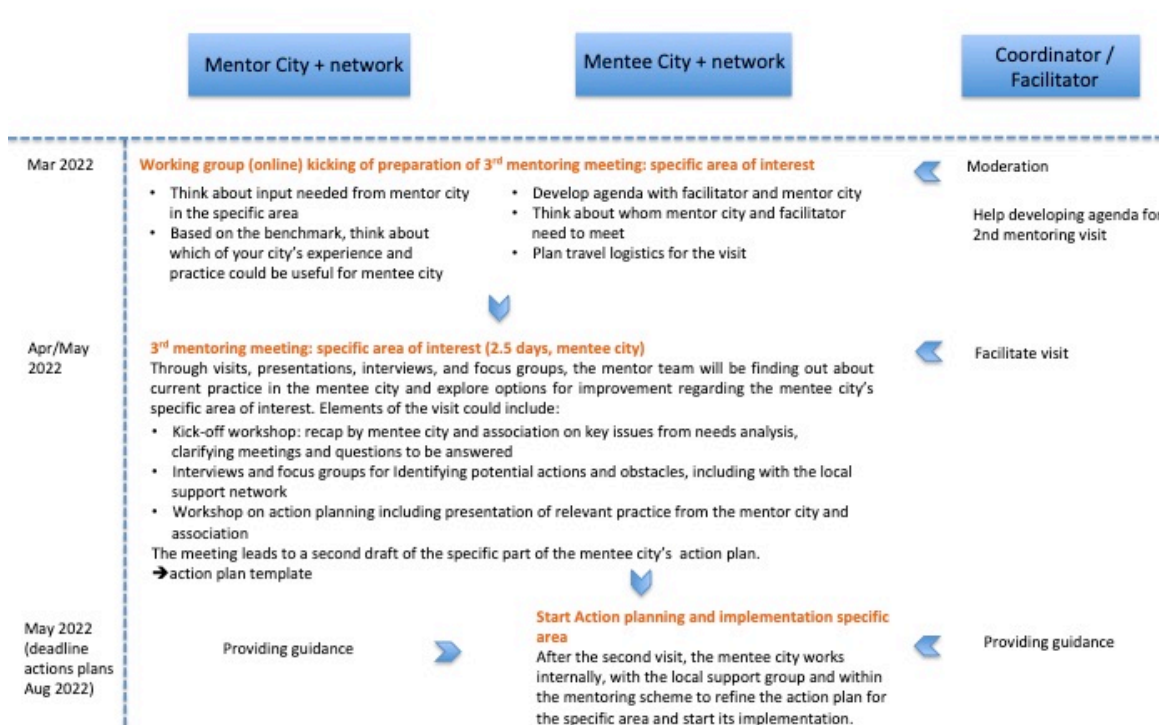
3 First mentoring meeting: general setup of integration policies



4 Second mentoring meeting



5 Second visit to mentee city: mentee city's specific area of interest



6 Closure



ANNEX 2 Mentoring: some key points

What does a mentor offer?

- A new perspective on what the mentee is doing and how she or he is doing it
- The ability to listen in confidence to the things that worry the mentee about their work
- Friendly unbiased guidance
- Someone on whom to try out ideas
- Their own experience of success and failure and the willingness to share it honestly
- Help with decision-making by suggesting other options, based on their own experience
- Honest and constructive feedback
- Support
- Encouragement

What does a mentor do?

- Listens in order to understand
- Asks questions to clarify: have I understood this correctly?
- Asks questions about options:
 - how else could you do it?
 - what would happen if ...?
 - what else could you do?
- Clarifies what the mentee wants to do
- Negotiates with the mentee what the mentor should do next
- Does it!

Mentors do not

- give professional or legal advice
- offer counselling
- provide training
- coach (although this one is a bit more blurred!)
- provide therapy
- get involved in sorting out the mentee's problems directly
- encourage the mentee to believe that the mentor can solve all their problems
- make decisions for the mentee
- take responsibility for the success of the mentee's project.

MENTORS PULL, THEY DON'T PUSH

Pulling

- Listening to understand
- Asking questions
- Paraphrasing and summarising
- Suggesting options

- Giving feedback
- Offering guidance

Pushing

- Giving advice
- Instructing
- Telling

ANNEX 3 Analysing good practice

Presenting good practice from cities is one element of learning in IncluCities. We define good practice as an initiative (policy, project, service, activity), which has been successful in one place and has some potential to be transferred to another place. In order to ensure learning from good practices, we propose to use the following template to ensure that the key aspects and context are understood by peers from outside your own context.

Name/Title of good practice?	
Where is it? <ul style="list-style-type: none"> City/geographic area 	
Lead agencies <ul style="list-style-type: none"> Who leads on the practice? 	
Context and rationale <ul style="list-style-type: none"> Why did the practice come about – what challenge was being addressed? Who did the practice aim to benefit (target population)? What did it hope to achieve? 	
Description <ul style="list-style-type: none"> When did the practice start? What was already in place which helped the practice succeed (preconditions for success)? What were the main activities? Who did the work needed? (key agencies and partners) 	
Resources needed (inputs) <ul style="list-style-type: none"> What resources were needed for this to be in place: funding, staff, volunteers, partners etc. 	
Result (outcomes, benefits) <ul style="list-style-type: none"> Who benefitted, how? What concrete change did it produce for its target group? Was it evaluated/monitored (if so what were results?) 	
Success factors <ul style="list-style-type: none"> What needs to be in place in order for this to be taken forward (pre-conditions for success)? What worked best /was most successful? 	
Risks and challenges <ul style="list-style-type: none"> Which were the greatest challenges and how did you 	

<p>overcome these?</p> <ul style="list-style-type: none"> • What are the biggest risks for a practice like this? 	
<p>Transferability</p> <ul style="list-style-type: none"> • What needs to be in place in order for this practice to be possible in another city? (pre-conditions for success) • What are the key 'dos and don'ts for cities wanting to develop a similar practice? 	
<p>Contact (Contact person and function)</p>	
<p>Further information</p> <ul style="list-style-type: none"> • Websites, reports, interesting information, Videos etc. 	

ANNEX 4 Setting up a local support network

Each mentee city will set up a support network of stakeholders within and outside the municipality who are critical for successfully addressing the challenges targeted by the mentoring scheme. Inspired by the Local Support Group model developed in the URBACT programme, this network will play a crucial role in developing an action plan as well as monitoring progress in implementing it.

Who should be on the Local Support Network?

With a maximum membership of ten people to ensure real interaction and engagement, the Local Support Network (LSN) should comprise key stakeholders with an interest in the problem or policy issues which the mentee city intends to tackle. There is no need to duplicate existing consultative structures or focus groups; this informal group is convened specifically to advise and support the municipality in carrying out the action plan produced in IncluCities.

LSN members may be actors who take part in the city's usual decision-making process, or those normally outside it. Ideally however they will at least have some experience of working in dialogue with city authorities, in previous projects or by receiving city support. They could for example be representatives of

- resident or community associations, from both migrant and non-migrant communities
- NGOs and other civil society bodies (including private sector) working on integration issues
- public agencies working in this field locally, possible including key council officers.

What should be their role?

- Help to identify what the city can offer to the project in the form of good practice, existing tools, site visits, policies and other experience.
- Help to disseminate the findings of the project to a wider local audience and ensure that end-users have a voice in the decision-making process.
- Contribute to exchanges.
- Assist the preparation of mentoring visits.
- Help the city, with its mentor, to elaborate its action plan.

How long should it last?

The LSN should be a light structure with no costs besides venue, catering, and perhaps attendance expenses). It can easily be reactivated, and welcome additional members. Ideally it should last long enough to see through the implementation of the city's action plan.

By communicating with people and structures outside the council, the LSN can help to

- show that the decision-making process is transparent and involves different voices
- confirm the participation and work of the city council's stakeholders
- attract the attention of funding authorities
- be presented as a good example for other cities that work on relevant issues
- gain the interest and trust of residents.

ANNEX 5 Preparing mentoring visits /Preparing site visits

Each of the two mentoring visits to the mentee city scheduled in IncluCities lasts 2.5 days.

Some proposals for the agenda are included in this guide. They typically include:

- Introductions to the local and national policy context by the mentee city and association
- Recap sessions in which the mentee city explains the state of affairs in the mentoring process, e.g. regarding needs analysis and action planning, and which allow the mentoring team to ask questions
- Interviews and focus groups with key stakeholders inside and outside the city administration, in which the mentoring team can find out more about other actors ideas about problems and solutions – keep in mind that people from your city meeting the mentoring team should be briefed about IncluCities
- Meetings with political representatives to help understand the degree of political commitment and
- Site visits which provide an in-depth and realistic understanding about the mentee city's situation, existing policies etc.
- Good practice presentations from the mentor city and association
- Workshop formats in the mentoring team to discuss what has been learned and where to go from there

A draft agenda for each visit will be agreed at the working group meeting one month ahead of the visit.

Separate briefing on the practicalities of organising travel etc. will be provided.

ANNEX 6 Needs analysis template

The following needs analysis template serves to identify needs in mentee cities, and match them with context information provided by mentee city associations.

Other sections of the same document are used to record the strengths and experiences of mentor cities, and again the context for these from the perspective of mentor city associations.

Role as Mentor / Mentee	
City Association Partner	
City	
People contributing and their title/organisation/role	
CEMR/MigrationWork Facilitator	
Version / Last updated	Version 1.1, 17 April 2020

Section 1: Strengths in mentor cities

This section is about understanding where and how your city can contribute with your experience and good practice to IncluCities.

In which policy areas do you consider your city as particularly experienced?	
Which projects and policies in this area would you consider as good practice that can be and is worth being replicated in other cities? (explain why)	
Which other actors from outside your department (e.g. immigrant organisations, employer organisations, unions) would be relevant for your city taking a mentoring role on the topic(s) mentioned above?	

Section 2: Challenges / needs in mentee cities

This section is about understanding what your city wants to achieve by participating in IncluCities as mentor city.

Which challenge/problem/needs of your city in the area of integration policies do you want to address in this project? (please try to be as specific as you can)	
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Are there any cross-cutting topics (e.g. communication, evaluation, participation etc.) you would like to see addressed in addition to a thematic focus?	
Why would you like to address the need you identified above (e.g. evidence provided by immigrants, the wider population, researchers or city staff on gap or current policies not working etc)	
What do you think you could learn from other cities to tackle this challenge?	
What impact/result would you like to see in your city (or region) to address the challenges identified above as a result of a mentoring scheme conducted in IncluCities? What would you like IncluCities to help change/start/develop?	
Which are the key actors outside your department you need to work with to tackle the challenge you have outlined? <i>For instance: other departments of the city council, other levels of government, private actors, civil society, migrants' groups.</i>	
Are there any challenges in working with these other actors ? Do any relationships need strengthening?	
What existing resources / strengths can you build on to tackle the challenge?	
What are the biggest obstacles for your city in tackling this challenge? (e.g. funding, knowledge, political commitment, co-operation,.....)	
Who are the people who need to be involved in a) creating and b) approving the action plan developed in IncluCities to be successfully implemented?	
How do you think IncluCities may be beneficial for your project, other than through learning? For example, do you want to raise the profile of the work locally, or gain political commitment to	

the work?	
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Section 3: The local context

This section will help us understand the context of the challenge you want to address by participating in IncluCities, and will help to understand the circumstances you are working in.

Issue	Situation in your city
<p>How has migration developed in your city over the last few years? What have been the key trends and issues?</p>	
<p>Current local context on migration</p> <ul style="list-style-type: none"> - Number of inhabitants in your city - Number of people with a migrant background / foreign born / non-nationals in your city - Main nationalities and status groups (e.g. refugees, asylum seekers, economic migrants,...) in the city 	
<p>What is the approximate size of the municipal annual budget in your city? And what (if you know) is the proportion of this, (or the actual amount) dedicated for integration work and migrant/refugee services?</p>	
<p>What are the key policy developments, initiatives and institutions in your city which are relevant for the specific topic identified above, e.g.</p> <ul style="list-style-type: none"> ▪ Main content of your city's integration concept/strategy if applicable ▪ Relevant sectoral policies ▪ Municipal funded or supported institutions ▪ Key NGO networks or organisations ▪ Formal relationships between city and immigrant NGOs (e.g. consultative body, migrant NGOs) 	

as service providers...) ■ Key migrant groups	
<p>Are there any other important factors about your city?</p> <p>Are there any particular issues, sensitivities or local concerns in relation to migration that might be relevant for IncluCities? E.g.</p> <ul style="list-style-type: none"> ■ Sensitivities around city's work with migrant population ■ Public attitudes ■ Competition between agencies which may undermine cooperation ■ Funding and budget issues ■ Powers of the city administration ■ Legislation which impacts on your work, now or in the future ■ Other (please explain) 	

Section 4: The city association and the wider national (and when relevant: regional) context

Strengths / experiences (in particular for mentor associations)	
In which areas related to immigrant integration do you consider your city network as particularly experienced? (e.g. areas on which the network has worked recently)	
Which of your association's and members' projects and policies in this area would you consider as good practice that can be and is worth being replicated in other cities? (explain why)	

Needs (in particular for mentee association)	
Which are the key challenges/problems/needs for your member cities that could be addressed through mentoring in IncluCities? (please try to be as specific as you can)	

Are there any cross-cutting topics (e.g. communication, evaluation, participation etc.) you would like to see addressed in addition to a thematic focus on a certain area of integration policies?	
Do you have evidence about why the need identified should be addressed? (e.g with regard to evidence provided by immigrants, the wider population, researchers or city staff)	
How would you describe the national (and where relevant: regional) governments' role in meeting the local challenge identified above? In how far is it facilitating/hindering meeting these challenges?	
Which of your association's and members' projects and policies in this area would you consider as good practice that can be and is worth being replicated in other cities? (explain why)	

National/regional context and role of your city association	
In how far is the political and migratory context of your member city participating in IncluCities typical for cities you represent? In how far does it diverge from other cities? <i>(think about this from the perspective of replicating the results of the learning in IncluCities to other members; describe similarities and differences)</i>	
What is your associations' relationship (formal competences as well as formal and informal relations) to regional and national government in the policy area? (e.g. taking part in a formal consultation mechanism, etc.)	
In the given policy area, in how far do national (and where relevant regional) governments provide a supportive policy framework for local	

authorities (e.g. through consultation, coordination, information sharing, capacity building, funding, etc.)?	
In the given policy area, in how far are local and national (where relevant: regional) governments sharing the same policy objectives ?	
<p>Are there any other important factors about your regional/national context?</p> <p>Are there any particular issues, sensitivities or concerns at national/regional level in relation to migration that might be relevant for IncluCities?</p> <p>E.g.</p> <ul style="list-style-type: none"> ▪ Sensitivities around city's work with migrant population ▪ Public attitudes ▪ Competition between agencies which may undermine cooperation ▪ Funding and budget issues ▪ Powers of the city administration ▪ Legislation which impacts on your work, now or in the future ▪ Other (please explain) 	
Which are the main activities of your city association to foster mutual learning between your member cities in the given area and, where relevant, beyond?	

ANNEX 7 Action planning template

Mentoring Scheme (title): MENTEE CITY + ASSOCIATION: MENTOR CITY + ASSOCIATION: Date/Version:					
A General Part: Title (specifying aim of action plan in general part, as far as possible)					
1. ACTIONS (what you will do to meet the needs identified)	2. OUTCOMES (Which outcomes do you expect from each of these actions)	3. IMEFRAME (When will actions happen?)	4. WHO LEADS? (for each action)	5. RESOURCES AND PARTNERS (staff, partners, funding you will use)	6. VALUATING SUCCESS (What will show we have been successful?)
1.					
2. ...					
B Specific Part: Title (specifying aim of action plan in the specific area)					
1. ACTIONS (what you will do to meet the needs identified)	2. OUTCOMES (Which outcomes do you expect from each of these actions)	3. IMEFRAME (When will actions happen?)	4. WHO LEADS? (for each action)	5. RESOURCES AND PARTNERS (staff, partners, funding you will use)	6. VALUATING SUCCESS (What will show we have been successful?)
1.					
2. ...					