

includities

City-to-city mentoring: A methodological guide

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CEMR

The Council of European Municipalities and Regions (CEMR) is the oldest and broadest European association of local and regional governments. We are the only organisation that brings together the national associations of local and regional governments from 41 European countries and represents, through them, all levels of territories – local, intermediate and regional.

INCLUCITIES

The IncluCities project (2020-2023) aims to improve integration of third-country nationals in middle-sized cities through city-to-city cooperation. Eight municipalities, with varying degrees of integration-related experience, and their national associations of local and regional government participate in the project, led by CEMR and funded by the Asylum, Migration and Integration Fund (AMIF) of the European Union.

MigrationWork

MigrationWork is a non-profit consultancy helping communities, practitioners and policy-makers to respond to migration in ways that move towards integration. MW has long-standing experience in organising mutual learning between local practitioners across Europe.

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1

Introduction

The IncluCities project drew on mentoring between cities and city associations with different degrees of experience as tool for knowledge transfer. The project can be seen as a pilot to explore the potential of this tool in mutual learning within city associations and networks.

Mentoring is a powerful method to provide personalised, 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.

Mentoring is usually based on the **mentor** having considerably more experience than the mentee, the person being mentored. But this is not crucial. Indeed participants tend to find that both sides have something to learn and something to share. 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 has been used as a tool for peer support by cities to develop **locally specific solutions to policy challenges** and to **trigger changes** in local practice. **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 in testing and promoting the wider use of mentoring as a standard tool within their membership or between city networks.

Theme	Mentee	Mentor
Building a city for all	Capaci and the Associazione Italiana per il Consiglio dei Comuni e delle Regioni d'Europa (AICCRE) - Italy	Mechelen and the Vereniging van Vlaamse Steden en Gemeenten (VVSG) - Belgium
Conducting a strategic assessment of the needs of migrant residents and developing an appropriate, gender-sensitive approach	Saint-Jean-de-la-Ruelle and the Association Française du Conseil des Communes et Régions d'Europe (AFCCRE) - France	The City of Brussels and the Association Ville et Communes de Bruxelles - Vereniging Stad & Gemeenten Van Brussel (BRULOCALIS) - Belgium
Building inclusive cities with migrants	The city of Levadia and the Central Union of Municipalities of Greece (KEDE) - Greece	Fuenlabrada and Federación Española de Municipios y Provincias (FEMP) - Spain
Fostering formal and informal language learning opportunities for migrants	The city of Jelgava with the Latvijas Pašvaldību savienība (LALRG) - Latvia	Schaerbeek and Association Ville et Communes de Bruxelles - Vereniging Stad & Gemeenten Van Brussel (BRULOCALIS) - Belgium

This guide has been developed originally to accompany the mentoring process between city-associations and their members in the IncluCities project, in which seven city-associations and eight of their member cities formed four mentoring schemes. Starting from a needs analysis, each mentoring scheme held three mentoring visits and many online meetings to help the mentee city to develop an action plan to improve its integration policies.

As a legacy of the IncluCities project, this guide has been updated to disseminate the practice of peer mentoring between cities and city networks in and beyond the area of integration policy and support the use of mentoring as a tool for knowledge transfer and learning. The guide presents the actors involved in the mentoring process, and provides step-by-step guidance on defining the scope of the mentoring process, matching mentors with mentees and developing an action plan in a series of mentoring visits.

It also covers possible adaptations of the mentoring process and provides an annex with further guidance in the form of short summaries and templates for needs analysis and action planning.

We hope that this little guide can inspire and support city-to-city learning in institutions such as city networks and associations, in projects and in more informal contexts.

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The actors and their roles in IncluCities

The Council of European Cities and Regions (CEMR)

coordinated IncluCities and structures the project's implementation with the goal of helping to improve integration policies among its membership and testing new learning tools for mutual learning.

The mentee cities

aimed to improve selected aspects of their integration work on the relevant theme. Together with the mentor teams, they identified the changes they wanted to make and planned the actions needed to achieve them and started carrying them out.

The mentor city

helped the mentee city in planning to achieve change. It did 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 encouraged them to see what needs changing, to identify options for change and the risks involved and to move towards the chosen solution.

The municipal associations

provided support by connecting each mentoring scheme with its wider regional or national context,

e.g. political and legal frameworks set at other levels of government. They also helped to understand the extent to which the mentee cities' problems are typical for other cities. Conversely, the municipal associations' political agendas were also informed by the mentoring experience and the support gaps it illustrated and identified.

The Local Support Group

gathered, in each mentee city, the stakeholders that were the most relevant for achieving the envisaged change. They participated in the mentoring process from the needs analysis to the finalisation of the action plan. The group included representatives of migrant and ethnic minority associations, and others as determined by each topic: for example, business and trade union representatives, other civil society groups and academic experts. Where possible, the mentor city local support group mirrored the stakeholders that were engaged on the mentee's side.

Facilitators

provided methodological support across the mentoring process to get good results, and to allow the protagonists of the project to focus on the content of their exchange. In IncluCities the facilitators were provided by MigrationWork, a not for profit consultancy that seeks to make migration work well for all involved.

Defining common ground for the mentoring scheme

One of the core advantages of mentoring is its flexibility in adapting to specific support needs, in our case, of municipalities that want to develop their integration policies. Mentoring and city-to-city learning, however, is usually not about copying & pasting solutions that have been found elsewhere, as contexts vary considerably from one city and country to another, and demand adaptation. So in order to effectively transfer knowledge, the parties engaging in it have to be conscious of their commonalities and differences in their institutional framework, migratory context and understanding of integration.

When mentoring happens between members of a national or regional city association, there is usually a solid common basis of similar legal, budgetary and political conditions, for instance, and sometimes even a track record of work that has happened in this context. At a transnational level, however, this common ground is usually less obvious, as normative documents at European or International level often are pretty generic and lack technical detail. There are, however, some documents that were developed based on transnational work between cities, such as the Eurocities [Integrating Cities Toolkits](#) and How-to-Guides, the European Coalition of Cities against racism's [Toolkit for equality](#), the [Intercultural Cities questionnaire](#), the [PLATFORMA's Training Module](#) on Localizing the SDGs or the [CEMR toolkit](#) Equality of women and men in local life.

The IncluCities benchmarks

Mentoring processes can rely on such standards and equally contribute to developing them further. In IncluCities, MigrationWork developed thematic benchmarks for the areas covered by the mentoring schemes together with the cities and associations. The benchmarks drew 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.

The IncluCities benchmarks for each mentoring scheme were broken down into **key factors**, which are the critical conditions for success. Taken together, they represent all elements that an "ideal city" would need to have in place to be successful in the policy area. 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. **Good practice examples** illustrate how other cities have met or come close to the defined standard. Finally, the benchmark also identifies **context factors**, which are key conditions outside the control of local government to be taken into account by when assessing what key factors the city has to work on to reach the benchmark, e.g. national legislation, budgets set at regional or national level and migration trends.

An example key factor from IncluCities benchmark on providing formal and informal opportunities for language learning

Key Factor	Rationale	Guide questions, tips and examples
<p>8 Supporting non-formal language learning through volunteering</p>	<p>Volunteer work offers a great potential for language learning. It can reach migrants who are not reached by or available for classroom-based learning and can provide highly personalised support.</p> <p>There are a variety of settings in which volunteering can support language learning, including within existing services (e.g. drop-in cafés, community centres, cooking clubs, social support in working with migrants in the education and health sectors). Volunteers can take roles such as language buddies and mentors, tutors for small groups or assistants/coaches in formal language courses and carry language learning into the real world.</p> <p>In order to embrace this potential, cities can:</p> <ul style="list-style-type: none"> - run campaigns to recruit language volunteers, also within wider volunteering initiatives - initiate a local network for language volunteering to coordinate offers - provide an information service for non-formal language learning opportunities (this can also be part of a wider service facilitating access to language learning opportunities) - provide training for language volunteers together with volunteer and language learning organisations - help organisations to monitor and improve language learning outcomes. 	<p>Questions to help you assess whether this key factor is in place in your city:</p> <ul style="list-style-type: none"> • Are migrants in your city aware of volunteering opportunities through which they can improve their language skills? • Are volunteer initiatives making efforts to engage migrants? • Are existing volunteering projects attractive to migrants living in your cities? • Have you explored, together with volunteering initiatives, how to support language learning in these initiatives? <p>Practical tips:</p> <ul style="list-style-type: none"> • The Erasmus project VIME developed training modules for language volunteers and other support material which provides a good basis for getting started with supporting language learning through volunteering. <p>Good practice examples:</p> <ul style="list-style-type: none"> • In the project EIL- European Integration Languages partners experimented with “sociolinguistic workshops” for language learning in informal settings, such as a multicultural choir or cooking workshops. https://epale.ec.europa.eu/en/blog/eil-european-integration-languages • In the framework of its <u>CAMIM</u> project, the city of Schaerbeek has developed, based on a consultation with migrants and migrant organisations, a volunteering platform with opportunities allowing migrants to improve their French language skills. www.via.brussels/projet-camim

Why define common ground?

A benchmark structures the mentoring scheme by defining its scope and providing a common standard for cities to aspire to. It can serve as a checklist for the mentor and mentee city to identify their strong and weak points, and help to choose a focus. The benchmark represents a menu of options on which aspects of the city strategy (i.e. which key factors) the mentoring process should focus. It can help to define:

- 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?

In the end, it is up to the cities and city networks engaged in the process to decide whether defining common ground through a benchmark is necessary or not. As with all the other guidance tools provided in this guide and its annex, cities engaged in mentoring need to choose which make sense for their situation and objectives and which can be left out (see also chapter 6. on possible adaptations of the mentoring process).



Don't be intimidated by the benchmark! It is an ideal standard based on good practice from a wide range of sources, and it is unlikely to be met by any existing city. However, by identifying key success factors for a given policy area, the benchmark can help you to better understand what are the options you have to improve your policies.

Preparing the mentoring process

Needs analysis

A mentoring process should start from **needs identified by the mentee city in a dedicated needs analysis** (see needs Analysis template, ANNEX 2), which it ideally conducts with all relevant stakeholders, including migrant representatives. Needs are policy or support gaps or coordination problems that demand new policies or the revision of existing ones. An initial draft needs analysis should be conducted before looking for a mentor city, in order to ensure that the mentor city is confident that it can help with the areas identified as needs.

Needs may be identified in specific sectors of integration policies (e.g. housing, employment etc.) or cross-cutting topics (e.g. evaluation, communicating about migration). The needs analysis should explain clearly the problem/s that the mentee city would like to address, their wider context (e.g. local, regional and national policy frameworks) and the resources it has at its disposal (staff, budgets). City associations can provide key information in particular on multi-level governance frameworks.

As part of the needs analysis, it is also important that the mentee cities identify **obstacles to change**, e.g. in terms of resources, coordination problems or a lack of political leadership. The actors who will be involved in the mentoring process should also **critically reflect on their position and capacity to act as agents of change** and to implement the ideas that emerge from the mentoring process, and particularly on the degree of support they have or could get from senior managers and politicians.

Once a mentor city is identified, the draft needs analysis can be revised, with the help of the mentor team and is a good basis for mentor and mentee to engage initially (this can also be incorporated into the training described below).

Recording strengths and experiences on the mentor side

In order to find a suitable match for the mentee city, potential mentors should also record their particular strengths, experiences and best practices as well as the wider governance context within which they work, with the support of a city association. ANNEX 3 provides a template for doing this.

Pairing mentors with mentees

Based on the needs recorded by the mentee city, it should now be possible to match it with a suitable mentor. This matching will happen in very different contexts and based on more or less detailed information. If it is part of the preparation of a funding application, there will be less time than when building mentoring pairs based on a call within a city network. In all cases, it is important to identify clear criteria for the matching process. In addition to looking at matches between mentee problems and mentor experience, it is also helpful to consider whether both sides have similar demographic/social/economic profiles or operate in similar multi-level governance contexts.

Mentoring training

A training session with all parties involved in the mentoring process, which seeks to clarify the role of each partner, the mentoring method and the timeline of the process is highly recommended. Building trust between mentor and mentee is at the heart of the mentoring process and face-to-face training can be a first step in this.

Training can address questions such as

- What is mentoring between cities and city networks and what are the benefits?
- What are the responsibilities of each partner in the mentoring process?
- What are the main steps of the mentoring process?
- Which documents support the mentoring process?
- What are the expectations of all partners involved?

In IncluCities, two half days of online training provided an introduction to mentoring as well as opportunities for the mentoring schemes to get to know each other, finalise their work on the thematic benchmarks and to define the thematic scope of their work.

Refining the needs analysis and defining the scope of the mentoring process

Training can also incorporate a first workshop in which mentors and mentees can provide additional details which are more focused on the theme of each mentoring partnership - providing a better understanding of goals, existing resources, who should be involved and what are the obstacles to change - the basis for detailed planning of the process. Involving the local support network and the city association will provide additional depth to the analysis.

This should specify which of the mentee's objectives to focus on and which aspects of the mentor's practice the mentee city might find the most useful for making this change.

Stakeholder involvement and setup of local support group

In the mentoring scheme, it is important to get all relevant stakeholders on board to accompany the whole mentoring process, ideally from the initial needs analysis to the finalised action plan. The local stakeholder group should always include migrant representatives, but the profile of other participants generally depends on the theme itself and the scope of the proposed action plan. Co-designing the action plan with stakeholders and including them in the mentoring process will ensure that all relevant perspectives are on board when defining the problems and the best ways to address them.

In IncluCities, most mentee cities formed a local support group which in some cases was mirrored by a similar group in the mentor team. They provided key input in the action planning process and were part of the mentoring visits. In some cases, the participation of stakeholders also contributed to bringing the relations between municipal administration and external stakeholders to a new level.

Ensuring political commitment

At an early stage in the process, when the action planning/mentee 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. The mentoring process can be a good opportunity to consolidate political commitment, e.g. by organising fora and exchanges between politicians from the mentor and mentee side.

In IncluCities for instance, Capaci's Mayor, Pietro Puccio, provided a strong lead to the action plan and embraced it from the beginning. This political leadership was critical to securing the interest, commitment and cooperation of multiple actors in the city. In addition, various existing networks of local support were brought into play to support the roll out of the pilot 'Buddy Project', which Capaci decided to transfer from its mentor, Mechelen.

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The mentoring process

This is the core part of the mentoring process, in which actions are defined to meet the objectives identified in the needs analysis.

Mentoring visits serve to get a better understanding of the mentee city's challenges and resources. They bring together the mentor city and association, the mentee city and association and the local support network of stakeholders. Visits to the mentor city can enable the mentee to see in detail how processes and projects there operate and understand more easily what might and might not be transferable.

Mentoring visits combine site visits with conversations with stakeholders and more conceptual discussions within the mentoring team. They are fact-finding missions to build an understanding of the challenges

of the mentor or mentee city in its actual social, urban and political context and to find the best solutions to tackle them.

But they 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. And visits to the mentor city can build the profile of the work they are doing and provide opportunities for reflection.



To consider: the mentoring process can end with a finalised action plan, or can go beyond this and cover the implementation phase. In the latter case, the mentor's role would be to support and help monitoring the implementation of actions.

Several mentoring visits can be planned, in which each can represent the different stages in the process of planning and implementing policy change. It makes sense to have a visit both to the mentor city and to the mentee city. If three visits can be organised, the first and last visit should be organised in the mentee city.

In IncluCities, two 2-day physical mentoring visits were held, one to the mentee city and one to the mentor city. Another virtual “visit” to the mentee city, due to the pandemic, was also organised.



Each visit should be carefully planned in advance, to determine what the visitors need to see, and who they should speak to.

The visits described below are only the highlights of the mentoring process. Between the visits, online collaboration needs to take place, e.g. to prepare the technical side of the visits and to work on drafts of the action plan.

In the following, we describe schematically a suite of three mentoring visits and how they would contribute to the development of an action plan.

**1st
visit**

Mentee city: setting the scene

The first visit to the mentee city should introduce the mentors to the local context and lead to a first draft of actions that result from the interaction with the mentee city representatives and stakeholders.

- Recap by mentee city and association on key issues from needs analysis, clarifying questions to be answered during the visit
- 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 with local stakeholder group

The meeting should lead to a first list of actions to be developed, drawing on the action planning template (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.

2nd visit

Mentor city: inspiration

- Introduction to the mentor city context - clarifying questions to be answered during the visit
- Interviews and focus groups for Identifying potential actions and obstacles, including with the local support network
- Visits and presentations of good practice from mentor city (This can be pre-recorded in the good practice template, ANNEX 4)
- Workshop on action planning - revising mentee city action plan based on mentor city visit and any new ideas that have been generated

3rd visit

Mentee city: consolidation of action plan

The last visit to the mentee city should serve to clarify some final details of the action plan and think ahead towards its implementation. It could include the following elements:

- Recap by mentee city and association on remaining issues to be clarified in the action plan
- Interviews and focus groups for Identifying potential, in particular with key actors for the implementation of the action plan
- Presentation of final action plan in the presence of politicians and local stakeholders

After the mentoring visits

Now the city can begin work to turn its action plan into reality, starting with a formal approval process inside the municipal administration. 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.

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Possible adaptations of the mentoring process

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

Options for adaptations that can be considered:

- **A different focus for mentoring:** 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 the evaluation of initiatives
- **Changing the order or number of visits:** As stated above, the number of visits and the forms of interaction can be adapted to the specific objectives of a mentoring process. It can take 1 or 5 years and consist of 2 or 10 meetings. We do believe, though, that visits to both mentor and mentee city are important.
- **Mentoring 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 agree 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:** City associations are ideal to 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.
- **Beyond mentoring:** for designing multilateral forms of mutual learning and support between cities with similar levels of experience, a community of practice may offer a better framework than mentoring to discuss technical challenges and jointly find solutions in all participating cities. In a community of practice, all cities both contribute their experience, skills and knowledge and learn from the other participants. They can be structured in a similar way to mentoring, with benchmarks, study visits and developing action plans.

Annexes

ANNEX 1 - 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 and encouragement

Mentors do not

- give professional or legal advice
- offer counselling or 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.

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 and does it!

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 2 - 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.

Mentees: Needs analysis, local and national context	
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)	
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 process?	
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 the mentoring process 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?	

The local context

<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? Are there any particular issues, sensitivities or local concerns in relation to migration that might be relevant for this exchange? 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) 	

National/regional context and role of city associations

<p>In how far is the political and migratory context of the mentee city 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 with other members; describe similarities and differences)</i></p>	
<p>What is your association's relationship (formal competences as well as formal and informal relations) to regional and national governments in the policy area? (e.g. taking part in a formal consultation mechanism, etc.)</p>	
<p>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.)?</p>	
<p>In the given policy area, how far are local and national (and, where relevant, regional) governments sharing the same policy objectives?</p>	
<p>Are there any other important factors about your regional/national context? Are there any particular issues, sensitivities or concerns at national/regional level in relation to migration that might be relevant for the mentoring process? E.g.</p> <ul style="list-style-type: none"> ● Sensitivities around cities' work with migrant population ● Public attitudes ● Competition between agencies which may undermine cooperation ● Funding and budget issues ● Powers of city administrations ● Legislation which impacts on your work, now or in the future ● Other (please explain) 	
<p>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?</p>	

ANNEX 3 - Mentor cities' strengths and experiences and their local and national context

The following template can be used to identify areas in which a mentor city might provide support

Mentors: Strengths and experiences and their local and national context	
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?	

The local context	
How has migration developed in your city over the last few years? What have been the key trends and issues?	
Current local context on migration <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 	
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?	
What are the key policy developments, initiatives and institutions in your city which are relevant for the specific topic identified above, e.g. <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? 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) 	
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National/regional context and role of city associations	
<p>In how far is the political and migratory context of your member city typical for cities you represent? How far does it diverge from other cities? <i>(think about this from the perspective of replicating the results of the learning with other members; describe similarities and differences)</i></p>	
<p>What is your association's 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.)</p>	
<p>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.)?</p>	
<p>In the given policy area, in how far are local and national (where relevant: regional) governments sharing the same policy objectives?</p>	
<p>Are there any other important factors about your regional/national context? Are there any particular issues, sensitivities or concerns at national/regional level in relation to migration that might be relevant for IncluCities? E.g.</p> <ul style="list-style-type: none"> ● Sensitivities around cities' 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) 	
<p>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?</p>	

ANNEX 4 - Analysing good practice

Presenting good practice from cities can be a useful tool for learning. 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. The following template can help 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 the 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 overcome these? • What are the biggest risks for a practice like this? 	
Transferability <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? 	
Contact (Contact person and function)	
Further information <ul style="list-style-type: none"> • Websites, reports, interesting information, Videos etc. 	

ANNEX 5 - Setting up a local support network

A local 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.

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 6 - Action planning template

Mentoring Scheme (title): Mentee: Mentor: Date/Version:					
1. ACTIONS (what you will do to meet the needs identified)	2. OUTCOMES (Which outcomes do you expect from each of these actions)	3. TIMEFRAME (When will actions happen?)	4. WHO LEADS? (for each action)	5. RESOURCES AND PARTNERS (staff, partners, funding you will use)	6. EVALUATING SUCCESS (What will show we have been successful?)
1.					
2.					
3.					

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