

# Ten Steps to an Intercultural City Policy

**NOTE** – Cities are advised to begin the policy-making process by conducting some form of public opinion survey. An identical survey can be carried out at the end of the process to measure what the impact has been. Examples of the kinds of questions that should be asked in such a survey can be found at [www.ec.europa.eu/public\\_opinion/flash/fl\\_217\\_sum\\_en.pdf](http://www.ec.europa.eu/public_opinion/flash/fl_217_sum_en.pdf) and at <http://195.153.208.93/polls/2006/pdf/cre2.pdf>

Suggested activities	Examples and Resources	Questions	Indicators
<b>1. Make a public statement that the city explicitly understands and is adopting an intercultural approach.</b>			
<p>Take an iconic action to symbolise the transition to a new era, for example through:</p> <ul style="list-style-type: none"> <li>making atonement for a past misdeed or</li> <li>designating a day devoted to intercultural understanding.</li> <li>establishing awards or other schemes to reward and acknowledge single acts or lives devoted to building intercultural trust and understanding.</li> </ul>	<p>The city of <b>Galway</b> in Ireland has declared itself an intercultural city and set out an 'intercultural framework' in its three year strategy 'Towards a City of Equals'. It has an action plan constructed around five themes:</p> <ul style="list-style-type: none"> <li>Enhancing protection against racism.</li> <li>Ensuring economic inclusion and equality.</li> <li>Accommodating cultural diversity in service provision.</li> <li>Recognition and awareness of cultural diversity and racism.</li> <li>Enhancing the participation of cultural and ethnic minorities in Irish society.</li> </ul> <p>but also represents a powerful statement of the city's intent  <a href="http://www.galwaycity.ie/AllServices/CityDevelopmentBoard/ProjectsandSchemes/TowardsaCityofEquals-Anti-RacismStrategy/">www.galwaycity.ie/AllServices/CityDevelopmentBoard/ProjectsandSchemes/TowardsaCityofEquals-Anti-RacismStrategy/</a></p> <p>The project Neuchâtoi (a play of words for Your <b>Neuchâtel</b>) which ran for over 9 months in 2006, involved hundreds of events (conferences, plays, exhibitions, posters....and many other types) and partners inviting people to question their customary idea of the city's identity and develop a more pluralistic idea of Neuchâtel, a city with around 25% foreign residents.  <a href="http://www.neuchatoi.ch/nat/78.php">http://www.neuchatoi.ch/nat/78.php</a>.</p> <p>On 9 December 1999 <b>Liverpool</b> City Council passed a formal motion apologising for the City's part in the slave trade. It was unanimously agreed that Liverpool acknowledges its responsibility for its involvement in three centuries of the slave trade. The City Council has made an unreserved apology for Liverpool's involvement and the continual effect of slavery on Liverpool's black communities. On 22 August 2007, the International Slavery Museum was opened in the city, see <a href="http://www.liverpoolmuseums.org.uk/ism/">www.liverpoolmuseums.org.uk/ism/</a></p> <p>A number of cities now make awards to highlight intercultural behaviour. The city of <b>Bern</b> launched an annual <i>Integrationspreis</i> in 2004 to the individual who achieves the most in cultural integration each year <a href="http://www.bern.ch/stadtverwaltung/bss/ki/IP">www.bern.ch/stadtverwaltung/bss/ki/IP</a></p>	<p>How can the city let local people know that being 'intercultural' is not just a word but a new way of doing things?</p> <p>How can the city signal to different sections of the community that they each have a role to play?</p> <p>What incentive will encourage people to behave more intercultural?</p>	<p>The percentage of people who feel that they belong to (a) the country, (b) the city, (c) their neighbourhood.</p> <p>The number of mentions the initiative receives in the media</p> <p>Number of visitors, inward investors and relocating businesses surveyed who refer to the city's positive community relations.</p>

## 2. Initiate an exercise to review the main functions of the city 'through an intercultural lens', and establish some flagship trial projects

<p>Conduct a reappraisal of the policies of the council (and other public agencies) and ask the question: 'if greater cross-cultural interaction was a priority for this city, how would we run our services differently?'</p>	<p>The UK Government has developed a tool for assessing the impact of community cohesion and community conflict prevention policies, see: <a href="http://www.communities.gov.uk/documents/communities/pdf/communitycohesionool.pdf">http://www.communities.gov.uk/documents/communities/pdf/communitycohesionool.pdf</a></p>	<p>How to establish an understanding that interculturalism is not just the responsibility of a few race equality or migration specialists, but all the professional disciplines within the city?</p> <p>How to assess the impact of changing policies and demonstrate progress.</p>	<p>The number of people who say they believe that local ethnic differences are recognised and respected by the city's public services.</p>
<p>In <b>education</b>, establish a few schools and colleges as intercultural flagships, with high investment in staff training, intercultural curriculum, co-operative learning models, closer links with parents and community, twinning links with monocultural schools, and citizenship education.</p>	<p>In the British city of <b>Bradford</b>, the education authority found that in some neighbourhoods schools were increasingly polarising into becoming all white or all-non white. This was allowing little opportunity for children to learn more about each other. A process of linking between over 70 local schools has now led to much closer co-operation and joint working between staff and pupils. Pupils have on average made 2.6 new cross-cultural friendships since the project began <a href="http://www.bradfordschools.net/slp/">www.bradfordschools.net/slp/</a></p> <p>The neighbouring borough of <b>Kirklees</b> has attempted to extend the community cohesion potential of twinning through the involvement of adults other than teachers, not only parents but also non-teaching assistants and playtime assistants who are often people with significant networks and influence in a locality. This has been well received by parents <a href="http://www.kirklees.gov.uk/you-kmc/bigpicture/storypdfs/CED10-SchoolTwinning.pdf">www.kirklees.gov.uk/you-kmc/bigpicture/storypdfs/CED10-SchoolTwinning.pdf</a></p> <p>Several multicultural schools have been set up in Greece in areas with particularly diversified school population. These schools have a special curriculum and reinforced links with the local community.</p> <p>Albert-Schweitzer-School (ASS) in <b>Berlin Neukölln</b>. Currently 530 pupils attend the ASS, 85 % are migrants or have at least a migration background. The school is in the process of developing a concept for a full-time day school providing special support for the acquisition of a standard language knowledge in German and cultural education in general. See also: <a href="http://www.albert-schweitzer-schule.de">www.albert-schweitzer-schule.de</a></p>	<p>Is the school experience helping young people to build cross-cultural relationships or is it reinforcing cultural separation?</p> <p>Is 'intercultural competence' part of the school curriculum?</p> <p>Are school teachers trained in intercultural competence?</p> <p>Does the ethnic profile of schools reflect the diversity of the city or is there a trend towards polarisation and monocultural schools?</p> <p>How can an intercultural school have an influence on its wider community?</p>	<p>How many children say they have made more friends from a different culture as a result of a special initiative.</p> <p>Do educational outcome improve in schools where mixing is encouraged?</p> <p>Numbers of schools where children learn about other cultures and have the chance to practically experience them.</p>

<p>In <b>the public realm</b>, identify a number of key public spaces (formal and informal) and invest in discrete redesign, animation and maintenance to raise levels of usage and interaction by all ethnic groups; develop a better understanding of how different groups use space and incorporate into planning and design guidelines.</p>	<p>Sense of Place in <b>Manchester</b> is a new form of community planning which draws upon a much wider and deeper range of cultural factors to inform city planners on the future development of neighbourhoods, see <a href="http://www.manchester.gov.uk/downloads/Manchester_A_Sense_of_Place.pdf">www.manchester.gov.uk/downloads/Manchester A Sense of Place.pdf</a></p> <p>The <b>London Borough of Lewisham</b> has pioneered a new way of looking at city planning through an intercultural lens, see: <a href="http://www.lewisham.gov.uk/Environment/Regeneration/DeptfordTownCentre/InterculturalCity.htm">www.lewisham.gov.uk/Environment/Regeneration/DeptfordTownCentre/InterculturalCity.htm</a></p> <p>The <b>London Borough of Tower Hamlets</b> is the most diverse part of London. It is replacing all its libraries and transforming them into spaces of community interaction. The objectives of the Council are: ... to bring the community together and to empower individuals to help themselves, whether it is learning to read, pursuing hobbies, expanding their knowledge or seeking a job. An Idea Store is an ideal place to browse and borrow books, read a newspaper or magazine, learn new skills, surf the net or to relax and meet friends over a coffee in a fun and stimulating environment. The physical presence of an Idea Store is striking. Firstly, it does not have a defined threshold between street and library so one is drawn inside without the feeling one is crossing any kind of boundary. This helps to create the sense of neutrality of the space which encourages users to interact. <a href="http://www.ideastore.co.uk/">www.ideastore.co.uk/</a></p> <p><b>Berlin Neukölln: „Käpt’n Blaubär“ – Meeting point for kids and parents</b>  Due to the fact that there was no meeting point for children and youngsters in the whole area, the neighbourhood management established a new playground and a small building (financed by the programme „Soziale Stadt“ – Social city which is funded by the Land of Berlin, the federal government and the European Union). The team of “outreach” monitors the project. „Outreach“ is an alternative to the traditional social youth work in youth centres. <a href="http://www.outreach-berlin.de">www.outreach-berlin.de</a></p> <p>In on one of the migrant neighbourhoods in <b>Lyon</b> regular café-discussions are organised where migrant women talk about their traditions in different areas – marriage, cuisine etc.</p>	<p>Do the city’s main public spaces and institutions reflect its diversity or are they monocultural?</p> <p>How do different groups behave in the city’s public places: do they seek or avoid interaction? Is the atmosphere positive, indifferent, or tense?</p> <p>What is the status of the public realm in the city? Is it protected, safe and well maintained, is it becoming privatised, is it deteriorating or unsafe?</p> <p>Are the city planning and built environment professionals trained in intercultural competence?</p> <p>Is social interaction considered a priority in the planning guidance for new public spaces?</p>	<p>Numbers of people of different ethnicity who use public spaces and institutions.</p> <p>Numbers of people who say they have met people of a different ethnicity in a public space (by survey).</p> <p>Proportion of people who feel they know more people of different ethnicity now than they did 5 years ago.</p>
<p>In <b>housing</b>, trial programmes in allocation and publicity which give ethnic groups confidence and information enabling them to consider taking housing opportunities outside traditional enclaves.</p>	<p>For a review of good practice in the UK see <i>Ethnic diversity, neighbourhoods and housing</i> at: <a href="http://www.jrf.org.uk/knowledge/findings/foundations/110.asp">www.jrf.org.uk/knowledge/findings/foundations/110.asp</a></p> <p>Integration helps Roma become full members of European society. A housing project to integrate Roma and Spanish communities in <b>Avilés</b>: <a href="http://ec.europa.eu/employment_social/spsi/docs/spsi_gpa/gpa5_peer_review_aviles_en.pdf">http://ec.europa.eu/employment_social/spsi/docs/spsi_gpa/gpa5_peer_review_aviles_en.pdf</a></p> <p>One way of measuring residential segregation is the <i>Index of Isolation</i>. Further details of this can be found at <a href="http://www.interculturalcity.com/The%20Knowledge%20Base.pdf">http://www.interculturalcity.com/The%20Knowledge%20Base.pdf</a></p>	<p>Does the city have residential areas which are defined along ethnic lines?</p> <p>Does the system for allocation of public housing and/or the private housing market contribute to ethnic concentration?</p>	<p>Use the Index of isolation to measure levels of residential mixing or segregation and to follow trends</p>

<p>In <b>neighbourhoods</b>, designate key facilities as intercultural community centres, containing key services such as health, maternity, childcare and libraries.</p>	<p>In <b>Århus</b> the public libraries have been developed to include many other public services to become the hub of multiethnic neighbourhoods, see <i>Public Libraries: -Embracing Diversity, Empowering Citizens in Denmark</i>, at: <a href="http://www.aakb.dk/sw3893.asp">www.aakb.dk/sw3893.asp</a></p> <p>Collingwood Neighbourhood House <a href="http://www.cnh.bc.ca/">www.cnh.bc.ca/</a> is a multi-functional local service centre that has united a diverse and formerly run-down quarter of inner-city <b>Vancouver</b>.</p> <p>The "Helene-Nathan-Library" is the Central Library of <b>Neukölln</b> (Berlin) with 160. 000 media and an overall floor space of 3000 sqm. It is very popular for migrant children and young people. During the years 2004 – 2006 it was centre of the project "News from Babylon", which dealt with multilingualism in Neukölln and the responsibility of a library in a multicultural city and its way to actually become an intercultural library. <a href="http://www.stadtbibliothek-neukoelln.de">www.stadtbibliothek-neukoelln.de</a></p>	<p>Do local community facilities encourage greater ethnic interaction or are they mainly monocultural?</p>	<p>The percentage of people who feel that their local area is a place where people from different backgrounds can get along with each other.</p>
<p>Rethink the role of frontline <b>police</b> officers in key areas to act as primarily as agents of intercultural integration.</p>	<p>The Partnership for Safety and Security between the Police, Municipal Authorities and the Citizens: A joint programme for more safety and security in <b>Stuttgart</b>. <a href="http://www.stadtstuttgart.org/sde/global/images/mdb/publ/9366/2352.pdf">www.stadtstuttgart.org/sde/global/images/mdb/publ/9366/2352.pdf</a></p>	<p>What is the role of the police in regard to cultural diversity? To maintain peace between groups, to enforce immigration laws, to maintain the status quo?</p> <p>To what extent are the police willing and able to take a more proactive role and community bridge-builders between groups?</p>	<p>Measure trends in reports of racially-aggravated crime and harassment.</p> <p>Numbers of ethnic minorities applying to work in the police force.</p>
<p>In <b>business and economy</b>, take extra effort to ensure migrants find jobs appropriate to their skills, ensuring recognition of accreditation; explore trade opportunities through diasporic networks of local migrants; assist migrant businesses to break out into multi-ethnic markets.</p>	<p><b>London</b> is one of the first cities to establish a comprehensive 'business case for diversity'. The London Development Agency argues that companies which embrace the city's diversity will see economic advantage, ie through expanding the skill base of their workforce, extending their markets both at home and (through diaporic links) internationally, and expanding their product lines through supplier diversity initiatives. See <a href="http://www.diversityworksforlondon.com">http://www.diversityworksforlondon.com</a></p> <p>In <b>Neuchâtel</b> one of the major watch-making companies has developed a partnership with social services to ensure work placement of (mostly immigrant) young people with weak qualifications who have often have behavioural problems. The social services help identify young people with suitable profile who are then offered training/placement and eventually permanent jobs. Very successful, the scheme is being extended to other companies and to other groups – non-working mothers and people with disabilities.</p> <p>In Berlin <b>Neukölln</b> "Tek-Stil" is an art project, sponsored by the German Culture Foundation in</p>	<p>Is the local economy open to minority and migrant workers and entrepreneurs?</p> <p>Does the law protect minorities from discrimination in the labour market?</p> <p>If employers do recruit on a multi-ethnic basis, are the doing it because the law compels it or</p>	<p>Numbers of companies in which senior management is drawn from different ethnicities.</p> <p>Trading performance of companies that are following 'business case for diversity' initiatives.</p> <p>Growth in visitor and tourism numbers to</p>

	<p>the project framework “New possibilities and forms of work”. The project brought young designers and migrant women together. Berlin is trying to become a centre for “creative industries” and young creative people. Part of this movement is the regeneration of the textile industry. Fashion and design schools are springing up, and the young professionals want to hold shows and bring their ideas to fruition. The idea of the <i>Tek-stil</i> project is to consolidate two important potentials: young professional designers and a special kind of needle worker – preferable women with migrant background. Many of them live in Neukölln without paid work but are skilled in textile and handicraft fields, especially needlework. <a href="http://www.tekstilprojekt.net">www.tekstilprojekt.net</a></p>	<p>because they see a competitive advantage in it?</p> <p>Do most minority businesses service only their co-ethnics or are their markets multi-ethnic?</p> <p>Could the city be doing more to exploit the tourism and entertainment potential of its diversity?</p>	<p>ethnically-mixed hospitality and entertainment districts.</p>
<p>In <b>sport and the arts</b>, initiate tournaments and festivals which bring together young people from different parts of the city and train multi-ethnic youngsters as sports and arts leaders.</p>	<p>Following ethnic rioting, the town of <b>Oldham</b> introduced a successful programme to bring children of different ethnicities together through sports activity, the Unity in the Community programme, see: <a href="http://www.coventry.ac.uk/researchnet/d/336/a/1606">www.coventry.ac.uk/researchnet/d/336/a/1606</a></p> <p>Two good examples of intercultural dialogue in play and sport activity can be found in in <b>Ålborg</b>, Denmark: <a href="http://urbact.eu/fileadmin/subsites/citiz_move/pdf/Case_from_Aalborg_play_ground_analysis.pdf">http://urbact.eu/fileadmin/subsites/citiz_move/pdf/Case_from_Aalborg_play_ground_analysis.pdf</a></p> <p>La Friche Belle de Mai, is an intercultural arts centre in a diverse quarter of <b>Marseilles</b>, the one major city of France which has not experienced ethnic rioting in recent years, see: <a href="http://urbact.eu/projects/udiex-udiex-alep/synthesis-and-prospect/case-studies/workshop-7-cultural-diversity-tourism-and-urban-regeneration/regeneration-through-diversity-in-the-arts-and-culture-la-friche-belle-de-mai-marseilles-france.html">http://urbact.eu/projects/udiex-udiex-alep/synthesis-and-prospect/case-studies/workshop-7-cultural-diversity-tourism-and-urban-regeneration/regeneration-through-diversity-in-the-arts-and-culture-la-friche-belle-de-mai-marseilles-france.html</a></p>	<p>Are most cultural and leisure groups in the city constituted on mono-ethnic or multi-ethnic lines?</p> <p>Do the city’s professional sports and arts organisations explicitly encourage ethnic mixing?</p>	<p>The percentage of sports and arts clubs with mixed-ethnic membership.</p> <p>The percentage of the population volunteering in sport and physical activity for at least one hour per week.</p>
<b>3. Mediation and conflict resolution</b>			
<p>Acknowledge the inevitability of conflict in mixed communities and develop the city’s skills in <b>mediation and resolution</b>.</p>	<p>UK Government guidance for local authorities on community cohesion contingency planning and tension monitoring, see <a href="http://www.communities.gov.uk/publications/communities/cohesionplanning">www.communities.gov.uk/publications/communities/cohesionplanning</a></p> <p>Casa dei Conflitti in Torino is a place for resolving neighbourhood disputes, see <a href="http://urbact.eu/themes/populations-of-foreign-origin/participation-and-citizenship.html">http://urbact.eu/themes/populations-of-foreign-origin/participation-and-citizenship.html</a></p> <p><b>Reggio Emilia</b> has established an Intercultural centre with trained mediators with a variety of ethnic and language backgrounds who intervene whenever they feel a problem might arise – for instance if kids in some schools tend to cluster too much on ethnic basis.</p>	<p>Is city policy strongly influenced by the need to avoid the possibility of ethnic conflict?</p> <p>Are city officials trained in mediation and conflict-resolution skills?</p> <p>Does the city have procedures and mechanisms for recognising and dealing with potential</p>	<p>The percentage of people who say they have had meaningful interactions with people from different backgrounds.</p> <p>The number of incidents of racially-motivated tension recorded by police.</p> <p>The numbers of incidents resolved by mediation services</p>

		flashpoints?  Are their institutions in the city that can help communities resolve their differences?	
<b>4. Language</b>			
Invest in <b>language training</b> to ensure that all migrants are able to converse in the majority language, but also enable members of the majority to learn minority languages	<b>Melitopol</b> supports cultural associations of ethnic communities which provide, inter alia, language courses open to everyone – including people from other ethnic and linguistic backgrounds, and many such people attend the courses.		Numbers of minority members learning majority language to an agreed standard.  Numbers of majority members learning a minority language to an agreed standard.
<b>5. Media and communications</b>			
Establish a joint strategy with local <b>media</b> agencies to gather and present news in a responsible and intercultural way, as in Leicester.	<p><i>Reporting Diversity: how journalists can contribute to community cohesion.</i>, see <a href="http://www.communities.gov.uk/documents/communities/pdf/151921.pdf">www.communities.gov.uk/documents/communities/pdf/151921.pdf</a></p> <p><i>Countering the impact of Myths and Misinformation: what local authorities can do</i> see <a href="http://www.lqiu.gov.uk/admin/images/uploaded/myths.pdf">http://www.lqiu.gov.uk/admin/images/uploaded/myths.pdf</a></p> <p>In <b>Neuchâtel</b> the cantonal authorities finance the work of a freelance journalist who interviews foreign residents and proposes the stories to local media</p> <p><b>Reggio Emilia</b> has run several pro-diversity media projects involving special editions of local newspapers and TV spots.</p>	<p>Does the local print and broadcast media have a strong influence on public attitudes to community relations?</p> <p>Does the media have access to accurate information on</p> <p>Does the city council have a good relationship with the media? Is there a joint strategy for dealing with tension and misinformation?</p> <p>Do the media organisations give training to staff in cultural competence?</p>	<p>Numbers of local media organs by ethnicity.</p> <p>Proportion of minority ethnic staff in major local media organs.</p> <p>Proportion of positive and negative reports about diversity in local media.</p>
<b>6. Establish an international policy for the city which:</b>			
Proclaims that the city is both open	The city of <b>Chicago</b> felt the foreign policies of the United States did not fully reflect its	What is the external	Number of twinning

<p>to ideas and influences from the outside world and also seeks to outwardly project its own identity</p>	<p>perspective as a city with a vast number of different ethnicities, languages and connections to foreign countries, so it set up its own 'foreign office'. See more about Global Initiative Chicago at <a href="http://gichicago.org/">http://gichicago.org/</a></p> <p><b>Tuzla</b> in Bosnia-Herzegovina has made a public proclamation that the city is both open to ideas and influences from the outside world and also seeks to outwardly project its own identity. This is both a means of resolving the disputes of the past and of attractive new investment to develop the city. (see Wood &amp; Landry, <i>The Intercultural City: Planning for Diversity Advantage</i>, pp 287-288)</p>	<p>image of the city? Is it seen as cosmopolitan and open to outsiders? As a place to visit, to invest or do business in?</p> <p>How many local people believe that foreigners bring advantage to the city? How many people think foreign influences threaten local culture?</p>	<p>and other international relationships by the city and local institutions.</p> <p>Numbers of foreign newspapers sold in local newsstands.</p> <p>Numbers of foreign channels available on TVs in local hotels.</p> <p>Numbers of children learning a foreign language in school.</p>
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## 7. Establish an intercultural intelligence function

<p>Set up an observatory or at least begin the process of:</p> <ul style="list-style-type: none"> <li>Gathering and processing local information and data on ethnicity</li> <li>Conducting research into the state of cross-cultural interaction in the city</li> <li>Establishing and monitoring intercultural indicators</li> <li>Dispensing advice and expertise to local agencies and facilitating local learning networks.</li> </ul>	<p>One of Europe's leading Intercultural Observatories is in Torino, see <a href="http://www.comune.torino.it/intercultural/">www.comune.torino.it/intercultural/</a></p> <p>Other good examples include:</p> <ul style="list-style-type: none"> <li>Interkulturelles Zentrum in Wien, see <a href="http://www.iz.or.at/">www.iz.or.at/</a></li> <li>Observatorio de las Migraciones y de la Convivencia Intercultural de la Ciudad de Madrid, see <a href="http://www.munimadrid.es/observatorio">www.munimadrid.es/observatorio</a></li> </ul> <p>In <b>Reggio Emilia</b>, a partnership with the local university ensures monitoring of integration and well-being of migrants, the public opinion and the effects of city policies. (see also a paper by this university on the Reggio's page on the Intercultural cities web site). Also the Centro Interculturale Mondinsieme at <a href="http://www.municipio.re.it/Assistenza/migrare05/migrare.nsf/pagine/0BDA35418C1FAD69C12570190031E84E?OpenDocument">www.municipio.re.it/Assistenza/migrare05/migrare.nsf/pagine/0BDA35418C1FAD69C12570190031E84E?OpenDocument</a></p>	<p>What does the city know about its own diversity and interculturality? Does it routinely collect information on the basis of ethnicity? What use does it make of such information to inform policy?</p> <p>How well-informed is the city of good practice elsewhere?</p>	<p>Decisions taken by the city council in which the 'intercultural implications' have been taken account of.</p>
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## 8. Intercultural competence

<p>Initiate a programme of intercultural <b>awareness training</b> for politicians, and key policy and public interface staff in public sector agencies. Encourage the private sector to participate.</p>	<p>The <i>International City/County Management Association</i> stresses the importance of senior public officials developing their linguistic and cultural competence <a href="http://icma.org/pm/8701/public/cover.cfm">http://icma.org/pm/8701/public/cover.cfm</a></p> <p>In the UK the Academy for Sustainable Communities has been established with the specific objective of raising the level of skills of those working in the planning and built environment professions. One of its priorities is improving skills for working in culturally diverse situations. See</p>	<p>How aware are local politicians and decision makers of how neighbourhoods and communities are changing as a consequence of</p>	<p>Numbers attending training courses</p>
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	<p><i>Planning and Engaging with Intercultural Communities:</i>  <a href="http://www.ascskills.org.uk/download/intercultural_communities.pdf">www.ascskills.org.uk/download/intercultural_communities.pdf</a></p> <p>and <i>Promoting Sustainable Communities and Community Cohesion:</i>  <a href="http://www.ascskills.org.uk/download/general/research/sc_cohesion.pdf">www.ascskills.org.uk/download/general/research/sc_cohesion.pdf</a></p>	globalisation?	
<h2>9. Welcoming new arrivals</h2>			
<p>Initiate <b>welcoming initiatives</b> and urban exploration projects whereby new arrivals (temporary and permanent) but – equally importantly – local citizens, can visit parts of the city they have not previously been, hosted by people of different cultures.</p>	<p>The city of <b>Rotterdam</b> has set up an integrated system for language tuition, housing and labour market integration for new arrivals, see <i>Welkom in Rotterdam</i> <a href="http://www.welkominrotterdam.nl">www.welkominrotterdam.nl</a></p> <p>It also provides ways in which citizens can explore parts of their own city that might not otherwise visit such as the homes of people of different ethnicity, through <i>City Safari</i>, see <a href="http://www.citysafari.nl/">http://www.citysafari.nl/</a></p> <p><b>Peterborough</b> has been allocated about 78 per cent of asylum-seekers dispersed to the East of England region. Agencies who work with these new arrivals created the 'New Link' project. The initiative is a one-stop shop of service providers. It is operating nine projects over a three-year period to help integrate new arrivals. <a href="http://www.idea.gov.uk/idk/core/page.do?pageId=6932146">http://www.idea.gov.uk/idk/core/page.do?pageId=6932146</a></p>	<p>When foreign migrants arrive in your city do they have to fend for themselves or is there a mechanism for guiding them through the system?</p> <p>How well-prepared and informed are established communities to receive neighbours of a different culture?</p>	<p>Numbers of new arrival taking part in welcoming and settlement initiatives</p>
<h2>10. Governance, leadership and citizenship</h2>			
<p>Establish a representative body where community relations issues can be discussed and co-ordinated, multi-agency action taken</p>	<p>The <b>Leicester</b> Multicultural Advisory Group is a forum set up in 2001 by the editor of the local newspaper, the Leicester Mercury, to coordinate community relations, with members representing the council, police, schools, community and faith groups, and the media. <a href="http://83.137.212.42/sitearchive/cre/about/sci/casestudy5_leicester.html">http://83.137.212.42/sitearchive/cre/about/sci/casestudy5_leicester.html</a></p> <p>In <b>Neuchâtel</b> a consultative body for the integration of foreigners (which will soon be renamed) has been in operation for over a decade. The commission involves representatives of the city, trade-unions, employers, and migrant communities. It makes proposals to local authorities in matters of integration and also has a Muslim contact group for inter-faith matters involving Muslims.</p> <p>The <i>Integration Council</i> of <b>Copenhagen</b> focuses on all major challenges in the field of local integration. It is composed by ethnic minority representatives and professionals and has been established in 1999. In 2006 was the first time elected democratically and directly by persons with an immigrant background (no citizenship is required; just the fact of living regularly in Copenhagen is a must).</p>	<p>Are city leaders well-informed about the city in all its diversity?</p> <p>Are there clear procedures for taking multi-agency action in relation to community relations issues?</p>	<p>Number of incidents of tension before and after the formation of the forum.</p>
<p>Ensure the leaders and decision-</p>	<p>The <i>Intercultural Communication and Leadership School</i> is active in France, Britain, Germany,</p>	<p>How do political and</p>	<p>Numbers of people</p>

<p>makers of the future have access to the information, experience and training they need to operate in a multi-ethnic environment.</p>	<p>Italy and the Netherlands training young people from different communities in European cities to become the next generation of cross-cultural leaders: <a href="http://www.intercivilization.net">http://www.intercivilization.net</a></p> <p>The website <a href="http://www.interculturalcity.com/inter_innovators.htm">www.interculturalcity.com/inter_innovators.htm</a> argues that not all leaders will be found within the formal and political system, and that cities need to recognise and nurture intercultural bridge-builders in many walks of life.</p> <p>Advice about intercultural leadership in the business sector can be found at <a href="http://intercultural-leadership.blogspot.com">http://intercultural-leadership.blogspot.com</a></p> <p>The city of <b>Oslo</b> has established a taskforce of representatives of NGOs, the municipality, youth workers, etc. who offer guidance and advice in conflict situations.</p>	<p>community leaders in the city emerge? How open is the system to newcomers and outsiders?</p> <p>Do community leaders speak only for their own ethnicity or a broader interest group?</p> <p>Does the city nurture cross-cultural leaders who emerge outside the formal political and community channels?</p>	<p>taking part in training</p>
<p>Investigate new forms of citizenship whereby new arrivals can be integrated into the rights and responsibilities of city residence, irrespective of their status with national government.</p>	<p>The city of <b>Madrid</b> has taken the lead in conferring local citizenship on migrants and establishing local electoral and legislative structures, see: Mesas de Diálogo y Convivencia Distritales de la ciudad de Madrid. <a href="http://www.mdcmadrid.org/">http://www.mdcmadrid.org/</a> and the Guía de convivencia Intercultural de la Ciudad de Madrid at <a href="http://www.munimadrid.es/observatorio">www.munimadrid.es/observatorio</a>.</p> <p><b>Reggio Emilia</b> is planning to experiment with a new citizens' charter defining the rights and responsibilities of local residence regardless of their citizenship status.</p>	<p>How can new migrants be given a stake in the life of the city if their nationality remains unsettled?</p> <p>How can all citizens be encouraged to take a more active involvement in the decision-making and development of their neighbourhoods?</p>	<p>Percentage of people who say they feel able to influence decisions that affect their neighbourhood.</p>