



# INTEGRATING CITIES TOOLKIT

Introductory and  
language courses

## **ACKNOWLEDGEMENTS**

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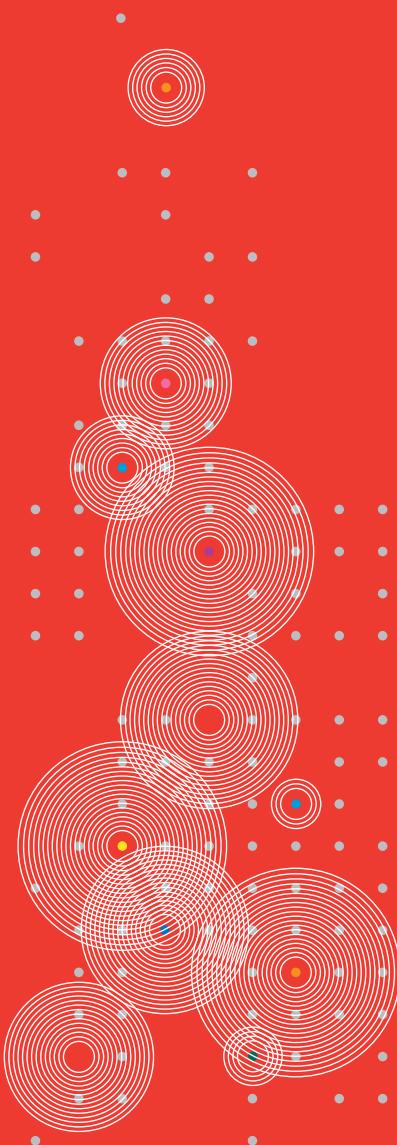
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## About

The **Integrating Cities toolkits** offer practical, tested guidance and inspiration to help cities to reach European standards in key areas of migrant integration –as set out in the **EUROCITIES Integrating Cities Charter**.

There are three Integrating Cities toolkits developed through the work of the transnational project **Making integration work in Europe's cities (MIXITIES)**, funded by the European Integration Fund. They cover:

- Introductory and language courses;
- Anti-discrimination policies; and
- Promoting cultural diversity.

The toolkits are designed primarily for people working in local authorities in Europe's larger cities. But they may also be useful for smaller local administrations in Europe and beyond, and for the partners of local authorities such as NGOs. Whether your authority already works on these integration themes, or is starting out, the Integrating Cities toolkits can help.

## How were the toolkits developed?

In each toolkit you will find an **Integrating Cities benchmark**, together with guidance and examples to help users to apply it.

The benchmark is drawn from a Europe-wide review of cities' experience in working on each of our three themes. In the **MIXITIES** project city practitioners, together with independent experts, identified key features of local policy, practice and governance which - for each theme - make the difference in enabling cities to reach the Integrating Cities standard.

**Testing itself against the benchmark, a city can see how near it is to the standards of the Integrating Cities Charter. It can see what more it needs to do to meet those standards. And it can find inspiration to match the best, most effective practice among the cities of Europe.**

In addition to these toolkits, monitoring of the implementation of the Charter is also done through the annual Integrating Cities survey of signatory cities.



## Toolkits and the Integrating Cities Charter

The toolkits aim to guide cities in implementing the **EUROCITIES Integrating Cities Charter**. The Charter sets out duties and responsibilities of European cities to embrace the diversity of their population and to provide equal opportunities in their roles as policy-makers, service providers, employers and buyers of goods and services. Launched in 2010, it has since been signed by over 25 cities.

### The Integrating Cities Charter states that:

#### As policy-makers we will:

- Actively communicate our commitment to equal opportunities for everyone living in the city;
- Ensure equal access and non-discrimination across all our policies;
- Facilitate engagement from migrant communities in our policy-making processes and remove barriers to participation.

#### As service providers we will<sup>1</sup>:

- Support equal access for migrants to services to which they are entitled, particularly access to language learning, housing, employment, health, social care and education;
- Ensure that migrants' needs are understood and met by service providers.

#### As employers we will:

- Take steps where required to reflect our city's diversity in the composition of our workforce across all staffing levels;
- Ensure that all staff, including staff with a migrant background, experience fair and equal treatment by their managers and colleagues;
- Ensure that staff understand and respect diversity and equality issues.

#### As buyers of goods and services we will:

- Apply principles of equality and diversity in procurement and tendering;
- Promote principles of equality and diversity amongst our contractors;
- Promote the development of a diverse supplier-base.

<sup>1</sup> The signatories of this Charter have different public duties for the delivery of public services. Where the signatory city is the direct service provider they agree to the provisions of this Charter. Where the signatory city is not the direct service provider, they agree to advocate the provisions of this charter with the service providers.

## Introduction

This toolkit sets out the **Integrating Cities benchmark on introductory and language courses** - what it is, and how you can use a list of context factors to allow for your city's specific circumstances when applying this Europe-wide tool. It gives guidance on how your city can make best use of the benchmark to develop work on introductory and language courses.

## What is the introductory and language courses benchmark?

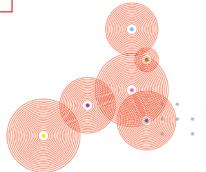
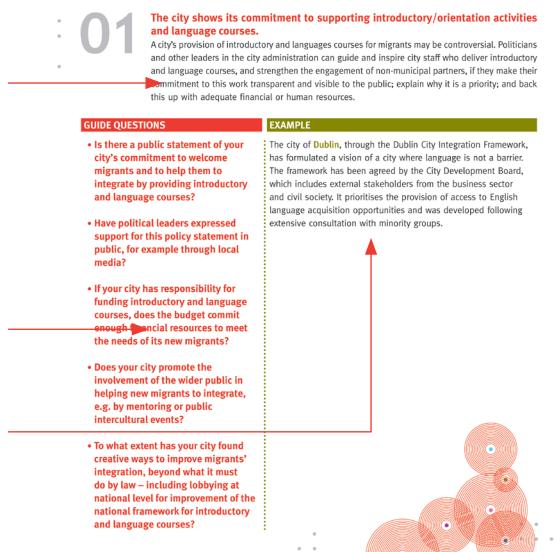
It begins with the **Integrating Cities standard** – a headline summary of the policy objective of introductory and language courses, drawn from the Integrating Cities Charter.

Then the benchmark sets out the components illustrated below:

**Key factors** are the policy elements which make the difference in enabling cities to meet the Integrating Cities standard. So a city's chances of success in reaching this standard are greater, the more of these key factors it has in place. Each of them is formulated as a statement, allowing you to verify whether it is true or not for your city.

**Guide questions** ask about issues which need to be investigated before you can say if the city has the key factor in place.

**Examples** illustrate ways in which cities are working to address the themes covered by the key factor.



## What about specific context factors?

Cities' experience shows how factors that are largely outside the city's control are especially likely to have an impact on migrant integration, making it more challenging. Through the MIXITIES project, EUROCITIES has defined a list of these context factors that may affect your city's ability to meet the benchmark. You are invited to refer to these factors, listed at the end of the benchmark, which may be relevant in explaining your city's progress in introductory and language courses.

## How can you use the introductory and language courses toolkit?

Each of the Integrating Cities toolkits is an instrument for inspiring, assessing and developing your policies. You can apply the benchmark in this toolkit in different ways, depending on which developments have taken place in your city so far; whether you want to focus on the whole benchmark or only elements of it; who you want to get feedback from; and what resources you have available. Here are options which your city can try as stand-alone actions, or in sequence:

**Do you want a simple low-cost review of your own performance in introductory and language courses, using your own resources?**

#### Benchmarking by internal assessment

Using an in-house review team or consultants, your city can apply the Integrating Cities toolkits to assess itself against the benchmark. This could be a one-off review, or might set a baseline from which the city can monitor progress by repeating the review periodically.

**Do you want in-depth scrutiny of your work on introductory and language courses by practitioners who understand your experience but bring a fresh view, from other cities?**

#### Conducting a peer review

You can do a peer review to get an in-depth appraisal of your city's work and new insights on how to progress to the European standard. This can also be a way to validate or further develop your own assessment.

In the EUROCITIES' **peer review method** a team of peers or 'equals' from other administrations is brought together to jointly evaluate your city's performance against the benchmark. The review team can be made up of peers from other cities in your own country or from other countries. EUROCITIES has also had good experiences with inviting colleagues that are not peers in the strict sense, for example migrant organisations or national government.

Under the guidance of an expert leader the team checks the host city's activity systematically against each key factor in the benchmark. This check starts with a self-assessment by the city under review which provides evidence on whether or not the different key factors are met drawing on **documentary sources** of information such as minutes and briefings, annual reports, monitoring data, press releases and so on. The team then visits the city and carries out **interviews and focus groups** with city officials and other stakeholders working in the field, where they seek further evidence on how the city compares with the benchmark. Each piece of evidence from interviewees is recorded. Putting together documentary and interview evidence, peers draw out **conclusions** about how the city performs against the benchmark and **recommendations** to help it to strengthen its integration work. These can be given directly to host city colleagues in a feedback session as well as included in a follow-up report.

This is not a cheap option, with costs of the visit by the peer team and an expert leader to guide its work. But it can bring new perspectives and wider experiences from peers who may find it easier to question local practice.

For more information about peer reviews see:

[EUROCITIES peer review video](#)

[EUROCITIES toolkit for mutual learning](#)

**Have you identified what's missing from your work on introductory and language courses and now you need a plan to move the city towards European best practice?**

#### Preparing a development plan

This could be an option if your city has no introductory and language courses yet in place – or if you have a programme and just reviewed it using one of the methods above. How do you map out the steps your city should now take, to progress towards the European standard?

The Integrating Cities benchmark offers a framework for a city to design a plan for developing activity on introductory and language courses. The benchmark's key factors will help you to frame your plan's objectives. Its guide questions indicate priority actions to deliver those goals - and you may want to identify some which could be 'quick wins' so your staff and the public see early results, as well as those needing longer-term work. Lastly the benchmark offers examples from other cities, showing concretely how well-planned actions can deliver the European standard on introductory and language courses.



### **INTEGRATING CITIES STANDARD:**

**The city welcomes migrants by promoting and supporting introductory and language courses that improve their access to city services and their integration into the community and workplace.**

The EU Common Basic Principles on integration state: ‘Basic knowledge of the host society’s language, history, and institutions is indispensable to integration ...’. Over the last decade, to help migrants to acquire this basic knowledge, many states have developed national models for language and introductory courses. More recently, the European Union has developed a module summing up member states’ experiences in organising language and introductory courses that is meant to become a point of reference for policy-makers and practitioners working in this field. Sometimes language or orientation courses are organised through government departments responsible for education or integration issues or cities themselves may also offer language and introductory courses or may be responsible for the delivery of national courses. They then have the opportunity to develop approaches that are best suited to local needs.

## PUBLIC COMMITMENT

# 01

### The city shows its commitment to supporting introductory/orientation activities and language courses.

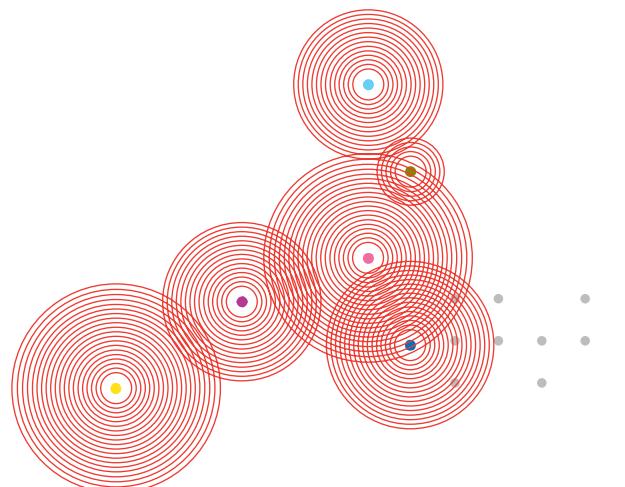
A city's provision of introductory and languages courses for migrants may be controversial. Politicians and other leaders in the city administration can guide and inspire city staff who deliver introductory and language courses, and strengthen the engagement of non-municipal partners, if they make their commitment to this work transparent and visible to the public; explain why it is a priority; and back this up with adequate financial or human resources.

#### GUIDE QUESTIONS

- Is there a public statement of your city's commitment to welcome migrants and to help them to integrate by providing introductory and language courses?
- Have political leaders expressed support for this policy statement in public, for example through local media?
- If your city has responsibility for funding introductory and language courses, does the budget commit enough financial resources to meet the needs of its new migrants?
- Does your city promote the involvement of the wider public in helping new migrants to integrate, e.g. by mentoring or public intercultural events?
- To what extent has your city found creative ways to improve migrants' integration, beyond what it must do by law – including lobbying at national level for improvement of the national framework for introductory and language courses?

#### EXAMPLE

The city of Dublin, through the Dublin City Integration Framework, has formulated a vision of a city where language is not a barrier. The framework has been agreed by the City Development Board, which includes external stakeholders from the business sector and civil society. It prioritises the provision of access to English language acquisition opportunities and was developed following extensive consultation with minority groups.



## STRATEGY

# 02

### The city's work to provide introductory and language courses is steered by a clear and explicit strategy.

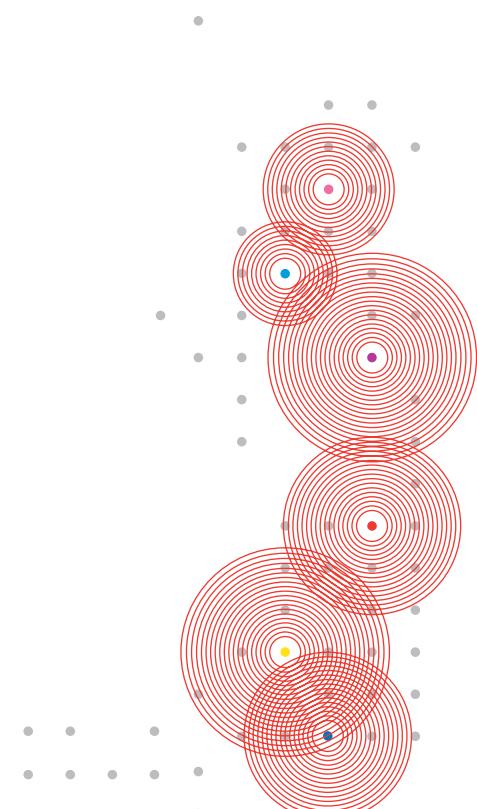
In times of tight financial constraints and growing inequality between migrant and host communities, the city needs to make clear to its staff and to other providers - as well as to the migrant target group - what objectives and priorities it has set for introductory and language courses. An explicit statement helps to guide difficult choices and to make best use of resources particularly where the city also has a wider strategy for migrant integration.

#### GUIDE QUESTIONS

- Does your city have a key document setting out the strategy for introductory and language courses including
  - goals and key priorities for delivering introductory and language courses
  - how introductory and language courses contribute to integration
  - target groups for these services
  - quality standards to be met
  - key actions, programmes and timescales
  - responsibilities for the different actions?
- Who was involved in drawing up this strategy within the city authority, and did this include elected politicians?
- How much did migrant groups and other outside stakeholders help to shape it?
- How does your city ensure that all departments and agencies that help to provide introductory and language courses are aware of this strategy?
- Has the city also got a wider strategy for migrant integration and - if so - is its statement on introductory and language courses aligned to that overall integration strategy?

#### EXAMPLE

London Enriched, the Mayor's Refugee and Migrant Integration Strategy, aims to ensure access to appropriate tuition in English for Speakers of Other Languages (ESOL). Although the city of London is not directly responsible for delivering courses, this strategy includes, among its key objectives, meeting the needs of learners not eligible for fee remission through developing effective, sustainable models of provision, improving ESOL delivery for jobseekers and making the case for London's ESOL needs in the context of reduced funding.



## COORDINATION

# 03

### The city has clear lines of responsibility for coordinating and delivering adequate and sufficient introductory and language courses for its migrant citizens.

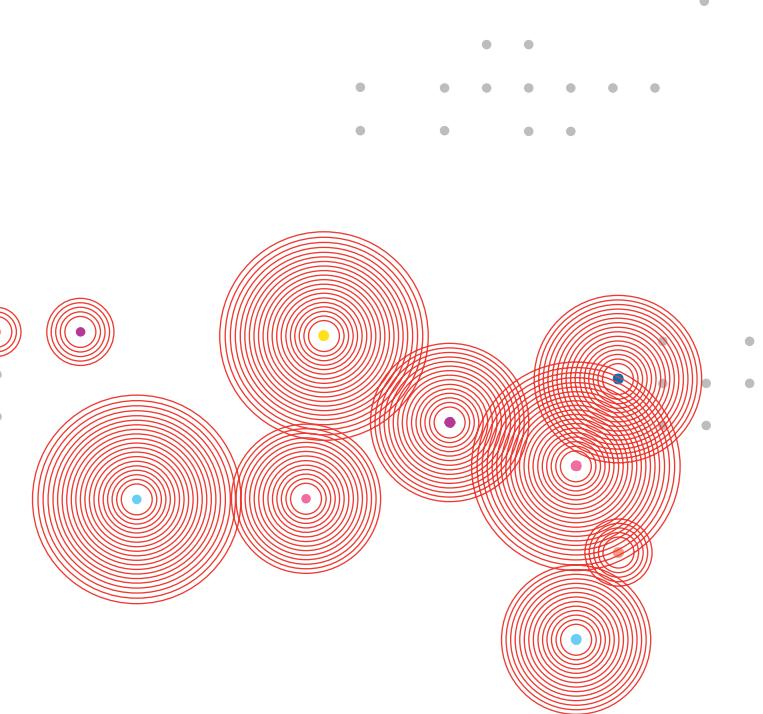
In many countries responsibility for providing introductory and language courses is shared between a range of government levels and non-governmental actors. In this situation it is crucial to define clearly the role of the municipality. Even when the city is not responsible for directly delivering or commissioning these courses, it has an influencing or coordinating role, and a strong interest in making sure that all residents are able to communicate in the city's official language.

#### GUIDE QUESTIONS

- Who has overall responsibility for delivering introductory and language courses in your city, and how does this person (or body) relate to providers of these courses?
- Is there a document or diagram that explains these roles and responsibilities?
- If private organisations are contracted to provide courses, how are they chosen and monitored?
- How does your city liaise with central government, other city departments and district authorities in the provision of introductory and language courses?
- How do the introductory and language courses providers coordinate with public employment, education and health services, to avoid overlaps or gaps and to help improve migrants' integration?
- How far does your city promote the exchange of good practice and networking on introductory and language courses(a) between its own providers, and (b) with other municipal authorities? Is there evidence that this exchange works effectively?
- How do your city's introductory and language courses relate to other services for newly-arrived migrants, such as reception centres for refugees, or national pre-entry or welcome packs?

#### EXAMPLE

The Helsinki capital region municipalities and national ministries set out to jointly improve pathways to employment for newcomers by investing two million Euros in new resources and staff for language tuition. Targets are set for monitoring the efficiency of the investment, which comes under the new Finnish metropolitan policy to tackle urban challenges.



## NEEDS ASSESSMENT

# 04

**Introductory and language courses and materials are developed and reviewed by the city through a process for assessing needs which is clear, evidence-based and inclusive.**

Even where much of the curriculum is centrally determined, local courses need to be shaped by migrants' needs: their origins, previous education and experience and their views. Effective courses should also take account of the views of local social partners. Orientation courses need to reflect the realities of living in that city and the steps migrants take to access services.

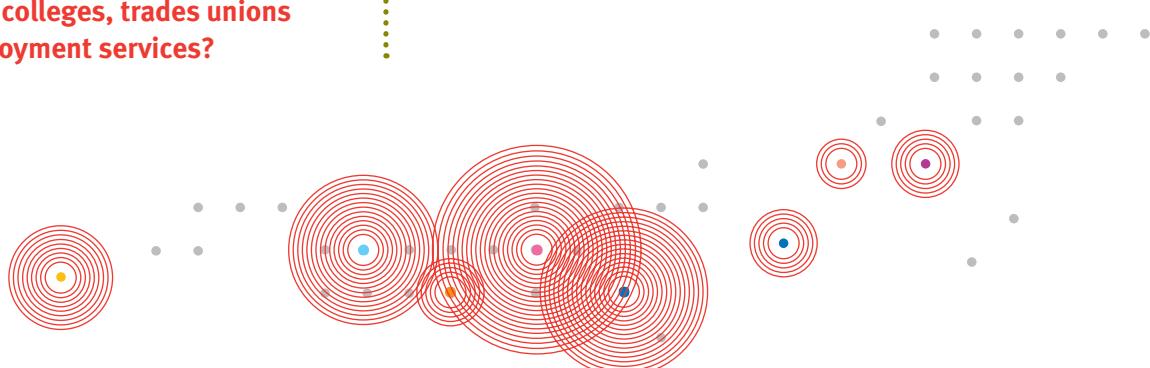
### GUIDE QUESTIONS

- How does your city assess the needs of newcomers and what courses should cover?
- What sources of data or other evidence are used for this assessment, and who analyses them?
- How does the city engage migrant learners and community groups in order to identify their needs and help them play a part in developing the language strategy and programmes?
- How does your city get employers' views on needs for introductory and language courses?
- How is the design of professional and vocational language courses influenced by employers and/or other stakeholders such as universities, technical colleges, trades unions and employment services?

### EXAMPLES

In the city of **Munich**, the Integration Counselling Centre not only supports individual migrants but undertakes trend analysis, identifying gaps where needs are not being met. It is part of a wide network of course providers supporting residents to integrate into the Munich labour market. This has led, for example, to a special German course for young asylum seekers and a vocational training course for migrants in the electro-technical sector.

The city of **Barcelona** uses its established networks to assess needs of migrants. Xarxa d'Accollida, is an example of a network of civil society organisations that works for the broader goal of integration and has among its membership 45 providers of languages courses for migrants. The city uses this structure to identify needs and share resources in language tuition.



## FACILITATING ACCESS

# 05

### Introductory and language courses are promoted to newcomers and efforts are made to help them to get on to courses quickly.

Migrants often face financial or structural barriers to participation, including course fees, travel and childcare costs, as well as delays when courses are over-subscribed. Integration is harder to achieve after a time gap, and settled migrants often miss out. Clear information on different groups' entitlements to orientation courses and language learning encourages take-up.

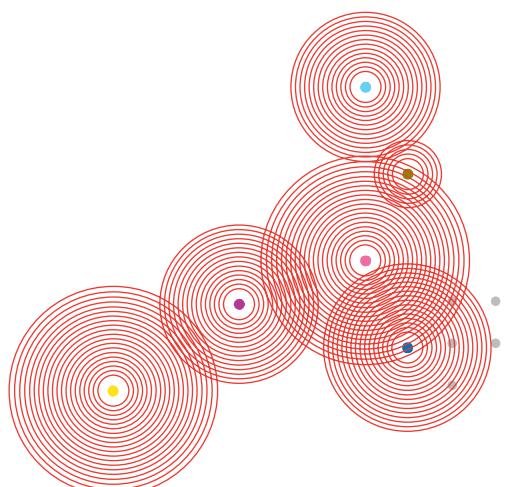
#### GUIDE QUESTIONS

- What are the barriers to migrants taking part in introductory and language courses and how does your city address them?
- How do you make sure newcomers get information on the courses available to them? Where can migrants and their advisers find out who is entitled to attend courses, who is excluded, and who is obliged to attend courses?
- How quickly can newcomers get onto introductory and language courses and what is the typical waiting time?
- How do you encourage newcomers to take up and successfully complete courses?
- What financial and other support is available to learners, such as free courses, travel costs, books and childcare?
- What is the take-up on different types of course by different kinds of students?

#### EXAMPLES

In the city of Stockholm, Swedish for Immigrants (SFI) courses are free, and students can also get help books and with childcare. Students can usually get assessed and onto appropriate courses within a month. The government offers an additional incentive for certain students, such as refugees, who reach their target level within a certain time frame. They can get an SFI Bonus payment of up to 1300 Euros, which learners say motivates them to achieve.

In the city of Dublin, the 'Tell Me More Language Learning Programme' makes language learning readily accessible through city libraries' online language learning packages. Available in 15 languages, the programme is learner-centred, providing access to an online tutor and job specific vocabulary, together with features such as speech recognition, grammar and comprehension tests, and exam modules.



## FLEXIBILITY AND RESPONSIVENESS

# 06

### Courses are organised so that migrants with different commitments and learning needs can achieve their course aims.

Flexible course content and timing are crucial for meeting the very diverse needs of language students, especially the most disadvantaged and hard to reach groups. Learners need enough time to achieve their goals either through traditional courses or learning approaches combining course attendance with online learning.

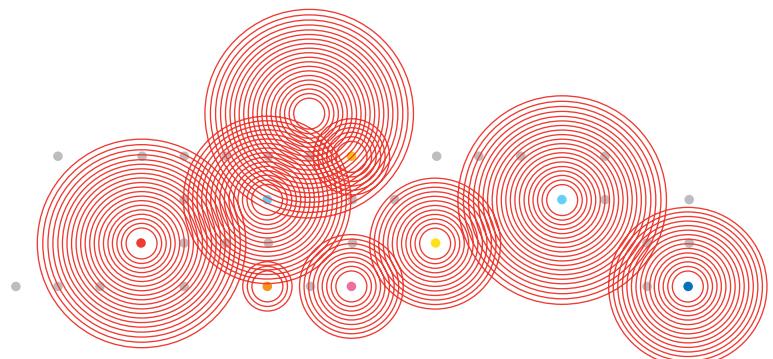
#### GUIDE QUESTIONS

- Are courses timed flexibly to fit in with people's work or family responsibilities (for example part-time, day, weekend and evening courses and alternative ways of language learning: online-learning, work-based learning, mentoring, outreach courses in disadvantaged communities)?
- Does the city offer a range of language courses at different levels, to match people's previous educational experience and personal needs?
- Are new students assessed to place them on the right course, with individual learning plans to help them to make progress?
- What measures does your city's introductory and language courses take to cater to specific needs of learners? For example, are your courses organised to meet the needs of migrants who....
  - have different previous levels of education
  - need bilingual support
  - are not literate in their own language or in the roman alphabet
  - have learning difficulties and/or physical disabilities
  - are women at home, especially those with childcare needs
  - are young, including unaccompanied minors
  - are older people, not in the workforce
  - are already in work but cannot get to courses
  - are graduates or have professional or vocational skills
  - have already been in the country for some time (settled migrants)
  - want to prepare for citizenship tests?

#### EXAMPLES

In the city of **Frankfurt**, migrant mothers join their children in primary school or kindergarten classrooms for two mornings a week. With this 'Mama Is Learning German' scheme, they learn German alongside their children, using everyday expressions they need to navigate their new life in Germany, to understand their children's activities and forge a cooperative relationship with schools. Over 100 courses have already been run in the city.

In the city of **Stockholm**, there are Swedish courses for those who are blind or deaf and even one-to-one tuition and psychological support for refugees who have suffered trauma. One project supports people on work placements with bilingual job coaches and specialist vocabulary and teaching methods through mobile phones.



## ORIENTATION

# 07

### Introductory and language courses cover relevant local knowledge and language for everyday life, and migrants' rights.

Most language and combined language/introduction courses cover 'knowledge of society' but this should go beyond providing information to improving migrants' awareness of their legal rights and responsibilities as citizens. The orientation element should provide information that is of practical use in the host city, e.g. on how to use public transport and other services, how to find accommodation, etc.

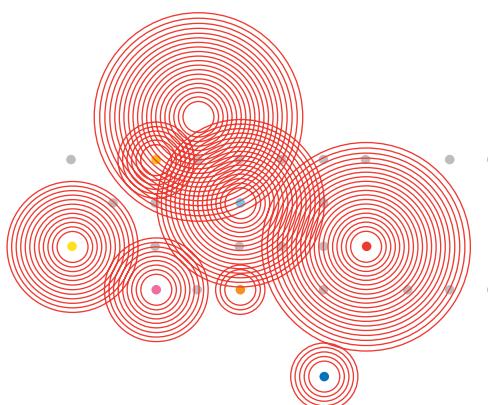
#### GUIDE QUESTIONS

- How do introductory and language courses convey information about living in the city?
- Do these courses cover migrants' rights and explain how they can take part in local democracy?
- Do the introductory courses help newcomers to access services they are entitled to such as education, employment, housing and legal advice?

#### EXAMPLES

The city of **Barcelona** has a developed two-hour introduction session for newcomers that provides the necessary practical information for everyday life. This includes information on how to register, how to access services and on the rights and duties of city residents. The session is delivered by municipal outreach agents in the different districts and also in the premises of community and migrant associations. With the course, a guide is provided with useful addresses for registration, language learning, school registration, etc. This guide is district-specific and available in a range of migrant languages. The course delivery is open and flexible. Interpreters are used when participants do not understand the official languages.

In the city of **Vienna**, the Integration and Diversity Department provides new migrants with comprehensive support and orientation. The 'Start Wien' project forms part of the integration programme and welcome package of the city of Vienna to which migrants are referred by the immigration office. It includes individual coaching for migrants and lectures in several languages about the rules of living together as good neighbours, the structures of the Austrian education and public healthcare systems, the labour market and housing market in Vienna, and the Law on Residence and Settlement in Austria. Attending lectures gives access to language course vouchers. Start Wien initially targeted Third Country nationals and has now been extended to migrants from EU member states.





## NEXT STEPS

# 08

### Learners are helped to progress to employment, further language learning or other courses.

People are more likely to continue to update their skills or to gain employment if courses build on their existing competences and provide further advice and guidance. Introductory language provision will often not be sufficient and courses should be linked to mainstream language and skills training. Employers and vocational and higher education providers can offer bridging support to help integration in the labour market.

#### GUIDE QUESTIONS

- Are courses and tests aligned to a national qualifications framework and/or the Common European Framework of Reference (CEFR) for language learning?<sup>1</sup>
- Are students' achievements and certificates recognised by employers and further education institutions?
- What kind of information, advice and counselling is available on further opportunities?
- When students have finished introductory courses, can they get prior qualifications recognised and progress to higher level language courses, vocational training or university?
- Do you have agreements with employers and unions for mentoring, job placements, skills training, and other ways of helping people into work?

#### EXAMPLES

In the city of Stockholm there are several vocational language courses, for example, for experienced lorry drivers, who can take the driving test and are offered work experience; and for engineers, who have mentors organised by the unions and can move straight onto university engineering courses.

The city of Helsinki is piloting a course where students start learning Finnish in the vocational college, allowing them a smooth transition to skills training. They also get personal counselling and credit towards vocational qualifications for their existing skills. Students who are on one year vocational language courses in technology and transport, social and health care, can also get work placements and guidance on further vocational training.

<sup>1</sup> The Council of Europe developed the CEFR which covers written and spoken language. It is available in 36 languages: [www.coe.int](http://www.coe.int)  
Examples of spoken language at basic, independent and proficient user levels:

A1: I can introduce someone and use basic greeting and leave-taking expressions.

A2: I can make simple transactions in shops, post offices and banks.

B1: I can start, maintain and close conversation on topics that are familiar or of personal interest.

B2 I can interact fluently with native speakers and give my views on a wide range of subjects.

C1: I can use the language fluently, accurately and effectively on a wide range of professional and academic topics.

## MONITORING AND EVALUATION

# 09

**Courses are regularly monitored and evaluated to ensure they are fit for purpose, benefit participants, and demonstrate improvement over time.**

Most providers of language courses can assess whether priority groups have been reached, and whether targets for recruitment, completions and achievements have been met, which can be compared over time. Progress in individual language learning can be measured using frameworks like Common European Framework of Reference (CEFR) for language learning. This key factor also addresses the need for objective assessment through external monitoring and evaluation, which can include feedback from all stakeholders. Studies can assess the contribution of introductory and language course provision to integration objectives.

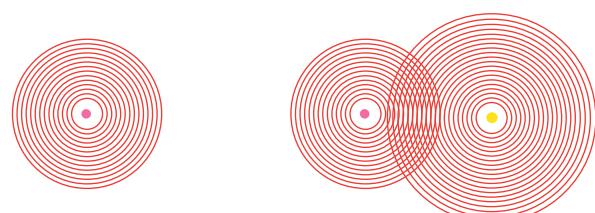
### GUIDE QUESTIONS

- How do you assess whether your city is managing its introductory and language courses work effectively?
- Who has responsibility for assessing the quantity and quality of introductory and language courses for the city's migrant groups?
- How do you gather feedback from internal and external stakeholders and partners?
- Are teaching and support staff's qualifications recorded and is their teaching monitored, with appropriate staff development available?
- How is the quality of students' learning on introductory and language courses monitored?
- Do you collect feedback systematically from students on their language improvement, feelings of being integrated and satisfaction levels?
- Does your city set targets for and log students' achievements and progression and follow up if results are not improving?
- What do external evaluations and inspections cover and how are the results used?
- What changes have you made or are planning to make as a result of your monitoring and evaluation?

### EXAMPLES

The region of **Lombardy** in Italy, together with the Ministry for labour, health and social politics, has developed and monitored a range of flexible certification for learning Italian as a second language as well as running training programmes for teachers. The 'Certify your Italian' database records students' participation and success rates as well as well as monitoring how the language networks are working. This allows comparison of over 300 courses and 6000 students who have taken language tests.

The government of **Flanders** has evaluated its integration courses along their efficiency, effectiveness and impact in consultation with migrants. Part of the evaluation includes whether courses are attended by target groups, reasons for course drop out, and the impact of course attendance on social participation, intercultural contact, health and housing status.



## Context Factors

The following are a list of factors that can affect the ability of your city to meet the benchmark. You can refer to these when using the toolkit to explain a particular context in which the city operates in reaching the European standard.

CONTEXT FACTOR	EXAMPLES OF WHAT THIS FACTOR MAY INVOLVE
• National legislation and policy	Division of competences between central and city administrations; rules limiting city's power to provide services to migrants, or ways of delivering them.
• Data availability	Limits on sources of quantitative data - or qualitative information where relevant.
• Migrant population	History of migration including recent changes; make-up of current migrant population (eg. language requirements, diversity, links with previous settlement).
• Labour market and other economic conditions	Rates of unemployment and skills requirements of local employers, opportunities for self-employment.
• City resources	Availability of financial resources for integration actions; changes in budget.
• City's political situation	Political control within city administration; its policies on migration and integration; electoral outlook.
• Civil society in the city	Degree of development of civil society in the city – both migrant-run organisations and others; extent of engagement in municipal decision-making.



## About MIXITIES:

MIXITIES was a mutual learning project - running from late 2010 to May 2012 - through which cities found out how they could best deliver their commitments in the EUROCITIES Integrating Cities Charter. MIXITIES explored three themes from the Charter, developing a detailed benchmark of key ingredients and best practice for each of these areas. The benchmarks were then used to assess real experience in European cities in peer reviews.

The host city - receiving the peer review visit - learnt about its strengths and weaknesses in this area of integration work by being compared with the benchmark. In addition, piloting the benchmark 'live' in that city gave MIXITIES the opportunity to test, improve and develop it into the toolkits to be used by cities across Europe as effective instruments to put the Charter into practice.

MIXITIES was implemented by a consortium coordinated by EUROCITIES, 16 local authorities from 12 EU Member States as well as expert leaders Berlin Senate for Integration and Migration and MigrationWork CIC.

## How do the Integrating Cities toolkits relate to the broader EU context?

The 2011 European Agenda for Integration acknowledges the role of the EU in providing a framework for monitoring, benchmarking and exchanging good practice on migrant integration among the various governance levels. The EUROCITIES toolkits complement the European Modules on Integration.

These toolkits, benchmarks and modules on migrant integration (with those developed in other projects and networks) show the ongoing commitment of many public authorities and NGOs to learn from each other, assessing and improving policies for the integration of migrants in Europe.

