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Cities And Regions



Developing Action Plans for Operational Programmes:
Intercultural Dialogue and Access of migrants and ethnic
minorities to Education, Health and Housing services

Synthesis Report III

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May 2009





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Foreword

This third Synthesis Report for the MILE project summarises the work done by nine MILE partner cities and the Managing Authorities of the European structural funds, on the theme of Intercultural Dialogue and Access to Services. This report, being the last of three, represents the final output before the conclusion of the MILE Project. During the 18 months of the second phase of the project, the partners have been working on three sub-themes – enterprise development, active inclusion in the labour market, and intercultural dialogue – deepening their analysis and moving into a more concrete understanding of how to manage migration and integration. The work here done has built upon that of the first phase, which analysed the needs and gaps in services for migrants and ethnic minorities in the nine cities, and thus contributed to a better knowledge of the issue at an EU level. While the second, or implementation, phase has brought forth a number of concrete action plans developed by each city in response to those identified needs.

The cities' action plans have been carried out thanks to the use of a precise work methodology based on analysis, strategy formulation, and peer review. This third report has been drafted by Yamina Guidoum, who has been involved in the project as an expert throughout its duration, providing a solid methodological and scientific support to all of us.

The report starts out emphasizing the link existing between intercultural dialogue and access to services: "Intercultural dialogue can only take place in an environment where a person is guaranteed safety and dignity, equality of opportunity and participation...". Health inequalities, difficulties in access to housing and education have been the starting point for the proposals of the partners. The support materials offered in chapter IV (case studies, links to research reports and articles) stimulated the ideas and expanded upon the traditional approaches to action.

The outputs are nine local action plans, reflecting the work done by Local Support Groups and their collaboration with the Managing Authorities. Some of these action plans have been entirely or partially implemented, or are currently in the process of accessing financing from the European Social Fund, the European Regional Development Fund and other EU or local funds.

The Mile experience is itself wrapping up, but it is our hope that the knowledge acquired will encourage an enduring partnership among different levels of administrations and the many other actors involved in the Local Support Groups, allowing for a greater benefitting from the opportunities offered by the Operational Programmes of the European structural funds for the period 2007 – 2013.

City Of Venice – European Policies Department



I. Introduction

This report covers the work undertaken by 9 European Union cities and regions to develop local action plans on ***intercultural dialogue and access of migrants and ethnic minorities to education, health and housing services***, in the framework of the project *Managing migration and integration at local level (MILE)*. The project is co-funded by the cooperation programme on sustainable urban development URBACT I and URBACT II¹.

The report provides first an overview of the project and the methodology used by the MILE project partners to develop their work on the theme of intercultural dialogue and access to key services. Section two presents the main debates on intercultural dialogue and participation at the European Union level as well as an overview of the issues facing mile partner cities/regions for the access of migrants and ethnic minorities to key services. In section three the action plans for intercultural dialogue and access to key services, which have been developed by each MILE partner, are summarised (the full action plans are included in Appendix Four of this report). Finally, section four presents a selection of the case studies and other resources, which were produced to support MILE partners to develop the action plans. The local impact and future of action plans is detailed in section six.

1. Aims of the MILE Project

MILE is a fast track pilot network for the newly launched *Regions for Economic Change (REC)* programme². *Regions for Economic Change* is a new proactive policy tool offered to Member States, regions and cities to help them implement the renewed Lisbon agenda through actions aimed at economic modernisation. It aims to draw on the experience and best practice of high performing regions and to transfer this to regions wishing to improve.

The MILE project has established a network of nine cities with the aim of improving practice in relation to the issues of migration and integration, through an integrated exchange programme. The MILE network is made up of the following partners:

- City of Venice
- City of Rotterdam
- City of Vantaa

¹ www.urbact.eu

² http://ec.europa.eu/regional_policy/cooperation/interregional/ecochange/index_en.cfm



- City of Turin
- City of Timisoara
- City of Komotini
- City of Seville
- City of Amadora
- Municipality of Nea Alikarnassos

The intended outcome of the MILE project is that partner cities will develop good practice project proposals for possible funding from European and national funding programmes. Within the overall theme of *managing migration and integration at local level*, the MILE project is focused on three sub-themes:

- Sub-theme 1: Enterprise development and support;
- Sub-theme 2: Active inclusion for labour market access;
- Sub-theme 3: Access to key services (education, housing, health) and intercultural dialogue.

The process and outcomes achieved by the MILE project under the first sub theme are reported in *Developing Action Plans for Operational Programmes: Enterprise Development for Migrants and Ethnic Minorities*, October 2008. The outcomes under the second sub-theme of active inclusion are reported in *Developing Action Plans for Operational Programmes: Active Inclusion Measures for Labour Market Access*, January 2009. This report is of the process and outcomes achieved under the third and last sub-theme: intercultural dialogue and access of migrants and ethnic minorities to education, housing and health services.

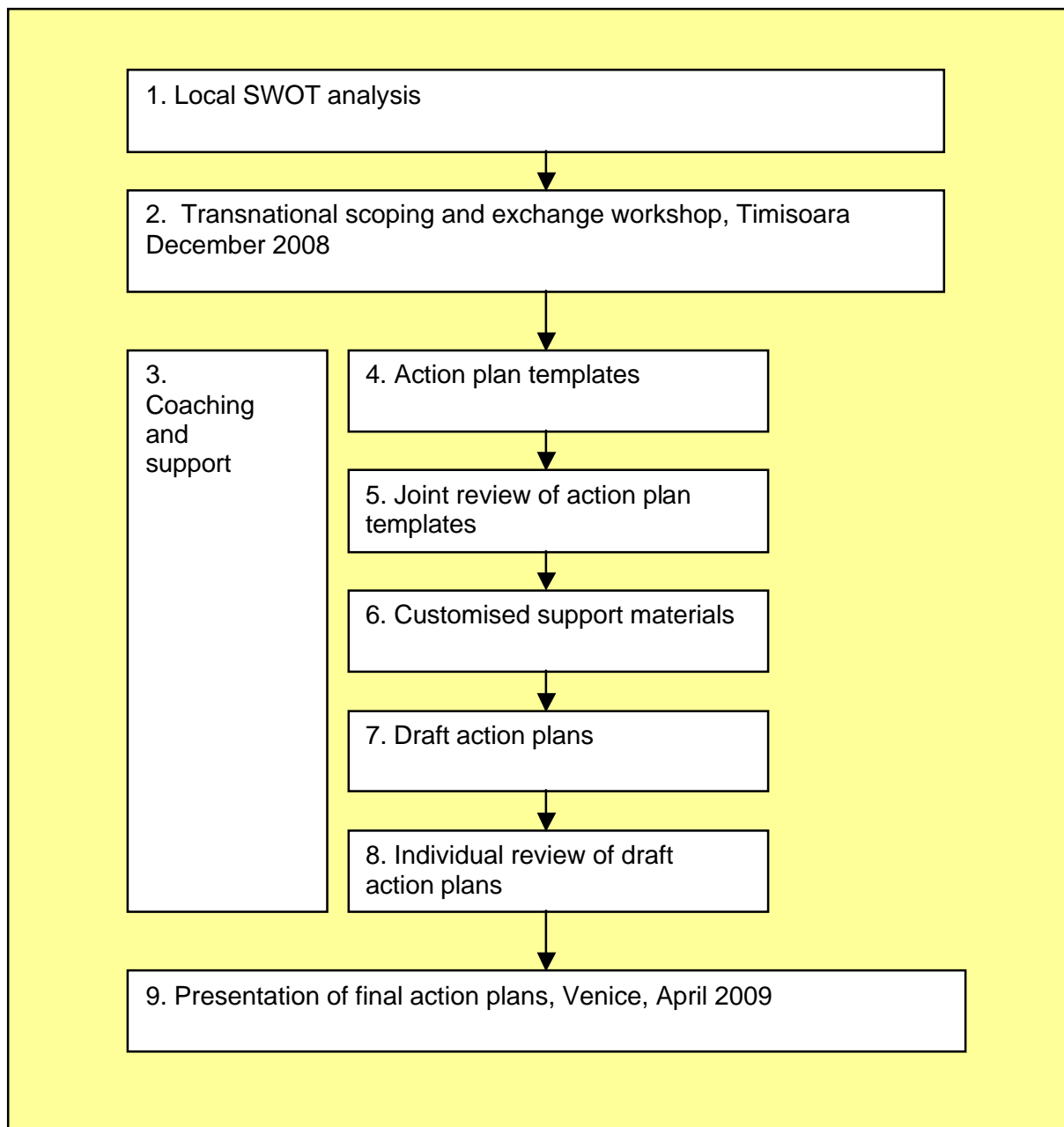
2. Third Action Learning Set Methodology

The MILE project is using an action learning methodology. Action learning is a dynamic learning process through which participants review their own actions and experiences in order to improve performance and outcomes. Action learning usually takes place in groups, as is the case in the MILE project, and encourages participants to learn with and from each other.



For the intercultural dialogue and access to services theme, each partner established an action learning set (ALS), bringing together key actors to develop an action plan for this theme. The ALS is made up of relevant members of the Local Support Group, along with intercultural dialogue, education, housing and health experts and practitioners, which may include elected representatives, practitioners, companies, community organisations, along with the Managing Authorities for structural fund programmes in each city/region.

The following methodology was employed for developing action plan proposals through the action learning approach:



Step 1: Local SWOT analysis

Drawing on the baseline research, an analysis of strengths, weaknesses, opportunities and threats (SWOT analysis) for the access of migrants and ethnic minorities to key services was conducted in each partner city/region. The key findings from the SWOT analyses are presented in the next chapter of this report.

Step 2: Transnational scoping and exchange workshop

The transnational scoping and exchange workshop on intercultural dialogue and access to key services took place in Timisoara (Romania) on 9 – 12 December 2009. The aim of the workshop was to exchange knowledge and experience on approaches to intercultural dialogue for facilitating the access of migrants and ethnic minorities to education, housing and health services, with contributions from experts on this subject. The intended outcome of the workshop was for each ALS to begin to define and scope a city/region proposal for actions to address weaknesses or opportunities identified in the SWOT analysis; that is, to begin to shape an intercultural dialogue project. The workshop programme is attached as Appendix One of this report.

Step 3: Coaching and support programme

From January to April 2009, ALS partners were helped to develop their intercultural dialogue project proposals through a programme of support from experts and through peer exchanges via telephone conferencing. The actions included within the coaching and support programme are detailed in steps 4 to 8 below. The coaching and support programme timetable is attached as Appendix Two of this report.

Step 4: Action plan templates

Each partner completed a template outlining a proposed action plan for an intercultural dialogue initiative. Written feedback was given on each template, aimed at helping partners to develop the templates to the next stage.

Step 5: Joint review of action plan templates

Through a series of telephone conferences, partners learned what intercultural dialogue project each ALS proposed to develop, and shared ideas from their own experience about how these projects could be developed. External experts contributed their ideas to this process.



Step 6: Customized support materials

Each partner received a package of support materials to help develop their initial idea for an intercultural dialogue measure into a detailed proposal. The support materials included links to relevant publications, articles and websites; training kits (i.e. intercultural competences) and good practice case studies (i.e. projects on intercultural mediation). These resources were customized to the specific project proposals put forward by each partner.

Step 7: Draft action plans

Each partner completed a draft action plan, using the Action Plan Methodology (this is attached as Appendix Three of this report). These action plans developed the proposals set out in the action plan templates (stage 4). Written feedback was given on each draft action plan.

Step 8: individual review of draft action plans

Each ALS received an individual feedback from project experts on their draft action plans via emails and telephone discussions. The feedbacks were used to write the final version of the action plans as well as prepare the final presentations of the action plans using a same template, allowing thus comparison between the different cities. Key aspects were highlighted in the presentations to make a good project proposal. These include:

1. Problem analysis
2. Overall aim of the action plan
3. The specific objectives of the action plan
4. The main target groups
5. The activities to be undertaken
6. The methodology of work
7. Complementarity of the action plan with ESF or ERDF operational programmes and with already existing services in the city
8. The added value of the proposed intervention
9. Contribution of the action plan to promote equal opportunities between men and women in the target groups
10. The innovative character of the proposed action
11. The financial and non-financial resources required
12. The timetable for implementation

Step 9: Presentation of final action plans

The presentation of final action plans took place in Venice on 27 April 2009 and was organized in three clusters of action plans, grouped either by type of action or by target groups. Within each cluster, partners presented their detailed action plans and received feedback from their peers, to be included in their action plans. Besides these clusters of action plans, a bazaar of projects was organized for each partner city/region to be able to learn about other action plans of their choice, which were not included in their own clusters. The detailed work programme of this presentation workshop is attached in Appendix five.



II. Intercultural dialogue and access of migrants and ethnic minorities to education, health and housing in the European Union

1. Background

Intercultural dialogue and participation are two interlinked concepts, which overlap constantly. The study prepared for the European Commission by the European Institute for Comparative Cultural Research (ERICarts)³ on National Approaches to Intercultural Dialogue in Europe demonstrates that effective promotion of different cultures in the local environment enhances directly the participation of migrants and ethnic minorities in the social and political life and vice versa. Intercultural dialogue can only take place in an environment where a person is guaranteed safety and dignity, equality of opportunity and participation, where different views can be voiced openly without fear, where there are shared spaces for exchanges between different cultures to take place. From this point of view, there are indeed several EU directives and national legal frameworks outlining basic human, civic, economic and social rights, upon which intercultural dialogue depends.

Specific articles of the EU Charter of Fundamental Rights (2000) are of particular importance to intercultural dialogue by addressing: equality (e.g. non-discrimination and cultural, religious and linguistic diversity); freedoms (e.g. freedom of expression, of thought, conscience and religion); and citizens' rights (e.g. of movement and residence, to vote). Accompanying the EU Charter are several directives, which address equality, two of which include: the Racial Equality Directive (2000)⁴, and the Employment Equality Directive (2000)⁵. These principles and rights are reaffirmed in the Commission's Social Agenda (2005), Culture Agenda (2007) as well as in the December 2007 EU Treaty of Lisbon.

Integration policies and measures are high on the European Agenda since the Tampere Council (1999), but migrants' participation in the decision making process and intercultural dialogue were not regulated nor promoted in any particular way until the few last years on the

³ <http://www.interculturaldialogue.eu/web/index.php>

⁴ Council directive 2000/43/EC, June 2000.

http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisl/2000_43_en.pdf

⁵ Council directive 2000/78/EC of 27 November 2000

http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisl/2000_78_en.pdf



European level. The new era of globalisation, of continuous EU enlargement and high mobility of EU and non-EU citizens has pushed the European Commission to consider Intercultural Dialogue as an efficient tool contributing to the effective governance of cultural diversity within European Societies.

In December 2006, the European parliament and the council of the European Union adopted the decision that the year 2008 shall be designated as the 'European Year of Intercultural Dialogue' to contribute to giving expression and a high profile to a sustained process of intercultural dialogue which will continue beyond that year. It states that intercultural dialogue contributes, among others, to respecting and promoting cultural diversity in Europe, to improving co-existence and encouraging active citizenship and to ensuring equal opportunities and non-discrimination within the EU⁶.

Some of the objectives of the year of Intercultural dialogue relevant to this project:

- Work to identify, share and give a visible European recognition to best practices in promoting intercultural dialogue throughout the EU, especially among young people and children,
- Foster the role of education as an important medium for teaching about diversity, increase the understanding of other cultures and developing skills and best social practices, and highlight the central role of the media in promoting the principle of equality and mutual understanding,
- Contribute to exploring new approaches to intercultural dialogue involving cooperation between a wide range of stakeholders from different sectors.

In terms of measures and financial instruments, Intercultural dialogue became a priority in several parts of the EU's Education and Culture programmes since 2007, such as Lifelong Learning, Culture and Europe for Citizens programmes. It is also part of Youth in Action programme. These programmes have provided support for projects promoting intercultural dialogue in preparation of the 2008 European Year of Intercultural Dialogue.

What the EU Common Basic Principles for integration say on intercultural dialogue and participation

⁶ decision No 1983/2006/EC of the European Parliament
http://www.interculturaldialogue2008.eu/fileadmin/downloads/documents/240-officialdocuments/legal_basis/legal_basis_EN.pdf



The CBPs were adopted by the Justice and Home affairs council in November 2004⁷ and incorporated into the European Commission communication on A Common Agenda for Integration in 2005. These 9 CBPs are primarily intended to assist member states in formulating integration policies for immigrants by offering a simple, non-binding guide against which they can judge their own policies.

Intercultural dialogue and participation are addressed under Common Basic Principles 7, 8 and 9:

- § CBP 7: Frequent interaction between immigrants and Member State citizens is a fundamental mechanism for integration. Shared forums, intercultural dialogue, education about immigrants and immigrant cultures, and stimulating living conditions in urban environments enhance the interactions between immigrants and Member State citizens
- § CBP 8: Promoting intercultural dialogue
- § CBP 9: The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration

These CBP say that intercultural dialogue is about...

- § Making spaces available and providing for activities in which migrants and the host society can interact together in a positive way
- § Developing intercultural competence in public and private services such as school personnel, educators, local authority employees, hospital staff, social workers and others. The active collaboration of migrants in society depends on their ability to access public and private institutions
- § Stimulating spaces for children and youth

And participation of migrants in the democratic process is about...

- Building migrants' associations as sources of advice to newcomers
- Involving migrants' associations and organisations representing their interests in the development and implementation of integration measures

⁷ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52005DC0389:EN:NOT>

- Supporting advisory platforms at various levels for consultation of third-country nationals
- Promoting the participation of third country nationals in local elections. This includes voting, affiliation to political parties, participating in electoral campaigns, contacting politicians, writing letters to government representatives or becoming a candidate in an election. In this sense, minimizing obstacles to the use of voting rights (e.g. bureaucratic obstacles for acquiring naturalisation) is key.

What the Council of Europe says on the notion of Intercultural dialogue:

The white paper of the Council of Europe on Intercultural Dialogue *Living together as equals in Dignity*⁸, says that:

“Intercultural dialogue is understood as a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, on the basis of mutual understanding and respect. It requires the freedom and ability to express oneself, as well as the willingness and capacity to listen to the views of others”.

The paper identifies five policy approaches to the promotion of intercultural dialogue:

(a) *Democratic governance of cultural diversity*: it requires a political culture that values diversity entailing an education system which generates capacities for critical thinking and innovation, the existence of spaces in which people are allowed to participate and to express themselves and law enforcement officials, politicians, teachers and other professional groups, as well as civil-society leaders to be trained to operate in culturally diverse communities. It also requires human rights and fundamental freedoms to be guaranteed, and equal enjoyment of rights.

(b) *Democratic citizenship and participation*: Active participation by all residents in the life of the local community contributes to its prosperity, and enhances integration. A right for foreigners legally resident in the municipality or region to participate in local and regional elections is a vehicle to promote participation.

⁸ http://www.interculturaldialogue2008.eu/fileadmin/downloads/resources/White_Paper_final_revised_EN.pdf



(c) *Learning and teaching intercultural competences:* Competences necessary for intercultural dialogue are not automatically acquired and need to be learned, practised and maintained throughout life. Key competence areas include democratic citizenship, language and history. Learning intercultural competences embraces any formal, non-formal or informal educational activity, including vocational training, the family and communities of reference. Education for democratic citizenship involves civic, history, political and human-rights education, education on the global context of societies and on cultural heritage. Language learning helps learners to avoid stereotyping individuals, to develop curiosity and openness to otherness and to discover other cultures. Language learning helps them to see that interaction with individuals with different social identities and cultures is an enriching experience. There is a need to develop in pupils the intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the search for historical evidence and open debate based on multiperspectivity, especially on controversial and sensitive issues. History teaching is instrumental in preventing recurrence or denial of the Holocaust, genocides and other crimes against humanity, ethnic cleansing and the massive violations of human rights, in overcoming the wounds of the past and in promoting the fundamental values to which the Council of Europe is particularly committed.

(d) *Spaces for intercultural dialogue:* this is a matter of successful intercultural governance, or the ability to cultivate spaces for dialogue that are open to all (physical spaces like streets, markets and shops, schools and universities, cultural and social centres, youth clubs, churches, synagogues and mosques, libraries, etc). It is also a matter of organising the urban space. A “single-minded” planning favours an atomised existence, with the conventional suburb, housing estate, industrial zone, car park or ring road. Whereas an “open-minded” way of organising the space (the busy square, the park, the lively street, the pavement café or the market) can bring diverse sections of society together and breed a sense of tolerance.

(e) *Intercultural dialogue in international relations:* In a global environment, marked by migration, growing interdependence and easy access to international media and new communication services like the internet, cultural identities are increasingly complex, they overlap and contain elements from many different sources. Intercultural dialogue can thus contribute to conflict prevention and conflict solution, and support reconciliation and the rebuilding of social trust.



Health inequalities in the EU

In general, most European countries grant full equality of treatment to migrants that have permanent residency status. Nevertheless, inequalities in healthcare exist for migrant groups and the '*inverse care law*' – where communities in greatest need are least likely to receive the health services that they require – still applies in too many parts of Europe⁹. For instance, in Spain, where co-payments exist only for drugs, there is evidence that financial hardship negatively affects the use of medication among migrants. In a study carried out in an area of Andalusia, 24.2% of immigrants were unable to obtain the medication they needed mainly due to lack of finance (Vilarmau, Vila, 2003)¹⁰.

The *Quality in and equality of access to healthcare services* report issued march 2008 by the European Commission identifies three groups of factors that explain the reasons why migrants experience unequal access to health. These are, according to Mladovsky (2007a, 2007b), the complex and long process for acquiring work and residence permits; literacy, language and cultural differences. Health provision services need interpretation services with interpreters that are skilled in cultural interpretation, especially in mental health care services where diagnosis is culture-sensitive. The third cause is the administrative and bureaucratic factors, lack of knowledge of the system and mistrust of health providers (particularly for undocumented migrants fearing detection). Often, migrants come from countries with very diverse health systems, which can differ greatly from the one they find in the host country. Moreover, migrants can display different attitudes towards health and illness, and different patterns of health maintaining behaviour.

Access to housing

In its December 2005 comparative report on *Migrants, Minorities and Housing*¹¹, the European Monitoring Centre on Racism and Xenophobia identified similar mechanisms for excluding or disadvantaging migrant and ethnic minority households in different member states. These mechanisms include: (i) the denial of accommodation by private property owners; (ii) imposing restrictive conditions or criteria limiting or shaping access into publicly supported accommodation; and (iii) harassment, abuse or opposition from neighbours. EU interventions in the form of the recent anti-discrimination directives¹² are having a positive

⁹ A comparative investigation into workplace practices in the healthcare sector across ten European countries (2007), The European Intercultural Workplace, http://www.eiworkplace.net/texts/EIW_Sector_Specific_Booklet_on_Healthcare.pdf

¹⁰ The Quality in and equality of access to healthcare services (2008), European Commission

¹¹ Malcolm Harrison et al (2005), *Migrants, Minorities and Housing: Exclusion, Discrimination and Anti-discrimination in 15 member states of the European Union*, EUMC

¹² June 2000. http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisln/2000_43_en.pdf

Council directive 2000/78/ecof 27 November 2000

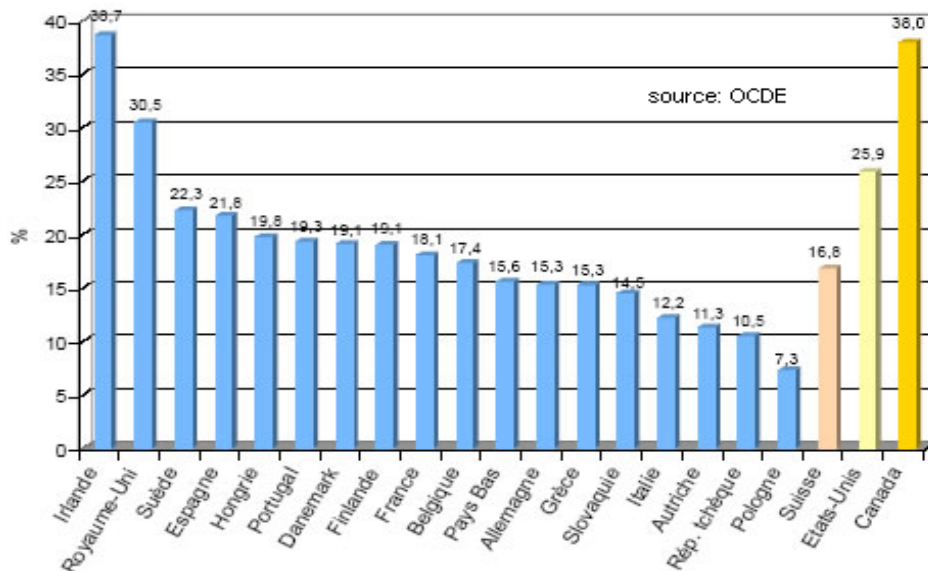
http://ec.europa.eu/employment_social/fundamental_rights/pdf/legisln/2000_78_en.pdf



effect, and member states are strengthening anti-discrimination legislation, with some introducing special programmes to improve the housing conditions of migrants and minorities. However much still needs to be done to tackle the discrimination that exists in housing before more inclusive societies in the EU can be attained. It is believed that developing practices for conflict resolution, counselling and mediation are likely to be useful in reducing discrimination and overcoming barriers to housing at local level.

Education

At EU15 level the average rate of early school leaving is 18.3%, but differences from one member state to another range from below 5% to over 35%. The European target for 2010 is to try to reduce this percentage to 10%. While efforts in education are considered critical to preparing immigrants, in the European Framework on integration, the percentage of the immigrant population accessing higher education remains poor compared to that of Canada and the United States as illustrated bellow (2000):



2. Issues for the access of migrants and ethnic minorities to education, health and housing in the MILE partner cities

The baseline research and SWOT analysis show that there is a need for the provision of adequate housing support services for migrants and ethnic minorities as well as for the promotion of dialogue and communication to facilitate access to housing. Intercultural mediation services in schools and hospitals are crucial. Health and education practitioners need to receive a culturally sensitive training for them to manage the diversity of their clients. Overall, information services in education, health and housing need to be more efficient in order to reach the target groups and be more responsive to their needs. The table below provides a summary of this analysis:

Theme	Strengths	Weaknesses	Opportunities	Threats
Access to basic services: housing, education and health	<p>Education</p> <ul style="list-style-type: none"> - Existence of support programmes for migrant and Roma students - Availability of language lessons - Availability of adults training <p>Health</p> <ul style="list-style-type: none"> - Specific health programmes already implemented by most cities: welfare regulation, Roma health mediators, awareness raising actions for encouraging migrants to use the health system 	<p>Housing</p> <ul style="list-style-type: none"> - Housing is a serious problem in most cities - Actions undertaken to allow access to housing insufficient - Migrants subject to massive speculation and abuse concerning housing - Poor housing conditions affect migrants and Roma - Inadequacy of loans provided for Roma housing in some cities <p>Education</p> <ul style="list-style-type: none"> - Majority of Roma children do not go to school - High levels of drop-outs among migrants and Roma children before reaching secondary school - Economic and social difficulties prevent adult migrants from taking education seriously - Illiteracy among first generation migrants - In Portugal, drop-outs of both migrants and natives is a serious problem in Portuguese educational system <p>Health</p> <ul style="list-style-type: none"> - Vulnerability of migrants who have no social insurance scheme - Lack of resources to provide translation and cultural mediation services in health centres - Weaknesses in migrant pregnant women health, abortion and child mortality at birth 	<p>Housing</p> <ul style="list-style-type: none"> - Promote a strong investment policy in the social housing at regional and local levels - Avoid ghettoisation of ethnic minorities in the same areas - Implementing specific actions to deal with housing needs for ethnic minorities <p>Education</p> <ul style="list-style-type: none"> - Implementing strong measures to reduce school repetition and dropouts - Adapting curricula to diversity at schools - Implementing integration actions at schools <p>Health</p> <ul style="list-style-type: none"> - Include cultural and linguistic mediation as part of the mainstream services provided by the public health system - Addressing the difficulties facing pregnant women - Addressing the insufficiencies of public health systems as a whole 	<ul style="list-style-type: none"> - Worsening of access to housing due to prices and availability - Worsening of early school leaving in migrant and Roma children - Declining quality of the public health and education systems - Creation of two different quality levels of health and education services and separation of the groups - Political will and resources might not be made available



III. Local action plans for intercultural dialogue and access to services

1. Venice (Italy)

The Venice Action Plan starts with a thorough analysis of the situation of access by migrant families and their children to education services, both at local and regional levels. Available data points to the need for a comprehensive and sustainable set of actions that would guarantee an effective access of migrant families and their children to educational services.

The general aim of the action plan is twofold: combating early school leaving in children and young migrants who are in the age of compulsory schooling and empowering their mothers, and other migrant women in general. Main activities of the action plan include: consolidating an observatory on early school leaving to measure the real extent of the phenomena and monitor it; promoting the role of cultural and linguistic mediators with the objective of strengthening relationships between school and family; and developing a model of Italian language course tailored to the needs of migrant mothers and women and taking account of the obstacles to their participation in these courses such as child care.

2. Amadora (Portugal)

The action plan proposal consists in creating an orchestra in Amadora city, in particular in the disadvantaged area of Boba. The orchestra is inspired from the Venezuelan national system of the youth and infantile orchestra. The main goal is to tackle early school leaving in this area, in particular among children and youth who are migrants or migrants' descendants. Positive action towards this group will be applied. The target group is estimated to reach 464 beneficiaries per year. The implementation of the project in Amadora will serve as a pilot for the rest of the Lisbon region. The use of music stems from the fact that, as most arts, music is seen as a non-threatening activity, which is accepted by established youngsters groups. It transforms individuals in a positive way and at the same time it raises no hostile reaction or group pressure. On the contrary, it raises a sense of the entire community.

Main activities of the proposal include, besides the creation of the orchestra, intercultural meetings and artistic performances including the orchestra in order to strengthen the links between local communities of natives, roma and migrants of African origins. The approach in the work with Roma will be that of "ground zero" meaning that no one can pretend to know the roma people and the roma culture, but rather start the work assuming that we know nothing about this issue. The third activity will consist in providing intercultural training for teachers, mediators, facilitators and other stakeholders.



Last, demonstration activities will be targeted at music teachers and organisations, social workers and policy makers together with dissemination activities targeted at media staff and organisations and the public in general with the purpose of awareness raising.

This proposal has already been approved for funding under the ERDF Operational Programme of the region of Lisbon in March 2009. It will cover 5 other cities in the same region, the city of Amadora being a pilot.

3. District of Charlois (Rotterdam- Netherlands)

The Rotterdam 'social index' measures the strengths and weaknesses of different neighbourhoods. This index shows that the district of Charlois has an under average score on the main issues of capacities, environment, participation and social inclusion. Parents are not involved in the education and life of their children and there are insufficient opportunities for the personal and social development of children.

The action plan proposal seeks to create a classical orchestra for children aged 6-10 years old with mixed cultural backgrounds as part of an extensive school programme, offered as an extra school activity. The objective of the orchestra is to create a social bond between children and their parents and to provide free cultural education to these children.

The proposal is eligible for the European Social Fund under the priorities 2 and 3, respectively "Promoting inclusiveness for the disadvantaged" and "Promoting adaptability and investing in human capital".

4. City of Timisoara (Romania)

This action plan encompasses two main sub-themes of the MILE project: "active inclusion measures for labour market access" and "intercultural dialogue and access to key services". Its goal is to prevent and combat early school leaving in four disadvantaged areas of the city of Timisoara: Losefin, Ronaia, Fratelia, Fabric, Plop, Traian. The target groups are children aged 5 to 16 years old, coming from disadvantaged families experiencing poverty, children with special educational needs and Roma children at risk of school leaving.

Five multifunctional days centres for children will be set-up by rehabilitating an existing one and building 5 others. This will be done in collaboration with five schools where dropout rates have been identified to be particularly important in the neighbourhoods mentioned earlier. The centres will offer support services for 75 children and 60 families.



Among the activities foreseen for the children of the centres are help for homework, afternoon meals, and leisure activities. The centres will provide the families with individualized support by organizing one to one sessions with the child's teacher and accompanying them to the session, organising information sessions in schools for parents to find out more about the school system, job opportunities for school leavers, drugs and other issues, offer primary information about social services, facilities, social rights, jobs, formation/training.

These centres are called the "Participatory Multifunctional Day Centre for Children" in reference to the participatory approach that was adopted by the Local Support Group who developed this action plan proposal. The meetings held for the development of the action plan were a real open place for dialogue, where tolerance and consensus building were promoted between Roma and non Roma members of the local support group as well as with local authorities. Among the stakeholders involved are schoolteachers, psychologists, social workers, mediators, Roma people and associations and local authorities.

The action plan is part of the *Service for Child Protection and Family of the Local Council* and is eligible for funding under ERDF regional Operational Programme for the rehabilitation and building of the infrastructure of the day centres, and under ESF Operational Programme for Human Resources development.

5. City of Torino (Italy)

The local action plan proposal intends to ensure equal access to the National Voluntary Service to Italian and non-Italian citizens living in Torino. Due to limitations of the Italian legal system the second generation of migrants born in Italy from a migrant family or who reside in Italy as a result of a family reunification process can not obtain the Italian citizenship and thus can not participate in the mainstream national voluntary service.

The action plan seeks to consolidate a previous experience of an alternative voluntary service for young adults living in Torino and aged 18 to 25 years, who are descendents of migrant parents and who do not have the Italian citizenship. This voluntary service has a duration of 12 months, 24 hours a week, and includes a one-year training combined with a voluntary work. The training is meant at reinforcing a sense of active and responsible citizenship in the participants, by providing them with knowledge on legal, political, administrative, social and historical aspects of the local government and the city.



The voluntary work takes place in public and private organisations working on local development issues, social issues or pilot projects managed by the city of Torino.

The alternative voluntary service aims at favouring the social, cultural and political integration of young migrants in urban life, acknowledging their social role as a resource for the city and creating bridges between genuine integration experiences and policy making at local level. Twenty participants will be selected each year with two specific requirements: having at least two years of Italian school frequency and a good command of Italian language, written and spoken.

The initiative represents an intercultural laboratory where young volunteers and civil servants and policy-makers responsible for integration policies interact, allowing to improve the identification of needs and the appropriate public policies that respond to these needs.

6. City of Nea Alikarnassos (Greece)

The Nea Alikarnassos proposal will develop a strand of activity within the context of a wider initiative of creating an *Education and Culture Centre* as a one-stop-shop for migrants, Roma and other minorities living and working in the area. The *Education and Culture Centre* will provide a range of functions and services, including; information and advice services for target groups; Greek language courses and vocational training; coordinating the work of all agencies working with migrants and ethnic minorities.

Two main activities are proposed in the action plan: facilitating access to education and establishing a multicultural library. Access to education will be facilitated by the production of a DVD with the active involvement of pupils and parents of different ethnic groups illustrating the school environment (primary school), the school activities and the benefits gained from going to school. The DVD is targeted to parents (migrants and Roma) with the participation of teachers. The objective is to promote awareness raising on the importance of education, to foster cooperation between the school and the family. This initiative is inspired by the experience of the city of Vantaa where schools and families cooperate in supporting the integration of children with migrant background into Finnish school life and where the use of a similar video proved to be successful in raising the awareness of the families about the importance of school.



The multicultural library will have resources in the languages of the ethnic minorities, including Greek and will be used as a space where people of different ethnic origins - including Greek - will be able to find books in their mother tongue, to learn about other cultures and to socialize. In addition a support office will be set to help both beneficiaries with bureaucratic and administrative procedures, and a training course will be provided to a number of migrants and Roma in order to prepare them to work as cultural mediators – facilitators for private or public services. Courses include communication skills, social and psychological preparation.

The infrastructure of the proposal (Education and Culture Centre) is eligible under ERDF Regional Operational Programme of Crete and Aegean Islands. The activities of the proposal are eligible under ESF Operational Programme “Development of Human Resources”.

7. City of Komotini (Greece)

The action plan of Komotini encompasses all three sub-themes of the MILE project described in the introduction. It consists in establishing a local employment and entrepreneurship office. The office will co-ordinate actions of the Municipality of Komotini and other agencies to provide targeted services aimed at increasing employment and entrepreneurship, as well as facilitating access to education and health services to minorities living in Komotini. The action plan for this sub-theme is targeted to Greek re-settlers, Roma population, Greek Muslim population and migrants.

The action plan consists in the implementation of two main activities. The first one is the provision of tailored and intercultural training for the staff of the future employment and entrepreneurship office, the staff of education and health services, as well as the facilitators who are members of the ethnic minorities and who usually play the role of mediators between mainstream service providers and their respective communities. The second activity is the transformation of the municipal library and an existing mobile library into a multicultural library by enriching it with non-Greek resources. The libraries will be used as a place for the organisation of events that will give visibility to existing cultures in the territory and promote access to materials from different cultures and languages living in the territory. The mobile library will be used to reach minorities living in remote and isolated areas.

The action plan is eligible under priority axes 2 and 3 of the ERDF Regional Operational Programme of Macedonia.



These are respectively training and education as services for SMEs; and social infrastructure for the support of sensitive social groups, as a measure for sustainable development and quality of life. The plan is also eligible under ESF Human Resources Operational Programme: Development of special services for the employment and education.

8. City of Vantaa (Finland)

The action plan of Vantaa has three main areas of intervention: (1) prevention and resolution of conflicts between ethnic groups; (2) improving guidance and information services for immigrants and (3) inclusion and empowerment in Vantaa's neighbourhoods, in particular Koivukylä and Länsimäki areas which have large migrant populations and well-established migrants' associations.

Prevention and resolution of conflicts will be done by creating a tool called an *antenna network of contact persons for the prevention of ethnic conflicts*. It consists in creating and maintaining a network of professionals and volunteer community leaders that can be called upon when needed. They are called *antennas* because they are in a position to see and hear what's going on at a neighbourhood level. The basic idea is that the existing but latent network becomes active when a conflict is brewing, preferably before the conflict escalates.

The second area of intervention consists of integrating information and guidance services for migrants in the already existing *Citizens' Offices* and to harmonize the scope and quality of Vantaa's services with those offered in other Metropolitan area cities (Helsinki & Espoo) in order to create a uniform service model for information and guidance services. To do this, the action plan will provide training to *Citizens' Offices* staff, including intercultural training, and develop user-friendly tools for them to handle immigrant related questions.

The third area of intervention will have the following activities: developing a model of trans-sectoral cooperation for city personnel working with migrants; creating local meeting places that would attract both migrants and Finns alike; and piloting a locally adopted version of a multicultural children's orchestra, as those of Amadora and Charlois described above.

The first area was funded in 2009 through MILE and future funding is required through regular budget planning from the Leisure and Citizens' Services in Vantaa. The goal is to mainstream the network. The second area has already secured ESF funding and the third area was submitted on the 15 May to a call for proposals of the Ministry of Interior.



9. City of Sevilla (Spain)

Seville's action plan seeks to tailor employment and enterprise support services to the characteristics and needs of migrants and to implement participation mechanisms of migrants in public policy design and implementation concerning employment and enterprise support.

The proposal is targeted at migrant entrepreneurs who live in the city of Sevilla. Main activities of the action plan include: customising communication materials on enterprise support services to the diversity and needs of migrant clients; organising meetings with migrant entrepreneurs in order to debate how to adapt the existing employment and enterprise support services to their needs and aspirations; organising a conference "Emprender entre Culturas" as a means to debate the real needs of migrants in terms of employment and enterprise services.

The city of Seville has already implemented this action plan starting end of 2008 and the conference "Emprender entre Culturas" took place in March 2009, using the own resources of the Economy and Employment department, in addition to the ESF funded-project REDES and funds from the andalusian bank CAJASOL.



IV. Resources for developing local action plans

A selection of the resource materials that were developed to support the Action Learning Sets to develop their action plan proposals are included here. They include case studies, links to research reports, and articles. They are presented under the following headings:

- § Use of the arts in Intercultural dialogue
- § Intercultural mediation and access to health
- § Multicultural libraries
- § Active citizenship
- § Intercultural and Citizenship Training
- § Early School Leaving

1. Use of the arts in Intercultural dialogue

MUSIC INDUSTRY TRAINING

Courses for young people from immigrant communities at the Chocolate Factory, North London

The Chocolate Factory learning unit provides certificated courses in music business and sound engineering especially targeted at young people from immigrant communities in North-London. The courses include artist management, live performance and touring, music marketing, composition and production techniques. They are free of charge for young people who are unemployed.

The courses offer opportunities and special tools for the members of immigrant communities to develop their skills. The concept developed at the Chocolate Factory has been adopted by other similar initiatives in Italy (e.g. Mulab social enterprise in Rome).

Contact Details:

Project led by the Collage Arts Development Agency
The Chocolate Factory 2
Coburg Road
Wood Green
London N22 6UJ
Web: <http://www.collage-arts.org>

Additional Resources:

Information about the [music business training courses](#) at the Chocolate factory is available on the Collage Arts web site.

An article about the [Chocolate Factory](#) is available from the web site of the Independent Online.

Music Villages and London: Diaspora Capital Database

Music Village is a joint initiative, promoted by Cultural Cooperation NGO, including members of immigrant communities and people originating from the UK to organise festivals and other events to promote cultural diversity on a worldwide scale. It provides a forum for artists from around the world to meet and exchange experiences while at the same time also raising the awareness and acceptance of Britain's cultural diversity.

Cultural Co-operation NGO has been promoting international understanding through the arts in Britain since 1987; its annual programme has comprised festivals of world culture, research projects, conferences and educational exchanges. These activities have sought to:

- improve local and global cultural dialogue by celebrating Britain's multi-rooted cultural heritage and encouraging interaction among artists of diverse origins now settled in the UK and dialogue between these local artists and international practitioners from cultural traditions in other parts of the world;
- increase international and cross-cultural understanding by arranging large-scale festivals - such as the annual *Music Village* - research studies, conferences, artist exchanges & network-building initiatives, e.g. *London: Diaspora Capital*;
- encourage social cohesion by developing London's potential to generate new models of peaceful co-existence between its diverse communities, models that can be applied to other modern world cities;
- develop individual & community potential by stimulating personal growth and community spirit through direct involvement, particularly of isolated individuals and groups, in high profile, city-wide cultural activities; and
- promote the values of a cosmopolitan democracy that welcomes the voices of all its citizens, respects the integrity of their different faith and cultural traditions and prizes diversity as a source of enrichment for all.

Contact Details:

Mr Prakash Daswani
Cultural Co-operation
Second Floor
334/336 Goswell Road
London
EC1V 7LQ
United Kingdom
Web: <http://www.culturalco-operation.org>

Everybody's Song – Music as a tool for the promotion of diversity and intercultural understanding

This project was initiated, developed and coordinated by the Cyprus Neuroscience and Technology Institute (CNTI alias Future Worlds Centre) in partnership with Workshop for Civic Initiatives Foundation (WCIF), Bulgaria; Cyprus Youth Council (CYC), Youth Forum Eye (YFE), FYR Macedonia; Hellenic Youth Council (ESYN), Greece; Centre for Peace and Democracy Development (CPDD), Serbia.



The general aim was to reflect on the role of music in intercultural understanding and to identify ways to utilise it in youth work. The objectives were: to raise awareness of cultural diversity and the role of music in intercultural dialogue; train youth organisations and musicians in intercultural learning; foster partnerships between youth NGOs and musicians; attract new target groups for youth work and arts; develop creative and innovative approaches in intercultural learning and promote and increase the visibility of the EC Youth (in Action) Programme in South East Europe.

Main activities of the project included international seminars in Cyprus and FYR Macedonia; community development activities and intercultural festival in Bulgaria; bi-communal concert in Cyprus; international youth exchanges in Greece and FYR Macedonia; international youth art camp in Serbia; film screenings and panel discussions in Cyprus, FYR Macedonia and Greece; multimedia website in seven languages: Albanian, Bulgarian, English, Greek, (Slavic) Macedonian, Serbian and Turkish; multimedia DVD.

For more information go to:

<http://www.everybodys-song.net>

Other resources:

[Exploring the use of the Arts in intercultural and interreligious dialogue](#) by Meg Rybicki

[Good Practice Guide \(2004\)](#) on the use of culture as a means for combating social exclusion, providing examples of cultural activities which are aimed at combating negative stereotypes associated with immigrants and members of cultural minorities.

2. Intercultural mediation and access to health

MiMi – with Migrants for Migrants Improving Health Systems for Migrant Populations

With Migrants for Migrants (MiMi) is a German intercultural health project serving migrant health through multi-language and culture-sensitive interventions in health promotion and prevention. The project started in 2003 and expanded to 37 cities involving more than 120.000 migrants.

MiMi aims to promote immigrants' health responsibility and awareness in order to provide equitable health opportunities in the long term. Central to MiMi is the cutting-edge concept of health mediators. Individuals from immigrant backgrounds are trained on health issues and act as contacts for target groups, supported by partnerships between immigration services, health services and immigrant associations. This highly participatory approach to health promotion designed to improve access to health services and health information has enabled the dissemination of information about health-related knowledge and a coordinated action in health care. In 2003, MiMi compiled a health guide, continually updated, available to all partners free of charge. The trained health mediators deliver the campaign stage of MiMi through information events on health issues in their native



languages. The project builds capacity to deal with health-related problems, strengthens community work and development, and provides education and information to target populations.

The use of intercultural mediators as multipliers and links between health services and migrant populations appears to be a very successful approach to health promotion and improves access to health services and information. MiMi also integrates fundamental principles of active participation of migrant groups and involvement thus enabling these disadvantaged groups to gain control over their health and improve self-worth, feeling of being valued in society and social inclusion. This participatory approach also ensures sustainability of the project (Source: HealthQUEST country reports).

For more information go to:

<http://www.bkk-bv-gesundheit.de/bkk-promig/>

and

http://www.dguv.de/bgag/de/veranstaltungen/tundi/2008/_dokumente/WS_03_Salman_EN.pdf

Contact:

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Ethno-Medizinisches Zentrum e.V.
Königstr. 6
D - 30175 Hannover
Phone: +49 (0)511 16841020
Fax: +49 (0)511 457215
ethno@salman.info

Mediating Romani Health: Policy and Programme Opportunities.

Report of the Open Society Institute, Network Public Health Program, 2005

http://www.soros.org/initiatives/health/focus/roma/articles_publications/publications/romani_health_20051201/roma_health_mediators.pdf

3. Multicultural libraries

Don't judge a book by its cover! LIVING LIBRARY

The Living Library works exactly like a normal library – readers come and borrow a 'book' for a limited period of time. After reading it they return the Book to the library and – if they want – they can borrow another Book. There is only one difference: the Books in the Living Library are human beings, and the Books and readers enter into a personal dialogue. The Books in the Living Library are people representing groups frequently confronted with prejudices and stereotypes, and who are often victims of discrimination or social exclusion. The 'reader' of the library can be anybody who is ready to talk with his or



her own prejudice and stereotype and wants to spend an hour of time on this experience. In the Living Library, Books cannot only speak, but they are able to reply to the readers' questions, and the Books can even ask questions and learn themselves.

Living Library is *an opportunity for intercultural learning* and personal development aimed at people who usually have little access to or time for non-formal educational programmes.

Surrounded by images and fragments of information about others, people are left to their own imaginations and assumptions or to their prejudices and stereotypes, and very often the two go hand in hand. The Living Library gives people an opportunity to speak in private and personally to a 'stranger' in a structured, protected, yet completely free space – within a strictly limited time, but without any further commitment. This framework is probably one of the reasons why the Living Library has been so popular wherever it has been organised:

readers can predict the risk they are taking in meeting the Other”.

A guide on how to organize and run a Living Library can be downloaded from:

<http://living-library.org/assets/files/guides/Living%20Lib%20Organisers%20Guide.pdf>

Living Library website:

<http://living-library.org>

“News from Babylon” – a project on languages, books and reading

“Usually, multilingualism is regarded as an indication of good education. The multilingualism of immigrants, above all of immigrant children, however, is regarded as a shortcoming if the languages are Turkish, Polish, Serbian or Serbo-Croatian, Arabic or Russian rather than English or French. No doubt, mastering the German language is required for equal opportunities in the German education system and in professional life. But the condemning of the mother tongue contradicts the UNESCO declaration of cultural diversity, particularly as well-known linguistic researchers have proved the necessity of mastering the mother tongue for learning further languages. Last but not least, it is an unforgivable squandering of resources, if the existing multilingualism of the immigrant children is not paid attention to.

We established in our public library a project called “News from Babylon” which deals specifically with the treasure of world culture that the immigrants deliver free to us: the variety of languages. One of the most successful projects was the “tent of storytelling”. With the advice of our communities, we chose fairy tales from 13 different countries, which were illustrated on large plates by 13 artists coming from these countries and narrated by 13 storytellers from these countries exclusively in their language. The storytelling ability of the narrators, the repetition of certain words, phrases, or verbal formulas typical in fairy tales all over the world, and the large illustrations, which, like the more well-known Japanese manga design language are as well typical in different cultures, make it possible for the children to understand a foreign language: so they gain pleasure from the different sounds of language and play with words in different languages. Because of this, many Neukölln kids know the Japanese word for dragon and power drink or the Russian words for grandfather, grandmother, mother, and father. The children, who hear their mother tongue in the fairy tale



just told are very proud”.

Source: *165 Nations in the Bezirk Neukölln of Berlin*, Cultural Work and Cultural Politics in a Multiethnic Community, Dr. Dorothea Kolland, Director of Culture, Berlin-Neukölln
http://www.coe.int/t/dg4/cultureheritage/policies/Cities/examplesberlin_en.asp#TopOfPage

Participatory methods for video making

The process of making a video can be really an opportunity for intercultural dialogue, but needs to focus on methodology. Participatory Video methods value local knowledge, build bridges between communities and decision-makers and enable people to develop greater control over their own development and the decisions affecting their lives.

The handbook can be downloaded for free from: <http://insightshare.org/index.html>

4. Active citizenship

CIEN: Good Practices In Citizenship And Coexistence In European Neighbourhoods

Over the last few years, many European cities have developed town-planning intervention experiences accompanied by actions to strengthen social cohesion, to promote a more solid coexistence and to prevent the appearance of racist and xenophobic incidents in neighbourhoods with structural problems, where most of the immigrant population is concentrated. The goal of CIEN project is to generate knowledge through the exchange of experiences about policies for the promotion of citizenship and coexistence, developed in European neighbourhoods with a high concentration of non-EU immigrants, in order to transfer this knowledge to European cities.

The “Good Practice Guide for the Promotion of Citizenship and Coexistence in Neighbourhoods” produced by this project includes a transnational definition of the coexistence of citizens, applicable to European neighbourhoods with a high presence of non-EU immigration; detailed description of at least 30 policies and interventions developed in European neighbourhoods for the promotion of the coexistence of citizens and in-depth descriptions of the most effective intervention methodologies, with special emphasis on organisation transversally and citizen participation.

More information on the project in: <http://www.inticien.eu>

Contact (to obtain copy of the Good Practice Guide):

Diputacio de Barcelona
Servei de Polítiques de Diversitat i Ciutadania
Àrea d'Igualtat i Ciutadania
Diputació de Barcelona
Travessera de les Corts, 131-159



Recinte Maternitat
Pavelló Mestral, 4 planta
08028 Barcelona
Tel: +34.93.402.27.13
Fax: +34.93.402.27.14
s.politiquesdc@diba.cat

5. Intercultural and Citizenship Training

Training Kit « Intercultural learning »

For trainers and other youth dealing with intercultural issues.

The toolkit contains:

- § some ways of looking at the context and importance of intercultural learning,
- § summaries of some of the theories which we find helpful in understanding the bases for intercultural learning,
- § tips for working out intercultural methodologies,
- § a selection of different types of relevant methods,
- § models of how to run thematic workshops,
- § suggestions for going further.

The full training kit can be downloaded from:

http://www.youth-partnership.net/youth-partnership/publications/T-kits/4/Tkit_4_EN

Training Kit “Under Construction Citizenship, Youth and Europe”

Reflections and exercises about the evolving concept of European Citizenship

Main chapters of the toolkit include:

- § Contemporary Approaches to Education for European Citizenship – who is doing what today?
- § Educational Approach to European Citizenship – how we think it should be done
- § Citizenship Scenarios – Project Examples

The full training kit can be downloaded from:

http://www.youth-partnership.net/youth-partnership/publications/T-kits/7/Tkit_7_EN

Training Kit “Social Inclusion”

For trainers and youth workers committed to work for the inclusion of all.

The toolkit contains some approaches and practice of Inclusive youth work as well as a



series of methods and exercises for trainers.

The full training kit can be downloaded from:

http://www.youth-partnership.net/youth-partnership/publications/T-kits/8/Tkit_8_EN

6. Early school leaving

Increasing Rates of School Completion: Moving From Policy and Research to Practice

A Manual for Policymakers, Administrators, and Educators

This *Essential Tool* provides a synthesis of research-based dropout prevention and intervention and offers examples of interventions that show evidence of effectiveness. This has proven to be a difficult task because the intervention research on dropout and school completion that can be used to inform practice is incomplete (Dynarski & Gleason, 2002; Lehr et al., 2003; Sutherland & MacMillan, 2001). Although there is not yet a solid foundation of research on dropout intervention and prevention from which to make strong conclusions, there is information that educators, administrators, and policymakers can use to help make informed decisions. This tool is intended as a base of current knowledge that can be built upon as additional interventions are implemented and empirically validated.

This *Essential Tool* manual is intended for state- and district-level education agencies to assist in developing and implementing interventions that will effectively decrease the rate of dropout and improve school completion for students with and without disabilities. The intended audience includes state education agency personnel, district superintendents, special education directors and their staff, principals, and those managing a wide range of alternative education programs.

The manual can be downloaded from:

<http://www.ncset.org/publications/essentialtools/dropout/>

V. Conclusions: Impact and Future of local action plans

In the majority of partner cities, action plans have with no doubt created an impact at local level, be it in terms of transferring the knowledge acquired in the MILE process to local policies, programmes and actors, in terms of scaling-up some of the action plans at policy level and integrating them into mainstream services, or in terms of securing funding through the Operational Programmes of the European Social Funds (ESF) and the European Regional Development Fund (ERDF) for their implementation. In addition, the process has also contributed in creating new and lasting partnerships vertically between different levels of administrations as well as horizontally with sister municipalities, improving thus governance.

In this sense, the action plans are living documents, where some of them have been entirely or partially implemented or are on their way to be implemented. In **Seville**, for instance implementation of this third action plan did not require considerable amounts of funding and was not necessarily conditioned by access to ERDF or ESF funds. The action plan was implemented by the Economy and Employment Department of the city, using its own resources, in addition to resources from an already existing project, the REDES project funded by ESF, and other resources provided by the Andalusian bank CAJASOL for the online intercultural training of business advisers of the Business development unit.

The third action plan of the city of **Vantaa** was approved by the Managing Authorities for funding under the European Social Fund and implementation started 01 May 2009. Furthermore this third Action Learning Set, in the same way as the previous two had an influence on policy and practice in the city: ideas adopted in the course of the project and elaborated further locally are now included in the new *Vantaa Integration Program* for 2009-2013, which was approved by the city council and city government. The process of elaborating the integration programme was participatory covering all administrative sectors and the third sector including migrant organizations. Local Support Groups in this context played the role of multipliers. The Local Support Group (LSG) of Vantaa is chaired by a deputy mayor and made up of planners and middle-level officials from different administrative sectors. They in turn transfer the knowledge chaired in the LSG to their own departments. The *Vantaa Integration Program* raised interest in stakeholders who are preparing similar programs in the cities of Espoo and Turku and is serving as a model to replicate.

The action plan of **Amadora** is currently being implemented as a pilot project. Youth orchestras have attracted the interest of the media, and consequently the greater public, who have contacted the City Council to obtain more details about the initiative.



In order to transfer the action plan to the wider region of Lisbon, a common application, *Symphonic Youth Orchestras*, involving the Region and other cities of the metropolitan area, was submitted for funding under the Operational Programme of Lisbon to the 18 councils of Lisbon Region in December 2008. On March 2009, the application was granted funding from the Lisbon Operational programme for 6 cities of the Region. These are Zambujal Quarter (Amadora); Quinta da Fonte/Apelação Quarter (Loures); Outurela/Portela Quarter (Oeiras); Cavaleira Quarter (Sintra); Bairro da Boa Água/Quinta do Conde Quarter (Sesimbra); Vialonga Quarter (Vila-Franca de Xira). Extending the project to the Region of Lisbon will provide intercultural and educational opportunities for children and young people living in disadvantaged areas, who otherwise would have never had the chance to access musical education. It will also create new jobs in times where unemployment is increasing leading to a social crisis and new forms of poverty.

As to the chances of scaling-up to a policy level, possibilities of integrating the action plan in the mainstream curricula exist. The orchestras must be implemented in schools, starting from elementary education and for this reason they might be funded by the Ministry of Education, in the first cycle of basic education. For the second and third cycles of basic education the action plan can be integrated into mainstream curricula as an extra school activity. This can be done through the scheme of *Quality Schools Support Programme*, which can fund part of the “Symphonic Youth Orchestras”. On the other hand decentralisation of educational competences to city levels might help ensuring the continuity and sustainability of this action plan.

In terms of institutional development, collaboration agreements were signed between Amadora city council and a wide range of public and private institutions, involving also the business sector such as Chamartin and Dolce Vita Groups. This has allowed creating and reinforcing local and regional networks building upon the partnerships created during the elaboration of the first and second action plans of the MILE project. By submitting a single application for funding involving 6 cities, horizontal networks were created as well between policy makers, practitioners, target groups, and other potential stakeholders from the 6 city councils.

Calls for proposals of the ESF Operational Programme “Development of Human Resources”, under which **Nea Alikarnassos** action plan is eligible, are not currently open, but the city is planning to apply for this fund in the near future.



However some of the activities of the action plan will be integrated into already existing services, such as the *Socio-Medical Centre for Roma* in the Municipality of Nea Alikarnassos. The establishment of this centre was funded by the previous Regional Operational Program of Crete 2000 – 2006 and the ministry of Employment and Social protection in collaboration with the Managing Authorities in Crete agreed to continue funding the centre from the new Regional Operational Program of Territorial Unit Crete and Aegean Islands 2007-2013. The activities of this centre will be enlarged to include some of the activities of Nea Alikarnassos action plan. In addition, training activities foreseen in this third action plan, namely the courses on Greek history, culture, social and civic life as well as the training of cultural mediators are going to be implemented by the Adult Training Centre (KEE) that provides services in the area. This means that a considerable part of the activities of this third action plan will be implemented within already existing services of the municipality.

Komotini's close collaboration with the Managing Authorities is in its way, and an answer is expected from the Ministry on whether the action plan -as it is- will be funded by the Regional Operational Programme of Eastern Macedonia and Thrace and from the Operational Programmes of *Human Resources* and *Digital Convergence*. The third action plan of Komotini forms part of a single and integrated action plan which encompasses all three sub-themes of the MILE project, and which consists in the establishment of a local Employment and Entrepreneurship office. Many dissemination activities took place either through the media or in public events. The idea of the local employment and entrepreneurship office was welcomed and created a positive impression especially among the target groups of this office. The website of the office is increasingly being visited by users.

In **Torino**, the local action plan is built on an existing project, which is still in a pilot phase and for which the city looks to secure funding to keep it alive. At the moment the possibilities for funding under the ERDF Operational Programmes are rather meagre, as this type of funds does not cover the topic of the voluntary service. But the Operational Programmes of European Social Fund as well as the Integration Fund of Directorate General Justice, Freedom and Security will be explored.

In **Venice**, once again the development of the action plan actively involved different levels of regional and local administrations. Synergies were created during this process, which enabled the coordination of existing services and resources in order to create a more sustainable and effective intervention and avoid overlaps.



The activities of the action plan are eligible under different sources; some are provided by the region of Veneto, in the framework of the social and educational integration of migrants programme, approved in October 2008. Another part of the needed resources will be provided by the own budget of the city of Venice. This concerns the use of linguistic and cultural mediators in schools. Funds from other EU programmes such as Lifelong Learning and the Integration Fund INTI will be sought for the implementation of the rest of activities.

The process of developing the action plan of **Timisoara** is an example of a participatory approach involving managing authorities representatives, local administrations and Roma organisations, in addition to teachers, psychologists and social workers. All these actors, except managing authorities, were involved at all stages from the data collection and analysis, to needs assessment, the identification of the target groups and the identification of the most appropriate activities to be undertaken to fight against and prevent early school leaving. The city of Timisoara has succeeded in setting a large and cross-sectoral Local Support Group, widening thus the impact of the action plan at local level. The LSG constituted an open space to promote genuine dialogue and consensus building.



VI. Appendices

APPENDIX ONE: Third Scoping and exchange workshop programme

Date: 09-12 December 2008
Place: Timisoara (Romania)
Venue: Timisoara City Hall
Bd. C.D. Loga, nr. 1, 300030 Timisoara
Telephone: +40 256 408 354
Fax: +40 256 293 605

AGENDA

Tuesday 09 December

Arrival of participants

16:00 – 19:30 Departure from the hotel to meet local actors and projects – city of Timisoara (Optional)

20:00 Dinner at Restaurant “Timisoreana”
Address: Piata Victoriei 2
Telephone: +40 721 210 126
Fax: +40 256 293 067

Wednesday 10 December

09:00 Welcome by:

- Gheorghe Ciuhandu, Mayor of the City of Timisoara
- Paola Ravenna, European Policies Department Manage, City of Venice (lead partner)

09:40 Access to services and intercultural dialogue - the Action Learning Set
Haroon Saad, Mile Thematic Expert and QeC director

10:00 The Intercultural Dimension in City Planning
Yudhishtir Raj Isar, Professor of Cultural Policy Studies, The American University of Paris
Questions and answers

10.45 Coffee break

11:15 Introduction to working groups
Yamina Guidoum



Working Group 1: Intercultural Dialogue and Access to Education

Facilitator: Rubina Boasman

- Case study 1: Unity in Diversity
 Rubina Boasman, Project leader Cultural diversity/ ESF projects,
 Council for Education and the Labour Market (The Hague, Netherlands)
- Case study 2: Cooperation between the school and the family in supporting the
 integration of children with migrant background into Finnish
 school life
 Tapio Lahtero, Principal of Länsimäki School, Vantaa
 (Finland)
- Case study 3: Geração Orchestra Project
 Antonio Wagner Diniz, Amadora (Portugal)
- Case study 4: "Everybody at school!": projects and good practice for the access
 to education and school services in Veneto Region and in the City
 of Venice
 Gianfranco Bonesso & Nicoletta Ianarelli, Venice (Italy)

Working Group 2: Intercultural Dialogue and Access to Health

Facilitator: Annalisa Frisina

- Case study 1: 3D project: the answer for people with physical and mental
 limitations
 Femke Kroonen, Regional Department Manager, IDplein,
 Rotterdam (Netherlands)
- Case study 2: A Socio-Medical Centre for Roma
 Renia Drosou representative, City of Nea Alikarnassos &
*Aliki Psaraki, Representative, Socio-medical
 Centre (Greece)*

Working Group 3: Intercultural Dialogue and Access to Housing

Facilitator: Yamina Guidoum and Maria Irurita

- Case study 1: The role of Housing Associations in integrating minority
 communities (case study from Presentation Housing in
 London)
 Maria Isabel Irurita, Programme Manager, OLMEC (London)

- 13:30 Lunch-Bufferet at the Venue
- 14:30 Continuing Working Groups (including a Coffee Break)
 Facilitators: Rubina Boasman, Anna-Lisa Frisina, Yamina Guidoum, Maria Irurita
- 17.00 Feedback from the working groups and discussion



- 17:30 End of day 1
- 20.00 Dinner at Restaurant "Casa cu flori"
Address: Alba Iulia 1, Telephone: 0040/ 256 435 080

Thursday 11 December

- 10:00 Intercultural dialogue: Romanian policy and practice - City of Timisoara
Eugen Gherga & Romina Matei, City of Timisoara
Questions and answers
- 10.30 Introduction to Action Learning Sets Planning
Haroon Saad
- 11:00 Coffee Break
- 11.30 Action Learning Sets Planning Sessions
Including coffee break
- 12:30 Lunch-Bufferet at the venue
- 13.30 Continuing Action Learning Sets Planning Sessions
Including coffee break
- 15:30 Feedback from the ALS Planning Sessions
- 16:30 Conclusions, Evaluation & end of Workshop
- 20:30 Dinner at Restaurant "Cramele Recas"
Address: Complex de Vinificatie CP1, Recas 307340, Jud. Timis.
Telephone: +40 744 366 146

Friday 12 December

Departure: The City Hall Timisoara will ensure the transport with the minibus B 43 KLX.



APPENDIX TWO: Coaching and support programme timetable

ACTION	TYPE	MEANS OF COMMUNICATION	DATE
1	Completed Action Plan Template to be sent by partners	E-mail	09 January
2	Feedback from Experts: What to do next?	Email + telephone	12-19 January
4	Action Plan development with continuous experts' support (individually and/or group)	E-mail+ telephone + teleconferences	19 Jan-20 Feb
5	Partners will send First Draft of Action Plans	E-mail	23 February
6	Individual and group Feedback from Experts on Draft Action Plans	E-mail+ telephone + teleconferences	24 Feb-04 March
7	Partners continue to work on action plans	E-mail	05-20 March
8	Sending Final Version of Action Plans	E-mail	31 March
9	Individual and Group Feedback of Experts on Final versions of Action Plans	E-mail+ telephone + teleconferences	01-09 April
10	Preparation of Final presentations with continuous support of Experts (individual and/or group)	E-mail	10-17 April
11	Presentation of Final Action Plans in Venice + submission of final reports	PPT presentations + reports	27 April

APPENDIX THREE: Summary Methodology for developing a local action plan

(source: adapted from LAPs and RAPs, a project run using funding from DG Employment by the City of Venice)

The following steps need to be taken in a systematic way for the elaboration of the Local Action Plans:

- Step 1 Building the evidence base: Find out what is happening to the target groups affected by the problem, identifying all the actions by possible stakeholders that affect the situation of the target groups and identifying what is working and what is not.

This step corresponds to the mapping reports that you have already produced in phase I. You can complete them with more data if you wish to

- Step 2 Stakeholder analysis: Identify who are the stakeholders and what are their interests. Stakeholders are all those affected or have an interest in the action plan. These include the beneficiaries (target groups), employment agencies, employers, local government, etc...

The members of your ALS are already some of the stakeholders. You can identify more stakeholders

- Step 3 Problem and option analysis: Identify all the problems and the way they are linked to causes and effects. This can be obtained from step 1 and discussions with stakeholders.

- You have already undertaken the analysis of the problems in the working groups in Timisoara scoping and exchange workshop.
- You have already undertaken option analysis with the members of your ALS during the ALS planning sessions in Timisoara scoping and exchange workshop.

- Step 4 Option analysis and strategy formulation: identify the different strategy options that may be available and then make choices between them in order to fix on a strategy. This can be completed in stakeholders meeting

- § You have already selected a strategy during the ALS planning sessions in Timisoara scoping and exchange workshop.
- § You are now completing the strategy by consulting your local stakeholders and filling in the Action Plan template

- Step 5 Logical Framework Analysis: the purpose of this step and the following is to develop the details of your action plan. Here you have to work on the overall goal, the objectives, the outputs and the activities of the action plan.

Intervention logic	Indicators	Means of verification	Assumptions
Overall theme:			
Action Plan Objective:			
Outputs:			
Activities			

- Step 6 Adding indicators, setting targets and working out means of verification: the purpose here is to define indicators and the sources of data (qualitative/quantitative) to verify that the targets set have been reached. The definition of indicators needs to be carried out with the stakeholders.
- Step 7 Risks and assumptions: identify the risks or threats that may affect the action plan and the assumptions on which the action plan depends. This needs to be carried out with key stakeholders.
- Step 8 Bringing it all together and achieving coherence by using an adapted logical framework: this is to assemble all the parts you have been working on above and put them together in a single matrix, which is called the Logical Framework. This is to ensure that the action plan is coherent.
- Step 9 Structuring the Local Action Plan Report: the purpose is to bring together the work carried out in steps 1 to 8 in a single document which outlines the most important elements to secure funding from ESF or and/or ERDF funds.

APPENDIX FOUR: DETAILED ACTION PLANS:

<http://urbact.eu/thematic-poles/social-inclusion-and-governance/thematic-networks/mile/project-outputs.html>



APPENDIX FIVE: Action Plans Presentation Programme

Date: 26-28 April 2009
Place: Venice, Italy
Venue: Centro Culturale Candiani
Piazzale Candiani, 7
30174 Venezia Mestre

DRAFT AGENDA

Sunday 26 April

Arrival of participants

19.00 Meeting at the hotel hall
19.15 Departure by public water bus for the Certosa Island
20:30 Dinner at the Certosa Island

Monday 27 April

Spanish translation is available.

- 09:00 Welcome by
Paola Ravenna, Manager of European Policies, City of Venice
- 09.10 Methodology: Online Coaching Process and Action Plan Development
Haroon Saad, Mile Thematic Expert and QEC director
Questions and Answers
- 09.30 Action plan presentations and review by peers
Partners will gather according to the following 3 clusters. Within each cluster, partners will present their action plans to each other for discussion, using hard copies of the PowerPoint presentations. Each partner is asked to prepare feedback on the action plans of minimum 2 partners: one from their own cluster and one or more from the other clusters. This feedback will be presented and discussed in the afternoon plenary session at 14.00 (see below) and each partner will have to include it in the final action plan report for this theme.
- Cluster 1: Musical orchestra's as a means for social integration of children and young people and for strengthening school-family relationships
Facilitator: Roberta Capuis
- City of Amadora (Portugal): *Generation Orchestra – Empowering migrant communities*
- District of Charlois- Rotterdam (Netherlands): *Southern Symphony*
- Cluster 2: Tackling early school leaving and developing the competences of young migrants
Facilitator: Annalisa Frisina
- City of Timisoara (Romania): The participative day centres for early school leavers



City of Venice (Italy): Access to educational services for foreign children and training services for migrant women

City of Torino (Italy): Voluntary civil service for young immigrants

Cluster 3: Developing intercultural competences and implementing participation mechanisms of migrants in mainstream services
Facilitator: Haroon Saad

City of Nea Alikarnassos (Greece): Integrated Intercultural Intervention in Nea Alikarnassos and the wider urban area, by Renia Drosou and Iro Anagnostopoulou

City of Komotini (Greece): Local employment and Entrepreneurship Office: Access to services

City of Vantaa (Finland): NEO - mainstreaming guidance and information services for immigrants in Vantaa.

City of Sevilla (Spain): Dialogue and Mediation. A path towards integration

11.00 Coffee break

12.00 Bazaar of projects
After finishing work within their own clusters, partners can visit action plans of the other clusters of their choice, according to their own interests. They can ask questions on the action plans and prepare feedback to be discussed in the afternoon plenary session at 14.00 (see below).

13.00 Lunch

14.30 Presentation of partners feedback to their peers and discussions (plenary session)

16.00 What can we advise future cities and managing authorities in URBACT II projects?
This session consists of reflecting on our experience as cities and managing authorities in the MILE project; what we wished we could find in this project but did not, in order to draw lessons for future URBACT projects/partnerships. The exercise is a self-evaluation of processes and methods implemented within the pilot experience of MILE.

17.00 Preparation for Mile final Conference, Brussels 25 May.

17.30 End of Day 1

20.30 Dinner at Casin dei Nobili restaurant

Tuesday 28 April
Departure



SUMMARIES OF ACTION PLANS IDEAS

CLUSTER 1: Musical orchestra's as a means for social integration of children and young people and for strengthening school-family relationships

City of Amadora (Portugal)

The action plan consists in creating an orchestra in Amadora city, inspired from the Venezuelan national system of the youth and infantile orchestra. The objective is to contribute to the social integration of children and young people living in critical areas. Actions will consist in a testing phase, then an extension phase in addition to intercultural dialogue training for teachers, mediators, facilitators and other stakeholders.

District of Charlois (Rotterdam)

Creation of a classical orchestra for children aged 6-10 years old with mixed cultural backgrounds as part of 'the after school care' which schools already provide. The main goal is not the orchestra per se but the creation of a much wider social binding process among the parents and direct family of the children.

CLUSTER 2: Tackling early school leaving and developing the competences of young migrants

City of Timisoara (Romania)

Creation of 4 day centres to prevent and/or tackle early school leaving in 4 critical areas of Timisoara. The centre will provide as well job orientation for those children who are beyond 16 years old and do not want to go to school anymore.

City of Venice (Italy)

The objective of the action plan is twofold: (1) Facilitating the access to education services for migrant families, in order to prevent early school leaving in their children and (2) Promoting the participation of migrant women, among which mothers of migrant students, through the implementation of Italian language courses. Main actions include the consolidation of an observatory on early school leaving to measure the real extent of the phenomena; and the promotion of the role of cultural and linguistic mediation to strengthen relationships between school and family. The second main action targeted at women includes the development of a model of an Italian training course that takes into consideration the specific needs and obstacles of migrant women and mothers in particular.

City of Torino (Italy)

The action plan is meant for young adults from 18 to 25 years old, from families with migrant background and who, because of the limitations of the Italian law, can not obtain the Italian nationality, and consequently can not access mainstream national voluntary service. The main action consists in improving an already existing alternative voluntary service for these young adults who are excluded from the mainstream national voluntary service. The proposed voluntary service includes a one-year in-service training in one of the city's agencies, such as local development agencies. This voluntary service is a means for public institutions to stay in touch with the local reality of second-generation migrants and at the same time allows public institutions to develop the competences of young people.

CLUSTER 3: Developing intercultural competences and implementing participation mechanisms of migrants in mainstream services

City of Nea Alikarnassos (Greece)

Within the "Education and Culture Centre"- a one-stop shop for migrants, Roma and other disadvantaged groups living and working in the wider urban area- which cuts across all three sub-themes of the MILE project, this action plan consists in:

Facilitating access to education (production of DVD with the active involvement of pupils and parents of different ethnic groups illustrating the school environment (primary school), the every day activities and the benefits gained from going to school)- see example of Vantaa. Projection of the DVD to groups of parents (migrants and Roma) with the participation of teachers in order to promote awareness raising on the importance of education, to foster cooperation between the school and the family

Creating a multicultural Library: with books in the languages of the ethnic minorities, including Greek. As a space where people of different ethnic origins - including Greek - will be able to find books in their mother tongue, to learn about other cultures and to socialize. Train Cultural Mediators: train a number of migrants and Roma in order to prepare them to work as cultural mediators – facilitators for private or public services. Courses include communication skills, social and psychological preparation.

City of Komotini (Greece)

Within the Local Employment and Entrepreneurship Office (LEEO) that will be created as an integrated action plan covering all three sub-themes of the MILE project, the objective of this third part is to facilitate access to key services, such as education and health for Roma and ethnic minorities facing serious difficulties in accessing health and education services, through the implementation of two main activities:

Providing intercultural training for: Employees of the LEEO, health and education services staff and facilitators in the city of Komotini. The facilitators are citizens from the target groups (ethnic minorities) who usually play the role of mediators between these mainstream services, and the rest of their communities. The facilitators also play a role in helping with bureaucratic issues between their communities and local administration. The intercultural training will be combined with the production of a guide to raise awareness on the importance of access to higher education of disadvantaged and minority groups.

Creating a multicultural library in the same building of the LEEO Office and activating an existing mobile library. Both libraries will organise intercultural events to give visibility to existing cultures in the territory and promote access to materials from different cultures and languages living in the territory.

City of Vantaa (Finland)

The action plan idea is to train the customer service personnel of Citizen's Offices to provide tailored services to migrant clients according to their needs. In Vantaa mainstreaming of services instead of providing specialized services for different groups has been the guiding principle for some years now. In addition the action plan will seek to harmonise guidance and information services in the Metropolitan Area of Helsinki (Helsinki, Vantaa and Espoo).

City of Sevilla (Spain)

Reinforcing intercultural dialogue, as a horizontal aspect of the 2 previous action plans in order to create a bi-directional process in the management of migration and integration. The objective is to make more inclusive interventions, ensuring the participation of migrants in the decision-making and implementation of action plan 1 and action plan 2. ALS 3 will seek to implement mechanisms for ensuring the participation of migrants in decision-making and implementation of ALS 1 and ALS2 actions.



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