



# **SURVEY INTERCULTURAL COMPETENCES**

**Analysis of the intercultural  
competences of NET IDEA's cities**

**Final Report**

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## NET-IDEA

# Network of European Towns for Interculturalism, Diversity, Equality & Anti-Discrimination

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The opinions expressed in this work are  
the responsibility of the author and do not  
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and the other partners involved.

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## 1. Introduction



The main goal of the NET-IDEA (Network of European Towns for Interculturalism, Diversity, Equality and Anti-Discrimination) project is to reinforce the role of European local authorities in the field of promoting diversity and inclusion in cities, with a specific focus on Youth Policies.

The project sets out to support the design and implementation of effective policies by strengthening intercultural competences for municipalities, civil society organizations and youth associations.

Intercultural competence is a complex set of knowledge, attitudes and skills that enable individuals to communicate appropriately and effectively when interacting with people from different linguistic and cultural backgrounds and that help address some of the challenges posed by diversity in our contemporary societies.

The intercultural approach to diversity management requires skills that not only provide tools to address relationships and communication with people from diverse backgrounds and in different contexts, but also allow for the management of this diversity through the design of intercultural policies.

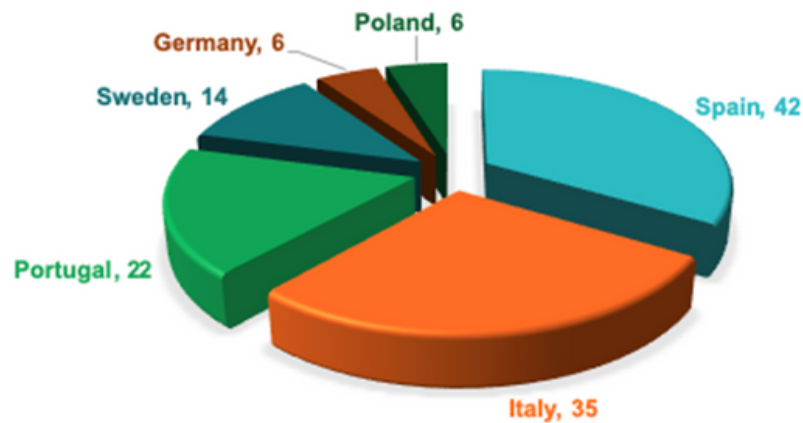
## 2. Project Summary

The primary goal of the NET-IDEA project is to strengthen the role of European local authorities and their cooperation in the field of promoting diversity, interculturalism, anti-discrimination and minority inclusion by improving their competences in implementing relevant policies, promoting their long-term cooperation and raising awareness among citizens in general, and youth in particular.

This report describes the main objectives, tasks and approaches for carrying out a multi-stakeholder consultation on intercultural competences for cities participating in the NET-IDEA project, thus contributing directly to the objectives of Work Package 2 of the project. In order to identify specific issues with regards to the development of intercultural competences in local government, researchers used two approaches:

- A mapping survey was carried out in 20 Cities in 6 European countries in June 2022 collecting responses from a total of 125 respondents (see Graph 1 below). The purpose of the survey was to identify the needs of cities, understand their local context, and document existing knowledge with regards to intercultural competences, primarily with a view to designing training programs and tools within the scope of the NET-IDEA project.
- Individual interviews were conducted to allow for a deeper understanding of context and in order to generate observations that would make it possible to formulate recommendations for best practices and future orientation.

### NET-IDEA SURVEY PARTICIPANTS BY COUNTRY



The data collected as a result of the online survey and interviews was analysed in terms of its potential for reinforcing intercultural competences in each of the project participating cities. This analysis included the review of participants' profiles, the identification of knowledge gaps and needs, communication channels, target audiences, etc. The preliminary results of this analysis were presented as a power point presentation at the NET-IDEA project meeting in Barcelona in September 2022.

Analysis of the surveys and interviews conducted for this project offers a better understanding of the current needs, specific environments and knowledge gaps with regards to intercultural competences in cities that participated in the project, including those related to youth. The results of this research will be used to design and implement a NET-IDEA training program and training tools for local authorities throughout the ICC network and beyond.

### **3. Methodological Considerations**

For the purposes of this study, two primary tools—a survey questionnaire and individual interviews—were combined for the collection and analysis of data. The survey helped to get a global idea about trends in terms of practices and perceptions across a broad variety of settings. The interviews, while they involved a much smaller number of participants, made it possible to gain a deeper understanding of certain issues and dynamics, but also to see if certain categories of information were missed or insufficiently covered by the survey.

The survey questionnaire was administered in project participating cities in 6 countries. In each country, the survey was translated and made available to participants with the assistance of the NET-IDEA partners. Respondents were given several weeks to answer the survey and results were collated by country before being compiled globally. The objectives of the survey were two-fold:

- Provide information to gain insight with regards to perceived needs.
- Identify additional themes and issues that should be covered in interviews.

The survey was conducted online and contained multiple choice and open-ended questions (see Annex 8.2 for Survey Questions). The survey results can be used for mapping existing needs, environments and knowledge gaps in project participating cities with regard to intercultural competences. The survey results will also contribute to the design of the intercultural competences training program to be developed during the project.

Following the survey questionnaire, researchers conducted individual interviews with at least one representative from each project participating city (with the exception of the city of Santa Maria da Fera in Portugal) in order to gain further insight into the specifics of cities' local contexts at various levels (historical, social, economic, political). Semi-structured interviews were conducted via Zoom (with the exception of one interview with answers submitted in writing) and generally lasted between 60 and 90 minutes.

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Ten questions were identified for interviews (see Annex 8.3 for List of Questions). Priority was given to those who participated in the survey in order to verify preliminary findings.

Most of the interviews were conducted in English as a common language and some of them in the native language of the participants. Some of the interviews were assisted with the help of project partners. Most interviews were recorded (depending on participants' consent) and interviewers took notes during the interview in order to identify aspects that required more attention during the analysis of data. The results of the interviews were compiled and analysed by the research team and the preliminary results of the interviews are presented in the Discussion section of this report (7).

Several limitations were identified with regards to research methodology. Firstly, given the disparity in terms of the number of respondents for each country, it is relatively difficult to generalize by country using this data (see Graph below). Certain countries and certain national networks have more members and, in these cases, it was much easier to recruit participants for the study. This being said, it may be possible to make certain comparisons, especially with results from southern countries (Spain, Italy, Portugal) where the number of respondents was significantly higher.

Another factor to consider is the fact that with open-ended survey questions, the way that respondents indicate their answers varies greatly from one setting to another, and not only between individuals, but also between regions and countries. This means that for the analysis of qualitative data we had to consider questions of frequency (which items occur the most) and semantics (the regrouping of certain elements which are referred to differently in different contexts, for example "cultural knowledge" vs. "knowledge about different communities". This situation may potentially introduce bias into the analysis of the results.

Finally the question of translation should be taken into consideration. The original survey was developed in English and later translated into the respective languages corresponding to each country. In some cases the survey questions were modified (and this may have had an impact on how the survey was received or on the nature of certain answers. In addition, survey answers were translated back into English in order for researchers to conduct comparative analysis. This factor is important given the international nature of the research, but limitations of this sort are in some sense to be expected.

## 4. Information about Survey Respondents

Survey participants were from the six countries represented in NET-IDEA consortium, which are active in the Intercultural Cities network. A significant number of respondents were from Spain (42), Italy (35) and Portugal (22), followed by Sweden (14), Germany (6) and Poland (6).

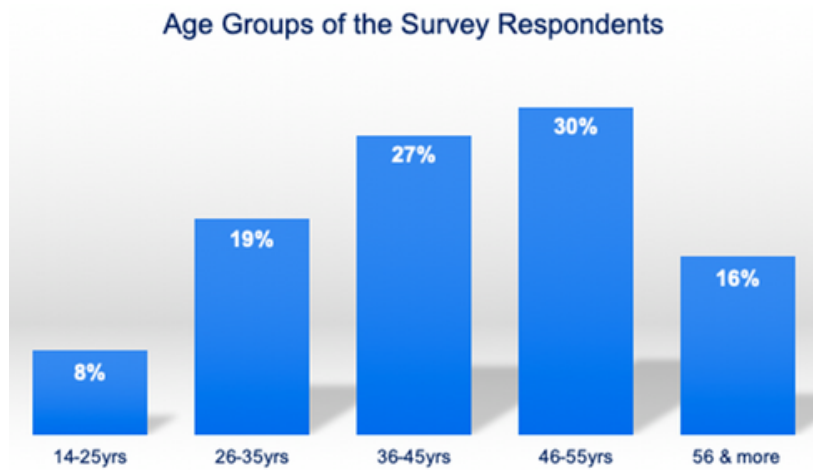
A variety of age groups participated in the survey as demonstrated in the graph below. The majority of the participants' ages varied between 46-55 years old, followed by those between 36-45 years old.

### Cities by Country

Spain	Italy	Portugal	Germany	Sweden	Poland
Bilbao	Torino	Vila Verde	Erlangen	Botkyrka	Lublin
La Orotava	Modena	Braga		Linköping	
Santa Cruz de Tenerife	Pontedera	Santa Maria da Fera			
Donostia	Reggio Emilia				
Castelló de Plana					
Barcelona					
Riola-Valencia					
San Cristóbal de La Laguna					
San Sebastián					

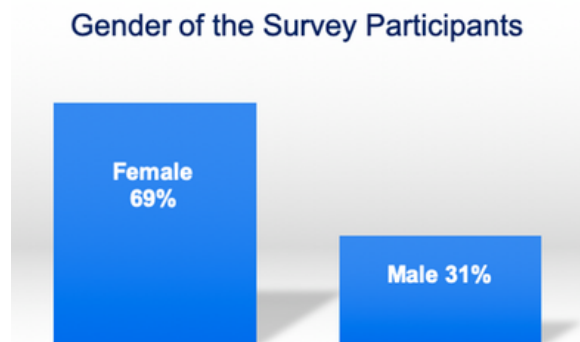


## Age Groups



## Gender Distribution

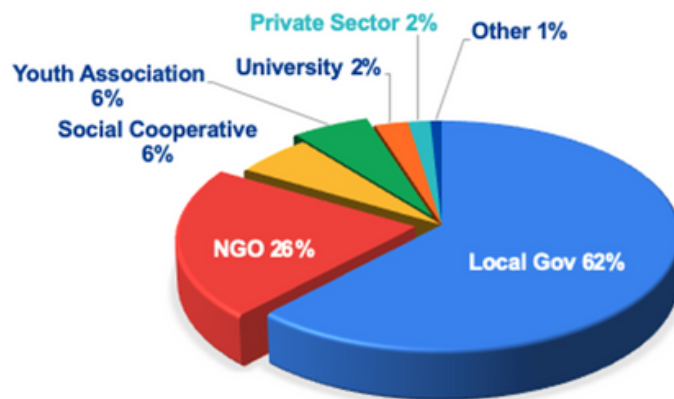
Women are well-represented in the survey (69%) as shown in the graph below and they seem to occupy a variety of positions in municipal government. There were no responses to the categories “non-binary” or “other” in our survey.



## Type of Organisation and Roles Distribution

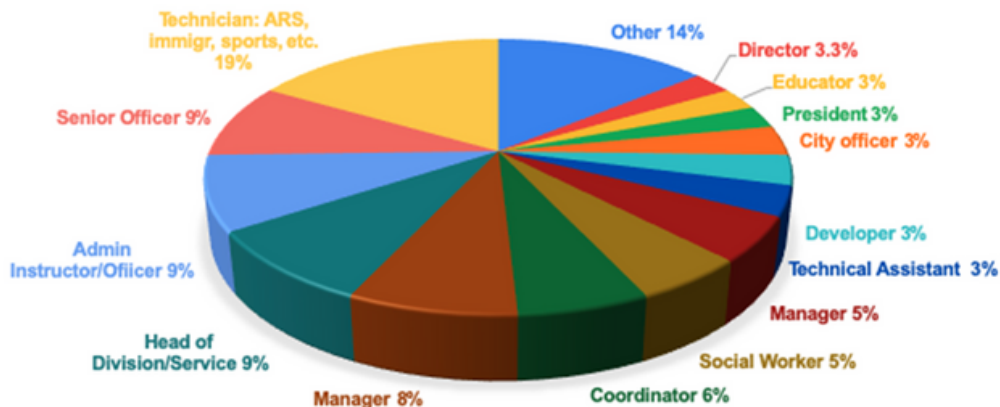
Survey respondents reflect a broad range of professions and sectors as shown in two graphs below. The participation of non-municipal actors (38%) indicates relatively high levels of collaboration between organizations in their respective territories.

**RESPONDENTS BY TYPE OF ORGANISATION**



While there is a multiplicity of types of employment represented in the survey, the vast majority of participants work in local government and local NGOs (88%). It is important to point out that survey results show a wide variety of professional perspectives within and outside municipal organizations. The same majority of participants have an administrative position in the organizations with staff under their responsibility (55,3%).

**ROLES OF THE RESPONDENTS**



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## 5. Current Practices and Issues Related to Training

### 5.1. Intercultural Competences and Common Challenges

Two questions in the survey questionnaire explored common challenges faced by participants when interacting with people of different socio-cultural backgrounds and when designing, implementing and evaluating intercultural policies or projects. These questions address two levels or spheres of action: (1) an individual level when interacting with people, and (2) an organizational level when dealing with the design, the implementation of the evaluation of policies or projects.

At the individual level, respondents indicated that they faced the following changes (in order of importance): language barriers, discrimination and prejudice, and intercultural miscommunication (understanding cultural differences or issues, social or cultural codes, lack of cultural mediators, etc.). At the organizational level, respondents indicated different challenges: knowledge and expertise (about intercultural approaches, how to design and implement inclusion project and intercultural approach, etc.), policy frameworks and guidelines (lack of indicators for intercultural dimension, evaluation and a disconnect with national laws and policies), and organizational dynamics (problems in the bureaucracy and with alliances inside and outside the organization).

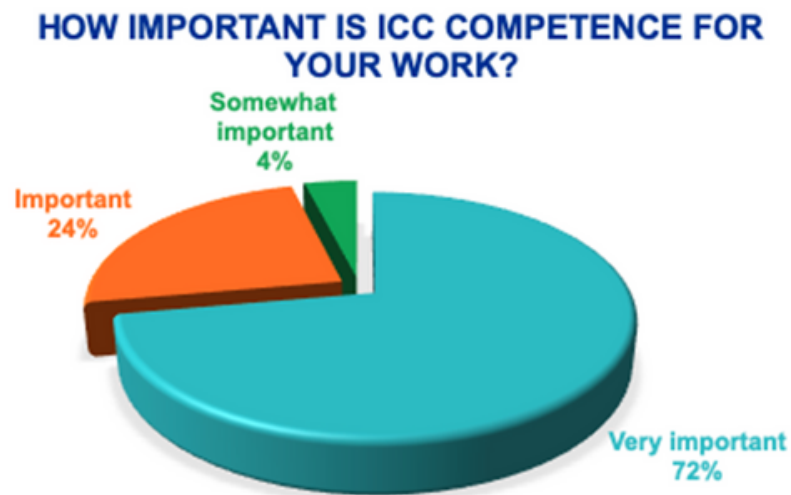
Survey responses also referred to knowledge about migrant communities (understanding sociocultural contexts, realities of migrants, taking into account different forms of diversity and how to contact hard to reach communities).

When participants were asked about the knowledge and skills needed to deal with these challenges, survey responses tended to place emphasis on the individual knowledge (about other cultures, legal frameworks, migration process, etc.), and individual skills (communicational skills, active listening, practical knowledge, intercultural mediation or intercultural perspective in project design). A smaller number of respondents mentioned issues related to the organizational level (guidelines with regards to translating intercultural principles into policy, coordination between services, training).

Based on survey responses, we can say that overall there is a clear understanding of the difference between knowledge (for example of legal frameworks) and skills (for example active listening). However, there is still some confusion between individual competences (for example intercultural mediation skills) and organizational competences (a city's ability to facilitate coordination between services).

## 5.2. Importance of Intercultural Competences

All 125 participants consider intercultural competences to be very important or important (96%) for the work they do as shown in the graph below. The high percentage of respondents who selected “very important” suggests that intercultural competences should be considered a priority for policy makers and administrators looking to improve city services as well as the well-being of citizens.

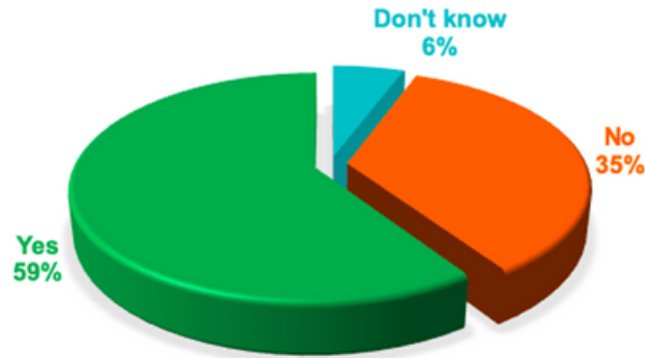


## 5.3. Availability of Intercultural Training

Nearly two-thirds of survey respondents (59%) confirmed that their organization has offered training in intercultural competences, either internally for employees or externally for local actors and stakeholders within the last five years.

Half of respondents who don't know if training was offered were new in the organization. As for the other half of respondents, different reasons can be imagined: difficulties distributing the information or highlighting it, different target groups, etc. Most respondents—including those interviewed—agreed that intercultural training is important to the work that they do in multi-ethnic settings.

**HAS ICC TRAINING BEEN OFFERED BY YOUR ORGANISATION INTERNALLY OR EXTERNALLY?**



**5.4. Frequency of Intercultural Training**

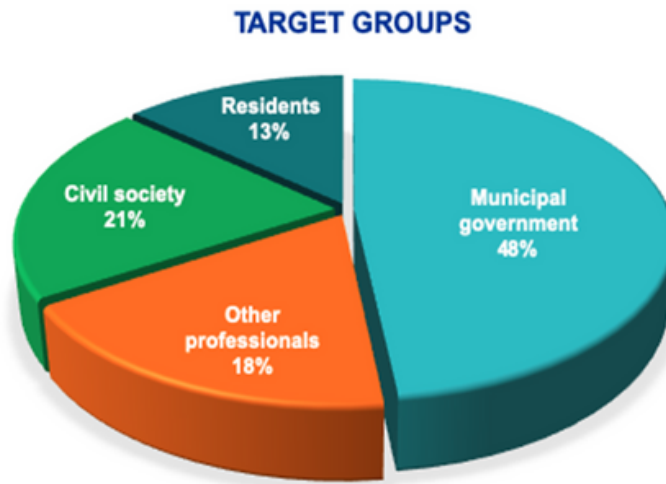
Out of 125 survey participants, 99 answered the question about the frequency of intercultural training offered by their organizations. People who did not answer this question did not have access to training. More than half of the participants who answered the question (53%) confirmed that they had recurring training in one form or another as is shown in the graph below.

Almost half of the survey respondents from Italy said they had not received any training, and in Sweden, the majority of respondents were not aware of any intercultural training offered. The data also suggests that in several cities there is a mixture in terms of the frequency of intercultural training, probably due to differences in groups being targeted by training.

**5.5. Groups Targeted for Intercultural Training**

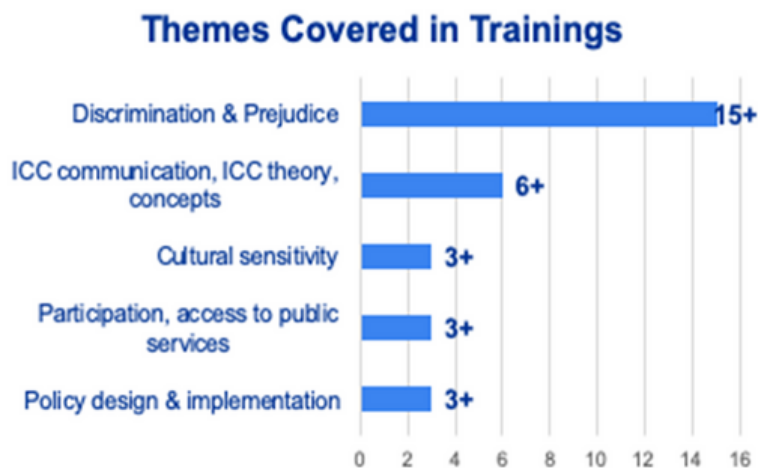
Nearly half of intercultural training offered by local government is intended for city employees (48%, see Graph below), with a wide variety of training being offered for professionals (technicians, librarians, police, managers, sports and leisure) and elected officials. Interns and volunteers also can participate in these training sessions, especially in Spain and Italy.

A significant number of training programs are offered to individuals and organizations outside of the city administration (52%, see Graph below), not only local NGOs (community-based organizations, immigrant associations, etc.) but also professionals in other sectors (journalists, teachers, health care workers) and in some cases intercultural training targets everyday citizens.



### 5.6. Topics Covered in Intercultural Training

Intercultural training in cities surveyed devotes considerable attention to the questions of discrimination and prejudice as shown in graph below. The second most common theme has to do with the theory and concepts underlying intercultural communication. Data suggest that most cities in the survey have gone beyond the initial stages of training focused on raising awareness, and that training content has become increasingly diverse, especially with regards to cities in Spain.



### 5.7. Obstacles to Intercultural Training

Not surprisingly, limited funding is the most often cited obstacle to intercultural training programs (see Graph below). Nevertheless, survey data suggest that an underlying problem has to do with failure of decision makers to make intercultural training an institutional priority. Indeed, if taken together, “interest”, “commitment” and “leadership” become the biggest obstacles with regard to training and significantly outnumber responses having to do with limited funding or budget.

In relation to budget issues, some participants mentioned the fact that they need to integrate training when developing projects. This suggests there is no structure to develop intercultural competences training and therefore most of the time training comes as a reaction and not as part of a planning.



### 5.8. Intercultural Training and Youth

The majority of survey respondents indicate some policies or programs intended to involve youth in intercultural issues (74%). Almost one third of respondents (26%) indicated they have no knowledge about initiatives involving youth (9), or that there are no initiatives (7), or that little is done (3). A significant number of respondents (13) did not answer this question, suggesting either lack of interest or lack of familiarity.

Overall, survey participants seem to have limited experience in working with youth. A significant number of respondents mentioned they lack specific expertise in this area when asked what kind of skill and competences professionals need to work effectively with youth. Indeed, survey responses tend to focus on knowledge and less on skills and tools, a trend that is observable for the survey more generally.

Several types of knowledge were mentioned with regards to working with youth: discrimination, digital communication technologies, best practices, knowledge of different cultures, guides and guidance for working with youth and participatory approaches and intercultural mediation.

Data from interviews tends to suggest that lack of familiarity with youth-related issues may be due to professionals' roles and responsibilities, more so than their perception of priorities or professional interests.

## **6. Priorities for intercultural competences training**

The material presented in this section refers to the global analysis of data generated from the survey questionnaire and individual interviews. Although there may be variation among different cities between and within countries, the findings represent significant patterns across survey participants, especially with regards to the following topics: 1) target groups for intercultural training, 2) content of intercultural training and 3) methodology for intercultural training.

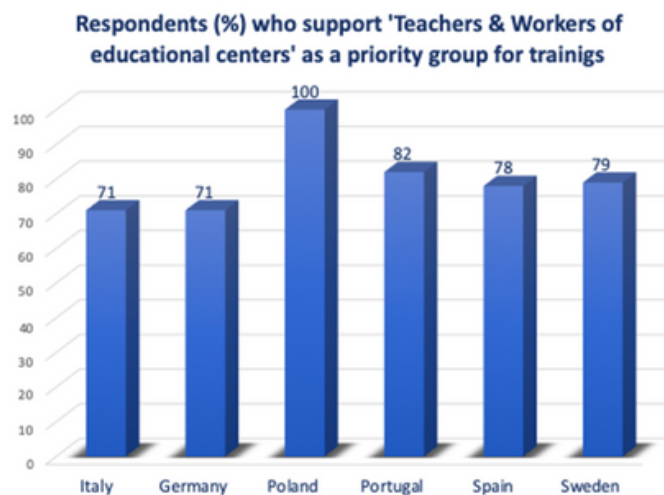
### **6.1 Target Groups for Intercultural Training**

Survey participants indicated that the following groups are most in need of training in intercultural competences (in order of priority):

1. Teachers and Workers of Educational Centres
2. City Officers providing Direct Services to People
3. Police Officers
4. Regional/Local Decision-Makers
5. Media & Communication Department
6. City Officers from Departments such as Labour Market & Urban Planning
7. Health Operators
8. Employees of Non-Profit Organizations and Staff of Entities Contracted by Cities



As an example, 70-100% of respondents (average 81%) in 6 project participating countries considered teachers and education centre workers as a very important target group for intercultural training, attributing the highest score of 5 to this group. Graphs illustrating the ranking of the other seven target groups by respondents can be found in Appendix 1 of this report.



With regards to target groups for intercultural training, answers to the survey questionnaire were relatively consistent, but there are some variations with regards to the relative importance they place on each group. As will be discussed below, the strong tendency to focus on intercultural training outside of municipal structures suggests that there is a general reluctance for municipal authorities to take responsibility for intercultural training and the development of intercultural competences internally.

## 6.2 Content of Intercultural Training

The priority topics for intercultural competences training varied among respondents, but some trends were observable. Three main topics of training were proposed: (1) knowledge; (2) attitudes and skills; and (3) relational competences. For more details on the analysis of the training topics and a visual presentation of the level of importance given by survey respondents to each topic, see the Appendix 1 of this report.

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## Knowledge

In the context of the survey, we identified four thematic areas of specialized knowledge having particular interest to local government officials: theoretical framework, legal framework, context, policies and practices. In response to this question, respondents showed a clear preference for two of the four (context and legal framework), suggesting that they consider these themes to be more important.

## Attitudes and Skills

Survey participants were asked to choose among six thematic areas of attitudes and skills having particular interest to local government officials: explaining interculturality, dialogue, collaboration, adaptation, innovation and communication. In response to this question, respondents showed a clear preference for dialogue and communication.

Participants also consider that developing effective communication skills is an important topic to consider in training as well as explaining interculturality. Two competences are of similar importance: adaptation and collaboration. They are followed by innovation as the last relevant skill mentioned by survey-participants.

## Relational Competences

With regard to relational competences, participants showed a clear preference for values (such as human dignity, human rights and cultural diversity, pluralism of opinions and practices as an asset for society) and attitudes of openness (learning about other cultures and other beliefs and practices, of respect and tolerance of ambiguity and uncertainty). They also mentioned knowledge (critical understanding of one's cultural affiliations, perspective on the world, cognitive, emotional and motivational biases), and critical thinking (listening and observation, adapting and varying styles of communication, awareness of power relations).

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### 6.3 Methodology for Intercultural Training

Survey-respondents and interview participants indicate some preferences concerning the training format most adapted for their reality and to local needs. Participants expressed a strong preference for group work with experiential learning adapted to the needs of professionals (case studies, plenary discussions, debates, problem solving work, testimonies, etc). Participants also mentioned their appreciation of having mixed formats (seminars/lectures, participatory techniques like peer discussions and debates, etc.). The possibility of having a combination of online and face-to-face gatherings was a common concern expressed by participants. Scheduling is also an important factor (which day and time to offer the training) to encourage participation.

Participants also advised to be careful about the online formats with collaborative work since this is a challenge that can generate some frustrations. They also mentioned the importance of having training content that corresponds to the level of knowledge of participants, in order to avoid losing the interest of participants. Most importantly, participants emphasized that intercultural training must be grounded in everyday experience and professional practice. Not only in terms of concrete situations, but also in terms of the search for sustainable solutions.

## 7. Discussion on findings

### 7.1 Common Difficulties

A number of common difficulties were expressed during interviews. Some of these difficulties can be seen as factors that are not necessarily specific to the work of intercultural integration, for example issues having to do with being overextended and not having enough time to adequately respond to newcomers' needs:

*"It takes time to respond to the needs and the expectations of newcomers and this is important."  
/ "We have too much work to do and not enough resources; we have to work on many different projects at the same time."*

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*“There are discrepancies between services since they do not talk to each other before putting actions into place.” / “Changing ways of doing things is difficult and the way that responsibilities are distributed is not coherent or clear.”*

*“Many employees are interested, they are looking for some training. But there are decision makers who do not see it as a priority, they are more focused on other issues.”*

While other difficulties encountered are specifically related to issues having to do with diversity, migrant communities and the provision of public services in settings with a high degree of multi-ethnic diversity:

*“Leadership is very important in this process. Intercultural competences are not very developed in cities, so we need strong leadership in our actions and in our communications if we want to be effective”.*

*“There is a lot of peer pressure within the organization, because people don’t want to show that they don’t know what to do when dealing with migrants; they might not even know what interculturalism means.”*

A significant number of officials interviewed conveyed their concern about a disconnect between intercultural competences and the skills required to translate intercultural principles into action, either because intercultural knowledge is difficult to explain or because the implementation of intercultural knowledge is context-dependent and represents a relatively new field of public administration:

*“For me intercultural competences are not just knowing different languages and being familiar with different cultures, but in terms of planning it is an important part of the work.”*

*“Intercultural competences are important to defend our projects. Intercultural competences would help to challenge old beliefs like e.g. in the case of opening swimming pools for specific communities...”*

*“City officials need to be able to take into account the three principles of intercultural practice (diversity, equality, interactions). They need to know how these principles affect the work that they do.”*

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## 7.2 Training Objectives and Formats

Several interviewees called attention to the idea that training cannot be seen as a series of “checklists” or “simple recipes”. Rather, training has to be approached in an integrated manner, taking into account professionals’ working environment, municipal goals and local concerns. This means that training should be conceived of as part of a larger strategy to achieve the city’s objectives:

*“Training has to come from needs, not in reaction to specific problems. It has to be integrated into planning.” / “A structure is needed to develop intercultural competences and avoid waiting for things to happen by themselves.”*

The example of refugee communities was used to explain that without an integrated preventive approach it is impossible for local governments to respond to unexpected situations of crisis. Several participants also mentioned that during situations of crisis, intercultural training is often perceived as secondary or optional.

In some cases, the implementation of training makes it possible for municipal authorities to get a better understanding of needs and positive results from training have an impact on future decision-making processes:

*“Sometimes we go to do visits in schools and cultural centres, but it is on a per needs basis. Now the city is helpful in letting me do this, even though we had to be fighting for years in order to do this, but training started to create a buzz and the community’s response is positive, so the city is more interested.”*

In terms of the content for intercultural training, there was relatively strong consensus that intercultural training is very often focused on theories and concepts and that it should have a stronger focus on practical experience and real-life situations. Training techniques that emphasize experiential learning hold greater interest for participants and this has a direct impact on motivation and on the retention of material:

*“The best training is practical, requiring people to think critically about their perceptions and attitudes. For example, we use a text by a foreign journalist which is full of misconceptions and stereotypes that people think about our country, so she reads the text and people respond actively, and this way they are able to identify with being the victim of stereotypes.”*

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*"We also bring people with migrant backgrounds to come and talk about their experiences. We found a few that agreed to come and people like this have an impact on learning."*

A number of participants also called attention to the fact that individual training is not as effective or as appreciated as group training and that traditional lecture formats are less interesting than face-to-face or small group activities that favour interaction:

*"We have to do courses with power point slides and you have to do it by yourself, but it is better to have working groups, someone in front of me, this is really important so that you can value me for my expertise more...People really want more of this."*

### **7.3 Who Should Be Targeted for Training**

While the analysis of the survey data indicates a clear priority of target groups for intercultural training (see above), the question of who should be targeted by intercultural training was consistently a matter of lively discussion during the interviews with 14 cities' representatives. The majority of those interviewed believe that intercultural training in cities should be available to employees across the board; one participant even suggested that intercultural competences should be a requirement before being hired to work at the city. Most interviewees believe that it should be required after being hired and a smaller number believe that intercultural training should include not only front-line workers but also administrators, managers and technicians who do not necessarily come into contact with citizens:

*"In my opinion the work of certain city employees is based on diversity, and they have a lot of contact with residents but everyone at the city should have training. It can be done in different phases, beginning with front-line people and then expanding to other departments and services over time."*

A number of participants suggested that certain departments or services should receive more training or more intensive training, either because of the prevalence of anti-immigrant sentiment or as in the case of elected officials since they are often the face of municipal administration:

*"Certain departments have more work to do than others. The city works through procurement. You have to convince them. Police or social workers see it all day. Bureaucrats don't have contact, but they are more assimilationist."*

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*"I believe that elected officials need to deepen their knowledge of intercultural competences, the City Council in particular."*

*"Of course, they (elected officials) need intercultural competences too. We should give them some training, but I find it difficult to reach them, even though this is essential for having an inclusive public discourse."*

*"We expect a lot from elected officials. They need training since they have to have a broad view of everything and they need to act."*

It is interesting to note that while the majority of participants referred to the importance of training city officials, very few of the participants discussed the differences or relative importance of training aimed at municipal employees and local stakeholders outside of the municipal administration.

#### **7.4 Themes to be Prioritized in Training**

Among the multiple themes that were considered to be important for intercultural training, three themes stood out as priorities for participants: language barriers, racism and systemic discrimination, and communicational competencies:

Many people interviewed mentioned they often experience difficulties in terms of their ability to communicate effectively across linguistic boundaries.

*"I have difficulties sometimes to estimate if the things I am telling them are appropriate... Sometimes they don't understand what I want to explain. In this way, the knowledge of how to communicate with people from different cultures, the way of speaking, the concepts, are very important."*

*"Migrants often do not understand what we explain or encourage them to do."*

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Other participants called attention to the cultural barriers that come with communication in intercultural settings:

*“Language barriers and communication – this is very important for us, we need to know not only the culture, but also people’s social situation and difficulties, because these are often more important than the cultural background.”*

The majority of participants expressed some concern and/or interest in different forms of discrimination, an issue that is more and more on people’s minds following the tragic events leading up to the death of George Floyd:

*“Racism and discrimination are important. Talking about racism makes it possible to illustrate some situations and some experiences that can allow some people to be heard and others to be made more aware.”*

At the same time, a number of participants referred to the fact that these are sensitive issues that must be handled with care. They also said there is concern among city officials that they are not fully equipped to talk about these issues:

*“If you talk about racism and discrimination, it makes it more difficult to have meaningful exchanges. When I don’t know or understand, I have fear and fear is the greatest obstacle to intercultural communication.”*

The theme of intercultural competencies was also a priority for participants, with a number of them referring to the importance of going beyond simple knowledge about cultural traits or ethnic differences. Among the other aspects they referred to we can cite the following examples:

- Knowledge about the experience of migrants and their communities
- Methods to be used for encouraging positive interactions
- Capacity to understand organizational practices and cultures
- Critical thinking, knowledge about inequality and power relations
- Attention to the complexity of cultural codes in different settings



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## 7.5 Internal Organizational Dynamics

A small number of participants referred to the fact that intercultural training is generally focused on competences at the individual level, and that this focus on individuals can make it difficult for municipal organizations to affect meaningful change in terms of an overall intercultural strategy:

*“Organizations are composed of individuals. Individuals need certain competences to adapt to situations, but it is also important that a clear message is sent from the organizational level, as it is always used by the individuals on the spot when they work.”*

*“Organizations should develop competences for people, from a methodological point of view, but there are other things that only happen on a personal level, for example, being empathic only happens on an individual level.”*

*“We don’t get enough resources...There is one program on intercultural competences, but it is a mix with a wide variety of topics that seem unrelated. It is not required and spaces are limited.”*

The majority of participants referred to the fact intercultural training is unevenly distributed across municipal departments, and that in most cases one service or department (even one person) is expected to cover all and any issues related to diversity, migration or intercultural dynamics:

*“If someone in another department has a problem with migrants, they always end up with us.”*

*“Organizations should develop competences for people, from a methodological point of view, but there are other things that only happen on a personal level, for example, being empathic only happens on an individual level.”*

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In one case, a participant explained that through considerable efforts, and after several years, they were able to convince the Human Resources department to integrate intercultural training into their regular programs for employees, something that is still relatively rare, even in larger cities:

*“HR is already doing training, in the beginning we gave intercultural training, but employees did not receive credit for the purposes of promotion. We were able to convince them that they needed to change this. HR wasn’t convinced about diversity, they used the gender gap analysis, so we used the diversity gap, it’s exactly the same. The general manager gave orders to HR to change their position on this and it has made a big difference in the city. Now we are called on from time to time as advisors.”*

Many participants were concerned with the fact that there are no formal mechanisms for documenting the specific problems or situations encountered by professionals:

*“In this field people don’t find it too difficult to talk among colleagues, but there is no documentation. I don’t think that people know what to do when they are faced with different situations. For example a few years ago there were a few incidents that people read about in the news, how to react when you meet someone who doesn’t want to shake your hand, some people argued that I don’t care, no problem, and some people got upset just thinking about the situation and other related to the situation. Some of them had actually experienced the situation.”*

*“It is important to see...what problems and what solutions people were able to find, there are many things you have to keep in mind, you see how other people work, and how they position themselves in each situation, their professional posture and the job they are expected to do.”*

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## 7.6 Intercultural Competences and Youth

Even though, survey respondents seem to have limited experience with youth and related approaches, there were a number of important issues and concerns expressed by research participants:

- Holding the interest and attention of youth is difficult, especially with regards to civic engagement, so programs and tools should be contemporary, dynamic and accessible.
- With regards to intercultural training and youth, it is important to start early, even as young as primary school. In many cases, this can have an important long-term effect, though older youth (teenagers) are focused on group-based identity and may require specific approaches or projects.
- Encouraging participation from youth is not easy. Strategies that facilitate trust and giving voice to youth give better results, especially when local authorities take into account their experiences and knowledge.
- Use the language of youth and recognition of the specific position of young people in contemporary issues having to do with various types of diversity, not only differences based on ethnicity.

*“Young people see less difference in their peers from different cultures. In most cases, they don't have to fight for their social and economic situation. There is not so much discrimination among young people, they are more empathetic, more tolerant with their peers.”*

*“It's important to be familiar with social media. it's also important to be able to master social media and use it well: resistance to hate speech, critical thinking...”*

*“Young people...are more accustomed to the complexities of societies today.”*

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## 8. Recommendations for Intercultural Competences Training

Based on the analysis presented in this report, a number of recommendations are proposed for consideration in the design of training tools and programs for local authorities. To facilitate understanding, the recommendations have been grouped under four general themes: target audiences, training content, training format, and organizational considerations.

### Target Audiences

8.1 It is important to start with training that focuses on municipal employees and elected officials before beginning to work with external partners or local stakeholders. This will allow cities to consolidate their expertise, develop a coherent approach with regards to intercultural competences and serve as a positive role model for other organizations.

8.2 Frontline employees and other city representatives who have regular contact with migrants should be seen as a priority target group for training on intercultural competences, especially those involved in the support of youth.

8.3 Training programs should address the specific needs of elected officials. It is also important to provide elected officials with tools to translate the intercultural approach into concrete policies and programs. This should be done by paying attention to the specificity of political communication

### Training Content

8.4 It is recommended that intercultural training focus on experiential and practical knowledge. Theoretical material is important because it provides a common framework for shared knowledge, but too much emphasis on theory and abstract concepts may lead to the loss of interest and less retention.

8.5 The use of case studies and situations specifically related to local context and professionals' experience is essential. It is recommended to inquire in advance about the main issues and problems participants face prior to the implementation of training. Focusing on this question will enable cities to ensure that training is relevant and responds to professionals' concerns.

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8.6 Three topics or themes deserve special attention in the design of intercultural training programmes: language barriers, systemic discrimination, and competences for intercultural communication. The question of intercultural competences for youth requires specific forms of expertise.

8.7 It is recommended to have different types of evaluations (short, medium and long term) to have a better understanding of what is useful and what is to be transformed during training sessions.

### **Training Format**

8.8 Focus should be placed on small groups, face-to-face interactions, experiential learning and peer to peer discussions or debates.

8.9 It is recommended to have mixed formats for training (videos, podcasts, workshops, focus groups, etc.).

8.10 The timing of intercultural training is important. Training sessions should be closer together, but not intensive. It is also recommended to pay attention to the scheduling since this can have an impact on participation.

### **Organizational Dynamics**

8.11 Since some departments view integration from an assimilationist perspective, mainstreaming across departments is important to maintain a coherent approach and to facilitate organizational change from within the municipal administration.

8.12 It is important to involve the human resources department as early as possible in the design of intercultural training programmes. They need more support in intercultural approaches to play a greater role in the development of intercultural practices across municipal services and departments.

8.13 There should be more evidence-based data for enabling decision makers to make informed decisions about the dynamics of intercultural integration training for intercultural competences

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8.14 Cities should take a proactive approach to training. This will allow them to avoid reacting to urgent needs and focus more on long-term planning. This change requires the evaluation of needs over time.

8.15 It is strongly advised to have a mechanism for documenting issues and strategies regarding intercultural relations in each department of the city .

### **General Recommendations**

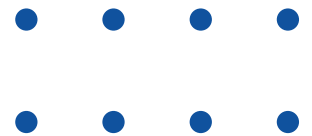
8.16 When designing intercultural training programmes for cities, it is important to distinguish between awareness raising and training for the development of intercultural competences. The latter requires more time and resources, but also gives more long-lasting measurable results.

8.17 Analysis of the survey data reveals a gap between the needs of the participants and the training offered in the cities, particularly with regard to the capacity of professionals to translate intercultural competences into policy design. It is recommended that intercultural training for cities also include material on policy design and implementation.

8.18 While some trainings focused on anti-discrimination and systemic forms of inequality, others emphasize intercultural communication and openness. These two approaches are complementary and should be well integrated in order to have a more complete understanding and better mastery of intercultural competences at the municipal level.

8.19 Training on intercultural competences tends to focus on individual knowledge, skills, and attitudes, but municipal organizations must also ensure that these principles are included in policy design, project implementation and guidelines for professionals. It is recommended to develop organizational competences (city's ability to facilitate coordination between services) in the city administration.

8.20 Municipal administrators and elected officials should work together to establish a clear and coherent vision for how training for intercultural competences will contribute to the local government's overall vision for intercultural integration and inclusion.



**NET IDEA**  
INCLUSION, DIVERSITY  
EQUITY, ANTIDISCRIMINATION



## **ANNEX 1**

# **Target Groups and Objectives of NET-Idea Trainings Based on By-Country Analysis of the Mapping Survey Data**

### **Introduction**

One of the main purposes of the NET-Idea mapping survey that was conducted by the project's expert team in six European countries in July 2022 was to identify the needs of the cities as well as target audiences and the objectives of NET-Idea trainings on intercultural competences that will be developed and delivered during the project. A few survey questions were deliberately designed to reveal respondents' preferences in this regard. This report provides a by-country analysis of relevant survey data and presents related summaries and findings.

### **Analysis**

#### **Part 1. Priority Target Groups for Intercultural Competence Training**

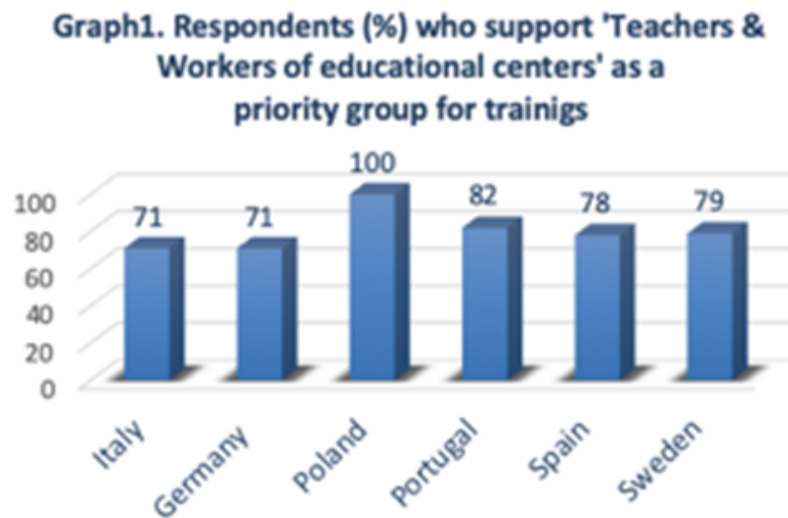
Analysis of the survey data indicates that the priority target groups (or groups most in need) for intercultural competence training in all 6 countries that participate in the NET-Idea project include (listed by priority): [1]

1. Teachers and Workers of Educational Centres
2. City Officers providing Direct Services to People
3. Police Officers
4. Regional/Local Decision-Makers
5. Media and Communication Department
6. City Officers from Departments such as Labour Market and Urban Planning
7. Health Operators
8. Employees of Non-Profit Organizations and Staff of Private Entities Contracted by the Local Authorities to deliver Services



The priority list of target groups is based on a global analysis of survey data collected in six countries. In general, survey respondents in all participating countries prioritize the target groups similarly, but there are some variations in the importance they place on each group, as explained below in the text accompanying each priority (e.g., the majority of respondents in Germany consider the "Media and communication Department" to be an 'important' target group by ranking it 4, while in the rest of the countries, the majority of respondents rank this category 5 ('very important'). These variations in the degree of importance attributed to different target groups by different countries are visually illustrated in the graphs[2] accompanying each target group and reflecting the opinions of respondents.

1. Teachers and Workers of Educational Centres - between 71 and 100 % of the respondents (average 81% in 6 countries) in 6 project participating countries considered this target group as very important giving a score of 5 to this group.



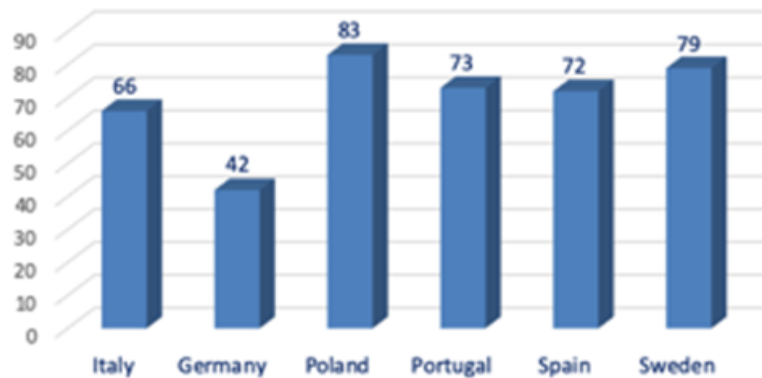
2. City Officers providing Direct Services to People – 71 to 100% of survey respondents in 5 countries (average number is 83% for 5 countries)[3], with exception of Italy, believe that this group is very important for intercultural competence training (score 5). Only 37% of Italian respondents ranked this target group as very important (score 5), but 43% of them believe that it is important (score 4) for training.

**Graph 2. Respondents (%) who support 'City officers providing direct services' as a priority group for trainings**

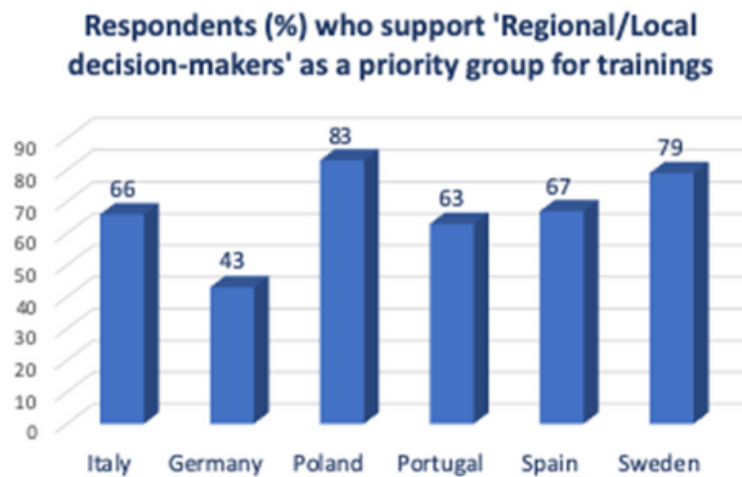


3. Police Officers – the percentage of respondents who consider this target group to be very important for training ranges from 66 to 83% in 5 countries (ranked 5), with an average of 75% for 5 countries. Germany stands out in the analysis, as only 42% of German respondents gave the highest score (5) to this target group. At the same time, 57% of Germans rated this group 4 ("important"), indicating a considerable significance of intercultural competence training for this target group in Germany.

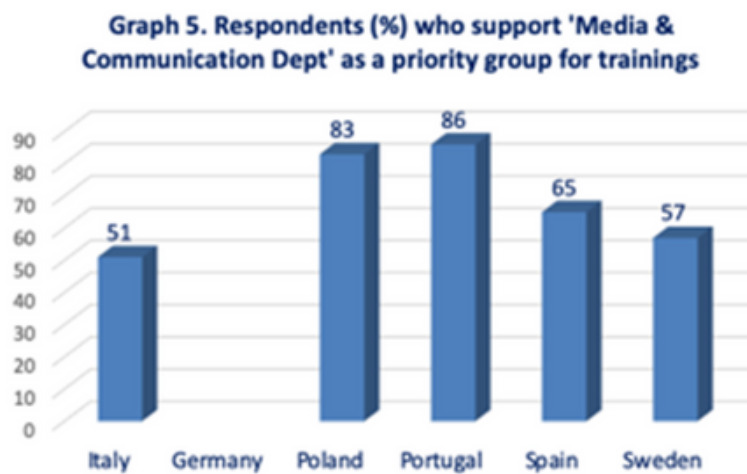
**Graph 3. Respondents (%) who support 'Police Officers' as a priority group for trainings**



4. Regional/Local Decision-Makers – between 66 and 83% of respondents in 5 countries (average 72%) ranked this group as very important (5) for trainings with the exception of Germany where the score 5 is supported only by 43% of respondents.

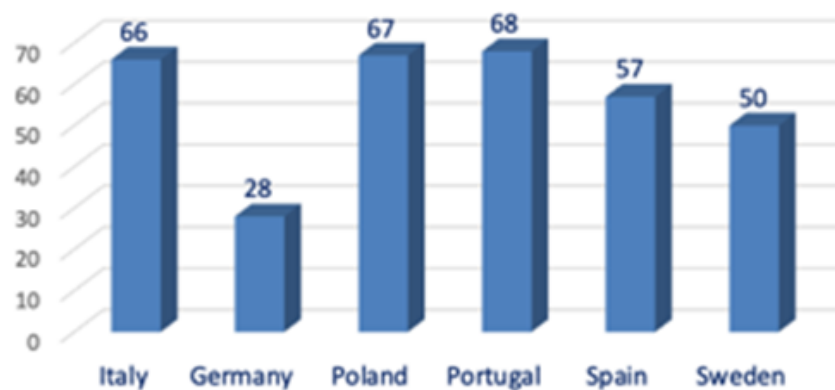


5. Media & Communication Department - 51 to 86% of survey respondents in 5 countries (average 68%), with exception of Germany, consider this group as is very important for intercultural competence training (score 5). 43% of respondents in Germany consider this group as 'important' ranking it 4 or 'less important' ranking it 2 (29%).



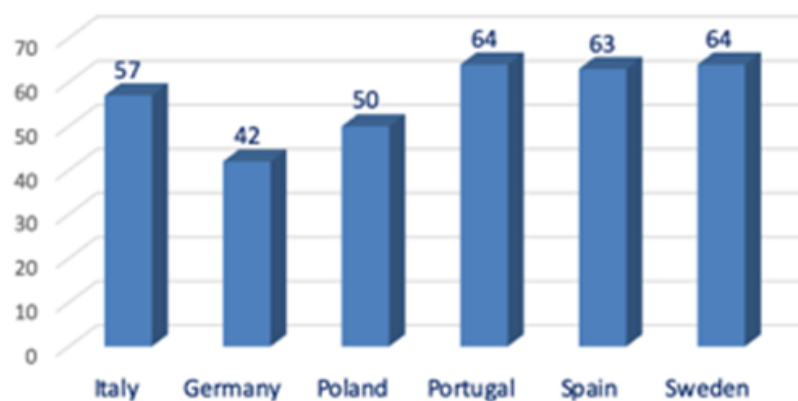
6. City Officers from Departments such as Labour Market & Urban Planning – 50 to 68% of survey respondents in 5 countries (average 62%), with exception of Germany, believe that this group is very important for training (score 5). Equal number of respondents in Germany (28%) assign scores 5, 4 and 3 when ranking the importance of this target group.

**Graph 6. Respondents (%) who support *City officers from departments such as labor market & urban planning* as a priority group for trainings**



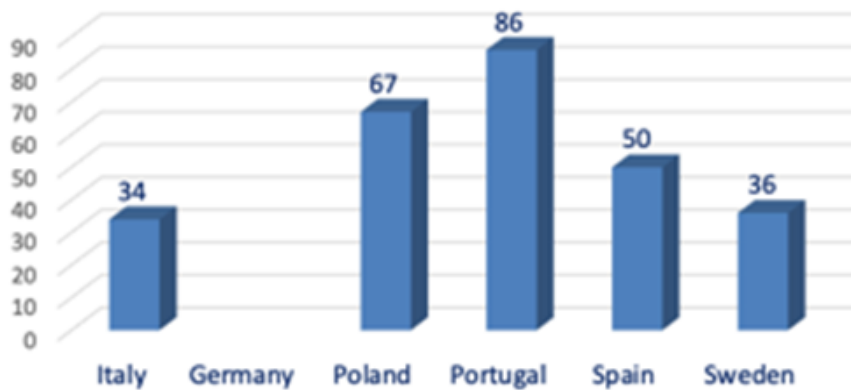
7. Health Operators – the percentage of respondents who consider this target group as very important (score 5) for intercultural competence training varies from 50 to 64% in 5 countries (average 60%). Germany is an exception: only 42% of its respondents regard this group as "very important" (score 5) or "of medium importance" – score 3 (29%).

**Graph 7. Respondents (%) who support *'Health Operators'* as a priority group for trainings**

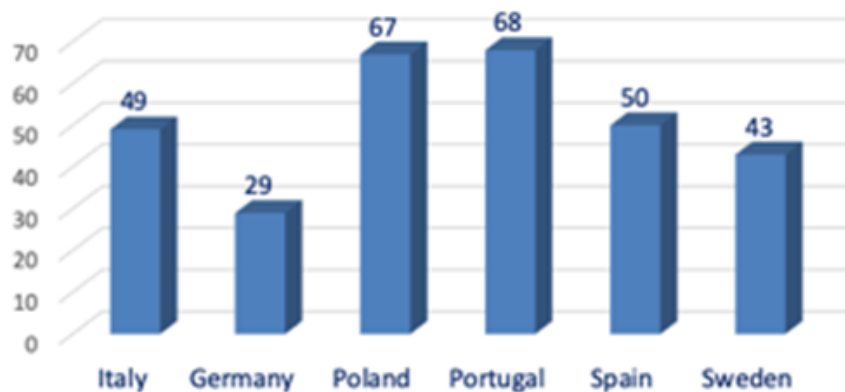


8. The target groups Employees of Non-Profit Organizations and Staff of Private Entities Contracted by the Local Authorities to deliver Services stand at the same level – lower than the other target groups – of priority in terms of intercultural competence training, according to the survey participants. It is important to note however, that these two target groups appear to be more important for training in such countries such as Poland and Portugal, where more than 67% of survey respondents consider these groups as ‘very important’ for training.

**Graph 8. Respondents (%) who support "NGO Employees" as a priority group for trainings**



**Graph 9. Respondents (%) who support 'Staff of private entities contracted by LAs' as a priority group for trainings**



A visual presentation of the level of importance given by survey respondents to each target group in each participating country is also provided below in table format. The tables include only scores (1 to 5) that gained more than 20% of respondents. The tables include only those scores (1-5) that gained more than 20% of respondents' approval. As we can see, in terms of importance, the target groups listed below generally scored well in all participating countries. To further facilitate visualization of respondents' priorities across countries, values of 80% and above (reflecting the percentage of respondents who gave this score) are marked in blue, values of 57% or above are marked in green. Less significant values are not coloured.

### 1. Target Group: Teachers and Workers of Educational Centres

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	71	71	100	82	78	79
Score 4	29					

### 2. Target Group: City Officers providing Direct Services to People from Diverse Backgrounds, Social Services, Youth, etc.

Score %	Italy %	Germany %	Poland %	Portugal %	Spain %	Sweden %
Score 5	37	86	100	82	80	71
Score 4	43					

### 3. Target Group: Police Officers

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	66	42	83	73	72	79
Score 4	34	57		27	21	21

### 4. Target Group: Regional/Local Decision-Makers

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	66	43	83	63	67	79
Score 4	26	29			24	21
Score 3		29				

### 5. Target Groups: Media & Communication Department

Score %	Italy %	Germany%	Poland %	Portugal %	Spain %	Sweden %
Score 5	51		83	86	65	57
Score 4	34	43			26	
Score 3						21
Score 2		29				

## 6. Target Group: City Officers from Departments such as Labour Market, Urban Planning, etc.

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	66	28	67	68	57	50
Score 4	17	28		32	28	43
Score 3		28				

## 7. Target Group: Health Operators

Score %	Italy %	Germany%	Poland %	Portugal %	Spain %	Sweden %
Score 5	57	42	50	64	63	64
Score 4	28		50	27		21
Score 3		29			20	

## 8. Target Group: Employees of Non-Profit Organizations

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	34		67	86	50	36
Score 4	34	29			33	21
Score 3	23	43				36



**9. Target Group: Staff of Private Entities Contracted by the Local Authorities to deliver Services**

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	49	29	67	68	50	43
Score 4	26	43	33	27	35	
Score 3	20					36

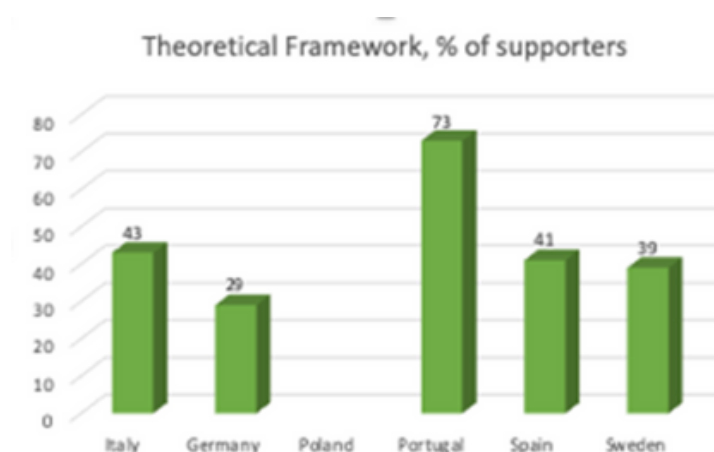
## Part 2. Priority Topics for Intercultural Competence Training

With regard to the prioritization of topics for intercultural competence training, the opinions expressed in the survey vary more from country to country than with regard to the target groups (see Part 1 of this report), which makes the global priority listing (i.e. for all 6 countries taken together) of training topics quite difficult. However, this provides a unique opportunity to see what the current - mostly practical - needs of cities are in different European countries and what to consider when designing customized training sessions for different countries within the NET-Idea project.

The graphs [4] in this section visually illustrate the differences the respondents from different countries place on each topic of training. They are complemented by tables that indicate the percentage of respondents in each country who supported a given score in a given category (training topic).

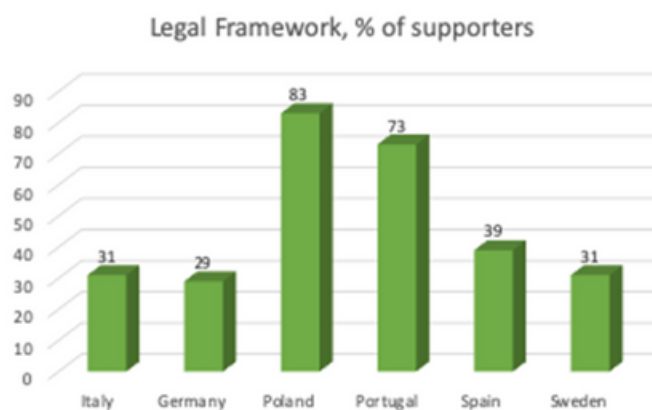
### Category 1: Intercultural Competence for Diversity Management: Knowledge [5]

Topic: **Theoretical Framework** of the different models of diversity management, with special emphasis on interculturalism and how they can be translated into local policy practice. The theoretical framework of discrimination.



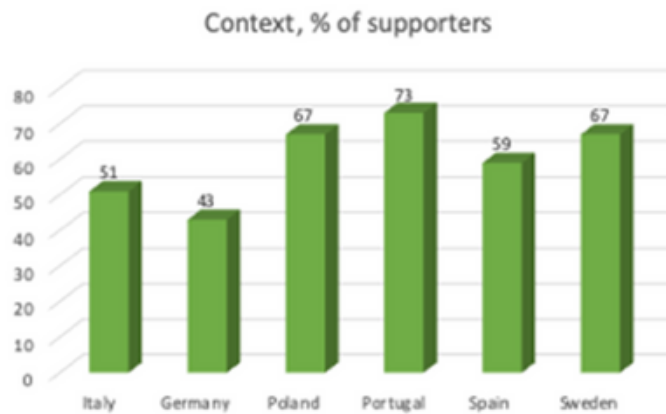
Score %	Italy %	Germany%	Poland %	Portugal %	Spain %	Sweden %
Score 5	43	29		73	41	39
Score 4	20	43	67	23	30	
Score 3	34				24	46

Topic: **Legal Framework** produced by public international law that regulates the rights and freedoms of foreigners, social integration, inclusion and fight against discrimination.



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	31	29	83	73	39	31
Score 4	51			23	24	
Score 3		29			24	46

Topic: **Context** - the social, cultural, demographic and economic reality of the diverse society, especially the situation of people with different socio-cultural profiles (level of equality, recognition in institutions, sense of belonging, social interaction and links etc.)



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	51	43	67	73	59	67
Score 4	31	29	33	23	22	33
Score 3		29				

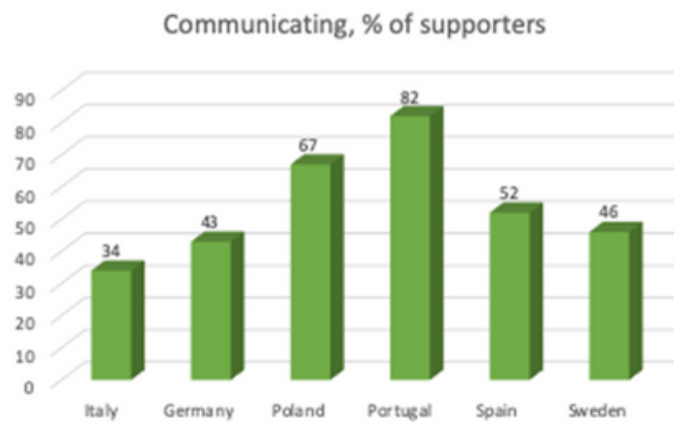
Topic: **Policies and Practices.** The public policies on immigration, diversity and interculturality of the city/territory and their evolution, as well as those of the autonomous and state level. Likewise, to create awareness on the actions that are promoted from the municipal sphere related to diversity issues or that have an important impact on intercultural principles.



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	43		67	77	41	31
Score 4	29	29			35	23
Score 3	29	57			20	46

**Category 2: Intercultural Competences for Diversity Management: Attitudes and Skills**

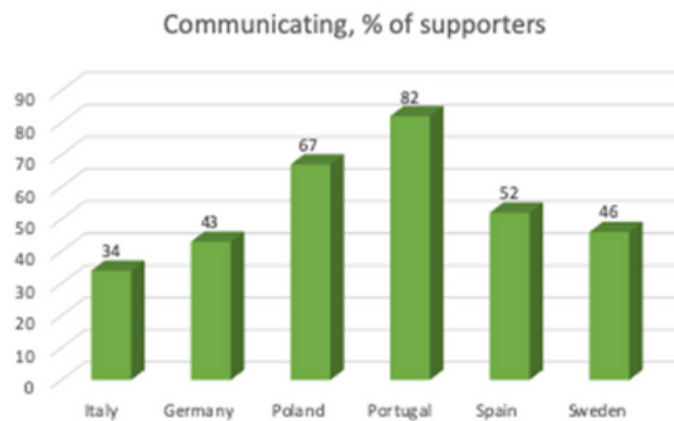
Topic: **Communicating** - knowing how to explain adequately what interculturality is and why it is important, its objectives and results. Incorporate the intercultural approach into the narrative.



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	34	43	67	82	52	46
Score 4	34	43			28	31
Score 3	29					

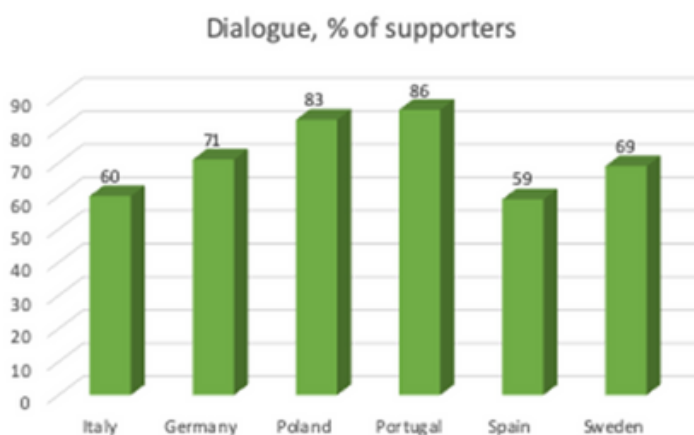
**Category 2: Intercultural Competences for Diversity Management: Attitudes and Skills**

Topic: **Communicating** - knowing how to explain adequately what interculturality is and why it is important, its objectives and results. Incorporate the intercultural approach into the narrative.



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	34	43	67	82	52	46
Score 4	34	43			28	31
Score 3	29					

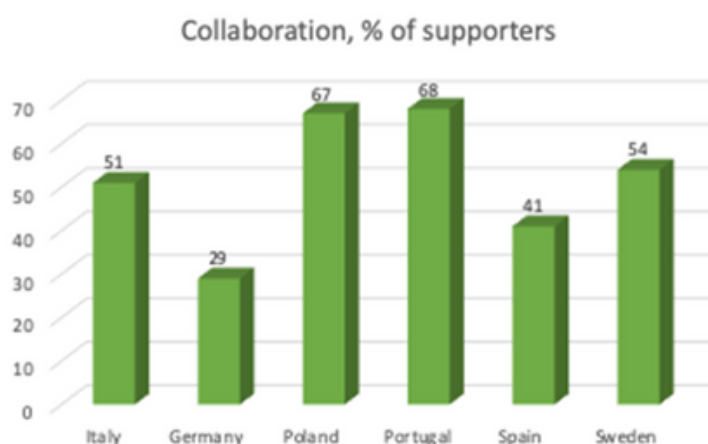
Topic: **Dialogue** - ability to listen, interpret and know how to transmit. This is important in order to convince (and seduce) an individual or a group about the need to incorporate interculturality into the political agenda and public policies, but also with regard to technical staff in other areas. In relation to people from different origins and contexts, linguistic, sociolinguistic and discursive skills will be relevant, as well as knowing how to interpret their practices, values and beliefs.



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	60	71	83	86	59	69
Score 4	26				22	
Score 3						

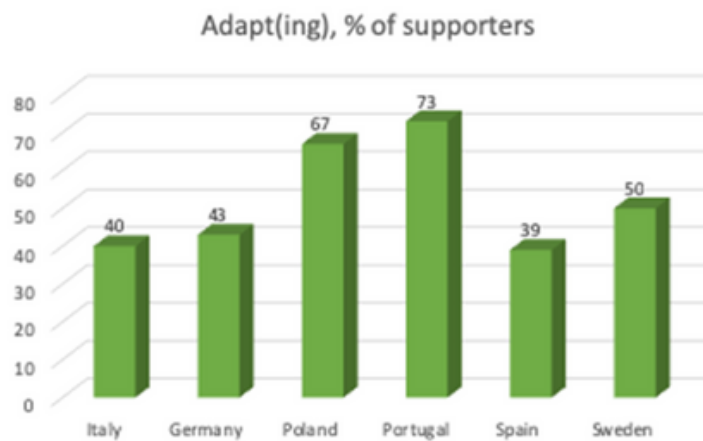


Topic: **Collaboration** - ability to cooperate and connect with civil society actors or staff from other areas. This will allow space for finding common grounds between agents with diverse interests and therefore generate alliances. This will require an empathetic attitude, open-mindedness and a spirit of adding and creating synergies.



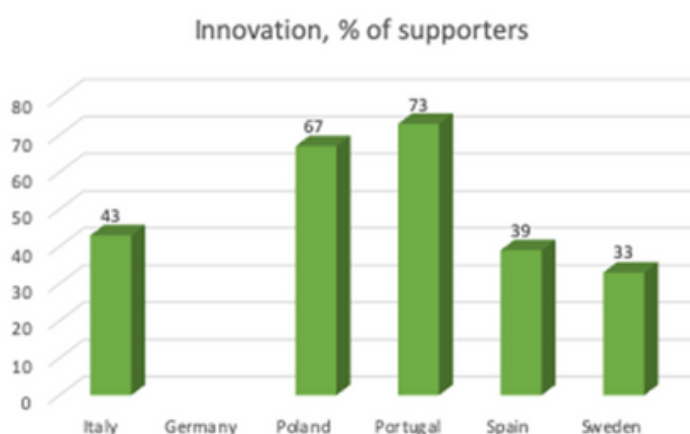
Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	51	29	67	68	41	54
Score 4	37	57	33	27	37	39
Score 3					20	

Topic: **Adapt(ing)** - skills of flexibility and adaptation to complex and/or changing, culturally diverse contexts and unknown or ambiguous situations. It also involves making a more inclusive (or less limiting) reading of, for example, legal frameworks



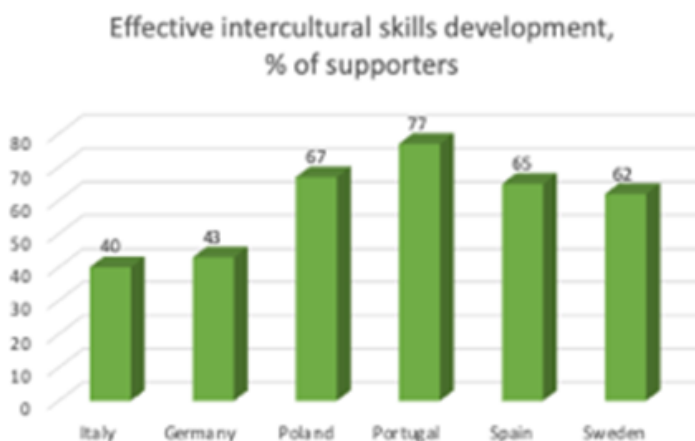
Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	40	43	67	73	39	50
Score 4	46	57			41	33
Score 3						

Topic: **Innovate** - skills to seek opportunities and solutions to new and changing challenges in society, making use of creativity, being proactive, being curious, etc. This will allow the identification of existing know-how in this area (for which knowledge on the English language will be very useful).



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	43		67	73	39	33
Score 4	34	71	33		26	59
Score 3	17				26	

Topic: **Developing Effective Intercultural Communication Skills** – Development of communication skills, to be applied both when communicating with migrants as well as the general local public.



Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	40	43	67	77	65	62
Score 4	49	43	33		20	
Score 3						23

### Category 3: Intercultural Relational Competences

The survey format/questions for this particular category varied from country to country. For example, in countries such as Italy, Portugal, and Spain, respondents were asked to give their opinions on values, knowledge, critical thinking, and attitudes in one question (so they gave a single answer/ranking to all of these categories together). In Germany, Poland, and Sweden, four different questions were asked to reveal respondents' opinions on these categories separately. Given these differences in data collection, only a table presentation of the opinions provided by respondents is offered in this report (no graphs due to data incompatibility across countries).

Topic: **Values** such as human dignity, human rights and cultural diversity, pluralism of opinions and practices as an asset for society.

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	57	57	100	86	61	75
Score 4	31					
Score 3						

Topic: **Knowledge and Critical Understanding** of one's cultural affiliations, perspective on the world, cognitive, emotional and motivational biases. Multiple identities and affiliations. Knowledge of languages and communication, of cultures and religions.

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	57	67	50	86	61	75
Score 4	31		50			
Score 3						

Topic: **Critical and Analytical Thinking**, listening and observation, linguistic, communicative and multilingual skills (adapting and varying styles of communication) Empathy, flexibility and adaptability.

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	57	29	83	86	61	58
Score 4	31	43				25
Score 3		29				

Topic: **Attitudes of Openness** towards learning about other cultures and other beliefs and practices, of respect and tolerance of ambiguity and uncertainty

Score %	Italy %	Germany	Poland %	Portugal %	Spain %	Sweden %
Score 5	57	57	67	86	61	75
Score 4	31	29	33			
Score 3						

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[1] This was done by taking into account the number of survey respondents and their ranking of a given group from 5 "most important" to 1 "least important". Scores (1 to 5) with 20% threshold were taken into consideration at the first level of analysis.

[2] Please note that the graphs reflect the percentage of respondents in each country who considered a given target group as 'very important' and ranked it 5. Survey data show that score 5 is the most supported rating (by the highest percentage of respondents) in all countries for the target groups under consideration.

[3] Categories with 50% or more support from respondents were considered in the analysis of target groups by priority (second level).

[4] Please note that the graphs reflect the percentage of respondents in each country who considered a given target group as 'very important' and ranked it 5. Survey data show that score 5 is the most supported rating (by the highest percentage of respondents) in all countries for the target groups under consideration.

[5] In Part 2 of the analysis: to facilitate visualization of respondents' priorities across countries, values of 70% or higher (reflecting the percentage of respondents who gave this score) are marked in blue, values of 50% or higher are marked in green. Less significant values are not coloured.

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## **ANNEX 2 - Survey Questions**

### **Survey On Intercultural Competences in Cities NET-IDEA Project**

The main goal of the NET-IDEA – Network of European Towns for Interculturalism, Diversity, Equality and Anti-Discrimination – project is to reinforce the role of European local authorities in the field of promoting diversity and inclusion in cities. The project sets out to support the design and implementation of effective policies by strengthening intercultural competence.

Intercultural competence is a complex set of knowledge, attitudes and skills that enable individuals to communicate appropriately and effectively when interacting with people from different linguistic and cultural backgrounds and that help address some of the challenges posed by diversity in our contemporary societies.

The intercultural approach to diversity management requires skills that not only provide tools to address relationships and communication with people from diverse backgrounds and contexts, but also allow for the management of this diversity through the design of intercultural policies.

This survey will provide a better understanding of the current needs, specific environments and knowledge gaps with regards to intercultural competences in project participating cities (civil servants, workers in community groups and youth organizations), especially with regards to youth. The results of the survey will be used to design and implement a training program for local authorities within the current project.

The survey should take approximately 20 minutes.

Your answers will only be used for the purposes of the current project.

Thank you for answering our survey!



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## A. PERSONAL AND ORGANISATION INFORMATION

- Full name
- Email address
- Type of organization
  - Municipal
  - Government
  - Private
  - Civil Society Organization/NGO
  - Youth Association
  - Other
- Department/Office
- Role
- City of Reference
- Country
- Age
- Gender
  - Male
  - Female
  - Non binary
  - Other
  - Prefer not to answer
- Do you speak English?

## B. INTERCULTURAL COMPETENCES ANALYSIS

1. In your opinion, how important is intercultural competence for the work you do?

- Very important
- Important
- Somewhat important
- Not important
- Not at all important

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2. In the context of your work, what are the most common issues you face when interacting with people from diverse socio-cultural backgrounds (immigrants or newcomers, religious minorities, Roma, LGBTQ+, etc.)?

Name at least three:

3. In the context of your work, what are the most common issues you face when designing, implementing and/or evaluating intercultural policies or projects?

Name at least three:

4. In your opinion, are these issues getting better or worse? Why?

5. What skills and knowledge would help you to better deal with these issues?

Name at least three:

6. In your opinion, what type of contexts require the most intercultural competence?

(check all that apply)

- Provision of public services
- Work environment
- Schools
- Public spaces
- Public events
- Social media
- Other

7. In your opinion, what competences are needed to design and implement intercultural policies or projects?

- Knowledge about other cultures
- Attitudes that favour openness and dialogue
- Communicational skills in intercultural settings
- Other

8. Intercultural situations occur in an intercultural setting and can be positive or negative. Identifying specific situations is important for working on intercultural skills and competences. Below are two examples of intercultural situations that often occurs in cities:

- During activities organized by the municipality in a local library, some immigrant participants communicate with each other in their mother tongue. Employees say that activity participants take advantage of the situation to talk about them behind their back. They wonder if this situation could be detrimental to the integration of immigrants and the objectives of the activities.
- In a meeting organized by a municipality with administrators and teachers from different local schools in order to plan their awareness-raising activities related to the International Day of Diversity, it turned out that the teachers, whom the meeting organizers believed to be more knowledgeable about the issues of diversity, not only had many prejudices against some minority groups, but also sometimes reinforced them in their classrooms.

Can you give an example of similar situations that occur in the context of your work?

### **C. CAPACITY BUILDING ON INTERCULTURAL COMPETENCES**

9. In the last five years, has your organization been offering training in intercultural competences, either internally for employees or externally? yes/no

10. If yes, in what form are these trainings offered? (check all that apply)

- Continuing education at post-secondary institutions
- Standard online courses to be completed by people individually
- Blended learning combining individual work and face-to-face
- Face-to-face teaching and group activities
- Individual coaching sessions
- Mentoring and professional training
- Toolkits, guides and other resources
- Training seminars
- Other

11. Describe the main groups targeted by these actions (i.e. CSO, city officials, elected officials, youth associations, teachers, police officers...)

12. What topics are covered in trainings?

13. What is the frequency of these trainings? (check all that apply)

- Weekly
- Monthly
- Several times per year
- On an ongoing basis
- Other (please specify)

14. What methodologies are used for trainings? (check all that apply)

- Theoretical approaches and formal learning (experts give lectures)
- Experiential, interactive and reflective approaches (e.g.: non formal education, immersive, practical and reflexive workshops, exercises with debriefings, etc)
- Tools sharing and best practices (providing practical tools to deliver more inclusive services)
- Other (please specify)

15. By what other means do you think you acquire intercultural competences? Select all that apply:

- ICC /National networks webinars
- Encounters
- Expert visits
- Policy papers
- Other (please specify)

16. What limitations or obstacles have been identified with regards to training?

- Budget
- Expertise
- Lack of interest
- Lack of political leadership
- Lack of political commitment
- Other

#### D. IDENTIFICATION OF OBJECTIVES OF THE NET-IDEA TRAINING

17. According to your experience, which groups are most in need of receiving training in intercultural competences? (from 5, the most important to 1, the least important)

<b>Target groups</b>	<i>Value</i>
City officers providing direct services to people from diverse backgrounds, social services, youth, etc.	
City officers from departments such as labour market, urban planning, etc.	
Health operators	
Police officers	
Regional/Local decision-makers	
Employees of non-profit organizations	
Staff of private entities contracted by the local authorities to deliver services	
Teachers and workers of educational centres	
Media and Communication department	
Other (please specify)	

18. Please rank (from 5, the most important to 1, the least important) according to your local needs the priority given to the following topics to be tackled in the training program:

	Topic	Value
<b>Intercultural competence for diversity management: Knowledge</b>	<b>Theoretical framework</b> of the different models of diversity management, with special emphasis on interculturalism and how they can be translated into local policy practice. The theoretical framework of discrimination	
	<b>Legal framework</b> produced by public international law that regulates the rights and freedoms of foreigners, social integration, inclusion and the fight against discrimination.	
	<b>Context:</b> the social, cultural, demographic and economic reality of the diverse society, especially the situation of people with different socio-cultural profiles (level of equality, recognition in institutions, sense of belonging, social interaction and links etc.).	
	<b>Policies and practices:</b> the public policies on immigration, diversity and interculturality of the city/territory and their evolution, as well as those of the autonomous and state level. Likewise, to create awareness on the actions that are promoted from the municipal sphere related to diversity issues or that have an important impact on intercultural principles.  Good (and bad) practices of other cities, both at state and international level, as well as the know-how accumulated by organizations and institutions related to these issues (e.g. ICC, RECI).  Tools for the evaluation of intercultural public policies	
<b>Intercultural competences for diversity management: attitudes and skills</b>	<b>Communicating:</b> knowing how to explain adequately what interculturality is and why it is important, its objectives and results. Incorporate the intercultural approach into the narrative.	
	<b>Dialogue:</b> ability to listen, interpret and know how to transmit. This is important in order to convince (and seduce) an individual or a group about the need to incorporate interculturality into the political agenda and public policies, but also with regard to technical staff in other areas. In relation to people from different origins and contexts, linguistic, sociolinguistic and discursive skills will be relevant, as well as knowing how to interpret their practices, values and beliefs.	
	<b>Collaboration:</b> ability to cooperate and connect with civil society actors or staff from other areas. This will allow space for finding common grounds between agents with diverse interests and therefore generate alliances. This will require an empathetic attitude, open-mindedness and a spirit of adding and creating synergies	
	<b>Adapt(ing):</b> skills of flexibility and adaptation to complex and/or changing, culturally diverse contexts and unknown or ambiguous situations. It also involves making a more inclusive (or less limiting) reading of, for example, <b>legal frameworks</b>	

	Topic	Value
	<b>Innovate:</b> skills to seek opportunities and solutions to new and changing challenges in society, making use of creativity, being proactive, being curious, etc. This will allow the identification of existing know-how in this area (for which knowledge on the English language will be very useful).	
	<b>Developing effective intercultural communication skills</b> – Development of communication skills, to be applied both when communicating with migrants as well as the general local public.	
<b>Intercultural relational competences</b>	<p><b>Values</b> such as human dignity, human rights and cultural diversity, pluralism of opinions and practices as an asset for society.</p> <p><b>Knowledge</b> and critical understanding of one's cultural affiliations, perspective on the world, cognitive, emotional and motivational biases. Multiple identities and affiliations. Knowledge of languages and communication, of cultures and religions</p> <p>Critical and analytical thinking, listening and observation, linguistic, communicative and multilingual <b>skills</b> (adapting and varying styles of communication) Empathy, flexibility and adaptability.</p> <p><b>Attitudes of</b> openness towards learning about other cultures and other beliefs and practices, of respect and tolerance of ambiguity and uncertainty</p>	
	<b>Other (please specify)</b>	

19. Considering the methodology used will be online, we kindly ask for your advice on the optimal online training (Traditional lectures, Case studies, Plenary discussions, Discussion in pairs and small group work, etc.)

## E. YOUTH AND INTERCULTURAL COMPETENCES

20. How is your organization engaging youth in intercultural issues?

21. In your opinion, what kind of skills and competences do city administrators and civil society organizations need to work effectively with youth in the areas of interculturalism and anti-discrimination?

22. In your opinion, what competences do young people need ? (Select all that can apply)

- To interact with others in multicultural environment
- To counter hate expressions
- To increase their awareness about human rights
- To tackle discrimination
- To appreciate diversity
- Other

## **ANNEX 3 - Interview Questionnaire**

### **NET-Idea Work Package 2 (WP2) Questions for Interviews**

1. How do you describe or define intercultural competences?
2. In the survey, many respondents answered that intercultural competences are important to the work that they do. Could you elaborate on this idea?
  - a. How will working on intercultural competences help you do your job better or help you achieve your objectives?
  - b. What obstacles have you encountered?
3. What can you say about the level of interest in developing intercultural competences, either by employees or on the part of the administration?
  - a. Are there common misconceptions about what is meant by intercultural competences in your organization?
  - b. Do you think that there is a difference between intercultural competences at the individual level and at the organizational level?
4. In the survey, most respondents stated that intercultural competences are important for designing and implementing intercultural policies, programmes or projects.
  - a. Do you agree with this statement? Can you give some examples of this?
  - b. What aspects of intercultural competences are often lacking in design and implementation of intercultural policies?
5. Where are the greatest needs in terms of intercultural training for your organization?
  - a. Which types of employees are most in need of receiving training in intercultural competences?
  - b. Which services or departments are most in need of training?
  - c. Do you believe that elected officials have particular or special needs in terms of intercultural competences?



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6. How do you describe or define intercultural competences?
7. In the survey, many respondents answered that intercultural competences are important to the work that they do. Could you elaborate on this idea?
- a. How will working on intercultural competences help you do your job better or help you achieve your objectives?
  - b. What obstacles have you encountered?
8. What can you say about the level of interest in developing intercultural competences, either by employees or on the part of the administration?
- a. Are there common misconceptions about what is meant by intercultural competences in your organization?
  - b. Do you think that there is a difference between intercultural competences at the individual level and at the organizational level?
9. In the survey, most respondents stated that intercultural competences are important for designing and implementing intercultural policies, programmes or projects.
- a. Do you agree with this statement? Can you give some examples of this?
  - b. What aspects of intercultural competences are often lacking in design and implementation of intercultural policies?
10. Where are the greatest needs in terms of intercultural training for your organization?
- a. Which types of employees are most in need of receiving training in intercultural competences?
  - b. Which services or departments are most in need of training?
  - c. Do you believe that elected officials have particular or special needs in terms of intercultural competences?

