Mentoring to improve learning abilities: valuing different pathways

The Mentoring Guide

Acknowledgement

Disclaimer

Copyright notice

Pubblication date:

February 2023

Index

The Mufocom Project

Although migration has been present since the beginning of civilization, the process of integration is, frequently, a challenge for displaced people and for the host communities. Migrant men, women and children often live in disastrous conditions before arriving in their host country. European countries are often chosen as the "second home" to an increasingly number of migrants and refugees with a truly diverse linguistic, cultural, educational, and professional backgrounds.

While this diversity enriches the linguistic and cultural diversity of Europe, it also challenges political decision-makers on the adequate means to ensure the development and well-being of the people they have accepted to welcome to their territory.

The MUFOCOM project seeks to support migrant people in their better integration and inclusion in the host countries, by developing 5 main results:

1. **Transnational analysis of integration policies, p**rofessional training and good practices for migrants' insertion in the labor market;
2. **Formal and non-formal education:** Multiple approaches for fostering the linguistics skills of adult migrants;
3. **Which jobs for migrants?**: Towards a vocational guidance in relationship with migrants' needs and the needs of labor market;
4. **Mentoring** to improve learning abilities valuing different pathways;
5. **Storytelling** for empowering and motivating adult migrants: success stories.

The Mentoring Guide

The MUFOCOM's Mentoring Guide aims to promote newly arrived migrant an appropriate integration in the host country. The partnership of the MUFOCOM project seeks to provide some answers to the needs of migrants, focusing on a better inclusion in the new country; promote a feeling of support and assistance; providing a person who can explain and support in the inclusion process.

In this Guide, we will provide information on the main topics of mentorship for migrant population: the main features of the Mentoring model and process, the different roles of each actor, and the mentoring as a strategy for migrant's inclusion. At the end of the guide, we provide some tools in order to follow and conduct the individuals' mentoring process.

The goals of the **MUFOCOM Mentoring Programme** are:

- Promote the integration of **50 mentors** (elders with 50 or more years old and university students) that will be paired with migrant mentees who have a legal status and residing for at least two years in the hosting country (Luxembourg, Portugal, Italy, Greece, and France).
- Develop innovative and multidisciplinary approaches to empower mentees with skills that support their personal and/or professional development (MPATH, 2017);
- Build a safe place for reflection, self-exploration, and self-expression to both mentor and mentee (MPATH, 2017);
- Build close interpersonal relationships between mentors and mentees, bringing openness, trust, reliability, a sense of responsibility and

usefulness, rapid mastery of concepts and techniques related to a profession, and hope to the mentees.

1. The Mentoring Model

In order to be clear that we are all in line with the same Mentoring Model, the next steps are related to the knowledge about the meaning of mentoring, the different roles in the process and how to maintain a positive and constructive relationship between mentor and mentee.

1.1. What is Mentoring

Mentoring involves an **interactive process between at least two people** (since there can be "group mentoring"): "…**mentee** (who benefits from the knowledge, skills, competencies and experiences of a mentor) and a **mentor** (available to use his own experience to convey positive behaviours in a constructive manner and on a voluntary basis to the mentee" (M4M, 2019). This relationship is based on **consistent**, but **limited**, **support**; and the equality of roles in the relationship makes it a **process of co-construction** where the mentor is a guide not imposing the next steps or achievements to the mentee. As a personalized and integrated intervention, the mentor helps and supports the mentee in building self-confidence, self-efficiency, and self-concept.
This is done by (Tolan et al. (2008)):
● Promoting the skills and qualities of the mentees;

- Creating a healthy and secure relationship with the mentee, ensuring an environment of respect and security;
- The mentor should also have opportunities to teach the mentee;
- Guide the mentoring sessions according to the mentee's needs and requirements.

The following chart describes the basis of the mentoring relationship:

Interaction between 2 people for a defined period of time (usually 6 moths)	Mentor and mentee differ in life experience or knowledge
The mentee benefits from the passing of life experiences and knowldge from the mentor	There is no hierarchy
The mentorship should be flexible in order to achieve a big scope of outcomes	Mentorship can be present in various sectors of activity
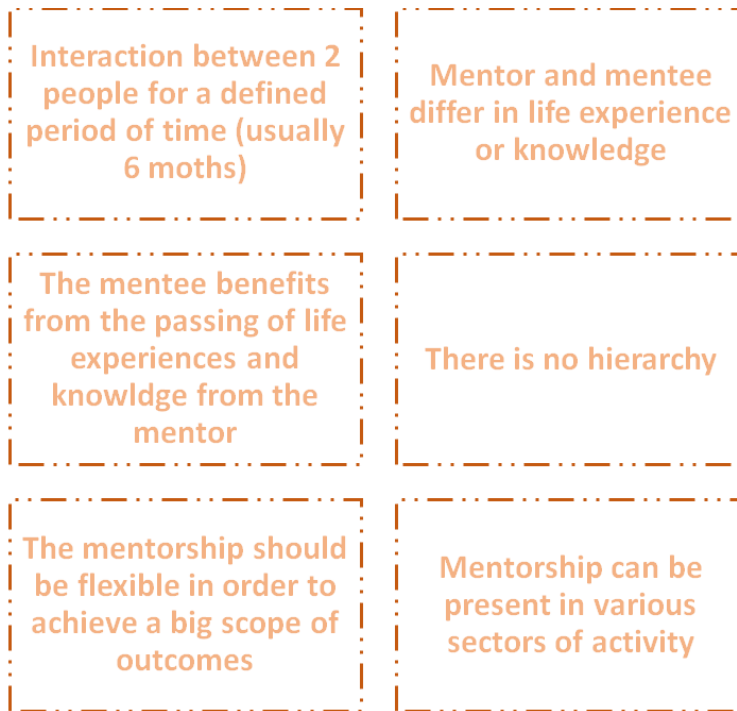
Tolan et al. (2008)

1.2. Key Actors: the different roles in mentoring

In the mentoring process, we have 3 different main roles:

Mentors' Coordinator: an experienced mentor or organization responsible for the management and supervision of the mentoring program, ensuring that the goals are being met. The mentors' coordinator recruits, develop and retain mentors and mentees, being also responsible for the pairing between them. The mentors' coordinator helps mentors to provide effective mentoring processes (sessions) (Gonçalves & Farcas, 2016; MPATH, 2017).

Mentor: a voluntary person who is willing to take time and effort to use his/her knowledge, skills, and experience to model positive behaviours to the mentee. It is responsible to be involved and engaged in one (or more) mentoring relationships to support and guide the mentee. It is also responsible for preparing, conducting, and evaluating the mentoring sessions according to the objectives of the program and to the objectives established with the mentee, according to his/her specific needs (MPATH, 2017). **The mentor also benefits with the mentoring in terms** of: Joviality, collaboration, networking; Professional development; Personal satisfaction, growth; Development of interpersonal skills; Development/remaking the skills of professional practice; Professional satisfaction (MPATH, 2016); Development of communication and coaching skills; Intercultural experience; Change of perspective; Intensified self-reflection; Increased know-how about the labour market; Extension of the personal network; Meeting with other mentors (WKO, 2008).g

Mentee: the person who benefits from the mentoring process. He/she should be a person who is motivated and willing to develop personal, social, and

professional skills that will bring an added value to finding and keeping a job (MPATH, 2017). **During the mentoring process, the mentee can achieve different benefits**: Increased self-confidence; Skills construction; Reduction of isolation and exclusion; Increased self-esteem; Increased sense of solidarity; Increased social opportunities and friendship circles; Greater resilience (SOFIE, 2017); Support, encouragement, friendship; Knowledge in specific areas; Discussion/sharing of ideas; Constructive feedback/criticism; Greater self-confidence; Affirmation, career progression and commitment; Reflection (MPATH, 2016); Development of potentials; Personality development; Professional guidance; Networking in the world of work; Change of perspective; Motivation; Exchange of experiences (WKO, 2008).

When being involved in a mentoring relationship, mentors and mentees must set boundaries. Mentors should explain the kind of support they are able to provide according to their role and mentees may have a clear and realistic vision about what mentors can do for/with them. In this way, mentors should (M4M, 2019a):

- Define a general structure of the mentoring relationship (days, times, location);
- Be prepared to say "No";
- Take care of him/herself and establish boundaries to prevent stress;
- Be able to implement a "detached relationship".

1.3. Mentoring Relationship

Mentoring processes should be based on the perspective of mentees, in terms of considering their opinion and specific needs to define the specific goals that would be established for each mentoring relationship. In this way, activities that are implemented during the mentoring sessions may differ between simpler activities, but are equally necessary (e.g., explanation of services available, and more complex activities, which require greater effort from both parties so that the expected results are effectively achieved (e.g., bureaucratic procedures, preparation for job interviews, finding a job or accommodation). It is also important to highlight that mentoring relationships are translated into co-constructed processes, so it is imperative that both mentors and mentees are fully engaged and motivated to achieve the goals that they define in the first meeting(s) (Rising, 2022).

The mentoring relationship is a process requiring different phases of knowledge, confidence, and development. According to the figure 1, after the initial meeting, mentor and mentee start to know each other and the mentor should clearly understand the main needs of the mentee to define the goals of the mentoring. Once again, the definition of the goals, the action plan and the strategies to achieve them, should be considered together and co-constructed – it is not a task of the mentor stablishing everything for the mentoring process. It is an intervention where the mentee has – during all the process – an active voice. The entire process should be monitored with meetings with the coordinator, for example and evaluated. Another important question is that the

actors – mentee and mentor – should have in mind that this is a process with an end, and not just the beginning of a friendly relationship.

Figure 1: Stages of the mentoring relationship (MPATH, 2017).

Moreover, it is important, especially for mentors, to be aware that challenges can arise when establishing a mentoring relationship with the mentee, as:

- **Lack of communication:** when speaking about a mentoring process for migrants, it can happen that the mentee does not speak and/or

understand the languages that are familiar to mentors and vice-versa, which can lead to linguistic misunderstandings. In this way, it is important that both mentors and mentees can understand each other and communicate in an effective way about the needs and goals that they want to achieve with the mentoring process (M4M, 2019; Rising, 2022).

- **Cross-cultural barriers**: mentors and mentees, especially from different cultural backgrounds, may have different values, perceptions, political and religious perspectives, and this can result in misunderstandings in the mentoring relationship. In this way, mentors must be able to not prejudice this relationship by putting their own views aside and understand the perception of the mentee about a general ou specific situation. If the mentor feel that is not available to this, it might be important to reconsider the pairing and change the mentoring relationship, providing other mentor to the mentee (M4M, 2019; Riising, 2022).

- **Emotional stress and psychological challenges**: empathy is crucial in the mentor's role, but it can happen that the stories and background of mentees can influence mentor's psychological well-being because of their intensity and vulnerability. It is crucial that, more than attending and guiding mentees in their needs, mentors are psychologically available and manage to maintain the necessary emotional distance from the problems of the mentees (M4M, 2019; Rising, 2022).

- **Lack of knowledge in specific topics:** mentors can feel that do not have answers for problems and challenges feel by mentees. Being

involved in training actions is crucial to provide mentors with the most information as possible about their role. The mentor's coordinator can also support mentors to better understand what their role is or not (SOFIE, 2017, retrieved from Rising, 2022).

1.4. Mentoring Features

The mentoring model proposed should meet the following **features** (M4All, n.d.):

- **Relationship**: 1-1 - Each mentor works with 1 mentee individually. Although 1 mentor can be paired with more than 1 mentee, each mentee should be paired with one only mentor.
- **Focus**: goal-oriented and open-ended - the mentoring process has a specific goal to achieve (set by the program and by each pair), but it can also address collateral aspects of the mentee's life.
- **Duration and frequency**: a maximum of 6 months. We recommend sessions of 60 to 90 minutes each, and a minimum frequency of every two weeks. In case of mentoring sessions at every two weeks, it is also recommended to have a more informal contact between them, at least in the beginning, where the trust in the relationship is something that it is still being reinforced, for the mentor better understand if the mentee is feeling that has enough support.
- **Format:** it is preferential to conduct the mentoring processes face-to-face but, when facing certain constraints such as geographical distance or public health crisis, an online format (or mixed) may be tolerated. Mentor

and mentee should, together, agree on the place for mentoring, which should be a place where both feel comfortable and safe.

2. The Mentoring Programme

The Mentoring programme generally requires the implementation of specific steps (M4M, 2019c):

1. **Beginning of the program:** This is the first step into the mentoring process. It is at this stage that the recruitment of mentees and mentors is done.

2. **Training of mentors:** After the recruitment of both mentors and mentees, it is important to train the mentors. They should be capable to conduct a mentoring process. During this time, it is also useful to take notes of the mentor's profile. This will be useful for the next stage of the process.

3. **Pairing:** This stage is when mentors and mentees are matched according to both their profiles and the mentee's needs. This step is crucial for the success of the mentoring process since the mentee should feel like the mentor can help him/her in achieving the goals.

4. **Introduction:** The introduction is the first session in the mentoring program. The mentor and mentee should present themselves; confirm the pairing; and finally sign the mentoring agreement.

5. **<u>Development:</u>** This is the stage of "real mentoring", where the mentor addresses the needs of the mentee; and the mentee is involved in various activities to promote his knowledge on previously discussed topics. This stage usually is the longest part of the mentoring programme.

6. **<u>Monitoring and supervision:</u>** Alongside the development stage, the implementation of the mentoring programme should be supervised and monitored by a third party (normally the mentoring coordinator). This is done to assure the correct guidance of the mentoring sessions; and understand if there have been any improvements from the mentee.

7. **<u>Closing and evaluation:</u>** This is the final stage of the mentoring programme. This stage is reserved for the final evaluation and discussion of the mentoring process. This is very important to collect feedback from the programme, and finetune it for future interventions.

Figure 2: Mentoring: Process map (Source: Based on Aproximar's Mentoring Programme M4ALL)

MENTORING: PROCESS MAP

1. PROGRAMME LAUNCH
- preparation
- mentors & mentees recruitment

2. MENTORS TRAINING
- prepare mentors for their role
- understand mentors' profile

3. MATCHING
- which mentor will work with each mentee
- based on both mentor's and mentee's profile

4. INTRODUCTION
- beginning of the process
- welcome and presentation
- matching confirmation
- mentoring agreement

5. DEVELOPMENT
- regular meetings
- fill the session registration form

6. FOLLOW UP & SUPPORT
- progress monitoring
- supervision and support

7. CLOSURE AND EVALUATION
- final self-assessment
- mentoring closure
- measuring outcomes and impact
- learnings and improvement

3. Being a Mentor

Newly arrived migrants should be supported in their integration process, to be able to navigate through social or legal procedures and eventually, find employment and become autonomous; all while learning to express themselves effectively in the host country's-language. The support of a mentor can make a difference in this transitional period and help them gain autonomy and confidence in their new community (M4M, 2019a).

3.1. Why to become a mentor

A mentor is a person who can support, advise, and guide a less experienced person by creating a beneficial relationship of trust (Reeves, 2021). Mentors take time to get to know their mentees and their needs, and then use their understanding and personal experience to help them improve and reach the mentee's goals.

Therefore, a mentor should possess skills to ensure that the mentoring process is effective and brings added value to both parts. In sum, mentors should be (Loretto, 2022; M4M, 2019a):

- Enthusiastic
- Show mutual respect
- Knowledgeable/Experienced
- Non-judgmental
- Able to give constructive and honest feedback
- Able to network and find resources
- Willing/ able to devote time to developing others
- Eager to learn
- Value diversity of perspectives

3.2. Skills and Competences

When being involved in a mentoring process, mentors should be aware of what they should or not to do with mentees. Below we present a table with some key information about this (MPATH, 2017):

A mentor should	● Actively listen; ● Be accessible; ● Promote mutual trust and confidentiality; ● Be aware of your own beliefs and stereotypes; ● Invest their time and effort; ● Prepare one-on-one meetings; ● Effectively manage the time; ● Be flexible, and adjust to the needs of the mentee; ● Be aware of the mentee's personal and cultural background; ● Promote a professional relationship by establishing clear boundaries; ● Promote autonomy and responsibility.
A mentor should not	● Judge the mentee's life choices/beliefs/lifestyle; ● Be a family member/social assistant/therapist/babysitter; ● Impose their personal values on the mentee; ● Lend money or other valuables to the mentee; ● Make promises that can't be kept; ● Expect immediate improvements.

When mentoring migrants, mentors must promote the successful integration of their mentees in the host society. Mentors should keep in mind that the end goal is to equip their mentees with the necessary skills to be autonomous and integrate themselves more easily in the host society.

4. Mentoring as a strategy for migrant's integration

The MUFOCOM'S mentoring guide focuses on a few topics, which, according to the MUFOCOM partnership, are crucial for the successful integration of migrants in the host society: intercultural dialogue; migrant's empowerment and eempathy. However, it is mandatory to consider the role of the mentor in the integration process of the migrant mentee too.

4.1. The Mentor's role in migrant's social integration

When starting the implementation of the mentoring programme, it is crucial as a mentor to listen to the mentee's needs, and structure all sessions according to these goals. Nevertheless, there are a few sets of goals that are always present for newly arrived migrants. Therefore, the mentors should keep the following goals in mind as they help mentees achieve self-sufficiency through the long-term impact of mentorship (M4M, 2019a):

Local language acquisition: Even though mentees should try to learn the host-country's language in a formal way (to seek certification of the language level), mentors and mentees should have frequent opportunities to work on the mentee's language learning. This

should be done both formally (through the standard ways of classroom learning) and informally (through daily interactions, by applying the acquired knowledge in the real-world). According to the previous research done during the development of the MUFOCOM project, when learning a new language, migrants normally value the non-formal methods of language acquisition. Therefore, **mentors can use the materials from O2 and implement those tools with their mentees.**
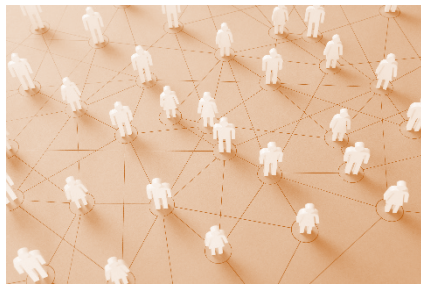
Socialisation, networking: Each mentoring relationship is specific, depending on the context, needs and situation of the mentee. Nevertheless, most migrant mentees seek inclusion in the host society. It is recommended that activities should be centred on practical needs such as how to move from one place to another; purchase food items; pay bills; go to the hospital; etc. These day-to-day activities depend on the ability to communicate and socialise with the host country's residents. Therefore, mentors should seek to promote networking opportunities. A mentor should help the mentee in locating basic locations (e.g., hospital; bank; employment centre; etc..) and teach him/her to know where to look for information.

Community integration: Mentors should also help mentees with knowledge of local rules and
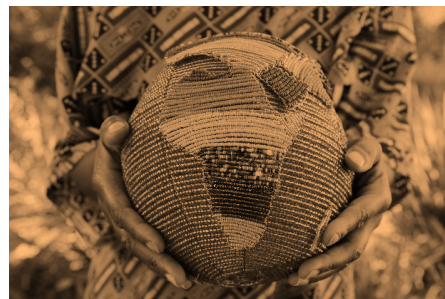
systems. This is a very important point to consider, since cultures' manners can vary, and what could be perceived as being standard behaviour on one country, could mean the opposite on the other. Mentors should then clarify a pool of mannerisms that might not be acceptable in the host country. Additionally, it is also to talk about the host countries culture. Since mentoring activities are mainly informal relationships, mentors can schedule with mentees visiting cultural community spots, or local traditional events (i.e., visiting a library or museum).

Development of knowledge and job skills: Most of the migrant' mentees who intend to live in their newly arrived country seek financial and emotional stability. Therefore, job searching might be a very important goal. Mentor should support in this search by providing the appropriate resources (i.e., associations; employment centres) and the adequate skills (i.e., how to build a CV; how to conduct an interview; how to assess one's own strong and weak points) to ease finding a job (M4M, 2019a).

4.2. Intercultural Dialogue

Intercultural dialogue (ICD) is understood as "an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perception" (Council of Europe, 2008). It is an exchange of information between cultures.

Intercultural dialogue enables people from different backgrounds, to live together peacefully and constructively in a multicultural world. This not only works for the enrichment of people's culture and knowledge, but also promotes trust and a sense of community in society.

When people from different countries meet, some misunderstandings can arise due to different social and cultural perspectives. However, by promoting an intercultural dialogue, one adopts multiple perspectives, and is open to learn about various views of the same topic (Hinner, 2017).

To better grasp the understanding of "Intercultural dialogue", other concepts should be understood (UNESCO; 2009):

Cultural diversity - refers to the existence of a wide variety of cultures. This interaction with different cultures not only aids in the development of intercultural competencies but is also important in the recognition that each culture provides only one option among many different possibilities. The MUFOCOM initiative looks at ICD as a healthy way to exchange ideas and eventually enrich the mentoring sessions with diverse knowledge and perspectives.

Cultural literacy – Although this literacy being different of reading and writing, it should not be perceived as less important. It is part of a broad toolkit of

worldviews, attitudes, and competences that people acquire throughout their lives. Cultural literacy can be passed through the infinite approaches education can take (i.e., family gatherings; traditional habits of expressing culture; social media; informal contexts ("Concepts Glossary", 2022)).

Intercultural competencies - refer to the skills necessary for adequate, relevant knowledge about different cultures and the general understanding about the potential issues of members of different cultures interacting. It involves being receptive to diverse perspectives and having the skills to draw upon knowledge and attitudes when interacting with others from different cultures.

The exchange of different perspectives benefits both the mentor, who learns and expands his/her knowledge of other realities; but also, the mentee, who benefits from a safe space to talk about his/her struggles and life contexts in a non-judgemental environment.

4.3. Migrant Empowerment

A common definition of "Empowerment" describes it as one's ability to **do what one wants or to control what happens to him/herself (M4M, 2019b).**

Paulo Freire in his book "Pedagogy of the Oppressed", advocates a method of active education that "helps people become aware of their problems, their condition as persons, and therefore as subjects" and allows them to acquire "the tools that will capacitate them to make choices" (Freire, 1968). Even though mentoring should not be primarily seen as a pedagogical approach, it is

still worth underlying that mentoring should promote self-awareness to acquire tools that empower people to make decisions in their life.

UNHCR (2001) defines empowerment as "a process through which women and men in disadvantaged positions increase their access to knowledge, resources, and decision-making, and raise their awareness of participation in their communities, in order to reach a level of control over their own environment.".

Regardless of the definition, they seem to underline the value of acquiring knowledge, skills, and tools to become more autonomous, self-confident and have power over one's own situation and environment, to become active actors of own life's decisions.

Migration is generally an attempt to improve one's quality of life.

Therefore, one might expect that such an attempt would normally succeed, particularly when migrants are moving to countries where quality of life is generally higher (in part because those countries are wealthier). But it is not obvious that migration has a generally positive effect on migrants' happiness. Gaining a higher income by itself might not lead to greater happiness.

In the field of migration, empowerment is about respecting **migrants' voices, recognizing their value and building their sense of belonging** in the host society.

In this sense, migrant's empowerment can be achieved through collaboration between actors from the hosting society and migrants, in **developing services, tools and projects in line with migrants' needs.**

Migrants' empowerment is built through the promotion of positive interaction. Respecting migrants' voice and agency, recognizing their value, and giving them opportunities for civic and political participation.

With this said, migrant's mentors should seek opportunities for their mentees to be heard and express how they feel. Migrants should feel like they can be agents of change in their life, and that with these decisions, they can be active citizens in the host country.

4.4. Empathy

Mark Davis defines empathy as "reactions of one individual to the observed experiences of another" (Davis, 1983). It can be understood as the feeling and understanding of the emotional experience of another person. In sum, it is the observer's ability to understand emotionally and cognitively what the other person might be experiencing. Being empathic towards someone can bring them a sense of support, and guidance.

According to Miller, Stiff and Ellism (1988), there are two aspects of empathy: Empathic concern, which refers to feeling concern for the wellbeing of another person while not really experiencing the other person' emotional state; and emotional contagion, which is when an individual's emotional state is directly influenced by another's, causing the individual to take on the other person's emotions. And according to these authors, there is a clear relationship between level of empathy (measured by these two aspects) and the ability of human services workers to respond appropriately to their clients (Miller et al., 1988).

Empathy can constitute a very important aspect in a persons' feeling of belonging (Bodaghi, Cheong, & Zainab, 2016). This is especially evident, and present in people that move to foreign countries, and need support.

Being empathic is a crucial step to promote a sense of "belonging", and eventually, the feeling of being integrated. In Maslow's pyramid, the feeling of 'belonging' is the third most important need, after physical wellbeing and security. This need refers to the relationships by which we share each other's realities, and connect with others, until our reach through belonging can extend beyond our boundaries. Baumeister explains belonging in the social dimension: Human beings are intensely social creatures who have a need to belong and connect with others (Baumeister and Leary, 1995).

Figure 3. The Maslow's pyramid.

The mentor has an important role in promoting empathy with his/her mentees. The mentor should be available and must encourage mentees by being empathic with them. Empathy can also work to strengthen the community's relationship. The skills learnt by communicating cross-culturally with their neighbors will transfer to their lives in their community. The deep relationships

that result from strong empathy skills have the potential to strengthen their community and build trust (Owen, 2015).

Empathy can also prepare the mentees to be leaders in their communities. The mentees must understand the people that they lead and be able to show that they care (Owen, 2015). Leadership articles emphasize human development as an essential leadership quality and can also be positively related to job performance (Owen, 2015; Sadri, Weber, & Gentry, 2011).

4.5. Collection of Mentoring (Good) Practices

Mentoring has been implemented, in the last years, as a strategy to promote the integration of migrant people. In the following table, there's a collection of projects, programs and services that are being implemented or have been implemented, implementing or implemented the mentoring for this purpose of integration in the partnership' countries:

France:

The Mentoring Practice	Integration of young refugees in the EU: good practices and challenges: FRANCE	Welcome Refugees	Migrants and Refugees in France
The target audience	Women and Children	Refugees in EU	6 Amazing Ways People Are Welcoming Refugees in France and How You Can Help
Objective (s)	Reflect differences between bigger centres and smaller towns/rural areas in France. • cover economically richer and poorer areas of the region in France • take into account different standards included in regional laws where the region in France for such differences, • take into account diversity of inclusion practices (i.e. regions/cities with positive as well as with negative experiences), and	It is a mentoring program for migrants, promoted by the ECHR and European Parliament Deputies. The goal is to create links between CSOs and MEPs from different country in EU Union. In this project is involve around 30 NGOs from Refugees and Immigrants in EU and around 5 MEPs.	Since 2015, Réfugiés Bienvenue has helped find accommodation for over 150 refugees and asylum seekers with 200 hosts across France. The local NGO offers a 3- to 12-month program during which they provide tailored support to refugees and asylum seekers. They help with administrative procedures, such as accessing health services, long-term renting, and job opportunities. "When citizens get engaged this way, they get an in-depth understanding of the barriers to include people in exile," Anjali

	• possible promising practices known to exist		Claes, hosting manager at Réfugiés Bienvenue, told Global Citizen. One couple, Charlotte and Jean, have hosted Mazaheb, a refugee from Sudan, for the past four months. Every day, she reads newspapers to help her improve her French, and conversation with the couple helps too.
Context and Challenges addressed	The Mentoring for All program is applied in different contexts, according to the needs identified in each individual and depending on the competencies and interests of community.	- Promote integration through a mentoring process to EP and European Policy. - Creating EU rules about hosting the refugees and working with NGOs leading from Refugees and immigrants.	Over the past four years, Action Emploi Réfugiés (AERé) has facilitated over 500 jobs for refugees and created a network of more than 300 employers across France. Since mid-2019, it has had an average of 60% match-rate for refugees into safe and stable jobs.
Methodological approach	This program consists of the development of tools that can be used transversally, regardless of the mentee's context and needs; allowing mentors to use these tools with various	This program compiles a pool of mentors throughout EU Union, this project is leading from ECHR and EP.	The main aim of the project is to look forward to a better future for the refugees in FRANCE, Promote the cohesion and social inclusion of refugees through job market and finding job as soon as possible.

	target-groups focusing at Women and Children.		
Relevant for MUFOCOM' mentoring program	Integration of young refugees in the EU: good practices and challenges: FRANCE considered a good practice because it involves the implementation of mentoring processes to seek a better inclusion of refugees and immigrant who are not yet integrated.	This practice not only benefits the mentee but can also benefit the entity implementing it. It offers organizations working with migrants an extra help in promoting their integration. Additionally, this program also enables Portuguese citizens to become mentors themselves and have a closer contact with other cultures, which is also a positive asset for youth workers that work with migrants.	SINGA, a citizen-led movement that creates opportunities for refugees, has unleashed the potential of nearly 1,000 entrepreneurs who have developed 300 entrepreneurial projects since 2016. SINGA has four incubators (programs that nurture recently created companies or startups) in France and eight across Europe. They help grow startups developed by asylum seekers and refugees to address their specific needs, such as learning the local language, understanding cultural codes, and building social and professional networks.
Link or the source	www. fra.europa.eu	Support Refugees – European CHR (european-chr.org)	6 Amazing Ways People Are Welcoming Refugees in France and How You Can Help (globalcitizen.org)

Luxembourg:

The Mentoring Practice	The "Connections" project and	The "Connections4WORK" project	Languages of Luxembourg
The target audience	The project is mainly aimed at: Applicants and beneficiaries of international protection who wish to enter the labour market in Luxembourg. People who want to support, guide or advise these populations Companies wishing to offer an unpaid internship to applicants and beneficiaries of international protection.

The project targets people: Encountering difficulties in their search for a job; who are unfamiliar with the functioning of the Luxembourg labour market; who | Recognized migrants and refugees looking for work. | All migrants living in Luxembourg. |

	find it difficult to understand its cultural requirements and codes.		
Objective(s)	Create links between DPIs/BPIs and companies, to mobilize economic actors for the professional integration of DPIs/BPIs and to give them the opportunity to commit to diversity in Luxembourg to contribute for this target population to ADEM's professional integration work. Informing and individually supporting job seekers with the support of volunteer coaches.	The "Connections4Work" project, which is approved by the European Social Fund, the Ministry of Labour, Employment and the Social and Solidarity Economy and the Ministry of Family, Integration and the Greater Region. Its aim is to promote the integration into the labour market of recognized migrants and refugees with an elementary level of language and who for these reasons encounter difficulties in finding a job.	The American Chamber of Commerce in Luxembourg (AMCHAM), in partnership with the International Community of Luxembourg (INTCOMLUX) and Mylanguage, and with the financial support of the charity of the Grand Duchess of Luxembourg, has developed a web-based language learning system called Languages of Luxembourg. This web tool allows people to study various languages at the time and location of their choice.
Context and Challenges addressed	Empowerment activities and strengthening of linguistic, social and professional skills.	Train job seekers in the minimum language requirements in certain trades looking for large numbers of workers,	One of the biggest challenges for newcomers in Luxembourg is that of learning the three

	The speakers are aware of the challenge of this new life and the importance of equipping themselves with tools that allow applicants for international protection to build their integration path into Luxembourg society. Following the findings of the Connections, LuxWow and Connections4work projects, ASTI considers that an individualized approach is needed to empower people in their job search in Luxembourg and give them more chances of finding a job or a new orientation. professional.	Create links between project participants and companies in Luxembourg, Promoting the work culture in Luxembourg.	official languages of the country—Luxembourgish, French, and German—as well as other languages that are often used, such as English, Portuguese, Arabic, and Persian. Learning one language is hard enough, but learning the full range of languages needed for optimal communication in Luxembourg is especially heavy lifting, particularly for people with family and work responsibilities.
Methodological approach	Four main steps: A "screening" of skills on the basis of an individual interview which makes it possible to determine	All participants will go through the following steps: Screening of professional and linguistic skills, expectations of each	The language lessons are available online, including via mobile apps which can be downloaded for free from the Apple and

the professional and educational path of the candidates 14 information sessions about the history and composition of Luxembourg society, family reunification, the reception and integration contract, Luxembourg social security. The equivalence of diplomas. Some sessions are organized and presented by our partners. 6 more specialized workshops on different subjects such as how to write a CV, know how to present yourself for a job interview, prepare for an internship, start your own business, etc. Some workshops are organized and presented by our partners. An unpaid internship at the company of a maximum of 240	participant in relation to the project, the labour market, etc. Intensive language courses targeted at a profession with a labour shortage with practical workshops focused on learning the minimum vocabulary required. Information sessions related to the targeted job (safety, training opportunities, etc.). Unpaid internships in companies for 240 hours allowing you to be trained internally by an employment mentor with a skills assessment. Support by volunteers in the job search of participants.	Google app stores. For desktop computers, lessons are available on the Languages of Luxembourg website, which also allows students to download the written versions of the lessons via PDF. Students can begin or end the lessons at whatever time is convenient for them. This gives them the flexibility of learning during free moments throughout the day, like during the commute to work or while waiting for an appointment.

	hours. Interns are monitored by an employment mentor appointed by the company. An assessment of skills according to the ROME sheet - operational directory of employment professions - used by ADEM ASTI offers them training to better understand our labour market and an employment coach who allows them to: take stock of their professional career; define their desires; apply for jobs more efficiently. The volunteer coach is trained as part of the project and makes his experience of professional networks available, accompanies the project participant free of charge for a maximum of 6 months.		

	Each week, he will advise, answer questions concerning the professional career, the assets to be valued, while sharing his feedback from practical experience. It's a good way to project yourself objectively, boost your ambitions and self-confidence and expand your network.		
Relevant for MUFOCOM' mentoring program	All these aspects are linked with the MUFUCOM project. Learning the country's languages, integrating into the job market and reducing bureaucracy concerning the integration of migrants in host countries.	All these aspects are linked with the MUFUCOM project. Learning the country's languages, integrating into the job market and reducing bureaucracy concerning the integration of migrants in host countries.	
Link or the source	https://www.asti.lu/connections/ https://www.asti.lu/coach4work/	https://www.asti.lu/connections4work/	https://ec.europa.eu/migrant-integration/integration-practice/languages-luxembourg-0_en

Greece:

The Mentoring Practice	Right after care: Capacity Building and Training for Professionals in Alternative Care in Greece (RAC); 2018 - 2020	Proud: Promoting Supported Independent Living as an alternative care practice for unaccompanied Minors; 2019 - 2021	Migrants 4 migrants: Using the buddy system to foster integration of asylum seekers in the society
The target audience	Care leavers (including migrants/refugees)	Unaccompanied minors ages 15 – 18	Newly arrived refugees / migrants
Objective(s)	The RIGHT AFTER CARE project, funded by the EU, was focusing on the development and delivery of an integrated approach in dealing with the preparedness of care leavers to face the challenges of living an independent life, in compliance with the UN Recommendation in the Guidelines for the Alternative Care of Children, which underscores the need to "prepare children to assume self-reliance and to integrate fully in the community,	PROUD project, funded by the EU, was promoting supported independent living (SIL) as an alternative care practice for unaccompanied minors focused on aged 15-18. It has supported the capacity building of professionals and adopted a mentoring scheme to deal with adaptation and integration aspects of minors in the new context through two (2) transnational trainings.	The project Migrants for Migrants (M4M), funded by the EU, was targeting newly arrived migrants and refugees in the process of settling in a new host country, as well as professionals and volunteers of the Integration Services. Its aim was to promote the integration of refugees and migrants into the host society through the implementation of a Buddy System and more specifically through mentoring.

	notably through the acquisition of social and life skills".		Integration can be achieved by empowering migrants and creating links and sustainable contacts between refugee associations, social services, local authorities and voluntary organisations.
Context and Challenges addressed	It was a project implemented just by Greek organisations customised for the Greek context and the target groups that could be found in Greece. It was not focused just on refugees but on care leavers in general. It addressed the issues of child protection, integration and independent living of care leavers, the adaptation of UN policies.	It was a project focused on mentoring of unaccompanied minors ages 15 – 18, addressing the issues of independent living, integration, child protection, capacity building.	The project provides extensive and interactive training on the mentoring process and especially on the Buddy System. The countries of implementation were Portugal, France, Austria, Greece, Italy and Romania. It addressed the issues of integration and inclusion.
Methodological approach	Research was conducted on the educational and support needs of care leavers related to life	Professionals working with unaccompanied minors and mentors were trained.	Research was conducted on the current conditions and services offered to newly-arrived

	skills and adulthood. One hundred (100) care professionals were trained on the delivery of life skills education to care leavers and they then delivered educational workshops for six hundred (600) care leavers aged 16 - 18 years old for the acquisition of life skills. The Mentoring Protocol was developed, an extensive guide for the design and mentoring activities took place for twenty five (25) care leavers.	Individual career orientations sessions with at least 50 unaccompanied minors were conducted.	migrants in partners' countries and a review on existing projects addressing newly-arrived migrants' integration. Based on experience and research, the Buddy System Service Model was developed and a learning course curricula was designed targeting Integration Services Professionals and volunteers.
Relevant for MUFOCOM' mentoring program	The organisations that took part in this project have a great experience on human rights and refugees. The results of the project provide great insight into the mentoring process, especially for vulnerable groups of people. It also provides extensive	The practice provides useful results and methodology that could be used in our project too. It also provides great insides for a 'sensitive' target group, unaccompanied minors.	That practice provides an alternative way to train mentors through a more interactive way within a well-designed curriculum with a focus on the Buddy System. It may add to our project in the means of the use of more interactive ways

	knowledge on what life skills are and why and how should there be a mentoring process on this topic. Considering our project, it would be useful to explore ways in which we may include life skills support through the mentoring process we are about to deliver. ALLI was part of the consortium of that project.		to train mentors but also to be inspired by the Buddy System. Aproximar was part of the consortium of that project too apart from ours so it may provide more insights and experience.
Link or the source	https://athenslifelonglearning.gr/el/project/right-after-care/	Proud – Promoting Supported Independent Living as an Alternative Care Practice for Unaccompanied Minors – Athens Lifelong Learning	https://www.migrants4migrants.eu/ https://www.kmop.gr/wp-content/uploads/2022/08/M4M_IO5_Guide_EN_vf.pdf

Italy:

The Mentoring Practice	'Side by side: Citizens, young migrants and refugees together' initiated by UNICEF, Refugees Welcome Italy and the Municipality of Palermo	Refugees Welcome Italia: family-based reception and mentoring	"Coming of Age – Il mentoring come nuovo modello di inclusione community based per giovani migranti"
The target audience	Girls and boys who arrived in Italy as unaccompanied refugees and migrants will be part of a new mentorship programme connecting them to Italian citizens who will provide advice, support and guidance.	Refugees in Italy	young foreigners former Unaccompanied Foreign Minors
Objective(s)	Through 'Side by si with similar movements across Europeer,' volunteer mentors will help fill this gap. Mentors will be trained to listen to, support and advise young migrants and refugees, while helping them integrate into their new communities, showing them how and services	Refugees Welcome Italia (RWI) was founded in 2015, together with similar movements across Europe, in the aftermath of the so-called 'refugee crisis'. It is an independent organisation that promotes the mobilisation of citizens to foster the social inclusion of refugees and migrants, in particular through the	Mentoring is a program that was created with the intention of making the new generations able to realize their full potential: by facilitating access to quality education and training; supporting the realization of decent work and adequate income;

	as well as training and employment opportunities. It is the first such mentorship programme of its kind in Italy. Caring relationship can significantly improve a young person's well-being and prospects in life, especially when she or he is alone, without a parent or care-giver, and trying to navigate a new country and new way of life.	hosting of beneficiaries of international or temporary protection and the mentoring of young adults. Autonomy and integration of migrants can only be achieved through their social inclusion and the development of bonds with the local community. According to RWI, the mobilisation of civil society is an important factor in the process of integrating migrants into society.	promoting the social, economic and political inclusion of those young people who find themselves on the margins and in situations of hardship. It intends to focus its energies on supporting foreign young ex unaccompanied minors by offering them the tools to fulfil themselves in contemporary society and activating their individual potential. In particular, the program identifies in mentorship an approach capable of accompanying the transition to adulthood and contributing to the success of the integration path of young migrants.
Context and Challenges	This project connects young people who require support and local community members who have the	RWI has developed a model of inclusion for beneficiaries of international, complementary or	The program identifies in mentorship an approach capable of accompanying the

addressed	skills and time to share, creating a positive experience for everyone involved.	temporary protection, built on home accommodation (hosting), co-housing and mentoring. These solutions are seen as a tool for supporting foreigners who do not have a stable housing solution or easy access to the private housing market, and as a broader tool for promoting inclusion and integration through the creation of community ties.	transition to adulthood and contributing to the success of the integration path of young migrants. But above all it promotes the commitment and participation of native citizens who will then be the mentors who choose to accompany a young migrant on his path of integration, building a relationship of trust and making their social, relational and professional resources available; he is the one who listens, directs, encourages, creates new connections, shares knowledge and skills, activates resources and opportunities, dedicates his time and offers his help in solving everyday problems.

Methodological approach	The programme's initial phase builds on the positive results of the <u>volunteer guardianship programme</u> and aims to ensure a continuum of care for former unaccompanied minors, including those who have recently turned 18 years old. The pilot phase lasts 9 months and will then be evaluated for potential replication in other locations across Italy.	Before activating the hosting, RWI conducts a suitability assessment of the families based on <u>guidelines</u> developed by the organisation, and provides them with training and orientation. Throughout the period of 'home accommodation', the staff will accompany both the family and the person through regular meetings and provide legal, logistical and psychological support as needed. The projects normally involve a period of home accommodation of 6 months, which can be extended for up to one year depending on individual circumstances. Host families do not receive remuneration, but economic support for specific activities/needs of the beneficiary (e.g. unexpected medical or university fees). Regular monitoring by RWI allows both the family and the beneficiary to understand and plan the final steps of the placement and to	The Mentoring program supports and promotes research aimed at defining effective methodologies to support young people. In particular, it focuses on research aimed at consolidating reference models on mentoring. The focus is on defining the possible profiles of mentors, their field of activity, as well as the desirable training and relational model. The goal is to offer a solid theoretical foundation and a coherent framework of action for this practice.

		guide the person towards autonomy.	
Relevant for MUFOCOM' mentoring program	The local community's support for the mentorship programme is very encouraging and it will lead to increased understanding and social inclusion of young migrants and refugees.	This practice benefits both the refugees and the local; in fact since 2016 RWI has established 800 accommodation matches and concluded 500 host experiences and mentoring processes. It is relevant to the project because we can take inspiration from the creation of the teams of staff/volunteers to support beneficiaries, families and mentors and who advocate for a more inclusive model of reception.	Involving both locals and migrants in a common goal fosters integration and social inclusion. This initiative is important for Mufocom because it provides for the implementation of interventions to support the employment, education and housing of young people in difficult situations, through: – support for the identification and matching of mentors and mentees, the offer of psycho-social support tools and accompaniment to the helping relationship; – support for the housing inclusion of young migrants by favoring reception systems aimed at

			placement in the family; – accompaniment in the integration path of young mentees, intervening in situations of need, offering training support (through scholarships) or work support (through job grants), as well as any specific needs to be resolved in collaboration with mentors - support in learning the language
Link or the source	https://reliefweb.int/report/italy/new-mentorship-programme-young-unaccompanied-refugees-and-migrants-launches-italy	https://ec.europa.eu/migrant-integration/integration-practice/refugees-welcome-italia-family-based-reception-and-mentoring_en	https://www.fondazionehapax.org/coming-of-age-rapporto/ https://www.fondazionehapax.org/mentoring/

Portugal:

The Mentoring Practice	M4All	Programa Mentores para Migrantes- (english: Mentors for Migrants Program)	"Viver o Desporto – Abraçar o Futuro" (in Englisg: "Live Sport – Embrace the Future" project)
The target audience	People who might benefit from a mentoring program and want to integrate in the labour market.	Migrants in Portugal	Immigrants and refugees living in Portugal
Objective(s)	Mentoring for All is a Program of Aproximar, which implements mentoring initiatives and programs since 2009, the result of a process of transfer and adaptation of knowledge of foreign mentoring models. The mentoring initiatives implemented focus on several audiences, allowing the development of tools for the application of mentoring processes, but also of own resources for more specific objectives and results, such as budget management,	It is a mentoring program for migrants, promoted by the High Commissioner for Migration (ACM), and developed throughout Portugal by several local partners. The goal is to create links between mentors (Portuguese citizens) and mentees (migrants). Mentors support the mentees in the development of their professional goals, and successful integration in the host community by helping, monitoring, and guiding in	"Viver o Desporto – Abraçar o Futuro" is a project that started in 2016 and ended in 2018. It was delivered by the Portuguese Olympic Committee, with the support of International Olympic Committee. It was developed to foster sport as a major instrument to facilitate the cohesion and social inclusion of immigrants and refugees in Portugal.

	access to the labor market or the transition of roles in the same company.	problem solving. There are around 600 mentors available at a national level, and this diversity allows them to find the right match, suited to the needs and conditions of each mentor.	
Context and Challenges addressed	The Mentoring for All program is applied in different contexts, according to the needs identified in each individual and depending on the competencies and interests of volunteers	Due to the very well-knows struggles that come from moving to a new country, migrants can benefit from a mentor's support. With a mentoring program, mentors can aid in the acquisition of training, for hard skills development; as well as the development of soft skills, which are worldly recognized in the labour market: Therefore, tis program aims to: - Promote integration through a mentoring process.	It is important to have programmes that welcome refugees wishing sport to become part of their life. The important thing for reflection on this project specifically is that the integration of immigrants and refugees were made into existing sport activities and teams, avoiding the creation of teams/activities exclusive to them. In this sense, they met new people and it also make it possible to work values such as respect, friendship and excellence – giving our best in the game and in life.

		- Guarantee a successful mentoring process, hence an easier integration of the migrant in the host country.	
Methodological approach	This program consists of the development of tools that can be used transversally, regardless of the mentee's context and needs; allowing mentors to use these tools with various target-groups. Aproximar focuses mainly on: professional integration; social integration from ex-ofeenders. and social integration for migrants.	This program compiles a pool of mentors throughout Portugal, which will benefit the matching phase of the mentoring program. This compilation of mentors gathers numerous characteristics, stories, and experiences that can benefit the mentee.	The main aim of the project is to look forward to a better future for the refugees in Portugal, using sport as an important instrument of social inclusion. The main objectives are: Promote the cohesion and social inclusion of refugees through sport; Empowering girls and women by creating social change through sport; Give opportunities to start a sport career Strengthen advocacy and raising awareness around sports
Relevant for MUFOCOM' mentoring program	The M4All program is considered a good practice because it involves the implementation of mentoring processes to seek a better inclusion of people	This practice not only benefits the mentee but can also benefit the entity implementing it. It offers organizations working with migrants an extra help in promoting	The involvement of migrants and/or refugees in sports promote the broadening of their network, which has been seen as a very central point in migrants' integration in the host society. Additionally, it can

	who are not yet integrated.	their integration. Additionally, this program also enables Portuguese citizens to become mentors themselves and have a closer contact with other cultures, which is also a positive asset for youth workers that work with migrants.	also help in raising awareness on the topic of integration, inducing more actions towards this topic. MUFOCOM can benefit from these practices as inspiration for the further development of IO4-Mentoring to improve learning abilities: valuing different pathways.
Link or the source	www.aproximar.pt/m4all	https://www.acm.gov.pt/-/programa-mentores-para-migrantes	http://comiteolimpicoportugal.pt/viver-o-desporto-abracar-o-futuro/

5. Tools for mentors

In order to support the role of the mentor, we suggest some tools inspired in previous mentoring programmes developed by Aproximar. The main objective is to systematize the information, the meetings, the main goals and the achievements of the relationship, the mentoring process and the mentee. Most of the time, the mentoring process is based in conversational situations between mentor and mentee. However, if we want to promote a process of growth and empowerment, it is mandatory to give feedback, think together about the process and (re)adjust some interactions.

Agreement

At the beginning of the relationship is very important to discuss about the conditions of the mentoring programme in order to agree about the main features, the role of each participant and the duration of the process. Source: MPATH Mentoring Model (2017)

We are both voluntarily entering into this partnership. We wish this to be a rewarding experience, spending most of our time discussing developmental activities. We agree that:

1.   The mentoring relationship will last for _____ months. This period will be evaluated every two months and will end by amicable agreement.

2.   We will meet at least once every _____ weeks. Meeting times, once agreed, should not be cancelled unless this is unavoidable. At the end of each meeting we will confirm and agree the date for the next meeting.

3.   Each meeting will last a minimum of _____ minutes and a maximum of _____ minutes.

4.   In between meetings we will contact each other by telephone/email no more than once every _____ weeks/days.

5.   The aim of the partnership is to improve a better inclusion in the host society.

6.   We   agree   that   the   role   of   the   mentor   is   to: _____

7.   We   agree   that   the   role   of   the   mentee   is   to: _____

8.   We agree to keep the content of these meetings confidential, and only shared with the mentor's coordinator when needed.

9.   The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to feedback.

The mentor: The mentee:

_____   _____

Co-funded by the
Erasmus+ Programme
of the European Union

Session record

This is a tool that describe the date, hours and activities developed in a mentoring meeting and should be applied at every mentoring meeting. With this tool, mentors can keep on track the activities and topics that are covered during the sessions and have a deeper understanding of what has been done and where they want to move in the following sessions, being also effective when reporting to the mentor coordinator the progress of the mentoring process.
Please fill out this form after each meeting you have with each of your mentees.

Mentee name: _____   Mentor name: _____

Date	Form of the meeting (Face-to-face; Telephone; Skype or another online platform)	Duration of the meeting (Hours, minutes)	Brief description of what was done during the meeting (Include where you met, activities implemented, main topics of discussion)	Do you think that the session went well? What are the next steps you and your mentee will work on?	Is there any c or dilemma y facing? If YES describe

Source: Parent'r'Us Mentoring Model (2021)

Initial expectations

This table can work as an effective tool to be implemented at the beginning of the mentoring process (in the first or second session). It should be filled by both mentor and mentee, and they will have the opportunity to deeper understand the expectations, needs and fears that each one of them have in relation to the mentoring relationship and to the mentoring process. In this way, it can facilitate a discussion between them on these topics and adjust expectations,

	Expectations	Needs	Fears
MENTOR			
MENTEE			

if necessary.

Source: MPATH (n.d.)

Action plan

This tool can be applied at the beginning of the mentoring process. It should be filled by the mentee with the support/guidance of the mentor, and it should take into consideration the objectives set in the Mentoring agreement. In this way, and similar to the previous one ("Initial expectations"), it can be effective to deeper understand the expectations of the mentee in relation to the mentoring process and adjust them, if necessary. Compared to the tool "Initial expectations", this Action plan is more focused on the mentoring process rather than on the mentoring relationship and facilitates a discussion between mentor and mentee about different aspects (personal, professional and social life and how mentoring can be helpful to empower

	1 month (beginning)	3 months (mid-term)	6 months (end)
"… be the person I want"			
"… get a job"			
"… have a joyful life in the community"			

the mentee on these aspects).

Source: Self.design Toolkit (2022)

Final evaluation questionnaire (satisfaction and outcomes)

Please fill out this form at the end of the mentoring process.

For how long have you met? (months, weeks)		
Do you feel there has been any changes according to the needs that were set in the beginning of the mentoring process?	Yes _____	No _____
If Yes, please describe:		
If No, please describe the reasons:		
What was the influence of the mentor in this?		

For each sentence, tell us if you agree or disagree.	Disagree	Agree	Could be improved	If you choose "Disagree" or "Could be

				improved", please write in what way:
This mentoring process was useful in supporting the mentee' needs.				
This mentoring process helped the mentee to improve personal and/or professional skills.				
This mentoring process motivated the mentee to become more included in the hosting community.				
My mentor gives me/ As a mentor I gave confidence in my/his/her own abilities to find and/or keep a job.				
This mentoring process gave a voice of power to the mentee.				
This mentoring process was an important activity				

for the promotion of the confidence and autonomy of migrant people in the hosting community.			

	YES ✓	NO ✕
Would you change something in the way that the programme is implemented?		
If you choose YES, please write what we can do better next time:		
What additional information should be provided to new mentors and/or to mentees to make their mentoring relationship a success?		

Source: Parent'r'Us Mentoring Model (2021)

Conclusion and Main Findings from the National Pilots

The MUFOCOM's Mentoring Guide is a resource available for all the interested people - individual or organisations - in the adoption of the Mentoring as a strategy contributing for the inclusion of migrant people. Through the present document, it is possible to understand the main purpose of the Mentoring - who are the main actors in the process, the phases of the relationship between mentor and mentee and why to become a mentor, as the competences and skills needed to adopt this role.

The MUFOCOM's guide is still an opportunity to consider the Mentoring as a strategy to promote the inclusion and the social and labour integration of the migrant people. This is why it is possible to find a specific section of this document promoting a reflection on the main topics concerning the elements that should be considered when working with people with migratory's background or refugees: the intercultural dialogue, the migrant empowerment and the empathy. In fact, the mentors can not be a migrant's mentor if he/she adopts a position not according to these main conditions. A collection of examples of programs and services on mentoring as a strategy for inclusion is presented in this guide too, to inspire the mentors and the organisations that could replicate this program in the future adapting it to the contextual needs and requirements.

After the development of this Guide, in all the countries, the partners conducted national pilots to deliver the mentor's training and, most of them, started the development of the mentoring processes: in France: 9 mentors, most of them working with migrant's communities and 3 mentees were involved starting the mentoring processes; in Luxembourg there are 5 mentors and 5 mentees participating in the mentoring; in Greece, 10 mentors are trained and available to start the implementation of the Program; in Italy 6 mentors and 6 mentees are participating in mentoring's processes; in Portugal, 12 mentoring processes were initiated: 5 are concluded, 2 are ongoing, 4 are ready to start – with the

matching process done between mentor and mentee, and 1 was interrupted because of personal issues of the mentor.

Most of the mentors are professionals working with migrant people in organisations in the community (Italy, for example) or are volunteers participating in mentoring programs in the partner organisation (as the case of Portugal). The mentors recognized the value of being a mentor as a possibility to support other migrants, helping them to improve their linguistic skills or "only" the cultural norms of the host community. On the other hand, mentees shared the personal meaning of having a personal confidence and supporter in the host country; while   this is an opportunity to know other migrant's stories of challenges but well succeeded considering social, cultural and labour inclusion.

All the partners are planning to continue implementing mentoring processes - even because some of them didn't have the chance to match mentors and mentees during the lifetime of the project; however, considering the importance of the MUFOCOM's mentoring proposal, this is a strategy organisations want to implement even after the end of the project, as a strategy to engage mentors and mentees to build positive relationships to facilitate the social inclusion of people with migratory backgrounds in the host-country.

References

Concepts Glossary. Unesco.org. (2022). Retrieved 28 September 2022, from https://www.unesco.org/interculturaldialogue/en/concept-glossary#i-l.

Council of Europe. (2008). White Paper on Intercultural Dialogue. Retrieved from

https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf

Hinner, M. B. (2017). Intercultural Misunderstandings: causes and solutions. Russian Journal of Linguistics 21 (4): 885-909.

Loretto, P. (2022). Qualities of a Good Mentor. The Balance. Retrieved 28 September 2022, from https://www.thebalancemoney.com/qualities-of-a-good-mentor-1986663.

M4ALL (n.d.). M4ALL Mentoring For All Guidelines

M4M. (2019a). Migrant for migrant: Be a mentor

M4M. (2019b). Migrant for migrant: Migrant's empowerment

M4M. (2019c). Migrant for migrant: Using the buddy system to foster integration of migrants in the society

MPATH. (2016). Perfil de competências do Mentor

PARENT'R'US (2021). Mentoring Model for Parents' Engagement at Child Schooling Life

Reeves, M. (2021). What is the Purpose of Mentoring Programs? | Together Mentoring Software. Retrieved 28 September 2022, from https://www.togetherplatform.com/blog/what-is-the-purpose-of-mentoring

Tolan, P., Henry, D., Schoeny, M., & Bass, A. (2008). Mentoring interventions to affect juvenile delinquency and associated problems. Campbell Systematic Reviews, 4(1), 1-112.Reviews, 4(1), 1-112.

UNESCO. Director-General, (2009). Investing in cultural diversity and intercultural dialogue: UNESCO world report. Unesco Publishing

WKO. (2008). Mentoring for Migrants. Available at: https://www.wko.at/site/Mentoring/MigrantInnen/en/english.html

PARTNERSHIP